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**Principles Of Politeness In Indonesian Language In Speech Of Students Of
Class 5 Madrasah Ibtidaiyah Negeri 1 Dairi Sidikalang Sub-District Dairi
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ABSTRACT

If children are not educated to be able to speak politely, then the tradition of polite language will fade in social life and then a generation that is arrogant, rude, and dry from the ethical values of society and religion is born. These expressions of rude and arrogant language often cause disputes and fights among students. The objectives of this study are 1) to describe politeness in Indonesian between students in the classroom, 2) to describe politeness in Indonesian between students and their teachers in the classroom, and 3) to describe politeness in Indonesian between fellow students outside the classroom. The research method used in this study is a qualitative descriptive method. The data in this study are the speeches of the fifth grade students of MIN 1 Dairi, Sidikalang District, Dairi Regency spoken by students, both students' speeches with students and students' speeches with teachers. In qualitative research, the researcher himself or the help of others is the main data collection tool. The results of this study concluded that 1) politeness in Indonesian language between fellow students in the class, namely politeness in the maxim of wisdom as many as 7 utterances, politeness in the maxim of agreement as many as 29 utterances and politeness in the maxim of sympathy as many as 1 utterance, 2) politeness in Indonesian language between students with the teacher in the class, namely politeness in the maxim of wisdom as many as 4 utterances, politeness in the maxim of humility as many as 26 utterances and politeness in the maxim of agreement as many as 4 utterances and 3) politeness in Indonesian language between fellow students outside the class, namely politeness in the maxim of agreement as many as 8 speech and politeness in the maxim of sympathy as much as 1 utterance

Keywords: Language Politeness Principles, Indonesian Language, and Speech of Class V students MIN 1 Dairi

1. INTRODUCTION

One aspect of communication that must be considered is language politeness. Since politeness is a cultural phenomenon, what one culture regards to be polite may not be so for the other. The measure of politeness of the language's speakers has a significant impact on the politeness of a message. Speaking politely, avoiding direct derision, giving no orders, and showing respect for others are all considered polite in Indonesian speeches. (Anam, 2011: 1).

The principle of politeness motivates efforts to maintain social and personal relations within communication. The maxims, or behavioral standards, are related to the maximum of civility. Maxims are rules or agreements for conversation. After an understanding of how to use the courtesy principle, speakers and interlocutors are required to talk clearly. The application of the civility in speech rule must factor in the specifics of the speech event that is taking place at the time. Speakers and hearers, context of the speech, goal of the speech, speech as a form of action or activity, and speech as a speech event are some of the aspects of speech events that Leech (in Chaer, 2010: 122) offers..

The majority of students in class V MIN 1 Dairi speak Indonesian at school and do not understand the rules of polite language, especially when it comes to the underlying principles of respect for authority figures and their teachers. Each student in class V MIN 1 Dairi has a different level of language politeness, ranging from good and fluent to moderate, stuttering, or not good. Other children had no trouble expressing their wants and their joy, grief, discomfort, or exhaustion. Perhaps he might even be able to voice a basic opinion about something. It's usual to witness some pupils standing stiffly, drenched in cold sweat, and terrified to speak in front of their classmates.

2. LITERATURE REVIEW

2.1 Definition of Language

As according Mustakim (2006: 2), community members use language as a communication tool to build relationships with other communities that speak the same language. Humans can communicate with one another through language despite having various social and cultural backgrounds. In order to build a social structure or society, communication among humans serves as the most fundamental purpose of language, according to Nababan (2004: 40). It is impossible to separate language as a social phenomenon from its users.

2.2 Pragmatics

The science of signs, or semiotics, include pragmatics. This field's specificity is that it differs from the peculiarities of syntax and semantics in other areas of semiotics. Studies in the subject of semantics are concerned with the relationship between signs and the objects they refer to, while studies related to the discipline of syntax are devoted to the formal relations of signs. The branch of linguistics known as pragmatics, according to Wijana (2006: 1), deals with the outward structure of language, or how the linguistic unit is used in communication..

2.3 Speech acts

One of the functional tasks of humans as language beings is speech. Every human tries to be able to do it as well as they can because of how functional it is, either through acquisition or learning (Zifana, 2009: 1). Because they serve as the basis for analyzing pragmatic subjects including presuppositions, conversational implicatures, deixis, cooperative principles, and politeness principles, these speech acts are crucial to pragmatic studies.

