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## Indonesian Language Politeness of Elementary Students at SDN 06 Kota Bengkulu

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### ABSTRACT

The purpose of this research was to describe Indonesian language politeness among the students, and between the students to their teachers at SDN 06 Kota Bengkulu. The subject of this research was the students at five grade. The scope of this research was the use of verbal and nonverbal politeness by the students and the teacher of SDN 06 Bengkulu: students with students, and students with teachers. This type of this research was qualitative descriptive. Data collected by observation, field notes, interview techniques and recording technique. Steps of data analysis conducted in stages, data reduction, data display and data verification. The results of this research on linguistic politeness Indonesia students in the SDN 06 Kota Bengkulu, their are (1) for politeness the students data found conversational politeness students more than the data conversation violation of politeness, 21 data conversations containing maxims of politeness and 5 data conversation violation maxim of politeness, (2) for politeness between students and teachers found 7 data containing politeness conversation, and was not found students who violate the maxim of politeness and not found students against teachers. All data conversation concluded with a look at the context of the speech that underline the conversation. The conclusion of this research was the politeness among the students and the students to their teacher reveal politeness. For nonverbal language, in students speaking use between body language and verbal language.

**Keywords:** *Politeness, Verbal Language, Nonverbal Language, Elementary Stude*

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### **Introduction**

The language politeness used for the purpose to the speakers does not feel pressured, cornered, or offended. A polite language used in human interaction with good and consistent will create a peaceful, calm and harmonious condition (Markhamah, 2009: 153). To realize these conditions, there needs efforts to be a conservation and inheritance business that has polite behavior in the midst of society. One attempt to preserve the polite language is through the young generation and children as current language users.

In case, through observation at elementary school number 06 Kota Bengkulu, researchers observed the tendency of students used less language politeness. For example, there was speech-making fun of each other or mock between students. Students speak less politely among themselves, even students have dared to say rudely to their teacher. This is in accordance with Maharani (2014: 77), that the circumstances of concern in the school there is a lack of impolite language spoken by the students in the learning activity, either to the teacher or to the students.

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To anticipate the state of less polite speech as mentioned above, started from the various parties such as family, teachers, school organizers, and the community have to give examples of how to speak politely. Polite language should be instilled as early as possible. Children or students at school need to be trained and familiarized to use polite language when speaking. That is all should be emulated by adults, especially teachers in schools.

Associated with the language politeness in school, the politeness language is closely related to learning Indonesian language. Language learning is one of the proper tools to be used to train students in polite language. Although the task of training and exemplifying polite language is not only in Indonesian language teachers in school.

Abidin (2013: 15) states that based on the learning objectives Indonesian language, the effectively and efficiently communicate must be in accordance with the ethics. If this goal is achieved, then there will be no noise between students while communicating. Therefore, an ethically appropriate manner should be trained and familiarized by all teachers and the following students in the school.

Sauri (2006: 132), also states that efforts inculcate politeness speak in line with the goal of general education, namely preparing learners to be able to communicate. However, polite language education not only directs or touches the cognitive domain, but fosters the affective and psychomotor domains as a whole. Therefore, the successful in language learning not only experts and able to communicate, but also able to communicate in polite manner.

Polite language not only touches on the use of verbal language or speech, but also

relates with nonverbal language. According to Mehrabian in Cangara (2012: 117), the confidence level of people's conversations is only 7 percent derived from verbal language, 38 percent of vocal sound, and 55 percent of facial expressions. Therefore, nonverbal language also contributes to the use of polite language.

This research begins with observations to elementary schools target, to see whether or not the relevance of polite language research through students. The research which related to language politeness at Junior High School has been done by Puspa Rinda Silalahi (2012) with the title "*Analisis Kesantunan Berbahasa Siswa di Lingkungan Sekolah SMP Negeri 5 Binjai*". According to that study, the polite language of the students can be said to be polite if the research finding found that the conversation satisfies the principle of language politeness more than the violate of principle language politeness.

Then the research of Astiana Ajeng Rahadini (2014) regarding "*Kesantunan Berbahasa dalam Interaksi Pembelajaran Bahasa Jawa di SMPN 1 Banyumas*". The result of the research is the value of language politeness in the interaction of Javanese language learning in SMP N 1 Banyumas seen from the content of teacher's speech and students obeying the principles of wisdom, the principle of formalism *tepa selira*, the principle of appreciation and humility *andhap asor*, and the principle of non-continuity.

The researcher chose the elementary school number six (SDN 06) of Kota Bengkulu as the object of this research. The result of the research found that most of the students taught not in accordance with the principles of language politeness. In addition, the level of students' language politeness towards teachers is still low, that was

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proved by the finding of students' conversation that was not polite, such as a rude speech to the teacher. For this reason, it is necessary to conduct the polite language research in this school. Based on the background that researchers have described, the title raised in this study is Indonesian Language Politeness of Elementary Students at SDN 06 Kota Bengkulu.

