



## INTER-STUDENTS' LANGUAGE POLITENESS OF SMP NEGERI 2 KELAYANG INDRAGIRI HULU

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### ABSTRACT

This paper describes and analyzes the language politeness among students of SMP Negeri 2 Kelayang Kelayang District in Indragiri Hulu Regency. It is qualitative research using an analytical descriptive method, namely analyzing and exposing data found in the form of words. Data analysis techniques begin with data reduction, presentation, and making conclusions and verification of the data. The data collection techniques carried out are recording, listening, and taking notes techniques. The source of the research data is inter-student speech. Based on the research results, it was found that the forms of language politeness compliance were the obedience of the maxim of wisdom, the obedience of the generosity maxim, the obedience of the praise maxim, the obedience of the humility maxim, the obedience of the agreement maxim, and the obedience of sympathy maxim. In addition to the obedience of language politeness, violations of language politeness were also found, namely violations of the maxim of wisdom, violations of the generosity maxim, violations of the praise maxim, violations of the humility maxim, violations of the agreement maxim, and violations of the sympathy maxim. The dominant maxim is the violation of the maxim of praise. In addition to the violation of the praise maxim, a dominant maxim refers to obedience to the generosity maxim.

**Keywords:** language politeness, inter-students' speech, violation and obedience

## KESANTUNAN BERBAHASA ANTARSISWA SMP NEGERI 2 KELAYANG KECAMATAN KELAYANG KABUPATEN INDRAGIRI HULU

### ABSTRAK

Tulisan ini mendeskripsikan dan menganalisis kesantunan berbahasa antarsiswa SMP Negeri 2 Kelayang Kecamatan Kelayang Kabupaten Indragiri Hulu. Ini merupakan penelitian kualitatif dengan menggunakan metode deskriptif analitis yaitu menganalisis dan memaparkan data yang ditemukan dalam bentuk kata-kata. Teknik analisis data pada penelitian ini dimulai dengan reduksi data, penyajian dan membuat kesimpulan dan verifikasi terhadap data yang diteliti. Teknik pengumpulan data yang dilakukan adalah teknik rekam, teknik simak dan catat. Sumber data penelitian adalah tuturan antarsiswa. Berdasarkan hasil penelitian, ditemukan bentuk pematuhan kesantunan berbahasa yaitu pematuhan maksim kearifan, pematuhan maksim kedermawanan, pematuhan maksim pujian, pematuhan maksim kerendahan hati, pematuhan maksim kesepakatan, dan pematuhan maksim kesimpatian. Selain pematuhan kesantunan berbahasa, juga ditemukan pelanggaran kesantunan berbahasa yaitu pelanggaran maksim kearifan, pelanggaran maksim kedermawanan, pelanggaran maksim pujian, pelanggaran maksim kerendahan hati, pelanggaran maksim kesepakatan, dan pelanggaran maksim kesimpatian. Adapun maksim yang dominan yaitu pelanggaran maksim pujian. Selain pelanggaran maksim pujian, juga ditemukan maksim yang dominan yaitu pematuhan maksim kedermawanan.

**Kata Kunci:** kesantunan berbahasa, tuturan antarsiswa, pematuhan dan pelanggaran

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### INTRODUCTION

As a social being, human beings are inseparable from communicating activities. Through communication humans obtain the information obtained through asking, emphasizing and listening. Information will be obtained in the event of targeted communication. According to Mustofa, Siti Waryan and Feni

Meilani (2021: 28-29) state that communication can be verbal and nonverbal. Verbal communication is done orally with words, while nonverbal communication uses gestures such as smiling, shaking your head, shrugging, moving your eyes and expressing your face. Prasanti and Sri Seti Indriani (2017: 143) argue that

communication occurs when there is a reciprocal relationship in the form of actions between individuals, individuals with groups and between groups. In communicating, there must be a response. In general, a response is a response obtained from a speech delivered by a speaker. There is a positive response and a negative response in communicating. A positive response indicates approval, a negative response expresses disapproval.

Communication activities can occur anywhere, such as at home, in the office, on campus, at school, in stalls, and on the street. The school became the realm of communication between teachers, students, canteen guards and school guards. The teacher communicates with the teacher, the teacher communicates with the students, the teacher communicates with the school guards, the students communicate with the students, the students communicate with the canteen guards, the students communicate with the school guards, and so on. Communication activities in schools do not only occur in the classroom but can occur in the cafeteria, in the teacher's room and in the field.

Students in school are not only taught learning materials but also in the form of a good personality especially having to use polite language when communicating. The problem that occurs today, many students communicate using language that is not polite or is called a violation of the principle of language politeness. The transition of language from polite to disrespectful can be seen from the use of short speech and the inclusion of loud sounds that do not even use the word greeting. This event is certainly detrimental because it damages the communication process, so there is disharmony between speakers and speakers caused by parties who are disturbed by speech that is considered offensive to the listener.

Language impartiality can be minimized to avoid disharmony in communication. The use of polite language is in accordance with the description of the Quran surah An-Nisa 4:148. "God doesn't like bad words (that are spoken) frankly except by persecuted people. And Allah is All-Hearing, All-Knowing". The command to use polite language is also found in several

surahs, such as surah Ali-Imran 3:159 and surah An-Nahl 16:125.