Austin (in Leech 2011: 316) divides speech activities into three types:

1) Locutionary Act

Speech acts characterized as locutionary speech acts involve saying anything that is the form of specific words with a meaning and reference (Leech, 2011: 316). Which is why, the speaker's speech's content and how it is expressed are prioritized in elocutionary acts (Rusminto, 2015: 67).

2) Illocutionary Act

Illocutionary speech acts are speech acts that take action in saying something (Leech, 2011: 316). Illocutionary acts are actual or real speech acts created by utterances like promises, greetings, and warnings, according to Moore in Rusminto (2015: 67).

3) Perlocutionary Acts

According to Tarigan (2015: 100), perlocutionary event of an unforeseen saying something and acting upon it. Perlocutionary acts, as defined by Chaer (2010: 28), are speech acts that have an effect on either the individual giving the speech or the one hear it. As a response, perlocutionary acts are also called as The Acts of Affect Someone (acts that affect other people). An example of a perlocutionary act is the one that follow.

2.4 Politeness in Language

Language politeness intendedly that speech participants must abide by. These rules direct the authors' audience members to produce clear communication that avoids misunderstanding and doesn't upset other people. By improving english politeness theories, many experts try to clarify the criteria for being polite when communicating.

3. RESEARCH METHODS

In this study, qualitative research is often used. This is based on the kinds of study data and descriptive techniques for data analysis. So according Bogdan and Taylor (in Moleong, 2012: 3), research that uses a qualitative design produces descriptive data in the form of spoken or written words from people and observed behavior. In this study, descriptive data take the form of data on student speech politeness, student and student speech, and also student and instructor speech. The study's data contains student speeches from class V MIN 1 Dairi, Sidikalang District, Dairi Regency, as well as claims made by both students and other students, as well as by teachers and pupils. This study draws its data from student speech, namely student fidelity to politeness.

In this study, qualitative research is still used. This is based on the kinds of study data and descriptive techniques for data analysis. Thus according Bogdan and Taylor (in Moleong, 2012: 3), research that uses a qualitative design produces descriptive data in the form of spoken or written words from people and observed behavior. In this study, descriptive data take the form of data on student speech politeness, student and student speech, and also instructor and student speech. The study's data contains student speeches from class V MIN 1 Dairi, Sidikalang District, Dairi Regency, as well as opinions expressed by both students and other students, as well as by teachers and pupils. This study draws its data from student speech, namely student fidelity to politeness.

Table 3.1 Data Card

No	Context	speech	The Politeness Principle of Leech	Explanation
1				
2				
3				
etc				

The free technique of speaking is the one used in this study's collecting data, backed by the note-taking and recording ways (Mahsun, 2012: 93).

A qualitative data analysis consists of three activity processes, namely data reduction, data presentation, and concluding, according to Miles and Huberman (Sugiyono, 2009:337).

1) Data reduction

Data reduction is the procedure of simplifying field notes by identifying the key elements pertinent to research issues. The process of choosing data in the form of the politeness of student speech, including speeches between students as well as between students and professors, is known as the data reduction stage in this study. The six maxims of Leech's politeness principle are used to categorize the data: wisdom, generosity, humility, praise, agreement, and sympathy. These six maxims can be employed to classify data in real situations.

2) Data Presentation

Presentation of data is an arrangement of data that has been selected and classified into codes to make it easier to analyze. Coding is based on the speakers. Following are the coding techniques used in this study:

- a) Number
- b) Speech Box
- c) speech
- d) Principles of Politeness

3) Conclusion Drawing

Drawing conclusions is the last stage of the examination of qualitative data. During the data analysis stage of this study, conclusions can be made that are then expressed in concise, concise, and simple sentences. The researcher can then make findings based on the information after it has been classified, analyzed, and presented. The study's final finding was derived from data analysis on students' speech politeness after a classification process based on the Leech politeness principle.

4. RESEARCH RESULTS

1. Politeness in Indonesian between fellow students in class

a. Maxim of Wisdom

The wisdom maxim requires speakers to minimize/reduce losses for others, or maximize benefits for others (Leech, 2011: 206). The wisdom maxim explains the level of politeness based on profit and loss towards other people.

1. *Write a bracelet...this...this*

(while indicating where to write in the book)

Context: spoken by student to his friend to tell him how to do the task given by the teacher.

