

Violation of the Principles of Politeness Teachers and Students in Learning Interaction

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Abstract

This research was motivated by the discovery of violations of the principles of politeness in the speech of teachers and students in learning interactions. This study aims to describe the form of speech politeness violations of teachers and students in learning interactions in madrasas. The data collection method used is the listening method with recording and note-taking techniques using data cards. The method used in data analysis is a normative method, matching data based on the criteria of politeness principles. Data analysis used Leech's theory of politeness principles. The results of the research on violations of politeness principles in learning interactions in madrasas are it is found that the utterances of teachers and students violate the principles of politeness, namely: 10 utterances that violate the maxims of wisdom; 6 utterances violate the maxim of generosity; 8 utterances violate the maxim of appreciation; 7 utterances violate the maxim of simplicity; 7 utterances violate the maxim of agreement; and 6 utterances violate the maxim of sympathy. Violations occur when teachers and students interact during the learning process both inside and outside the classroom.

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INTRODUCTION

Language plays an important role in forming good relations between human beings. Language is a connecting tool as well as a means of communication from community members consisting of individuals who think, feel, and want. Thoughts, feelings, and desires can be realized when expressed, and the tool to express that is language. Every individual uses language in communicating, interacting, and behaving. Language between people can have a wide influence on other members of the language community. In addition, language plays an important role in meeting the needs of every human being. Language is used by everyone to express their thoughts, feelings, and desires to others in social groups. Therefore, language contains rules that regulate how a person speaks so that interpersonal relationships between language users are well established.

Language politeness is reflected in the procedure for communicating through verbal signs in the form of language procedures. Everyone not only conveys ideas when communicating, but also obeys the norms that apply in society. Language procedures must be in accordance with cultural norms that apply in society, especially in the neighborhood. Language procedures are manifested in an utterance. Speech is the result of the realization of human thoughts and ideas that come from the use of a series of speech tools, Zulaeha (2016).

Politeness of speech cannot be separated from one's language skills. Language skills are skills that must be possessed by every human being. These language skills have become a part of everyone so that they can express their thoughts and feelings properly and thoroughly. In addition, the characteristics of one's learning are seen and marked by accuracy, accuracy and the ability to express the contents of one's thoughts explicitly or implicitly through language.

The application of the principle of cooperation, in a conversation between the speaker and the speech partner must respect and respect each other. A rule that requires that

every conversation be respectful and respectful is called the principle of politeness Leech (2014). A number of maxims related to politeness are called Principle Politeness. The maxims put forward by Leech are (a) the tact maxim, (b) the generosity maxim, (c) the approbation maxim, (d) the modesty maxim, (e) the agreement maxim, and (f) the sympathy maxim. The principle of politeness includes rules that need to be considered by every speaker in every conversation, so that communication runs with full politeness.

In every conversation, there is no speaker who is willing to accept the words or actions that are less polite from his partner. The application of the principle of cooperation and the principle of politeness in an utterance in communication is part of a pragmatic study. The study of pragmatics is more about what the speaker means by his speech, not merely the study of the words or phrases in each utterance. Such meaning is called implicature. The pragmatic implications contained in the conversation that arise as a result of the violation of the conversation principle. In line with the limitations on pragmatic implications, conversational implicatures are implicative statements, namely what the speaker might mean, imply or mean, which is different from what the speaker actually said in a conversation. Based on this, pragmatics is also defined as the study of contextual meaning, namely the meaning whose interpretation depends on the context in which the conversation takes place.

Every speech participant in a conversation cannot be separated from the lingual and nonlingual factors of the speech participant. This applies not only to speakers and speech partners but also to the third person being discussed, whether the third person is present or not present in the conversation. Wirawati (2013). These lingual and nonlingual factors are the background for the violation of the principle of conversation.

School is a place of communication between individuals that allows the occurrence of acts of obedience and violations of the principles of politeness of speech. Schools also

have an important role in forming language politeness between educators and students, educators and educators, or students and students, each of which must pay attention to the principles of speech politeness.

METHODOLOGY

This research is a research with a descriptive qualitative method. Qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This research is descriptive because the data obtained cannot be expressed in the form of numbers or statistical figures, the researcher presents a description of the situation under study in the form of a narrative description. In this study, the data used is speech that contains a violation of the principle of speech politeness in learning interactions. The data collection technique used in this study was a recording and note-taking technique to obtain data. The technique of taking notes using data cards.

The sample in this study is in the form of speech that violates the principle of politeness of speech.

