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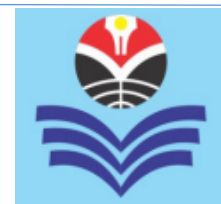
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Teachers as Models of Language Politeness in Instructional Interaction in Elementary School

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A B S T R A C T

In the instructional interactions in elementary school, teachers have a very important role. One of them is that the teacher demanded to create a conducive learning situation so that the students can perform in a supportive psychological learning atmosphere. Conducive learning atmosphere can only be created if the teachers are friendly to the students. Teachers use polite language so as not to face-threatening to students. Polite language which is spoken by teachers will be able to be used as a model by the students. Thus, indirectly, teachers instill character values of courtesy to students. In the instructional interactions in elementary school, teachers can implement positive politeness strategy in building a close relationship with the students. Sub-positive politeness strategies can be chosen in the implementation of the initial activity, core activities, and the end of the learning activity. With the application of positive politeness strategy will build close relationship between teachers and learners. With the closeness of this relationship, instructional interaction can work in harmony so that the learning objectives will be well achieved.

1. INTRODUCTION

In the learning process, teachers have a very important role. One of them is that teachers are required to be able to create a conducive learning situation so that students can carry out learning in a supportive psychological atmosphere by paying attention to the condition of each student and helping him towards optimal development (Surya, 2006: 46). This conducive learning atmosphere can only be created if teachers are friendly to students. Teachers use polite language that does not threaten students' faces.

Polite teacher language will be modelled by students. Thus, teachers indirectly instil the character value of courtesy to students. Politeness is one of the character values launched by the government to be instilled in students (Samani and Hariyanto, 2011) and one of the strategies that must be done is through exemplary/modelling (Lickona, 1992). Therefore, as a professional by the UUGD, teachers are required to have pedagogic competence, personality competence, professional competence, and social competence.

However, the reality in the field shows a concerning thing. In schools, there are still many teachers who use verbal or physical violence against students. This fact shows that in schools there are still many teachers who do not provide examples for their students on how to behave and speak politely. In the perspective of politeness theory, verbal violence violates the principles of politeness because these actions will basically threaten the face of interactants (Brown and Levinson, 1987) so that it can cause disharmony (Leech, 1993). Therefore, it is very important to make teachers as models of language politeness in instructional interactions in elementary schools.

This paper will further present (1) the role of teachers in character education, (2) the reality of violence in schools, (3) Brown and Levinson's politeness theory at a glance, and (4) making teachers as models of language politeness in instructional interactions in elementary schools.

1. THE ROLE OF TEACHERS IN CHARACTER EDUCATION

As we all know, there are four pillars that need to be developed in character education, namely mind, body, heart, and taste with 18 character values determined by the government to be instilled in students. The 18 character values are (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love for the country, (12) respect for achievement, (13) friendly/communicative, (14) peace-loving, (15) fond of reading, (16) environmental care, (17) social care, (18) responsibility (Ministry of Education, 2011). In its implementation, the character values to be developed can start from essential, simple, and easy-to-implement values, such as: clean, tidy, comfortable, disciplined, polite and well-mannered (Kemdikbud, 2010). Politeness is one of the values that must be instilled in character education. Politeness (courtesy) by Samani and Hariyanto (2010) is defined as the habit of behaving politely and courteously, using subtle language as a manifestation of respect for others. This character value is sourced from the heart and the taste/craft.

As educators, of course we dream of students behaving politely and speaking politely. For this reason, as suggested by Lickona (1992) in character education teachers must be able to act as caregivers, models, and ethical mentors. As caregivers, teachers should have love and concern for students, help students to succeed in school, foster self-confidence, provide experiences and moral teachings so that students have morality. As a model of an ethical

person, teachers should be able to show high respect and responsibility both inside and outside the classroom. Every act and word of the teacher in daily life should be a role model both in the school environment and the wider community. As an ethical mentor, a teacher provides moral education and guidance through explanation, classroom discussion, story reading, encouragement and motivation, and giving reprimand and feedback when learners hurt others or themselves.