Based on the background above, the researcher formulated the research problems that are 1) How is Indonesian language politeness among students at SDN 06 Kota Bengkulu? And 2) How is Indonesian language politeness between students and teachers at SDN 06 Kota Bengkulu?

### **Methodology**

The type of this research is descriptive qualitative. Sugiyono (2014: 7) states that the qualitative method is also called as an artistic method. It was called as artistic method because the research process is more artistic (less patterned), and also called as interpretative method because research data is more related to interpretation of data found in the field. According to Winarni, (2011: 38) descriptive research is directed to look for the symptoms, facts, events systematically and accurately about the characteristics of a particular population or region. Qualitative research seeks contextual meaning holistic based on facts (actions, speech, attitude, etc.) conducted by research subjects in the natural setting (Hanafi, 2011: 92).

In this study, the researcher gives an objective description of Indonesian language politeness in elementary school based on linguistic theories by Leech's and Leh Hymes theory of politeness.

The subject of this research is the students of fifth grade in SDN 06 Kota Bengkulu. In this research there are two forms of data collected, namely primary data and secondary data. Mukhtar (2013: 100) states that the primary data is compiled directly by researchers. This data is collected from the observation of the social situation or obtained from the first hand (informant). Thus, the primary data is data obtained directly from the main subject of research. In this research the primary data is the students' conversation and action (body language) of students at fifth grade in SDN 06 Kota Bengkulu.

Secondary data is data that is supporting or complementary to primary data. Secondary data in this research is information or result of answer from questions asked by researcher to informant that used as checking tool for data validity. Therefore, secondary data in this research were obtained through interviews. The results of these interviews researchers use to support the observation data and field notes.

The data sources in this research are taken from the students' conversation and actions in communicating among students and students through the teacher. Then classroom teachers and the other teachers who teach outside Indonesian language subjects in fifth grade act as informants or respondents, who respond or answer questions asked by the researcher.

Data collection was done on natural setting, primary data source and more data collection technique on observation, interview, and documentation (Sugiyono, 2014: 225). The data collection techniques used observation, field notes, interviews, and recording techniques.

#### **1. Observation**

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Observation technique requires the observation of the researcher in direct and indirect to the object of research. Instruments used in the form of observation sheets, observation guides and others (Umar, 2009: 51). Meanwhile, according to Winarni (2011: 148) observation is a method of data collection using observation of the object of the research, which can be implemented directly or indirectly.

Observations used in this study are non-participatory observation. As revealed by Sukmadinata (2010: 220), that observation is non-participatory, observers do not participate in the activities, and it was instrumental in observing the activities.

## 2. Field Notes

In qualitative research, field notes are a tool for supplementing the main data, which may have unexpected data either during a speech or action, but the data can be seen, experienced and thought in order to collect data (Satori, 2013: 176). In this study field notes are used as a primary data collection technique that supports observation activities. Researchers use field notes to record all fifth grade students' speech when they are in SDN 06 Kota Bengkulu, in verbal and nonverbal related to language politeness.

## 3. Interview

According to Umar (2009: 51), an interview is one of the data collection techniques whose implementation can be done directly faced by the interviewee, but also indirectly such as providing a list of questions to be answered on another occasion.

In interviews usually occur unanimous question and answer done systematically and based on the purpose of research (Winarni, 2011: 132-133). In this research,

interview technique which is done is structured interview (structured interview), that is interview used as data collecting technique and checking data. Therefore, in conducting interviews, researchers have prepared research instruments in the form of written questions.

## 4. Recording

Recording technique is one of the advanced techniques that exist in the linguistic collection data (Sudaryanto, 1988: 2). According to Sutopo (2015), video recording is one of the qualitative data collection techniques, the research is often made video recordings to supplement the data. Therefore, recording video can be used as a deeper data in processing collecting data.

Techniques of data analysis in qualitative research there is no clear pattern. There is no guide to analyze data. Sugiyono (2014: 244) states that data analysis is a process of searching and compiling systematically data, which obtained from interviews, field notes, and documentation.

In this research, the data analysis begins by reviewing all available data from various sources, which is from observation result in the form of answers from observation guidance, field notes and recording, and from interview result already recorded. Then the researchers do data reduction. The next step of analysis is the presentation (display) data. Data presentation is an attempt to assemble organized information in an effort to describe conclusions and take action. The presentation of data is directed to reduce the result data organized, arranged in a relationship pattern, so that more easily understood. Data presentation in this research was in the form of descriptive description. The next step in the process of qualitative data analysis is to

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draw conclusions based on the findings and verify the data, to obtain the evidence.