The numbers were made first!! Context: Spoken by students to their friends while doing assignments

1. *The teacher told me to do this... to be neat*

Context: Students tell their friends how to do good and neat assignments

1. *Here...I'll open it ...*

Context: Spoken by the student to his friend because the friend could not open the lid of a drink bottle

1. *The teacher said...should be dilating like this...*

Context: Students tell their friends how to do the right assignments. (ETS)

1. *like this...*

Context: Spoken by students to their friends about the task they are doing

1. *I'll see ya...*

Context: Spoken by students to their friends when they are telling a story

b. Maxim of Agreement

The maxim of the agreement requires that each speaker and speech partner maximize agreement between them and minimize disagreement between them (Leech, 2011:207).

1. I have this...

Context: Spoken by students to their friends when they are telling a story

2. I'm ready...

Context: Spoken by students to their friends when they are telling a story

3. We'll be back soon...

Context: Spoken by students to their friends when they are telling a story

4. Don't....I'll tell mom...

Context: Spoken by the student to his friend because the friend opened his bag

5. Don't sit there...

Context: Spoken by a student to his friend because it is not orderly

6. With us...

Context: Spoken by students to their friends because their assignments have been completed

7. Just closed the book...

Context: Said by a student to his friend to remind his friend that the homework book must be closed

8. It's the same right?

- Context: Said a student to his friend because their bags are the same
9. I'll just put it under it later!
- Context: Spoken by a student to his friend when his friend took a drink bottle cap under the bench
10. Then we will have cobwebs.
- Context: Spoken by students to their friends when they are telling a story
11. Don't get in my shoes
- Context: Spoken by students to their friends when they are telling a story
12. Ih... a little time your name!
- Context: Spoken by students to their friends when they are telling a story
13. I have many names...
- Context: Spoken by students to their friends when they are telling a story
14. Where... have a look...
- Context: Spoken by students to their friends when they are telling a story
15. Do not believe? Ask my father
- Context: Spoken by students to their friends when they are telling a story
16. Take your pencil.
- Context: Spoken by a student to his friend because his friend dropped his pencil
17. I'll just put it here.
- Context: Spoken by students to their friends when they are telling a story
18. I can rip clothes...
- Context: Spoken by students to their friends when they are telling a story
19. It's better if you go to SD if you go home quickly...
- Context: Spoken by students to their friends when they are telling a story
20. Look at this ... it's already torn
- ~~Context: Spoken by the student to his friend to show the picture in his bag
21. My dad doesn't work...~~
- Context: Spoken by students to their friends when they are telling a story
22. I'm seven too.....
- Context: Spoken by students to their friends to tell the value they get
23. I'm nine... (laughs)
- Context: Spoken by students to their friends when they find out the grades their friends have obtained
24. I just got eighty last night
- Context: Spoken by students to their friends to tell the value they get
25. Ugh...he's seven points...
- Context: Spoken by students to their friends when they find out the grades their friends have obtained
26. We'll just have to wait .. we can write it down
- Context: Spoken by students to their friends while paying attention to the teacher
27. Watch out... I have this car. I fast get on the train...
- Context: Spoken by a student to a friend when they are telling a story because the student's book contains a picture of a motorbike
28. Uh... it's hard !!
- Context: Spoken by students to their friends because their assignments are very difficult to do
29. Come on ... come on ... let's write...
- Context: Spoken by students to their friends to do the assignments given by the teacher

c. Sympathy Maxim

The sympathy maxim requires all speech participants to maximize sympathy and minimize antipathy towards the speech partner (Leech, 2011: 207). If the said partner gets luck or happiness, the speaker is obliged to congratulate him. If the speech partner encounters difficulties or calamities, it is appropriate for the speaker to express his sorrow or condolences as a sign of sympathy.

1) Can't be like that!

Context: Spoken by a student to his friend because his friend is disturbing his other friends

2. Indonesian Politeness Between Students and Their Teachers in Class

a. Maxim of Wisdom

The wisdom maxim requires speakers to minimize/reduce losses for others, or maximize benefits for others (Leech, 2011: 206). The wisdom maxim explains the level of politeness based on profit and loss towards other people.

1. Write here!

Context: Spoken by the teacher to students while teaching lessons to students

2. See the example of the mother on the blackboard.

Context: Spoken by the teacher to students while teaching lessons to students

3. Look at the examples on the blackboard!

Context: Spoken by the teacher to students while teaching lessons to students

4. Can you use numbers or not?

Context: Spoken by the teacher to students while teaching lessons to students

b. Maxim of Humility

The modesty maxim requires participants to maximize self-respect and minimize self-respect (Leech, 2011:206). The humility maxim is self-centered.

1. Mam, this one is also made to the bottom???

Context: spoken by a student to his teacher to ask about the task they are working on.

