

TEACHERS AND STUDENTS' SPEAKING POLITENESS IN LEARNING INDONESIAN AND CITIZENSHIP AND ITS IMPLICATIONS ON STUDENTS' LEARNING MOTIVATION IN CLASS VIII SMP NEGERI 8 TEBING TINGGI

Wiranda Magdalena Daulay¹, Syahnan Daulay², Daulat Saragi²

¹Master Student in State University of Medan (Unimed), Medan, Indonesia

²Lecturer in State University of Medan (Unimed), Medan, Indonesia

Abstract

This study aims to describe how the realization of language-based politeness of teachers and students in learning Indonesian and Civics in class VIII SMP Negeri 8 Tebing Tinggi, describes violations of the principle of language and language teacher pronunciation in learning Indonesian and Civics, describes the implications of language-use politeness of teachers for Bahasa Indonesia and Civics in to student learning motivation. The type of this research is qualitative and quantitative research using descriptive method. The methods used in this research are: (1) survey method, (2) conducting interview, (3) collecting recorded data, (4) conduct data reduction, (5) conduct data classification, (6) conduct testing data of research result, (7) compare data of research result, (8) checking data of research result. Data obtained from the results of document collection is analyzed by document analysis or content analysis techniques. The results of this study indicate that: (1) the realization of language-based politeness of teachers and students in learning Bahasa Indonesia and Civics, verbal and nonverbal speech forms are divided into declarative, imperative and interrogative speech form. Principles of language politeness can be categorized into six namely: generosity maxim, tact maxim, agreement maxim, acknowledgement maxim, modesty maxim, sympathy maxim, (2) violation of the principle of language-based politeness of teachers and students in learning Bahasa Indonesia and Civics due to the occurrence of the principles of language courtesy that do not comply with the principle of politeness, and inconsistency due to incomplete language usage, and (3) the implications of language-based politeness of teachers and students in learning Bahasa Indonesia and Civic to the motivation of student to learn can increase knowledge, motivation by praising God Almighty and appreciating others, motivation to be democratic, and motivation of modesty.

Keywords: language politeness, learning, learning motivation

1. Introduction

Teaching and learning process is the process of delivering messages from the learning agent (teacher) to the recipient of other messages (students or learners). This message is in the form of teaching and education contained in the curriculum and poured by the teacher in the process of learning with students. This learning process uses the medium of instruction namely language. The language used by educators should use polite sentences, so that learners feel at ease during the process of learning in addition to comfortable and enjoyable. In reality there are many obstacles faced by students or many students who are less successful in understanding the teaching materials presented by teachers, this is due to the language teacher's comparative in delivering teaching materials that resulted in low student learning outcomes. Indeed, the purpose of teaching and learning poses is a change in behavior in students and also able to achieve the best learning outcomes. In fact it is not achieved, it is due to the poor language used by teachers in teaching and learning process.

Educators in their work require communication to be able to deliver teaching materials with learners in the learning process as well as in the school environment. The purpose of a polite language is to deliver teaching materials, messages, and social relationships with others. Speaking politely for social relationships with students in the classroom is done using several strategies. According to Yule (2006:114-115), language strategy is a way of telling to produce a speech that can save the face of the opponent said in order to avoid misunderstandings in communicating. For example, by using politeness expression. The strategy is done by the speaker and the other person to make the communication process work well. In a sense, messages are conveyed without undermining the social relationship between the two. Thus, once the communication process is complete, the speaker and the other person gets a deep impression, for example, a polite impression.

According to Lakoff in Syahrul (2008:15), "Modesty is an interpersonal system designed to facilitate interaction by minimizing the potential for conflict and constant confrontation in human relationships." Yule (2006:104) said that politeness in an interaction can be defined as a tool used to show awareness about the faces of others.

Similarly, in the interaction of teaching and learning it is needed to keep the face of students in learning in the classroom.

Classroom learning is an observable event of language politeness. This language-friendly event involves the active role of teachers and students in interacting. Language politeness of a teacher is expected to convey the idea briefly, clearly, completely and correctly, and arranged, as well as the language-based politeness is expected to communicate well in response to what is conveyed by the teacher. The quality, quantity, relevance, and clarity of the message will be disrupted if teachers and students are less concerned with language politeness. This will result in inadequate polite language communication done so that the interaction becomes less effective.

