

Analysis of Students' Politeness in Indonesian in Interacting With Grade IV Teachers at SDN 1 Karangdempel

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Abstract: One of the factors that determine the success of a character-based language learning process is the interaction between teachers and students. Polite language from students can show that they have the expected character, in addition to showing that teachers have helped students behave with polite language. Classes often do not meet expectations. Many students are still unable to pronounce good words. In the last two decades, there has been a significant decline in the implementation of polite language originating from Brebes Regency. Children believe that using impolite language is acceptable to their friends and following trends in their environment because of the abundance of impolite language in society. This causes people to use Indonesian less. The purpose of this study is to determine the politeness of Indonesian language students in interacting with teachers in grade IV SDN 1 Karangdempel. This study uses a qualitative research type. The approach used in this study is qualitative research with a descriptive approach. The location of this research is SDN 1 Karangdempel, Losari District, Brebes Regency, Central Java, Indonesia 52212. Based on research that has been done on the analysis of the form of politeness in Indonesian language in interacting with teachers in the learning process is polite. Because, in the implementation of the learning process can include several maxims including: Maxim of wisdom/wisdom, maxim of generosity, maxim of praise/appreciation, maxim of humility/simplicity, maxim of agreement/agreement, and maxim of sympathy. From several existing maxims it can be concluded that the maxim of humility/simplicity is the one most frequently found in the data of politeness in Indonesian language in class IV SDN 1 Karangdempel, Brebes Regency, because that maxim is the one that occurs most often in learning activities.

Key words: Elementary School; Language Politeness; Learning Indonesian; Politeness Maxims; Teacher-Student Interactions.

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1. Introduction

Jurnal Kecerdasan Buatan dan Teknologi Masa Depan menerima kiriman makalah penelitian yang berisi setidaknya 4000 hingga 8000 kata atau sekitar 8 hingga 20 halaman untuk artikel penelitian dan maksimal 30 halaman untuk artikel tinjauan. Pendahuluan harus ditulis secara singkat, padat, dan jelas. Pendahuluan harus berisi penjelasan tentang (1) Objek Penelitian, (2) Metode yang telah digunakan sebelumnya, (3) Kelemahan dan kekuatan setiap metode atau dapat secara singkat menyinggung pekerjaan dan/atau hipotesis terkait, (4) Masalah Penelitian (5) Solusi dan/atau pendekatan yang diusulkan (6) Daftar Kontribusi (6) Sisa makalah. Bagian pendahuluan harus ilmiah dan kaya akan kutipan. Gunakan gaya “maintext_FAITH” untuk paragraf ini.

Language is a means or tool used by humans to communicate and interact with other living beings. Language can serve as a crucial means of communication. Therefore, it can be said that language is a crucial requirement for communication. Politeness is behavior expressed appropriately in context (Zamzani et al., 2020:2).

Language etiquette is a factor that fosters awareness of the good and bad aspects of language in communication, both spoken and written, by observing good, polite, and courteous language. According to Moeliono, polite language is related to grammar and word choice. Politeness is reflected in word choice and communication procedures. Educators and students must pay attention to language etiquette.

In Indonesian, speech is considered polite if the speaker uses polite words, avoids direct insults, does not give direct commands, and is respectful of others. Therefore, linguistic politeness needs to be studied to determine the extent of errors or deviations in linguistic politeness in humans when communicating with one another. In the learning process, interactions occur between teachers and students, students to teachers, and students to students. These interactions utilize various types of sentences. According to Rahardi (2025: 71), the communicative value of sentences in Indonesian is as follows: declarative sentences, which express the intention to inform the interlocutor; interrogative sentences, which express the intention to ask the interlocutor something; imperative sentences, which express the intention to command or request that the interlocutor do something as the speaker wishes; exclamatory sentences, which express admiration; and emphatic sentences, which express the intention to emphasize something.

