POLITENESS STRATEGIES IN STUDENT`S LANGUAGE OF AS`ADIYAH ERENG ISLAMIC BOARDING SCHOOL, BANTAENG DISTRICT

by
Anwar[1], Ikhwan M. Said[2], Gusnawaty[3]
[1,2,3]**Hasanuddin University**
Email: [1]anwardmight8781@mail.com, [2]ionesaid@gmail.com, [3]gusnawaty@fs.unhas.ac.id

Article Info	ABSTRACT
	Language has the important role in the process of communication in the community. Language politeness is the most appropriate thing to use in communication, because with polite language a person is able to maintain the value and dignity of himself and others. The use of polite language needs to be improved, especially among students who are in the public spotlight that students when interacting prioritize language politeness. In interaction and communication, politeness is one of the important aspects to be raised. Politeness aims to create good relationships and communication in social interaction between speakers and addressees. Both are intended to generate respect for oneself and others, so that the level of politeness will affect the values and perspectives of others towards him. In addition, people will further strengthen the relationship between two. Islamic boarding school is a multilingual society. The diversity of language used by the students is clearly visible when communicating orally. This diversity occurs due to differences in the background of each student. Therefore, researchers are interested in conducting research in Islamic boarding schools. This research is entitled "Politeness Strategies in Students Language Of As`adiyah Ereng Islamic Boarding School, Bantaeng Regency".* *This study aims to describe forms of language politeness strategy for elevent graders in interaction in surroundings of As`adiyah ereng Islamic boarding school Bantaeng Regency in forman situation and nonformal situation using the perspective or theory of Brown Levinson (1987). This type of research is a type of qualitative research with a descriptive design. The technique used in collecting data in this study was carried out with observation techniques, recording techniques, and note-taking techniques. Data analysis through interpretation. *The results of this study indicate that there are (7) bald on-record strategies, (12) positive politeness strategies, (4) negative politeness strategies, (1) off-record strategies, in this study there are also (3) silent strategies, the conclusion of this research is bald on-record as a politeness strategy most often used by students in both formal and non-formal situations. As a suggestion based on this research, it is expected that students pay attention to politeness in language so that they reflect polite language. For further researchers, this thesis can be used as an additional reference for further research.*

Corresponding Author:
Anwar,
Hasanuddin University
Email: anwardmight8781@mail.com

1. INTRODUCTION

Language politeness is a rule or norm of proper language behavior that is determined and mutually agreed upon by a community to maintain or maintain social and psychological relationships between speakers. Language politeness is reflected in verbal communication procedures or language procedures. Yule (1996: 60) states that, "… It is possible to treat politeness as a fixed concept, as in the idea of polite social behavior, or etiquette, within a culture...." a definite concept, embodied in the notion of polite social behavior, or etiquette, in a culture. Language

1418

International Journal of Social Science (IJSS)
Vol.2 Issue.2 August 2022, pp: 1417-1430
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)

....

politeness is one aspect of language use that has been intensively studied for almost the last three decades. The development of the study is based on the reality and anxiety of experts that none of the existing theories of speech, both Grice's implicature theory (Grice, 1975: 26) and speech act theory have been put forward by several experts, for example Austin, Searle, Leech, and Grice, who are able to explain aspects of language use thoroughly (Brown and Levinson, 1987: 82). The Cooperation Principle Theory offered by Grice is not able to cover the speech strategies used in conversation while the speech act theory is not able to explain indirect expressions. To overcome the limitations of the two theories, another dimension is needed in the study of language use, known as politeness (Kuntarto, 1999: 6).

Islamic boarding school is a multilingual society. The diversity of language used by the students is clearly visible when communicating orally. This diversity occurs due to differences in the background of students in Islamic boarding schools. The students also come from various regions in South Sulawesi. In addition, there is also a diversity of ages, ranging from teenagers to adults. Due to the diversity of regional origins and ages of the santri in the life of the Islamic boarding school, it will require a principle and strategy of politeness in speech situations.

Forms of verbal language politeness are found in the classroom (formal) or outside the classroom (informal). Language politeness can be influenced by socio-cultural factors in which the community is located. The regional language will more or less affect the speech in interacting. Fitria Cahyaningrum, et al (2018: 71). The use of language as a means of communication is influenced by social and situational factors. Social factors that influence the use of language are social situation, age, education level, economy, and other social-related factors. Meanwhile, the situational factors include who is speaking in what language, to whom, when, where about what in what situation and other situational factors. Language shows the character, character, personality of a person can be seen from the words that are spoken. In language, each individual needs to pay attention to the politeness of language when communicating between other individuals. It is intended that each individual can use polite language and do not make mistakes in language. An utterance is said to be polite or impolite depending on the size of the politeness of the speaker of the language used. Eka Praja Anisa, et al (2018: 2).

