

Studying Indonesian-Speaking Politeness for Class XI Students at SMK Negeri Tapango, Polman Regency

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Abstract- The main problem in this study is how to use the principle of politeness in student interactions and the types of speech acts contained in the interaction of class XI students at SMK Negeri Tapango. This study aims to describe the use of politeness principles and describe the types of speech acts contained in the interaction of class XI students at SMK Negeri Tapango. This research is a qualitative descriptive study with the subject of verbal interaction of class XI students at SMK Negeri Tapango, Polewali Mandar Regency. Data collection techniques used are observation techniques, note-taking techniques and recording techniques. Data analysis techniques by transcribing data from observations, identifying and clarifying data, copying into data cards, analyzing data cards and concluding. The results of this study indicate the number of utterances collected is 35 utterances. The politeness principles include: (1) maxim of wisdom as many as 6 utterances (2) maxim of generosity as much as 8 (3) maxim of appreciation as many as 3 utterances (4) maxim of simplicity as many as 2 utterances (5) maxim of consensus as many as 11 utterances and (6) maxim of sympathy as much as 5 utterances. The maxim that is widely used is the maxim of consensus. This shows that the speaker and the interlocutor in the interaction maximize the compatibility of goals or opinions in interacting. While the maxim that is least used in the speech of the students of SMK Negeri Tapango is the maxim of simplicity.

Keywords: study, politeness, language, maxim of politeness.

I. INTRODUCTION

Politeness is a rule or ethics when interacting with other people. Language politeness in society, especially students, learn that there is a norm that regulates every human speech act that can function to facilitate social interaction. The dimension of language politeness considers various aspects, one of which aims to maintain harmony between the speaker and the addressee, while communicating.

One's language politeness is obtained from

learning the language. There is no guarantee that someone who has a high social position can speak politely because polite language skills are determined by one's culture, not by position and rank (Chaer, 2010: 4).

The principle of politeness according to Leech (1993) concerns the relationship between communication participants, namely speakers and listeners. Therefore, they use strategies in teaching an utterance with the aim that the sentences spoken are polite without offending the listener. The principle of politeness is a rule

in conversation that regulates the speaker (greeter) and addressee (greeter) to pay attention to politeness in conversation.

This politeness is needed because there is a social status, age difference, level, or background of a person's life so that there is a good politeness between each other. This is very necessary in the communication process of students as academics

Even in the school environment, sometimes we hear the conversations spoken by students saying words that are not polite when communicating with their colleagues. A student who was going to the UKS room to ask for medicine, suddenly a student mocked him in front of the other students.

A : If the teacher enters, please enter it, I want to go to the UKS room to rest my head hurts!

B : so sick people, it's better don't go to school!

Student B is so easy to convey the meaning of his thoughts without prioritizing aspects of politeness in speaking. Of course this will make student A feel uncomfortable with the words of student B. What will happen next is the estrangement of the social interaction between the two.

The linguistic phenomena above are fragments of several sentences of realization of language politeness spoken by students A and B in the Tapango State Vocational School. From the speaker's point of view, the language has a personal or personal function to express attitudes towards what is spoken. Speakers not only express emotions through language, but also show those emotions when conveying their utterances. Of course, the listener can guess whether the speaker is disappointed, sad, angry, or happy.

Social interaction among students overrides politeness in speech acts. Locutions, illocutions, and perlocutions of students' speech acts are far from politeness maxims. Such cases then encourage the writer to examine the speech acts and conversational implicatures of students. In order to determine the level of politeness in students' verbal language. In every communication, it certainly involves the level of language, students to peers, students to teachers, students to parents. Of course, the level of politeness in language should be different. Peers will feel closer and appreciated if the friend can express his intentions through kind and polite words towards him. But in reality, many

students make unpleasant words that force their friends to accept them.

In addition to acts of student communication with peers or fellow students, of course, acts of student communication also involve teachers and parents. A good student should be able to express his intentions and goals through polite language to teachers and parents. However, in reality many students convey their meaning with words that are less polite and tend to violate the maxim of politeness. This makes the authors interested in conducting research with the title, "A Study of Indonesian Language Politeness in Class XI Students of SMK Negeri Tapango".

