

Politeness in Language
Interaction in Student
Linguistics Primary School
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Program Academic Year
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| RESEARCH ARTICLE

Politeness in Language Interaction in Student Linguistics Primary School Teacher Education Study Program Academic Year 2021/2022 Bosowa UniversityAndi Hamsiah¹ ✉ Asdar², Sundari Hamid³, Mas'ud Muhammadiyah⁴ and Rampeng⁵^{1,2}Indonesian language education Department, Bosowa University, Makassar, Indonesia^{3,4}Basic Education Department, Bosowa University, Makassar, Indonesia⁵English Language Education Department, Bosowa University, Makassar, Indonesia**Corresponding Author:** Andi Hamsiah, **E-mail:** Hamsiah@universitasbosowa.ac.id

| ABSTRACT

This research was conducted to describe language politeness that occurs when linguistic/verbal interaction occurs with 52 students of the Elementary School Teacher Education (PGSD) study program at Bosowa University. This research is descriptive research with a qualitative approach. The data collection techniques used in this study were observation and interview methods. The observation method is applied in the form of the SLC technique, while the interview method uses the recording technique. The results of this study indicate the use of language politeness in the teaching and learning process in the Elementary School Teacher Education (PGSD) study program batch 2021/2022 at Bosowa University; politeness is due to: familiarity factors, respect factors, age factors, and dominating factors.

| KEYWORDS

Language politeness, linguistic interaction, PGSD students

| ARTICLE INFORMATION

ACCEPTED: 15 May 2023**PUBLISHED:** 21 May 2023**DOI:** 10.32996/bjal.2023.3.1.3**1. Introduction****1.1 The Nature of Language/Science of Language**

Language is a system of symbols of meaning in society. The use of language is individual and social. Language is a system that is interconnected in a relationship that is interdependent and cannot be separated from one another. The use of productive stratified language is always used in its entire form.

1.2 Learning a Language

Learning a language will take place easily for students if learning the language is comprehensive, real, relevant, meaningful, and functional. Language is presented in the context of learners' use. The use of language is both personal and social. The use of language is driven from within the students themselves, and there is a need for students to communicate and be structured and expressed by the norms in people's lives. Students learn through language and learn about language, all of which take place simultaneously

the context of authentic spoken and written language use, language development takes place through a strengthening process. Learning a language is learning how to build meaning according to context. Indonesian language learning is carried out regarding learning insights that are based on the principles and foundations of learning Indonesian, which will be explained below. (1) humanism, (2) progressivism, and (3) reconstructionism. So in learning this language, more emphasis is on the psychological process, as stated in the psycholinguistic theory of learning the language.

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1.3 Language teaching

Teaching language is essentially creating conducive conditions that enable the language learning process to occur among students. The center of teaching and learning activities is the student because it is the student who learns about

- Cognitive competence
- Attitude competency
- Performance Competence

1.3.1 Communicative Approach

A communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. It appears that language is not only seen as a set of rules but, more broadly, namely, as a means of communicating.

1.3.2 Structural Approach

This view argues that language is data that is heard/written to be analyzed according to grammar. So, learning a language is learning structure (grammar).

Process skills approach. Process skills are abilities that are built by many skills in the learning process, which include:

1. intellectual skills
2. social skills
3. Physical skills

Process skills serve as a tool for discovering and developing concepts. The concept will also support process skills. Process skills in Indonesian subjects include activities: observing, classifying, interpreting, applying, and communicating

2. Language learning theory

- Behaviorism, emphasizing the relationship between stimulus and response
- Nativism, language is innate
- Cognitivism can develop through a long process language skills come from cognitive abilities

• Interactionist language skills are determined by social interaction relationships

constructivism, language skills are built from experience. So, it is needed: liveliness to express his thoughts

humanism,

- Prioritizing the heart, feelings, thoughts, and will, respecting the opinions of others

Giving learning opportunities is emphasized more than teaching. Children learn to read and write after they can speak. The four aspects of language skills are not seen as something separate. From an early age, children are exposed to the principles of language learning, namely:

- Attention and motivation
- Liveliness
- Direct involvement
- Repetition
- challenge
- Reinforcement
- Individual differences

3. Principles of Language Learning Development

Indonesian language learning is carried out regarding learning insights that are based on the principles and foundations of learning Indonesian, which will be explained below. (1) humanism, (2) progressivism, and (3) reconstructionism. The principle of humanism contains the following insights.