Language is a phenomenon that is always present in all human activities, used by different social groups for various purposes (Chaer 2010: 15). The role and function of language as a polite communication tool must reflect the identity of the santri as a boarding school community. The use of polite language in communicating can reflect the character of language users, because the language expressions used are related to morals and ethics in communication. At the sociolinguistic level, of course, the use of polite language by santri / female students plays an important role, because language is also used as a tool for self-socialization and student interaction in association.

Communicative interactions in Islamic boarding schools generally occur in the formal and informal spheres. Communicating activities in learning can be done by using polite and polite language in both formal and informal situations. The formal teaching and learning process requires students to be formal in speaking, the speech is then adjusted in the indicators of language politeness in formal face-to-face topics to produce speech that violates and adheres to language politeness. The categories of obedience and violation of language politeness are used to formulate the level of language politeness possessed by students, especially in the formal context of encountering in the teaching and learning process.

Islamic boarding schools are required to have the ability to educate and develop polite language ethics so that students can communicate better. However, polite language is a reflection of a polite personality. So, Supratman (2017: 3) states that, many people think that the atmosphere of using language by students in Islamic boarding schools already has a good standard of politeness in accordance with the pesantren culture. However, this assumption does not all have to be justified, because there are still students in their association who use language that is not polite.

Temporary observations show the consequences of rude language expressions, and arrogance often causes disputes and fights among students. As a boarding school community, students should be living with a strong religious culture, of course, they must prioritize communication ethics, use polite language to their interlocutors, both in formal situations and in non-formal situations. However, in everyday life in the boarding school environment it turns out that they often use language that is not polite, both to fellow students, to coaches, and to teachers in class.

2. LITERATURE REVIEW
1. Pragmatics
Crystal (1987: 120) states "pragmatics studies the factors that govern our choice of language in social interaction and the effect of our choice on others. In theory, we can say anything we like. In practice, we follow a large number of social rules (most of them unconsciously) that constrain the way we speak". Pragmatics examines the factors that drive the choice of language in social interaction and the effect of this choice on the speech partner.

....

....

In theory, we can say anything we like. In practice, we must follow a number of social rules (most of which we are not aware of) which we must follow.

Pragmatics is a branch of linguistics which is the object of study of language in its use, such as spoken and written communication. Pragmatics as a branch of linguistics that examines the use of integrated language with grammar consisting of phonology, morphology, syntax. In pragmatic language sometimes also pay attention to sounds, morphemes, sentence structures and the meaning of a sentence (Leech, 1996: 3). Pragmatics is a field of linguistics that specializes in the study of language and speech context. Pragmatics is the study of the meaning conveyed by the speaker which is then interpreted by the speaker. Pragmatics is also referred to as the study of contextual meaning which involves interpreting the meaning intended by a person into a certain context and then how that context affects what is said (Nawir, 2018:12).

In another opinion, it is explained that the meaning studied by pragmatics is the meaning that is bound by context. This is different from semantics which examines context-free meaning, namely linguistic meaning, while pragmatics is the meaning of speech. Semantics cannot be separated from the study of language use. If meaning is also recognized as an inseparable part of language, then it is difficult to deny the importance of the context of language use because the meaning is always changing based on the context of its use. The context of speech in different language forms can have the same meaning, while the same speech can have another meaning or purpose (Wijana, 1996: 2).

In almost the same theory, pragmatics is the study of the meaning conveyed by the speaker (writer) and interpreted by the listener (reader), the listener tries to interpret the speaker's speech so that the meaning, intent, and purpose of the speaker will be obtained. After the listener knows the speaker's intention, the listener will know the type of action that must be done by the listener. For this reason, the focus of pragmatics is the speaker's intention behind the speech expressed (Yule, 2006: 3).

2. Speech Act

Chaer (1995:65) argues that speech acts are the meanings of sentence forms that distinguish locutions, illocutions, perlocutions and include situations in determining the meaning of language. Speech act theory focuses on the use of language to communicate the intent and purpose of speech. Chaer (1995:72) argues that conversational implicature is the relationship between the utterances spoken between two people who are conversing. Relationships do not appear literal, but are only understood implicitly. Speech acts are the meanings of sentence forms that distinguish locutions, illocutions, perlocutions and include situations in determining the meaning of language. Speech act theory focuses on how language is used to communicate the meaning and purpose of speech.