What Lickona (1992) says is certainly not a simple thing. The three roles of teachers as caregivers, guides, and mentors of ethics (read: politeness) are not an easy matter. Perhaps we have been given the opportunity to witness an incident. Someone who knows and understands many things about ethics and manners, but what he has mastered scientifically cannot be applied in his daily life behaviour. His sharp tongue hurts others, his behaviour is egocentric and self-righteous. He walks with arrogance and pride. (Nggugu pintere dhewe; nggugu benere dhewe; nggugu karepe dhewe). Such behaviour is certainly an irony and a paradox!

It is very appropriate that in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (UUGD), as professionals, teachers and lecturers are required to have four competencies: (1) pedagogic competence, (2) personality competence, (3) professional competence, and (4) social competence. Pedagogic competence is the teacher's ability to manage learning and students. Personality competence is the ability of a steady personality, religious, noble, wise, and authoritative and can be a role model for students. Professional competence is the ability to master and critically study the subject matter broadly and deeply. Social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents/guardians of students, and the surrounding community. By mastering these four competencies, teachers as professionals are expected to fulfil their role in learning.

2. THE REALITY OF VIOLENCE IN SCHOOLS

When conducting research in one of the public junior high schools, the author was very surprised to see a male teacher grabbing a student's ear and then dragging him to the classroom. Even though the student screamed in pain and explained that he was not the one who did something that the teacher accused him of, the teacher still did not stop the action. On another occasion, when the author passed by one of the classes, he heard the loud voice of a female teacher being angry. Some students were told to stand in front of the class on one foot with one arm raised straight up. What the author witnessed is perhaps only a small snapshot of verbal and physical violence in schools. The perpetrators are not only male teachers, but also female teachers.

Listiyono in his article Violence in Schools (Kompas, 13 June 2005) revealed various acts of verbal violence committed by teachers in schools. For example, the case of a sixth-grade student in Tegal, Central Java, who committed suicide because he was insulted by his teacher. Also a high school student in Bandung who was forced to suffer all day just because his father gave input to the school so that the student had to accept insinuations and disproportionate words.

A report on verbal violence was also presented by Natalia (2012) by citing the results of the Public Mental Health (CPMH) research of the Faculty of Psychology UGM in four major cities, Solo, Semarang, Surabaya and Malang for high school students, vocational high schools,

and Islamic high schools. The results were that at least 8 per cent of children from the total respondents experienced verbal and nonverbal violence once every 6 months; the majority of violence (21.30%) was committed by male students; and 8.60% of students directly witnessed their teachers committing violence. Even more distressing are the results of a study by the National Development Planning Agency (Bappenas) which states that 80% of teachers in Indonesia in 2011 used corporal punishment or verbal violence against children (Arum, 2012).

This fact shows that in schools there are still many teachers who do not provide examples for their students on how to behave and speak politely. The reality in schools is that there are still many teachers who are authoritarian and repressive, and some even believe that physical and verbal violence is still considered effective for implementing discipline in schools (http://www.depkominfo.go.id//). This kind of condition will certainly make the world of education become non-humanist and undemocratic. This phenomenon is certainly very concerning and needs to be addressed immediately.

The phenomenon of verbal violence in schools has raised the government's concern so that the Child Friendly School (CFS) programme was launched. This programme will certainly not work well if language politeness is not applied and adhered to in classroom learning interactions between teachers and students, students and teachers, and students and students. In the perspective of politeness, verbal violence violates the principles of politeness because these actions will basically threaten the face of the interactants (Brown and Levinson, 1987). Therefore, teachers are expected to carry out the mandate outlined by the UUGD so that they can function as models of polite language in the classroom. Teachers become role models for students at school. Role modelling is one of the important strategies in instilling character education for students (Koesoemo, 2007).

