

Analysis of Language Politeness in English Learning at X IPA MA Raudlatul Ulum Klampis

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Article History : Received: 22-10-2024 Accepted: 05-11-2024 Publication: 22-11-2024

Abstract: *This study aims to determine the politeness of students' language in learning English in class X IPA MA Raudlatul Ulum Klampis. This study uses triangulation of theory and sources, and data analysis is carried out using data tabulation techniques, followed by data presentation, interpretation, and conclusions. The results of the study show that the form of politeness in the interaction of teachers with students and between students in English learning discussion activities in the MA Raudlatul Ulum class. The results of the data analysis and subsequent discussion contribute to the academic understanding of politeness and provide practical implications for effective communication in the English learning process, providing the audience with valuable insights that can be directly applied in the classroom.*

Abstrak : *Penelitian ini bertujuan untuk mengetahui kesantunan berbahasa siswa dalam pembelajaran bahasa Inggris di kelas X IPA MA Raudlatul Ulum Klampis. Penelitian ini menggunakan triangulasi teori dan sumber, serta analisis data dilakukan dengan menggunakan teknik tabulasi data, dilanjutkan dengan penyajian data, interpretasi, dan simpulan. Hasil penelitian bahwa bentuk kesantunan berbahasa dalam interaksi guru dengan siswa dan antar siswa dalam kegiatan diskusi pembelajaran bahasa Inggris di kelas MA Raudlatul Ulum. Hasil analisis data dan pembahasan selanjutnya berkontribusi pada pemahaman akademis tentang kesantunan berbahasa dan memberikan implikasi praktis untuk komunikasi yang efektif dalam proses pembelajaran bahasa Inggris, membekali audiens dengan wawasan berharga yang dapat langsung diterapkan di kelas.*

Keywords : *Politeness Strategies, Brown and Levinson Theory, Language Politeness*

INTRODUCTION

Language is an essential communication tool in teaching-learning interactions. Both teachers and students use language as a communication tool to ensure constant interaction. Effective communication strategies can build learning interactions according to the desired outcomes. Thus, language is a person's confidence in their ability to communicate or interact. (Peng, 2020). The speaker and the other speech partner can deliver a short lesson.

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Certain situations like this are essential to recognize and understand so that communication runs smoothly without miscommunication. A polite language is a good language, which is a language. That fits the context. To avoid misunderstandings, one must consider language skills when speaking with others. A case of blindness, as described by Santos, occurs when a person feels a strong sense of empathy for his mother because it can improve interpersonal interaction; politeness is an essential aspect of language in sociolinguistics. (Fadhallah, 2020).

Politeness is an expression related to "politeness," "respect," "good manners," or "appropriate behavior. (Rika Ningsih et al., 2020). The connection between politeness and proper behavior in daily life shows that politeness is limited to language use and involves nonverbal communication. One way to see language etiquette is as an attempt to keep the speaker and speech partner from getting into a fight. Politeness in language is a reflection of a society's culture. Being courteous when speaking is crucial to learning in school. Developing courteous language habits might help pupils' character grow and strengthen. (Pradita et al., 2024) The application of language politeness is very helpful in getting attention from the primary education sector, especially in the learning process at school. There are four categories in the learning process: severe, profound, not serious, and very serious. In the debriefing session, a subject is classified as polite if they use the word "please excuse me" and do not show any signs of weakness to the instructor. (Mahmudi et al., 2021). It is considered impolite if the student in the tutoring session does not pay attention, let alone make a fuss with the tutor. When evaluating or criticizing the behavior of others, it should be done very carefully by using the word "sorry" that does not show signs of weakness and shows attention to the other party and appropriate word choice.

