

The Politeness of Speech Acts in Teaching and Learning Interactions Between Teachers and Students of SD Negeri 4 Sutopati Magelang

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Abstract- This research aims to identify speech acts at SD Negeri 4 Sutopati school. The research data is the speech of teachers and students at SD Negeri 4 Sutopati school learning. The data collection techniques were free listening technique, recording technique, and note-taking technique. The data were obtained directly during classroom learning, as well as recordings of learning dialogues. The data analysis used intralingual and pragmatic methods. In this study, the validity of the data was tested by using the triangulation technique of data sources of students' and teachers' speech during learning and teaching which was then analysed based on the psychopragmatic approach. The speech acts found during teaching and learning are directive, representative, and there is politeness consisting of maxims of wisdom, maxims of generosity in the speech. The results of the research of directive speech acts are 9.56%, then representative 19.42%. While the maxim of wisdom is spoken as much as 3.1%, the maxim of generosity as much as 3.5%, which is done by teachers or students during learning. The utterances delivered are often spoken or spoken by students to teachers or teachers to students during learning and teaching, thus causing a speech act delivered in daily activities. Speech acts in SD Negeri 4 Sutopati can be used as Indonesian language learning materials at school.

Keywords: Politeness, Speech Actions, Learning

I. INTRODUCTION

Learning is a communication in schools that is carried out between teachers and students, in this case there is an intertwining of communication between one another. The establishment of communication is the interaction in the classroom when learning takes place (Mislikhah, 2020). Interaction that is manifested in the classroom in the form of speech acts in school activities is carried out by teachers and students. In a classroom speech activity is different from how to speak

in a scientific community environment (Kusumaswarhi, 2018). Activities in speaking there is a manners, manners, and ethics in a speech act (Agusmin et al., 2022). Therefore, speech acts are aspects of language in which speakers are then expressed in a communication that is encompassed in various existing speech contexts. In terms of learning, politeness is also the most important thing that is done, learning that runs must be an intertwining of speech acts that cannot be separated from politeness in language

(Rahadini & Suwarna, 2019). Because the learning carried out in the classroom, especially Indonesian language subjects, has the aim of fostering and developing a knowledge, skills, communicating in learning that is needed by students while studying so that in the world of work what has been obtained at school can be applied (Dwi Alike, 2017). Language politeness can be reflected in a way people communicate, which is shown through verbal signs or language procedures by speakers. The procedure in this language must be the same as the cultural aspects of the community in which the person communicates, as well as the way people use their language to respect the language used (Cahyani, 2017).

Relevant research on language politeness in Indonesian language teachers during the teaching and learning process at SMA Negeri 2 Lintau Buo found that teachers performed more polite speech acts (147 utterances), less polite (95 utterances), and impolite (26 utterances) (Gusriani et al., 2020). Research with the title "Pragmatic Review of Politeness Acts of Teachers and Students in Indonesian Language Learning at SMP Negeri 2 Sakra". It was found that speech acts consisting of praising, criticising, and apologising are examples of expressive speech acts (Badelah et al., 2019). By paying attention to the language used by speech partners, the conversation will seem polite. Politeness, according to Yule (in Anggraini, 2021, p. 43), can be defined as rules and regulations that have been determined by speech and have been used by speech partners agreed upon by a community to behave socially or respect local customs. Language politeness can only be achieved through the application of politeness principles. Politeness is also a study in the use of language in a particular community. Politeness has different degrees with some existing politeness (Halawa et al., 2019). Like language politeness also involves several aspects in life that coexist with the surrounding community, indirectly we already have politeness in language from childhood because it has been taught by the surrounding environment (Hadiwijaya et al., 2021). In schools, students and teachers interact a lot in the classroom during teaching and learning, especially since school is a place for students to study academically, which can affect the use of speech delivered with the language politeness used between teachers and students, this means that teachers

and students have certain ethics (Wibawa et al., 2021). Schools have a role in the formation of politeness that is formed because students also spend a lot of time at school (Bahri, 2018). Teachers also play a role in the formation of language politeness by students. Language politeness at school teachers have a high role therefore the formation of politeness is very important the role of teachers to students. In order for students to have good language politeness, teachers can first give examples to students so that they can be imitated in language politeness (Aliyah, 2017).