The following is an example of inappropriate speech between students at SMP Negeri 2 Kelayang as follows:

- Context : Student A doesn't believe that student B fell on the road, causing his clothes to get dirty
- Student A : "*So dirty are your clothes, not washed huh?*"
- Student B : "Wash, just now on the road I fell."
- Student A : "*Lots of stories*"

Student A's utterance, "*It's so dirty that your clothes are not washed, right?*" meaningful condemnation. Student A denounces student B. In the maxim of praise the speaker must maximize the praise to the petutur and minimize condemnation. If student A doesn't praise B's dirty clothes, they should use the phrase, "*Why are your clothes dirty?*". Student A also showed disbelief, seen in student A's utterances that mentioned "Many stories!". This speech means commenting on someone who talks a lot so that it disturbs the people around. As a result of polite speech, of course, resulting in different responses, student B gave a "*silent*" response because according to student B, silence is the best way to respond to student A.

Pragmatics cannot be separated from the phenomenon of language politeness. Language politeness has been studied by many people, but it remains an interesting phenomenon to describe because in politeness is implied the nature and background of a person. Murti and Nurhuda (2019:73) argue that the meaning studied in pragmatics is bound to context. Context in pragmatics plays an important role in interpreting the meaning of speech. Context makes it easier to know the meaning that the speaker wants to convey.

Amilia and Astri Widyaruli Anggraeni (2017: 6) state that semantic studies are meanings, especially the meaning of language. In understanding the meaning of language, semantic reviewers must understand two layers in language, namely layers of form and layers of meaning. The layer of form is in the form of a language symbol such as a word or sentence, while the layer of meaning is a reference or

concepts that are in the human mind to understand the symbol.

There are several experts who provide theories on language politeness, namely: Robin Lakoff, Bruce Fraser, Brown and Levinson, Pranomo, and Geoffrey Leech. Leech (1993:206-207) divides the principle of language politeness into six maxims that must be adhered to. The six maxims that must be adhered to are (1) the maxim of wisdom; (2) the maxim of generosity; (3) maxims of praise; (4) maxims of humility; (5) the maxim of the agreement; (6) maxim of sympathy.

According to Wulandari, et al. (2021: 100) in the maxim of wisdom, there are criteria that must be obeyed by every speech participant, namely make the losses of others as small as possible, or make the profits of others as large as possible. If the speech participant obeys this maxim, it can be said to have a polite and polite personality.

According to Rumadi and Syafril (2019:61-62) the maxim of generosity is to imply self-harm by making offers to others as if the speaker did not feel at a loss with the offer. Providing assistance and advice is also an important part of the acceptance maxim. Implies a disadvantage for the speaker by putting the interests of the speaker first. The speaker must behave as if he is not harmed by the speaker so that the speaker will receive help from the speaker without guilt.

Rumadi and Syafril (2019:58-59) argue that the maxim of praise is to give sincere appreciation in the form of admiring, praising and respecting. Actions that violate the maxim of praise are mocking, using the word innuendo and demeaning others. Well-mannered speakers always want the speaker to feel happy when communicating with the speaker. The feeling of pleasure when communicating will increase if the speaker gives a form of appreciation instead of demeaning the speaker. Examples of praise maxims such as fragments of dialogue in Rida K Liamsi's Megat novel "Sultan is not a random person". The Treasurer's remarks addressed Megat to show that the Sultan was a great man.

According to Yusri (2016:12) the maxim of humility is to reduce praise of oneself and

increase criticism of oneself. Through this maxim, it is hoped that speech participants will not violate the maxim of humility by adding praise to themselves in the sense of bragging. Being humble is better than being high-hearted, if the speaker brags when given praise by the speaker then this will be said to be disrespectful. The maxim of praise based on the opinion of Wahyuni (2018:7) considers *mahwa* a polite person in language that always strives to give appreciation to others by maximizing respect and minimizing insults to others.

Jauhari (2017:155) argues that the maxim of sympathy requires speakers to maximize sympathy for the speaker and minimize antipathy towards the speaker. Like the teacher's speech to the students who are presenting "It's okay, discussed first, if you still haven't found the answer, save it first". Teachers maximize sympathy for students because teachers try to save the feelings of students who can't answer questions by saying "It's okay". The teacher also said "Discussed first, if you still don't find the answer, save it first" to give sympathy to the students.

Husna (2018: 6) argues that a change in attitude can describe the response of a particular person or group. The response can be positive and it can be negative. Positive responses tend to like, approach and expect an object, a person is called to have a positive response can be seen from the stages of cognition, affection and psychomotor. A negative response when someone hears information or changes in an object does not affect the action or even avoids and hates a certain object.

According to Charlina and Mangatur Sinaga (2007: 34) speech is said to be polite or disrespectful if the speaker does not exceed his rights and obligations to the speaker and the speaker is obliged to fulfill his rights and obligations to the speaker. The rights and obligations of speakers are to create good cooperation between speakers and speakers. The speaker must say politely to the speaker thus the speaker will be appreciated by the speaker.

