

## The Politeness Speech of Primary School Teacher in the Character Building of Learners

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### Article Info

#### History Articles

Received:  
May 2018  
Accepted:  
June 2018  
Published:  
August 2018

#### Keywords:

*character building,  
learners,  
politeness,  
primary school teacher*

#### DOI

<https://doi.org/10.15294/seloka.v7i2.25182>

### Abstract

Politeness is a social phenomenon and a way to create good relationships between people. Teacher speech has an important role in the character building of learners so that teachers should use polite language. Through the politeness of speech teachers can form a positive character of learners. This study aims to analyze the realization of compliance and violation of the principle of politeness and language politeness strategies in the speech of elementary school teachers in the formation of learner characters in the classroom. The research approach used is theoretical approach and methodological approach. The theoretical approach used is the pragmatic approach, while the methodological approach used is descriptive qualitative. The data of this research were collected through the simak method consisting of the technique of independent libat cognate (SBLC), recording technique and recording technique. Data analysis method used is method of normative method and heuristic technique. The results of the analysis found the realization of compliance, used by elementary school teachers in shaping the character of learners in the classroom.

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[p-ISSN 2301-6744](#)

[e-ISSN 2502-4493](#)

## INTRODUCTION

Language is a communication mean in social life. Its dominant role in daily life is due to its nature as the part of human culture and also the determinant of cultural development (Mardikantoro, 2013).

Language is personal identifying mean from his character, attitude or personality. They can be seen from the use of language while communicating. The communication is a process of delivering opinion or notion to others (Mulyana, 2005).

The use of language as communication meant can be seen in every aspects of lifes, included in educational field. In communicating, someone has characteristics to use their own language. The use of appropriate and polite language reflects someone's personality. It can be seen from the use of polite, soft, and well ruled language so someone can be judged by the society.

The politeness is attitude or method of someone respecting others while communicating. Human in communication activity needs polite language patterns as an actualization from himself as an approach to communicate and creating harmonic bound between addresser and addressee to achieve a certain purpose. This is aligning with Widyawari & Zulaeha (2016) stating that utterances delivered politely can maintain harmonic condition in communication.

The polite usage of language must be applied in every aspects of life, especially educational field. Teachers, as the most important element speaking directly to the students, is always involved to speak using polite language because it reflects humanist attitude of teachers in learning interaction. Related to humanistic learning, Ariyanti & Zulaeha (2017) states teachers roling as facilitator for the students, motivating them and creating them aware of the meaningful learning in the students' life.

In the interaction of learning at school, polite language can be a standard of successful learning program done by teachers. The

embodiment of polite language usage can actually realized through speech acts in the form of the use of oral teachers' talks. It is also stated by Nababan (2005) telling the main tool in learning interaction between teachers-students, and the courses is language. In the process of teaching, communicating occurs in two ways between teachers to students, or students to students. It enlightens the notion of communicating interaction in learning cannot be separated from teacher-students' roles, and the language as the mean.

Teacher is responsible to educate and guide the students to change through learning process. It is also stated by Atmaka (2004) that teachers as educator is a responsible man to facilitate and help students improving both physical and spiritual sides.

Teachers in conducting learning process are expected to create optimum learning outcomes toward the students by providing every learning component. The effect of teaching component give major impacts, such as how to organize the material so the students easily understand it, the implemented learning method, the used learning media, included the use of well and polite language because the appropriate language used by teachers indirectly will trigger learning interest and determination of the students and as the effort to develop better characteristics of the students. It is also stated by Zamzani, et al. (2010) that politeness of language use has important roles to develop positive characteristics of the speakers, and also to show the identity of our nations.

The role of teachers in developing the characters becoming the most important part and cannot be neglected. The tendencies of the students to see and imitate based on their levels are the base of primary reasons the characteristic based curriculum is formulated which is used as the reference to develop the characteristics. It is also caused by rapid cognitive growings in childhood (Asmara, 2013). Beside that, when they are in primary level, they have tendency to imitate what their teachers doing. This phenomenon is the reason to consider that teachers must be well behave.

Good examples are important to overcome problems on characteristics and contribute greatly to educate and develop the characters. Giving good example emphasizes on actional aspect in the form of concrete action rather than only by talking (Prasetyo & Marzuki, 2016). One of good examples included into concrete action to instill into character values is polite language usages (Astuti, 2012). Polite language with appropriate and polite diction is one way to respect others and to be example in the process of developing characters.