The politeness of language spoken by the teacher can also make an uncomfortable atmosphere become muted by the speech uttered by the teacher, polite language is also thought to reduce an anger that occurs between teachers and students and can control the situation to keep it under control (Kartika, 2017). Speech acts are also related to politeness, students or teachers who perform speech acts will have politeness in interacting with each other. Speech act is an entity of pragmatics that is so important in pragmatics (Lase, 2022). In speech acts, the study of pragmatics has a principle of politeness, the study of pragmatics is not fundamental in its analysis of a speech act is not a true study of pragmatics. A speech event that is a social symptom contained in the interaction of speakers with each other in certain situations and times (Azmi, 2022). In speech acts can also trigger a symptom that is psychological in nature and with the size of a language ability by speakers facing in certain situations. So in an utterance, it will pay more attention to the purpose and meaning of an utterance conveyed, because there is likely to be a sentence that becomes the core of an utterance (Ni Nyoman Ayu Ari Apriastuti, Rasna I W, 2019).

Based on the results of researchers' observations at SD Negeri 4 Sutopati and interactions with school students, as well as the experience of researchers as campus students teaching at the school. In this case, the researcher also knows that there are several politeness of speech acts used in the school (Badalah, 2019). Students who gain knowledge about manners and grammar during teaching and learning activities must be able to apply language politeness or speech acts when in the school environment properly (Mardiyah, 2016). Students are not only taught how to use good and correct language when spoken in society, but also instil language politeness, especially

in Indonesian lessons. Based on the results, the researcher wants to know what speech is used by students and teachers at SD Negeri 4 Sutopati in the teaching and learning process. The researcher also wants to know how the utterances made by teachers and students by applying the principles of politeness in the teaching and learning process at school. This is more similar to mutual respect when the teacher is in front of students or during learning, especially in the school environment. Because in the speech acts carried out, everyone wants to be respected and does not want to be humiliated by the attitude or speech used (Septiani et al., 2018). Based on the description above, the researcher wants to know how the speech used by teachers and students at SD Negeri 4 Sutopati during learning. The purpose of this research is twofold. First, to explain the type of politeness shown by the speakers, namely between teachers and students during learning at SD Negeri 4 Sutopati. Second, to explain the politeness shown during the learning process.

II. METHODS

This research method uses qualitative with descriptive method. Qualitative research is a type of research that aims to understand social phenomena, including linguistic phenomena, by producing descriptive data using words. According to (Sugiyono, 2020), the descriptive approach is used to explain data or objects objectively, naturally, and factually. This was chosen because this approach can provide a careful description of individuals, language conditions, symptoms, or certain groups. In learning activities as well as those carried out by 5th grade students of SD Negeri 4 Sutopati, this research will find statements that show the politeness of speech acts. Types of politeness of speech acts and the principles of politeness of teachers and students, the approach to the politeness of speech acts, and the politeness of teachers with students, and the function of politeness of speech acts in the process are all included in the data of this study. The data were analysed using intralingual pairing method (Mahsun, 2014) and pragmatic pairing method (Sudaryanto, 2015:18). The intralingual commensurate method is used to identify the form of speech acts in students' or teachers' utterances. The pragmatic pairing method is used to determine the context of the speech. Data collection

techniques according to Sugiyono (2020:105) stated that in general there are 4 (four) kinds of data collection techniques, namely observation, interview, documentation and combined/triangulation (observation, interview and observation). This research uses free listening techniques, recording techniques, and note-taking techniques. The data obtained directly during classroom learning, as well as recordings of learning dialogues, were then analysed using intralingual and pragmatic methods.