Chaer (2010:61-62) concludes that Leech's theory which is elaborated through maxims namely the maxim of wisdom, the

maxim of generosity, the maxim of praise and the maxim of humility is related to the gains or disadvantages of speakers and speakers. The maxim of agreement and the maxim of sympathy are related to the good and bad judgment of the speaker towards oneself or the speaker. The maxim of wisdom and the maxim of praise are centered on the speaker. The maxim of generosity and the maxim of humility are centered on the speaker.

Thus, language politeness is closely related to pragmatics, semantics and response. The theory used for this research is Geoffrey Leech because this theory has summarized several existing theories. Leech's theory views politeness from two sides, namely speakers and speakers.

There are several reasons for researchers to choose language politeness between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. First, SMP Negeri 2 Kelayang was used as a research location because SMP Negeri 2 Kelayang was in great demand by students. In addition to being accredited A, SMP Negeri 2 Kelayang also has a strategic location so that it is easy to reach. Second, the large number of students of SMP Negeri 2 Kelayang from different backgrounds affects the use of polite language and disrespectful language. The use of inappropriate language in the school environment usually occurs due to disrespect for speech, especially peers, even deliberately using negative speech because it is considered funny and can add familiarity. Third, this research is also useful for theoretical development and development of teaching materials as well as application in the principle of politeness of language in speech. The analysis of this study will continue to evolve in the principle of language politeness and relate it to context.

Guided by the description of the background and reasons above, the author is interested in conducting a study with the title "Civility of Inter-student language at SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency". This study was conducted with the aim of describing the politeness and impoliteness of language between students at SMP Negeri 2

Kelayang, Kelayang District, Indragiri Hulu Regency.

## REASERCH METHOD

This research is a qualitative research using descriptive analysis methods. This method is a description that is carried out by exposing and analyzing data using words instead of numbers. The descriptive method of analysis is carried out by collecting data, describing the data and then analyzing it in detail according to the formulation of the problem. The type of research used in this study is field research conducted with recording techniques, listen.

This research was conducted at SMP Negeri 2 Kelayang school located on Jalan Jendral Sudirman, Kelayang District, Indragiri Hulu Regency, Riau Province. This research was carried out from July 2022 to January 2023. The first stage is conducting a survey, the second stage is conducting a data collection process and the third stage is writing research results.

The data of this study is the speech of polite and disrespectful students at SMP Negeri 2 Kelayang. Language units (words, phrases, and sentences) of students in the classroom, in the school environment (canteen, ceremonial grounds, and in the office). The source of the research data is the speech of polite and disrespectful students.

Data collection techniques are the most important procedure in this study because the main purpose of this study is to get as much data as possible. To achieve this goal, researchers must know data collection techniques to meet the established data standards (Sugiyono, 2014: 224). Data collection techniques in the study are recording techniques, listening techniques, and recording techniques. The recording technique is carried out by researchers while students are communicating. The recording technique is carried out using a voice recorder via mobile phone. This activity is carried out without being noticed by students so that the results obtained are purely from students, not the result of engineering the author's mindset. The listening technique is carried out by researchers to obtain data by listening to students' speech directly and listening through recordings. The technique of listening through recordings is useful to ensure the clarity

of students' speech recorded through mobile phones. The recording technique is carried out by researchers to transcribe the data obtained from the observed objects in the form of views and recordings obtained through cellphones.

## RESULTS AND DISCUSSION

### Research Results

This research is entitled "Inter-Student Language Politeness of SMP Negeri 2 Kelayang,

Kelayang District, Indragiri Hulu Regency". The results of the study found politeness and language impropriety between students. This research was analyzed using Leech's theory of politeness which was divided into several maxims, namely the maxim of wisdom, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement, and the maxim of sympathy.

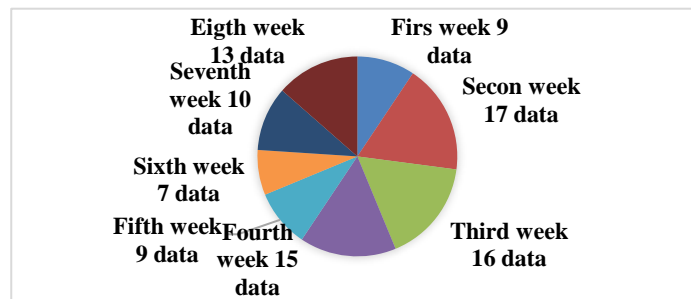


Figure 1. Classification Map of Data Findings from Research Results Per Week

### A Form of Language Politeness

Based on research, it was found that the decency of language politeness was described by six maxims. There are 2 maxims of wisdom, 15 maxims of generosity, 4 maxims of humility, 4 maxims of praise, 11 maxims of agreement, 6 maxims of sympathy.

### Maximal Compliance of Wisdom

Compliance with the maxim of wisdom on speech between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. Here's the data analysis:

#### Datum 1

Context : This utterance occurred in class VIII C, when the DA speaker reminded the JM speaker to do the task.

DA : "Juan, are you ready for the task?"