RESULTS AND DISCUSSION

Violations of the principle of politeness of speech in Islamic boarding schools are found in 6 maxims including (1) the tact maxim, (2) the generosity maxim, (3) the approbation maxim, (4) the modesty maxim, (5) the agreement maxim, and (6) the sympathy maxim.

a. Tact Maxim

The maxim of wisdom requires the speaker to make the loss of others as small as possible and maximize the benefit. Violation of the maxim of wisdom means minimizing benefits for others and maximizing benefits for oneself.

Violation of the maxim of wisdom can be seen in the following utterances:

(1) Context: Before the Daily Examination Started, Students (P1) Were Loudly Preparing For The Examination With A Lot Of Talking, The Educator (P2) Trying To Stop The Comfort.

(Students are noisy preparing for daily tests)

P1: "Stop!! Don't say anything anymore. You will immediately start reading the questions."

P2: "Yes, sir..."

P1: "If there is still sound, I will not start the rehearsal."

Speech fragment 1, when the educator (P1) orders the students (P2) to calm down immediately because the test will start soon. In his speech, P1 minimizes the benefits for P2. P2 is disadvantaged because the test preparation has not been completed, which is indicated by the communication with friends, while P1 stops it forcibly. In addition, P1 maximizes profits for itself. By using a bluffing sentence, P1 wants P2 to be quiet and ready to take the daily test. In addition, P1 also threatens students: 'If there are still votes, I will not start the test.' This also maximizes profits for P1 and minimizes benefits for P2.

(2) Context: After Finishing The Learning, The Class Head Will Collect The Task At The Teacher's Table. In A Rush, He Asked His Friends To Collect Immediately.

P1 : '*Ayo, ndang ditumpuk bukune*'

(Come on, quickly collect the book)

P2: '*Sabar, durung rampung iki*'

(Patience, it's not finished yet)

P1 : '*Sing kesuwen tak tinggal. Aku selak meh jajan.*'

(Which I stayed too long. I was in a hurry to have a snack)

P3 : '*Jo ngono, sak ake kancane*'

(Don't be like that, pity our friend)

Speech fragments (2) Student 1 (P1) was identified as violating the principle of politeness maxim of wisdom. This is shown by P1's utterance, 'Come on, there are stacks of books!'. The utterance violates the maxim of wisdom because the speaker maximizes profits for himself and minimizes for his interlocutor or

maximizes losses for the hearer. In addition to the speech, P1 also reaffirmed, wanting maximum profit for himself and minimum for the speech partner. This is identified from the second utterance, namely ' Sing kesuwen tak tinggal. Aku selak meh jajan..' P1's utterance belongs to the coercive category.

In addition to the violation of the maxim of wisdom, in the fragment of speech from data 2 there is also compliance with the principle of politeness of the maxim of wisdom. This can be seen from the speech (P3) 'Jo ngono, sak ake kancane'. From the utterances, it shows that the maxim of wisdom is obeyed because it minimizes benefits for self and maximizes benefits for others.

(3) Context: When In The First Break, Student (P1) Was Confused Looking For The Next Shoes, Student (P2) Accused Of Hiding. P2 Doesnot Accept The Account, Then Then A Quit Happen Between Them.

- P1 : *'Endi sepatuku?. Gowo rene tah ora!!'*
(Where are my shoes, can you bring them here?)
- P2 : *'Aku ra reti. Sepatumu kan mbok enggo dhewe'*
(I don't know. You wear your own shoes)
- P1 : *'Mau tak capat kene. Mesti mbok umpetno'*
(I was released here, you must be the one hiding)
- P2 : *'Sumpah ora aku yo.....'*
(I swear, I'm not the one hiding)
(Then P1 lost his temper, he beat P2 to confess. Finally his friend broke up and gave him the shoes his other friend had hidden)

Speech fragment (3) shows a violation of the principle of politeness maxim of wisdom. P1 'Endi sepatuku?. Gowo rene tah ora!!', dan ' Mau tak cApat kene. Mesti mbok umpetno', P1 maximizes profits for itself and minimizes profits for its partners. P1's utterance shows sentences that slander P2. This increases the loss for P2. The speaker (P1) shows his anger to the speech partner P2 without seeking the truth first.