III. RESULT AND DISCUSSION

1. Speech Actions in Learning at SD Negeri 4 Sutopati

According to Searle's theory in Manaf, there are five types of speech: representative, directive, expressive, commissive, and declarative. Representative speech acts mean that the speaker is bound by the truth of what he says. Speech acts that encourage someone to do what they say are called directive speech acts (Saifudin, 2019). Speech acts that are intended to assess or evaluate what is said are called expressive speech acts (Maiza, 2021). According to Wibowo (2022), speech acts can be used and create a new atmosphere for the speaker. The following is a summary of the types of speech acts found at SD Negeri 4 Sutopati :

A. Directive Speech in SD Negeri 4 Sutopati

The data shows that directive speech acts occur in grade 5 learning at SD Negeri 4 Sutopati. According to Yule (in Fadillah 2019), directive speech acts are when someone asks or when asking others to do certain things, such as giving advice or orders. According to Saifudin (2019), it depends on how well the speech partner understands the speaker's intention. Meanwhile, according to (Darwis, 2018) divides directive speech acts into three categories: rule and request. As an example, the directive speech act is described as follows

a. Rude

No.	Type of Speech	Speech	Context	Total
1.	Ordering students to study	"Collect homework given yesterday!"	The utterance delivered by the teacher named Mum revelation student class 5 ordered to collect homework	5,09%
		"Immediately do the	The utterance conveyed by the	

	teacher to	
assignment on the board!"	class 5, that students immediately do the tasks that have been written down on the board by the teacher.	
"Please hilmi get the marker in the office"	The utterance conveyed by the teacher to a grade 5 student named Hilmi, that the teacher ordered him to get the item.markers in the school office.	
"Immediately gather on the school grounds!"	The utterance conveyed by the teacher to the grade 5 students, ordering them to immediately gather at the school field because the flag ceremony will be held at the school. begins immediately.	
"Take key to Mr School Keeper"	Speech delivered by the teacher to one of the students named Basid was instructed to take the class key to the school caretaker.	

The directive speech act of ordering aims to do something with orders. The context of the directive speech says that students must obey the orders that have been directed by the teacher so that it must be done. Research by (Qomariyah, 2017) found that directive speech act is a type of speech act that asks speech partners to act according to what he said.

However, as stated by (Morellant, 2022) directives can be divided into several main categories, which consist of asking, begging, pleading, pressing, inviting, praying, inviting, and encouraging. Research by (Monica, 2020) states that speech acts can also be direct (using imperative mode sentences) or indirect in the speech delivered. In learning activities, many directive speech acts are found to command in one of the utterances "Collect the homework given yesterday!" the utterance is spoken by a teacher to students who are commanding not to forget to collect homework. In the classroom

learning speech "Immediately do the assignment on the board!" the speech conveyed means that the teacher commands students to work on the questions that have been given.

In speech acts there is also communication that is not just a symbol of communication between sentences but an utterance that produces a form of behaviour of an utterance (Suaedi, 2018). The utterance in "Please hilmi get the marker in the office room" means that the teacher orders the student named hilmi to take the marker in the office room. In

another utterance, the teacher said to the students "Immediately gather in the school yard!" intended for the students to immediately gather to carry out the flag ceremony on Monday which will soon be held. Speech acts are a two-way communication between speech partners and speakers so that a communication occurs if the two respond to each other and give answers (Ahya, 2021). The speech act uttered by the teacher to order the students "Take the key to the school guard" means to order to take the school key to the school guard whose house is near the school. In this speech act marked in the word "collect" is commanding. In the act of commanding speech was found by 5.09% during teaching and learning. While in speech also uses language in accordance with the context is a science of language that mutually knows the meaning of the context between speakers and speech partners (Ulam et al., 2018). The utterance is reinforced by the expression of commanding the teacher to students to do something in order to organise it better and the actions taken by students are in accordance with the speaker's direction.