Characteristic education is seen important. It is also related to various problems caused by the low characteristics of our nation. One of crucial character problems is in educational field. Present days' students are seen to have poor characters. It is proven through the news about negative attitudes toward moral values.

Because of this problem, the government starts to fix by functioning various roles to develop and guide characters in every sector, one of them is curriculum concept formulating the aspects of educational characters.

In educational field, developing character is included into national curriculum formulated by the minister of national education covering 18 aspects from (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hardwork, (6) creative, (7) independent, (8) democratic, (9) curious, (10) nationalist, (11) devoted, (12) respect, (13) friendly and communicative, (14) peace loving, (15) literate, (16) aware of environment, (17) aware of society, and (18) responsible (Pusat Kurikulum Kementrian Pendidikan Nasional, 2011).

The formation of character building of the students should be started since their earlier age. The earlier stage, primary school, this formation can be a consideration dealing with periode of observing and memorizing of the children gained from their surroundings. This periode is the determinant of his or her personality.

The qualified characteristics need to be built and guided since earlier ages. Earlier age is a critical periode of character building for the children for their roles to be the important elements of national development.

The use of polite language must be done by teachers, because teachers acting as example just like stated in Indonesian proverb "Guru: *digugu lan ditiru*". This proverb sticks on society's thoughts indicating teachers becoming the example of their students, then teachers should provide better examples. This real example is expected to instill character in children's language planning.

Related to politeness of the language, it can be seen from two aspects: diction and stylistic. The ability of selecting words of a teacher can be one example of politeness success of his used language. It means the accuracy on its usage to express the intended meaning in specific context so it creates certain effects on the students.

The use of language to communicate is bound by determinant factors of communication action and politeness principles realized in communication action. This politeness principle is communicating principle demanding the students to utter politely (Lestari & Indiatmoko, 2016).

Politeness of the language has criteria to follow by speakers to guide addressees creating effective communication, in which avoiding misunderstanding and insulting someone.

To see the politeness of the teachers in building characters of the students, Leech's politeness principles are used. The criteria are explained into six maxims. Those are tact, generosity, approbation, agreement, modesty, and sympathy.

(1) Tact maxim, it is indicated by utterances minimizing any disadvantage, or maximizing any advantage to others.

(2) Generosity maxim, it is indicated by utterances obligating the addresser and addressees to put more disadvantage upon himself and lowering any advantage upon himself.

(3) Approbation is indicated by utterances obligating the addressers to reduce any badword to others and put more compliments.

(4) Modesty maxim, it is indicated by utterances obligating the addresser to reduce compliment upon himself and put more scolds upon himself.

(5) Agreement maxim, it is indicated by utterance obligating the addresser to minimize any

disagreement upon himself with the others and maximizing agreement between himself and the others.

(6) Sympathy maxim, this maxim is indicated by utterances obligating the addresser to maximize sympathy and minimize antipathy toward addressees.

## METHODS

Theoretical approach of study is pragmatic meanwhile the methodology is descriptive qualitative. Descriptive qualitative is defined as a method to solve problems through description of certain condition of an object or subject of the study on the present time based on observable facts. The use of qualitative approach (Boedgan & Taylor in Moleong, 1993) define this approach as descriptive approach procedures in the forms of written or spoken words from participants and observable attitudes.

The collecting data method used in this research is observing method. The method is used to get data by observing the data. This method consists of three techniques: free observation and conversing involvement, recording, and noting.

The focus of this study is the excerpt of teachers' utterances in the primary school, especially home class teachers in their interaction indicating the principles of politeness role in character building of the students.

The data source are from teachers' talks teaching in SD Negeri 01 Kebondalem, Pemalang district as reference school, SD Negeri 03 Taman, Taman district representing Model and SD Negeri 6 Pelutan, Pemalang district representing the effects. The event investigated is teachers talks identifying the principles by Leech and politeness strategy by Brown and Levinson.

The data analysis uses normative method and heuristics technique. The method is used to match the data used with current norms or rules. Heuristic analysis technique tries to identify pragmatic power of certain utterance by formulating the hypotheses and testing the data (Leech, 1993).

The data analysis used are (1) selecting the data based on politeness category, (2) giving

indexial analysis from each data, and (3) describing the formation of character building guidance for the students.