II. METHODS

This research is a qualitative descriptive study. Qualitative descriptive research uses data in the form of words that focus on the designation of meaning, describing a phenomenon studied by the researcher. Qualitative research produces descriptive data, then the data is dug up to get a consistent hypothesis. In this case, the researcher describes the forms of using politeness principles and types of speech acts in social interactions in class XI SMK Negeri Tapango.

The data in this study are speech-language events that occur in the social interactions of class XI students at SMK Negeri Tapango. The source of data in this study is the form of using the principles of politeness and speech acts in the social interactions of students of class XI SMK Negeri Tapango.

The first is the recording technique, by recording each student's conversation, it will make it easier for the writer to retrieve the data needed. The second is the note-taking technique, by noting the linguistic phenomena obtained from observations and recordings, then from the transcription results, written data has been obtained which can then be identified. The identification process of each data is carried out to separate which sentences are needed and which are no longer needed. After completing the note-taking technique, the next step is to copy it into the data card and analyze it, so that relevant data will be obtained.

III. RESULT AND DISCUSSION

1. The Use of Politeness Principles in Indonesian for Class XI Students at SMK Negeri Tapango

The results of the study using the principle

of politeness in Indonesian for Class XI students of SMK Negeri Tapango. Subjects collected as many as 35 utterances that use the principle of politeness. The principles of politeness in question include: (A) maxim of wisdom as many as 6 utterances; (B) the maxim of generosity is 8 utterances; (C) the maxim of appreciation is 3 utterances; (D) the maxim of simplicity is 2 utterances; (E) the maxim of consensus is 11 utterances; and (F) maxim of sympathy as many as 5 utterances. The subject number shows the number of utterances collected as many as 35 utterances. The maxim that is widely used is the maxim of consensus. This shows that the speaker and the interlocutor in the interaction maximize the compatibility of goals or opinions in interacting.

a. Maxim of Wisdom

In the maxim of wisdom, it is explained that people can be said to be polite if they maximize the benefits of others and minimize the losses of others. When the speaker tries to benefit the other party, the interlocutor will feel valued and respected. This is done to keep feelings from being considered impolite. To be clearer the speech below can be observed and considered.

Fajriani : "You go home alone, can I ride home or not?"

ifra : "*Yeah, we'll go home together later*", because I happen to have no one to ride home with."

(01160421)

Context

The conversation between two students in the parking lot, namely Fajriani and Ifra when they were about to go home from school. Fajriani, who asked Ifra to ride with him, was very well received by Ifra because he happened to not have a ride home.

From the speech "**Yes, we'll go home together.**" it appears that Ifra is trying to maximize profits for Fajriani. This is in accordance with the maxim of wisdom principle which requires speakers to maximize the benefits of others. Ifra tries to maximize Fajriani's profits by giving him a ride home on his motorbike.

The speech below is also included in the use of the maxim of wisdom.

Zulfika : "*...Eh, Mrs. Nia said tomorrow we will have a daily test. The questions that are contained start from vegetative reproduction material to pollination* "

XI Agriculture : "Ok, thanks for the info"

(34190421)

Context:

It was said by Zulfika, a student of class XI of Agriculture who informed her class that tomorrow morning the head of her department will give her class a daily test.

Zulfika's speech **..Eh, Mrs. Nia said tomorrow we will have a daily test. The questions that are contained start from vegetative propagation to pollination**". Zulfika's speech contains information that benefits her classmates so that her friends can study the material that will be tested. So there is a possibility that his friends can do the questions easily and precisely. Thus Zulfika obeys the maxim of wisdom in speaking.

b. Generosity Maxim

The maxim of generosity is often called the maxim of generosity. The maxim of generosity requires that each participant of the speech maximizes his own sacrifice or loss and minimizes his own gain. The following statements can be observed and considered to clarify the maxim of generosity.

Al Gazali : "Eh, this is my debt of thirty thousand yesterday"

Wahab : "*You don't have to pay everything, you just pay two thousand*"

(28180421)

Context:

A statement by Al Gazali who wanted to pay his debt to Wahab of Rp. 30,000.00 but Wahab only asked Al Gazali to pay him Rp. 200.00.