3. BROWN AND LEVINSON'S POLITENESS THEORY (1987)

Of the various theories of politeness, there are two main theories that are considered to represent two different perspectives on classical politeness theory, namely Leech's politeness theory (1993) and Brown and Levinson's politeness theory (1987). Leech's (1993) politeness theory is considered to have a social perspective and is therefore widely referred to by Eastern researchers who view polite behaviour as a requirement of social norms, whereas Brown and Levinson's (1987) politeness theory is considered to reflect individual freedom. Leech's (1993) theory is known as conversational maxim theory, while Brown and Levinson's (1987) theory is known as face-saving theory.

Penelope Brown and Stephen C. Levinson (1987) are considered to have a major influence in the study of language politeness. Both names are synonymous with the term politeness (Eelen, 2006:4). Like Lakoff, Brown and Levinson view politeness in relation to conflict avoidance. There are two main points in Brown and Levinson's politeness theory, namely rationality and face. Both of these are expressed as universal traits shared by all speakers (penutur/Pn) and speakers (petutur/Pt) personified in a universal Model Person (MP). Rationality is means-ends reasoning or logic, while face is a self-image consisting of two opposing desires, namely negative face and positive face. Negative face is the desire for one's actions not to be criticised.

Language politeness is a way to maintain and save face. This is based on the assumption that most speech acts always threaten Pn-Pt's face and language politeness is an effort to mitigate the level of threat to face. Brown and Levinson (1987:69) state that in performing

face-threatening acts a model person can use one of the five strategies offered, namely (1) performing speech acts directly/as is without preamble (bald on record), (2) performing speech acts using positive politeness strategies, (3) performing speech acts using negative politeness strategies, (4) performing speech acts in disguise/indirectly (off record), and (5) speaking silently or not performing speech acts. Strategies (2) positive politeness, (3) negative politeness, and (4) disguise have several sub-strategies.

Basically, in determining which strategy to use, an MP uses several considerations, namely (1) the desire to disclose the contents of the FTA, (2) the desire to act efficiently, and (3) the desire to maintain face (Mt). In communicating, an MP will mitigate the FTA unless considerations (1) and (2) outweigh consideration (3).

In addition, the level and type of politeness applicable to a particular speech act is determined by the weight of the type of politeness calculated by an MP based on three variables, namely (1) social distance (D). This variable will affect the level of familiarity and solidarity between Pn and Mt; (2) the difference in power (P) perceived by Pn and Mt. This variable will have an effect on the level of determination of Pn's wishes towards Mt; and (3) the threat rating of speech acts in a particular cultural context (R), which is how much 'threat' or how much 'danger' is perceived to exist in a particular cultural context.

The calculation is formulated in the formula:

$$Wx = D(S,H) + P(H,S) + Rx$$

Description:

Wx (Weightiness): the weight of the face threat

D (Distance): Social distance between Pn and Mt

P (Power): Power difference between Pn and Mt.

R (Ranking of impositions in the particular culture): ranking of threatening acts in a particular cultural context (Brown and Levinson, 1987:76)

Based on these calculations, Pn choose certain strategies when they might have to perform a face-threatening act.

Although Brown and Levinson's (1987) theory of politeness has received much praise, it is not free from criticism. The criticisms are as follows. (1) Regarding the universality of the concept of face. Eastern experts criticise that the concept of face is not suitable for Asians because it emphasises individual freedom; (2) Regarding the sentence data used in formulating FTA; (3) The situation and context of the utterance are not used as criteria for politeness; (4) the hierarchical order of politeness strategies. The order can change depending on the situation and context of the utterance (Pramujiono, 2012).

4. MODELLING TEACHER'S POLITENESS IN INSTRUCTIONAL INTERACTIONS IN PRIMARY SCHOOLS

In instilling character values, teachers have an important role as models. A teacher should ideally be a role model for students. As we often hear, teachers are trusted (digugu) and modelled (ditiru). Instead of being an irony, the teacher as inappropriate (wagu) and improper (saru). Therefore, to be a model, an ideal teacher must really have the four competencies

required in the UUGD: pedagogic competence, personality competence, professional (scientific) competence, and social competence.