In school, teacher are those who play an important role in shaping the language of students, so that students can be polite in using language, of course the teacher as an example must also be polite in using language. Personnel language used by teachers allegedly able to motivate students who are lazy to study, less comfortable following the learning to make students make the situation less motivation to be motivated in learning, so that the process of teaching and learning becomes quite meaningful for students. In addition, the teacher's language politeness can reduce the boredom of listening to learning materials, becoming more enthusiastic and passionate about the teacher's cleverness in explaining learning.

The sustainability of a linguistic politeness is determined by the speaker's ability to deal with certain speech situations. In achieving the effectiveness of learning, teachers and students can develop communication patterns with speech acts. Therefore, speakers and listeners need to pay attention to the principle of politeness in speech because the principle of politeness tends to lead to efforts to maintain social and personal relationships in the communication process.

There are no two teachers in the same subjects and with the same classroom learning situation, let alone two different subjects in one school are hard to find which is really the same learning situation and language-based politeness of teachers and students. Therefore, the language politeness in the classroom can be used as the object of research because the class-based research has been recognized by some experts to be able to be used as a separate study approach (Malabah and Thomas, 1987:6).

Based on observations at SMP Negeri 8 Tebing Tinggi and the results of interview done by the researcher on Monday, March 6, 2017 with an Indonesian teacher with Mrs. Hanum, S.Pd and grade VIII-1 student named Burhan in the School concerned, and the experience of the researcher himself as alumni, the researcher found that Indonesian and Civic teachers in teaching and learning process more often use direct speech or using command lines so it is very interesting to be classified and made the scale of politeness, in accordance with Leech expressed. The maxims of Leech (1993:206-207) consisted of: 1) maximization of wisdom, 2) maximity of generosity, 3) maximization of mercy, 4) maxim of humility, 5) maxim of agreement, and 6) maximal conclusions, rarely done when maxim provides motivational implications to the students to increase awareness in learning motivation.

Based on these findings, the researcher wanted to know Speech Language used by Indonesian Language teacher and Civics in SMP 8 Tebing Tinggi in teaching and learning process and how the principle of politeness used by teacher in telling to keep the teacher self image in front of student and keep self image of student in front of other students. This is because everyone wants to be respected and does not want to be harassed or demeaned either through language or attitude, because it may cause an impact on the low motivation of students in following the lesson.

The low learning motivation of students in learning Indonesian language is not independent of factors that affect learning outcomes. Based on the results of observation conducted by the researcher on teachers in class VIII named Hasanuddin, he said that the cause of the low motivation to learn Indonesian and Civics is due to the language-versatility of teachers used with students in learning. It affects the difficulties experienced by students in learning Indonesian and Civics that cause students to experience difficulties to learn or understand the subject matter or lack of politeness in the language thus students are not motivated in understanding the learning.

Research on teacher-and-language politeness is intended to gain an overview of the language interactions that take place in classroom learning. This research is focused on observation on the teachers and students' language politeness in learning Indonesian and Civics and its implication to student's learning motivation in Class VIII SMP Negeri 8 Tebing Tinggi.

The study of this research is focused on: 1) Language politeness of teachers in learning Indonesian and Civics, 2) Language politeness used by students in learning Indonesian and Civics, 3) Violations of teacher and students' language pronunciation in learning Indonesian and Civics, 4) Implications of language-use politeness by teachers in learning Bahasa Indonesia and Civics to the motivation of students' learning.

2. Theoretical Framework

2.1 Learning Essence

Learning activity is the most fundamental activity in the education process. Slameto (2010:2) stated that learning is a process of business undertaken by individuals to gain a whole new behavioral change, as a result of individual experience itself in interaction with the environment. Similarly, Winkel (1996:136) suggested that learning is a mental activity/ psychic that takes an active interaction with the environment, resulting in changes in knowledge, understanding, skills and attitudinal values ".

Based on the above opinion, it can be concluded that learning is the process of changing the behavior of someone from being unable to do something to be able to do it due to the effort done in a relatively long time as a result of experience in interaction with the environment.