The use of the maxim of generosity is shown by Wahab's speech: "**You don't have to pay everything, you just pay two thousand**". Wahab did not allow Al Gazali to pay all his debts, but only asked for twenty. Wahab's speech gave relief to Al Gazali as if he had not been harmed. Thus, wahab maximizes the maxim of generosity by saying "twenty mo mupay".

The statement below is also included in the use of the maxim of generosity.

ULFA : "Friends there is no part this is my job"

Fajriani : "*This is all you see mine*"

(24180421)

Context:

It was said by Ulfa who was worried about his incomplete task, but with a high sense

of empathy Fajriani told Ulfa to look at his assignment.

Fajriani's Speech "*This is all you can see is mine.*". The utterance maximizes one's own loss and maximizes profit to Ulfa by offering the results of his work for Ulfa to write. Thus Fajriani adheres to the maxim of generosity.

c. Maxim of Appreciation

In the maxim of appreciation, speech participants can be considered polite if they try to respect others. Speech participants must maximize praise to others and minimize insults or harm to others. The following utterances can be observed and considered to clarify the maxim of appreciation.

Mustika : "Ma'am, I ordered meatballs!"

Mom Canteen : "Yes, wait a minute huh!"

Mustika : "*Yes, my beloved*"
(17170421)

Context

It was said by Mustika who ordered meatballs to the canteen lady who was so friendly asking Mustika to wait.

The use of the maxim of appreciation is shown by the utterance "**yes my beloved**". It is clear that Mustika is trying to give appreciation to Mbak Canteen with the nickname "dear" which sounds more familiar so that Ms Canteen will feel happier with Mustika's visit even though the service is a bit long.

The speech below is also included in the use of the maxim of appreciation.

Novi : "Do you have oranges?"

Miss Canteen : "Yes, it's on the table"

Novi : "*Thank you ma'am*"
(21170421)

Context :

It was said by Novi who asked the canteen lady whether there were oranges or not and the canteen lady showed the location where she kept the oranges that Novi asked for.

Novi's utterance, "**Thank you, Ma'am**" is a form of Novi's appreciation to Miss Canteen, the word is quite simple but has a very extraordinary meaning. With thanks from Novi, of course Ms. Kantin will be very happy. Thus Novi obeys the maxim of appreciation.

d. Maxim of Simplicity

According to the maxim of simplicity, each speech participant should maximize self-abuse and minimize self-praise. People can be

said to be polite if they are not arrogant and favor themselves in front of others. The following is an example of an utterance containing the maxim of simplicity.

Gabriela : "How come the teacher wants to come in, but I haven't done my homework yetdone?"

Fajriani : "Just look at mine, it's all done.*But I don't know if it's true or not.*"

Gabriela : "Yes, that's okay"
(07170421)

Context :

Spoken by Gabriela who is complaining because her homework has not been completed and Fajriani invites Gabriela to see the results of her work. But Fajriani humbled herself by saying "but I don't know if it's true or not".

Fajriani's speech "**But I don't know if it's true or not**". Fajriani's statement tried to humble himself by doubting his answer when he showed the answer to Gabriela who was angry because her task had not been completed. Thus, he does not show his superiority and tries to humble himself.

The statement below is also included in the use of the maxim of simplicity.

Rizal : "What score did you get on your math test yesterday, friend?"

Dimas : "*How low, my friend, only ninety-three*"
(29180421)

Context :

It was said by Rizal who asked about the results of the daily test of last week's subjects to his best friend, Dimas. Dimas who got a very high score also answered it with a bit of humility.

Dimas gave an answer "**How low, my friend, only ninety-three**". Dimas obeys the maxim of simplicity by saying "how low is it, my friend" so that he doesn't seem arrogant about his exam results. In this speech, Dimas still upholds obedience to the maxim of simplicity.

e. Maxim of Consensus

Consensus maxim or commonly referred to as the compatibility maxim requires that each speech participant maximize the compatibility between himself and others. People who carry out the maxim of consensus are considered polite. To clarify this, the following utterance (11) can be observed.

Fajriani : "When you're done, let's go to the cafeteria, I'm already hungry"
ifra : "Yeah, come on I'm hungry too"
(11170421)

Context :

It was said by Fajriani who invited Ifra to the canteen after completing her task, both of whom were already feeling hungry.

