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Teacher's Language Politeness Towards Children in The Environment Medan Tembung Al-Muslimun Kindergarten School

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Abstract

Language is communication in the form of symbols to produce an interaction in the surrounding environment. Language in this world is very important even various languages are used to communicate. With the existence of language both spoken and written can express one's ideas, ideas and feelings. Language politeness can shape the character of students in communicating. Teachers can interact directly with students and speak politely. The act of language politeness is one of the utterances that must be conveyed by kindergarten teachers in good, effective and polite language during the interaction process in the school environment. This study aims to describe politeness in the language of kindergarten teachers in the school environment. This type of research is qualitative using socio-pragmatic studies. Based on the data analysis, politeness in the language of kindergarten teachers includes: 1) instilling character, religious, moral and social values; 2) establishing a harmonious relationship; 3) achieving learning objectives; and 4) cultivating polite speech.

Keywords: Politeness, Language, Teachers, Children, School Environment

INTRODUCTION

Language is a communication tool in the form of sound symbols produced by humans to interact with the surrounding environment. Without language we cannot interact with each other because language is a source for creating human interaction with others. There are many languages in the world and various languages that we know. Politeness in language is seen as an attempt to avoid conflict between speakers and speech partners. In this case, language politeness is a reflection of the culture of a society imposed on member groups. There are contextual factors that cause language politeness to be applied. With the existence of language, both in spoken and written forms, people can express their ideas, ideas and feelings. Polite language does not mean using good and correct language, polite language is language that is appropriate to the context, namely language that is tied to who the speaker is and what the context of the situation is (Pranowo, 2010).

In Indonesian speech, actually speech is considered polite if the speaker uses good words, the speech does not contain direct ridicule, does not direct orders and respects the interlocutor. Therefore, language politeness needs to be studied to find out how many errors or deviations there are in human politeness in communication. Language politeness in the learning process at school is still difficult to apply. This is due to the direct process with harsh words, emotional encouragement, differences of opinion and cornering each other. In the learning process teachers and students still often use language that is not in accordance with the rules of politeness. Teachers using impolite language will make students depressed, so that it will have an impact on their learning outcomes. This will also be imitated by students so that language politeness is difficult to apply properly.

In the world of education, language politeness is very important to build the character of students. Therefore, students are fostered and directed to use polite language in communicating. Research by Puspa Rinda (2012) states that politeness can be said to be sufficient because from the results of the research it was found that utterances that fulfill the politeness principles according to Leech are more numerous than those that violate the politeness principles. Meanwhile, the results of research by Ling Tera & Astiana Ajeng (2014) show that the value of language politeness in learning interactions can be seen from the content of teacher and student speech that fulfills the politeness principles of wisdom, formality, appreciation, humility and indirectness.

Kindergarten (TK) is a formal education level for early childhood, namely 4-6 years old. Learning in Kindergarten is carried out through the provision of stimulation to help the physical and spiritual growth and development of children so that they are ready to

continue their next education. One of the parties who play a role in the implementation of learning in kindergarten is the teacher. The teacher interacts directly with the child who is the party that always surrounds the child so that they are closer to giving instructions (Yus, 2011: 2). Children learn by imitating people in their environment, Hurlock (1980: 108) states that early childhood is when children imitate the speech or actions of other people. In interacting, the teacher uses language as a communication tool to provide directions, instructions, orders and prohibitions for students. The teacher's speech raises a response to students.

According to Yaswinda (2018) children's education at an early age is the basis for the formation of an individual's personality as a whole, namely by the emergence of character, manners, intelligence and skills. Kindergarten is an important period for developing children's abilities, where children will get various experiences according to what Eliza (2013) said that the quality of experience children get at an early age will make it more meaningful to achieve their future. Aspects of child development are a concern in providing stimulus and can be observed closely, namely language development. According to Gunawan (2013) children must be taught how to use good and correct language from an early age, because language is a vessel for humans to interact with one another.

