

Politeness Strategies Used By Teacher And Students In The Effortless Course (Tec) Bonjeruk Central Lombok

Tawali¹, Kamarudin²

^{1,2} English Language Education Program, Faculty of Culture, Management, and Business, Mandalika University of Education
E-mail: tawaliyosi@gmail.com¹, kamarudin.ntbe@gmail.com²

Abstrak

Tujuan dari penelitian ini adalah untuk menguji Strategi Kesopanan yang digunakan oleh guru dan siswa di The Effortless Course (TEC) Bonjeruk Lombok Tengah. Penelitian ini menggunakan metode deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah lembar observasi, mengamati/merekam, mencatat, mengidentifikasi dan mengklasifikasi. Sedangkan teori Miles dan Huberman digunakan untuk menganalisis data yang terdiri dari reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Peneliti menemukan jenis strategi kesantunan sebagai hasil dari penelitian ini. Kesantunan positif adalah kesantunan dominan, diikuti oleh kesantunan negatif. Kesantunan positif diikuti oleh kesantunan negatif sebagai strategi siswa dalam penelitian ini. Kesantunan tersebut biasanya digunakan tidak hanya oleh guru tetapi juga oleh siswa.

Kata Kunci : Strategi Kesantunan, Guru dan Siswa

Abstract

The purpose of this study is to examine the Politeness Strategies employed by the teacher and students in The Effortless Course (TEC) Bonjeruk Central Lombok. This study used a qualitative descriptive method. The data collection techniques used was observation sheet, watching/recording, taking notes, identifying and classifying. Meanwhile, Miles and Huberman's theory was employed to analyze the data which consisted of data reduction, data display, conclusion drawing, and verification. The researcher discovered the type of politeness strategies as a result of this study. Positive politeness was the dominant politeness, followed by negative politeness. Positive politeness was followed by negative politeness as the students' strategy in this study. Those politenesses are commonly used not only by the teacher but also by students.

Keywords : *Politeness Strategies, Teacher and Students*

INTRODUCTION

Politeness strategies are methods of conveying utterances that are as polite as possible. Kurtanto, (2016) Politeness is a type of multiple intelligences that is not solely concerned with language proficiency. Other factors that are thought to influence one's success in life, including the ability to speak politely, are linguistic, interpersonal, intercultural, and personal intelligence. Because politeness is a type of intelligence, it should be acquired through education, both formal and non-formal institutions.

According to Brown and Levinson (2016), politeness is considered a universal phenomenon in language use. These linguists are well-known for their theory of politeness strategies, which divides politeness strategies into four types: bald-on-record politeness strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy.

Based on the foregoing, the researcher wishes to investigate politeness strategies used by teachers and students in classroom interaction, as some politeness strategies are used by teachers and students in the English teaching learning process. Politeness is an

important aspect of effective communication. It is also an important aspect of human behavior and interaction that affects humans in their daily lives. Students must speak politely in everyday situations, as well as in formal and informal settings.

METHOD

The researcher of this study employed a qualitative descriptive method to address the issue statement presented in the previous chapter (in chapter I). Miles and Huberman (2000) stated that data in the form of words rather than numbers and pictures. Another type of expert qualitative research involves investigations that do not seek to quantify their findings by statistical summarization or analysis. Qualitative research often consists of interviews and observations with no formal measurement. A case study is a type of qualitative research that involves an in-depth analysis of one individual, Marczyk et al., (2005).

So, based on the theoretical politeness approach given in chapter II, the researcher of this study analyzed the whole data in the form of sentences, words, phrases, statements, rather than numbers, and then evaluated and presented the data obtained during interaction between instructor and student. The topic of this study is critical since the data will be gathered from the subject at The Effortless Course (TEC) Bonjeruk Central Lombok, the research location. The subject of this research was chosen by the instructor and students from different senior high schools with the same level of education. The total number of participants in a class was 14, with 8 females and 6 males. The instrument utilized in this investigation was an observation sheet, which was extremely essential in supporting the validation results. Every meeting, the observation sheet was utilized to identify anomalies that happened throughout the teaching process.

RESULTS AND DISCUSSION

There are two questions that researcher must examine based on the issue statement in the preceding chapter. To begin, what are politeness strategies performed by the teacher and students in classroom interactions at the Effortless English Course (TEC) Bonjeruk Central Lombok, and which strategies are more dominantly used?

Here are the findings of the researcher's investigation.