The teaching and learning process is categorized into four categories: very polite, polite, not polite, and very impolite. In asking or confirming something, the speaker is categorized as polite if they use the word "apologize" and are not prejudiced against the opposite party.(Afriana & Mandala, 2018). It is said that it is not polite if the speaker is accusing or slandering the interlocutor. Commenting on opinions or criticizing the work of others should be done very politely by using the word "apologize." By using the word "sorry," not thinking badly and offending the other party, giving input with a choice of other parties, and giving input with a good selection of words. If the speaker provides advice by directly using harsh language and demonizing the other party publicly, then the speaker is considered very impolite. It is

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considered very impolite. Speakers are said to be very polite in submitting opinions if they Use the word “thank you,” respect others, are not arrogant, and do not demean other parties' arguments—the other party's argument. (Mohammed, 2021).

If the speaker looks arrogant and superior in arguing, he will look very impolite. If reprimanding students, a polite speaker will say "sorry," choose appropriate words, and know about educational advice. In contrast, speakers who are very disrespectful will advise using a loud voice, choose harsh words, and demonize others in front of the crowd when reprimanding learners, exaggerate attention, exaggerate attention, and demonize the other party in front of the crowd when reprimanding learners, exaggerating attention, attention, approval, and sympathy to the speech partner; (c) intensifying the attention of the speech partner by dramatizing events or facts; (d) making the attention of the speech partner more intense. Dramatizing events or facts; (d) using group identity markers (a form of greeting, dialect, jargon, or slang); (e) seeking approval for a common topic or repeating part or all of the speech or the whole speech.

Analysis is a word that is often used in the evaluation of activities. Analysis is often carried out to conclude the implementation of an activity. According to the Big Indonesian Dictionary, analysis is investigating and analyzing a problem to reveal its actual state.(Magdalena et al., 2020). It is a problem-solving process that begins with speculation and truth. Analysis activities are usually carried out at the end of an activity to find problems that occur during the implementation of activities. The next activity will align more with expectations through this analysis activity. Analysis is the study of the causes of gaps in events.

Politeness is necessary in any life. It's about maintaining a good relationship with your listeners and readers. Politeness is important because it shows listeners and readers that we value and respect them, and it prevents us from distorting or degrading what we say and making it less interesting. One example is the academic field. When practiced in class discussions or when the instructor is conducting an emotional process. Language politeness is reflected in the way we communicate through verbal signs and speech.

When speaking, speakers follow cultural norms and do more than just convey their ideas. Language practices must be consistent with the cultural elements of the society in which the person lives and the use of language in communication If a person's verbal behavior is not by cultural norms, then he or she will receive negative judgments, such as being accused of being arrogant, haughty, ignorant, selfish, or ignorant(Nahsruddin & Al-Obaydi, 2021). Several

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previous studies examine politeness in language. The first is a study conducted by (Rika Ningsih et al., 2020) In a study entitled Politeness in Language of Students and Teachers, researchers found several factors that cause this impoliteness. Factors that cause impoliteness in the speech of students and teachers are direct criticism with harsh words, encouragement to use harsh words, encouragement of the speaker's emotional feelings, harsh words, encouragement of the speaker's emotional feelings, being protective of the speaker's opinion, deliberately accusing the other person, and deliberately cornering the other person. In addition, another study conducted by (Daulay et al., 2022)

Researchers concluded that the use of polite language is very important and must be prioritized when we speak in formal situations such as in work meetings, asking questions during presentations, giving speeches in public, or simply asking people we don't know. The use of polite language must be applied by society in everyday conversation because it can create an attitude of respect and respect, and can build a good impression of ourselves and the people we represent. Therefore, from several relevant previous studies, the researcher is interested in conducting a study entitled "Analysis of politeness in English learning in class X IPA MA Raudlatul Ulum Klampis".

METHODOLOGY

This research was conducted on August 10th at MA Raudlatul Ulum Klampis school. This research is qualitative research with a descriptive method. The descriptive method is chosen because this method can provide a description as carefully as possible of individuals, language conditions, symptoms, or certain groups. The descriptive method describes data or objects naturally, objectively, and factually. The data of this research are sentences spoken by students and an English teacher at MA Raulatul Ulum Klampis in the learning process. The participants of this research were the students of class X MIPA and an English teacher. The techniques used in data collection are listening techniques how students speak, recording techniques, and note-taking techniques.