a. Humans naturally have the same provision to understand something. The implications of this insight for Indonesian language teaching activities are (a) the teacher is not the only source of information, (b) students are treated as learning subjects who are creatively able to find their understanding, (c) in the teaching and learning process the teacher acts more as a model, companion, motivator, facilitator, and actor who also acts as a learner.

b. Human behavior is based on certain motives and interests. The implications of this insight in Indonesian language teaching activities are (a) learning content must have an actual use for students, (b) in their learning activities, students must realize the benefits of mastering learning content for their lives, (c) learning content must be adapted to the level of development, experience, and knowledge of the learner.

c. Humans, besides having similarities, also have uniqueness. The implications of this insight in Indonesian language teaching activities are (a) besides being classical and group learning services, they are also individual, (b) besides that there are students who can master the learning material quickly, there are also those who master the learning content slowly, and (c) students need to be addressed as a unique subject, both regarding the process of feeling, thinking, and individual characteristics as a result of the formation of the family environment, playmates, and the social environment of the community.

The principle of progressivism assumes that: (1) Mastery of knowledge and skills is not mechanistic but requires creativity. The acquisition of knowledge and skills through creativity develops continuously. Understanding vocabulary, for example, will shape the skills of constructing sentences. Likewise, the ability to read and write is formed by the ability to understand vocabulary and skills in constructing sentences. The knowledge and skills are obtained completely and continuously if, in the learning process, students creatively interpret vocabulary, practice constructing sentences, carry out reading activities, and practice composing directly. In addition, topics or learning content with one another must have a relationship and potentially must be formed as a whole. (2) In the learning process, students are often faced with problems that require new solutions. In solving these problems, students need to filter and rearrange their experience and knowledge by trial and error or hypothesis. In this case, there is a way of thinking related to metacognition. Following the description of the thinking process in problem-solving, metacognition is connecting knowledge with experience or other knowledge through the process of thinking to produce something. There are errors in the process of solving problems and in the results that are produced as part of learning activities, which is normal.

The principle of constructionism assumes that the learning process is addressed as creativity in organizing and connecting experience and knowledge to form a whole. In this creative act, the student is the subject giving meaning. Mistakes as part of learning activities can produce new experiences and knowledge. Because in the learning process, the teacher should not "patronize" but adaptively try to understand the way of thinking of students. The teacher controls, develops, and even changes the form of the teaching and learning process. Teachers can often face new problems. Therefore, teachers also need to learn, and develop creativity in line with the uniqueness of students' subjects, learning events, and learning contexts, even if there are various forms of development. KBM is also designed by following the principles of teaching and learning and the principles of motivation in learning. Teaching and learning is an active activity of students in building meaning or understanding. Thus, teachers need to encourage students to use their authority in building ideas. The responsibility for learning rests with the student, but the teacher is responsible for creating situations that encourage student initiative, motivation, and responsibility for lifelong learning.

4. Theoretical-Conceptual Foundation

Theoretical-conceptual foundations are some approaches that underlie learning Indonesian. The approach in question is communicative. Learning a language, in essence, learning is learning to communicate. Therefore, learning Indonesian is directed at improving students' ability to communicate orally and in writing using good and correct language. The formation of communication competence must be supported by four other competencies, namely grammatical competence, sociolinguistics, discourse, and communication strategy. To achieve communicative competence, learning materials are organized thematically with integrative teaching and learning activities. With material designed thematically, the starting point for learning is the theme. This theme is a unifying umbrella for learning and is not a goal but a means of unifying language activities (Depdikbud, 1994:10).

As binding elements, themes, and topics are directed to form language skills in an integrated manner. This integration concerns the integration between Indonesian language materials in Indonesian language teaching, as well as the integration between Indonesian language teaching and other language skills. Referring to the same integration, one theme can be used to develop two or more language skills while at the same time integrating some linguistic aspects, such as structure and vocabulary. For example,

in learning the process of writing, integrating language skills can get a proportional place. This is based on the dynamic, interactive, and constructive characteristics of learning the writing process to provide great opportunities for integration

5. Approaches to Language Learning

In teaching and learning terms, we are familiar with learning approaches, methods, and techniques. These three terms have different meanings, although, in practice, they are interrelated. The approach refers to a set of assumptions that are interrelated and related to the nature of language and language teaching. The approach is the theoretical basis for a method. Assumptions about language vary, including assumptions that regard language as a habit; some regard language as a communication system that is spoken, and some regard language as a set of rules. These assumptions lead to different approaches, namely:

- (1) The approach that underlies the opinion that learning a language means trying to get used to using language to communicate. The emphasis is on habituation.
- (2) The approach that underlies the opinion that learning a language means trying to acquire the ability to communicate orally. The learning pressure lies in acquiring communication skills.
- (3) The approach that underlies the opinion that in language learning, what should be prioritized is an understanding of the principles that underlie speech, pressure, and learning on the cognitive aspects of language, not on the ability to use language (Iskandarwassid: 2009).