Table 1. The result of the teacher's politeness strategies in the teaching learning process at The Effortless Course (TEC) Bonjeruk Central Lombok

| Teacher's Meeting 1-5 | | | | |
|--|-----------------------|----|----|----|
| Teaching and Learning Process Activities | Politeness Strategies | | | |
| Meeting 1 | OF | BR | PP | NP |
| Meeting 2 | 3 | 4 | 2 | 3 |
| Meeting 3 | 1 | 4 | 2 | 1 |
| Meeting 4 | | 5 | 2 | |
| Meeting 5 | 1 | 4 | 1 | 1 |
| Total of Each Politeness Strategies | | 7 | 21 | 8 |
| Total of All Politeness Strategies | 36 | | | |

Note:

PP : Positive Politeness
 OF : Off Record
 NP : Negative Politeness
 BR : Bald on Record.

Table 2. The result of the students' politeness strategies in the teaching and learning process at The Effortless Course (TEC) Bonjeruk Central Lombok

| Teacher's Meeting 1-5 | | | | |
|--|-----------------------|----|----|----|
| Teaching and Learning Process Activities | Politeness Strategies | | | |
| Meeting 1 | OF | BR | PP | NP |
| Meeting 2 | | | 3 | |
| Meeting 3 | | | 3 | 2 |
| Meeting 4 | | | 3 | |
| Meeting 5 | | | 3 | |
| Total of Each Politeness Strategies | | | 3 | |
| Total of All Politeness Strategies | 17 | | | |

Note:

PP : Positive Politeness
 OF : Off Record
 NP : Negative Politeness
 BR : Bald on Record.

The most common Politeness Strategies used by teachers and students during teaching and learning process at the Effortless Course

These data findings revealed that the instructor and students employed positive politeness as a dominant teaching and learning method in the classroom process. According to Brown and Levinson (1987:101), a positive politeness technique is a speaking style that is utilized as a form of metaphorical extension of intimacy to convey similarities or shared aspirations to a limited extent, even between them. And strangers who come into contact with each other for the sake of communicating. The researcher concludes that positive politeness was more prevalent in this study. When a group of friends or individuals are in a familiar scenario, such as this course, positive etiquette generally arises through displaying warmth.

CONCLUSION

Based on the findings that focused on politeness strategies used by teachers and students in the English teaching learning process at The Effortless Course (TEC) Bonjeruk Central Lombok, it was discovered that the types and dominant politeness strategies used by English teachers and students were positive politeness strategy and non-positive politeness strategy. Hence, it was proven that the instructor utilized positive politeness more than the students during the teaching and learning process, such as asking questions before handing the students the learning materials. In every query and request, the positive politeness method is always applied. Furthermore, positive politeness was employed by the students in the learning process as well, such as when they answered the question or responded to every inquiry presented by their lecturers. This happened practically every meeting, from the

beginning to the finish of the subject presented. Thus, the pupils' total number of politeness strategies was 17 utterances.

REFERENCES

- Brown, P. and Levinson, S. 1987. *Politeness: Some Universals in Language*. Cambridge: Cambridge University Press.
- Dosen, Pendidikan (2014) <https://www.dosenpendidikan.co.id/pengertian-siswa-menurut-para-ahli/>) a blogspot (accessed on 23 february 2022)
- Hartanti, Mitha. 2021. *An Analysis of Politeness Strategies in Sule`s podcast*. Thesis. Muhammadiyah University of Sumatra Utara Medan.
- Kurtanto, Eko. 2016. "A jurnal ilmiah universitas Batanghari jambi" <http://ji.unbari.ac.id/index.php/ilmiah/article/view/10>.
- Martina, Siti Hajar. 2020. *Politeness Strategies used by Students in EFL Classroom Interaction at SMA Muhammadiyah 9 Makassar (A Descriptive Research)*. Thesis. Makassar: Muhammadiyah University of Makassar.
- Miles, M. B., & Huberman, A. M. 2014. *An Expanded Sourcebook Qualitative Data Analysis 2nd Edition*. California: SAGE Publication Press.
- Muhasibi, Ani Azila . 2020. *Politnness Strategies used by Teacher and Students on online English Teaching Learning Process at SMP N 2 TANON,Sragen in Academic Year 2020/2021*. A publish thesis of S1 English Education of Islami Insitute of Surakarta.
- Ngalimun. 2015. "Strategies and Learning Models". Yogyakarta. <https://www.asiklearning.com/definisi-strategi-pembelajaran-menurut-ahli/> (Accessed 23 February 2022)
- Utami, Fitri elsa. 2016. "Strategi Kesantunan; Direktif; Bahasa PrancisSubjects:" <http://digilib.unimed.ac.id/id/eprint/558> (accessed on 23 Februari 2022)