

HABITUATION OF LANGUAGE POLITENESS OF 2ND GRADE STUDENTS OF MIS SUNGAI BARU BANJARMASIN

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ABSTRACT

Habituation of language politeness used by school-age students is important. There are some students who still do not know or do not realize that the language they use is impolite. Many of them do not understand the manners in speaking to others. Therefore, teachers play an important role in the process of habituating students' language politeness. The purpose of this study is to describe the language politeness of grade 2 students of MIS Sungai Baru Banjarmasin and describe the role of teachers in habituating the language politeness of grade 2 students of MIS Sungai Baru Banjarmasin. This type of research is qualitative research in the form of describing data in the form of descriptive written or spoken words from the subjects and informants observed. The object under study is the language politeness of grade 2 students of MIS Sungai Baru Banjarmasin and the role of teachers in familiarizing students' language politeness. The subjects of this study consisted of the 2nd grade homeroom teacher, Arabic teacher, PJOK teacher, and 2nd grade students. The results of this study show that the form of language politeness of grade 2 students is the compliance and violation of language politeness consisting of maxims of generosity, maxims of appreciation, and maxims of simplicity. The role of the teacher in habituating students' language politeness includes strategies and gifts made in habituating the language politeness of grade 2 students of MIS Sungai Baru Banjarmasin.

Pembiasaan kesantunan berbahasa yang digunakan oleh siswa usia sekolah merupakan hal yang penting. Ada beberapa siswa yang masih belum mengetahui atau tidak menyadari bahwa bahasa yang mereka gunakan tidak sopan. Banyak dari mereka yang belum memahami tata krama dalam berbicara dengan orang lain. Oleh karena itu, guru berperan penting dalam proses pembiasaan kesantunan berbahasa siswa. Tujuan penelitian ini adalah untuk mendeskripsikan kesantunan berbahasa siswa kelas 2 MIS Sungai Baru Banjarmasin dan mendeskripsikan peran guru dalam membiasakan kesantunan berbahasa siswa kelas 2 MIS Sungai Baru Banjarmasin. Jenis penelitian ini adalah penelitian kualitatif yang berupa pemaparan data berupa deskriptif kata-kata tertulis atau lisan dari subjek dan informan yang diamati. Objek yang diteliti adalah kesantunan berbahasa siswa kelas

2 MIS Sungai Baru Banjarmasin dan peran guru dalam membiasakan kesantunan berbahasa siswa. Subjek penelitian ini terdiri dari wali kelas 2, guru bahasa Arab, guru PJOK, dan siswa kelas 2. Hasil penelitian ini menunjukkan bahwa bentuk kesantunan berbahasa siswa kelas 2 adalah pematuhan dan pelanggaran kesantunan berbahasa yang terdiri dari maksim kedermawanan, maksim penghargaan, dan maksim kesederhanaan. Peran guru dalam membiasakan kesantunan berbahasa siswa meliputi strategi dan hadiah yang dilakukan dalam membiasakan kesantunan berbahasa siswa kelas 2 MIS Sungai Baru Banjarmasin.

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1. INTRODUCTION

Language plays an important role in communication and social interaction. In every communication, a person conveys information in the form of thoughts, ideas, ideas, intentions feelings and emotions directly. One of the best ways to convey information is through polite language. ber is one of the most important things in a person's personal judgment. Through the style of language a person uses, we can judge the quality of another person's personality. So, to create a positive side in someone, it is necessary to improve the quality of speech or politeness in the language used.¹ The politeness of the language used cannot be obtained immediately, but must be practiced from an early age. However, according to the author's latest observation, many students use indecent or rude language. The state of language politeness in today's generation is really concerning. Many of them do not understand the manners in speaking to others, especially their elders. This means that they still have poor character. Character is not something that is inherited, but something that is built continuously through thoughts and actions, by way of habituation.² The habituation method is a learning method that familiarizes an activity to a student. That is, what the student does in learning is repeated continuously until he can really understand it and can be embedded in his heart. In this context, a student is accustomed to doing positive (good) actions and words so that they will be reflected in everyday life because with the stimulation given every day, it will slowly become a habit.³

¹ Rachma Selviana, "The Influence of the Social Environment on Language Politeness in Students", (N. Pag, 2020), 11.

