Deviations of Language Politeness among Teachers and Students in Online English Learning in 9th Grade at SMP N 1 Pandak

Muhamad Arfinda a,1,*, Riswanda Himawan b,2

a Faculty Of Teacher and Traning Education, Ahmad Dahlan University

b Faculty Of Language and Art, Yogyakarta State University

1 muhamadarfinda@gmail.com*; 2 Riswandahimawan.2021@student.uny.ac.id

ABSTRACT

Language politeness is an important element in communication, by paying attention to language politeness, someone is considered to have good character so that what is conveyed can be accepted by the interlocutor. The application of language politeness is very necessary in every speaking activity. This study aims to determine the forms of language politeness among teachers and students in English learning This research is included in the type of descriptive qualitative research. So the data obtained in qualitative form and analyzed descriptively. The method used in this research is the padan pragmatic method by Sudaryanto. The data collection technique used in this research is the technique of with r basic technique in the form of sadap and its lanjutan or advanced technique in the form of simak bebas libat cakap th en are continued with rekam or recording and catat or note-taking The results of the analysis show that there is an application or use of language politeness in the teaching and students in the English class which is represented in the transactional text English subject for 9th grade at SMP N 1 Pandak.

1. Introduction

Humans are social beings and in doing so, one component is needed, namely "communication". According to William I. Gordon (in Handayani, 2011), communication can be interpreted as a dynamic transaction. In conducting a communication or communicating, we also recognize the word "language" which by using "language" as a message or goal to be achieved in communication can be realized. Language is the main tool in communication and has great expressive and informative power. Language is needed by humans because human language can find their needs by communicating with one another.

In speaking or communicating, we should also obey and apply anything in language or communication ethics. One of them is to use good and correct language, which is the language in accordance with the rules of standard language, both the rules for written standard language and spoken standard language so that messages or goals can be conveyed properly. In addition, we must also use language or speak in a polite and straightforward manner, which can make a good and clear impression. Polite language means that it is used positively, does not offend others and the grammar is according to the rules. Language politeness, which should refer to the values of politeness, good utterance, and attitudes that reflect good character, especially at this time have begun to be ignored. This is evidenced by what the English teacher said in this study that if the number of students who even succeeded in doing the task theoretically, the practice of language politeness was still not carried out properly. This is also not much different from teaching and learning activities in the offline learning period, but in this online school learning period, the use of online platforms is also the same.

In relation to language politeness in the learning process of English, it is found that the language behavior of students who are younger, sometimes do not pay attention to the politeness aspect of language, when talking to (older) teachers especially in responding to the material and the teachers's utterance. Therefore, the young generation today tends to use languages that are not

standard at all and do not care about the meaning or the effect it will have. This also happens to students who do not understand and are less aware, that whether the language they use offends the teachers or not, abuses the teachers or not, hurts the teachers's feelings or not. Then, by paying attention to the actions of students and the problems above, this research is very important to do. The researcher conducted this research so that people could pay more attention to politeness in a more polite language in the communication process, especially for the younger generation. The results of this research are expected to be able to contribute to society. People can also differentiate among languages that are rude, less polite, or more polite depending on who the person is. Certainly about how to speak in a standard and polite.

Based on those description above, relevant and previously research about language politeness was conducted by (Falanta et al., 2019) which focused on exploring the language politeness in the talk show segment in the Indonesia morning show in Net TV and its relevance to Indonesian language learning in 10th grade at SMA. The result of this research proposes that there are 76 obedience to the principles of politeness, the violations of the principle of language politeness found in this research amounted to 25, and the results of this research are very suitable for learning Indonesian as well. The next research came from (Pradnyani et al., 2019) which focused on analyzing the language politeness among teachers and students in Indonesian language learning in the 7th grade at SMP Negeri 1 Kuta Utara. The result of this research presented that there are 18 data containing 5 obedience of the principle of politeness. The level of obedience with the language politeness of the teachers and students in learning Indonesian in the 7th grade at SMP Negeri 1 Kuta Utara can be said that the teachers are more polite than the students in using the language. The third research was conducted by (Noviarini & Yulianto, 2019) which focused on analyzing the politeness conversation among teachers and students in What's App application The result of this research shown that that students' politeness in conversation is not well placed. In addition, there were also students who seemed to dictate of schedule's teachers. And aslo found that there is much more negative politeness than positive.