In interacting with others (students, peers, superiors, and parents/guardians) teachers can apply Brown and Levinson's positive politeness strategy. With this strategy, teachers can build close relationships with students in learning. Brown and Levinson's positive politeness strategy (in Pramujiono, 2008:153-154) with examples of utterances is as follows.

1) Pay attention to the listener's likes, wants, and needs
    "Aduh... baru potong rambut ya." (Ouch... just got a haircut)
    "Kamu pasti lapar ya... Tadi kan belum sarapan."
    (You must be hungry... You haven't had breakfast yet)
2) Exaggerate attention, approval, and sympathy to the listener
    "Wah... vas bunganya bunganya bagus sekali ya. Beli di mana?"
    (Wow... the vase, it has really nice flowers. Where did you buy it?)
    "Masakanmu hebat sekali. Bener-bener enak lho."
    (Your cooking is great. It's really good.)
3) Intensify the listener's attention by dramatising events or facts
    "Saya turun tangga dan tahu kamu apa yang aku lihat… semuanya berantakan."
    (I went downstairs and you know what I saw... everything was a mess)
    "Kamu tahu… berjuta-juta orang memenuhi lapangan itu."
    (You know... millions of people filled that field)
4) Using group identity markers (forms of greeting, dialect, jargon or slang)
    "Gimana Sam, jadi ngikut nggak?"
    (What do you think Brother, are you following me?)
    "Ngalup kapan?" (When to go home?)
5) Seeking agreement with a common topic or repeating part/all of an utterance.
    "Panasnya bukan main ya?" (The heat is unbelievable)
    A: *"Saya sudah dua kali berobat ke dokter."* (I have been to the doctor twice)
    B: *"Oh... sudah dua kali ke dokter ya..."* (Oh... you've been to the doctor twice.)
6) Avoiding disagreement by feigning agreement, psedo-agreement, white-lies, hedging opinions, etc.
    A: *"Besok tolong ini diselesaikan semua ya!"* (Tomorrow please finalise all of this)
    B: *"Baik"* (*Padahal sebenarnya tidak mau mengerjakan*)
    (Okay) (When in fact you don't want to do it)

    A: *"Gimana, masakannya enak ya?"* (How is the food, is it the delicious?)
    B: *"Oh ya, enak."* (*Berbohong untuk menyenangkan A*)
    (Yes, it's delicious) (Lying to please A)

    A: *"Kamu tidak menyukai dia ya?"* (You don't like him huh?)
    B: *"Ya, di satu sisi."* (*Pemagaran*) (Yes, on the one hand) (Hedging)
7) Pointing out things that are perceived to have in common through small talk and presuppositions.
    "Gimana, kemarin malam nonton tinju kan?"
    (How, yesterday night watched boxing right
    "Aku kira kamu pasti sangat haus."
    (I guess you must be very thirsty)
8) Using jokes

"Motormu yang sudah butut itu sebaiknya untukku saja."
(That old motorbike of yours should be for me.)

9) Express understanding of the listener's wishes
"Aku tahu kamu tidak menyukai pesta. Tapi yang ini sangat luar biasa... datang ya!"
(I know you don't like parties. But this one is so amazing... come on over.)

10) Make an offer or promise
"Aku pasti akan mengirimkannya minggu depan. Jangan kuatir!"
(I will definitely send it next week. Don't worry)

11) Demonstrate optimism
"Nggak masalah. Semua ini akan dapat diatasi dengan baik."
(No problem. All of this will be handled well)

12) Engage speakers and listeners in the activity
"Sebaiknya kita istirahat dulu sebentar!"
(We'd better take a break for a while)

13) Raising questions or asking for reason
"Mengapa kamu nggak jadi datang ke rumahku?"
(Why don't you come to my house)

14) Expressing a reciprocal relationship
"Aku akan menyelesaikan ini untukmu, kalau kamu mau membuatkan aku masakan yang lezat."
(I'll finish this for you, if you make me a delicious meal.)

15) Giving gifts (goods, sympathy, attention, co-operation) to the listener.

By applying positive politeness strategies, the social distance between teachers and students can be minimised so that a close relationship between teachers and students can be built. Thus, harmony can be built in learning interactions.