## RESULTS AND DISCUSSION

In the research, the researchers uses politeness theory of Geoffrey Leech. Leech states maxims of politeness are (1) Tact maxim, (2) generosity maxim, (3) approbation maxim, (4) modesty maxim, (5) agreement maxim, and (6) sympathy maxim. From those maxims are explained as follow:

### Tact Maxim

This maxim demands teachers minimizing disadvantages on students and maximizing them. By obeying this maxim, it is expected the interaction between teachers and students in learning is built well and to avoid from any uncomfortable feeling when teachers and students conducting activity in the class.

Below is the tact maxim of the teachers in forming the characters of the students.

Context: Uttered by teachers in VI grade SD Negeri 06 Kebondalem while explaining material and finding many pages are losing in the text books.

Guru : "Ini ya buku halamannya pada sering lepas, **tolong kita jaga bersama-sama ya**. Jadi misalnya ada buku halaman kamu menemukan halaman yang lepas ya **tolong pasangkan lagi ya**, karena ini kan bukan buku kamu ya? Buku ini dipinjamkan ke kamu untuk belajar."

Seen through educational language, the utterances of the teacher has special identity, one of the most uttered is the use of help and *please*. The word help is a sign the utterance voiced politely. In the excerpt, "**tolong kita jaga bersama-sama ya**" and "**tolong pasangkan lagi ya**", the utterances are purposed to ask the students collectively take care of the books lent by schools by using the word *please* or *tolong*. The use of the words indicates teachers are not hesitate to speak politely in ordering even to the students. Based on Leech's principles, the utterances of the teacher are categorized polite because it obeys

tact maxim in which the speaker maximizing the advantage of the students as addressees. It can be seen from his the teacher's attitudes showing to have higher status and poer compared to students as addressees. However, the teacher does not use his authority. The advantage gained by students is the teacher using *tolong* to ask which lately the students feeling acknowledged.

The teacher's action asking the students will affect positively on them. They will imitate the examples by using the polite language. The students will have better characters in uttering, especially in asking by using polite and good language. Through this utterance, the teacher can build their social wareness character, to help someone else. The emergence of tact maxim is also found in this excerpt.

Context: The utterances of teacher in third grade of SD Negeri 03 Taman while starting lesson. The teacher asks the class chief to lead praying.

- Guru : "Assalamualaikum Wr.Wb"  
Siswa : "Walaikumussalam Wr.Wb"  
Guru : "Selamat pagi anak-anakku."  
Siswa : "Selamat pagi Bu."  
Guru : "Sebelum memulai pelajaran ayo kita berdoa supaya belajar hari ini nantinya akan dapat ilmu yang bermanfaat. **Ketua kelas silakan disiapkan terus pimpin doa ya.**"

The utterance "**ketua kelas silakan disiapkan terus pimpin doa ya**", teacher asks the chief of the class to prepare and lead the praying using *silakan*. The excerpt is categorized as polite because tact maxim is obeyed in which the speaker maximizing the advantage of his addressee. It is all due to the position of speaker as teacher having power and higher status compared to the students. However, the teacher still shows some respects to the students. The students are feeling appreciated by the teachers because although the teacher has higher status and power but the teacher still uses polite and soft language in asking the students.

Through the diction selection, wise and soft, the teacher gives an example to politely and wisely utter and not showing off one's power and respecting the addresses. Beside that, the excerpt of the utterance shows character building value,

the religious value, to be implemented in daily life. It can be praying before doing anything.

### Generosity Maxim

This maxim deals with utterances to let the students gain huge advantages, while the teachers gaine the most little bit advantages. This principle is defined by an attitude of speaker to addressees upon his will giving something to the addressees in order to provide better the addressees' needs. The excerpt is related to generosity maxim.

Context: The teacher's utterances after the students have handed the lent printed books from library.

- Guru : "Gimana sudah ada bukunya semua setiap meja?"  
Siswa : "Bu, mejanya Kiram belum."  
Guru : "**Ya udah nih Kiram sama Surya kalian pake buku Ibu dulu.**"

The utterance of the teacher shows generosity maxim. It can be seen from "**yaudah nih Kiram sama Surya kalian pakai buku Ibu dulu**", teacher as speaker struggles to meet the needs of the students by giving the book of him to the student whom has not got any book yet although the teacher actually needs it also. This reality describes the teacher struggles to give some advantages to the students and put himself in disadvantages.

