
Modesty in Learning Teacher of 3rd State School Sinaboi District at Rokan Hilir Regency

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Abstract: This study describes the language fluency of teachers of SMP Negeri 3, Sinaboi District, Rokan Hilir Regency in learning. This research is a qualitative descriptive study. The object of this study is the teacher's speech in the learning process. The theory used is pragmatic, based on the context of the follow-speech utterances, and politeness based on the premise Leech who viewed politeness from the standpoint of the hearer and not from the viewpoint of the speaker based on six maxims of politeness. The results showed that the speech teacher at SMP Negeri 3 Sinaboi District of Rokan Hilir in learning shows (1) the maxim of wisdom, that teachers are always (a) reducing the profit himself and (b) to maximize the advantages of students in learning activities; (2) the maxim of generosity (generosity maxim), namely the teacher respects students; (3) the maxim of appreciation, namely the teacher (a) does not mock, (b) interrupts each other, or (c) does not demean students; (4) the maxim of simplicity or humility, that is, the teacher is humble by reducing praise for oneself; (5) the maxim of agreement, namely teachers to foster compatibility with the students, and (6) kesimpatisan maxim, namely teachers maximize sympathy to their students.

keywords : *language politeness, teacher*

1. Introduction

In effective and efficient learning the teacher uses four competencies, namely professional, pedagogic, personality, and social competencies. The four competencies are used simultaneously in learning. However, teacher language politeness is dominant as the output of personality competence and social competence. Personality competence and social competence manifest in the language of the teacher.

Humans in social interaction require a medium in the form of language. Language is a tool to interact to communicate in a sense, a tool to convey thoughts, ideas, concepts, or feelings (Chaer, 2004). The human goal of communicating is to convey messages and establish social relationships. Communication to establish social relations is done using several strategies. According to Yule (translated. Mustajab, 2006), speaking strategy is a way of speaking to produce speech that can save the face of the opponent's speech so there is no misunderstanding in communicating. For example, using politeness. The strategy is carried out by the speaker and the speaker so that the communication process goes well. In a sense, messages are conveyed without damaging social relations between the two. Thus, after the communication process is complete, the speaker and the interlocutor get a deep impression, for example, the impression of courtesy.

Politeness in language in the community and in school is very important, because by speaking and communicating politely, you can maintain the value of yourself as a social being. Basically humans are social beings, namely beings who cannot live alone without the help of others. In order to live together in society and be accepted by the community, we must also be able to adapt to the environment in accordance with the norms and social values and mutual respect adopted by the community including the value of politeness in speaking.

Research on politeness is very important, as stated by Prayitno (2011) that politeness research basically examines language use in a particular language community. Decency is a behavior that is expressed in a good or ethical manner. Decency is a cultural phenomenon, so that what is considered polite by a culture may not be the case with other cultures. There are various measures to assess or measure whether a speech is judged to be polite or not. In addition to the language element, elements outside the language are very influential in determining politeness in this language. Pranowo (2012) revealed several reasons why politeness and impoliteness phenomena continued to occur in the community, including (1) not everyone understood the rules of politeness, (2) there were those who understood the rules but were not proficient in using the rules of politeness, (3) some were skilled at using modesty rules but not knowing that they are used is the rules of politeness (4) do not understand the rules of politeness and are not proficient in politeness.

Rules in politeness are difficult to make, because if the rules of politeness are compiled, in practice many will be violated so that the rules become ineffective and not functional. Kelaziman used by pragmatic experts to refer to the term rules used in other terms, such as Grice's principle (in Kunjana, 2005), Brown and Levinson's order (in Kunjana 2005: 68), maxim Leech (translated M.D.D. Oka and Setyapranata 1999).

Speech in Indonesian is generally considered polite if the speaker uses polite words, his speech does not govern directly, and respects speech partners. Language politeness, especially in verbal communication can be seen from several indicators. One of them is the existence of politeness maxims in the speech. Language politeness can be used as a barometer of the politeness of his attitude, personality, and manners.

Indonesian politeness paradigm can be used as a form of character building and character, especially through the application of ethics to the community, and has an important role in the development of national character. One of the successes of learning in school can be seen from the teacher's language fluency in the learning process. In the learning process, language politeness becomes an important matter. From that learning the teacher made the language into an example of polite language. Furthermore, the teacher also hopes that his students will use the language politely, besides being able to master the subject matter taught.