b. Request

No.	Type of Speech	Context	Total
2.	Begging in learning	"Please be quiet in class"	2,44%
		The utterance conveyed by the teacher to the 5th grade students, the teacher asked the students not to be noisy when the learning took place in the classroom. class.	
		"Please pay attention to explanation"	
		The utterance conveyed by the teacher to grade 5 students, that the teacher asked students to pay attention to the explanation given by the teacher during learning takes place.	
		"It is hoped that you study for the"	
		The utterance conveyed by the teacher to the grade 5 students, that the	

UAS”	teacher asked the students to study for the UTS exam that will be held in the future. coming.
“Please for you notto cheat on the test”	The utterance conveyed by the teacher to the 5th grade students, that the teacher’s request not to cheat when test.
“Please help me to erase the writing on the blackboard”	The utterance delivered by the teacher to students by request Request help wipe the blackboard.
“I request that you change into your gym clothes immediately.”	The utterance conveyed by the teacher to the grade 5 students, that asking or begging students to immediately change into sportswear because the lesson sports will be conducted.
“Class 5 please abide by the rules while at Nepal Van Java”	The speech was delivered by the teacher to the Grade 5 students, that while travelling in Nepal Van Java, the students are expected to obey the command local.

The directive speech act of requesting aims to do something respectfully or politely. Related to what is said (Diana, 2022), that pleading provides clarity to the interlocutor. The following factors are included in speech acts: who speaks, with whom he speaks, about what and who, and what path he takes (Tressyalina & Anisa, 2020, p. 254). According to Syukur et al. (2020, p. 447), speech acts can also be considered as a symptom of individualising and sustaining communication as measured by assessing the ability of language speakers. Speech events, on the other hand, are considered a symptom

of society. In the speech act of pleading in class learning, it consists of hope and request markers. It is in the speech act of “Please don’t be noisy in class” means that the speech act is conveyed by the teacher to the students in the class during the learning process because the students make noise in the class, this is marked by the word “please” which is a word of pleading. The utterance made by the teacher to the students is “Please pay attention to my explanation” the utterance means that the teacher asks or begs the students to listen to the explanation given by the teacher during the learning process. While other utterances “It is expected that you study for the final exam”

means that the utterance is the teacher’s request for students to study for the final exam that will be held in order to get good grades and as expected.

Whereas in other utterances “Please don’t cheat on the test” means the utterance conveyed by the teacher to students not to cheat on the test, this is a sign of a request not to cheat. In the statement by (Oktavia, 2022) that a speech act is considered with various possibilities that are appropriate by the speaker to the speech partner and the possibility of a structure in the language conveyed. In line with the opinion (Prayitno, 2017: 40) that the word in the speech act is a conduit of ideas contained in a meaning in a speech that is delivered. Other utterances conveyed by the teacher to his students are “Please help me to erase the writing on the board” it means a request that students can help the teacher to erase the writing on the board, while the utterance “I ask you to immediately change into sportswear” the utterance also means that the request for students to immediately change clothes to carry out sports learning, another teacher’s utterance to students “Please class 5 to obey the rules while at Nepal Van Java” means to obey the rules in the community environment because students are visiting a tourist spot near the school, namely Nepal Van Java. In line with research by (Wati, 2017) that the speech delivered is a speech realised directly to the speech partner which indicates that the request with a communicative structure. The utterance is reinforced by the teacher’s request to students in certain situations aimed at giving the right direction to students. In the speech act of begging was found by 2.44% during learning and teaching.

B. Representative Speech at SD Negeri 4 Sutopati

One of the speech acts at SD Negeri 4 Sutopati is representative, in representation is a concept that connects language to say something meaningful or to describe the meaningful world of others (Faramida, 2019). Representation consists of the process by which a culture produces and changes meaning in speech (Stuart Hall in Maulana, 2017: 21). For example, here is a description of representative speech acts, which consist of reports, statements. According to (Lailika, 2020), one of the most interesting areas of pragmatics study is speech acts.

a. Report

The representative speech act of reporting aims to do something by reporting an event.