The learning environment in the classroom often does not meet expectations. Many students are unable to use polite language. This impoliteness can be caused by several factors, including direct criticism with harsh words, emotional impulses from the speaker, protectiveness of opinions, deliberate accusations from the interlocutor, and deliberate marginalization of the interlocutor. Teachers also frequently use very harsh or impolite language in the learning process. This will impact the smooth flow of classroom learning. Teachers who use impolite language can embarrass or stress students, impacting their learning outcomes. Furthermore, students will imitate the teacher's language, making it difficult for them to practice politeness.

In this regard, politeness is crucial in communication for smooth communication. Therefore, attention must be paid to the issue of language ethics, especially in the school environment. By understanding proper language ethics, educators and students can understand the message conveyed. Language ethics aims to regulate what should be said, the language variety that can be used when speaking, the context in which the conversation occurs, when and how to speak, how to manage intonation and tone of voice, how to behave and gesture, and when to continue or end a conversation. These aspects must be considered in communication and language ethics.

Errors or deviations in polite language are common in human life, as humans constantly communicate and interact with one another using language as a medium. This communication and interaction can occur anywhere and at any time, in both formal and informal settings. Language reflects a person's personality when communicating or interacting. Speakers may assume their speech is polite, but it may not be so for their conversation partner. Cases like these make it crucial to study and understand politeness so that communication runs smoothly and misunderstandings are avoided.

Politeness in language is crucial in education. Students are the future of the nation. If they use impolite language, it will produce a generation that is arrogant, rude, and devoid of ethical and religious values. Therefore, students need to be guided and guided in polite language because they are the next generation who will live according to their times. Furthermore, politeness in language is a key component of character building. Education will stagnate if human resources possess poor character. This means that politeness in language is essential in education.

Language politeness in interactions between teachers and students, students and students, and students within the Indonesian language learning process has distinct characteristics, thus requiring different forms of politeness. Teachers have a higher status or degree than students, so their interactions differ from those between students of the same status or degree. Teacher-to-student interactions generally use the second-person address "you" (you); student-to-teacher interactions use the address "sir/madam" (sir/madam); and student-to-student interactions use the address "saudara" (brother). Furthermore, several other characteristics demonstrate differences in language politeness in teacher-to-student, student-to-teacher, and student-to-student interactions. This is examined in this study.

Sapir and Worf's (Wahab, 2024) argument that language influences human cultural behavior is valid. When someone uses appropriate word choice, polite expressions, and good sentence structure when speaking, it indicates a good personality. Conversely, if someone has a bad personality, even if they try to speak well, correctly, and politely in front of others, their bad personality will ultimately be revealed through poor and impolite word choices, expressions, or sentence structures.

Wardhaugh (Chaer and Agustin, 2020:15) states that the function of language is as a tool for human communication, both verbally and in writing. Language functions as a communication tool, a unifying tool, meaning that through language we can understand each other's conversations during interactions. Fostering social relationships is also a function of

language. Without language, it would be very difficult for humans to convey their desires, ideas, opinions, feelings, messages, and so on.

During the learning process, there is interaction between teachers and students, as well as between teachers and students. Many types of sentences are used in this communication. According to Rahardi (2025:71), there are five types of sentences in Indonesian that have communicative value: declarative sentences, which indicate the intention to inform something to the interlocutor; interrogative sentences, which indicate the intention to ask something to the interlocutor; Imperative sentences, which convey the intent to command or ask the interlocutor to do what the speaker wants; exclamatory sentences, which convey admiration; and emphatic sentences, which demonstrate feelings of understanding, sympathy, and concern for another person's feelings or situation.

The fact that students spend more time in school means that schools play a crucial role in shaping their politeness. Polite language is defined as language used in a manner consistent with societal norms and principles. This is especially true in educational settings, where concern for everyone must be prioritized, including during classroom learning. Speaking in society is key to improving or streamlining communication. Today, many people use language freely without consideration of morals, values, or religion. This freedom without values has given rise to various conflicts and disputes within society. For example, student demonstrations, as an intellectual community, are often accompanied by inappropriate insults.