JM : "Not yet, I don't want to do it"

DA : "Do the task, the teacher will be angry"

JM : "Yes, I'll do it later"

The speech of DA speakers and JM speakers is a form of understanding the maxim of wisdom because DA speakers try to maximize the benefits of JM speakers by saying "Do your job, the teacher will be angry". This utterance contains absolutely no condemnation but rather an invitation. The speech that contains an invitation is "do it" because if you don't do it, the teacher will be angry. The DA speaker's speech is a form of concern for JM speakers because they don't want JM speakers to be scolded by teachers. The JM speaker also retaliated by agreeing to orders from DA speakers as it was deemed good for him. JM speakers have minimized the harm to DA speakers by not rejecting his orders. JM speakers respond or respond in the form of polite expressions by saying "Yes, I'll do it later".

#### Datum 2

Context : This utterance occurred in the teacher's office. KMM speakers want to help AST speakers to bring books.

AST : "Here I help"

KMM : "I can really"  
 AST : "Really?"  
 KMM : "Yes, of course"

AST speakers use sentences that reflect politeness when saying the phrase "*Here I help*". AST speakers' speech intends to reduce the burden on KMM speakers so that AST speakers have maximized the benefits of KMM speakers. The KMM spokesperson has maximized the loss to him by saying that he is capable of carrying all his books. Speech between AST and KMM students is a form of positive verbal response. Positive verbal responses are characterized by utterances saying "*I can really*". In the principle of politeness of the maxim of wisdom, if the speaker's speech seeks to maximize the benefits of others, then the speaker must maximize his own losses, not the other way around.

#### Maximal Obedience of Generosity

Compliance with the maxim of generosity towards the speech between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. Here's the data analysis:

#### Datum 3

Context : This utterance occurred in the canteen when the SS speaker forgot to bring money, so his friend the NA speaker and the AZ speaker offered to help lend money to the SS speaker.

SS : "Afni, my money is left behind"  
 NA : "*Use my money*"  
 AZ : "*My money is also there*"

The politeness was discovered when SS speakers said the money was left behind, NA and AZ officials immediately showed a positive verbal response i.e. offering money such as the words "*Use my money*" and "*My money is there too*". The utterances meant that the NA petutur and the AZ petutur showed concern for the SS who at that time had forgotten to carry money. By lending money to SS speakers, the speaker has maximized the profit for himself as little as possible and minimized the loss to himself, because by lending money to the SS speaker, the

SS speaker will feel happy to be friends with the NA speaker and the AZ speaker.

#### Datum 4

Context : This utterance occurs in class VIII B. DF speakers borrow rulers from NPS speakers

DF : "Nadia, borrow a ruler"  
 NPS : "*Here, borrow it!*"

In the inter-student speech, the NPS petutur has adhered to the principle of the maxim of generosity. The NPS speaker has maximized the loss on him, marked by the phrase "*Here, borrow it!*". By lending his ruler, the NPS speaker has maximized the loss to him because the speaker will feel happy with the speaker because he feels cared about by the speaker. The communication that occurs between DF speakers and NPS speakers produces a positive nonverbal response, that is, DF speakers directly take the ruler belonging to the NPS speaker because they have been allowed to take it. This is evident in the NPS speech that says "*Here, borrow it!*".

#### Maximal Obedience of Praise

The maximal compliance of praise for the speech between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. Here's the data analysis:

#### Datum 5

Context : This utterance occurs when the lesson Indonesian which is a practical examination of the procedure text. SA speakers and IY speakers gave credit to Petutur ZU because the cake was delicious.

SA : "*Wih, delicious your cake, make it yourself or ask to make it?*"  
 ZUN : "We're all working, Mother I'm also helping"  
 IY : "*Great you guys!*"

It found a maxim of praise marked with the phrase "*Wih, delicious your cake*". The word "Wih, yummy your cake" means that speakers call ZUN and his friends' cake delicious. In

addition to saying ZUN and his friends' cakes are delicious, IY also praised ZUN and his friends with the word "*Great*" for successfully making such a delicious cake. If the utterance is in the form of flattery and praise, it is categorized as a maxim of praise. The communication that occurred between IY and ZUN speakers produced a positive nonverbal response, namely the expression of ZUN and his groupmates smiling.

#### Datum 6

- Context : This utterance occurred during recess in class VII C. EP speakers praised his friend who understood the task given while he did not.
- EP : "Ca, do you understand the task just now?"
- EL : "Understand a little bit"
- EP : "*So smart you Ca*, please explain Ca, I don't understand at all"

This speech occurs due to communication between EP speakers and EL speakers, communication occurs because EP speakers do not understand the material being taught. The politeness of EP speakers is seen when EP speakers praise EL speakers with the utterance "*So smart you ca*". EP speakers also give a positive nonverbal response, which is to directly explain the intention of the task given by the teacher to the EP speaker. Therefore, EP has adhered to the politeness of language i.e. obeyed the maxim of praise for giving praise to EL.

#### Maximal Obedience of Humility

Maximal adherence to humility towards the inter-student speech of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. Here's the data analysis:

#### Datum 7

- Context : This utterance occurred in class IX C when the SAS speaker finished performing a poetry reading and was praised by his friend.
- KO : "Very good performance mu Sya"
- SAS : "*Yes? But I think it's better for you anyway*"

KO speakers really like the performance of the SAS recitation of the poetry which is marked by the saying "*Very good your performance Sya*". The speech of the KO speaker was not reciprocated by bragging by the SAS speaker, but rather praised the appearance of the KO speaker by giving a positive verbal response that was to say "*Yes? But I think it's better for you anyway*". From the speech, it shows that SAS speakers have a humble nature that is in accordance with the principle of maximal humility, namely that speech participants are expected to be humble by minimizing praise of themselves.