Furthermore Gagne in Hamid (2009:29) stated that learning is not something that happens naturally but only occurs with the existence of certain conditions, namely: a) Internal conditions, including the readiness of learners and what has been learned previously, b) External conditions, is a learning situation and presentation of stimuli that is deliberately arranged by the teacher with the aim of facilitating the learning process.

Thus, based on the above learning theories it can be concluded that the main elements contained in the definition of learning, include: a) Learning as a process of experience, b) Learning is a learning activity, c) Learning as a process of acquiring knowledge and skills, d) Learning is a whole behavioral change.

2.2 Learning Indonesian and Citizenship

Learning Indonesian and Citizenship is an activity of designing and providing learning resources, guiding, motivating, and directing students to achieve the goals of learning Indonesian and Citizenship, namely: learning to reason through the logic of sentences, the mastery of the concept of grammatical theory and skillful application of the theory, learning has aesthetic and stylistic values through the appreciation of literary works through art, the moral values of human rights, and the value of religiosity as part of a recognized Pancasila and religious culture and dogma in Indonesia that can generate self-confidence with self-ability, and learn to communicate directly and respect the opinions and rights of others in communicating.

Teaching Indonesian and Civics to students is a teacher's activity to generate motivation for students to receive and respond to questions posed to him in polite use of language. Teachers' duties in addition to motivating students, teachers also guide students to arrive at problem solving. Teaching students to solve problems allows students to be more analytical in making decisions in life (Hudojo, 2003:161).

Based on the above description it can be understood that the ability of Indonesian and Civics teachers to motivate students as the ultimate goal in the learning process can be achieved through language compilation in learning. As a role model in speech in interacting it will be imitated by students in communicating, because teachers and students who speak polite can affect the process of learning outcomes.

2.3 Learning Strategy

Learning strategies refer to the behaviors and thinking processes used by students in influencing the learning, including memory and metacognitive processes. Pressley in Trianto (2011:139) stated that learning strategies are cognitive operators covering and consisting of processes that are directly involved in completing a task (learning). These strategies are the strategies used by students to solve specific learning problems. To complete a student learning task it requires engagement in thinking and behaving processes, skimming over the main titles, summarizing and taking notes, as well as monitoring the way of thinking of oneself.

2.4 Language-Use Politeness

According to Poerwadarminta (2003:1032) fine and polite (native language). Fine according to the rules not written in the language but set and agreed by a particular community. Language politeness according to cultural norms is called the ethics of language or language. A new person can be called good at speaking when he or she is in control of the language or ethics of that language. Masinambouw in Chaer (1995:172) said that the Language system has a function as a means of human interaction in society, meaning that in language behavior it

must be accompanied by norms prevailing in cultural society as a language event. This is confirmed by Schiffrin (1994:365) who explained that speech and pragmatic theory of speech views the context in relation to knowledge, what can be assumed by speakers and speech partners to know something eg, about social institutions, wants and needs of people around him, the nature of human rationality, and how that knowledge can provide guidance in the use of language and interpretation of speech.

Janney and Arndt (2005:49) argued that the function of social linguistic politeness is to provide a standardized strategy framework for entering and exiting and social interaction gracefully, such as initiating, nurturing, and ending particular conversation. While the function of individual language politeness is to provide a framework of behavior in interpersonal relationships that are supportive as do not say things that may threaten, disrupt, or hurt others. Spolsky and Reiter (1990:4-5) described the individualized language of each individual as something that needs to be realized in a number of alternative ways that an actor can use to play a scene in a collectively recognized standard frame.

Language politeness allegedly can reduce anger and teachers' disappointment to students, and able to keep the situation under control. However, it can not be denied that in reality there are still teachers who pay less attention to the principle of politeness in speaking.

Leech's modality model in Rahardi (2010: 66) each interpersonal maxim can be used to determine the politeness of a speech. The five types of Leech politeness measurement scale, namely Cost-benefit scale, optionality scale, Indirectness scale, Authority scale, Social distance scale.