According to Alfayanti (in Pramudiyanto et al., 2018: 178), symbols are the most common markers used in society in speech acts. According to (Zahroini, 2017) emphasises that representative speech acts are expressions that show the speaker's feelings and reflect his psychological condition. Representative speech acts are defined by Searle (in Mahyudin, 2020: 22) as speech acts that bind the speaker to the truth.

No	Type of Speech	Speech	Context	Total
9.	Reporting cheating during Learning	Mrs Yulio cheated on my answer	Speech delivered by a grade 5 Student named Arya to the teacher, That his friend named yulio cheated during the test.	7,21%
		"Bu siti was taking a book I was not returned"	The utterance delivered by the Student named Hilmi to the teacher, that her friend Siti took her book and didn't return it	
		"Mum in class someone is crying"	The utterance conveyed by a grade 5 student to the teacher, that there was one student who had cried in class because of being teased by his friend	
		"I will tell your parents to come to school"	The utterance conveyed by the teacher to the grade 5 students, that the school will invite the parents to socialisation.	
		"Bu wahyu riska broke a book on the shelf in class 5"	The utterance conveyed by one of the 5th grade students named Sari to the teacher, that her friend Riska had damaged the book facility on the classroom shelf 5.	

A diversity in communication between fellow human beings is also an early symptom in speech acts, especially in representations that express the rules and communication that exist with each other (Wulandari & Utomo, 2021). In

the classroom utterance "Bu in the class there is someone crying" the meaning of the utterance is that a student reports to the teacher that a friend is crying in class, because the student cannot overcome his friend who is already crying so he reports to the teacher to solve the student's problem. In line with (Mahmudah et al., 2021) that speech acts are also actions carried out by humans because of activities carried out in everyday life. The utterance in "I will tell your parents to come to school" means that the teacher reports or tells students to parents to come to school regarding the socialisation that will be carried out to parents, so students are advised to tell parents to come to the event. Furthermore, in the utterance "Bu wahyu riska damaged the books in class 5" means that the student reports that his friend has damaged the bookshelf in class 5, this is reported to the teacher in the hope that his friend will get punished or angry by the teacher because of the actions that his friend has made, this is also a speech that is emphasized to report mistakes made by friends to the teacher. In a variety of utterances created, representative speech acts make it easier for speakers to convey their intentions in communicating according to the needs of the message conveyed (Mariasari, 2019). In the speech act of reporting, it was found as much as 7.21% during teaching and learning.

b. Stating

Representative speech acts state the purpose of doing a chronological thing that happens to speech partners. Speech acts as a way to communicate, interact, and convey messages conveyed by the sender and receiver (Puspitasari, 2020). According to (Rohmadi, 2017), that is still considered new in pragmatics compared to other linguistic subdisciplines. However, some linguists turn to pragmatics, such as representative speech acts. If teachers use pragmatic learning media during the orientation stage, this will greatly help the success of the learning process and the delivery of messages and lesson content (Wiratmojo & Sasonohardjo, 2002).

No	Type of Speech	Speech	Context	Total
10.	Stating school learning	"Therefore , the conclusion of today's learning"	The speech delivered by the teacher to the grade 5 students, that is explaining the learning material Maths.	5,70%