Whatever approach the teacher chooses in carrying out the KBM program, basically, the demand for placing students as the center of attention and treatment is very important. The teacher's role in forming teaching and learning patterns in the classroom is not only determined by the didactic method "of what will be learned but by "how to provide and enrich children's learning experiences". This learning experience is obtained through a series of activities to actively explore the natural environment, social environment, and built environment, as well as consulting resource persons. In designing Indonesian language teaching and learning activities, several approaches need to be considered, including the following.

5.1 Whole Language Approach

Language learning refers to the whole language approach, so in its implementation, an integrative approach is used. Expressed his opinion that, in a broad sense, integration can be interpreted as the unification of various aspects into one unified whole. The implementation of learning the Indonesian language based on an integrative concept refers to the development and presentation of language learning material in an integrated manner. The language teaching and learning process environment, which is based on integration, refers to the view of the nature of the whole language.

Integration in language teaching reflects the existence of a whole language view, namely a view of the truth regarding the nature of the learning process and how to encourage this process so that it takes place optimally in the classroom. Godman put forward several principles of whole language in language learning, namely (1) literacy development programs in schools must be developed based on the reality of the actual learning process and make use of intrinsic motivation, (2) reading and writing strategies are developed in the use of the relevant language, functional, and meaningful, (3) the development of the ability to master reading and writing skills follows and is motivated by the development of reading and writing functions.

The whole language approach is based on (1) language skills being taught in an integrated manner, (2) learning is carried out from the whole to the parts, (3) teaching materials are based on text (literature centered), and (4) learning is carried out collaboratively more emphasis on process. Based on a language teaching approach with a whole language perspective, Indonesian language learning must have integration between (1) learning the language components, understanding, and use, (2) learning content with student knowledge and experience, and (3) acquiring student learning experience with reality the use of language by the activities of using Indonesian in their lives. With the existence of a language teaching approach that is oriented towards the insight of the whole language, in every implementation, language learning activities are not carried out in a fragmentary manner but rather as a whole, coherent as a unit.

5.2 Constructivism Approach

Constructivism is a philosophy of knowledge that emphasizes that our knowledge is our construction. Knowledge is a human creation that is reconstructed from experience or the world as far as it is experienced. As an understander and adherent of the constructivism view, when the teacher reads learning items with basic competencies so that students can read the reading text and understand its contents, the teacher will carry out the following activities: Try to understand anything related to reading the reading text and understand its contents. The process of understanding is guided by learning outcomes and indicators of achievement of learning outcomes which are interpreted as suitable as a basis for elaborating learning points. Trying to generate

experience and knowledge relevant to the learning points, study books about reading, ask other people or colleagues and discuss with them.

When describing matters related to reading texts and understanding their contents, various possibilities are drawn. In this case, the teacher only focuses attention on explanations that (1) are by the level of experience and knowledge of students both obtained in class and their daily life, (2) have a unified relationship and promise to produce a complete understanding, and (3) have a relationship with student life activities so that the descriptions chosen are truly internalized and result in experiences and understanding that are developed continuously. So, the teaching materials that must be prepared for the needs of learning in the classroom, the form of KBM, which results in understanding, appreciation, experience, and internalization, by adjusting the time allocation if it is linked to the series of meetings before and after it.

One of the goals of learning is to build students' scientific ideas through interaction with the environment, events, and information around students. The constructivist view assumes that all students from kindergarten to tertiary institutions have their ideas/knowledge about the environment and natural phenomena/events around them, even though these ideas/knowledge are naïve or sometimes wrong. They always defend this naive notion/knowledge firmly as a truth. This happens because the ideas/knowledge possessed by students are related to other initial ideas/knowledge that has been built up in the form of schemata (cognitive structures) in the minds of students. Education experts argue that the core of educational activities is to start learning from "what students know". Teachers cannot indoctrinate specific ideas so that students want to change and modify their non-scientific ideas into scientific knowledge/ideas. Thus, what can change students' ideas is the students themselves. The teacher only acts as a facilitator providing "conditions" so that the learning process to obtain the correct concept can take place properly.