#### Datum 8

- Context : This utterance took place on the ceremonial grounds. Before the ceremony the students set the lineup in advance, at which time the RTP speaker saw the shoes belonging to the TM speaker that looked new and immediately praised them.
- RTP : "Wow new Upholstery shoes"
- TM : "*No Seat, you are the only one who just saw*"

Based on the speech between students, it was found that the politeness of language between students obeyed the maxim of humility. The utterance that obeys the maxim of humility is the utterance "*No, you are the one who has just seen*" uttered by TM. If described in terms of pragmatics, the meaning of the utterance "*No Seat, you just saw it*" is that TM does not want to be high-hearted and wants his friend to think that the shoes have been bought for a long time. TM's politeness that reciprocates compliments by not being high-hearted in accordance with the maximal principle of humility. The utterance "*No, you just saw it*" is a positive verbal response because it reciprocates the speaker's speech with a polite speech and does not offend anyone.

#### Compliance with the Maxim of Agreement

Compliance with the maxim of agreement on the speech between students of

SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. Here's the data analysis:

**Datum 9**

- Context : This utterance happened on the stairs, the two students made a deal to choose the right place to eat.
- MR : "Let's go canteen!"  
 FD : "Mr. Edi's canteen has no one"  
 MR : "Let's just go upstairs!"  
 FD : "Come on"

It found a maxim of agreement based on speech between students, namely maximizing agreement and minimizing disagreement. Based on conversations between MR speakers and FD speakers who made a deal to choose a canteen. The MZ speaker invited the FD speaker to go to the canteen, but because Pak Edi's canteen was quiet or there was no one, the two decided to eat in the upper canteen instead. Both speakers gave a positive nonverbal response by walking away to the canteen. This agreement occurs out of mutual will without any harsh utterances or debates that result in disputes.

**Datum 10**

- Context : This utterance happened in the library. the DN speaker agreed with the KV speaker to play flute.
- KV : "Who brought the distillery?"  
 DN : "I bring it!"  
 KV : "Let's play!"  
 DN : "Come on"

Datum (10) found language politeness between students as seen from the utterances of KV speakers and DN speakers. In the conversation, students made a deal with each other to play the flute. The invitation from KV speakers was well received by the DN speaker which was characterized by a positive verbal response, namely the word "Yuk" which means to agree, so there is no element of coercion at all. DN speakers seek to foster a match with KV speakers.

**Maximal Compliance of Sympathy**

Maximal compliance with sympathy for the speech between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. Here's the data analysis:

**Datum 11**

- Context : This utterance took place on the ceremonial grounds. At that time, FR speakers and FA speakers showed sympathy for the AZ speakers to take them to UKS and the AZ speakers were willing
- FR : "You're sick Azizah?"  
 AZ : "Yes, my head hurts"  
 FA : "Let's go to UKS"

In the conversation, there was a maxim of sympathy contained in the FA's utterance, namely "Let's go to UKS" which means an invitation for AZ speakers to go to UKS. Sympathy was shown when he heard that AZ had a headache, the FA speaker immediately took the initiative to invite AZ petutur to UKS. Furthermore, AZ speakers gave a positive nonverbal response by being willing to go to UKS. FR's speech is categorized as having been in accordance with the maxim of sympathy, because the principle of the maxim of sympathy is to maximize sympathy and minimize empathy. The greater the attitude of sympathy, the more the speech friend will feel valued and cared for.

**Datum 12**

- Context : This utterance occurs in class. The teacher told the students to visit one of the students whose illness had been more than three days. Students are enthusiastic about visiting their sick friend.
- ASM : "Guys, I'll join Melati's jenguk later, please tell mom"  
 AY : "Yes, guys, I'm also going with it"  
 ASM : " Well later we will both see Mom"

The politeness of language between students is shown in datum (5). When viewed from the utterances of each student such as



ASM's utterance, namely "*Guys, I will join Melati's mother later, please tell mom*". This speech means that ASM speakers show sympathy by asking to participate in visiting their sick friend. In addition to ASM speakers, AY speakers also show sympathy such as the saying "*Yes, guys, I also come*" which means that AY speakers also want to participate in visiting their sick friends. Overall, this speech is said to be polite because it shows concern for his friend. Overall, students gave a positive verbal response by saying utterances intended to visit Melati.

### The Form of Language Impropriety

Based on research, six maxims of violations of politeness of language were found which were divided into 11 violations of the maxim of wisdom, 12 violations of the maxim of generosity, 1 violation of the maxim of humility, 21 violations of the maxim of praise, 2 violations of the maxim of agreement, 3 violations of the maxim of sympathy.

### Violation of the Maxim of Wisdom

Violation of the maxim of wisdom against the inter-student speech of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency.

#### Datum 13

Context : This utterance occurred in class VII D. At that time, AZ speakers tried to remind the PP speaker that carrying a cellphone was prohibited.