3. Advance Concept

Concepts are terms or keywords used in a study. The concepts used in this research are as follows.

a) Face

According to Brown and Levinson (1987: 61), 'face' is a self-image that is owned by each individual. Every individual has two facets, namely a positive face and a negative face. Brown and Levinson (1987: 66) define that a negative face is a face that reflects individual freedom from pressure and coercion from other individuals. A negative face refers to a person's self-image who wants to be appreciated by letting him/her free from having to do something, while a positive face is a face that reflects the individual's desire to be appreciated and recognized by other individuals. Brown and Levinson (1987: 61), state that being polite is being concerned with the "face", both the speaker's face, and the face of the speech partner. "Face" in this case, is not face in terms of physical appearance, but "face" in terms of public image or "self-esteem" in the view of society. According to Brown and Levinson, every individual has two faces, namely a positive face and a negative face.

b) Positive Face (Positive Face)

Positive face is the desire of all speakers so that their face or self-image is liked and accepted by the interlocutor. Positive face refers to solidarity, recognition from the interlocutor, informality and group equality (Brown and Levinson, 1987:65).

c) Negative Face 087705667964

Negative face is the desire of all speakers to have their face or self-image valued by being given freedom from pressure or having to do something. This negative face refers to independence, freedom of action, no pressure from the interlocutor and respect for the interlocutor for his independence (Brown and Levinson, 1987:65).

d) Face threatening acts

The term face threatening acts was first used by Brown and Levinson in their theory of Politeness (1978) which in English is called face threatening acts (FTA). Face threatening act (FTA) is an act of

....

1420

International Journal of Social Science (IJSS)
Vol.2 Issue.2 August 2022, pp: 1417-1430
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)
....

language (letting out a speech) in which the speech is felt to be unpleasant or even offensive to the listener or interlocutor. A person is said to have committed an act of threatening face if he speaks without caring about the feelings of the other person or even deliberately offending the other person's feelings. In addition, face threats will also occur if both the speaker and the speech partner do not speak according to social distance (Yule, 2006: 106). If a speaker states something that contains a threat to the expectations of another individual, then the statement is described as an act of threatening face.

Brown and Levinson (1987: 74-77) also explain that the use of FTA is influenced by three social factors, namely power, social distance (distance) and the level of imposition (ranking of imposition). The explanation of the three social factors is as follows.

1. Power is a relationship statement that states how much one person can force others without losing face (Brown and Levinson, 1987: 76)
2. Social Distance (Social Distance) is a measure of social contact between speakers and interlocutors know each other, and how they relate in context (Brown and Levinson, 1987: 76-77)
3. Ranking of Imposition is the relative status of speech acts in situations that are considered less threatening (Brown and Levinson, 1987: 77).

Gusnawaty (2011) according to Brown and Levinson, language politeness is the embodiment of speech act strategies so that the speaker's intentions can be accepted according to his wishes without threatening the faces of both parties. Language politeness is also a realization of communication strategies (Mills, 2003:6). This means that to be polite, it takes effort to save other people's faces because most speech acts threaten other people's faces. An FTA (face threatening act), according to Brown and Levinson (1987) often requires a statement of appeasement with a few polite words because otherwise communication contact will be broken.

Gusnawaty (2011) Politeness research is very important because it is an expression of social politeness. (Brown and Levinson 1987:2) Politeness is the social structure of people's lives itself which is manifested in verbal ways to relieve interpersonal tensions that arise from various communication purposes that conflict with various needs and social status. Thus, politeness is part of efforts to establish and maintain social relationships and overcome social needs to control potential aggression in society (Eelen 2001).

3. RESEARCH METHOD

This study used descriptive qualitative method. This method is intended to describe everything related to the research topic, because the types of data and data analysis techniques are descriptive. Bogdan and Taylor (in Moleong, 2010:3) say that research that uses a qualitative design is research that produces descriptive data in the form of written or spoken words from people and observed behavior. The researcher explains about the politeness strategies used by the students and the impact caused by the politeness strategies used by the students in the interaction of the English class. The reason for choosing descriptive research is because the data in this study are in the form of speech acts on speech events in learning at school. According to Arikunto (2010: 3) descriptive research is research that is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report.

The researcher concentrates on the analysis of politeness strategies used by students in interactions in the Islamic boarding school environment. The discussion emphasized the four strategies proposed by Brown & Levinson theory, namely bald-on record, positive politeness, negative politeness and off-record. The researcher focuses on the analysis of politeness strategies used by students in verbal communication both in the formal and non-formal.

4. RESULTS AND ANALYSIS

The results of this study consist of three parts. The research questions are: First, what is the form of politeness strategy used by Students in interacting with fellow students at Senior high School of As`Adiyah Ereng, Bantaeng Regency. Second, what is the form of politeness strategies used by students in interacting with coaches in formal situations in the Senior high School of As`Adiyah Ereng, Bantaeng Regency. Third, how are the politeness strategies used by students in interacting with teachers in formal situations (in class). During the observation, the researcher recorded the utterances of the students, the researcher also used an observation checklist to identify the politeness strategies of the students that emerged when the interaction took place in the classroom during the learning process (formal), and outside the classroom (nonformal).