2. The numbers are also down here right???

Context: spoken by a student to his teacher to ask about the task they are working on.

3. This... where do you make it???

Context: spoken by a student to his teacher to ask about the task they are working on.

4. Yes..... where to make the lines??

Context: spoken by a student to his teacher to ask about the task they are working on.

5. Get to the bottom???

Context: spoken by a student to his teacher to ask about the task they are working on.

6. Buck, until how much???

Context: spoken by a student to his teacher to ask about the task they are working on.

7. Knocked off??

Context: spoken by a student to his teacher to ask about the task they are working on.

8. Mam, cake like this isn't it???

Context: spoken by a student to his teacher to ask about the task they are working on.

9. Bub, write the numbers in the loop.

Context: spoken by a student to his teacher to ask about the task they are working on.

10. Mam, cake like this isn't it???

Context: Spoken students to their teachers to ask about the task they are working on

11. Mam... Mam.....should use numbers???

Context: Spoken by students to their teachers to ask about lessons

12. What do you do ???

Context: Spoken students to their teachers to ask about the assignments they will do

13. Mam...is this Mam???

Context: Spoken students to their teachers to ask about the assignments they will do

14. The big one isn't it??

Context: Spoken students to their teachers to ask about the assignments they will do

15. Followed one till the bottom, isn't it???

Context: Spoken students to their teachers to ask about the assignments they will do

16. Is this a cake or not?? (while showing his work)

Context: Spoken by students to their teachers to ask about the assignments they will do

17. Like this huh???

Context: Spoken by students to their friends about the task they are doing

18. This is th...

Context: Spoken by students to their teachers to show what they have learned

19. I'll see ya....

Context: Spoken by students to their friends when they are telling a story

20. Mam...this person tells a story

Context: Spoken by a student to his teacher to let him know that his friend is telling a story

21. Mam...someone's name is Ari.

Context: Spoken by students to their teachers because they have finished working on assignments

22. Mam...someone's not ready yet...

Context: Spoken by a student to his teacher because one of his friends is not ready to do the assignment

23. Mam.... you don't have Mam...

Context: Spoken by students to their teachers because they are not ready to do homework

24. Bub... someone's crying

Context: A student told his teacher because one of his friends was crying because he didn't do his homework

25. I don't....

Context: Spoken by students when the teacher is recording student attendance

26. Mam... there is someone who enters under it, his name is Muhammad Khairi

Context: Spoken by a student to his teacher because his friend got under the table

Sentence Cap. ETS

c. Maxim of Agreement

The maxim of the agreement requires that each speaker and speech partner maximize agreement between them and minimize disagreement between them (Leech, 2011:207).

1. Already written????

Context: Spoken by the teacher to students while teaching lessons to students

2. That's neat....

Context: Told by the teacher to students about the task they are working on

3. Already prepared?? Let's see mom!

Context: Told by the teacher to students about the task they are working on

4. OK...patent, close first!

Context: Told by the teacher to students about the task they are working on

3. Politeness in Indonesian between fellow students outside the classroom

a. Maxim of Agreement

The maxim of the agreement requires that each speaker and speech partner maximize agreement between them and minimize disagreement between them (Leech, 2011:207).

1. Then I'll be a rainbow...

Context: D was said by a student to his friend during recess and they were telling a story

2. There, right ... the teacher isn't allowed out

Context: Spoken by students to their friends outside the classroom because the teacher does not allow them to play outside the school fence

3. This is cool (while showing blown plastic)

Context: Spoken by students to their friends outside the classroom

4. Let's buy snacks...

Context: Spoken by students to their friends outside the classroom when they are on break

5. come on... buy some ice

Context: Spoken by students to their friends outside the classroom when they are on break

6. Accompany me to the office, yok. My teacher told me to go there.

Context: Spoken by students to their friends outside the classroom when they are on break

7. Let's go there (while pointing to his friend's classroom)

Context: Spoken by students to their friends outside the classroom when they are on break

8. Eh... don't bother us. We're not bothered.

Context: Spoken by students to their friends outside the classroom when their friends are being bullied by other students

b. Sympathy Maxim

Sympathy maxim requires all speech participants to maximize sympathy and minimize antipathy towards the speech partner (Leech, 2011: 207).

1) Eh... can't run around later fall.