AZ : "How come you have a cellphone? Later found out with Mom"

PP : "*It's up to me, my cellphones*"

Based on conversations between students, it can be seen that the PP speaker violates the maxim of wisdom. PP's utterance, "*It's up to me, my cellphones anyway*", this speech means that PP does not care about the advice of AZ speakers who remind PP speakers that carrying cellphones is prohibited by teachers. In the principle of maxim of wisdom, it is expected that the speaker will maximize the benefits for speakers as much as possible and

minimize losses for speakers as small as possible. If the speaker is trying to maximize profits for the speaker, the speaker must maximize the loss for himself, not the other way around. PP should be able to replace the utterance with "*Yes? Thanks for reminding*". As a result of the PP's disrespectful speech, AZ speakers gave a negative nonverbal response, namely facial expressions became upset.

#### Datum 14

Context : This utterance occurs in class VIII A, when a DDN speaker forgets to bring a book

DDN : "My notes are left ma'am!"

NMC : "*It's your suffering*"

RB : "Ha ha ha"

The speech that occurs between students physically does not appear to have a conversation or exchange of thoughts. However, this utterance is said to be disrespectful because of the NMC's utterance. NMC utterances such as "*That's what you're suffering from*" mean a mockery that the NMC doesn't care if the DDN speaker's record is left behind and the DDN speaker is punished or not. Although the NMC-speakers' utterances are said to be joking, they do not fit the situation that at the time there was a teacher checking all the students' records. NMC speakers should be able to choose silence because it's not really NMC's business or be able to replace it with the saying "Hopefully tomorrow won't be left behind again". The DDN speaker chose to respond silently instead of replying to the utterances delivered by the NMC speaker.

### Violation of the Maxim of Generosity

Violation of the maxim of generosity against the inter-student speech of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency.

#### Datum 15

Context : This utterance occurs in class IX A, the EL speaker does not allow the AA speaker to see his English assignment, so the AA speaker becomes upset.

- AA : "Already ready for the English task?"  
 EL : "Already!"  
 AA : "Can see?"  
 EL : "*No, I'm tired of looking for it*"  
 AA : "So stingy are you, watch out if you see Me tomorrow!"

It was found that language impropriety violated the maxim of generosity marked by EL's utterance, namely "*No, I am tired of looking for it*" EL speech means refusal to use words that are disrespectful to the request of AA speakers. The word rejection should be further refined such as the saying "I'm sorry, what if I just teach it so we both understand". EL speakers violate the maxim of generosity because they do not make the smallest possible self-profit by not wanting to be harmed by AA speakers. The disrespectful utterances by the EL speaker caused AA speakers to reply with harsh words such as "*So stingy are you, watch out if you see Me tomorrow*".

#### Datum 16

- Context : This utterance occurs in class VIII A when the teacher is out of class. RB speakers harm MF speakers because they intend to ruin MF speakers' books so that MF gets upset and arguments arise.  
 MF : "Ouch, the book I'm Ben"  
 RB : "Borrow your book"  
 MF : "What is it for?"  
 RB : "*For doodling*"

The communication that occurred between MF speakers and RB speakers caused quarrels because RB's speech was considered impolite. This disrespectful speech occurs because RB borrowed the MF speaker's book to be crossed out like the RB speech that is "*For doodling*". Books should be used to be read or recorded, while RB speakers instead use MF-speaker books for doodling. RB's speech violates the maxim of generosity because it is considered detrimental to others or in other words does not maximize harm to oneself and minimize benefits for oneself. The disrespectful speech uttered by

the RB speaker makes MF give a negative nonverbal response, namely anger.

#### Violation of Maximal Praise

Violation of the maxim of praise for the speech between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency.

#### Datum 17

- Context : This utterance occurred in front of the class when an AZ speaker wanted to invite the NA speaker to reflect. However, suddenly the MF speaker came with an unpolite utterance.  
 AZ : "Let's go down, look in our eyes"  
 NA : "Let's go"  
 MF : "*Stop glazing tu, later break glass*"  
 AZ : "Quiet!"

The impoliteness of language that violates the maxim of praise is indicated by MF's utterance, "*Stop looking at tu, later broken glass*" this speech means that if the two friends look in the mirror, the glass will break. Utterances that mean insults are marked with the phrase "*broken glass*", insults in the utterances violate the maxim of praise because the maxim of praise has the principle of condemning others a little bit possible and praise others as much as possible. As a result of the impolite speech, az speakers and NA speakers responded with an impolite utterance, namely "*Shut up!*"

#### Datum 18

- Context : This utterance occurred in class VIII A, DF speakers insulted AAS speakers  
 DF : "*You rotten fool!*"  
 AAS : "What do you mean?"

In the inter-student speech, there are utterances that violate the politeness of the language, namely the maxim of praise. The DF speaker's utterance of "*You rotten stupid!*" is judged to have violated the maxim of praise because the word "*You're rotten stupid!*" means

an insult to the AAS speaker that the AAS speaker smells and the DF speaker adds a stupid utterance so that this utterance is completely disrespectful. The maxim of praise has the principle of maximizing praise and minimizing condemnation. The insulting utterances delivered by DF speakers caused a fight caused by AAS speakers not accepting being said to be rotten and stupid.

### Violation of the Maxim of Humility

Violation of the maxim of humility towards inter-student speech of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency.