Based on the discussion, it was found that there were six types of student speech that violated the policy, namely (1) commissive

speech in the form of 'threatening'; (2) representative speech in the form of 'show', 'report'; (3) perlocutionary speech in the form of 'persuade' (4) directive speech in the form of 'beg', 'asked', 'ordered', and 'challenged'; (5) locutionary utterances 'tell', and (6) illocutionary utterances in the form of 'asking' and 'ordering'.

b. The Generosity Maxim

The maxim of generosity is also known as the maxim of generosity. The main principle in the maxim of generosity expects speakers to reduce their own gains and maximize their losses or self-sacrifice. If the maxim of wisdom is centered on others, the maxim of generosity is self-centered. The maxim of generosity requires speakers to minimize their own gains and maximize their own losses.

Violation of the maxim of generosity means minimizing losses and maximizing profits for oneself. Violation of the maxim of generosity can be seen in the following data.

(4) Context: A Student (P1) Want To Loan A Bottle Point To Her Friend, But The Friend Refused To Lend A Pool Point For Him.

- P1 : "May I borrow your pen?"
- P2 : "No, my ink will run out quickly."
- P1 : "My pen just ran out. Rest later I will buy again"
- P2 : " Hey, habit. Why don't schools have capital"

In the context of the speech fragment above, it contains a violation of the principle of politeness in the maxim of generosity or generosity. P1 is having trouble, which is running out of Boploin ink. P1 tries to find help by borrowing a friend (P2). However, P2 refused directly with the sentence "No, my ink will run out quickly.". P2 has no desire to be generous in helping his friend lend a pen. This is reinforced by the next utterance "Halah, habit. Why don't schools have capital?." Thus, P2 violates the principle of politeness in the maxim of generosity or generosity towards P1.

(5) Context: At The End Of Learning, The Last Hour, The Educator Ends The Learning By Inquiring The Students To

Pray Together, But There Will Be One Of The Students Speaking Loudly.

P1 :” Children, let's end today's lesson by praying together.... *Wal'ashri innal insanalafi husrin illa...* ‘

P2 : ‘Hey...hey...Your book fell.”

In the context of the speech above, there is a violation of the principle of politeness in the maxim of generosity. This is evidenced in P2's utterance 'He...he... Kui you know, your book arrived...'. He is a call to call a friend. This word violates the maxim of generosity because it is said in a formal situation in the classroom during a joint prayer activity. P2 also did not apply politeness to teachers and God because when his friends were reciting prayers together, P2 shouted. P2 minimizes losses and maximizes own gains.

(6) Context: Finishing The Daily Examination, Through The Second Break Hour, There Are Students Who Have Not Completed Working On The Questions. Students Who Have Finished, Hope To Be Allowed Out First With The Reason It Is Finished And Want To Line For About Water.

P1 : ‘Mom, if you have finished, can you come out first?’

P2 : ‘Should not. Had to wait for his friend to finish first.’

P1 : ‘Want to queue for ablution, ma'am. Yes, ma'am...’

P2 : ‘Wait a little longer’

P3 : ‘*Wonge ki goblok, Bu. Nak nggarap mesti ker, sui...*’

(He's a fool, ma'am. If you, do it always late, and long)

There is a violation of the principle of politeness in the maxim of generosity. In the teacher's speech (P2) 'Not allowed. Have to wait for his friend to finish first.'. P2 imposes his will on P1. P2 minimizes losses and maximizes profits for oneself. In addition, the violation of the maxim of generosity is also shown by the students' speech 2 (P3) ‘ *Wonge ki goblok, Bu. Nak nggarap mesti ker, sui...*’. P3 puts down

other people, feels that he is smarter than his friends. P3 maximizes profits for oneself and minimizes benefits for others.

c. The Approbation Maxim

According to the maxim of appreciation, people can be considered polite if they respect others. With the maxim of appreciation, it is hoped that the speech participants will not demean or insult each other. Because the act of mocking is an act that is not polite and should be avoided in the association. This maxim requires that each speech participant maximize respect for others, or in other words reduce insults to others and maximize praise to others. If someone does not respect others, it means that he does not carry out this maxim and does not achieve good language politeness. This action can be said to violate the principle of politeness maxim of appreciation.

The violation of the maxim of appreciation can be seen in the following data.

(7) Context: A Student (P1) Makes A Friend Who Answers Wrong Questions From Educators And Educators (P2) Resolve.