Ifra's Speech "**Yeah come on, I'm already hungry too**". The sentence "I am also hungry" spoken by Ifra indicates that there is a match between him and Fajriani's conditions. So that after completing the task they will go directly to the canteen.

The statement below is also included in the use of the maxim of consensus.

Mail : "How do you bid on the scissors that are sold by waria so that the price is affordable, huh?"
jumari : "Try to seduce"
Al Gazali : "Yes, try to seduce it so it's cheap"
(18170421)

Context :

It was said by Jumari and Al Gazali who seemed to be joking in the school cafeteria with a friend who complained about the price of the goods he wanted to buy at a shop owned by a transgender.

Al Gazali's speech "**Yes, try seduce it so it's cheap**". This sentence indicates a match of opinion between Al Gazali and Jumari. That if you want to get a cheap price then you can seduce the seller to give the lowest price.

f. Maxim of Sympathy

In the maxim of sympathy, speech participants are expected to maximize sympathy between themselves and others, and minimize antipathy between themselves and others. The following is an example of the maxim of sympathy contained in the interaction speech of class XI students at SMK Negeri Tapango.

Desi : "Don't fuss guys"
Herfina : "Yeah, sorry for the teacher, just explaining that you all made a fuss"
(05170421)

Context :

Desi said that she asked her friends not to make a fuss because her teacher was explaining the material and was supported by Herfina, her

seatmate.

The sentence "yes, sorry the teacher is explaining just now all of you are noisy. Herfina's utterance, "I feel sorry for the teacher," shows that she also feels what her teacher is facing. Of course Herfina's speech tried to maximize sympathy for her teacher who was less comfortable with the noise of her students when she explained.

The speech below is also included in the use of the maxim of sympathy.

Mustika : "How is your relationship with your boyfriend friend, you are still fighting"
Nirvana : "Thank God it's okay"
(6170421)

Context :

A conversation that contains Mustika's concern for her best friend because her best friend Nirvana often fights with her boyfriend.

The use of the maxim of sympathy is shown by Mustika's speech "**how is your relationship with your boyfriend, friend, are you still fighting?**". The question that Mustika asked Nirvana by starting with the words "How is your relationship" shows that he wants to confirm the state of his friend's relationship. Thus the nirvana speech maximizes his sense of care for his friends.

2. Types of speech acts of interaction of class XI students of Tapango State Vocational School

The results of the research on the types of speech acts of class XI students at SMK Negeri Tapango. The types of speech acts found include: Locutionary as many as 7 utterances; Illocutionary as many as 21 utterances; Perlocutionary as many as 7 utterances, and the total number of utterances as many as 35 utterances. The most common types of speech acts are illocutionary speech acts. Illocutionary speech acts are speech acts intended by the speaker to make an influence so that the speech partner takes action, for example ordering, ordering, inviting, prohibiting, asking for explanations, asking, suggesting and so on.

This is in accordance with the content of students' speech when interacting verbally with their friends who tend to ask for more explanations related to learning and in using something. Student communication does not only involve fellow students but also involves the school community which of course supports the ongoing illocutionary speech acts such as

ordering food in the canteen.

The following is a description related to the results of the research on the types of speech acts in the verbal interactions of class XI students at SMK Negeri Tapango.

a. locution

Based on the results of the study, it was found that the types of locutionary speech acts that accompany the forms of using the principle of politeness in the interaction of class XI students of SMK Negeri Tapango. Locutionary speech acts are found in the maxim of wisdom, the maxim of appreciation, the maxim of simplicity, and the maxim of consensus.

Locutionary speech acts are speech acts that bind the speaker to the truth of the information spoken. Included in this speech are complaining, telling, admitting, expressing, showing, expressing opinions. The following is a further explanation of the locutionary speech act that accompanies the use of the principles of politeness in Indonesian for class XI students of SMK Negeri Tapango.

Fajriani : "You go home alone, can I ride home or not?"

Ifra : "Yes, I'll ride home later, because I happen to have nothing to ride home with"
(01160421)

Context

The conversation between two students in the parking lot, namely Fajriani and Ifra when they were about to go home from school. Fajriani, who asked Ifra to ride with him, was very well received by Ifra because he happened to not have a ride home.