1. Interaction of students to students

The form of politeness strategies used by students when interacting in the Senior High School Islamic Boarding School As`adiyah Ereng, Bantaeng Regency, both of formal situations (in class) and nonformal situations (outside class):

....

....

a) Class Observation (Formal)

When the researche observations, the researchers found (4) speeches in the form of politeness strategies in the interaction patterns used by students with students in the class, as described below:

1. Bald on record:

a. Without minimizing the threat to the face of the speech partner (Non-minimization of the face threat).

Extract 1.

S : Ready: Stand up please!

Based on the data above, it shows that one form of direct strategy which contains a metaphorical urgency emphasis on the above interaction is seen in the sentences spoken by students when greeting the teacher with the words ("Ready Stand up please"). The word "Please" spoken by the student is a form of politeness strategy, then the word "Ready" is a signal delivered by the class leader as a sign that learning will begin soon. The word is also a form of politeness or respect for the teacher who teaches in the classroom. From these data, it has shown the form of politeness which is indicated by the word "Please". This word is often used when asking for help from others. Even imperative sentences will be more polite by using the word "please" in them. This can be supported by Lailiyah, S., & Novitasari, N. F. (2018) that in an interaction both of formal and nonformal the use of the word Please (please) should be used, as a form of politeness or respect for the other person. The same tone was conveyed by Antara, I. M. A. R., & Anggreni, N. P. Y. (2020), that the word "please" uttered by the speaker is politeness in an interaction. Thus the form of direct strategy that occurs interactions shows a politeness.

b. Without minimizing the threat to the face of the speech partner (Non-minimization of the face threat).

Extract 2.

S : Before we study pray together please!Finish

In the data above, there are speeches of students applying politeness strategies in the classroom at the start of the lesson, as said by the class leader ("Before we study pray together please!") which provides a form of paradigmatic instruction (task oriented/paradigmatic form of instruction) by inviting other students to pray before learning takes place. From these data, it has shown the form of politeness which is indicated by the word "Please". This word is often used when asking for help from others. Even imperative sentences will be more polite by using the word "please".

c. Without minimizing the threat to the face (Non-minimization of the face threat).

Extract 3.

S : How to read? (While looking her friend)

In the data above, there are utterances of students who apply types of politeness strategies in the classroom during the learning process, the interaction of students is seen when students say "What is reading?" (While looking at the theme) The statement shows that the students use a direct strategy without minimizing FTA. A student does not care about the face of the interlocutor because it is in an emergency or urgent condition so that it can be categorized as a direct strategy (Non-minimization of the face threat).

d. Without minimizing the threat to the face (non-minimization of the face threat).

Extract 4.

S : Lisa, Tipexmu dulu?

In the data above, there are utterances of students who apply this type of politeness strategy in the classroom during the learning process, the interaction of students is seen when students say "Tipexmu dulu." This utterance shows that students use direct strategies without minimizing FTA. A student does not care about the face of the interlocutor because it is in an emergency or urgent condition so that it can be categorized as a direct strategy (Non-minimization of the face threat).

Table 1.1 the frequency of politeness strategies used in the interaction of students to students in the classroom/Formal

No.	Politeness Strategy Forms		Extract	Frequency
1	Bald on record	Non-minimization of the face threat	1, 2, 3, 4	4

a) Outside the Classroom Observation (Non-formal)

....

1422

International Journal of Social Science (IJSS)
Vol.2 Issue.2 August 2022, pp: 1417-1430
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)
....

When the researcher, the researchers found (2) speeches in the form of politeness strategies in the interaction patterns used by students with students outside the class (nonformal), as described below:

1. Positive Politeness Strategy:

   a. Trying to involve speech partners and speakers in an activity (include both S and H in the activity).
   Extract 5.

   S: Ayo,Jadijaki toh pergi makan-makan?

In the speech above, it can be seen that students apply politeness strategies in situations and shows that students use the words "Come on! So, why don't you go out to eat?" Clitic "ki" in the word " Jadijaki " which serves to ensure the truth, so that in language it is often found in interrogative sentences and is used as a polite choice of words. Not only that, but the Clitic "ki" in the dialect can also mean "me and you" in Indonesian using the inclisive form "we" and also word "come on" which is an expression of politeness that has the intention of inviting the speech partner and the speaker in an activity or is a strategy used by the speaker so that the speech partner feels included or considered by the speaker in an activity or activity that will be carried out by the speaker, the politeness strategy is part of a positive politeness strategy (include both S and H in the activity).