It is seen that the condition is indirectly the teacher trying to build better characters on the students. It is included an action of giving help. By sharing good and real example about social awareness done by teachers, the students are expected to apply it into their surroundings. The excerpt below is also categorized in generosity maxim.

Context: When the teacher will write on a boardin which it is full of scratches and writings

- Guru : "Papan tulisnya penuh sekali ya? Ini yang piket gimana?"  
Siswa : "*Hayo keh, pada ora gelem harian Bu.*"  
'Hayo keh, pada tidak mau harian Bu'.  
Guru : "Eh ga boleh malas gitu. Kalau jatahnya piket ya nyapu, papan tulisnya juga dibersihkan. **Dah**

**sekarang Ibu yang hapus tapi besok lagi dihapus sama yang piket.”**

The utterance has purpose to emphasize responsibility of the students toward any kind of agreement and rule. In the excerpt, the teacher intentionally asks who get the duty to clean the board because of the condition of the board.

The utterance **“dah sekarang Ibu yang hapus tapi besok lagi dihapus sama yang piket”** is based on politeness scale has been categorized in generosity maxim. The teacher maximizes the disadvantages on himself and maximizes advantages on the students.

From this excerpt, the teacher gives examples to be independent and responsible toward any kind of assignment and task given. Independency is needed for the students to survive and not count on someone else. Meanwhile, being responsible has purpose to train the students aware of their duty both toward himself, society or environment.

### Approbation Maxim

This principle is by reducing any scold, then adding more compliment (Leech in Rahardi, 2010). Based on the principle, it means this maxim demanding teachers to not scold the students but to comply them. However, the teacher also needs to reduce self-compliment. The teacher in primary school is assumed polite when he struggles to acknowledge the students. His use of this maxim is related to enjoyment so the conversation is harmonic. Below is the excerpt showing the maxim.

Context: Teacher asks one of the students to come forward reading his answer from the book.

- Guru : “Dina nanti maju ya. Ayo pertanyaannya dibaca bersama.”  
Siswa : “Jika salah satu bidang papan kamu geser apakah kamu masih dapat melihat cahaya lilin? Mengapa?”  
Dina : “Tidak, karena karton bukan termasuk benda bening.”  
Guru : “Bagaimana jawabannya? Betul?” Siswa : “Betul”  
Guru : **“Ya betul, pintar. Beri tepuk tangan.”**

The data of the teacher’s utterance has fulfilled approbation maxim. The data contains meaningful meaning from teacher to student who correctly answers. The answers of the student can get positive reinforcement from the teacher by **“ya betul, pintar. Beri tepuk tangan”**. Through the utterances, the teacher appreciates in the form of instruction to give applause toward the successful student. This appreciation has purpose to keep the student’s motivation to respond and active in learning interaction.

The process of building characters is explicitly instilled into the utterance data is appreciating achievement. That is a teaching to acknowledge and respect someone’s achievement. It can be also seen on this data:

Context : When in Science course in third grade of SD Negeri 03 Taman, the teacher asks the students to read aloud together.

- Guru : “Sekarang nomor delapan semua membaca.”  
Siswa : “Gerak karena gravitasi bumi disebut gerak ....”  
(membaca soal bersama dengan suara keras)  
Guru : **“Bagus, kalian semangat-semangat semuanya.”**

The purpose is to ask the students reading the discussed task. The excerpt **“bagus, kalian semangat-semangat semuanya”** repeatedly spoken while showing thumb is an embodiment of the politeness maxim, approbation, complying the students for his entailment toward the instruction. Through this compliment, the students are expected to be more active and spiritfull to follow learning process because of feeling to be appreciated.

This utterance is a struggle to build loving peace character realizing in action or talks causing someone feeling calm and safe upon to his existence. The order of the teacher to read aloud classically as the embodiment of character building in order the students to have literate habitual action.

### Modesty Maxim

It gives direction for the teacher to minimize self-compliment and maximize self-scolding. This maxim is explicitly stated an advice that teacher is more powerful but needs to

know his place in learning process. Beside that, this maxim is intended as an effort to keep teacher low profile. This excerpt shows modesty maxim.

Context: The utterance of VI grade teacher of SD Negeri 06 Pelutan while arguing student's questions related to his intention to visit the teacher's house when graduated.