#### Datum 19

- Context : This utterance happened on the stairs, the AL speaker saw his friend wearing new shoes.
- AL : "Good your shoes, can you borrow them?"
- JAY : "Definitely, I can't lend it to you. You're a vandal"

Based on the utterances between AL speakers and JAY speakers, it was found that language impropriety violated the maxim of humility, namely that speech participants were expected to praise themselves a little bit and condemn themselves as much as possible. It can be seen from JAY's speech that says "Sure, but I can't lend. You're a destroyer". When AL praised JAY's shoes, JAY should not answer "yes" because it seemed high-hearted, it would be better for JAY to answer "thank you or not, this is normal". Jay also wasn't willing to lend her shoes but when she refused with the saying "You're a vandal" it seemed disrespectful.

#### Datum 20

- Context : This utterance occurs when presenting the text of the procedure. The presenting group invites their friends to ask questions.
- FK : "To group 2 we welcome"
- MY : "What are the obstacles?"

In datum (2) it was found that language impoliteness between students occurred during the presentation. MY's utterance that reads "What are the obstacles?" is said to violate the maxim of humility, because when you want to ask the group of presenters, they are not grateful for being welcome to ask and introduce the identity first. My speaker should be able to say "Well, thanks to the group of presenters who have invited me. I am Mayroh from group 2 permission to ask, what are the obstacles in making cakes that friends make?".

### Violation of the Maxim of the Agreement

Violation of the maxim of agreement on the speech between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency.

#### Datum 21

- Context : This utterance happened in the library. MA speakers invited MR speakers to class, but were rejected.
- MA : "Accompany me to class!"
- MR : "No, I want to read first"
- MA : "I used to"

Violations of the maxim of agreement were found in the utterances of MA and MR students where there was disagreement that undermined the communication process. The MR speaker refused the invitation of an MA speaker to go to class. MR's utterance is "No, I want to read it first", this utterance seems harsh with the word "no" which means no. Students should try to maximize agreement and minimize disagreement. Finally, MA replied to mr's speech with a negative nonverbal response that was gone.

#### Datum 22

- Context : This utterance occurs in class VII B when an AN speaker wants to call the teacher to the office and is not approved by his friends
- AN : "Guys, you don't come in. I picked up to the office yes!"
- AKD : "Hee, not anymore"

AN : "We'll be in the law later, just pick it up."  
 YT : "No more"

There was an argument that occurred between students. Disagreements arise when students want to call the teacher, but some of their classmates refuse to say "Don't do it anymore". This speech is said to be disrespectful because no one wants to relent, thus violating the principle of the maxim of agreement, which is to maximize the agreement and minimize disagreement. In addition to disagreeing, the classmates also showed a negative nonverbal response with an annoyed expression.

### Violation of Sympathy Maxim

Violation of sympathy maxim of sympathy for speech between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency.

#### Datum 23

Context : This utterance occurred in class VII D when an AN speaker saw an AKD speaker crying  
 AN : "It's a crybaby to be a person!"  
 AKD : "Yes, how about it, you don't feel like it so I'm"

The utterances of AN speakers violated the maxim of sympathy because AN did not seek sympathy for the AKD speakers by saying "It's so nice to be a person!". AKD speakers should not be allowed to say these utterances because they can make AKD speakers even more sad. AKD should be able to use the phrase "Why are you crying?" in the form of interrogation is much more polite because it shows sympathy. AN's speech that had no sympathy made AKD show a response to changing facial expressions to annoyance.

#### Datum 24

Context : This utterance occurred in class VIII B when AP speakers lost their books  
 AP : "Guys, how is this going? IPS Book I'm missing!"

YT : "Yes, you suffer from it! Jokes"

Based on the speech between the students, an inappropriate speech was found, namely the YT speech that read "Yes, you suffer from you! Jokes" that made AP speakers show an annoyed expression response. Although YT intends to be joking, it is not the right time. It can be seen that the YT speaker has no sympathy for the AP speaker who has lost the book, so the YT speaker's speech violates the maxim of sympathy. YT's disrespectful speech makes AP speakers give a negative nonverbal response, namely an angry expression

### Discussion

This study aims to describe the politeness and impropriety of language between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency. The principle of language politeness according to Leech (1993: 206-219) which is a reference in this study is divided into six maxims that must be obeyed, namely: (1) the maxim of wisdom; (2) the maxim of generosity; (3) maxims of praise; (4) maxims of humility; (5) the maxim of the agreement; (6) maxim of sympathy. Of the six maxims in language politeness according to Leech, it was found in the inter-student speech of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency.

Of the 330 students of SMP Negeri 2 Kelayang, 146 men, 184 women, researchers managed to find 96 data on politeness and language impairment between students. The data that has been identified comes from 215 students consisting of 103 female students and 112 male students. The number of forms of language impropriety between students is more than the form of language politeness between students which is analyzed based on the maxims of language politeness. Based on the author's observations during the research process, most of the students of SMP Negeri 2 Kelayang often use profanity when speaking, do not respect others and lack the application of polite language ethics. However, there are also still many students who speak politely. The results of the analysis carried out by the author, it was found that speech that

often experienced violations of the maxims of language politeness was a violation of the maxim of praise. Students in schools often use the words ridicule and insult as laughing material without thinking about whether the student is offended or not. Compliments are commonly used by teachers to students, parents to children, someone to their spouses, and lecturers to students. Students very rarely praise other students for embarrassment, regard other students as rivals and behave indifferently. In addition to violations, it is the maxim of generosity that has the highest number of other maxims. The author concludes that there are still many students who maximize the benefits for themselves as small as possible and minimize the losses of oneself as much as possible. There are still many students of SMP Negeri 2 Kelayang who show a caring attitude such as helping friends who have forgotten to bring money, lending things, and giving rides.