² Rachma Selviana, "The Influence of the Social Environment on Language Politeness in Students", 11.

³ Arza Yeni, "The Influence of Habituation Methods on the Student Learning Process at the Harapan Bangsa Kindergarten Tanjung Barulak Batipuh", (Batu Sangkar: IAIN, 2018), 4.

According to Syarbini, habituation is habituation carried out from an early age or from childhood which will lead to hobbies and these habits can become a kind of custom and thus form an inseparable part of one's personality. Starting from the results of observations made on July 26 2022, the author observed the character values, behavior, morals and manners of the current generation, especially grade 2 students at MIS Sungai Baru Banjarmasin, which have begun to fade over time. As the author often encounters, today's children, especially elementary school students, mostly use language that is bad, impolite, rude and inappropriate to speak. This is influenced by online games and the environment around students that they ultimately participate in. Not only that, parenting styles are also very important for students' language politeness so that they can create harmony in interacting with the surrounding environment. As for the results of initial observations, the author found that the language they often heard and said was "anjir, dog, bastard, stupid".

Most elementary school students still don't know some languages that are not good for them to use, therefore they seem impolite when speaking to their friends and relatives. Based on the author's observations, at the MIS Sungai Baru school, good language politeness habits have not yet been implemented, which can be seen from the way they interact with their colleagues using less polite and good language. Therefore, the author is interested in researching more deeply about habits. students' language politeness at MIS Sungai Baru Banjarmasin

2. METHODS

The type of research carried out by the author is field research, namely research that explains and describes conditions and phenomena more clearly regarding the situation that occurred. The approach in this research uses a qualitative approach to be able to capture various kinds of information with thorough and appropriate descriptions of what happens in the field. In this research, the language politeness of grade 2 students at MIS Sungai Baru Banjarmasin is described. The research location is located on Jl. Limestone A Gg. Rabbit No.6, RT.07, Sungai Baru, Kec. Central Banjarmasin. The research time and schedule starts on February 22 2023 to April 22 2023 at MIS Sungai Baru Banjarmasin. The subjects of this research were grade 2 teachers and students at MIS Sungai Baru Banjarmasin. There is only one class in Class 2 at this school, but in that class there are still several students who use impolite language towards teachers and friends. The teachers who are the subjects are the class 2 homeroom teacher, Arabic and PJOK subject teachers, and class 2 students, because that is the author's consideration in determining the subject of this research.

The object of this research is students' language politeness in class 2 of MIS Sungai Baru Banjarmasin. The language politeness referred to in this research is the language

politeness used by students during the learning process and when with their peers. The data collected was obtained from information through direct interviews and classroom observations regarding information about language politeness habits of grade 2 students at MIS Sungai Baru. The main data in this research are the language politeness of class 2 students at MIS Sungai Baru Banjarmasin and the role of teachers in habituating language politeness to class 2 students at MIS Sungai Baru Banjarmasin.

3. FINDINGS AND DISCUSSION

1. Student Language Politeness in Class 2 MIS Sungai Baru Banjarmasin

The form of politeness in the language of class 2 students at MIS Sungai Baru Banjarmasin can be said to be not too rude and quite polite, but there are still some students who use impolite language towards friends and teachers. The form of language politeness of students in class 2 of MIS Sungai Baru Banjarmasin can also be seen from compliance and violation of the principles of language politeness, namely 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.

a. Adherence to the principles of language etiquette in the learning process in class 2 MIS Sungai Baru

1) Compliance with the Maxim of Philanthropy

According to G. Leech, with the maxim of generosity, participants in the conversation are expected to respect other people. Respect for others will occur if people can reduce benefits for themselves and maximize benefits for others.⁴

Compliance with the maxim of generosity is shown in the sentence "from number 5 to 10 R". This speech fulfills the principle of politeness, the maxim of generosity, because "A" provides an advantage to "R" by telling the number of questions being worked on.