Siswa : "Bu, nanti kalau sudah lulus boleh ga main ke rumah Ibu?"  
Guru : "Ya, boleh sekali **tapi rumah Ibu ya gitu ya apa adanya. Kalau nanti kalian kesana 'usel-uselan' gpp ya?"**

In this utterance, the teacher answers the student's question showing his will to visit her house after graduated. The modesty expression is "**ya, boleh sekali tapi rumah Ibu ya gitu ya apa adanya. Kalau nanti kalian kesana usel-uselan ga papa ya**". The purpose of the utterance is to keep on low profiling. It is implicitly telling the students the narrow size of the teacher's house. This utterance is a polite utterance because it indicates modesty maxim by lowering self-compliment and keeping low profile.

From the utterances, there is an intention to build student's characters, becoming kind and low profile person, plus willing to be aware of someone's condition. These attitudes are the embodiments of friendly characters, showing interest in speaking, interacting, and cooperating to the others. The utterance showing modesty maxim is shown below.

Context : The utterance of VI grade teacher of SD Negeri 01 Kebondalem while reading the first *try out* results.

Guru : "Ya jadi itu hasil *try out* pertama. Banyak yang nilainya sudah baik tapi ada juga yang belum ya. **Jadi semua itu hasil belajarnya kalian sendiri, bu guru cuma menyemangati kalian.** Makanya tolong untuk *try out* kedua nilainya harus lebih baik lagi, lebih tekun belajarnya."

The utterance "**jadi semua itu hasil belajarnya kalian sendiri, bu guru cuma menyemangati kalian**" is a form of modesty maxim. The teacher looks low profile by saying

she has no role in the students' achievements but only to keep them motivated. The teacher avoids arrogance and tries to comply the students.

The utterance delivered by teacher is meaningful utterance teaching the students to be low profile person. Through the excerpt, the teacher tries to build students' characters to have devoted attitude and always politely speak in order to make others happy upon his existence. The utterance also has clause "**makanya tolong untuk *try out* kedua nilainya harus lebih baik lagi, lebih tekun belajarnya**" meaning the teacher demanding the students to work harder in overcoming various hindrances and solve task as good as possible.

### Agreement Maxim

This maxim has purpose to reduce self inappropriateness to the others, to improve self-adjustment with the others (Leech & Rahardi, 2010). It means the maxim demanding the teachers to interact in order to minimize inappropriateness between himself and the students, and also maximizing self-agreement with the others. It has purpose to create harmonic situation between teachers and students. This excerpt shows the maxim.

Context : The utterance of V grade teacher of SD Negeri 06 Pelutan while going to explain social course under material the independent day of Indonesia.

Guru : "Coba anak-anakku sekalian, setelah Indonesia merdeka, kita harus mengisi kemerdekaan Indonesia dengan apa ya?"

Siswa : Belajar

Guru : "**Iya betul belajar.** Kita setiap Senin melaksanakan upacara juga untuk mengisi kemerdekaan Indonesia. Sekarang dari tokoh-tokoh itu kita harus meniru karakter-karakter para pejuang Indonesia. Yang perlu kamu tiru sikap apa?"

Siswa : "Jujur, baik"

Guru : "**Iya jujur, baik, adil.** Terus apa lagi?"

Siswa : "Amanah"

Guru : "**Iya, amanah atau dapat dipercaya.** Terus apa lagi? Kita juga harus semangat and berani, ya?"

In the excerpt, the teacher tries to elicit students' understanding related to action to do a learners in imitating heroic action and their real

embodiment into independent era. This maxim is indicated by utterances having agreement elements, a same action and thought.

In the excerpt, **“iya betul belajar”, “iya jujur, baik, adil”, and “iya, amanah atau dapat dipercaya”**. Teacher uses *iya* as agreement expression upon the answer. It means teachers has gained similarities or agreements in uttering action until it is said to be polite.

In the utterance, there is an effort to elicit students' understanding related to heroic actions and the ways to regain it. The value of character emerging through the utterance is curiosity, an attitude and action to have always struggled to know more and understand deeper and broader from one thing learnt, seen, and listened. Beside that, the application of good deed values are expected to trigger nationalism personality. The other finding of the maxim is shown below.

Context : The utterance of VI grade teacher of SD Negeri 03 Taman while answering the questions of her students in USBN mathematic preparation task.

Siswa : “Pak, kalau tingginya dulu yang dikalikan gimana?”