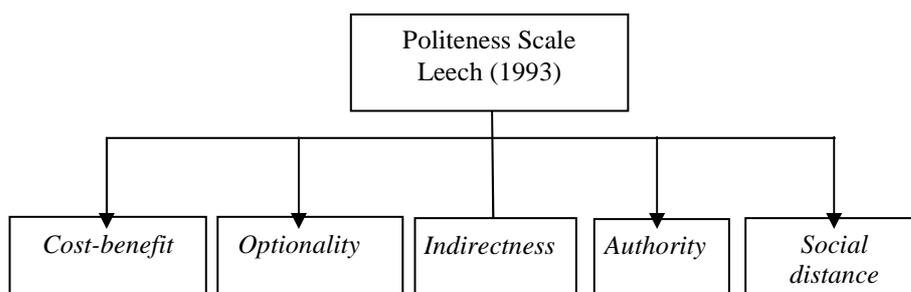


Figure 1. Leech's Politeness rules (1993)

3. Methodology

This type of research is qualitative and quantitative research using descriptive method, the use of two types of methodology is to avoid the occurrence of bias. This research was conducted in class VIII SMP Negeri 8 Tebing Tinggi Yos Sudarso Rantau Laban Street Subddistrict Tebing Tinggi Academic Year 2016/2017 where it was held for 3 months starting from April 2017 until June 2017. Data source used in this research was collecting primary data and secondary data. The methods used in this research are: (1) survey method, (2) conducting deep and structured interviews with key informants to explore information relating to the language-use politeness of Indonesian teachers and Civics teachers and their implications on student learning motivation which is accurate enough to obtain data, (3) collecting recorded data of Indonesian language teachers and Civics teachers using language modesty and motivation on student learning, (4) reducing language data of Indonesian and Civic teachers with student data, (5) classifying data of Indonesian language teachers and Civics teachers with the students data, (6) conduct test of data of research result of politeness of language teaching of Indonesian language and Civics with student data, (7) compare data of teacher's language companion result of Indonesian language and Civics with student data, (8) checking research result data and consult them with thesis supervisor. Data obtained from the results of document collection is analyzed by document analysis or content analysis technique.

4. Discussion of Research Results

Verbally, it is from the teacher's speech to students, students to teachers, as well as between students in SMP Negeri 8 Tebing Tinggi can be classified into three forms of speech, namely declarative (news), imperative (command), and interrogative (ask). If sorted the number of the emergence of the form of speech, the dominant speech appears is a form of declaration of 45.86 percent with nonverbal appearance of 46.15 percent, then the form of imperative speech 34.06 percent with nonverbal appearance 32.94 percent, and the third order is the form of speech interrogation of 20.08 percent with nonverbal appearance 20, 91 percent. In accordance with the

act of speech or speech acts which he declared, these words can use the choice of language that emphasizes the principle of cooperation and also emphasizes the principle of politeness.

Table 1. Classification of Teacher and Student Tutorial on Teaching and Learning Process at SMP Negeri 8 Tebing Tinggi

No.	Speech Type	Verbal	Nonverbal
1.	Declarative	45,86 %	46,15 %
2.	Imperative	34,06 %	32,94 %
3.	Interogative	20,08 %	20,91 %
Total		100 %	100 %

The results of this study also shows all forms of speech (imperative, declarative, and interrogative) that occurs that the learning process in SMP Negeri 8 Tebing Tinggi is dominated by teacher's speech to students. In the form of declarative speech of 45.86 percent with nonverbal appearance of 46.15 percent, then the form of imperative speech 34.06 percent with nonverbal appearance of 32.94 percent, and the third order is the form of interrogative speech of 20.08 percent with nonverbal appearance 20, 91 percent.

4.1 Realization of Teachers and Students in Learning

Language politeness used by teachers in the teaching and learning process in the classroom gives a significant influence, the politeness of teachers speaking in learning Bahasa Indonesia and the Civics teacher, after being classified into the top six.

1. Tact Maxim

The following form of speech as a form of exemplary example of the application of the tact maxim and wisdom by teachers of Bahasa Indonesia in SMP Negeri 8 Tebing Tinggi:

- Teacher : **Yes, good** that's the answer from group 4.
 Student : 3 ma'am.
 Teacher : **My fault**, it's group 3, actually...