2) Appreciation Maxim Compliance

In the maxim of appreciation/praise, it is explained that people will be considered polite if in speaking they always try to give appreciation to the other party. With this maxim, it is hoped that the speech participants do not mock each other, insult each other, or put each other down.⁵ As for compliance with the principle of politeness, the maxim of appreciation is found in the sentence "Swear through ma'am, (excuse me ma'am)". This speech fulfills the politeness principle of the maxim of appreciation

⁴ Geoffrey Leech, *"The Principles of Pragmatics"*, Translated by M.D.D Oka "Principles of Pragmatics". (Jakarta: University of Indonesia Press, 1993), 209.

⁵ Geoffrey Leech, *"The Principles of Pragmatics"*, Translated by M.D.D Oka "Principles of Pragmatics", 211.

because "D" respects the presence of his teacher when he wants to take the blackboard eraser on the table in front of his teacher.

3) Adherence to the Maxim of Simplicity

In the maxim of simplicity, speech participants are encouraged to have a humble attitude. This humility is done by reducing self-praise. People are said to be arrogant if they often praise themselves when they speak.⁶ Compliance with the principle of language politeness, the maxim of simplicity, can be found in the sentence "Yes Ma'am, I have finished part A". This speech fulfills the principle of politeness because the artist answered in polite language and did not show arrogance even though he had completed part A of the assignment.

b. Violation of the Principles of Politeness in Language in Class 2 MIS Sungai Baru

1) Violation of the Maxim of Generosity

According to Leech in the journal, with the maxim of generosity or generosity, participants in the conversation are expected to respect other people. Respect for others will occur if people can reduce benefits for themselves and maximize benefits for others.⁷ The violation of the maxim of generosity is found in Jalil's sentence when he asked his teacher for the results of the daily tests he had submitted, namely, "Forgive your ulun mana sir, it's old! (Where's mine, sir, how long) ". This speech violated the maxim of generosity because Jalil did not respect his teacher by speaking impolitely and using a high tone of voice.

2) Violation of the Maxim of Respect

The maxim of appreciation explains that people will be considered polite if they always try to give appreciation to other parties when speaking. With this maxim, it is hoped that participants in the conversation will not ridicule each other, insult each other, or demean each other. The violation of the maxim of appreciation can be found in Silvi's sentence when responding to the teacher's order to work together with her group, namely "I don't want a group of Dzikri sir!, he won't help". Silvi has violated the maxim of appreciation because in Silvi's speech she tends to criticize friends who should work with her.

⁶ Diani Febriasari and Wenny Wijayanti, "Language Politeness in the Learning Process in Elementary Schools", *Kredo Journal*, Vol. 2 No. 1 (October 2018), 143.

⁷ Ayu Wulan Dari, et al., "Language Politeness in Class VIII E Learning Activities of SMPN 2 Bengkulu City 2016/2017 Academic Year", *Corpus Journal*, Vol. 1, No. 1, August 2017, 13

3) Violation of the Maxim of Simplicity

In the maxim of simplicity, speech participants are encouraged to have a humble attitude. This humility is done by reducing self-praise. People are said to be arrogant if they often praise themselves when they speak.⁸ The violation of the maxim of simplicity is found in Iqbal's speech when responding to a question from his teacher, namely "I have answered". This statement violates the maxim of humility because Iqbal boasted by saying that he had completed his task.