One factor determining the success of a character-based language learning process is the interaction between teachers and students. Polite language from students can demonstrate that they possess the desired traits, as well as demonstrate that teachers have helped students behave in a polite manner. Classrooms often fall short of expectations. Many students still struggle to pronounce polite words. Subroto (Prayitno, 2021) stated that over the past two decades, there has been a significant decline in the practice of polite language in Brebes Regency. Children believe that using impolite language is acceptable to their peers and follow trends in their environment due to the prevalence of impolite language in society. This leads to a reduced use of Indonesian.

Furthermore, there is previous research on students' politeness in discussions and their linguistic markers. In this study, the author discusses students' politeness in interacting with teachers. Based on the above explanation, the researcher is interested in conducting a study entitled "Analysis of Indonesian Politeness in Interactions with Teachers in Classrooms at SDN 1 Karangdempel."

2. Literature Review

Politeness

The term "politeness" can be associated with "politeness," "respect," "good manners," or "proper behavior" (Gunawan, 2023:8). If there is no cooperation in communication, the principle of politeness will not occur. However, applying the principle of cooperation does not necessarily make the principle of politeness immediately occur. Politeness, also known as politeness, or etiquette, is the procedures, customs, or habits that apply in a society. Politeness is a rule of behavior established and established by a particular society so that politeness is also a prerequisite agreed upon by that society. As a result, this politeness is often referred to as "manners."

Different speech strategies are needed when communicating, from body language to the use of gestures. To avoid misunderstandings in communication, using speech strategies means speaking in a way that saves face for the other person. For example, through polite expressions. Politeness can be demonstrated not only through actions but also through form and speech. Opening someone's door is much more polite than slamming it. Furthermore, the words "Please come in" are more polite than "Come in" (Rihan, 2025:35).

Speaking Skill

Speaking is the ability to pronounce articulate sounds and words to express, state, or convey thoughts, ideas, and feelings (Tarigan, 2018). Broadly speaking, speaking is a system of audible and visible signs utilizing a number of muscles in the human body to convey the speaker's intentions, thoughts, and ideas. Therefore, speaking is more than just pronouncing sounds or words; it is a tool for packaging ideas and thoughts so that they can be received by listeners.

Speaking is a mechanistic skill. The more practice, the more mastered and skilled a person becomes at speaking. No one becomes instantly skilled at speaking without training.

(Iskandarwassid & Sunendar, 2021) explain that speaking is the ability to reproduce the flow of the articulation sound system to convey desires, needs, feelings, and desires to others. In this regard, the completeness of a person's vocal apparatus is a natural requirement that allows for the production of a wide variety of articulation sounds, stress, pitch, silence, and speech rhythm.

Pragmatics

According to Leech (2016:21), pragmatics is the study of the meaning of utterances, while semantics is the study of the meaning of sentences. Pragmatics examines meaning in relation to the situation in which it is spoken.

According to the Big Indonesian Dictionary (KBBI) (2018:1097), pragmatics concerns the conditions that determine the appropriateness of language use in communication. Meanwhile, according to Tarigan (2019:30), pragmatics is the study of the relationship between language and the context encoded in the structure of a language. Pragmatics examines all aspects of meaning not contained in semantics, or discusses all aspects of the meaning of utterances or statements that cannot be explained by direct reference to the conditions of the truth of the uttered sentence.

Pragmatics is the study of the relationship between language and context, which forms the basis for a record or report of language comprehension. In other words, it is the study of a language user's ability to connect and harmonize sentences and contexts appropriately (Tarigan 2019:31).

Linguistic politeness

Linguistic politeness refers to the politeness and refinement of language used in both spoken and written communication. The language used is imbued with orderly manners, courtesy, and high values of respect, commonly referred to as "tatakrama." According to (Chaer, 2020), linguistic politeness involves choosing appropriate words while taking into account the time and the audience. Meanwhile, (Mayasari et al., 2022) define linguistic politeness as a system of interpersonal relationships designed to facilitate interaction by minimizing the conflict and confrontation inherent in human nature.