P1 : “Huuuuu,,, He can't answer questions like that”

P2 : “You can't be like that! If there are friends who don't know, we will let you know so we can. Instead of being ridiculed”

P1 : “Yes ma'am. Sorry.” (While looking down shyly)

P2 : “Ok, now who can help answer questions from Mother”

The fragment of speech above P1 violates the maxim of appreciation, which is laughing at other students because they cannot answer the questions given by P2. This can be seen in the utterance " Huuuuu,,, He can't answer questions like that ". P1 minimizes respect for others, or in other words adds insults to others and minimizes praise to others. This action is said to violate the principle of politeness maxim of appreciation.

(8) Context: During The Lesson After The First Rest, A Student (P2) See A Friend

(P3) Bringing A Gift Into Class. P2 Means To Report This Thing To The Teacher.

- P2 : 'Ma'am, Dwi met earlier, Ma'am ...'
 P3 : '*Apa we..... SApa sing ketemuan*' (Do you.... Who met?)
 P2 : '*Lha iku kadone nang sorok*' (Well, that's the gift in the drawer)
 P1 : 'Adam... you can't slander'
 P2 : 'Mboten fitnah, Bu. Fat guy just met his girlfriend, Mom. Bagus kelas 8B'
 P3 : '*Apa kowe, tuyul..*' (Are you, tuyul (small boy))
 P1 : 'Yes, Dwi? Schools can't date huh... You, Adam, can't even call your friends a bad name.'

The fragment of speech above identified a violation of the principle of politeness in the maxim of appreciation. speech 'Mboten fitnah, Bu. Fat guy just met his girlfriend, Mom. Like class 8B ', in Si Fat's nickname, the speaker maximizes vilification of others. This sentence was also answered by the speech partner with slander as well: 'What kowe, tuyul..' which means demeaning as tuyul because his body posture is relatively smaller than Dwi.

(9) Context: An Educator (P1) Questions A Student (P2) Who Does Not Participate In The Dhuha Prayer And Does Not Enter The Special Development Room For Students Who Are Inability.

- P1 : 'Ma'am, why didn't you join the dhuha prayer?'
 P2 : '*Nembe halangan, Bu*' (Menstruating, ma'am)
 P3 : '*Ngapusi ding, Bu. Wonge tho Bu.... Nembe M, males...*' (He's lying, ma'am. He's M Lazy)
 P2 : '*Cah lanang lahpo melu-melu?*' (What's the boy getting involved in?)
 P1 : 'Stop it.... If it was an obstacle, did not pray, should have entered a special room like the other friends.'
 P2 : 'Yes ma'am. I'm sorry, ma'am. I also had a late come, ma'am. So... it's a shame if you want to go into a special room.'

In the speech fragment above, it is identified that there is a violation of the principle of politeness in the maxim of appreciation. (P3) 'Ngapusi ding, Bu. Wonge tho Bu.... Nembe M, males...', Accusing his female friend who did not participate in the dhuha prayer and did not participate in the training, that he was lying, was not menstruating and was lazy to participate in the training. P3 demeans and exalts insults to others.

Based on the analysis, it was found that there were five types of student utterances that violated the politeness principle of the maxim of appreciation, namely (1) perlocutionary utterances in the form of insulting utterances; (2) directive speech forms of challenging and insulting speech; (3) representative, forms of insulting speech; (4) expressive speech in the form of criticizing and insulting speech; and (5) illocutionary speech in the form of insulting speech.

d. The Modesty Maxim

According to the maxim of modesty or the maxim of humility, the speech participant can be humble by reducing self-praise and maximizing insults to himself, so that the speech participant is not said to be arrogant. Speakers are expected to be humble, so that the main focus of attention lies in themselves.

The maxim of simplicity requires the speaker to minimize self-praise and maximize self-criticism. Compliance with the maxim of simplicity can be seen in the following data.

(10) Context: When Coming To Start A Learning, Educators See A Class Waste Full Of Waste That Have Not Been Disposed At The Madrasah Tpa. Then The Educators Told The Boy Students Who Picked Up That Day.

