

Politeness Violation on Educational Utterance in Learning Interaction at Islamic Junior High School Bina Insani

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Abstract

Language politeness in learning interaction has important role. Educational utterances violating politeness could influence to learning quality. Therefore, politeness violation of educational utterances could not be let in learning interaction. This research aims to analyze educational utterance politeness violation and its influential factors to educational utterances in learning interaction. The theoretical approach of this research is pragmatic while the methodological approach is analytic description qualitatively. The data was collected by participant observer through observing and extended techniques, such as recording and noting. Then, the data was analyzed qualitative descriptively. The findings showed the violations of politeness in educational utterances covered maxim of feeling, maxim of allowance, maxim of sincerity, maxim of sympathy, and maxim of agreement. Meanwhile, the influential factors of the violation were direct criticism, emotional motivation, and protective argument, subjecting the illocutors, and intimidating illocutors. This research expected to enrich research and knowledge dealing with learning interaction.

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INTRODUCTION

Politeness in speech is an important aspect in learning interaction. Learning with politeness content contributed concretely in decreasing social conflict which may lead to violence (Syaifudin, 2013). Politeness in speech has important role in creating positive character of speakers (Zamzani et al, 2011).

Politeness has important roles to understand how society and ethics dealing with language and behaviors in general and to give deeper knowledge about formation of society and to defend it through interaction (Afrianda, 2017). Besides that, the socio-cultural norms demand human to act politely in interacting to each other (Cahyani and Rokhman, 2013).

Learning process can run properly when educators consider their politeness of utterances. Utterances are realization of thoughts and ideas from serial speech organs (Widyawari and Zulaeha, 2016). Good utterances positively impact on learning because good utterances have important role in motivating and providing awareness dealing with meaningful learning in learners (Arianti and Zulaeha, 2017). Besides that, educators also have role to educate, guide, and enlighten learners (Sul,u 2015)

Appropriateness and inappropriateness of educators' utterances become learnings for learners (Tokuasa, 2015). Impolite educators will influence to learners' feelings so they will be afraid, anxious, and less confident while learning (Ristiyani, 2013). Further effect leads to increasing numbers of unexpected verbal responses by the learners (Ernawati, 2012).

Therefore, educators are expected to be more selective in choosing functions, forms, and strategies of speech which are appropriate to context or speech situation during interaction (Fajrin, 2016). Besides that, educators also need to learn rules of speech to influence and persuade learners so it will be easy to reach the educational objectives (Jamaludin, 2013).

Researches dealing with politeness violation in learning interaction have been frequently done. They are Ristiani (2016), Handayani and Fuad (2016), Nurhayati and

Hendaryan (2017). However, those researches only analyzed the realization of politeness so there is a need to have further investigation. The further investigation could be done by analyzing the causal factors of politeness violation in speech.

This research aims to analyze politeness violation of educational speech and its causal factors in learning interaction at Islamic Junior High School Bina Insani.

The findings of the research are expected to enrich applied linguistics literatures. This research can be also used as reference in developing training program for students, especially dealing with politeness of speech in classroom interaction.

METHODS

This descriptive qualitative research processed the data in the form of excerpt. The used theoretical approach was pragmatic while the methodological approach was descriptive qualitative approach.

The data of the research was in the form of educator and student educative talks within the learning at Junior High School Bina Insani. It was assumed to have politeness violation. Data source refers to the origin of the taken data. The data source of the research was raw – concrete data, the educator talks as respondents during classroom learning interaction. The respondents were educators of JHS Islam Terpadu Bina Insani.

The data was collected by participant observation with basic technique observation and extended technique – recording and field noting. The data was in the form of educator talks during the classroom learning interaction gained by participant observation with recording and noting.

The data analysis was done by normative method. The data was then analyzed by using instruments in the form of politeness indicators and factors causing politeness violation.

RESULTS AND DISCUSSION

The findings and discussion are politeness violation of educational speech and its causal factors.

Realization of Politeness Violation in Educator's Utterance in Learning Interaction

The violated politeness principle in educator's utterance are maxim of feeling, maxim of sensitivity, maxim of sincerity, maxim of low – profile, maxim of sympathy, and maxim of agreement. Here are the explanations of those politeness violation found in the educator's utterance at the school.

Maxim of Feeling Violation

This maxim provides clues to others that they, in their speech, should be charged minimally but gaining advantage greatly. Besides that, this maxim highlights each ilocutor to minimize disadvantage of others, or maximize the advantages of the others.

In contrast, the violation of feeling maxim could be happened when a suggestion is not done by the locutor. There are several violations of such maxim. Here are the violation occurring in the educator's utterance during classroom interaction.

Context: The educator responded a student's question about procedure of using microscope

- Peserta Didik : "Bu, cara mengatur lensanya bagaimana ya Bu?"
Pendidik : "Lho, kemarin kan sudah diajari. **Masak gitu aja tidak bisa..**"
Peserta Didik : "Kemarin saya kurang jelas Bu.."
Translation
Learner : "Mam, how to adjust the lens?"
The educator : "Didn't I tell you? **How couldn't you do it?**"
The learner : "It was not clear for me, mam"

The utterance of the educator in the excerpt could be identified that it had politeness violation within maxim of feeling. It was shown by the utterance "**Masak gitu aja tidak bisa**" (How couldn't you do it?). The utterance violated maxim of feeling and put other in disadvantage.