2. Negative Politeness Strategy:

a. Reducing the power or threat to the face of the speech partner (Minimise the imposition).

Extract 6.

S: Can I borrow the dormitory broom for a moment?

The above statement shows that students apply this type of politeness strategy in situations and shows that students use the phrase "Can I borrow a broom for a moment?". The students' utterances show negative politeness strategies which are categorized as a form of expression that reduces the power or threat to the face of the speech partner (Minimise the imposition).

Table 1.2 The frequency of politeness strategies used in the interaction of students to students outside the classroom (Non-Formal)

No.	Politeness Strategy Forms		Extract	Frequency
1	Positive Politeness	lnclude both S and H in the activity	5	2
2	Negative Politeness	Minimise the imposition	6	

2. Interaction of students to coaches

The form of politeness strategies used by students in interacting with coaches or teachers in situations in the senior high school Islamic Boarding School As'Adiyah Ereng, Bantaeng Regency. When the researcher observations or observations, the researchers found (5) speeches in the form of politeness strategies in the interaction patterns used by students with coaches or teachers outside the class (Non-Formal), as described below:

1. Bald on record:

   a. Without minimizing the threat to the face of the speech partner (Non-minimization of the face threat).
   Extract 7.

   T : Niswa, you have seen the announcement that today is the last practice payment and so far you have not paid!

....

....

S : But that's the money that I gave to my mom, I finished shopping

The quotations from students' speeches to teachers or coaches contained in the data above show the use of direct strategies. The speech is carried out very briefly, firmly, and frankly with the sentence, directly aimed at the target by the speech of the students during interactions. The speaker does not seem to Senior high schoolke any effort to minimize the face threat to the interlocutor or reduce the consequences of actions that threaten the interlocutor's face. The Students's speech causes the teacher to feel uncomfortable, unappreciated, and not respected as a person who has a higher position and power than the Students. Due to the habit of students both inside and outside the classroom, they still apply politeness when interacting with the coaches at the pesantren. The use of this strategy can also cause discomfort to the teacher or boarding school supervisor by accepting the speech as it is. Thus, the speech of students using a direct strategy (Non-minimization of the face threat) is a speech that is less polite.

2. Positive politeness strategy:

   a. Offer, Promise

   Extract 8.

   T : Ba`da Isha, sebentar kita masuk prlajaran tajwid ya!

   S: Isya Allah Siap ustadz, nanti ku kasi tau teman-temanku

The data above shows that students apply this type of politeness strategy, students use the words ": Isya Allah Siap ustadz, nanti ku kasi tau teman-temanku." This utterance occurs and the speaker promises something to the interlocutor. By promising something to the speech partner, the speech partner will feel happy, because what was promised or offered is something that is being wanted or needed. This will also provide enthusiasm and a good response because it uses an offer or promise which is a positive politeness strategy to improve the FTA, namely by showing the speaker's good intentions to satisfy the speaker's wishes.

   b. Use in group identity /addressed forms.

   Extract 9.

   T : Rafa' alamatnya apa,Rifka?

   S : : Dhommah ustadz

In the speech above, it can be seen that the students apply this type of politeness strategy in the classroom and, one of udents uses the speech "Dhommah ustadz". These students apply positive politeness strategies which are categorized as using in-group identity.

3. Negative politeness strategy:

   a. Give respect (Give deference).

   Extract 10.

   T : Apa yang dinamakan isim nakiroh?Jelaskan coba Suci?

   S : Tabe Ustadz Maaf kalau salah,isim nakiroh ialah isim yang menunjukkan makna umum dan bisa menerima adanya al.

The above statement shows that the students apply this type of politeness strategy and shows that the students mention the word "Tabe" after the Ustadz asks a question. Students Paying respect to Ustadz, the strategy used is a negative politeness strategy which is categorized as a form of giving respect (Give difference).

4. Off-Record :

   a. Overstate (Overstate).

   Extract 11.

   T : Baik, sebelum kita lanjut saya bertanya dulu, "Apakah yang dimaksud dengan khobar?"

   S : "Khobar adalah bagian kalimat yang menyempurnakan faedah sehingga kalimat tersebut bisa dipahami, dimengerti dan mudah untuk diterapkan".

The quotation from the students' speech to the teacher or coach contained in the data above shows the use of indirect politeness strategies. Ustadz asked a question using the sentence What is meant by khobar? However, the students were rewarded with excessive answers. When viewed based on the third volume of the Amsilati Book, the correct answer is that Khobar is the part of the sentence that completes the meaning so that the sentence can be understood. However, the students gave redundant answers by adding sentences that were understandable and easy to apply. Students states something excessively by exaggerating the situation from the truth (Overstate) which is part of an indirect politeness strategy.