The utterance is an utterance that obeys the maxim of wisdom with a locutionary function. Ifra's statement "because I happened to have no one to ride home with" informed ifra that he was willing to ride Fajriani home and told him that he had no one to ride.

Below are also presented locutionary speech acts that comply with the maxim of consensus.

Bagas : "Eh, sis irwan just came to the student council room"

Dina : "Yeah, I also met him at the office"
(02160421)

Context :

The presence of upperclassmen who have graduated is being talked about by Dewi and Dina who seem very familiar.

The speech (02) above is a locutionary speech act that obeys the maxim of consensus. Spoken by Dina "Yeah, I also met him at the office." In Dina's speech, there is an implied compatibility of information, namely seeing an upperclassman who has become an alumni named Irwan and telling Dewi that he met his senior at the office.

b. Illocutionary

Illocutionary speech acts are speech acts to state or inform something and are used for the purpose of making the interlocutor take action according to the speaker's speech. The utterances included in illocutionary speech include the speech of forcing, inviting, asking, ordering, suggesting, demanding, urging, forbidding, asking for an explanation, and giving cues.

Based on the results of the research, illocutionary speech acts are found in the maxim of wisdom, the maxim of generosity, the maxim of appreciation, the maxim of agreement and the maxim of sympathy. In the following, illocutionary speech acts will be discussed further.

Sabrang : "You want me to take you home?"

Fajriani : "Thank you, I went home with Ifra. You just take Ani, it's a pity she went home alone"

Sabrang : "oh yes"
(03160421)

Context :

Conversation between Sabrang who took Fajriani home but Fajriani already had plans to go home with Ifra And Sabrang was asked to take Ani home on foot every day.

The speech (03) above is a form of using the principle of politeness maxim of wisdom with the type of locutionary speech act. When Sabrang offered to take Fajriani home, Fajriani refused with the excuse that she would go home with Ifra and suggested Sabrang to take Ani because Ani was alone home, then Sabrang agreed. The function of illocutionary speech acts can be seen from the speech of Ifra "You just take Ani, it's a pity she went home alone"

In addition to the above speech, below is also presented illocutionary speech acts that comply with the principle of politeness maxim of generosity.

Rusdi : "Friend, can you get my paper first?"

Dimas : "yes this"

Rusdi : "Thank you"
(25180421)

Context

It was said by Rusdi who asked Dimas for help to pick up his paper which had fallen in front of Dimas with the nickname "friend" which means friend.

The speech (25) above is an utterance that obeys the maxim of generosity which has an illocutionary function. Rusdi said "comrade, can I get my paper first?". It is a generosity speech because it tells someone to use a sentence that means "can" so that the interlocutor does not feel ordered. In addition, the speech has an illocutionary function because the speech contains an element of ordering or asking for help to pick up the fallen paper.

c. Perlocutionary

Perlocutionary speech act is a form of act of growing influence on the speech partner, which serves to express or show the psychological attitude of the speaker to a situation, for example thanking, blaming, apologizing, condolences, and praising.

Based on the results of the study, it was found that the perlocutionary function that accompanies the use of the principle of politeness is the maxim of generosity, the maxim of appreciation, the maxim of consensus and the maxim of sympathy. In the following, perlocutionary speech acts will be discussed further.

Teacher : "Don't make a fuss, kids"

Herfina : *"Yes, sorry mom, I'm tired of explaining, then you guys make a fuss yourself"*

05170421

Context :

The speech expressed by the teacher who asked his friends not to make a fuss because the teacher was explaining the material and was supported by Herfina. Herfina also reprimanded her friends who were busy alone and did not pay attention to the teacher who was explaining.

Speech (05) is a form of using the principle of politeness maxim of sympathy and belongs to the type of perlocutionary speech act. Herfina's words: "Yes, sorry for the teacher, tired of explaining, you just made a fuss yourself". The utterance implies blaming his classmates who cannot be calm in accepting the material explanation from his teacher.

In addition to the above speech, below is

also presented perlocutionary speech acts that comply with the principle of politeness maxim of generosity.

Novi : "Quickly, it's done, my friends, because it's time for a break. I want to meet you at mother too"

Nur Alisa : "Be patient, it's already finished, how come you have friends"

(10170421)

Context :

It was said by Novi who asked her friends to complete the task from her teacher as soon as possible because she wanted it to be deposited with the teacher concerned.