## **Result And Discussion**

### **Result Descriptions**

The researcher found an Indonesian language politeness in SDN 06 Kota Bengkulu, used by the students by mixed Indonesian language with Bengkulu-Malay language. During communicating, the students rarely use Indonesian in accordance with standard rules, except for only a few students. Therefore, in this result, the researcher translates some conversations of students with mother tongue into Indonesian language.

In relation to the students' language politeness, found 33 data conversation were in the research data. Conversation data of students' language politeness in SDN 06 Kota Bengkulu consists of 21 conversation data, which includes six maxim of language politeness (Leech, 1983). The maxim of politeness, namely: (1) wisdom, (2) generosity, (3) praise: (4) humility, (5) agreement, and (6) conclusions.

Then, for the language politeness between students and teacher in SDN 06 Kota Bengkulu obtained 7 (seven) data conversation which covering two maxims, are (1) wisdom, and (2) agreement. In addition, in this study found also 5 (five) conversation data that violates the principle of language politeness, which violates the maxim of wisdom, maxim of praise, and maxim of humility.

Meanwhile, there were many violates of students' nonverbal language politeness in communication function and nonverbal language politeness indicators. In the conversation, students use body language

and sign language according to what is spoken

Language politeness among the students used the maximum maxim of, which is five maxims, while language politeness between students and teacher only found two maxim, the maxim of wisdom and the maxim of agreement. The maxim of language politeness between students and teacher is widely found in the maxim agreement. Violations of language politeness only found in students' speech, while the violation of language politeness between students and teacher was not found.

There are three violations of language politeness, namely (1) maximal wisdom violations, (2) maximal offense of praise, and (3) maximal humiliation violations. The most violation of language politeness found in maxim of praise.

### **Discussion**

Based on the results of the research above, obtained the conversations among students and between students to teacher are still using the Indonesian language mixed with Bengkulu-Malay as regional language. Therefore, in this research the conversation by using Bengkulu-Malay as regional language was translated into Indonesian language to give the meaningful language for the reader that was not understood the meaning of regional language.

The language politeness of Bengkulu-Malay was equally meaningful with the Indonesian language politeness, the distinguishes is only the type of vocabulary and some replacement of vowels or consonants, in example "*apa*" is replaced with "*apo*", "*ke mana*" is changed "*ke mano*", and "*tidak*" is replaced with "*idak*". This was in accordance with Omar (2000: 88) that language politeness is the use of

everyday language that does not cause upset, anger and resentment on the part of the listener.

Based on the results of the research, then the data analysis obtained from observation, field notes, and record checked the validity of the data by interview.

### 1. Indonesian Language Politeness Among Students

Based on observation data, field notes, and recordings, there was language politeness among students of SDN 06 Kota Bengkulu. The explanation below;

#### a. Verbal Language Politeness

Students' conversation contains the six maxims of language politeness, the maxims of wisdom, the maxim of generosity, the maxim of praise, the maxim of agreement, the maxim of humility, and the maxim of inferiority. Students' conversations violate three maxims of language politeness, namely maxim of wisdom, maxim of humility, and maxim of praise.

The six maxims contained in the student's conversation data are as follows.

#### 1) Maxim of Wisdom

Based on the results of the research, conversation data 1 to conversation data 4 contains the maxim of wisdom. In the conversation can be seen that the speaker is more concerned with the opponent of his speech than himself. This is consistent with the theory put forward by Leech in Chaer (2010: 56), tact maxim (maxim of wisdom) outlines that every narrative should minimize the loss of others, or maximize profit for others. According to Mislikha (2014: 290), the maxims of wisdom strongly prioritize language wisdom. As with conversation data 2, using the word sorry, it means the speaker has maximized the maxim of wisdom. In addition,

according to Anwar (2005: 63) wisdom occurs because of spontaneous actions of speakers to do something in accordance with existing conditions, and in accordance with his mind.

#### 2) Maxim of Generosity

Maxim of generosity appears in conversation data five to conversation data eight. The maxim of generosity contained in the data of conversation is to contain generosity conversations with others. In accordance with the definition of charity in the complete dictionary of Indonesian, which is the gift that arises because of the generosity of fellow human (Anwar, 2005: 88). Then the maxim of generosity is also in accordance with the principle of politeness in Leech which expressed in Pranowo (2009: 103), that generosity maxim is a better speech causing harm to speakers. Chaer (2010: 57), the maxim of generosity requires each speaker to maximize his own loss and minimize his own gain. From the observation result, the conversation data 5 to conversation data 8 shows that the speaker was maximize the loss on him.

#### 3) Maxim of Praise

The maxim of praise among students is present in the conversation data 9 to conversation data 13. So there are 5 utterances that contain maxim of praise. In students' utterance, they give appreciation to their friends by using the sentence of praise. This case was in accordance with politeness principles of Leech in Chaer (2010: 57), that the maxims of praise require every speaker to maximize respect for others and minimize disrespect. Leech in Sauri (2006: 69) states that the maxims of praise minimize insults on others and maximize praise on others. Proven in the speech in the conversation data, students

apply the maxim of praise when speaking with their friends.