Linguistic politeness is reflected in the manner of communication through verbal signs or language etiquette. When communicating, we adhere to cultural norms, not simply conveying our thoughts (Yonsa, 2020). Talking about the basis of politeness in language is a person's ethics when communicating in society by using good and correct language and word choices and being careful in conveying something that also pays attention to the person he is talking to, because basically language is culture, so to understand language one must also understand culture (Anggraini et al., 2019).

3. Methods

In this study, the researcher used a qualitative approach. Qualitative research methods are often referred to as naturalistic research methods because the data collected and analyzed are qualitative (Sugiyono, 2016:14). Furthermore, it is explained that qualitative research does not use quantitative procedures or use statistics in the form of calculations in its findings in the field (Gunawan in Sugiyono, 2016:57). As explained by Moleong (2026, p. 6), qualitative research is research that aims to understand phenomena about what is experienced by research subjects, such as behavior, perception, motivation, actions, etc., holistically, and through descriptions in the form of words and language, in a specific natural context and by utilizing various natural methods.

The focus of this research is on the entire research object to be observed by the researcher, or in other words, this includes class IV SDN 1 Karangdempel, Losari District, Brebes Regency, with data on spoken language politeness from student-teacher and student-student interactions during the process of interacting in Indonesian language learning, which consists of utterances in the form of sentences. The data sources in this study were primary and secondary sources. This data focused on spoken language and politeness from student-teacher and student-student interactions during the Indonesian language learning process, consisting of utterances in the form of sentences.

Data collection techniques are the most strategic step in any research because the primary goal is to obtain data. Without understanding data collection techniques, researchers cannot obtain data that meets the data collection criteria (Sugiyono, 2013).

Data validity is a tool to prove that qualitative research can be considered scientific, and the purity of the data is always maintained in the research results that can explain it. In this

study, data validity was determined using triangulation techniques. Triangulation is a technique for confirming data validity by confirming things other than the data and using them for a purpose or as a supplement to the data (Moleong, 2016, p. 332). Furthermore, Sugiyono (2017) broadly explains that triangulation is divided into three types: source, technique, and time.

Data analysis is the process of systematically searching for and organizing data obtained from field notes, interviews, and other sources so that the data is easily understood and the findings can be communicated (Sugiyono 2016: 244). Qualitative data analysis is inductive, meaning that hypotheses are formed based on the data analysis. This indicates that the data is analyzed before, during, and after fieldwork. This aligns with Nasution (in Sugiyono, 2016: 245), who states that analysis begins with formulating and explaining the problem before entering the field and continues through to writing the research results.

In this study, the Miles and Huberman model was used to conduct descriptive narrative data analysis. The following is a diagram of the data analysis flow.

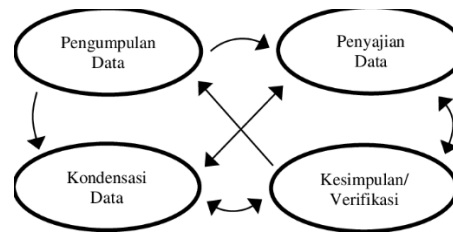


Figure 1. Data Analysis Flow Miles and Huberman's Model.

According to Miles and Huberman (in Sugiyono, 2016: 246), the qualitative data analysis process is conducted interactively and continuously, resulting in data saturation. Data analysis involves many activities, such as data reduction (data reduction), data presentation (data presentation), and drawing conclusions/verification.

A. Data reduction (data reduction)

Data reduction means summarizing, selecting important elements, and focusing on important elements. This can provide a clearer picture and make it easier for researchers to conduct further data collection. Detailed notes are required due to the large amount of field data collected.

B. Data display (data presentation)

Data presentation in qualitative research can take the form of charts, networks, matrices, or brief descriptions. However, the most common method for presenting data in qualitative research is narrative text. Data presentation is carried out by researchers to determine research methods after understanding the data. Data presentation also helps researchers understand what is being done in the research.

