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ABSTRAK

Kesantunan berbahasa merupakan aspek penting dalam komunikasi yang mencerminkan sikap hormat dan penghargaan terhadap lawan bicara. Dalam konteks pembelajaran, kesantunan berbahasa berperan dalam menciptakan suasana kelas yang kondusif, harmonis, dan mendukung tercapainya tujuan pembelajaran. Penelitian ini bertujuan mendeskripsikan penyimpangan kesantunan berbahasa dan skala kesantunan berbahasa dalam pembelajaran di kelas VII SMP Al-Hikam Kemayoran Bangkalan. Penelitian menggunakan pendekatan kualitatif-deskriptif melalui teknik observasi, rekam, simak, dan catat. Hasil penelitian menunjukkan adanya bentuk penyimpangan kesantunan berbahasa berdasarkan enam maksim Leech (1983) yang didominasi oleh penyimpangan maksim kebijaksanaan karena guru menggunakan otoritasnya untuk menegur, melarang, dan memerintah siswa. Selain itu, ditemukan juga lima skala kesantunan berbahasa menurut Leech (1983), yang didominasi oleh skala keotoritasan karena dengan otoritas tersebut guru berusaha mengelola dan mengatur kelas agar mencapai tujuan pembelajaran yang diinginkan. Temuan penelitian menunjukkan bahwa penyimpangan dan penerapan skala kesantunan berbahasa diwujudkan melalui berbagai jenis kalimat, seperti larangan, perintah, teguran, dan penolakan dalam interaksi pembelajaran. Kebaruan penelitian ini terletak pada kajian mengenai penyimpangan maksim kesantunan dan skala kesantunan dalam interaksi guru dan siswa di lingkungan sekolah berbasis pesantren.

Kata kunci: kesantunan berbahasa, penyimpangan kesantunan, skala kesantunan, pragmatik, pembelajaran di kelas

Fardatus Sururoh. 2026. *Language Politeness in Learning Activities at the Seventh Grade of SMP Al-Hikam Kemayoran Bangkalan*. Undergraduate Thesis. Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, University of Trunodjoyo Madura. Advisor: Emy Rizta Kusuma, S.Pd., M.Pd.

ABSTRACT

Politeness in language is an important aspect of communication that reflects respect and appreciation for the person you're talking to. In a learning context, language politeness helps create a classroom atmosphere that is conducive, harmonious, and supportive of achieving learning goals. This study aims to describe deviations from language politeness and the politeness scales in classroom learning among seventh-grade students at SMP Al-Hikam Kemayoran Bangkalan. The study employed a qualitative-descriptive approach using observation, recording, listening, and note-taking techniques. The findings revealed that deviations from language politeness, based on Leech's (1983) six politeness maxims, were predominantly violations of the tact maxim, as teachers exercised their authority to reprimand, prohibit, and instruct students. In addition, five politeness scales proposed by Leech (1983) were identified, with the authority scale being the most dominant because teachers used their authority to manage the classroom and achieve instructional objectives. The findings also indicate that deviations and the application of politeness scales were realized through various sentence types, including prohibitions, commands, reprimands, and refusals in classroom interactions. The novelty of this study lies in its integrated analysis of politeness maxim deviations and politeness scales in teacher student interactions within an Islamic boarding school-based educational environment.

Keyword: *language politeness, politeness violations, politeness scales, pragmatics, learning in the class*