At that age the child will learn by imitating the habits of the people around him. Therefore, kindergarten teachers are expected to be able to present themselves as role models for children. By realizing that the teacher is a role model for children, a teacher is able to understand the importance of being a noble person, both in character and attitude (Rahmawati, 2021). This is the age at which children imitate the speech and actions of others (Hurlock, 1980). In line with this, there are competencies that kindergarten teachers must have, namely they must be able to communicate empathetically, politely and effectively (Depdiknas, 2007). This competency is one of the competency standard skills that must be owned by a teacher based on Permendiknas Number 16 of 2007.

Politeness is related to politeness, respect, good attitude and proper behavior. The relationship between politeness and appropriate behavior means that politeness is not only related to language but also to nonverbal behavior. Politeness is a meeting point between language and social reality (Eelen, 2001). In language acquisition, politeness is an important aspect of language, because politeness can facilitate interaction between individuals. Politeness is learned by children from childhood through the social environment and parenting. Politeness in language has a principle put forward by Leech. Leech (1993) divides the principles of politeness into 6, namely wisdom, generosity, praise, humility, agreement

and sympathy. This principle is a governing principle so that communication can run well, then language needs to be studied to find out the many errors or deviations and compliance with language politeness in society.

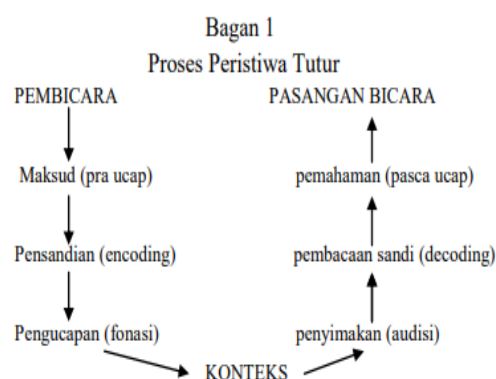
Humans use language to interact and socialize with the hope of harmony in socializing. However, the use of language to achieve harmony is not as easy as imagined. This happens because in communicating you have to pay attention to the speech partner and the speech situation so that the communication goals can be conveyed properly (Malutin, et al, 2018). Polite teacher language will be used as a model by students. Thus, indirectly, the teacher at the same time instills the value of polite character to students. Manners are one of the character values designed to instill in students (Samani & Hariyanto, 2011). In the problem of the main factor in the formation of language politeness in children lies in the role of parents and teachers. So, parents and teachers must pay more attention to be good guides and role models for children. Efforts to maintain language politeness must be carried out continuously in all situations including interactions with the teacher, meaning that the role of students in maintaining politeness must be carried out both inside and outside the classroom.

The teacher will be the center of the child's attention during learning interactions, the teacher's presence in class has many roles in organizing learning activities. In interactions, teachers can increase children's independence with their role as guides, motivators, communicators, as well as instructions for children to be able to behave properly in learning activities (Abidah, 2021). In learning interactions, the teacher will also use language as a communication tool. Teachers can choose to use various sentences when interacting with children to create good relationships during the learning process. Good relations between teachers and students must be maintained so that the learning atmosphere can run in a conducive manner. The teacher uses direct and indirect sentences in conveying instructions, both orders, invitations, and prohibitions (Ulfah, 2020). Therefore, the teacher needs to consider the sentences that will be spoken to the child starting from psychologically preparing the child for learning, giving questions, answers and the teacher's reaction to student responses (Depdiknas, 2007).

However, the reality on the ground shows that in schools there are still many teachers who commit violence (both verbal and physical) to students. The fact that shows this happens in schools is that teachers do not set an example for students about how to behave and speak politely. In the perspective of politeness theory, verbal violence violates the principles of politeness, because such actions are basically threatening (Brown & Levinson,

1987). Factors that cause students' language skills to be neglected are the causes of slang. The rise of slang that appears in the environment makes children have an assessment that by using this language students can be accepted by their friends and the surrounding environment (Febriasari & Wijayanti, 2018). This results in damage to the use of Indonesian properly and correctly by students, especially in communicating formally such as in the classroom.