Teacher language politeness in teaching and learning interactions has very important value. A polite language is the most appropriate tool to use in communicating. Students need to be nurtured and directed in polite language, because students are the next generation who will live according to their times. Educating polite language students is certainly through polite language examples from all teachers in a particular educational environment.

Junior High School (hereinafter abbreviated as SMP) Negeri 3 Sinaboi Subdistrict is one of the three state junior high schools located in Sinaboi District, Rokan Hilir Regency. Teachers in this junior high school totaled 13 people; five men and eight women. Class VI students up to class IX numbered 91 people, who were generally ethnic Malays and Chinese. According to the Head

of SMP Negeri 3, this school can be reached by motorbike from the city of Bagansiapi-siapi for one and a half to two hours.

This study specifically examines the politeness of the teachers of the SMP Negeri 3 in Sinaboi District in learning. That is, the language activity (speech) of all teachers is the object of research. This study answers the problem (1) How is the language fluency of the teacher of SMP Negeri 3, Sinaboi District, Rokan Hilir Regency in learning? and (2) What are the politeness markers in the language of SMP Negeri 3, Sinaboi District, Rokan Hilir Regency in learning? The purpose and objective of this study is to describe the speaking politeness of teachers in SMP Negeri 3, Sinaboi Subdistrict, Rokan Hilir Regency in learning based on six rules of language politeness and explain the markers of politeness in language in SMP Negeri 3, Sinaboi District, Rokan Hilir District in learning.

2. Methodology

This study uses several pragmatic theories and actions, namely (1) Chaer (2004), (2) Yule (translated. Mustajab, 2006), (3) Prayitno (2011), (4) Pranowo (2012), (5) Grice (in Kunjana, 2005), (6) Leech (falling MDD Oka and Setyapranata 1999) and (7) Mahsun (2012). The source of this research data is the speech of the teacher of SMP Negeri 3, Sinabo District, Rokan Hilir Regency in learning.

The number of teachers of SMP Negeri 3 Kecamatan Sinaboi is 16 people: 13 PNS, 3 are non-PNS. The identity of this school, namely NIS 200510, NSS: 202091007051, NPSN: 10405625, address: Jalan Pembangunan, Kec. Sinaboi, Rokan Hilir Regency.

This research is classified as qualitative research with descriptive method. According to Mahsun (2005: 233), qualitative research is a research that produces descriptive data in the form of words aimed at understanding social phenomena including linguistic phenomena. Speeches are collected by referring to, note, and sort techniques. Check out the technique to get the teacher's speech. Note technique is used to get politeness and politeness markers for teacher speech. Sorting techniques are used to classify speech politeness based on Leech politeness principles (trans. MDD Oka and Setyapranata, 1993), namely (1) Maksim wisdom (tact maxim), (2) Maksim generosity (generosty maxim), (3) Maksim award (approbation maxim), (4) Maksim simplicity (modesty maxim), (5) Maksim consensus (agreement Maxim, (6) Maksim simpati (sympathy maxim).

3. Result and Discussion

Based on the data obtained the speech of teacher politeness with certain markers. Speech and politeness markers are sorted into six adherence to politeness maxim.

3.1 Maximum Compliance with Wisdom (*tact maxim*)

Theoretically, speech that fulfills the maxim of wisdom is speech which (a) reduces its own benefits and (b) maximizes the benefits of others in the activities of speakers. The following includes the teacher's speech that meets the requirements of maximal wisdom.

Table 1. Data of *tact maxim*

Guru	:	1. "Coba baca dan cermati puisi itu! Coba menemukan
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		gagasannya”
		: 2. (setelah beberapa menit) “Anak ibu sudah menemukan gagasannya?”
Siswa	:	1. “Belum, Bu, masih diskusi”
Guru	:	3. “Coba kita baca lagi. Kita kenali dulu ciri dan isi teks puisi!”
		4. “Coba amati, ada contohnya di sana!”
Siswa	:	2. “Ya, Bu.”