<p>“This can also trigger the occurrence of..... “</p>	<p>The speech delivered by the teacher to the grade 5 students, that is explaining the Ppkn lesson with a statement speech marker.</p>	<p>competition so that it would run well in the macapat competition carried out by selected students. That the representative speech act states is related to the intention conveyed by the speaker as a determinant in the actual speech activity so that the actual meaning appears in the representative state (Ariesya et al., 2022). Furthermore, the utterance “That this is concluded” is intended to be conveyed by the teacher to the students during the learning of Indonesian language sub-chapter. 1, explains about SPOK sentences after explaining the teacher concludes the learning delivered today. The speech marker states something that the teacher speaker will convey to the students. In representative speech acts, it is also useful in conveying a truth that is believed by the speaker to the speech partner which makes the interlocutor believe what is said (Pradana, 2020).</p>
<p>“Then will implemented macapat competition on the eve of Independence Day, it is hoped that “</p>	<p>The utterance delivered by the teacher to the Year 5 students, that a competition was being announced which would be represented by one of the selected students.</p>	<p>In the utterance “You have to be able to do multiplication maths because “ the utterance means that explaining that students must be able to do maths problems, especially in multiplication, this is conveyed by the teacher to students so that they can understand calculations, in this case there are still many students who still lack numeracy so that multiplication and division calculations are applied. Representative speech acts are also a notification to people about something that will be conveyed (Fakhriyah, 2020). In the utterance “Previously correct it first, so that there are no mistakes in. “ means that the teacher said the teacher states with a sentence statement in this case in order to clarify what the teacher will convey to the students. In the speech act of stating was found as much as 5.70% during learning and teaching.</p>
<p>“That this is concluded.....”</p>	<p>he utterance conveyed by the teacher “ to the grade 5 students, that states an explanation on learning that is implemented.</p>	<p>2. Principles of Politeness in Learning at SD Negeri 4 Sutopati</p> <p>The purpose of this research is twofold. data analysis, the researcher found that the learning interaction between teachers and students of SD Negeri 4 Sutopati used 2 maxims of politeness, namely (1) the maxim of wisdom, (2) the maxim of generosity. According to Chaer (in Wida Wahyuni, 2018), not everyone can speak politely; people often equate polite language with polite language, but actually the two are different. Language politeness includes language politeness used by teachers and knowing the mistakes made by teachers during the learning process (Setiawati, 2021). Language politeness also emphasises creating a good and beneficial environment for speech partners so that they do</p>
<p>“You have to be able to do multiplication maths because.....”</p>	<p>Speech that delivered teacher to students class 5, that stated that Grade 5 students should be able to do multiplication problems.</p>	
<p>“Beforehand, correct it first, so there will be no mistakes”</p>	<p>The utterance conveyed by the teacher to the grade 5 students, that the teacher stated that students must correct so that there are no mistakes in the text. Collecting assignments.</p>	

In the utterance found, namely “Then a macapat competition will be held on the approach to independence day, it is hoped”, it means that the teacher conveys a speech that states to students In this case, the teacher conveyed t h a t students were expected to learn to prepare for the

not feel burdened by the content and intent of the speech (Budiarni et al., 2021); (Novianti & Inderasari, 2020) in the speech act of communication and creating a new atmosphere.

a. Maksim of Wisdom

The principle of politeness, namely the maxim of wisdom, is an effective maxim that means increasing the benefits of others and reducing their losses as little as possible, according to Leech (in Rahardi, Setyaningsih, Dewi, 2018: 58). As stated by (Laia, 2018), this maxim is implemented collectively as well as through instruction or implementation. Maxims are related to the use of good language when speaking. Maxims are linguistic rules in lingual interaction that regulate the way people use language and understand what others say (Febriasari, 2018). In the sentence spoken “We should you study well so that ANBK can get satisfactory results” in the speech is the maxim of wisdom, where the teacher gives directions to students to study well so that the results are satisfactory. This is in the maxim of wisdom which is telling students to always try, the teacher gives understanding to students.