- P1 : 'How come the garbage hasn't been disposed of yet....who picks up? Come on, sweep it first so it's clean'
 P2 : 'Boy, madam who hasn't been sweeping yet'
 P3 : 'Daughter, ma'am. Sweep, don't throw it away'

P2 : *'Lho... wis nyapu kok ijeh kon mbuang. Kowe tho...sing ora gelem nyapu'*

(You know... I've been sweeping the food, I still have to take out the trash. You should be the one taking out the trash because you don't want to sweep)

P4 : *' Wah... piket Senin keset-keset. Koyok aku lho.... Piket Jumat, rajin'*

(Wow... lazy Monday picket. Like me, you know, Friday picket, diligent)

P1 : *' Already.... Please, you and you are the ones taking out the trash.'* (pointing to two boys)

In the speech fragment above, it is identified that there is a violation of the principle of politeness in the maxim of simplicity P2 *'Lho... wis nyapu kok ijeh kon mbuang. Kowe tho...sing ora gelem nyapu'* (You know... I've been sweeping the food, I still have to take out the trash. You should be the one taking out the trash because you don't want to sweep). P2's utterance shows the violation of the maxim of simplicity because he feels right and does not want to give in to others. In addition, speech P4 *' Wah... piket Senin keset-keset. Koyok aku lho.... Piket Jumat, rajin'* (Wow... lazy Monday picket. Like me, you know, Friday picket, diligent) also violates the maxim of simplicity. The utterance shows an attitude of loftiness by exalting praise for oneself and minimizing praise for others.

(11)Context: When Learning Indonesian Language, There Was One Student Who Was Able To Story In Front Of The Class Well And Expressively, Then The Educator Invites Friends To Give Appreciation.

P1 : *'Applause for Dhaffa.... Dhaffa was very good when she spoke in front of the class. Friends can imitate or create Dhaffa's appearance.'*

(all students applaud)

P2 : *' Who used to be....Dhaffa like that'*

P3 : *'Wow, Daffa is arrogant'*

In the speech fragment above, it is identified that there is a violation of the principle

of politeness in the maxim of simplicity. P2 *'Who used to be? Dhaffa is like that.. 'shows an attitude that violates the maxim of humility because P2 maximizes praise for himself and minimizes insults for himself. Dhaffa feels the greatest of her classmates.*

e. The Agreement Maxim

The principle of the maxim of agreement is to minimize disagreement between oneself and others and maximize agreement between oneself and other parties. Speech can be said to obey the maxim of agreement if in the speech the speaker maximizes the agreement between himself and the other party. On the other hand, the speech violates the maxim of agreement if in the speech the speaker maximizes the disagreement between himself and the other party. Here are some fragments of student speech that violate the principle of politeness maxim of agreement.

(12) Context: When Learning Science, Educators Using Discussion Method, Then Asking Students (P2) And (P3) To Groups With Calculations. Students Getting The Same Number Means One Discussion Group. But, There Are Students Who Don't Agree And Refuse The Recommendations Of Educators (P1).

P1 : *'Children, now we form study groups by counting from one to 5. Each child follows the group according to the number.'*

P2 : *'Mom, the group chooses individually Mom.'*

P1 : *'No, I don't agree with that. Because later you will be picky friends and there will be people who can't be in groups. Just follow Mom's rules, okay? ...'*

P3 : *'Yess, Bu....'*

P2 : *'Ma'am, later on, boys will depend on girls and won't want to work.'*

P1 : *'Later, you will share the tasks, so that everyone will work together, and no one will depend on it'*

In the speech fragment above, it is identified that there is a violation of the principle of politeness in the maxim of agreement. P2

'Ma'am, the group chooses individually, Ma'am." And P2 'Madam, later boys will depend on girls and don't want to work.' This statement violates the maxim of agreement because it refutes the opinion of the educator (P1). This means that speakers maximize disagreements between themselves and others.

(13) Context: During Training Hours, A Student Submitted Announcement Of A Plan To Visit One Of The Friends Who Was Helped In The Hospital, But Someone Did Not Agree To Visit A Hospital For A Hospital.

P1 : 'Friends, later we will visit Nurul who is sick being treated at the hospital. But, said the teacher, we only represent four children. Who wants to come along?'

P2 : 'Friends, later we will visit Nurul who is sick being treated at the hospital. But, said the teacher, we only represent four children. Who wants to come along?'

P3 : 'Yes, the mandatory class administrator'

P1 : ' Don't be like that, as a class secretary I don't want to come. Later I can get drunk in the car.'

P2 : ' Hahahaha..... in the car, drunk? Just take a pedicab until Puwodadi.'

P3 : ' Do you want to take a rickshaw, Mrs. teacher???'

In the speech fragment above, it is identified that there is a violation of the principle of politeness in the maxim of agreement. P1 'Don't be like that, as a class secretary I don't want to come. Later I can get drunk driving a car.' Disagree with P2's proposal which is supported by P3. P1 maximizes his disagreement with P2's opinion. His disapproval was based on a logical reason for fear of getting drunk. In addition, in the context of speech 13, there is still a violation of the maxim of agreement, namely P2 ' Hahahaha..... driving a car, drunk? Just take a pedicab until Puwodadi.' The sentence shows P2 mocking P1 by suggesting that P1 take a pedicab. Taking a rickshaw from the madrasa to the hospital in Purwodadi is an impossible thing to do.

f. Sympathy Maxim.