The practical implementation of language politeness in instructional interactions in primary schools can be done by teachers using Brown and Levinson's (1987) positive politeness strategy as follows.

In early learning activities

1) Giving attention to students' needs and wants.
2) Involving students in learning activities by using the first person plural pronoun, we.
3) Showing optimism that students will succeed in mastering the expected competencies.
4) Making offers or promises.

An example of the application of positive politeness strategies in early learning activities can be seen in the following dialogue fragment.

(1) Teacher : *Asssalamualaikum wr. wb. Selamat pagi anak-anak. Bagaimana kabarnya hari ini?*
(Asssalamualaikum wr. wb. Good morning students. How are you today?)
Students : *Selamat pagi. Luar biasa yes nomer 1.*
(Good morning. Excellent yes number 1.)

(2)   Teacher   : *Kok wajahnya gak cantik dan gak ngganteng? Kok lemes? Usahakan selalu seger. Kalian tadi belajar tentang apa?*
(How come your face is not pretty and not handsome? How come it's lethargic? Always try to be fresh. What did you learn about?)

Students   : *Matematika*
(Mathematics)

The context of the utterance (1) is that the teacher starts the lesson by giving greetings and then asking how the students are. The utterance, How are you today? is a form of attention given by the teacher to students. By using this strategy, P (-) and D (-) so that it builds closeness between teachers and students. The question is answered by the students using their class yell, Good morning. Excellent yes number 1.

As in utterance (1), the context of utterance (2) is that the teacher will start the new material after the students have learnt another material. Previously they had learnt Maths and would continue learning about skills. Seeing that the students looked tired, the teacher motivated them by greeting them. This form of teacher's attention to the students can be seen in the following utterance. How come his face is not pretty and not handsome? How come you're tired? Try to always be fresh. The utterance shows that the teacher is trying to pay attention and build closeness with the students. In this context, P (-) and D (-) make the utterance polite.

Giving attention to students as one of the positive politeness sub-strategies carried out by teachers can be used as a role model for students. Students should not only ask for attention, but they must also be willing to pay attention to their friends. With the willingness to pay attention to each other, a pleasant classroom atmosphere will be built. By giving attention to their friends, they show a caring attitude towards friends and the surrounding environment.

In core learning activities

1) Using appropriate greetings to students.
2) Asking about problems and difficulties faced by students.
3) Asking students to give questions or reasons.
4) Using humour or jokes.
5) Using group identity markers to build familiarity.
6) Avoiding direct disagreement
7) Repeating part or all of the utterance

Examples of the application of positive politeness substrategies in core learning activities can be seen in the following utterances.

(3)   Teacher   : *Itu tadi adalah cerita dari si gembala. Seharusnya bagaimana sikap anak si gembala tadi?*
(That was the story of the shepherd. How should the shepherd's son behave?)

Students   : *Tidak membohongi warga.*
(Not lying to the people.)

Teacher   : *Dia tidak…?*
(He didn't...?)

Students   : *Berbohong.*
(Lying)

Teacher	: *Tidak usil. Tidak berbuat jahat. Ayo apa lagi?*
	(Not being nosy. No mischief. Come on, what else?)
Students	: *Tidak berbuat bohong.*
	(Do not tell lies.)
Teacher	: *Tidak berbuat bohong. Kalau dia sekali berbuat bohong, tidak akan di...? Di apa?*
	(No lying. If he lies once, he won't be...? What should be?)
Students	: *Dipercaya lagi.*
	(Be trusted again)
Teacher	: *Dipercaya lagi. Meskipun dia tidak berbohong. Tetap orang bagaimana?*
	(Trusted again. Even though he didn't lie. Still a person how?)
Students	: *Tidak percaya.*
	(Not trusted)
Teacher	: *Tidak percaya lagi. Lha itu tadi adalah, Rido....*
	(Can't be trusted anymore. It was, Rido....)

