

**AN ANALYSIS OF POLITENESS STRATEGIES ON STUDENTS
COMMUNICATIONS IN SECOND SEMESTER OF ENGLISH EDUCATION
DEPARTMENT AT MUHAMMADIYAH KOTABUMI UNIVERSITY
ACADEMIC YEAR 2021/2022**

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Abstract: This research was conducted in order to find out politeness strategies used on Students Communications. The first objective of this research was finding out the types of politeness strategies used by students' communications in the second semester of Pre-intermediate Listening Subject English Education at Muhammadiyah Kotabumi University and the second objective was finding out the dominant type of the politeness strategies that used on students' communications in the second semester of Pre-intermediate Listening Subject English Education at Muhammadiyah Kotabumi University. Those two objectives were analyzed by using Brown and Levinson's theory of politeness strategy. In this research, the researcher used descriptive qualitative research as the research method. The data of this research are communication taken from students in the second semester of Pre-intermediate Listening Subject. The data collection of this research were observation and documentation. The researcher did some step to analyze the data, namely; data reduction, data display, and conclusion drawing. The researcher did technique of data validation used methodological triangulation. The researcher used Brown and Levinson's politeness strategies theory, namely; Bald on Record, Positive Politeness, Negative Politeness, and Off Record. From the data analysis, it can be concluded that on students' communication in the second semester of Pre-intermediate Listening Subject, there were four Politeness Strategies used. There were 4 Bald on Record, 36 Positive Politeness, 15 Negative Politeness, and 3 Off Record found from students' communication. From the analysis researcher found out that students' used Positive Politeness more often than other strategies, it means that the dominant type of Politeness Strategy used is Positive Politeness.

Keywords: Politeness Strategies, Students communication, English Education.

Abstrak: Penelitian ini dilakukan untuk mengetahui strategi kesantunan yang digunakan dalam Komunikasi Mahasiswa. Tujuan pertama dari penelitian ini adalah untuk mengetahui jenis-jenis strategi kesantunan yang digunakan pada komunikasi mahasiswa di semester dua Pendidikan Bahasa Inggris mata kuliah Pre-Intermediate listening di Universitas Muhammadiyah Kotabumi dan tujuan kedua adalah untuk mengetahui jenis strategi kesantunan yang dominan digunakan pada komunikasi mahasiswa semester dua Pendidikan Bahasa Inggris Mata kuliah Pre-Intermediate listening di Universitas Muhammadiyah Kotabumi. Kedua tujuan tersebut dianalisis dengan menggunakan teori strategi kesantunan Brown dan Levinson. Dalam penelitian ini, peneliti menggunakan penelitian kualitatif deskriptif sebagai metode penelitian. Data dalam penelitian ini adalah komunikasi

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yang diambil dari mahasiswa semester dua mata kuliah Pre-Intermediate Listening. Pengumpulan data dalam penelitian ini adalah observasi dan dokumentasi. Peneliti melakukan beberapa langkah untuk menganalisis data, yaitu; reduksi data, penyajian data, dan penarikan kesimpulan. Peneliti melakukan teknik validasi data menggunakan triangulasi metodologi. Peneliti menggunakan teori strategi kesantunan Brown dan Levinson, yaitu; Bold on Record, Kesopanan Positif, Kesopanan Negatif, dan Off Record. Dari hasil analisis data dapat disimpulkan bahwa dalam komunikasi mahasiswa semester dua mata kuliah Pre Intermediate Listening, ada empat Strategi Kesopanan yang digunakan. Dari komunikasi siswa ditemukan 4 Bold on Record, 36 Kesantunan Positif, 15 Kesantunan Negatif, dan 3 Off Record. Dari analisis peneliti menemukan bahwa siswa lebih sering menggunakan strategi kesopanan positif daripada strategi lainnya, ini berarti bahwa jenis strategi kesopanan yang dominan digunakan adalah strategi kesopanan positif.

Kata Kunci: *Strategi Kesopanan, Komunikasi Mahasiswa, Pendidikan Bahasa Inggris.*

I.INTRODUCTION

The study of language is known as linguistics. Language must be learned because it is not instinctive. The functions of language is making meaning when talking or interacting with one another. Language is crucial for humans because it allows us to communicate with one another and understand what people say. Sari and Pulungan (2021, p.51) discussed that the basic scope of sociolinguistics covers language and society since it is a combination of sociology and linguistics. From the explanation above it is known that as a social being, language is used almost every day for human communication.