6. Communicative Approach

The communicative approach is intended to develop communication skills (hereinafter referred to as communication competence), namely the ability to use language to communicate in a complete context. The main activities in language teaching and learning activities that use a communicative approach are in the form of exercises that can directly develop the learner's communication competence, not only mastering the forms of language but at the same time mastering its form, meaning and usage.

In the communicative approach, the learner acts as a negotiator between himself and his friends or with the object being studied. Learners must actively take the initiative to carry out communication activities. For this purpose, the text is often provided, rules or grammar rules are not discussed explicitly, seating arrangements are often unconventional, students are expected to interact more with other students, and mistakes that do not interfere with communication are not an issue.

The communicative approach follows the view that language is essentially a means of communication or a means of social interaction. In terms of learning guidelines, it is stated, among other things: (a) learning BI is essentially learning to communicate, both orally and in writing, (b) learning language is aimed at increasing the understanding and use of BI, and (c) BI as a communication tool is used to various functions, according to what the speaker wants to communicate. In using BI, the determinants of communication (for example, speech participants, speech topics, speech objectives, and speech situations) must always be considered.

6.1 Thematic-Integrative Approach

The thematic-integrative approach is that language learning must be carried out in appropriate situations and conditions. The organization of the material is not realized in the form of separate subject matter but is bound by using certain themes by adhering to the principles of simplicity, meaningfulness in communication, the reasonableness of context, flexibility (adjusted to needs, conditions, and places), integration and continuity of various aspects and language skills.

Language elements are learned in the context of discourse, and the use of language is always in the integration of various language skills. This thematic-integrative approach is outlined in learning guidelines, which include: (a) themes are used to develop and expand students' vocabulary as well as to unify students' BI learning activities so that BI learning takes place in a natural language setting, (b) BI learning includes aspects of listening, speaking, reading, and writing. The development of these four aspects must be carried out in an integrated manner.

Language learning based on a thematic-integrative approach must be carried out in appropriate situations and conditions. The organization of the material is not realized in the form of separate subject matter but is bound by using certain themes by adhering to the principles of simplicity, meaningfulness in communication, the reasonableness of context, flexibility (adjusted to needs, conditions, and places), integration and continuity of various aspects language skills. Language elements are learned in the context of discourse, and the use of language is always in the integration of various language skills. This approach has implications for, among others, (l) themes are used for the development and expansion of students' vocabulary as well as as a unifier for students'

Indonesian (BI) learning activities so that BI learning takes place in a reasonable linguistic atmosphere, (2) BI learning includes four aspects of language skills that must be carried out integrated manner.

Through reading teaching activities, understanding spelling, punctuation, vocabulary, sentences, meaning, and discursive relationship markers is processed simultaneously. In addition, the teacher will feel that the experience and knowledge gained after reading also plays a role in developing writing skills, which is useful when carrying out speech activities, both formal and informal. In addition, this experience and knowledge also help develop listening skills. Based on this experience, the teacher can conclude that in learning language, the description of learning items from one another cannot be arranged in separate sequences. Learning related to linguistics, literature, listening, speaking, reading, and writing must be integrated.

6.2 Process Skills Approach

The process skills approach is defined as a teaching-learning approach that leads to the development of mental, physical, and social abilities as a driving force for higher abilities in individual students. This perspective is translated into teaching and learning activities that simultaneously pay attention to knowledge, attitudes, and values, as well as skills. These three domains unite students in the form of creativity. The main objective of using process skills is to develop students' creativity in learning so that students can actively process and develop their acquisition/learning results. CBSA aims to provide opportunities for students to actively develop their abilities in terms of (1) learning concepts, (2) learning, experiencing, and doing their way of getting knowledge, (3) feeling and developing their curiosity, honesty, diligence, disciplined, creative towards the tasks given, (4) discovering the nature and abilities of oneself and the group, (5) thinking, trying own and develop a particular concept. (6) finding and studying symptoms/events that can develop new ideas, and (7) demonstrating the ability to communicate ways of thinking that result in discoveries and appreciation of values through pictures or self-appearances.

7. Language Politeness in Teaching Indonesian

Language is a mirror of a person's personality; even language is a mirror of a nation's personality. Through the language used, a person or nation can know its personality. The use of polite language has not received much attention. Therefore, it is very natural if we find the use of language that is not good and right. This happens because language users do not know that in a language structure (which can be seen through the variety and grammar), there is a politeness structure.