The listening technique was obtained directly by recording the dialog or speech of the teacher. After the data was collected, the researcher then analyzed the data with conversational analysis with three concepts. After the data was collected, the researcher then analyzed the data using conversational analysis with three concepts (Syahrizal & Jailani, 2023) namely data

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reduction, data display, and conclusion drawing or verification. Data reduction means making a script of the recorded and written data and selecting the data needed to answer the research questions. Displaying data means making connections between politeness used from the results of the research. Finally, drawing conclusions or verification.

RESULTS AND FINDINGS

The comes about of the consider on the examination of dialect neighborliness in English dialect learning at X IPA MA Raudlatul Ulum Klampis appears that the utilization of respectfulness techniques in classroom interaction is exceptionally different and affected by the social setting and the relationship between instructors and understudies. Through the meet strategy conducted with instructors and understudies, it was uncovered that instructors tend to utilize positive neighborliness techniques, such as laud and support, to form a steady learning climate. Understudies, on the other hand, appear a propensity to utilize negative courteousness techniques, such as coordinate shirking in giving suppositions or inquiring questions, which reflect regard for the teacher's specialist. Classroom perceptions too uncovered curiously designs of interaction. In bunch discussion situations, understudies are more liberated to precise their conclusions utilizing more loose and commonplace dialect, even though still paying consideration to neighborliness standards. In differentiation, in formal intelligence with instructors, understudies are more cautious in their choice of words and regularly utilize expressions of ask or expressions of appreciation as a frame of respect. These discoveries propose that dialect courteousness not as it were serves to preserve social connections but also plays a vital part in making a conducive learning environment. By and large, this examination highlights the significance of understanding neighborliness techniques within the setting of English dialect learning, as well as the suggestions for the improvement of more viable educating strategies. The inquiry about prescribes that teachers pay more consideration to courteousness dynamics in the classroom intelligent to extend understudy engagement and make a more comprehensive learning environment.

Based on the data obtained in the field, it was found that the form of language politeness in the interaction from teacher to student and student to student in English learning discussion activities in Class X IPA MA Raudlatul Ulum. Data Analysis of Language Politeness of Students in the Learning Process found that declarative sentences are maxims of wisdom, praise, and agreement; interrogative sentences are maxims of wisdom and praise; imperative sentences are wisdom; and exclamative sentences are wisdom. Politeness is a strategy or set of methods language speakers use to achieve various goals, such as establishing and maintaining harmonious relationships. (Fitriyah, 2020). It is studied in the context of language based on its use, which examines the forms of language

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expression used by speakers to achieve their goals in communication. The principle of politeness, along with its six maxims, is a communication rule that concerns politeness. The analysis of language politeness forms in interactions between teachers and students is as follows.

Declarative Speech

Declarative speech acts are deliberately negotiated to make immediate changes in the world's reality. They are a significant part of everyday communication. (Syahrizal & Jailani, 2023).

The language politeness of learners in the English learning process in the form of declarative speech is the use of polite and impolite language in the context of speech events in which it intends to say something to the interlocutor. Maxim of Wisdom In data (1), the conversation context occurs in the discussion atmosphere, namely the interaction from teacher to student when the teacher responds to the discussion participants' questions that are not by the discussion material. The following speech events occurred. (Mohammed, 2021):

Information.1

Teacher: "What is the distinction between cohesion and coherence?"

Student: "A coherence called cohesiveness is not the same as meaning Coherence.

Teacher: " Yes, you are right; cohesion is the interaction between elements in a syntactic structure or discourse marking, such as repeating conjunctions, but coherence is the logical relationship between sentences inside a paragraph or between parts of an article."

Context: The teacher comforts the stragglng student.