The maximous form of speech utterance to a group that works well is expressed in sentences **"Yes good** that is the answer from **group 4.**" Well, when the answer given by the teacher mistakenly states group 4 and not in group 3, but it is corrected by the student with the correct answer, that is "group 3" then with the maxim of the teacher's tact the teacher spontaneously replied, **"My fault,"** Speech shown by the teacher which is wise by being honest and confessing their errors in communicating in the classroom may reflect that the teacher as a human being who will never escape a fallacy.

2. Generosity Maxim

In the sentence below:

- Teacher : **Yes Thank You please have a seat**, okay before I begin the learning, I will check your attendance.

Generosity speech as the courtesy of the teacher when uttering the phrase, "Yes, thank you ..." and reinforced by the following sentence, "have a seat." The use of a subtly used declarative sentence accompanied by the phrase "guys (students)" between a mother and her biological child. Though teachers have strong authority in the class to rule. But with the politeness, students at school like to being at home alone. On the other hand, it is not uncommon for teachers with their powers to rule in ordinary language whose meaning is less polite. However, in this case the teacher tried to maintain the politeness of language more generous with his students.

3. Agreement Maxim

The following examples of dialogues is the agreement maxim by Indonesian teacher in SMP Negeri 8 Tebing Tinggi.

- Teacher : Suci.
 Student : Here .
 Teacher : Surya Darma.

Student : He's sick.
Teacher : Any letters from him? Class leader, is there any letter from him?
Siswa : No, ma'am
Teacher : **Please make inform this matter, make sure it is written as sick**
Student : **Yes, ma'am.**

Teachers in the learning process (PBM) always check the presence of students in the classroom, thus teachers will be able to know the intensity of student attendance in the classroom. This has an impact on the presence of students so as to know the development of students in their daily presence. Activities prior to the PBM will occur question and answer between the teacher and the student or the leader of the class, in order to respond to the teacher's question about the student's name calling. In the example above there is an agreement between the teacher and the student when the teacher asked about the presence of Surya Darma, "Any letters from him? Class leader, is there any letter form him? The class leader replied, "No, ma'am." There is an agreement between the teacher and the student, 'Please inform this matter, make sure it is written as sick. The student replied, "Yes, ma'am."

4. Acknowledgement Maxim

the following is the application of the acknowledgement maxim as an award conducted by a teacher of Indonesian and Civics in SMP Negeri 8 Tebing Tinggi.

Teacher : Good Morning guys.
Student : Good Morning, Ma'am
Teacher : So, please prepare your stuff.
Student : Please all of you stand up, attention please before we start let u all pray

The form of Indonesian politeness in the speech act praised as a manifestation of Indonesian politeness in the process of teaching and learning speech acts is divided into two, namely the form of speech acts praising the teacher with the phrase, "Good morning guys." And language politeness as an answer to language courtesy between the teacher with students in the classroom.

5. Modesty Maxim

Text dialogue on teaching and learning process

Student : Theme from Upik Abu egg is **true friendship does not view at things. For example poor or rich situation.**
Teratai : **true friendship does not view at things. For example poor or rich situation.**
Teacher : Yes, thank you. Give it applause please. So if we discuss the theme of Upi Abu's novel, it is a True Friendship that does not looke at, what was it?
Student : Wealth.
Teacher : Condition either when we are **rich or poor they view them as the same condition.**

In the excerpts of the text of the dialogue which is the theme of Upik Abu's novel given by the Teacher to the students showed modesty. On the assignment given to the students it is expressed in the speech, "Please repeat, the novel theme of our story Upik Abu. Please, who is the class leader. There is a trust delivered by the story. On the theme of dialogue it is clear that,"...**true friendship does not view at things. For example poor or rich situation.**" In the text it teaches that a language politeness spoken by the lotus group by mentioning do not distinguish one's social status. Thus everyone is equally the same in the eyes of the people in the eyes of the law and in the eyes of God. It shows the simplicity known as the modesty maxim.

6. Sympathy Maxim

The sympathy to other is often shown by paralinguistics in the form of gestures such as smiles, nods, hand hoes, and so forth. See the following dialog that gives a maxim of sympathy:

Teacher : **Good morning, have a seat..., alright.**
Student : Attention please, before we start let us all pray first.
Teacher : Yes, **please** go on.
Student : **All up..., attention please before we start let us all pray first**
Teacher : Please repeat, did you hear that jasmine group...?
Student : No, ma'am,

Teacher : Alright children. Let's start our study. What was it about?
Student : Describe the theme and setting of a translated teenage novel.