5. Silent strategy:

   a. Scare, Inconfident

   Extract 12.

   T: Dasarnya mana?Halaman berapa?

   S: Diam (Tanpa menjawab)

....

1424

International Journal of Social Science (IJSS)
Vol.2 Issue.2 August 2022, pp: 1417-1430
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)
....

In the speech above, it can be seen that students apply this type of politeness strategy in learning process, this politeness strategy is a politeness strategy that does not threaten the face of the speech partner. This strategy is realized by being silent or not speaking at all because they are afraid or not confident (Scare, Inconfident) to answer questions from the coach.

Table 2.3 Frequency of politeness strategies used in student interactions with coaches/teachers outside the classroom (Non-Formal)

No.	Politeness Strategy Forms		Extract	Frequency
1	Bald on record	Non-minimization of the face threat	7	1
2	Positive politeness	Offer,Promise	8	2
		Use in group identity/addressed forms	9	
3	Negative politeness	Give deference	10	1
4	Off-Record	Overstate	11	1
5	Silent strategy	Scare, Inconfident	12	1

2. Interaction of students with teachers

The form of politeness strategies used by students in interacting with teachers in forSenior high schooll situations (in class). When the researcher observations or observations, the researcher found (15) speech forms of politeness strategies in the interaction patterns used by students with teachers in the class, as described below:

1. Straight strategy / Bald on record:
a. Without minimizing the threat to the face of the speech partner (Non-minimization of the face threat)
Extract 13.
S : Ibu, Izinka dulu nah bu

In the data above, there are utterances of students who apply this type of politeness strategy in the classroom during the learning process, the interaction of students is seen when the students say " *Ibu, Izinka dulu nah bu* ". Students apply a direct strategy where students ask permission from the teacher to leave the class.

Extract 14.
T : Nomor satu baca pertayaan dan jawab,Suci!
S : Belumpi

In the English class the teacher asked one of the students to read the questions and answers after the teacher gave the students' time to work on the questions, but the students only said "Belumpi" to the teacher. The statement shows that students use a direct strategy without minimizing FTA. A student does not care about the face of the interlocutor because it is in an emergency or urgent condition so that it can be categorized as a direct strategy (Non-minimization of the face threat).

2. Positive politeness strategy
a. Use in group identity/addressed forms.
Extract 15.
T : Siapa sebenarnya yang menyapu hari ini?

....

....

S : Rifka, Hikmah

Based on the data above, it shows one form of positive politeness strategy which implies using identity in a group when the teacher asks by saying "who is in charge of sweeping today?" then one of the students answered "Rifka, Hikmah".

Extract 16.
T : Who doesnt come today!
S : Fida and amel

The data above shows that students apply this type of politeness strategy in the classroom by mentioning the name of a friend "Fida and amel" after the teacher asks who is not present today. With the student's answer, it means that the student uses a positive politeness strategy. This is categorized as a group identity/addressed form.

Extract 17.
S : Bu, Apa itu place of birth?
T: Tempat lahirnya,place itu tempat

In the speech above, it can be seen that Students applies positive politeness strategies which are categorized as using in-group identity/addressed form.

Extract 18.
S : Mom, Jawabanya saja di buku?
T: Iya, Jawabanya saja

Based on the data above, it shows one form of direct strategy which implies the use of identity, in the interaction above it can be seen in the sentences spoken by students when asking the teacher by saying "*Mom, Jawabanya saja di buku*?". Mom's words spoken by the students are a form of politeness strategy.

Extract 19.
T: Yes good, historical buildings means that the number one answer must be that the English language is historical buildings, the Indonesian language is historical buildings. So the answer will be written on the back of the paper, understand what that means? Can you do the first part?
S : Yes Mom

The data above shows that the students apply this type of politeness strategy in the classroom and, one of the students uses the "Yes Mom" speech. These students apply positive politeness strategies which are categorized as using in-group identity/addresed.

a. Seek agreement/repitition

Extract 20.
T : Masih ingat materi minggu lalu?
S: Masih

Based on the data above, it shows one form of positive politeness strategy which implies seeking agreement or repeating when the teacher asks by saying " *Masih ingat materi minggu lalu*?" then one of the students answered Masih.

Extract 21.
T: Ok. I want... something that represents announcement one and announcement two read!!! Rise your hand please!,,,,Rifka read text one!
S : Text one?

In the data above, it can be seen that students apply this type of politeness strategy in the classroom by saying "Text one", as the teacher has said "Rifka read text one". The students' statements show that students use positive politeness strategies which are categorized as seeking agreement by repeating what the teacher says.