In this case, other parties or learners had disadvantages because they would have difficulties to use microscope so it hindered him to follow up with science class material.

Violation of Sensitivity Maxim

This maxim is related to sensitivity, both complimenting and humiliating the ilocutor. This maxim is broken down into two sub maxims: minimizing humiliation to ilocutor and maximizing compliment to ilocutor. This maxim was expressed by comiscive and imperative utterances (Leech, 1983). This maxim requires each speaker to maximize his own disadvantages and minimize his own advantages. Here is the violation of the maxim.

Context: The educator corrected the works of the students then the educator handed the inaccurate works back.

- Pendidik : "Mas Gibran, kesini Mas! **Tugasmu ini kok kayak gini. Apa Mas Gibran tidak mendengar penjelasan Ibu?**"
Peserta Didik : "dengar Bu"
Pendidik : "Coba Mas Gibran lihat tugas milik temanmu. Terus perbaiki tugasmu setelah itu kumpulkan kembali."
Peserta Didik : "baik Bu."
Translation
The educator : "Gibran, come here! **How could it be like this? Didn't you listen my explanation?**"
The learner : "I did mam"
The educator : "Check your friends' works. Revise yours and resubmit it."
The learner : "Alright mam"

The educator's utterance violated politeness principle within sensitivity maxim. It was indicated by "Tugasmu kok kayak gini" (How could it be like this?). The utterance humiliated the ilocutor and did not respect his work. The educator assumed that the work was far from her expectation. Thus, she underestimated his work.

Violation of Sincerity Maxim

This maxim provides clues that the others, in their speech, should gain greater advantages while the locutors should gain minimum

advantages. The frequent utterances to express this maxim are expressive and assertive (Leech, 1983). The use of expressive and assertive utterances to reveal such maxim emphasizes that locutors should act and speak politely, not only in offering something but in expressing feeling and arguing. Here is the violation of sincerity maxim in the learning interaction at the school.

Context: The educator warned a student who was not ready to present his text.

Pendidik : "Artinya kamu bisa tapi besok lagi kalau kamu punya tugas seperti kemaren ditulis dulu. Kapan kamu siap maju untuk tugas membaca petunjuk? Besok minggu depan, saya tunggu."

Peserta Didik : "baik Bu"

Translation

The educator : "It means you can do it but next time when you have similar task like the previous one, you should write it. When will you be ready to read the manual task? Next week, I will wait."

The learner : "Alright, mam"

The utterance of the educator violated the politeness principle of sincerity maxim. The educator did not provide chance the student to share his reason. It was indicated by "Kapan kamu siap maju membaca petunjuk? (When will you be ready to read manual task?) Besok minggu depan saya tunggu (Next week, I will wait)"

Violation of Sympathy Maxim

This maxim demands locutor to minimize antipathy nature of himself but maximize sympathy for the others than himself. The locutor is categorized to obey this maxim if the locutor expresses minimum antipathy utterances and maximizes sympathy between himself to other people. Here is the finding about such maxim violation.

Context: The educator saw a student falling from his chair. The educator did not help him since she was angry due to her ignored warning.

Pendidik "Sudah Ibu bilang, jangan mainan kursi, jatuh kan? sakitkan?"

Peserta Didik : "Iya Bu"

Pendidik : "sudah ibu ingatkan lho ya..."

Translation

The educator : "**I told you not to play with the chair? Doesn't it hurt?**"

The learner : "Yes, mam"

The educator : "I told you, did not I"

The excerpt shows violation of sympathy maxim. It was indicated by "Sudah Ibu bilang jangan naik di atas kursi, jatuh kan? Sakitkan? (I told you not to stand up on the chair. Now you fell. Doesn't it hurt?). The utterance showed antipathy toward the ilocutor whom fell from the chair. This attitude appeared as result of the learner's ignorance. He ignored the suggestion of the teacher. Based on the analysis, it is concluded that the educator violated sympathy maxim.

Violation of Agreement Maxim

This maxim consists of suggestion to locutor to minimize his disagreement and maximize his agreement. The utterance used in this maxim is assertive utterance (Leech, 1983). Here is the finding.

Context: The educator did apperception by asking the students about the already taught materials. The educator asked about elements of a letter.

Pendidik : "Unsur surat dinas yang membedakan antara surat dinas dan surat pribadi apa Mas?"

Peserta Didik : "Unsur surat yang membedakan alamat surat Pak."

Pendidik : "**Mosok kemarin alamat surat?** Ini unsur pertama dalam surat dinas lho."

Peserta didik : "Kop surat."

Translation

The educator : "What element of letter differs formal and personal letter, you?"