C. Validation

The final step is drawing conclusions or verification. To answer the previous problem formulation, this study analyzes students' politeness in interacting with teachers, the conclusions of which must be proven valid.

4. Result and Doscusion

Result

Data Analysis of Politeness in Teacher-Student Interactions

In a study, researchers identified six types of politeness maxims used by teachers and students during interactions in a fourth-grade classroom at SDN 1 Karangdempel, Brebes Regency. These six maxims are: the maxim of tact, the maxim of generosity, the maxim of praise, the maxim of humility, the maxim of agreement, and the maxim of sympathy.

The following is a detailed description of the types of maxims found in politeness between teachers and students in Indonesian language learning in fourth-grade classrooms at SDN 1 Karangdempel, Brebes Regency:

The Maxim of Wisdom/Discretion

The core concept of tact in the principles of politeness is the importance of minimizing others' losses or maximizing their gains in communication. Applying this principle is expected to reduce negative attitudes such as envy, jealousy, and impoliteness toward interlocutors. By following this principle of wisdom, it is hoped that we can reduce feelings of hurt that arise

as a result of treatment that is detrimental to other people. This is very important in interactions between students and teachers. The following is speech data that reveals compliance with the principles of politeness maxims of wisdom.

Fourth Grade

Conversation 1

Teacher: "Students, does anyone know what poetry is?"

Student: "I am, Mom."

In this interaction, the teacher demonstrated the maxim of wisdom by asking students questions to encourage them to think and express their opinions, even though she already knew the material.

Teacher: "Who would like to go first to present their group assignment without me pointing?" Student: "We're group 2, ma'am."

In the example mentioned, the interaction between the teacher and students demonstrates the application of the maxim of wisdom/tact. The teacher uses wisdom in the manner described in the conversation example, where the teacher invites students to come forward to present their group assignments, with the aim of building student confidence.

Student: "Ma'am, I still don't understand the assignment."

Teacher: "Okay, I'll explain it again, okay?"

In this interaction, the student demonstrates the maxim of wisdom/tact by attempting to gain an advantage by asking for clarification on the assignment given by the teacher. This is done to ensure the student does not make mistakes when completing the assignment.

Maxim of Praise/Appreciation

According to Rahardi (2005:62), the principle of praise/appreciation is an effort to give appreciation to others. This principle prevents speakers and interlocutors from criticizing, belittling, or mocking each other. Mockery is considered disrespectful and should be avoided. Tarigan (2002:79) states that the essence of the principle of appreciation is to reduce insults toward others. The conversation between Students and teachers who adhere to the principle of praise or appreciation are concrete examples of the application of this principle of politeness. The following is an example of a conversation that demonstrates adherence to the principle of politeness, namely the principle of praise/appreciation.

Teacher: "Let's give a round of applause to our classmates who have performed."

Student: "Wow, you're amazing! Clap, clap, clap."

In this example, the interaction between the teacher and students demonstrates the application of the praise/reward principle. The teacher uses this principle by instructing the students to express their appreciation to their classmates who have bravely performed, as seen in the conversation. The students then express their appreciation through applause and praise.

The Maxim of Humility/Modesty

Rahardi (2005) states that the maxim of humility/modesty requires participants in a conversation to be humble by not praising themselves excessively. Someone will be considered arrogant and conceited if they consistently praise and promote themselves in conversation. Humility/modesty in Indonesian language and culture is often used as a measure of politeness. The following speech data demonstrates adherence to the maxim of modesty.

Grade IV

Conversation 4

Teacher: "Does anyone have any additional opinions to share?"

Student: "No, ma'am."

In this interaction, the teacher demonstrates the maxim of modesty by humbling herself to the students in the conversation above, even though the teacher has explained it as well as possible. The goal is to enable the students to speak or express their opinions in public. The students respond by stating that the teacher's delivery of the material was very clear. Student: "I want to go up front, ma'am, but I'm afraid of making a mistake."

Teacher: "Come on, don't be afraid to try. If I make a mistake, we'll fix it together, son."