2. The Role of Teachers in Accustoming Students to Language Politeness in Class 2 MIS Sungai Baru Banjarmasin.

a. Strategies used in an effort to familiarize students with polite language in class 2 of MIS Sungai Baru Banjarmasin

Strategy in general has the meaning of an outline of reference for carrying out actions to achieve the desired targets. If it is related to learning or teaching and learning, then strategy can be interpreted as a general pattern of activities between teachers and students in a teaching and learning activity to achieve the goals that have been outlined.⁹

In school learning, the teacher is the central figure. Several principles that can be used to handle students who speak harshly include behavior modification which was developed based on Skinner's operant conditioning, including 5 steps, including: (1) setting goals for changing behavior, (2) setting appropriate reinforcement, (3) setting procedures for behavior change, (4) implementing established procedures and recording the results of implementing procedures, and (5) conducting evaluations and revisions.¹⁰

The strategy used by Mrs. A to familiarize students with polite language in class 2 which can be carried out and applied by teachers and parents is to speak softly to students when asking for help. Apart from that, he also often links polite language with faith and he always reminds Grade 2 students to always use polite and courteous language towards friends, relatives or people older than them.

⁸ Diani Febriasari and Wenny Wijayanti, "Language Politeness in the Learning Process in Elementary Schools", *Kredo Journal*, Vol. 2 No. 1 (October 2018), 143.

⁹ Ngalimun, *Learning Strategies and Models* (Yogyakarta: Aswaja Pressindo, 2016), 1.

¹⁰ Farah Arriani, "Aggressive Behavior of Early Childhood Students" *Journal of Early Childhood Education*, Volume 8 Issue 2, November 2014, 273.

Meanwhile, the strategy used by Mr. B is giving good examples in language to younger and older students, motivating students to grow their self-confidence and not repeat harsh words, he also gives praise or praise to students who have tried. not to say rude words and try to get used to using good language.

- b. Punishments are applied in class in an effort to familiarize students with language politeness in class 2 of MIS Sungai Baru Banjarmasin.

In giving punishment to students, as much as possible a teacher must stop it in a wise and patient manner. then give attention and understanding to students that good students don't say those things.

If you want to apply punishment, it is best to have an agreement beforehand, so that the student understands the reason he is being punished. As is done at the MIS Sungai Baru school, several teachers also make agreements with students regarding the rules set during teaching and learning activities. Having an agreement made at the beginning of learning can help students get used to not saying rude things and obeying the rules that are made.

Like the punishment given by Mrs. A, she gave punishment in the form of writing verses or a little more lesson material if a student in class 2 said harsh or impolite words. The punishment given by Mr. Z was in the form of ordering students to recite prayers in front of their friends in class. The punishment given by the teachers at the MIS Sungai Baru school is positive punishment, they teach students to express uncomfortable feelings in positive ways. Meanwhile, the punishment given by Mr. B will motivate them to always use polite language. If they say something rude or rude, they will be punished in the form of not being allowed to rest until the student promises not to do it again.

4. CONCLUSION

Based on the description above, it can be concluded that the students' forms of language politeness are: 1) compliance with the principles of language politeness which consists of compliance with the maxims of generosity, respect and simplicity, this is because students try to reduce the level of loss that will be experienced by the teacher as a partner. said who is an older person and deserves to be respected. 2) violations of the principles of politeness in this research consist of violations of the maxims of generosity, appreciation/praise, and modesty. This happens because of students' habits of often using casual language and sarcasm, without paying attention to correct language procedures.

The teacher's role in familiarizing students with language politeness is: 1) strategies used in familiarizing students with language politeness in class 2 of MIS Sungai Baru Banjarmasin by providing good examples or role models for students so

that they do not say rude things, getting students used to using the words "sorry, please, and thank you", and use a low intonation but still emphasize certain words. 2) giving punishments that are applied in class in an effort to familiarize students with language politeness, such as writing a little more verses or subject matter than others, giving warnings, reciting prayers, and expelling students if they behave badly and speak inappropriate language. polite. The aim is of course to familiarize students with using polite language both with teachers and with their fellow students.

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