2. Method

The type used in this research is qualitative research, to be precise descriptive qualitative research. The *padan* pragmatic method is used as a method in this research which has been summarized and described by Sudaryanto (1993). The object and subject in this study are language politeness between teachers and students that occurs in online English learning in 9th grade from D-G classes at SMP N 1 Pandak. The data collection technique used in this research is the technique of with *dasar* or basic technique in the form of *sadap* and its *lanjutan* or advanced technique in the form of *simak bebas libat cakap* then are continued with *rekam* or recording and *catat* or note-taking technique. In addition, this study also uses data analysis techniques in the form of sorting data and identifying data. This study uses the *padan* data analysis method with an analytical technique in the form of referential. The references used are the opinions of experts as well as relevant research and previously carried.

3. Results and Discussion

Based on the analysis of conversation among teachers and students in terms of the application of the maxims of politeness. As explained previously if this research, only the use of obedience in using polite language was investigated. As for the use of language politeness among teachers and students when teaching and learning activities occur in the WhatsApp group at SMP N 1 Pandak in 9th grade, if studied using the principle of language politeness of Leech, the utterances spoken by teacher and students have been polite. However, only a few maxims of language politeness have been found, there are several uses of maxims as well such as, there are; 1) twelve maxims of tact which are marked by wise utterances, 2) thirteen maxims of generosity which are marked by generous utterances, 3) thirty-eight maxims of approbation which are marked by utterances of praise with the aim of praising or appreciating the speech partner, and 4) eighteen utterances of

International Journal of English Linguistics, Literature, and Education (IJELLE)
Vol. 3, No. 2, Dec 2021, pp. xx77-86

79

ISSN 2686-0120 (print), 2686-5106 (online)

maxim acceptance which are marked with utterances that shows acceptance. Those utterances are in the nature or in the form of statements, information.

For more details, see below:

A. The Application of Tact Maxim

In the conversations among teachers and students in the context of English learning in the research that is being conducted, there is a maxim of tact. There are twelve tact maxim utterances contained in the conversations that occur among teachers and students when teaching and learning activities occur in the WhatsApp class group. The twelve utterances include (1) statements, (2) information, (3) orders, and (4) explanations. However, in this section, only three data results will be presented, namely as shown below:

Tabel 1. Data Card of Tact Maxim

Utterance Segment	**Teacher**	**: if you guys have any questions you may ask it to me privately hehe**
Context	Teacher	: the time's up too, saya akhiri, assalamu'alaikum w.w
	Teacher	**: if you guys have any questions you may ask it to me privately hehe**
Classification	Maxim of Tact	
Description	The utterance was spoken by the teacher to his students when the teacher wanted to close the meeting at that day. The utterance occurred on September 2, 2020, at 08.12 am in the WhatsApp class group.	
Data Analysis	It can be seen that if the teacher's utterance in bold print includes to tact maxim because it can be seen that the teacher tried to give opportunity to his students by giving chance or his free time if his students want to ask him out of meeting time. Then, if it is analyzed by using the principle of Leech's politeness, the teacher's utterance is a maxim of tact and polite as well.	

Tabel 2. Data Card of Tact Maxim

Utterance Segment	**Teacher : ahh, guys for who don't submit the assignment yet I still wait for it. come on for who don't submit the assignment yet**
Context	**Teacher : ahh yeah, guys for who don't submit the assignment yet I still wait for it. come on for who don't submit the assignment yet** Student Aisyah : yes mas done for it
Classification	Maxim of Tact
Description	This utterance was spoken by the teacher to his students for those who have not completed or submitted their assignments yet. Then the utterance occurred on September 7, 2020, at 8:22 am in the WhatsApp group.
Data Analysis	In the teacher's utterance, which is in bold print, it can be seen clearly that the teacher wisely gave his students the opportunity by giving them extra time to collect last week's assignments and the teacher still wants to wait for them. Then if it is analyzed by using the principle of Leech's politeness, the teacher's utterance is classified into the maxims of tact and polite as well.

Tabel 3. Data Card of Tact Maxim

Utterance Segment	**Teacher** : **please read it first..5 minutes...then I will send some questions**
Context	**Teacher** : **please read it first..5 minutes...then I will send some questions**
Classification	Maxim of Tact
Description	The utterance occurred on January 10, 2021, at 07.09 am. The teacher's utterance was addressed to all students in the WhatsApp class group.
Data Analysis	In the teacher's utterance, it can be seen clearly that the teacher shows politeness to the students by giving them time to read the material first before the teacher will ask them some questions. Then, if it is analyzed by using the principle of Leech's politeness, the teacher's utterance is a maxim of tact and also polite.