In this example, the interaction between the teacher and student demonstrates the application of the principle of modesty. The teacher uses this principle when a student humbles himself in front of his peers, as seen in the conversation. The student feels inferior because he's afraid of making a mistake when performing in front of others, but the teacher tries to reassure him that he'll be confident enough to go up front.

Student: "Ma'am, let me go up front in place of Nawar."

Teacher: "Wow, that's great. It's very kind of you to take your friend's place."

Student: "Hehe, no, ma'am."

In this interaction, the teacher demonstrates the maxim of modesty by praising the student for helping a friend who is struggling. The student humbly responds to the teacher's praise.

The Maxim of Agreement

The Maxim of Agreement emphasizes the importance for participants in a conversation to establish agreement with each other during the conversation.

Chaer explains that the Maxim of Agreement requires each speaker and interlocutor to achieve as much agreement as possible and minimize disagreement as much as possible (Chaer, 2010). When there is agreement between the speaker and interlocutor during a conversation, they are considered to be behaving politely. In speaking, there is a tendency to maximize agreement with others and minimize disagreement by showing regret, expressing support for agreement, and so on. The following speech data demonstrates compliance with the principle of politeness, the Maxim of Agreement.

Grade IV

Conversation 5

Teacher: "Have you understood the material I have presented so far?"

Student: "Yes, ma'am."

The interaction between the teacher and students in the example described demonstrates the application of the Maxim of Agreement. The maxim of agreement in teacher-student interactions occurs when the teacher attempts to ensure that students have understood the material presented, as reflected in the example conversation. The student responded that they had understood the material taught by the teacher.

Maxim of Sympathy

Chaer (2010:61) states that in the maxim of sympathy, participants in a conversation are expected to show sympathy and minimize feelings of antipathy toward the interlocutor. When the interlocutor experiences good fortune or happiness, the speaker is expected to offer congratulations. On the other hand, if the interlocutor experiences difficulty or misfortune, the speaker should express sorrow or condolences in the form of sympathy. Speech that reflects adherence to the maxim of sympathy typically occurs in interactions between students and teachers. The following is a speech example that demonstrates adherence to the principle of politeness, the maxim of sympathy.

Grade IV

Conversation 6

Student: "Be quiet, I can't hear you."

Student: "Yes."

Teacher: "Remember the agreement we made earlier, okay?"

In this interaction, the teacher and student demonstrated the sympathy maxim. The student showed empathy for the teacher because the classroom situation had become uncondusive when his classmates were making noise. The student acted by helping to restore the classroom atmosphere.

Teacher: "Please pay attention to your book, don't daydream."

Student: "Yes, ma'am."

The interaction between the teacher and student in this example demonstrates the use of the sympathy maxim. The sympathy maxim in teacher-student interactions occurs when the teacher reprimands a student during the learning situation, as in the conversation above, with the intention of reprimanding the student to focus on the ongoing learning in class.

5. Comparison

This study, entitled "An Analysis of Students' Indonesian Language Politeness in Interacting with Teachers in Fourth Grade at SDN 1 Karangdempel, Brebes Regency," aims to describe the forms of linguistic politeness found in the speech of fourth-grade teachers and students at SDN 1 Karangdempel, Brebes Regency, during teaching and learning activities. This study examines linguistic politeness. According to Sulisty (2023:27), politeness is a polite way of behaving within a culture or society.

In this study, the researcher used data collection techniques such as observation, interviews, and documentation. This study aimed to observe the speech of teachers and students during teaching and learning activities. This study was conducted in a fourth-grade class at SDN 1 Karangdempel. The researcher observed a teacher who served as the fourth-grade homeroom teacher. The teacher taught in Indonesian. During the learning process,

fourth-grade students had varying levels of concentration, and during each lesson, the classroom environment was often conducive due to the large number of students.

The results of this study describe forms of linguistic politeness in interactions between teachers and students during Indonesian language learning. The analysis of the results demonstrates the politeness of Indonesian language used by teachers and students in Indonesian language learning for fourth graders at SDN 1 Karangdempel, Brebes Regency.

