HOW TO CREATE SPEAKING POLITENESS IN ELEMANTARY SCHOOL OF SDN 101788 MARINDAL 1 MEDAN

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Abstract*: The purpose of this research is to explain and investigate the politeness of speaking in English, namely the interaction between students and professors in English class. The method employed is descriptive qualitative. To collect data for this study, the independent competent engagement technique and records were used. The study's data consists of language expressions in the form of the speaker's words and sentences. The oral data sources employed for the research are speaking actions between speakers, specifically students and teachers. Language etiquette dominates interactions with teachers in three areas: 1) Asking, 2) implementation, and 3) expectations. Asking is a personal politeness that expects the interlocutor to deliver something as the speaker requests.*

Keywords: politeness, language politeness, students, teachers.

Abstrak: Penelitian ini bertujuan untuk menjelaskan dan mengkaji kesopanan berbicara dalam bahasa Inggris, khususnya interaksi antara siswa dan guru di kelas bahasa Inggris. Pendekatan yang digunakan adalah deskriptif kualitatif. Pendekatan dan catatan keterlibatan kompeten independen digunakan untuk mengumpulkan data untuk penelitian ini. Ungkapan bahasa berupa kata-kata dan kalimat penutur merupakan data penelitian. Sumber data lisan yang digunakan dalam penelitian ini adalah tindakan berbicara antara penutur, khususnya siswa dan guru. Etiket bahasa mendominasi interaksi dengan dosen dalam tiga bidang: 1) permintaan, 2) implementasi, dan 3) harapan. meminta adalah kesantunan pribadi yang mengharapkan lawan bicara menyampaikan sesuatu sesuai permintaan penutur.

Kata kunci: kesantunan, kesantunan berbahasa, siswa, guru.

INTRODUCTION

Speaking is often associated with interpersonal problems as well as linguistic problems. Contextual factors greatly influence humans in conducting conversations. When speaking, we must consider the place and atmosphere of the discourse. Today there is a shift in the value of politeness in language among students. The use of language that is not standard in social interaction creates disputes.

According to Winda et al (2022). A system of interpersonal connections called politeness is intended to make it easier for people to interact with one another by reducing the risk of conflict and confrontation that exists in every contact between people. Additionally, being polite is a set of

techniques that speakers might use to accomplish a variety of objectives, like fostering or upholding harmonious relationships. Meanwhile, according to Weydt (Trosborg, 1994, p. 24), In order to produce seamless communication, politeness can be thought of as a pragmatic mechanism in which different structures, such as nonverbal cues and prosodic elements, cooperate. Therefore, politeness can be determined by the language used, the context of the speech, and the interaction between the speaker and the listener (Winda et al., 2022).

There are two basic types of elements that influence language politeness: linguistic and nonlinguistic aspects (Herujiyanto, 2015, p. 169). Among the linguistic factors are: (1) proper diction; (2) polite language use; (3) correct and efficient sentence construction; (4) intonation; and (5) features of speech tone. The conversational topic, the communication context, and the sociocultural institutions of the society are examples of non-linguistic elements.

Geoffrey Leech asserts that manners are demonstrated not only in the conversation's subject matter but also in the way its participants behave and organize themselves. Impoliteness can be implied by certain conversational behaviors, such as interrupting or speaking at the inappropriate moment. Therefore, when we speak, we occasionally feel the need to address the speech act that is being played or is being performed by the actor and others, to ask for an explanation, to beg for permission to speak, to apologise for our words, etc.

Variations in linguistic disparities influence the speaker's or the interlocutor's or conversation partner's opinion. The statement identified two components: lingual factors (language variances) and non-lingual factors (speakers' responses to their interlocutors). This assumption statement's presence in speech events implies social factors such as the speaker's social position, speaking objectives, age gaps, gender, the speaker's closeness to the speech partner, and so on. These societal influences can have an impact on the kind of speech used in public speaking events.

Bambang Maryadi discovered the use of Javanese speech level and its impact on Indonesian communication in teaching and learning activities while researching how teachers and students utilize language. The results of the study demonstrated that communicativeness was characterized by the use of Javanese speech levels and its impact on Indonesian due to the status of the teacher's position. Setting, which includes things like place, time, environment, a topic, purpose, and tone, established the discourse and was crucial to understanding what was being said by both the teacher and the students.

METHOD

The research method chosen was descriptive qualitative. This type of study can capture the intricacies of complex meaning dependent on language and social environment. This type of research can also extract factual and empirical information from the target of the study.

The research participants were instructors and students in elementary school of SDN 101788 Marindal 1 Medan. Environmental factors directly affect the choice of oral data in the form of communication events, whether in the form of words, phrases, or sentences that construct oral discourse in the elementary school setting. In this study, sampling was utilized to determine the subject.

The research data are linguistic manifestations of speakers in the form of words and sentences. The source of data for this study is oral data in the form of speech act events between speakers, mainly teachers and students in elemantary school of SDN 101788 Marindal 1 Medan. Oral information was derived from a natural source. The term "natural" refers to the organic and natural way in which language is used or used to occur in communication between speakers.

The data collection technique involves researchers making direct observations by going directly to the university to conduct research. Observing took place in a college setting by experiencing the speech act occurrences between students and teachers, both in class and within the surrounding environment, by filming the data to be examined and evaluated. These speech occurrences will generate data in the format appropriate to the research data and can analyse the occasion and context of utterances.