From the cases seen at this time, in the school environment, students should be more able to control language speech. Because the school environment is a place where they study and form character (Dari, et al, 2017). However, at present it can be seen that in the teaching process there are still some students who use language that is not polite to friends and even teachers, such as using language and saying animal names in a high tone and not according to the child's age. Violations of the principle of politeness are often carried out by students in communicating with teachers. Mulyana (2005: 21) also explains that everything related to speech, whether it is related to the meaning, intent or information, is very dependent on the context behind the speech event. One element of context that is quite important is time and place. To illustrate the position of context in the process of occurrence of speech events (language events), Mulyana (2005: 21) presents a chart of events which can be seen in Chart 1



Research related to teacher language politeness to students, namely: First, Syah's research (2017) that there are six findings of directive speech acts, namely not directive speech of inviting, asking, asking, ordering, inviting and forbidding what someone does, then politeness strategies directive found direct strategy, negative politeness, positive politeness and indirect. Second, Jauhari's research (2017) states that there are five types of directive politeness that are manifested in expressing, asking, ordering, apologizing and criticizing. The results of this study indicate that compliance with the principle of politeness is divided into two categories, namely the principle of politeness, adherence to one maxim

and two maxims. This strategy is used in realizing the resulting politeness as positive and negative politeness. Third, Prayitno's research (2018) states that the realization of politeness is determined based on the results of an analysis of explicature, implicature, contextual markers, and social context.

This research was conducted to describe the forms and strategies of language politeness both in learning interactions and outside of learning interactions. The purpose of this study is to analyze the language politeness that is carried out by kindergarten teachers to students during the learning process. This reminds us that it is important for Kindergarten children to form polite language according to their age. Teachers must be able to teach language that is polite and easily understood by children in the school environment. Thus, this interaction activity is carried out by the teacher with the child and cannot be separated from the use of the teacher's language in ordering and prohibiting and providing information to students. Therefore, in writing this article, we will explain the politeness of the teacher's language to students in the school environment.

METHOD

This type of research is a qualitative approach using sociopragmatic studies. In this study the speech of kindergarten teachers to students in the school environment, learning interactions and speech contexts. Data collection was carried out through recording and note-taking techniques to involve researchers in interacting. The data source used is the teacher's speech to students.

The research steps are as follows: First, determine the research subject as a data source according to predetermined criteria. Second, collecting data, reducing data and presenting data using recording techniques and field notes. The data sources obtained were transcribed to obtain teacher language speech data for students. Third, data analysis was carried out by means of a data collection process to determine the adequacy of the data and the data collection process. Data analysis was carried out by identifying, coding and classifying data. Fourth, drawing conclusions from research results in accordance with interpretations in data analysis and using previously studied theories.

RESULT AND DISCUSSION

Results

Based on the results of data analysis it was found that politeness in the language of kindergarten teachers to students in the school environment has functions, including: (1) Instilling character, religious, moral and social values; (2) Establishing a harmonious relationship between teachers and students; (3) Achieve learning objectives; (4) Cultivating polite speech.

1. Instilling Character, Religious, Moral And Social Values

It can be said that these results were conveyed by the teacher with a direct or indirect strategy based on the situation and context that occurred in the school environment. In this interaction the teacher speaks a variety of positive languages to students. The teacher's assertive attitude and the child's behavior are not as expected. However, the teacher will be gentle and affectionate in managing the child. This is done to instill character, moral and social values in children. The examples that the teacher does are ordering, asking, forbidding, advising, intimidating, warning, admonishing, teaching and offering.

2. Establishing A Harmonious Relationship Between Teachers And Students

Based on data analysis, that politeness in the teacher's language can also create a harmonious relationship between teachers and students. This can be seen from the polite teacher's speech which will give pleasure to students. Different things can also be seen if the teacher takes action with harsh words which makes the learning atmosphere uncomfortable for students.

3. Achieve Learning Objectives

Based on data analysis, it was found that language politeness given by the teacher can be conveyed in forms and strategies. This is to achieve the learning objectives of giving instructions, centering attention, ordering, permitting, warning, persuading and inviting.

4. Cultivating Polite Speech.

Based on data analysis, that politeness in the teacher's language serves to cultivate children to speak polite language. This is shown by the teacher's politeness forms and strategies in the use of words, sentences and gestures. The form and strategy of politeness in the teacher's language is used as a good language for children when communicating. It can also be said that the teacher is a child's partner in interacting so that children can learn good language.