Guru : **“ga papa, tingginya dulu ga papa**. Itu namanya anak teliti. Kalian harus teliti ya! Ga hanya dalam mengerjakan Matematika tapi juga dalam lain.”

The utterance **“ga papa, tingginya dulu ga papa”** shows the teacher answering questions by student whose different solving problem step from the example given. The maxim of agreement is the teacher accepts and agrees to the answer and the steps because the answer is accurate and logically accepted. This action minimizes inappropriateness of the addressee. The effect, the teacher allows the students answering the questions differently but correctly to make him comfortable and free to solve it. It also gives advantages on him.

Implicitly, the teacher frees the student to work through his own method has triggered tolerance character value. It is a characteristic in which respects differences on arguments, attitude, and action of someone differently from him. Beside, the teacher also tries to instill

creative value in thinking and solving something to create something new already had.

### Sympathy Maxim

It is an action to reduce self-antipathy and to emphasize sympathy on the others (Leech & Rahardi, 2010). This maxim contains suggestions for teachers to minimize antipathy between students and teachers and maximize sympathy between teachers and students. If teacher in his utterance minimizes antipathy and maximizes sympathy between himself and the addressees, the teacher obeys sympathy maxim. Contrary, when the teacher maximizes antipathy and minimizes sympathy between teachers and students, the teacher is said to break the politeness principles. This is data containing sympathy maxim.

Context: The utterance of VIC grade teacher of SD Negeri 01 Kebondalem while checking the attendance and finding one absent.

Guru : “Ibu absen dulu ya. Hari ini yang tidak berangkat siapa?”

Siswa : “Arista Bu.”

Guru : “Oh iya Arista. Ini ada suratnya sakit. **Kita doakan ya semoga Arista cepat sembuh, besok bisa bareng-bareng dengan kita lagi belajar**. Yang disini sehat-sehat, jaga kesehatan jangan sampai sakit karena sebentar lagi mau UAS.”

The utterance, shows sympathy attitude of a teacher finding one of her students absent because of sick. The information is gained from one of his friends proved by a permission letter. The utterance **“kita doakan ya semoga Arista cepat sembuh, besok bisa bareng-bareng dengan kita lagi belajar”** is indicated as the form of obeying expression toward the maxim because the teacher responses by asking the students praying for his student.

The attitude and utterance of the teacher can be used as example for the students to have sympathy and awareness toward an event of thing experienced by someone else. This character is stated in social awareness. Through social awareness, the students have more aware action and attitude to help. This excerpt shows sympathy maxim.



Context : The utterance of VI grade teacher of SD Negeri 06 Pelutan while reading *try out* results and congratulating the highest achiever of the students.

- Guru : “Hari ini Ibu mau mengumumkan hasil *try out* kalian. Mau tahu ga hasilnya?”  
Siswa : “Mau.mau Bu.”  
Guru : “Nah ini ya. Dari hasil *try out* pertama tanggal 1, 2, 3 Maret kemarin itu ternyata hasilnya sudah ada yang baik tapiada juga yang belum.”  
Siswa : “Aku berapa Bu?”  
Guru : “Iya, iya sebentar. **Nilai tertinggi dulu ya itu diraih Riska. Selamat ya Riska, tetap belajar terus supaya yang sudah baik ini bisa dipertahankan kalau perlu meningkat lagi.**”

The sympathy is shown through utterance, “**selamat ya Riska, tetap belajar terus supaya yang sudah baik ini bisa dipertahankan kalau perlu meningkat lagi**”. This utterance is said in the end of reading session and the teacher congratulates the student. Based on the principles, the teacher congratulates the student as addressee obeys sympathy maxim.

Through what is being uttered, teacher implicitly instills value of respecting someone’s achievement. This utterance also motivates the students and the others to struggle on what they are fighting for optimally and defending it after achieving through hard working value.

## CONCLUSION

Based on the discussion about politeness of the teachers in developing characters of the students, it can be concluded as follow:

Teacher in implementing interaction during learning has been showing the principles of politeness. They are covering six maxims based on Leech’s criteria: (1) tact, (2) generosity, (3) approbation, (4) modesty, (5) agreement, and (6) sympathy.

There are thirteen character values formed by teacher through her utterances obeying the principles. They are religious, tolerance, discipline, hard working, creativity, curiosity, motivation, approbation, communicative/friendly, peace devotion, being literate, aware of society, and responsibility.

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