The principle in the maxim of sympathy is that speakers should minimize antipathy between themselves and others and maximize their own sympathy with other parties. Speech can be said to obey the maxim of sympathy if the speaker produces speech that maximizes sympathy between himself and other parties as speech partners. Conversely, if the speaker minimizes self-sympathy with other parties, then the speech violates the sympathy maxim. Speech that is commonly used to express sympathy is assertive speech. Here are some utterances that show the violation of the maxim of sympathy.

(14)Context: In The Beginning Of The Learning, An Educator (P1) Checks The Attendance Of His Students. At That Time, There Was A Student Who Was Not Entered Because Of Illness.

P1 : 'Children, who's not in today?'

P2 : 'Geovan, ma'am...'

P3 ; 'Why, Geovan could be sick?'

P2 : 'Geovan is also human, of course he can get sick too'

P1 : 'Hmm... you can't do that. We are all human, don't be arrogant. We pray that Geovan recovers quickly and can go to school again'

P3 : 'Let it hurt, ma'am. The class was quiet without Geovan's presence. If Geovan comes in, the class gets noisy, ma'am.'

In the context of the speech fragment above, it contains a violation of the principle of politeness in the maxim of sympathy. This is shown by the words of P3 'Why, Geovan can get sick?' and P3 'Let it hurt, ma'am. The class was quiet without Geovan's presence. If Geovan comes in, the class gets noisy, ma'am. P3 shows an utterance that violates the maxim of sympathy because the speaker minimizes self-sympathy with others and maximizes antipathy between himself and others. P3 doesn't sympathize with Geovan's illness, even P3 doesn't want Geovan to go to class with the reason that Geovan likes to make class noise. This was denied by the teacher's speech (P1) 'Hmm... that can't be the case. We are all

human, don't be arrogant. We pray that Geovan will recover quickly and be able to go to school again'. P1 utterance shows the compliance of the sympathetic maxim because the speaker maximizes self-sympathy with other parties and minimizes antipathy between himself and others.

(15) Context: The School Will Have Religious Activities, All Students Are Told To Wear Muslim Clothes. But, There Are Students Who Don't Know.

- P1 : 'What will we wear tomorrow?'
 P2 : 'Wear Muslim clothes'
 P1 : 'Oops, I don't have e'
 P3 : ' *Ngango kathok kolor...*'
 (Wearing underpants...)
 P2 : 'Cook, you don't have a long shirt and sarong?'
 P1 : 'If that's what I have'
 P3 : 'Well.... it's kui yo Muslim clothing, t ho. Why don't you bother.'
 (Lha....that's also Muslim clothing. Just like that, why bother)

In the context of the speech fragment above, it contains a violation of the principle of politeness in the maxim of sympathy. This is shown in P3's utterance: ' *Ngango kathok kolor...*' and P3 : ' *Lha....kan kui yo busana muslim tho. That's why it's a hassle.*' . P3 shows an utterance that violates the maxim of sympathy because the speaker minimizes self-sympathy with others and maximizes antipathy between himself and others. P3 seems to belittle P1. This shows that the speaker's sympathy is very low and very minimal towards P1. Kumalasari, Rustono, and Santoso (2018) conclude that if the speaker shows disinterest, disapproval, or antipathy to his interlocutor, the longer the emotional distance between them. On the other hand, to minimize the distance between the speaker and the speech partner, a statement of admiration for the speech partner can be used.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that the violation of the principle of politeness in the speech of

educators and students in learning interactions is found in six maxims, namely (1) the maxim of feeling, (2) the maxim of generosity, (3) the maxim of agreeableness, (4) the maxim of humility, (5) the maxim of agreement, and (6) the maxim of sympathy. From some of the students' utterances, it was found that 45 utterances of educators and students violated the principle of politeness, namely: 10 utterances that violated the maxim of wisdom; 6 utterances violate the maxim of generosity; 8 utterances violate the maxim of appreciation; 7 utterances violate the maxim of simplicity; 7 utterances violate the maxim of agreement; and 6 utterances violate the maxim of sympathy. Violations occur when students interact during the learning process both inside and outside the classroom.

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