Data analysis began with the collection of data. The result is a qualitative study. As a result, since the researcher made the observations, data analysis can be carried out using reflection notes and temporary findings. In this study, assessment took place in cycles. The evaluation went on the field alongside the data collection process till the result became known. Sutopo (2006) proposed that the cycle process begins with the introduction of data collecting. Every essential data point is constantly contrasted with additional data points and validated to ensure accuracy. The following diagram depicts the process of cyclical data analysis. Sutopo (2006) (p. 108).

DISCUSSION AND RESULTS

According to Winda et al (2022). A system of interpersonal connections called politeness is intended to make it easier for people to interact with one another by reducing the risk of conflict and confrontation that exists in every contact between people. Additionally, being polite is a set of

techniques that speakers might use to accomplish a variety of objectives, like fostering or upholding harmonious relationships. Meanwhile, according to Weydt (Trosborg, 1994, p. 24), It is possible to think of politeness as a pragmatic system that enables effective communication by coordinating a variety of structures, including nonverbal and prosodic elements. Therefore, politeness can be determined by the linguistic structure used, the speech's context, and the relationship between the speaker and the listener. (Winda et al, 2022).

Regarding this comprehension, being polite is a means of demonstrating that you are aware of the expressions on the faces of others. Such understanding encompasses speakers' and listeners' relative power relations, social distance, and their distinctive ranking for specific coercion in the social environment in which that understanding applies. This study of linguistic politeness shows how student politeness manifests itself in the form of speech acts. The awareness that we may practice this courtesy while in class. Linguistic etiquette students observe verbal activities such as requesting, expecting, and appealing. Because they have a lower social position than their professors, students sense politeness in their language behaviour.

Positive and negative types of politeness in the form of greetings imply distance in this study. The declarative way of learning in a classroom consists of (1) arguing before giving information, (2) giving instructions, (3) asking questions, and (4) giving prohibitions. Examples of imperative statements used in classroom instruction include soliciting, asking for, instructing, restricting, and asking for permission. In-class learning, the speaker addressed the interrogative form to the speech partner if he craves the answer to anything or a scenario.

According to the research findings, it is especially dominating through three modes of speech when interacting with teachers in-class learning, including 1) asking; 2) implementation; and 3) expectation. Asking is a directed politeness act in which the speaker expects the speech partner to give something to the speaker, or in other words, the speech partner offers something to the speaker. To ensure that the conversation partner might fulfil what the speaker desires (illocutionary).

Asking is a polite approach to ask the other person in a conversation to do something the speaker wishes. This statement aims to convey that the speaker anticipates the discourse partner acting. The speaker thereby achieves his goals. Students frequently express their hopes verbally during learning.

The act of wishing serves a purpose, in this case, the speaker's desire for the speech partner to take action so that their wish can come true. By altering the purpose of the illocutionary acts of

speech, the three types of speech can be translated into a variety of activities.

The speaker's desire for the discourse partner to take action is expressed through the courteous act of asking. The speech partner must respond to the speaker's desires and intents and carry out the activity that the speaker requests in order to use the suitable elocutionary. 1) "Ma'am, number one is not clear yet." (2) "Ma'am, there are gaps in the English textbook."

When learning in class, the language act (1) is a form of asking. When students are concentrating on the teacher's questions, it is obvious nonverbally. The speaker asks the speaking partner to elaborate on any queries so that he can grasp what he did not understand. The speakers don't know what number one means. The individual's objective is to ask the speech partner to explain the number again.

Another manner of requesting is the second language act. Some English speakers have not got their textbooks when the teacher delivers them. The English textbook was then requested by the speaker. Speakers are still fewer or there are still students who have not received the English textbook since it has not been delivered to them.

Declarative speech is used to describe a variety of actions, Students will study in a class of speakers (teachers) as participants who proactively express themselves by utilizing polite forms while dealing with speech partners. Examples of such forms include (1) pleading before offering information, (2) issuing instructions, (3) making requests, and (4) giving a prohibition.

Based on research, it is demonstrated that the imperative mode of speech can be used to express oneself in a variety of ways, including (1) the form of a socialization act, (2) the shape of a request, (3) the shape of an errand, (4) the shape of a restriction, and (5) the shape of a permit act. The speaker achieves the form of politeness in language through interrogative mode speech by explaining activities such as (1) the form of a question proclaiming an order, (2) the form of an invitation, (3) the form of a request, (4) the form of a prohibition, and (5) the existence of a permit.

The research's findings indicate that delivery of polite discourse takes the form of indirect speech when speakers employ mode to instruct in a classroom. In other words, the evidence shows that students' speech modes don't necessarily correspond to the conventional ideas that declarative denotes a statement, imperative denotes a command or order, and interrogative denotes an inquiry. According to Winda et al. (2022), direct speech actions are declarative utterances intended to preach, imperative statements intended to command, and interrogative phrases intended to question.

The term "indirect speech act" refers to declarative speech that attempts to persuade or coerce the listener to act in a particular manner. Therefore, the more direct the speaker's "intent" is when requesting the listener to do something, the more directive the speech is, the more impolite the request is, and the worse the request, the more indirect the speaker's meaning is when asking the speech partner to do something. a formal address. (Leech, 2014).

CONCLUSIONS

Three speech patterns are typically used when speaking with teachers in a classroom setting: Asking, doing, and expecting are the first three steps. Asking is a directed form of politeness in which the speaker expects the other person in the conversation to provide what is being requested. Language etiquette is an action or behavior that is developed and mutually agreed upon by a certain speech community in order to ensure that communication in speech events occurs as intended by the speaking actor.

The intent of the speaker is the goal. This research instils politeness in the students' vocabulary so that it can be a teaching material for internalizing the idea of politeness and understanding how to speak successfully in context.

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