Language is part of the social system. This declaration is pretty affordable because language use is influenced by a variety of elements including linguistic,

social, and individual aspects (Nurfarida, 2016, p.781). As a result, For the ability to communicate in a way that conveys words or expresses thoughts, there are three categories: social, individual, and linguistic. It will be easier to follow a conversation if the speaker gives information that is relevant to the circumstance. Differences in society, culture, and language provide a wide range of linguistic traits, resulting in a variety of communication tactics. So, cultural and geographic factors can influence differences in terms of communication. In linguistic terms, the category of everyday life appears in a variety of forms of communication, most notably in the speech etiquette system of rules and models of speech behavior. (Ryabova, 2015, p.90).

The current phenomenon is that Indonesian students receive a lot of

influence from outside, so that politeness in language is fading. One of the phenomena in communication is politeness. Politeness is one of the pragmatically based disciplines in linguistics. Politeness is speech acts that express or convey speech as politely as possible (Anisah & Nurul, 2021, p.1-2). Politeness is defined as formal behavior with a sense of detachment because the aim is not interrupted or coerced. In the world of education, the role of lecturers in the process of teaching and learning is not only as a person who explains lessons in front of the class, but also as a motivator and the second parent for students. For this reason, students are required to respect and be polite, both polite in behavior and in language with lecturers. Students must be able to distinguish who they are talking to, for this reason, by doing this research, lecturers are expected to assess students not only from a grammatical perspective but also from politeness in language. Communication can also express our opinion such as in discussions, debates, and so on. One of them through communication is in the classroom especially English classes.

As university students, it should be paid more attention to their speech. Especially as students in the faculty of teacher education and training, who will become future teachers. Which is known that the teacher is upheld and imitated,

which is a role model for her or his students.

A prospective teacher must realize that they will later become role models for their students, the good or bad attitude of the teacher will be influenced by the students, prospective teachers need to speak politely and behave well when interacting with students. Likewise with English education students who will become successors (prospective teachers) in the future. Politeness is a method for avoiding or reducing the negative effects of face-threatening acts by speakers on one's self-image. According to Brown and Levinson (in Togatorof, 2019, p. 40) When face-threatening activities (FTA) are unavoidable or desirable, politeness methods are utilized to design messages to save the recipient's face. Bald on record, Negative politeness, Positive politeness, and Off record are the four sorts of politeness methods. Based on preliminary research, the researcher found few examples of politeness strategy that have been employed in the teaching and learning process on May 22,2022 in Pre-intermediate listening class were included as follow :

(Communication 1)

Student : “*Mrs. boleh nulis soal dulu baru jawaban?*”

Lecturer : “*Iya boleh*”

From the student communication above, the student utilized "negative

politeness strategy". The inserts of "*boleh*" in the sentence above containing modal verb and shows that there is a willingness to ask and give choices to the hearer so it is classified into strategy "Minimize the imposition". It is means that the speaker wants to minimize coercion or disturbance to the hearer.

(Communication 2)

Lecturer: "*Kalau tidak salah kita tertinggal dua meeting ya, kira-kira hari apa, kalian bisa berembuk dulu kemudian beritahu saya biar saya bisa menyesuaikan dengan jadwal.*"

Students: "*Senin, selasa kami kosong Mrs.*"

From the student communication above, the student utilized "off record strategy". It is classified into strategy "Give association clues". The words of "*Senin, selasa kami kosong Mrs*" in the sentence containing indirect speech that asks the lecturer to change the day by giving 'hints' on Monday or Tuesday.

It is clear from those examples that politeness strategy were used in the teaching and learning process. in Pre-intermediate listening class of the second semester. This research aims to uncover politeness strategy used by students during the teaching and learning process. This research focuses on students communication, and as an object the researchers chose a lecturer who teaches a

pre-intermediate listening course in the second semester. The reason for the researcher's chose this subject chose this subject is because of the five core subject taught in the second semester, listening is one of the subjects that has a lot of discussion. From that we know how students communicate with their lecturer.

Hence, the researcher interested to analyze politeness in language as the impact of character education which has two goals. First, describe the kinds of language politeness strategies in communicating during the process of learning in the classroom. Second, in the second semester of English Education, what language politeness strategies are most dominantly used by students in the pre-intermediate listening subject.