According to Leech (Rahardi, 2025), politeness relates to the relationship between communication participants, namely speakers and listeners. In the context of "Students' Indonesian Language Politeness in Interacting with Fourth Grade Teachers at SDN 1 Karangdempel, Brebes Regency," the speakers used sentences politely without offending. Meanwhile, according to Rahardi (2025:35), politeness research studies the use of language within a particular language community, encompassing communities with diverse social and cultural backgrounds. The focus of this study is students' linguistic politeness in interacting with teachers.

Based on the results of research conducted by researchers regarding Indonesian Language Politeness of Students in Interacting with Teachers of Grade IV SDN 1 Karangdempel, Brebes Regency, researchers found forms of language politeness used by teachers and students in teaching and learning activities of grade IV SDN 1 Karangdempel, Brebes Regency, which include, the maxim of humility/wisdom, the maxim of generosity, the maxim of praise/appreciation, the maxim of humility/simplicity, the maxim of agreement/agreement, and the maxim of sympathy. The types of Indonesian language politeness that have been discovered cannot be separated from the results of observations based on the context of the speech situation.

In conversation (1), the teacher asks students if anyone can explain the ongoing learning material. This conversation reflects the use of the maxim of wisdom/wisdom, where the principle is to reduce losses or increase benefits for others.

In conversation (2), the teacher wants to borrow a pen from a student who brings more than one pen. Then, one of the students lent him his pen. This conversation qualifies as an example of the generosity maxim, which expresses a form of respect for others.

Conversation (3) utilizes the praise/appreciation maxim, where the teacher invites the students to express their appreciation for a student who has presented their work. The students then give a standing ovation. This conversation qualifies as an example of the praise/appreciation maxim because the principle is that giving praise or appreciation to others reduces criticism of someone else.

Conversation (4) utilizes the humility/modesty maxim, where the teacher asks the students if the explanation of the material is clear to them. The students then answer that they understand the material explained by the teacher. This conversation qualifies as an example of the humility/modesty maxim, because the principle is that humility reduces self-praise in order to appear humble.

Conversation (5) utilizes the agreement/agreement maxim, where the teacher asks the students about their understanding of the material presented in that day's lesson. The students then responded that they had understood the material presented by the teacher. This conversation qualifies as a maxim of consensus because its principle is the establishment of agreement or harmony in speaking activities.

In conversation (6), the teacher asks about the situation in the classroom involving a student who appears to be daydreaming. The student then answers that he is sleepy. This conversation qualifies as a sympathy maxim because its principle is the existence of empathy that is established in the speaking activity.

After identifying the data and clarifying it based on the types of politeness in Indonesian, the meaning of each maxim can be determined. Each type of Indonesian language unity obtained from each teacher and student's utterance in Indonesian language learning for grade IV SDN 1 Karangdempel, Brebes Regency certainly has different types of maxims. The explanation of the types of maxims written above is an example of each type of politeness in Indonesian that appears in the speech between the teacher and students in the teaching and learning activities for grade IV SDN 1 Karangdempel, Brebes Regency.

6. Conclusion

Based on the analysis and discussion conducted by the researcher regarding "Students' Indonesian Language Politeness in Interacting with Teachers in Grade IV of SDN 1 Karangdempel, Brebes Regency," the author finally draws conclusions regarding Students' Indonesian Language Politeness towards Teachers.

The form of Indonesian language politeness in students' interactions with teachers during the learning process is polite. This is because, in the implementation of the learning process, several maxims can be included, including: the Maxim of Wisdom/Tact, the Maxim of Generosity, the Maxim of Praise/Appreciation, the Maxim of Humility/Simplicity, the Maxim of Agreement/Agreement, and the Maxim of Sympathy. From these maxims, it can be concluded that the Maxim of Humility/Simplicity is the most frequently found in the data on Indonesian language politeness in Grade IV of SDN 1 Karangdempel, Brebes Regency, because it is the maxim that occurs most frequently in learning activities.

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