Teacher's speech policy is contained in the speech (3), namely, "Let us read again. We first recognize the characteristics and content of poetry! "And (4) namely" Try to observe, there are examples there! "When students have not been able to find the ideas of poetry writers, the teacher provides opportunities for students to continue reading poetry. Even the teacher gives direction to identify the characteristics and content of poetry text by asking students to observe the examples found in the book. Teacher's speech on data 1 included adhering to the maxim of wisdom (tact maxim). Teacher's speech as well as maximizing the benefits for students as speakers in the context of speaking in Indonesian language learning. Teacher's speech on (3) a wise speech. The teacher responds to the speech of students "Not yet, Mom, still discussion" with utterances "Let us read again. We first recognize the characteristics and contents of poetry! ", Even followed by a speech" Try to observe, there are examples there! "The wisdom of the teacher is seen in the teacher's acceptance of students' preoccupation with discussing ideas in poetry. Other wisdom is the greeting of the teacher with our words, which means that he and the students together are tasked with finding the idea of poetry.

Teacher's directive speech acts, "Let us read again. We first recognize the characteristics and content of the poetry text! "Namely the type of speech acts used by speakers to tell others to do something and the declaration" Try to observe, there is an example there! " (Translated Mustajab, 2006: 92-94). Both speech acts indicate the fulfillment of the maxims of wisdom.

3.2 Compliance with Maxim Generosity(*generosty maxim*)

Maksim generosity is a speaker expected to respect others. Respect for others will occur if people can reduce profits for themselves and maximize profits for others Leech (translated M.D.D. Oka and Setyapranata, 1993). That is, in learning, teachers respect students. This attitude of respect can be observed from the teacher's speech.

Table 2. Data of *generosty maxim*

Guru	:	1. “Selamat pagi, anak-anak Ibu”
Siswa	:	1. “Selamat pagi, Bu”
Guru	:	2. “Buka buku pelajarannya”
	:	3. “Mana ketua kelasnya, siapkan dulu”
	:	4. “Siapkan!”
	:	5. “Silakan duduk, <i>Nak</i> ”
	:	6. “ <i>Coba</i> buku paketnya!”
	:	7. “ <i>Coba</i> perhatikan!”
	:	8. “ <i>Kita</i> masuk bilangan bulat.”
	:	9. “ <i>Coba</i> buka halaman 11!”
	:	10. “Mana buku Kamu?”
	Siswa	:
Guru	:	11. “Ya, besok besok bawa, ya!”
	:	12. “Numpang dengan temanmu, ya!”

Compliance with the maxim of generosity is in the teacher's speech, namely (11), namely "Yes, tomorrow tomorrow bring, yes!", Followed by speech (12), namely "Pass with your friends, yes!" As a solution to the problem of students. Teacher generosity is not scolding students or not giving sanctions to their students. The generosity of the teacher's speech is certainly motivated by the students' speech in the form of speech (2) namely "Stay, Mom, forget, sorry, ma'am". The candor of students stated forgetting and apologies made the teacher speak politely with speech (11) followed by speech (12). Speech "Please sit down, kid" marks the generosity of the teacher to let the students sit down, who previously stood welcoming the teacher, including informing the pages of the book related to integers, as material to be discussed, namely utterances "We enter integers." And "Try opening page 11! "

3.3 Maxim Compliance Award(*approbation maxim*)

Maksim award explained that someone is considered polite if in the speech always try to give credit to other parties. With this maxim, it is expected that the participants of the discussion do not mock each other, scold each other, or demean each other. In learning, the praise of the maxims of appreciation can be observed from the teacher's speech to students, in the form of appreciation for something that students do or say well.

Table 3. Data of *approbation maxim*

Guru	:	1. "Iya, ditulis"
	:	2. "Tulis operasi penjumlahan bilangan bulat!"
	:	3. "Dah selesai, siapa yang dah selesai?"
	:	4. "Ini kita ibaratkan sebuah garis bilangan."
	:	5. "Coba kita kerjakan berdasarkan garis bilangan!"
	:	6. "Kalau dua tambah 5 kita berdiri posisinya di mana?"
	:	7. "Oke. Siapa yang mau mencoba?"
	:	8. "Desi, tuliskan di situ!"
	:	9. "Oke, kasi tepuk tangan dulu!"

Speech "Okay, give me applause first!" And "Please sit, kid" (quoted in adherence to the maxim of simplicity, become part of the statement of simplicity maxim) is a sign of adherence to the maxim of teacher appreciation for the success of students practicing how to add numbers through line games provided by the teacher . The award generated excitement and enthusiasm for students to study well.

3.4 Compliance with Maxim Simplicity(*modesty maxim*)

Maksim simplicity or humility is the speech participant is expected to be humble by reducing praise for oneself. In the learning process, the maxim of the simplicity of the teacher's speech does not boast in speaking. The simplicity of teacher speech is indicated by the use of greetings to students. In general, the teacher greets students with the children of our father, us, mother, mother, child, or greets students with names, such as Nadya, Sintia. The use of greetings as a sign of simplicity is presented below.