(4)

	: *Ayo liat ke sini semua! Kalian liat dulu! Kita kerjakan dulu yang pertama! Bangun apa ini?*
	(Let's all look here! You guys look first! Let's do this first! What structure is it?
Students	: *Segitiga sama kaki.*
	Isosceles triangle

In (3) the context of the utterance is that the teacher teaches the material of reading stories. After students read the story, the teacher invites students to find the values contained in the story. The teacher invites students to ask questions about the values that can be taken from the story read. The repetition of utterances made by the teacher is a strategy to give attention to students. The repetition of the utterance, Do not lie; Do not believe in the data also functions to provide confirmation of the truth of the answers given by students.

Context of utterance (4) the teacher teaches mathematics material about building spaces. Previously, the teacher asked the children to pay attention first. The utterance, Let's all look here! You guys look first! Let's do the first one first!" is an imperative-modulated utterance in the directive speech act of commanding. The use of the word we in the utterance is a strategy to involve students as Mt in the activity. The use of the word we shows the teacher together with the students doing the activity. By using the first-person plural pronouns P (-) and D (-), the closeness between the teacher and the students is fostered. In democratic and humanist learning, teachers need to build closeness with their students.

In end-of-learning activities

1) Giving praise or rewards to students who successfully complete the task.

Examples of the implementation of praise or reward strategies in end-of-learning activities can be seen in the following examples.

(5)	Teacher	: *Pegang telinga! Kepala! Hidung! Lho ya ada yang keliru.*
		Tepuk tangan dulu yang keras. Tadi pelajaran tentang geometri mudah. Bagus semuanya. Hanya ada yang keliru anak dua. Tepuk tangan untuk anak dua sekarang! Sekarang sudah paham?
		(Grab the ears! Head! Nose! There's something wrong.
		Clap first loudly. Earlier a lesson on geometry is easy. Good all. There's only one wrong child two. Clap for child two now! Now do you understand?)

Students : (semua bertepuk tangan)
(All applaud)

Teacher : *Yang keliru anak dua kalian sudah hebat. Hebat semua nanti akan ibu beri bonus yaitu bintang satu-satu. Mau?*
(The two children who were wrong, you're already great. Great all, later I'll give you a star bonus each one of you. Do you want it?)

Students : *Mau*. (We want it)

In (5) the teacher also uses positive politeness strategies by giving praise to students. The context of the utterance (5) the teacher praises the students for successfully learning geometry. The teacher praises because the results are all good. The utterance, "Good and Great all! Later, I will give a star bonus each one of you" is a declarative mode utterance in the expressive speech act of praising. Giving praise will encourage students so that they are more motivated to be able.

By applying politeness strategies in learning at school, it is hoped that teachers and students will avoid acts of verbal and nonverbal face-threatening. Teachers can become models and role models for students and students are accustomed to behaving and speaking politely. Teachers are more sensitive to capturing and understanding students' wishes because familiarity, closeness, and openness are built between them. Interpersonal interaction between teachers and students can take place harmoniously.

5. CONCLUSION

In primary school, teachers are the figures that students look up to. Therefore, in instilling polite characters in language, teachers must be able to model language politeness for their students. The theory of politeness that can be applied by teachers in learning is Brown and Levinson's politeness theory, especially the use of positive politeness strategies. By applying positive politeness strategies, teachers can build close relationships with students. With this closeness of relationship, it is expected that the interactional interaction between teachers and students can run harmoniously. Thus, the learning objectives will be achieved well.

In learning practice, the positive politeness substrategy that can be implemented is as follows. In the initial learning activities: (1) Pay attention to students' needs and wants; (2) Involve students in learning activities by using the first person plural pronoun, we; (3) Show optimism that students will succeed in mastering the expected competencies; (4) Make offers or promises. In core learning activities: (5) Using appropriate greetings to students, (6) Asking about problems and difficulties faced by students, (7) Asking students to provide reasons or arguments, (8) Using humour or jokes, (9) Using group identity markers to build familiarity, (10) Avoiding direct disagreement, (11) Repeating part or all of the utterance. In the final activity: (12) Giving praise or rewards to students who successfully complete the task.

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