The learner : "The element is the address, sir"

The educator : "**Was that so?** It is the first element of a letter"

The learner : "The letter head"

The excerpt shows politeness principle violation within agreement maxim. It was done toward the learner. The educators said, "**Mosok kemarin alamat surat?**" (Was that so?). This

utterance is a disagreement toward the inaccurate answer. Then, it was also noticed that the educator impolitely uttered it. It was due to his disagreement toward his student. It was indicated by word "*mosok*".

The Causal Factors of Educational Speech Politeness Violation

The violation was caused by direct criticism, emotional motivation, and protective argument, subjecting the ilocutor, and intimidating the ilocutor. Here are the explanations of the causal factors.

Direct Criticism

The violations due to direct criticism are found in following excerpts.

Context: The educator did apperception by asking question to the students about the previous material. He asked about elements of a letter.

P1 : "Unsur surat dinas yang membedakan antara surat dinas dan surat pribadi apa Mas?"

P2 : "Unsur surat yang membedakan alamat surat Pak."

P1 : "**Mosok kemarin alamat surat?** Ini unsur pertama dalam surat dinas lho."

P2 : "Kop surat."

The causal factors of politeness violation was P1 criticized directly P2. It was seen on his utterance "**Mosok kemarin alamat surat?**" The utterance became indicator that P1 criticized P2's cognition. Furthermore, P1 directly uttered to P2 in front of the class, causing violation of politeness principle.

Emotional Motivation

The utterance was expressed by emotional motivation. It was considered as impolite utterance (Chaer, 2010). Here is the findings dealing with emotional motivation at the school

Context: The educator invited the students to study at laboratory. A student asked about the procedure of using microscope.

P1 : "Bu, cara mengatur lensanya bagaimana ya Bu?"

P2 : "Lho, kemarin kan sudah diajari. **Masak gitu aja tidak bisa..**"

P1 : "Kemarin saya kurang jelas Bu.."

The violation of P2 was caused by emotional motivation toward P2. P2 felt that P1 did not pay attention while she was explaining the material previously. It was seen in her utterance "Lho, kemarin kan sudah diajari."

Protective Argument

The locutor was frequently protective toward his or her argument. It was typically done to let the ilocutor's statement not to be believed by other parties. The locutor wanted to show other people about his own argument. He, in other hand, wanted to show that other's opinion was a mistake. Such utterance is an impolite utterance (Chaer, 2010). Here is such utterance caused by protective argument at the school.

Context: The educator gave task. The students thought it was too stressful and the time was short.

P1 : "Anak-anak, tugas kalian untuk hari Jumat adalah memerankan naskah drama yang kalian tulis dengan propertinya ya..!"

P2 : "Whaah..(Peserta didik riuh), waktunya terlalu mepet Pak.."

P1 : "**Eggak, masak waktu seminggu rak cukup, iso-iso..**"

Translation

P1 : "Class, your homework on Friday will act the script of your written drama plus its property, okay!"

P2 : "Oucch (they got crowded). It is too short, sir"

P1 : "**I don't think a week is too short, you can**"

The cause of the maxim violation is P1 utterance whose protective argument. P1 assumed that his opinion was the accurate. It was seen by "**Eggak**" to deny his ilocutor, P2.

Subjecting Ilocutor

The locutor sometimes subjected his ilocutor. It made his utterance impolite and subjected his ilocutor (Chaer, 2010). Here is the finding of intentional subjection at the school.

Context: It was 14.10, five minutes before ending of the lesson. The teacher warned a student who had his bag carried by saying.

P1 : “ Lho-lho, tas kog sudah dipunggung, **sudah gak betah di kelas** ya?”

P2 : “belum Bu”

Translation

P1 : “What? You have carried your bag. You are not overjoyed in the classroom?”

P2 : “I did not mean so, mam”

The cause of the violation was P1's utterance intentionally subjected the ilocutor, P2, to not feeling overjoyed in the classroom. However, the utterance made P1 violating politeness principle.

Intimidating the Ilocutor

The locutor became impolite when he or she intentionally intimidated the ilocutors (Chaer, 2010:72). The locutor's utterance caused the ilocutor could not defend himself. Here is the finding of the cause during learning interaction at the school.

Context: There was a silent period so the educator tried to make a joke.

P1 : “Eh Safira, lama tidak bertemu, sekarang sudah berbeda dari yang dulu.”

P2 : “dulu apa pak?”

P1 : “**dulu kan anak ingusan**”

P3 : “Hahahaha, anak ingusan”

Translation

P1 : “Btw, Safira, it has been long time not to see you. You are different now”.

P2 : “How was I, sir?”

P1 : “You were green”

P3 : “Hahahah”

The violation was seen when the locutor intimidating the ilocutor. The locutor intentionally uttered that the locutor was green.

CONCLUSION

Educator's speech in learning interaction consisted of several politeness principle violations. The violated principles were feeling maxim, sensitivity maxim, sincerity maxim, sympathy maxim, and agreement maxim.

Meanwhile, the politeness violation of educator's speech was caused by several factors. They influenced politeness violation, such as direct criticism, emotional motivation, protective argument, subjecting ilocutor, and intimidating ilocutor.

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