The rules that have been socialized to students are good and correct language rules. The rules of communication using good and correct language rules are not enough. The correct language is the language used following the rules that apply. However, there are still more rules that need to be considered, namely the rules of politeness. When someone is communicating, in addition to good and right rules, language politeness rules are also included. When someone conveys the intention of asking someone for help, that intention should be conveyed using a polite form (subtle imperative). If the request for help is addressed to a respected person, use soft imperative words. Like, "Please help", or "Do you like it?"

The use of language feels more polite if speakers can use certain forms of language that can be felt as polite language in language learning, such as:

- (1) Bring here the task right now; I want to correct it! (less polite)
- (2) Please bring here the work for the correction! (somewhat polite)
- (3) Can the work be brought here for correction? (more polite)

Speaking properly, correctly, and politely can become a habit and can shape a person's behavior for the better. The opinion that language shapes human behavior is also supported by facts that occur in society. Someone who is communicating using language that can refine the meaning to be conveyed becomes a person's character and personality to be polite and refined. However, if someone communicates in a harsh and harsh language style, that person's character and personality also become harsh and rude

- (a) 1. Speaking Politely in the Teaching and Learning Process
- (b) The politeness of a person is seen in the language used in communicating. A person's language and behavior are a benchmark for politeness in language. The language used can be in verbal and nonverbal forms. The verbal language will show right or wrong, good or bad, to someone when he is communicating verbally. Conversely, nonverbal language is language expressed in the form of kinesic, kinesthetic, gesture, tone, mimic, and so on when a person is self-actualizing.
- (c) Example:
- (d) Can anyone explain the problem in number 2?
- (e) What happened to you, Amri, that made you unable to attend lectures yesterday?
- (f) Please pay close and careful attention to the problem; then, you will work on the answer!

7.1 Difficulty Expressing Intent Politely

Politeness in communication has something to do with speech acts, as stated by Austin (in Pranowo, 2009:34), which suggests that speech acts always contain three elements, namely: (1) locutionary speech produced by a speaker, (2) illocutionary, namely the intent contained in speech or utterances, and (3) perlocutionary, namely, in the form of effects arising from utterances.

According to Austin, speaking can be categorized as (a) what is said is the same as what is meant, (b) what is said is different from what is meant, and (c) what is said is less than what is thought. To complete the speech category, Leech (in Pranowo) proposes seven principles of politeness known as maxims, namely (1) tact maxim, namely giving benefits to the speech partner, (2) generosity maxim, namely maximizing losses to oneself, (3) the maxim of praise (praise maxim) that is maximizing praise to the speech partner, (4) the maxim of humility that is minimizing praise to oneself, (5) the maxim of agreement that is maximizing agreement with the speech partner, (6) the maxim of sympathy (sympathy maxim, which maximizes the expression of sympathy for the speech partner, and (7) the consideration maxim minimizes displeasure to the speech partner,

7.2 The Principles of Politeness in the Language Learning Process

An utterance is said to be polite if it can minimize the expression of impolite opinions. The principle of politeness and whether or not the use of language can be measured by looking at seven things, namely:

- a) The ability to control emotions so as not to get out of control in speaking. While teaching and learning, the mood remains calm, the thinking is coherent, and the pronunciation is clear. Such behavior creates a positive image of the speaker.
- b) The ability to show a friendly attitude to students so that students can receive material well. The emotional state determines politeness in performing speech acts.
- c) Use language that is easy for students to understand, namely (1) complete speech, (2) logical speech, (3) clear and verbal, and (4) using a variety of language that is appropriate to the context.
- d) The ability to choose words that make students happy and adapt to the situation.
- e) State the learning objectives clearly and uncomplicatedly, especially if the material being discussed requires maximum attention from students.
- f) Pay attention to other speech norms, such as body movements and speech sequences; show polite and attentive gestures to students if there is a response from students, for example, asking or answering questions put to them.

Thus, the communication that is applied in the teaching and learning process is a communication that can determine the character of a teacher and also shows the character of students. Kuntarto (2011) emphasized that politeness in learning Indonesian consists of (1) politeness in spelling, (2) politeness in terms, (3) politeness in sentences, (4) politeness in paragraphs, and (5) politeness in verbal communication. In the teaching and learning process, sometimes - Sometimes students fail to understand the information conveyed; it could be influenced by the lack of clarity in the information conveyed by a teacher in the form of verbal ambiguity during the teaching and learning process.

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