Based on the aforementioned statement, the researcher is interested in conducting research on "An Analysis of Politeness Strategies on Students Communications in Second Semester of English Education Department at Muhammadiyah Kotabumi University Academic Year 2021/2022"

II.METHOD

The researched method had been discussed in this chapter. This researched used a descriptive qualitative approached. It

basically means that the researched was interested in the process of gaining meaning and understanding through words or sentences, which was basically interpretative researched to purposefully select information, such as people, documents, or visual materials, that may been the best answered to the researched problem. Denzin and Lincoln, (as cited in Asper and Corte 2019, p.142) qualitative researched was multimethod in nature and took an interpretative, naturalistic approached to its topic. This means qualitative researchers investigate phenomena in their natural environments, aiming to understand or interpret occurrences in terms of the meanings individuals assign to them. The researcher looked at how students communicated in numerous lectures that had been taught in second semester English Education. After that, the data was descriptively analyzed. This phenomena was about how individuals communicate on this campus used politeness strategy. Specifically, the researcher looked on the politeness strategy employed by students when communicating with English language education lecturer, as well as the types of politeness strategies that was most dominantly used.

Since the subject of this researched was students communication, the researcher collected all data from English

Education lecturer. The lecturer that had been examined was pre-intermediate listening subject. The researcher focused this researched on communication that was discussed during the teaching and learned process in the pre-intermediate listening class B. It was because during the teaching and learned process in the listening class there was many discussions discussing what native speakers said. So that the researcher would found out how students communicate with pre-intermediate listening lecturer classes used politeness strategies. The placed of researched was carried out at the Muhammadiyah University of Kotabumi in the second semester. The time of the researched started from March to July 2022. In terms of data resource flexibility, the researcher carried out this investigation at a convenient time and location with respect to data resource flexibility.

The data sources in this researched was students in the second semester of Pre-intermediate Listening class B, English Education at Muhammadiyah Kotabumi University. This university was located at Jalan Hasan Kepala Ratu No. 1052, Sindang Sari, Kotabumi, North Lampung Regency in the 2021/2022 academic year. The data was taken from the communication of students during teaching and learning process.

Research instrument is a tool used to collect, examine, investigate a problem being studied. In this case it can be concluded that the instrument is only a tool that will be used by researchers to collect accurate data (Nasution, 2016, p.63). The instrument of this researched it was a documentation form and voiced recording who recorded by the researcher it self. Voiced recordings and notes was used to investigate the interaction during teaching and learned process between students and lecturer to investigate the types of politeness strategies used by students in second semester of pre-intermediate listening subject.

Any type of research's findings must be validated before it can be used to inform conclusions and analysis. Triangulation in one of data validation techniques. Triangulation in one of data validation techniques. According to Noble and Heale (2019), triangulation is a technique to improving the validity and reability of research findings In this research, the researcher used methodological triangulation. The researcher combined two techniques of collecting data namely observation, and document to get deepening data.

The researcher in this researched would collected the data used a variety of methods, including observation and documentation.

1. Observation

In order to get the qualified data, the researcher utilized the step in doing the observations. The steps are as follows:

- a. Firstly, the researcher asked permission to join the class in Pre-intermediate listening at the second semester.
- b. Secondly, the researcher followed the lecturer's class Pre-intermediate listening at second semester.
- c. Thirdly, the researcher observes it during the communication in Pre-intermediate listening class.
- d. And the last the researcher notes their communication.

2. Documentation

According to Arikunto (as cited in Novitasari, 2016, p.49) states that documentation is the act of obtaining data about cases or variables such as notes, transcripts, books, magazines, etc. To obtain data, notes will be changed into written transcripts as documentation utterances made by students.

III. RESULT AND DISCUSSION RESULT

The data findings were relate to previous chapter which was categorized and would be discussed in this chapter in ordered to answered the formulation of the problem. The first was represented by

question “What types of politeness strategies are used on students' communications in the second semester of Pre-intermediate Listening Subject English Education at Muhammadiyah Kotabumi University?”. The second was represented by question “What is the dominant type of politeness strategies that used on students' communications in the second semester of Pre-intermediate Listening Subject English Education at Muhammadiyah Kotabumi University?”.

Classroom observation was conducted three times in pre-intermediate subject at the second semester class B that consist of 19 students. The researcher chose the second semester of pre-intermediate listening class because this class had a lot of discussion. Especially the lecturers who taught in class B who always hone students' listening skills by discussing used computer learned media that were connected to bluetooth speakers. During the observation, the researcher recorded the whole process of teaching and learning to investigate the students. In order to get clear description about politeness strategies used by students from Brown and Levinson theory that classify into four categories, i.e. Bald-on Record, Positive Politeness, Negative Politeness, and Off-record.

