

# Students' Language Politeness in the Independent Curriculum in Class V of SDN 4 Cacaban, Magelang City

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## Abstract

Language politeness is one of the skills that every person needs to apply. An impolite individual can be said to be an individual who is unable to appreciate, respect and sympathize with other individuals. Politeness in oral communication will have an effect on students' communication activities when dealing with various parties in everyday life. Factors that influence students' politeness come from parents, social environment, norms in society, and understanding of the principles of language politeness. Today's situation is that many students are not good at sorting and choosing words when interacting with people older than them. Their teachers are no exception. Therefore, it is necessary to observe students' language politeness so that they can interact well with any party. This research aims to observe the language politeness activities of class V students at SDN 4 Cacaban, Magelang city. The method used is a descriptive qualitative method as an effort to describe the politeness of students' language. Based on the research results, it shows that the language politeness applied by class V students in the independent curriculum is in accordance with the types of politeness acts. In the research conducted, it appears that teachers also play a role in influencing students' language politeness. Teachers also use polite greetings, by asking for help from their students. In this case, the teacher acts as an example and provides guidance to students regarding the importance of language politeness.

*Keywords:* language politeness, elementary school students, independent curriculum

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## 1. Introduction

Elementary school is an important level of education in developing students' basic skills. At this stage, students study Indonesian language subjects which involve text-based learning which emphasizes the understanding and production of texts in various contexts (Zahara & Afnita, 2020). The independent curriculum currently being developed has the aim of producing a generation that is superior, has a soul and values that are in accordance with Pancasila, and has provisions for their future lives (Jannah & Rasyid, 2023). Independent Curriculum is also inseparable from educational philosophy in Indonesia. In this curriculum era, language politeness plays a very significant role.

In relation to language politeness, Musyawir (2021) has researched "Deviations in the Principles of Language Politeness in Indonesian Language Teaching and Learning Interactions for Class IX Students of SMA Negeri 2 Panca Rijang Sidenreng Rappang". In this research, observing various deviations from the principles of language politeness in Indonesian language teaching and learning activities for class IX students of SMA Negeri 2 Panca Rijang Sidenreng Rappang.

Elementary school students are students who are in the golden phase. Teaching true good values can be maximized in this phase, so that they can be developed at subsequent levels. This is no exception to politeness in language which will be their main provision in the future when interacting both with colleagues and with educators at their school.

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Therefore, researchers are interested in carrying out research activities with the title: "Politeness in Language of Class V Students of SDN 4 Cacaban, Magelang City in Independent Learning"

## **2. Literature Review**

### *2.1. The Nature of Speech Acts*

Speech acts, are speech acts or uttering a statement with a certain purpose (Rustono, 1999: 33). According to him, speech acts are important because they represent the central quantities of pragmatics, such as consequences, conversational implications, premises, principles of cooperation, principles of politeness, etc. The rationale for the emergence of the term "speech act", based on the opinion of Purwo (1990), is that by uttering an expression, the speaker does not say something just by saying that expression.

According to Cahya Ningrum (2018) that the politeness in language is something that is very necessary because it can create good communication between the speaker and the interlocutor. The important thing to note when defining speech acts is that utterances (regardless of number) can be classified into five categories: representative, indicative, expressive, clerical, and declarative (Searle, 1975).

Improving students' language politeness at elementary school level is very urgent. In fact, there are many methods that can be used, starting from the introduction and application of polite values in everyday communication. This method can be done in the following steps: 1. Start by providing students with an understanding of the importance of politeness in language which will have an effect on social relationships and student achievement. 2. Teachers can provide a number of case studies that are relevant to students' daily lives so that the concept of politeness becomes more complete. 3. Involve students in role plays or simulated situations where they have to use polite and polite language. 4. Use team-based games or activities that encourage collaboration and polite communication (Su & Liang, 2017).

### *2.2. Elementary School Students' Language Politeness in Independent Learning*

Kurikulum Merdeka, or Freedom Curriculum, is a revolutionary approach to education that places emphasis on student-centered learning and cultivating critical thinking skills (Kasman & Lubis, 2022). Pranowo (2009: 3) states that language is a picture of an individual's personalized identity, and is a reflection of themselves. Through the medium of language, an individual's true characteristics can be recognized. In the Merdeka curriculum, language politeness is very important in the daily lives of elementary school students. Linguistic politeness includes manners, etiquette, and good and correct use of language. This document outlines several principles of language politeness that must be used by elementary school students in an independent curriculum.

As elementary school students on an independent curriculum, we must maintain good manners by speaking politely in conversation and respecting other people. You should also use appropriate language and avoid harsh or inappropriate language. It's also important to listen carefully to what other people say. When talking to peers or teachers, elementary school students must use polite and respectful language. For example, saying hello when starting a conversation, listening attentively when other people speak, and saying thank you after receiving help or information from others.