In the three tables above, prticularly in the first and second table, it can be clearly seen that the teacher is trying to give benefit to his students by wisely speaking the utterances as above. Then if it analyzed by using Leech's politeness principle, those above utterances can be saib polite.

B. The Application of Generosity Maxim

In the conversations among teachers and students in the context of learning English in the research that is being conducted, there is a maxim of generosity. There are thirteen utterances of generosity maxims contained in the conversations that occur among teachers and students when teaching and learning activities occur in the WhatsApp class group. The thirteen utterances include (1) statements, (2) information, and (3) orders. However, in this section, only three data results will be presented, namely as shown below:

Tabel 4. Data Card of Generosity Maxim

Utterance Segment	**Teacher** : **it's okay dek**
Context	Student Iman : only can make like that mas Teacher : I wanna ask guys, is there anyone who can't access our Google Classroom here? **Teacher** : **it's okay dek**
Classification	Maxim of Generosity
Description	This utterance was spoken by the teacher as a response to the student iman's statement. Then utterance occurred on September 7, 2020, at 8:25 am. in the WhatsApp group.
Data Analysis	It can be seen that if the teacher's utterance is in bold print, there is a maxim of generosity because the teacher generously tolerates the utterance of the student Iman, who in essence feels inferior or shy of the poetry he has written, but the teachers still accepts it. This is in the sentence of the student Iman where he said to "I can only make like that mas", which the teacher then answered with "it's okay, dek". Therefore, if it is analyzed, the utterance is included in the Leech's maxim

| | of politeness principles and polite as well. |

Tabel 5. Data Card of Generosity Maxim

Utterance Segment	**Teacher**	**: no worries dek, couplet is only 2 lines and actually those two lines are free verse.** Nice
Context	Student Iman	: yes only two lines
	Student Arum	: bu, is it free?
	Student Arum	: I will send my poem
	Student Jodhanta	: woah mas dudin is awesome
	Teacher	**: no worries dek, couplet is only 2 lines and actually those two lines are free verse.** Nice
Classification	Maxim of Generosity	
Description	This utterance occurred on September 7, 2020, at 08:52 am on the WhatsApp group. The utterance was spoken by the teacher which was intended to respond to statements about the student Iman's poetry work.	
Data Analysis	In the polite utterance above, the teacher responds to a statement from student Iman, where previously student Iman asked and was a little hesitant about his poetry work, but the teacher responded well and accepted it. This is a realization of the maxim of generosity and is included in the principle of Leech politeness	

Tabel 6. Data Card of Generosity Maxim

Utterance Segment	**Teacher**	: the the attendance will opened at 09.15 am in the GC. **And don't forget the attendance and assignment for who not submitted yet. See you**
Context	**Teacher**	: the the attendance will opened at 09.15 am in the GC. **And don't forget the attendance and assignment for who not submitted yet. See you**
Classification	Maxim of Generosity	
Description	This utterance was spoken by the teacher when he was wanting to end the meeting at that day. Then, the This utterance occurred on September 7, 2020, at 09.10 am on the WhatsApp group	
Data Analysis	In the teacher's utterance, there is a maxim of generosity because the teacher generously reminds to fill attendance at the GC and waits or provides opportunities for students who have not submitted their assignments. Then, if analyzed, the utterance is also included in Leech's maxim of politeness and has also been polite.	

In the three tables above, particularly in the first and second table, it can be clearly seen that the teacher is trying to give benefit to his students by generously speaking the utterances as above. Then if it analyzed by using Leech's politeness principle, those above utterances can be saib polite.

C. The Application of the Approbation Maxim

In the conversations among teachers and students in the context of learning English in the research that is being conducted, there is a maxim of approbation. There are thirty-eight maxims of approbation that are contained in the conversations that occur among teachers and students when teaching and learning activities occur in the WhatsApp class group. The thirty-eight utterances are in the form of utterances that are only statements in nature. However, in this section, only three data result will be presented, namely as shown below:

Tabel 7. Data Card of Approbation Maxim

Utterance Segment	**Teacher** **: Great guys**
Context	StudentArum :Waalaikumsalam.wr.wb. Student Arum : Gud morning Student Arum : I'm fine Student Iman : Waalaikumsalam mas good morning **Teacher** **: Great guys**
Classification	Maxim of Approbation
Description	The utterance was delivered by the teacher aimed at his students because they have answered the greetings and the opening words before doing teaching and learning activities of that day's meeting. Then, the utterance occurred on September 2, 2020, at 7:24 am in the WhatsApp group.
Data Analysis	In the utterance in bold print, it is clear that the teacher responds well even by giving praise to the students for responding to the greetings and opening statements at the beginning of the meeting. Then if it is analyzed with the principle of Leech's politeness, the teacher's utterance has reflected the maxims of approbation and also polite