The description of the above dialogue speech expresses sympathy to the speech partner who will cause conclusions. By calling students with the word "Children" in the above dialogue gives students a sense of sympathy to the teacher. Because, students feel more paid attention who were usually just be called with their names or other formal designations, with the title of the students they will feel at home, who psychologically feel an emotional closeness with children.

4.2 Analysis of Violations of Politeness Principles of Speech in Teachers and Students in Learning Indonesian and Civics

1) Speech that does not comply with the Principle of Politeness

Violations of the principles of language discord take place in the classroom, the violation of irreverence can be described as follows:

a) Local Language entered in formal activities in the classroom

In the teacher and student sentences in the classroom in the learning process, the less formal variation in the words "ya kan" and "kan" is delivered by the teacher repeatedly from once sent the sentence up to six times the sentence "ya kan" And "kan" without the teacher realizing it.

b) Non-formal Language Analysis in Class

such as particles, words, and sentences as in example: *well you gave a work, eng, ... what?, Kan, ya kan, ya kan, ya kan, nak, udah, udah bu, Nga ada bu, Eh, Ah.* The use of non formal language in formal activities should be as an Indonesian language teacher and Civics can be aware of the mistakes made in order not to be a bad precedent for learners, consider non-formal language teachers have become the language used as an example in the use of language formally.

2) Impoliteness due to the Use of Incomplete Language

deviation of the teacher's speech with the students when the teacher asked about the presence of Surya Darma, "Any letters from him? Class leader, any letters from him? The class leader replied, "No, ma'am." Some excerpts of the teacher's language profanity deviation. Some words are less polite like: *nah, eng... apa, ya kan nah, ya itu novel sudah, udah, udah bu, kan, kan nak, ya kan nah, kan, sudah saya kasih tugas, ya kan, kan, ya kan nak, kan tau. nga?* The words quoted from the dialogue, have some errors that occur thus the principle of language politeness has been violated.

In the teacher's sentence, "Last night **I gave you a group discussion** right, we made the group now please group up. Now, what was the novel we discussed last night entitled Upik Abu." In the example of the sentence the teacher mentions, I gave the discussion when what she meant was to form groups, and the group conducts discussion activities, whose job is to conduct discussions in accordance with the subject matter that is about literary works. Thus, the use of language that is less polite mentioned by the teacher giving the discussion means that teachers formed groups to conduct discussions.

4.3 Analysis of the Implications of Teacher's Grammar in Learning

a) Motivation to be Eager to Learn

Efforts to motivate students in giving praise that serves to motivate students in the classroom, seen in the text of the teacher's dialogue to reward students for the answers of students who answered correctly, then rewarded with the sentence, *Yes, thank you give it applause...* "the sentence gives appreciation to the students by getting reward in the form of applause from friends. It provides motivation for students who give the right answer appreciated, because the effort in preparing themselves so that other students will be motivated by students' skills in understanding the teaching materials, thus it gives positive impact to other students to be more persistent in preparing to learn and compete.

From the above description it can be concluded that psychologically, there is always a positive correlation between teacher language as a figure that has self-confidence, self-motivation, self-actualization, self-analysis, self-awareness, and self-concept. This means that people who have self-confidence can certainly motivate others to accept the advantages and disadvantages themselves all to achieve better performance.

b) Analysis of Motivation by Praising God Almighty and Respecting Others

The following speech acts is a maxim of praise as a reward done by Indonesian and Civics teachers at SMP Negeri 8 Tebing Tinggi.