Polite language also involves using words that do not offend or insult other people. Polite language also means that we must avoid gossip, rumors, or inappropriate comments about other people. In the Merdeka Curriculum, elementary school students must uphold language politeness to create a harmonious learning environment and mutual respect between students and teachers. In language politeness, Merdeka Curriculum elementary school students must avoid using harsh words.

## **3. Research Method and Materials**

This research is a qualitative descriptive research in order to observe students' language politeness and the politeness strategies applied in language and communication. This research aims to explore the methods and techniques used in teaching politeness to students at the elementary school level, especially with a focus on grade 5 elementary school students. To achieve this, a mixed methods approach will be used, combining qualitative and quantitative research methods. Quantitative Research Methods Quantitative research methods involve collecting data through surveys and questionnaires. This survey and questionnaire will be distributed to a sample of 5th grade students in different

elementary schools. The sample will be selected using non-random sampling techniques, ensuring representation from a variety of socio-economic backgrounds and geographic locations.

Data collected through surveys and questionnaires will provide numerical data about students' knowledge of politeness strategies and the frequency of their use. This numerical data will be analyzed using statistical methods to determine patterns or trends in students' politeness strategies. Additionally, quantitative research methods will also involve using existing data such as school records and test scores to gather information about students' academic performance and its potential correlation with the use of politeness strategies.

Apart from that, researchers also observed language politeness using various parameters including: Choice of words and expressions that are polite and respectful of the person you are talking to, Emphasis on using sentences that do not offend other people's feelings, Use of body language that is polite and respectful, such as maintaining a good body posture and looking at the person you are talking to politely, using appropriate intonation and voice according to the communication situation, politeness in giving criticism or input to peers in a way that is polite and does not hurt feelings, and politeness in communicating in writing, including the use of polite and respectful language in writing letters, short messages, or notes. For more details, the instrument for observing students' language politeness can be seen in the table 1.

**Table 1.** Language Politeness Observation Instrument for Students at SDN 4 Cacaban, Maglang City

No	Assessment Components	Very polite	Very polite	Polite	Less polite	Very impolite
1	Choose words and expressions that are polite and respectful to the person you are talking to					
2	Emphasis on using sentences that do not offend other people's feelings					
3	Use polite and respectful body language, such as maintaining a good body posture and looking politely at the person you are talking to					
4	Accurate use of intonation and voice appropriate to the communication situation					
5	Politeness in providing criticism or input to peers in a manner that is polite and does not hurt feelings.					
6	Politeness in written communication,					

No	Assessment Components	Very polite	Very polite	Polite	Less polite	Very impolite
	including the use of polite and respectful language in writing letters, short messages, or notes					

#### 4. Results and Discussion

Based on the results of observations and interviews with the principal at SDN Cacaban 4, Magelang City, information was obtained that politeness in language is something that is very necessary in order to guide students to respect each other and treat the other person well when interacting. The well-organized polite language of SDN 4 Cacaban students will help students to create good interactions with colleagues, educators and anyone at school. Language politeness in elementary schools is very important because language politeness can create a harmonious and enjoyable learning environment. Based on the principal's presentation, information was obtained that students

Observation activities carried out at SDN 4 Cacaban, Magelang city took place during learning which discussed posters. Students participated actively and completely and enthusiastically. Based on the findings, information was obtained that the teacher had taught the concept of ideal language politeness according to language politeness standards.

During the learning process, teachers try to use words that are polite and full of affection for students. Students responded enthusiastically and enthusiastically to the information they received. During learning, students use very polite language when talking to teachers or classmates. When students want to speak, students start by asking permission first. Don't forget that students listen carefully when other people are speaking. Student learning activities when observing students' language politeness can be observed in the following picture:



**Figure 1.** Students are listening to material from the teacher and responding politely

Based on the results of observations that have been made, it can be seen that the teacher's role is very significant in efforts to implement language politeness practices in the classroom. It can be seen that the teacher is trying his best to be a good role model and role model in applying the principles of language politeness. Apart from that, the teacher consistently reminds us to try to speak politely. Not to forget, students are involved in role playing as an effort to practice language politeness in everyday interactions.

Based on the findings, it appears that the application of language politeness has a good impact on improving good relationships in the educational environment at SDN 4 Cacaban, Magelang city. Good relations between students and teachers, as well as creating a harmonious climate. Moreover, in the independent curriculum, the use of information technology media and character and the principles of language politeness are something that cannot be separated from each other.

## 5. Conclusion

Based on the results of the observations that have been made, it can be concluded that Indonesian language learning for elementary school level does not only focus on 4 language skills, but also requires efforts to develop language politeness. From the findings in the field, information was obtained that very good interactions had been created between students and students and teachers and teachers. This is caused by the refraction activities implemented by the teacher to students. Teachers also try to be good role models for children so that students have good identification subjects that can be applied in their daily lives.

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