Table 4. Data of *modesty maxim*

	:	1. "Anak ibu sudah menemukan gagasannya?"
	:	2. "Coba kita baca lagi. Kita kenali dulu ciri dan isi teks puisi!"
	:	3. "Silakan duduk, Nak"
	:	4. "Kita masuk bilangan bulat."
	:	5. "Kalau kita ambil pada garis bilangan..."

Guru	:	6. "Coba kita kerjakan berdasarkan garis bilangan!"
	:	7. "Nadia, mana Nadya?"
	:	8. "Cepat, Nak!"
	:	9. "Selamat pagi, Anak-anak Ibu."
	:	10. "Ibu sudah minta anak-anak ibu membaca buku di rumah."
	:	11. "Apa contohnya, Nak?"
	:	12. "Apa, anakku?"
	:	13. "Dikasi buku bukan untuk di rumahkan, ya, Nak, tapi dibawa, dipelajari."
	:	14. "Banyak lo, Nak, ayo sebutkan kegiatan ekonomi!"

A humble attitude is used by the teacher by marking *anak ibu, coba, nak, kita, dan anakku..* The teacher's greetings and words show the teacher's simplicity in speaking, which is part of compliance with the simplicity maxim.

3.5 Compliance with Maxim Agreement(*agreement Maxim*)

Maksim agreement is often referred to as a match maxim (Wijana in Rahardi, 2008: 64). Maksim, emphasizing that speech participants can develop mutual compatibility or agreement in speaking activities. Examples of teacher speech compatibility can be observed in the following data.

Table 5. Data of *agreement Maxim*

Guru	:	1. "Selamat siang, Anak-anak Ibu."
	:	2. "Kkta sudah mempelajari gagasan dalam teks puisi."
	:	3. "Ibu berikan tugas mencari puisi"
	:	4. "Nnak-anak Ibu menentukan gagasannya!"
	:	5. "Kapan dikumpulkan?"
	:	6. "Ok, minggu depan, ya.!"
	:	7. "Yang tidak ngumpulkan minggu depan?"
Siswa	:	1. "Tambah tugas, Bu."
	:	2. "Baca puisi, Bu!"
Guru	:	8. "Ya, yang tidak ngumpul, tambah tugas dan baca puisi!"
	:	9. "Setuju?"
Siswa	:	3. "Setuju!"
Guru	:	10. "Baik, selamat siang, siapkan!"

Agreement occurs in teacher and student talk about sanctions for students who do not collect the task of determining the idea of poetry ideas. The agreement was marked by agreed expressions.

3.6 Compliance with Maxim Symphaty(*sympathy maxim*)

In the maxim of conclusions, it is hoped that the speech participants can maximize the attitude of sympathy between one party and another.

Table 6. Data of *sympathy maxim*

Guru	:	1. "Selamat siang, Assalamualaikum anak-anak!"
	:	2. "Sehat semua anak-anak ibu?"
Siswa	:	1. "Sehat, Bu!"
	:	2. "Tapi lapar, Bu. Tak makan!"
Guru	:	3. "Oh, kasihan anak ibu."
	:	4. "Ngapa tak makan?"
Siswa	:	3. "Lambat bangun, Bu"
Guru	:	5. "Hayo, siapa salah?"
Siswa	:	4. "Aku, Bu!"

Teacher's sympathy is marked by the utterance "Oh, sorry for the mother's child." Conclusion was followed by a speech direction, namely "Hayo, who is wrong?" As a correction to the mistakes of students. The correction received positive responses from students. The attitude of sympathy becomes a sign that the teacher sympathizes with the shortcomings of students.

4. Conclusion

Language politeness of teachers at SMP Negeri 3, Sinaboi Subdistrict, Rokan Hilir District in tangible learning in adhering to six maxims of language politeness, namely (1) maxim of wisdom (tact maxim), (2) maxim of generosity (generosity maxim), (3) maxim of appreciation (approbation maxim), (4) maxim of simplicity (modesty maxim), (5) maximization of agreement (agreement maxim), (6) maxim of sympathy (sympathy maxim). The adherence of the six maxims is characterized by the greeting markers and the contents of the teacher's speech in learning. In learning process, the teacher donates speech, students are more dominant in doing something based on the teacher's speech.

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