In the utterance “Let’s all clean the class before going home” the meaning of the utterance is that the teacher gives directions or invitations to students to clean the class first before going home from school so that the class is clean and tidy. The maxim of wisdom also consists of several verbal elements related to politeness as one of the rules agreed upon by speech partners and speakers (Wijaya, 2019). While the utterance “Let’s tidy up the bookcase to make it look neat and clean” means that the teacher tells the students that tidying up the cupboard to make it look clean and tidy is wise for tidiness in school with the teacher’s invitation to students. It agrees with Hermawan’s (2017: 187) opinion that the maxims of wisdom are principled as a reduction in other people’s losses by maximising the benefits that others have so that they always choose to benefit. Furthermore, the utterance “Help friends who still cannot read fluently” means that the teacher conveys to students to help their friends who cannot read to be taught to help indirectly the teacher teaches the maxim of wisdom to students. In line with Juniati (2019: 277) that a maxim of wisdom can be seen from one of the utterances that can minimise harm to others and conversely maximise the benefits of others. Wisdom maxim was found as much as 3.1% during teaching and learning.

b. Maxim of Generosity

No	Type of Politess	Speech	Context	Total
27.	Stating school learning	“Therefore Therefore , the conclusion of today’s learning”	The utterance was conveyed by a grade 5 student named Fudin, that he took the initiative to work on the problem that given by the teacher.	5,70%
		“This can also trigger the occurrence of “	The utterance was delivered by a grade 5 student named Hilmi to the teacher, that he wanted to help the teacher in the classroom. tidy up the books in the cupboard	
		“Let me help you buy a pen at the shop in front of you.”	The utterance was delivered by a Grade 5 student named Indri to the teacher, that he helped buy pens at the stall in front of the school.	
		“Come on, Widya, have some snacks ahead, use my money first”	The utterance was delivered by a grade 5 student named Wulan to her friend named Widya, that she invited and bought her snacks because she wanted to buy them. his friend didn’t bring any money.	

The politeness maxim of generosity is an effective maxim that means increasing the benefits of others and reducing their losses as little as possible, according to Leech in Rahardi,

Setyaningsih, Dewi (2018: 58). As stated by (Laia, 2018), this maxim is implemented collectively as well as through instruction or implementation. Maxims are related to the use of good language when speaking. Maxims are linguistic rules in lingual interaction, which govern the way people use language and understand what others say (Febriasari, 2018). In learning, one of the spoken “Let me answer question number 3” in the speech was also conveyed by the student to the teacher, which explained that the student said to answer several questions given by the teacher during the lesson. The generous attitude of the student who is aware of answering the questions that have been given by the teacher. Furthermore, the utterance “I help organise the books in the cupboard, ma’am” means that the utterance was conveyed by a student named Hilmi who took the initiative to help the teacher to clean the cupboard, this is an act of maxim of generosity, students volunteer to help the teacher.

The use of language can also reflect an act of speech because of the quality of the user or speaker (Utomo, 2022). In the utterance “Let me just help buy pens in the stall in front of the mother” the meaning of the utterance is conveyed by one of the 5th grade students named Indri who voluntarily helps the teacher buy pens in the stall near the school, indirectly the attitude and response of the student is priceless generosity. In communicating that the maxim of generosity also needs to pay attention to how speech partners must know the situation so that the purpose of communication can be conveyed properly by the speaker (Malutin et al., 2018). Furthermore, in the utterance “Let’s go Widya to the front, use my money. first” the meaning of the utterance was conveyed by a grade 5 student named Wulan to her friend named Widya that she did not bring money to school so she wanted to buy snacks for her friend, the attitude was generosity of students to their friends. In the parameters of politeness, the language context must also be considered because in order to make polite speech between speakers to speech partners (Subagyo, 2022). Maxim of generosity was found as much as 3.5% during learning and teaching.

IV. CONCLUSION

Based on the results and discussion, it is concluded that in the learning activities of teachers with students at SD Negeri 4 Sutopati in the politeness of speech acts. Speech acts

are also used to inform something, but also to do something according to the situation of speech. Researchers on the politeness of speech acts at SD Negeri 4 Sutopati consist of directive, representative, commissive speech acts. While the politeness found is wisdom, generosity, simplicity, and praise. Directive speech acts as much as 9.56%, then representative 19.42%. While the maxim of wisdom is spoken as much as 3.1%, the maxim of generosity as much as 3.5 which is done by teachers or students during learning.

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