Teacher : Good morning, guys.
Student : Good morning, ma'am
Teacher : Yes, please get ready.
Student : All stand up, attention please before we start let us pray

The implication of teacher's teaching in the classroom as a form of language politeness is a form of praise to God Almighty as a form of teaching of the teachings of religion and Divinity on the subjects of Civics. The form of speech acts praising the students to God Almighty before starting the lesson in the form of praying, the praise that the students and teachers presented is the embodiment of divine values on Civics subjects. The form of politeness in Indonesian language learning and Civics speech acts praised the teacher in the form of greeting as well as student answers as a response to teacher greetings.

c) *Motivation to act Democratically*

teachers also democratically provide opportunities to students if there is an opinion that is different from the opinion of group one. It was phrased with the sentence, "*any more ? an answer other than a one group that has different arguments.*" Different answers by giving an opportunity, as a manifestation of language courtesy with respect to others, that teachers give taps may differ with others because different opinions are not something that is prohibited.

d) *Motivation for Modesty*

The form of the students' speech with the teacher in the classroom because it can answer questions raised by the teacher, so that students who received praise teachers with the sentence, "*Yes, thank you give it applause.*" Thus the learning process will be a good PBM also if it gets support from other students. The lotus student who has answered the teacher's question well says: "Thema from Upik Abu, the egg is a true friendship not looking at the situation. For example, poor or wealthy situations .. "teachers who try to give support to lotus students, teachers reduce their praise by saying:" Yes, thanks applause. "The attitude of the teacher gives praise to the students with the sentence.

5. Conclusion

The realization of the teachers and students use of language politeness in learning Indonesian and Civics, the form of verbal and nonverbal speech is divided into the form of declarative speech, imperative and interrogative speech form. Principles of language politeness can be categorized into six: generosity maxim, tact maxim, agreement maxim, appreciation maxim, modesty maxim, sympathy maxim.

Violations of the principle of language-based politeness of teachers and students in the learning of Indonesian and Civics in the occurrence of the principles of language courtesy is the first, the speech that does not comply with the principle of politeness: a) the local language entered in formal activities in the classroom, b) non-formal language in the classroom. Second, inconsistency due to incomplete language usage.

The implication of speaking by teachers of Bahasa Indonesia and Citizen in learning to the students' learning motivation, namely the language-based politeness will have an impact on learning motivation which will certainly be able to increase knowledge, motivation by praising God Almighty and appreciating others, motivation of democratic attitude, motivation of simplicity.

References

- Chaer, Abdul dan Leonie Agustina. 1995. *Sociolinguistics Initial Introduction*. Jakarta: Rineka Cipta.
Hamid, Abdul. 2009. *Learning and Teaching Theory*. Jakarta: Raja Grafindo Prasad.
- Hudojo, H. 2003. *Development of Indonesian Curriculum and Learning*. Malang: Universitas Negeri Malang.
- Janney, Richard W. Dan Horst Arndt. 2005. "*Intracultural tact versus intercultural tact*" *Politeness in Language*. Richard Watts, Sachiko Ide, Konrad Ehlich (ed). New York: Mouton de Gruyter.
- Leech, Geoffrey. 1993. *Pragmatic Principles*. Translated by M.D.D. Oka. Jakarta: UI.
- Malamah, Ann and Thomas. 1987. *Classroom Interaction*. Oxford: Oxford University Press.
- Poerwadarminta, WJS. 2003. *General Indonesian Dictionary*. Jakarta: Balai Pustaka.
- Rahadi, Kunjana. 2010. *Pragmatic Indonesian Imperative Dignity*. Jakarta: Published by Erlangga.

- Reiter, R. Marquez. 2000. *Linguistic Politeness in Britain and Uruguay: A Contrastive Study of Requests and Apologies*. Amsterdam; Philadelphia: John Benjamins Pub.Co.
- Schiffrin, Deborah. 1994. *Approaches to Discourse*. Translated. Abd. Syukur Ibrahim (eds). 2007. *Discourse Study Design*. Yogyakarta: Pustaka Pelajar.
- Slameto. 2010. *Learning and Factors Affecting It*. Jakarta: Rineka Cipta.
- Syahrlul, R. 2008. *Pragmatic Speech Language Spreading the Phenomenon of Indonesian Language by Teachers and Students*. Padang: UNP Press.
- Trianto. 2011. *Designing Innovative-Progressive Learning Models*. Jakarta: Prenada Media Group.
- WS, Winkel. 1996. *Teaching Psychology*. Jakarta: Gramedia.
- Yule, George. 2006. *Pragmatics*. Translated by Indah Fajar Wahyuni. Yogyakarta: Pustaka Pelajar.