The labels in the table were abbreviated to made it easier for researchers

to code speech acted categories. These abbreviations were as follows:

BoR : Bald on Record

PP : Positive Politeness

NP : Negative Politeness

OR : Off Record

The data display shows four types of Politeness Strategies combination as stated in the table below;

**TABLE 5
TABLE OF RESULT**

Pre-Intermediate Listening Subject	Politeness Strategies on Students' Communication			
	BoR	PP	NP	OR
Meeting 1	2	16	9	3
Meeting 2	1	8	4	-
Meeting 3	1	12	2	-
Total	4	36	15	3

The researcher found that students used all types of politeness strategies, but the most common was positive politeness which appeared thirty six times. In each meeting there were differences in the results of the politeness strategies used. Then the researcher would discuss the most dominant type of politeness strategy one by one from each meeting first, then the most dominant type of politeness strategy used from the three meetings analyzed in student communication.

III. DISCUSSION

The researcher explained all of the data found during the research process on students communication of pre-intermediate listening class in second semester used Brown and Levinson theory. The researcher discussed the research findings in the research result section above, which were related to the used of politeness strategies on students communication of pre-intermediate listening class. The goal of this research was to determine the types and the dominant type used of politeness strategies on students communication in the English Education study program at Muhammadiyah Kotabumi University, which was done through direct observations of learning in the classroom.

Firstly, from the first meeting, the four types of Politeness Strategies were used. While the most dominant Politeness Strategy used by students in the first meeting was Positive Politeness. In total there were 16 positive politeness out of 30 students communication that categorized in politeness strategies. This was because many students communicated to their lecturer lecturer classified into "Seek agreement". Students agreed to the lecturer statement by repeating what the preceding speaker (lecturer) has said. This showed

that the speaker has appreciated the hearer by satisfying the hearer's positive face.

Secondly, from the second meeting, Bald on Record, Positive Politeness, and Negative politeness were used by students. While the most common Politeness Strategy used by students was also Positive Politeness. In total there were 8 positive politeness out of 13 students communication that categorized in politeness strategies. But in this meeting, many students communicated to their lecturer classified into "Give (or ask) reason". Here there was communication between lecturer and students. For Example, The lecturer ask "Why are the button on her shirt open" then the student give an excuse by saying "Forgot Mrs, I am from the toilet earlier". According to Brown and Levinson theory this is included on Positive Politeness which was categorized "Give (or ask) reason" which of this strategy used to create close relationships with the hearer (lecturer).

The third meeting was the same as the first meeting, many students used Positive Politeness which was classified into "Seek agreement". Where students agree with the opinion from the lecturer. Speaker (students) stressed by repeating part or all of what the preceding speaker (lecturer) has said. In total there were 12 positive politeness strategy out of 15

students communication that categorized in politeness strategies.

In a total of three meeting, the data displayed above told that 36 out of all students communication were using Positive Politeness. Then there were 4 Bald On Records on students communication. While for Negative Politeness there were 15 students communication. Then the least results were Off Record, there are only 3 Off Record found in the students communication.

It can be concluded that students who communicated with the lecturer on second semester pre-intermediate listening subject more often used the Positive Politeness Strategy. This research related to investigating Politeness Strategies was conducted by Siti Hajar Martina (2020) entitled "Politeness Strategies Used by Students in EFL Classroom Interaction at SMA Muhammadiyah 9 Makassar" which focused on the most frequent politeness strategies used by students. The data result shows that the most frequent politeness strategies used by students in EFL classroom interaction is Positive Politeness strategies. Brown and Levinson as cited in Rosari (2016), the important function of Positive Politeness is to share some degrees of familiarity with the hearer. Based on the analyzed, most of students focuses on lecturer's positive face. Which means students want to build close relationships

with lecturers by respecting and showing solidarity so as to minimize actions that can threaten faces (FTA).

V. CONCLUSION

Based on the analysis, it can be concluded that on students communications in the second semester of English Education at Muhammadiyah Kotabumi University, four Politeness Strategies were used. There were Bald on Record, Positive Politeness, Negative Politeness, and Off Record. There were 58 students communication consisting of three meetings pre-intermediate listening subject, Which was analyzed during the learning process takes place. In total, there were 4 Bald on Records, 36 Positive Politeness, 15 Negative Politeness, and 3 Off Records. From the analysis, the researcher found the Politeness Strategy that often students used when communicating with pre-intermediate listening lecturer's subject was Positive Politeness more than other strategies.

The dominant type of Politeness Strategy used was Positive Politeness (PP). It takes 36 of the students communication out of 58 students communication. The other three categories were followed by Bald-on Record, Negative Politeness, and Off Record. Most students choose to use

Positive Politeness in communication with the lecturer because they want to build close relationships with lecturers by respecting and showing solidarity so as to minimize actions that can threaten faces (FTA).

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