Each maxim, researchers also added a speaker's response to speech. The speaker's response to the speaker's speech is divided into four, namely positive verbal response, negative verbal response, positive nonverbal response, and negative verbal response. A positive verbal response means a student's response in the form of a good expression and response, polite and not offensive to the speaker. A negative verbal response means a student's response in the form of an impolite phrase such as replying with harsh words. Negative nonverbal responses i.e. students' responses with impolite expressions and behaviors such as facial expressions of resentment, anger, doing actions that are not in accordance with the orders or wishes of the speaker and crying are also part of the nonverbal response. Positive nonverbal responses are student responses with happy facial expressions, moved and immediately responding according to the wishes of the speaker. Positive and nonverbal positive verbal responses are found in the maximal deception of language politeness. Negative and nonverbal negative verbal responses are found in violations of the maxim of language politeness.

There are several factors that influence language impairment between students in

schools. Students in schools still use the regional language as a means of communication in schools. Different ethnic backgrounds are also a major factor in language impairment. Students use the vernacular a lot to mock their friends who don't understand the vernacular used. Social distancing factors also affect student unemployment. On Leech's politeness scale there is a tendency that the closer the social ranking distance between speakers and speakers, the less politeness when speaking. This of course should be the main concern for teachers to better implement the use of polite Indonesian and speech. The more polite a person's speech is, the more a reflection of that person will be.

This study was conducted for 45 days, from Monday to Saturday. Researchers recorded and listened to student conversations in the classroom, in the school environment (canteen, ceremonial grounds, and in the office). During the study, researchers found an obstacle, namely the results of the recordings obtained were not clear because the students were too noisy. Researchers can't always be near students. When researchers are near students, students are afraid to speak because they are afraid of problems if they say words that are not polite.

Based on this description, it is known that this study is not the first to be carried out or that there are already those who have examined the same studies as researchers. The author compares this study with previous research, namely research conducted by (Nurzakiyah, Charlina, Nursal Hakim, 2020) with the title Inter-Student Language Politeness at SMA Negeri 5 Pekanbaru. This research focuses on language politeness and language impropriety which are described based on the principle of politeness according to Leech. This study has the most data, namely speech on violations of the maxim of wisdom or the maxim of wisdom. The similarity lies in the study that discusses language politeness between students based on Leech's theory. Meanwhile, the difference with this study lies in the more dominant data, namely the violation of the maxim of praise. The researcher also added the speaker's response to the speech delivered by the speaker. In addition, there are

also differences in the object of research, namely SMP Negeri 2 Kelayang.

The language politeness found in this study is based on Leech's theory of language politeness which consists of several maxims that must be adhered to. Thus, the language politeness found can reinforce previous research, that many students use speech that is less polite than polite speech.

### CONCLUSIONS AND RECOMMENDATION

In the language politeness between students of SMP Negeri 2 Kelayang, Kelayang District, Indragiri Hulu Regency, it was found that the principle of language politeness and violations of the principle of language politeness were found. The principles of civility that are obeyed are the maxim of wisdom, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement and the maxim of sympathy. Violations of the principle of language politeness are found to be violations of the maxim of wisdom, violations of the maxim of generosity, violations of the maxim of praise, violations of the maxim of humility, violations of the maxim of agreement, and violation of the maxim of sympathy.

The results of the study found that the number of violations of language politeness was more than that of language compliance between students which was analyzed based on the maxims of language politeness. This is because the closer the social ranking distance between speakers and speakers, the more language disunity will often occur. Based on the author's observations during the research process, most of the students of SMP Negeri 2 Kelayang often use profanity when speaking, disrespect for others and lack of application of polite language ethics. However, there are still students who speak politely. The dominant maxim encountered is the violation of the maxim of praise.

Students in schools often use the word ridicule, insults as a laughing material without thinking about whether the student is offended or not. Compliments are commonly used by teachers to students, parents to children, someone to their spouses, and lecturers to students. Students very rarely praise other students for embarrassment,

regard other students as rivals and behave indifferently. In addition to violations, it was also found that the dominant language politeness was found, namely the maxim of generosity. The author concludes that there are still many students who maximize the benefits for themselves as little as possible and minimize the losses of oneself as much as possible. There are still many students of SMP Negeri 2 Kelayang who show a caring attitude such as helping friends who have forgotten to bring money, lending things, and giving rides.

Based on these conclusions, the suggestions that the author can give in the hope of providing solutions to readers and subsequent researchers are: for subsequent researchers, researchers suggest researching the form of language politeness and violations of language politeness between conversations between teachers, the principal's conversations with students, and the development of language activities in the school environment.

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