#### 4) Maxim of Humility

Based on the observation result, there were 3 utterances between students who contain the maxim of humility that was in conversation data 14 to conversation data 16. In the conversation, the student avoids the compliment given by his or her friend, and then there was also the student who humbles himself by saying that he is no better than the other person. This is in accordance with Rahardi (2005: 64), that speakers minimize praise of them and maximize self-criticism. Similarly, Sauri (2006: 70), that the maxim of humility minimizes self-esteem and maximizes self-humiliation.

#### 5) Maxim of Agreement

The maxim of agreement in this study appears on the conversation data 17 and 18. The form of the utterance found an agreement between students to perform certain activities. According to Leech in Rahardi (2005: 64), the maxim of agreement is the maxim of compatibility. This means matching two opinions between people. In addition, according to Pranowo (2009: 103), the maximum agreement is to give approval to the conversation's partner.

#### 6) Maxim of Sympathy

Conversations with the form of sympathy utterance appear in the conversation data 19 to conversation data 21. In the conversation can be seen that the sense of sympathy felt by students to their friends. That students' utterance according to Chaer (2010: 61) maxim of conclusion requires all participants to maximize the sympathy and minimize the feeling of antipathy to the opponent of the conversation.

Furthermore Sauri (2006: 70), states that maxim sympathy minimizes the feeling of antipathy in others. In conversation data from 19 to 21, there are students' communication that applies sympathy to their friends or to the opponent of the conversation. As disclosed also by Leech in Rahardi (2005: 65), the maxim of sympathy expected speakers can maximize the attitude of sympathy to others.

#### b. Nonverbal Language Politeness

In addition to the verbal language of the students used in communicating, nonverbal language is also obtained. Nonverbal language is can be eye movement, head, body, and various other cues. According to Cangara (2012: 119), that kinesthetic movements such as symbols, affect displays, illustrators, regulators and adaptor are nonverbal movements that support verbal language. In this study obtained nonverbal language politeness used by students in the form of eye movements, affect display because it proved many students who smile when talking. Cangara (2012: 19), adding that affect displays, regulators, accentuation, and repetition are nonverbal languages that encourage a change in facial expression.

### 2. Indonesian Language Politeness Between Students to the Teacher

In accordance with the theory of politeness there are 6 maxims of language politeness. However, in this study only found two maxims of language politeness, the maxim of wisdom and maxim of agreement.

#### 1) Maxim of Wisdom

The maxim of wisdom between students and teacher was found in the conversation data 22 and 23. The utterance appears that the students maximize the benefits for the teacher rather than profit themselves.

Students are more concerned with his teacher by volunteering himself to help the teacher in doing something. This is consistent with Leech in Chaer (2010: 56) that every speaker should minimize the loss of others, or maximize profit for others.

## 2) Maxim of Agreement

Based on the observation result there are 5 conversation data containing maxim of agreement between student and teacher. Students and teacher foster matches and agreement in communicating. In accordance with Pranowo (2009: 103), that the maxim of agreement gives approval to the opponent of the conversation.

Other from the observations and field notes the researchers also get results through interviews. Based on the results of interviews with Mrs. Hn, Mrs. Dr, and Mrs. Tm it turns out some of the students of grade V SDN 06 already apply language politeness, both in terms of verbal and nonverbal communication. Although, there were a small percentage of students who already issued a rough and filthy language when talking to other students for making angry and upset. However, Mrs. Hn, Mrs. Dr, and Mrs. Tm said that the students' speech to the teacher have spoken in polite manner.

## Conclusions and Suggestions

### A. Conclusions

Based on the results of the research and discussion can be concluded as follows.

1. Indonesian language utterance among the students have appeared in polite language, in verbal language found conversation data was fill the maxim of language politeness more than data

conversations that violate the language politeness. It can be seen from 21 polite conversational data and 5 impolite conversation data. For nonverbal languages, students have applied it in accordance with the verbal language, and no language is found that uses the contradictions of communication between students.

2. Language politeness between students with teacher was polite enough, there were obtained 7 data conversation of the students with teacher who apply verbal language skills, which contains the maxim of wisdom and maxim agreement. Nonverbal languages of students used in line with verbal language, because there is no rough conversation and student action against teachers during the research period.

### B. Suggestions

1. Teachers should participate, in instilling language politeness during the learning activity or outside the learning activity.
2. Indonesian language politeness by the students in SDN 06 Kota Bengkulu was an interesting study to be studied for discussing the language politeness used by students in the school environment. However, in this case, the researcher realizes that the research about the Indonesian language politeness of students is still not complete because there are still few students using Indonesian language in accordance with good and correct rules. Therefore, this study is still open for further research.



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