Tabel 8. Data Card of Approbation Maxim

Utterance Segment	**Teacher** **: very good**
Context	Student Rio : the blue whale is largest whale and largest living creature on earth. **Teacher** **: very good** Teacher : no 2? Teacher : where: dimana..?
Classification	Maxim of Approbation
Description	The teacher's utterance occurred on January 10, 2021, at 07.38 am. This utterance was spoken by the teacher aimed at his students in the WhatsApp class group for student Rio.
Data Analysis	In the utterance which is in bold print, it is clear that the teacher responded well by giving praise to student Rio's answers. Thus, the teacher's utterance can reflect the maxims of approbation, polite, and also enter into the principles of Leech politeness.

Tabel 9. Data Card of Approbation Maxim

Utterance Segment	Teacher	: **gud question**. My home home is (/ originally from) in Kalimantan and here I've been living in a borading house / kos-kosan
Context	Student Aisyah	: where is your home (originally)?
	Teacher	: **gud question**. My home home is (/ originally from) in Kalimantan and here I've been living in a borading house / kos-kosan
Classification	Maxim of Approbation	
Description	The utterances that have been spoken by the teacher, where the teacher responds to answers to questions posed by Aisyah's students. Meanwhile, the teacher's speech occurred on August 31, 2020, at 08.23 am in the WhatsApp group.	
Data Analysis	In the utterance in bold print, in which the questions asked by student Aisyah have been answered well by the teacher, even accompanied by praise by the teacher. So in the statement, the teacher has behaved politely in responding to student Aisyah question and has also reflected the maxim of appreciation and entered into Leech's politeness principle.	

In the three tables above, it can be clearly seen that the teacher is trying to give benefit to his students by friendly speaking the utterances as above to appriciate his students. Then if it analyzed by using Leech's politeness principle, those above utterances can be saib polite.

D. The Application of the Acceptance Maxim

In the conversations among teachers and students in the context of learning English in the research that is being conducted, there is a maxim of acceptance. There are eighteen utterances maxim of acceptance contained in the conversations that occur among teachers and students when teaching and learning activities occur in the WhatsApp class group.. The eighteen utterances are in the form of utterances that are only statements in nature. However, in this section, only three data result will be presented, namely as shown below:

Tabel 10. Data Card of Acceptance Maxim

Utterance Segment	**Student Labiba**	**: yes bu**
	Student Nur	**: yes bu**
	Student Adinda	**: yes bu**
Context	Teacher	: passive voice pattern..please note it
	Student Labiba	**: yes bu**
	Student Nur	**: yes bu**
	Student Adinda	**: yes bu**
	Teacher	: 10 minutes
Classification	Maxim of Acceptance	
Description	Those utterances were spoken by students in the WhatsApp class group which were intended to respond to the teacher's orders, namely where students were	

	asked to record the material that the teacher has given and explained. The utterance occurred on January 26, 2021, at 07.23 am.
Data Analysis	In the students' utterances, it can be seen clearly that students follow or agree with what the teacher has ordered, namely by giving an approval response in the form of the sentence "yes bu". Then if it is analyzed by using the Leech's politeness principle, they are included into the maxim of acceptance and the students have shown a polite attitude as well.

Tabel 11. Data Card of Acceptance Maxim

Utterance Segment	**Student Edgar** : **ok bu** **Student Najwa** : **got it bu** **Student Endah** : **ok bu**
Context	Teacher : please upload your answers in this link **Student Edgar** : **ok bu** **Student Najwa** : **got it bu** **Student Endah** : **ok bu**
Classification	Maxim of Acceptance
Description	Those utterances were spoken by students in the WhatsApp class group which were intended to respond to the teacher's previous orders, namely to upload their answers or assignments to the link that has been given. The utterance occured on January 12, 2021, at 07.52 am.
Data Analysis	In the utterances in bold print, it can be seen clearly that the students follow or agree with what the teacher has ordered, namely by giving an approval response in the form of the sentence "ok and got it bu". Then if it is analyzed by using Leech's politeness principle, then of course the utterances are included into the maxim of acceptance and the students have also shown a polite attitude.