Extract 22.
T : Do you still remember our material last week?
S : Yes mom, I still remember

The statement above shows that the students apply this type of politeness strategy in the class. The students say "Yes mom, I still remember" after the teacher said whether they still remember the subject Senior last week. With the students' answers, it means that students use politeness strategies which are categorized as positive politeness strategies. These are categorized as identity in groups and seek approval/repetition (Use group identity/addressed and Seek agreement/repetition).

b. Joke

Extract 23.
T : Ok, lets Study about english biography text , Anyone know whos picture is this?
S : Grandfather

....

1426

International Journal of Social Science (IJSS)
Vol.2 Issue.2 August 2022, pp: 1417-1430
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)
....

The above statement shows that the students apply this type of politeness strategy in the class. The students say "Grandfather" after the teacher says "Anyone knows whos picture is this?". With the student's answer, it means that the student uses a positive politeness strategy. This is categorized as a Joke.

3. Negative politeness strategy
a. Be conventionally indirect
Extract 24.
S : Tabe bu, Ki lupa minggu lalu paraf daftar hadir

The data above shows that students use a negative politeness strategy by saying "Tabe, *Tabe bu, Ki lupa minggu lalu paraf daftar hadir*". Students intends to ask the teacher to initialize the attendance list, the speech is used by students so that the explicit and shows negative politeness strategies that are oriented as indirect expressions.

b. Question, Hedge
Extract 25.
S : Apa nomor lima tadi?
T : Long winding corridos

The above utterance shows that the Students expressed the meaning of the question to the teacher by saying "What was number five?" The student's speech shows a negative politeness strategy which is categorized as a form of expressing questions with certain particles, asking for opinions (Question, hedge).

4. Silent strategy
In this section, the researcher also found a form of silent strategy carried out by students in the classroom as shown in the following data:

a. Inability to speak, Passive
Extract 26.
T : Number one in text dua annoucement what is the stating purpose?
S: Silence (Without answering)

In the speech above, it can be seen that students apply politeness strategies in the classroom. This strategy is realized by being silent or not speaking at all because it is caused by two things: first, speaking skills that are lacking in students, speaking skills.

Can be influenced by a lack of motivation from oneself, from the family, especially from parents, and a lack of interest in learning. So that students have difficulty learning in speaking skills, students do not dare to reveal anything to the teacher and prefer to be silent. Second, passive students. Factors that cause passive students to learn are lack of skills or abilities, both talent and learning experience, students are less interested in the learning Senior high schoolterial being studied so there is no encouragement to carry out learning activities or have difficulty in studying the learning material. .

a. Scare, Inconfident
Extract 27.
T : The following states place, place. Any answer Dwi? just read!
S: Silence (Without answering)

The data above shows that students apply the type of politeness strategy in the classroom, the form of strategy used by students is the silent strategy, or not speaking at all because they are afraid or not confident (Scare, Inconfident) to answer questions from the teacher. This is influenced by social relations factors that are not good to fellow students and to teachers, so that students feel isolated in the classroom. The isolation of students can cause some psychological disorders, students will become inferior, shy, quiet, and have no self-confidence.

Table 2.4 Frequency of politeness strategies used in the interaction of students with teachers in class/Formal.

No.	Politeness Strategy Forms		Extract	Frequency
1	Bald on record	Non-minimization of the face threat	13, 14	2
2	Positive politeness	Use in group identity Senior high schoolrkers/addressed forms	15, 16, 17, 18, 19	9

....

Journal homepage: https://bajangjournal.com/index.php/IJSS

....

		Seek agreement/repetition)	20, 21, 22	
		Joke	23	
3	Negative politeness	Be conventionally indirect	24	2
		Question, Hedge	25	
4	Silent strategy	Inablity to speak,Passive	26	2
		Scare, Inconfident)	27	

Table 3.5 Frequency of politeness strategies used in the interaction of students with students, students with coaches and students with teachers inside and outside the classroom (Formal and Non-Formal).

No.	Politeness Strategy Forms		Extract	Frequency
1	Bald on Record	Non-minimization of the face threat	1, 2, 3, 4, 7, 13, 14	7
2	Positive Politeness	lnclude both S and H in the activity	5	12
		Offer, Promise	8	
		Use in group identity /addressed forms	9, 15, 16,17, 18, 19	
		Seek agreement/repetition	20, 21, 22	
		Joke	23	

....