DISCUSSION

Language politeness between teachers and students to instill character, spiritual, moral and social values in Kindergarten (TK) children. Teachers need to apply the principle of language politeness as one of the language characteristics of an educator (Setiawan & Rois, 2017). As an example for students, there are times when the teacher speaks the language in a polite way. This is done because children cannot resist their desire to continue exploring, such as playing and talking to their friends. Therefore, teachers are expected to be able to show their love and concern through providing experience and capital so that children have morality (Pramujiono & Nurjati, 2017). In interactions, the teacher will face various situations and circumstances that the teacher must do to be firm so that the child gets an example of good behavior. Hamidah (1996) states that interaction can be used as a technique in instilling moral values. In line with the opinion according to Ulfah (2020) that the strategies given by the teacher can discipline students. The expected aspects include: 1) religious and moral values; 2) physical-motor; 3) cognitive; 4) language; 5) social-emotional; and 6) arts (Ministry of National Education, 2014).

Sum (2019) explained that teachers must have good pedagogic competence and personality so they are able to understand the conditions and characteristics of students. To understand the situation of students, teachers can use sentences that are pleasant and do not offend children so that learning interactions can be well established between teachers and students (Ulfah, 2020). Teachers are expected to create a conducive atmosphere so that children can learn well. This can be done by choosing the right vocabulary and sentences in interacting with children, especially conveying messages to children in the school environment.

Based on the explanation that interaction in kindergarten must be carried out in accordance with the objectives and principles of learning. This can be seen from the teacher's creativity and competence in managing the class and students' use of language. Activities such as playing and children learn something that is useful for their lives (Yus, 2011). In learning interactions the teacher will give orders, ask and forbid to do something that is expected, then children can be directed to be able to achieve learning goals and absorb learning material properly (Setiawan & Rois, 2017).

The teacher has a role in good language for students, the teacher must be able to provide examples of the use of polite language from an early age because the child's recording period will be embedded (Setiawan & Rois, 2017). This is in line with the competencies possessed by the teacher, both social competence and personality competence. With social

competence, teachers are able to communicate and interact effectively and efficiently. Teachers have personalities that can be reflected in fostering and guiding students (Sum, 2019). Thus, teachers must be aware of their duties and responsibilities to instill exemplary models for children so that speech and actions can be considered with the values of politeness and decency.

Students will be valued by their environment if they are able to speak properly according to applicable norms (Jolly, 1979). Based on Jolly's opinion, that the polite language used by the teacher can cultivate polite speech when interacting with children. On the other hand, kindergarten age can instill character values in students. This is in line with developmental psychology research that states that the potential for intelligence and the basics of a person's behavior are formed at an early age (Kemendikbud, 2014). Sujiono (2013) suggests that early age is a decisive age in the formation of a child's character including language. The politeness of the teacher's language, especially in giving actions can support a culture of speaking politely from an early age.

The teacher is a model for students to get used to speaking by paying attention to language politeness. In other words, the teacher is very influential on the development of children at their age and children pay more attention to and imitate something that is closest to them (Rahmawati, 2021). This is to support children's language development, with the large number of vocabulary that children have from the results of learning experiences around them. Several factors influence children's language development, namely the child is in a positive and pressure-free environment (Alfiana, et al, 2020).

CONCLUSION

In the world of education, language politeness is very important to build the character of students. Kindergarten (TK) is a formal education level for early childhood, namely 4-6 years old. Learning in Kindergarten is carried out through the provision of stimulation to help the physical and spiritual growth and development of children so that they are ready to continue their next education. At that age the child will learn by imitating the habits of the people around him. Humans use language to interact and socialize in the hope of harmony in socializing. However, the use of language to achieve harmony is not as easy as imagined. This happens because in communicating you have to pay attention to the speech partner and the speech situation so that the purpose of communication can be conveyed properly. Teachers can choose to use various sentences when interacting with children to create good

relationships during the learning process. Good relations between teachers and students must be maintained so that the learning atmosphere can run in a conducive manner.

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