Tabel 12. Data Card of Acceptance Maxim

Utterance Segment	
Context	Teacher : ok..while waiting..who hasn't responded.. please prepare your bolpoins/pencils, notebooks and dictionaries.... **Student Aiska** : **okbu** **Student Labiba** : **yes bu** **Student Theananda** : **ok bu** **Student Deandra** : **ok bu** **Student Fransisca** : **ok bu** **Student Kayanaya** : **ok bu**
Classification	Maxim of Acceptance

Description	These utterances were spoken by students in the WhatsApp class group which were intended to respond to the teacher's previous orders, namely to prepare their writing instruments while waiting for responses from other students. The speech occurred on January 12, 2021, at 07.09 am.
Data Analysis	In the bolded utterances, it can be seen clearly that the students followed or agreed, namely by giving an approval response in the form of the sentence "yes / ok bu" with what the teacher had ordered. Then if analyzed using Leech's politeness principle, of course this is included in the maxim of agreement and the students have also shown a polite attitude.

In the three tables aboveit can be clearly seen that the students are trying to give benefit to their teacher by friendly speaking the utterances as above to accept and follow what the teacher said. Then if it analyzed by using Leech's politeness principle, those above utterances can be saib polite

Some of the utterances in these maxims occur because of the habit of using language indirectly both from the teachers and the students themselves in the learning process. Therefore, in the conversations that occur between teachers and students in the classes, it can be said to have been polite if analyzed using Leech's politeness maxim. It can also be said to be polite because both the teachers and the students themselves can place the use of grammar that has been adapted to whom they communicate, of course. Although it is said to be polite, some of the data is in the form of abbreviated words or does not use standard language in accordance with the KBBI guidelines.

4. Conclusion

This study analyzes the form of language politeness in terms of obedience (maxims) that occur in the process of teaching and learning activities spoken by teachers and students in the 9th grade of English subject at SMP 1 Pandak which is carried out online through the WhatsApp application. Furthermore, it can be concluded that both teachers and students have demonstrated and used polite language, this can be proven by using Leech's politeness maxim. From the 81 data, there are only 4 maxims of obedience (maxims of tact, generosity, approbation, and acceptance). Even though these utterances or data have been said to be polite, but there are some words that are not standardized or in accordance with good and correct writing guidelines, such as the use of words or slang, abbreviations, incomplete punctuation and others.

Acknowledgement

References

Abdurrahman, A. (2006). Pragmatik; Konsep Dasar Memahami Konteks Tuturan. Lingua: *Jurnal Ilmu Bahasa dan Sastra*.

Budiwati, T. R. (2017). Kesantunan berbahasa mahasiswa dalam berinteraksi dengan dosen di Universitas Ahmad Dahlan: analisis pragmatik. *The 5TH Flurecol Proceeding*, UAD, Yogyakarta, 557-571.

Falanta, A. S., Fakhrudin, M., & Purwanto, J. (2019). Analisis Kesantunan Berbahasa pada Segmen Talk Show dalam Acara Indonesia Morning Show NET TV dan Relevansinya dengan Pembelajaran Bahasa Indonesia di Kelas X SMA. *Jurnal Genre (Bahasa, Sastra, dan Pembelajarannya*), 1(1), 67-72.

Handayani, T. (2011). Membangun komunikasi efektif untuk meningkatkan kualitas dalam proses belajar mengajar. Ta'dib: *Jurnal Pendidikan Islam*, 16(02), 273-302.

Leech, G. (2014). *The pragmatics of style*. United States of America: Oxford University Press.

Noviarini, T. (2019). Analysis of Politeness Conversation Among Teacher And Student in What's App Application. *IJLECR-International Journal of Language Education And Culture Review*, 5(2), 131-136.

Pradnyani, N. L. P. B., Laksana, I. K. D., & Aryawibawa, I. N. (2019). Kesantunan Berbahasa Guru Dan Siswa Dalam Pembelajaran Bahasa Indonesia Pada Kelas VII Smp Negeri 1 Kuta Utara. *Jurnal Ilmu Sosial Dan Humaniora*, 8(2), 91-96.

Shivani, I. (2020). *Penggunaan Bahasa Indonesia di Media Sosial" Instagram*". Universitas Sebelas Maret Surakarta.

Sugiyono. (2013). *Metodologi Penelitian Kuantitatif Kualitatif dan R&D*. Bandung : Alfabeta

Suyadi. (2010). *Panduan Penelitian Tindakan Kelas*. Yogyakarta: Diva Press.

Tarmini, W., & Safii, I. (2018). Kesantunan Berbahasa Civitas Academica Uhamka: Kajian Sosio-Pragmatik. Imajeri: *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(1), 77-91.