Speech (10) is a form of using the principle of politeness maxim of generosity which has the function of a perlocutionary speech act. Nur Alisa's speech, "Patience, yes, it's already finished, you have friends." Anisa's utterance reflects the maxim of generosity and has a perlocutionary function because anisa's speech implicitly will have a motivational effect for her friends to complete their tasks.

The results showed that the politeness principles used, including: the maxim of wisdom, the maxim of generosity, the maxim of appreciation, the maxim of simplicity, the maxim of consensus and the maxim of sympathy. The maxim that is widely used is the maxim of consensus. This shows that the speaker and the interlocutor in the interaction maximize the compatibility of goals or opinions in interacting. While the maxim that is least used in the speech of the students of SMK Negeri Tapango is the maxim of simplicity. The results of this study using the principle of politeness among students of class XI SMK Negeri Tapango are supported by quantitative data.

The most common types of speech acts found in the utterances of class XI students at SMK Negeri Tapango are illocutionary speech acts which are used to make the listener do something the speaker wants. The results of the research on the types of speech acts of class XI students of SMK Negeri Tapango are supported by quantitative data.

From these data, it shows that the students' speech has complied with the maxims of politeness. Students' politeness in speaking is not just obeying the maxim of politeness principles. The politeness of students' speech is built by the culture and norms that bind them in the mandar culture. The existing maxims

certainly describe the lifestyle of the community which is implied in the speech.

In contrast to the research conducted by Mia Nurdaniah (2014). In this study, the utterances that comply with the maxim of politeness by Leech are not described in detail. The research shows more results that can be implemented in learning to read novels. However, the research conducted by Mia Nurdaniah has similarities with the results obtained, namely both getting the results that the dominant maxim used is the maxim of consensus. This indicates that in the narrative of the novel studied by Mia Nurdaniah and the speech of the students studied by the author, both maximize the compatibility of opinions and goals.

The second comparison between the results obtained and the results of research conducted by Try Setia Hidayati (2015) lies in the similarity of the dominant maxims in conversation. Try Setia Hidayati, who studied politeness in radio advertisements, found that speech that adheres to the principle of politeness

IV. CONCLUSION

Based on the results of research and discussion of politeness in Indonesian for class XI students of SMK Negeri Tapango, Polewali Mandar Regency, it can be concluded that:

The use of the principle of politeness in the interaction of class XI students of SMK Negeri Tapango shows the number of utterances found as many as 35 utterances that use the principle of politeness. The politeness principles include: (1) maxim of wisdom as many as 6 utterances (2) maxim of generosity as much as 8 (3) maxim of appreciation as many as 3 utterances (4) maxim of simplicity as many as 2 utterances (5) maxim of consensus as many as 11 utterances and (6) maxim of sympathy as much as 5 utterances. The maxim that is widely used is the maxim of consensus. This shows that the speaker and the interlocutor in the interaction maximize the compatibility of goals or opinions in interacting. While the maxim that is used the least in the speech of the students of SMK Negeri Tapango is the maxim of simplicity

The types of speech acts found included: Locutionary utterances of 7 utterances of illocutionary utterances of 21 utterances; Perlocutionary as many as 7 utterances. The most common types of speech acts are illocutionary speech acts. This is in accordance with the content of students' speech when

maxim of consensus is more dominant in accordance with the purpose of the advertisement, namely attracting the attention of consumers by providing conversations or speeches that maximize the compatibility of opinions and interests in the products offered. So that listeners will be encouraged to use the product being discussed. These results are in line with the results of research obtained which examines students' language politeness. The dominant maxim that appears is the maxim of consensus.

Not only have similarities in the results obtained by the author and Try Setia Hidayati in the study of politeness maxims but also in the results of the study of the types of speech acts used. The dominant speech act that appears in the results of Try Setia Hidayati's research is an illocutionary speech act intended by the speaker to influence the speech partner to take action, for example ordering, ordering, inviting, forbidding, asking for an explanation, asking, suggesting or begging.

interacting verbally with their friends who tend to ask for more explanations related to learning and in using something. Student communication does not only involve fellow students but also involves the school community which of course supports the ongoing illocutionary speech acts such as ordering food in the canteen.

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