The language barrier identified in data (1) is the language learners use even though they are not native speakers. In the declarative lesson for students based on the case study above, Cohesion is a form of cohesiveness, while Coherence is a form of cohesiveness of meaning. This is because the students strive to understand the definition of what the teacher is saying. Here, the teacher softens the blow that the students give so that the teacher does not disappoint the students by interpreting what the students say.

Maxim of Consensus

The following is the current speech watch report:

Information 2

I want to submit my assignment on Saturday, teacher. I will collect it on Wednesday, teacher.

"Who will collect it?" asked a student.

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“Leave it in my room. I will pick it up with the instructor.

“Okee, sir,” said the student.

Context: The teacher did not follow the sabbath day, and the students still worked hard to complete the assignment.

Data (2) observation occurred when some students could express the dialogue appropriately. This advertisement states that the students will finish their assignments on the day of the teacher's visit. Moreover, they agree with everything the teacher says. Based on the research results found in this study, the following is a discussion of the research results on the language politeness of teachers and students in discussion activities in English language learning class X IPA MA Raudlatul Ulum Klampis. Forms of Language Politeness in Interaction from Teacher to Student Forms of language politeness in interaction from teacher to student in the form of declarative sentences, which obey the maxims of wisdom and consensus; Declarative Speech Forms of language politeness in interaction from teacher to student in the form of declarative speech in the learning process obey the maxims of praise, wisdom, and consensus. Maxim of praise is a politeness rule that requires speech participants to give more praise to others or reduce reproaches to others.(Asyisyifa et al., 2023).

The maxims of wisdom require speech participants to reduce others' losses or increase others' gains. 1) The maxim of praise is shown by using the expression “applause first for group one.” The expression is a form of praise, so it is polite. According to Leech, giving praise is a form of politeness in language because it obeys the maxim of praise. This is because the speech causes a feeling of pleasure to the interlocutor. 2) The maxim of agreement has the principle of fostering mutual compatibility or agreement in speech activities. This is shown in the utterance, “Group one's answer is correct.” The utterance obeys the maxim of agreement because there is a match between the speaker and the interlocutor.(Basari & Sauri, 2021).

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CONCLUSION

The research entitled “Analysis of Language Politeness in English Learning in Class X IPA MA Raudlatul Ulum Klampis” provides a basic understanding of how students use language politeness strategies in their English learning interactions. To build on this study, future research could explore several key areas. First, comparative research across different levels of education would be valuable, as it could reveal how language politeness evolves with age and educational experience. In addition, examining the impact of cultural background on the application of language politeness strategies can provide significant insights, especially by comparing students from different regions in Indonesia or international contexts. Another promising area of research is the difference between online and face-to-face learning environments; investigating how politeness strategies differ in these environments could improve our understanding of student engagement and communication styles. Longitudinal studies that track the development of politeness strategies over time within the same group of students will provide a deeper perspective on how teaching methods affect polite language use. In addition, as technology plays an increasingly important role in education, examining how digital communication tools affect the expression of politeness among students could reveal important trends in written versus oral communication. Finally, exploring the dynamics of teacher-student interactions relating to politeness can help educators foster a more respectful learning environment, especially by analyzing how teacher responses to student politeness shape classroom culture. By addressing these areas, future research can significantly enrich our understanding of language politeness in educational contexts, especially in English language learning.

Based on the formulation of the problem, the results of data analysis, and the discussion in this study, can be Based on results of the research that been described in the debate, it can be concluded that the form of student language politeness in Indonesian language learning interactions in class X IPA MA Raudlatul Ulum Klampis is as follows;

1. The form of language politeness in interactions from teachers to students in declarative speech obeys the maxims of wisdom and praise; imperative speech obeys the maxims of exclamative speech obeys the maxims of wisdom.
2. Forms of language politeness in student-to-student interactions in the form of declarative speech obeying the maxims of wisdom, generosity, agreement, and sympathy; integrative speech obeying the maxims of understanding and compassion; imperative speech obeying the maxims of wisdom; exclamative speech obeying the maxims of wisdom.

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