1428

International Journal of Social Science (IJSS)
Vol.2 Issue.2 August 2022, pp: 1417-1430
ISSN: 2798-3463 (Printed) | 2798-4079 (Online)

3	Negative Politeness	Minimise the imposition)	6	4
		Give deference	10	
		Be conventionally iderect	24	
		Question, Hedge	25	
4	Off-Record	Overstate	11	1
5	Silent Strategy	Scare, Inconfident	12, 27	3
		Inability to speak,Passive)	26	
6	5	16	27	

CONCLUSION

Reflecting the politeness of language that is owned by their dignity, in the verbal realm important to be instilled from an early age. So that the role of the family as an educator and the educational environment in the has an important role in determining one's language disability. The emphasis on providing language unit education, especially in Islamic boarding schools, Senior role to determine, train, teach and at the same time improve students' language politeness as the nation's next generation. Islamic boarding school is an institution that must educate its students to speak politely, an institution that produces a generation of the nation's children who will become the nation's leaders so it is necessary to realize politeness in speaking. The impact in the school environment is that if they are not aware of the importance of politeness and do not realize politeness in language, then the school only produces people who are scientifically, but fail to produce people who are polite to speak, because being is not enough if they do not have good character, and are also honest. . This explanation is also a clear reason that schools can be a place to grow the basics of student politeness through education and learning politeness in language so as to produce a generation that is dignified, has character, has knowledge and has good morals. Obtaining analysis data that has been categorized based on the indicators of politeness in language, it can be seen that there are 7 data forms of Bald on record strategies, 12 data forms of Positive Politeness strategies and are the most frequently used strategy forms by Islamic boarding school students. 3 data in the form of a Negative Politeness strategy, 2 data in the form of an Off record politeness strategy, 3 data as additional findings in the form of a silent strategy (Silent strategy).

SUGGESTIONS

Problems at the level of politeness in this study researchers have suggestions for related parties:
1. For school

This research can be used as a brainstorm in the assessment of students' politeness attitudes that are applied in learning both in formal and nonformal situations. In addition, it can be used politeness in Islamic boarding

....

schools to apply politeness to all aspects of learning, Islamic boarding schools that excels in language politeness. Become a reference in instilling and increasing the value of politeness in the students language of Islamic boarding school As`adiyah Ereng, Bantaeng Regency in the process of interaction between students and students, students with coaches or teachers.

2. For teachers and coaches

Language subject teachers or boarding school builder can find out the level of unity of students to be followed up by instilling and improving language politeness in students. For planting attitude assessment, in addition to assessing attitudes based on the behavior of students.

3. For students

Students will have the habit of speaking politely in language, especially in contexts, so that students can be confident when appearing in public.

REFERENCES

[1] Adel, S.M.R., Davoudi, M. & Ramezanzadeh, A. 2016. A Qualitative Study of Politeness Strategies used by Iranian EFL Learners in a Class Blog. Iranian Journal of Language Teaching Research, 4(1), 47-62.

[2] Anggraini, Mutia. 2017. Teacher Instructional Communication in the Learning Process Software Engineering Expertise Program In SMKN 2 Pekanbaru. JOM FISIP Vol. 4 No. 2 – Oktober 2017. Pekan baru: Riau Uiversity

[3] Gusnawaty. (2011). Perilaku Kesantunan dalam Bahasa Bugis, Analisis Sosiopragmatig. Dissertation, Program Pascasarjana Universitas Hasanuddin, Linguistics, Makassar.

[4] Kurniyatin. 2017. An Analysis of Politeness Strategies used by Teacher and Students in English Class at MTs NU AssalamKudus. Thesis. Surakarta: State Islamic Institute of Surakarta.

[5] Maleong. L. J. 2010. Qualitative Research Methodology. Bandung: PT. Rosdakarya Teens

[6] Lailiyah, S., & Novitasari, N. F. (2018). REALISASI STRATEGI KESOPANAN DALAM TINDAK TUTUR DIREKTIF PADA FILM KUNGFU PANDA. CERMIN: Jurnal Penelitian, 1(2), 67-81.

[7] Leech, Geoffrey. 2014. The PragSenior high schooltics of Politeness. United States of America: Oxford University Press.

[8] Mahmud, Murni. 2019. The Use of Politeness Strategies in the Classroom Context by English University Students. Indonesian Journal of Applied Linguistics, 8(3), 597-606.

[9] Miles, M. B. & HuberSenior high schooln, M. (2014). Qualitative data analysis a methods sourcebook. California: Sage Publication.

[10]Penelope, Brown. 2015. Politnes and Language. International Encyclopedia of the Social & Behavioral Sciences, 2nd edition, Volume 18. Planck Institute of Psycholinguistics, Nijmegen, The Netherlands. Alailable at http://dx.doi.org/10.1016/B978-0-08-097086-8.53072-4

[11]Penelope, Brown. dan Stephen C. Levinson, 1987. Politeness Some Universals in Language Usage. New York: Cambridge University Press.

....

THIS PAGE HAS INTENTIONALLY BEEN LEFT BLANK