Context: Spoken by students to their friends outside the classroom when they are on break

5. DISCUSSION

1. Indonesian Politeness Between Fellow Students in the Class

Table 5.1 Indonesian politeness between Fellow Students in Class

No	Maxim Type	Amount	Percentage
1	Maxim of Wisdom	7	18.92%
2	Maxim of Agreement	29	78.38%
3	Sympathy Maxim	1	2.70%
Amount		37	100%

From the table above, it can be seen that politeness in Indonesian between fellow students in the class in the maxim of wisdom is found in 7 utterances, or 18.92%, in the maxim of the agreement there are 29 utterances, or 78.38% and in the maxim of sympathy, there is 1 utterance or 2.70%. From these results, it can be seen that Indonesian politeness among fellow students in class in class V MIN 1 Dairi Dairi District, Sidikalang District, Dairi Regency is the most dominant, namely the maxim of agreement, namely 29 utterances or 78.38%.

2. Indonesian Politeness Between Students and Their Teachers in the Class

Table 5.2 Indonesian politeness between Students with their Teacher in the Classroom

No	Maxim Type	Amount	Percentage
1	Maxim of Wisdom	4	11.76%
2	The Maxim of Humility	26	76.48%
3	Maxim of Agreement	4	11.76%
Amount		34	100%

From the table above, it can be seen that politeness in Indonesian between students and their teachers in the class in the maxim of wisdom is found in 4 utterances, or 11.76%, in the maxim of modesty there are 26 utterances or 76.48% and in the maxim of agreement, there is found as much as 4 utterances or 11.76%. From these results, it can be seen that the most dominant Indonesian language politeness between students and their teachers in the class for students of class V MIN 1 Dairi is the most dominant, namely the maxim of humility, namely as many as 26 utterances or 76.48%.

3. Indonesian politeness between fellow students outside the classroom

Table 5.3 Indonesian politeness between Fellow Students Outside the Classroom

No	Maxim Type	Amount	Percentage
1	Maxim of Agreement	8	88.89%
2	Sympathy Maxim	1	11.11%
Amount		9	100%

From the table above, it can be seen that politeness in Indonesian between fellow students outside the class in the maxim of the agreement was found in 8 utterances, or 88.89%, and in the maxim of sympathy, there was 1 utterance, or 11.11%. From these results, it can be seen that Indonesian politeness among fellow students outside the classroom in class V MIN 1 Dairi Dairi District, Sidikalang District, Dairi Regency is the most dominant, namely the maxim of agreement, namely as many as 8 utterances or 88.89%.

CONCLUSIONS

1. Politeness in Indonesian between fellow students in the class, namely politeness in the wise maxim of 7 utterances, this happens because the student (speaker) understands the condition of his speech partners (friends) by providing assistance or a good response. Then, politeness in the maxim of agreement is 29 utterances, this happens because the speaker (student) and his speech partner (friend) maximize agreement between them and minimize disagreement between them. Furthermore, the politeness maxim of sympathy is 1 utterance, this happens because the speaker (student) has maximized sympathy and minimized antipathy towards his speech partners (friends).
2. Politeness in Indonesian between students and their teachers in the class, namely politeness in the wise maxim of 4 utterances, happens because the speaker understands the condition of the speech partner by providing assistance or a good response. Then, politeness in the maxim of modesty is 26 utterances, this occurs because the speaker has maximized disrespect for himself and minimized respect for himself. Furthermore, politeness in the maxim of agreement is 4 utterances, this occurs because speakers and speech partners maximize agreement between them and minimize disagreement between them.
3. Politeness in Indonesian between fellow students outside the classroom, namely politeness in the maxim of agreement of as many as 8 utterances, occurs because speakers (students) and speech partners (friends) maximize agreement between them and minimize disagreement between them. Then, politeness in the maxim of sympathy is 1 utterance, this happens because the speaker (student) has maximized sympathy and minimized antipathy towards his speech partners (friends).

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Sentence Cap. Remember to capitalize the first word of each sentence.

PAGE 5



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Sentence Cap. Remember to capitalize the first word of each sentence.



P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



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Sentence Cap. Remember to capitalize the first word of each sentence.



Sentence Cap. Remember to capitalize the first word of each sentence.



Sentence Cap. Remember to capitalize the first word of each sentence.

PAGE 6



Sentence Cap. Remember to capitalize the first word of each sentence.



Sentence Cap. Remember to capitalize the first word of each sentence.

PAGE 7



Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



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Sentence Cap. Remember to capitalize the first word of each sentence.



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P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



Sentence Cap. Remember to capitalize the first word of each sentence.



Sentence Cap. Remember to capitalize the first word of each sentence.

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