

**EXPLORING STUDENTS' POLITENESS IN ENGLISH
LEARNING PROCESS IN JUNIOR HIGH SCHOOL**

A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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MOTTO

“That man will only have what he has worked towards”

(An-Najam : 39)

ABSTRAK

Kesantunan adalah metode untuk membantu membangun hubungan atau interaksi yang baik antara seseorang dengan orang lain dalam segala situasi. Orang dapat menilai perilaku seseorang dari cara mereka berbicara. Dalam bidang pendidikan bahasa, guru dan siswa menggunakan bahasa untuk bertukar informasi baik secara verbal maupun non verbal. Berdasarkan beberapa peneliti, ditemukan bahwa siswa sering menggunakan ucapan yang tidak sopan kepada guru mereka, yang mempengaruhi kepatuhan siswa saat belajar mengajar bahasa Inggris. Penelitian ini membahas tentang kesantunan siswa SMP dalam pembelajaran bahasa Inggris, dengan membawa dua pertanyaan inti yaitu Bagaimana kesantunan siswa dalam proses pembelajaran bahasa Inggris? Dan Apa saja faktor-faktor yang mempengaruhi kesantunan siswa? Penelitian ini merupakan penelitian kualitatif dengan metode observasi, dan dilakukan di salah satu SMP di kabupaten Pekalongan. Hasil dari penelitian ini, peneliti menemukan dan menganalisis tiga puluh tiga ujaran yang dibuat oleh siswa kepada guru dan teman mereka dengan empat kategori yaitu bald on record, positive politeness, negative politeness, dan off record. Selain itu, strategi kesantunan yang paling sering digunakan oleh siswa selama pembelajaran bahasa Inggris adalah strategi kesantunan positif. Selain itu, peneliti menemukan beberapa faktor yang mempengaruhi pilihan penggunaan strategi kesantunan oleh siswa. Faktor-faktor tersebut adalah jarak sosial dan kekuasaan relatif.

Kata kunci : kesantunan berbahasa, siswa smp, pembelajaran bahasa inggris

ABSTRACT

Politeness is a method to help building a good relationship or interaction between among being situations. People can judge someone's behavior by the way they speak. In the field of language education, teachers and students use language to exchange information both verbally and non-verbally. Based on some researchers, it is found that students often use impolite speech to their teachers, which affects students' compliance when learning to teach English. This research discusses the politeness of junior high school students in English learning, bringing two core questions namely How is the politeness of students in the process of learning English? And what are the factors that influence students' politeness? This study is a qualitative research with observation method, and was conducted in one of the junior high schools in Pekalongan district. The result of this study, the researcher found and analyzed thirty-three utterances made by students to their teachers and friends with four categories namely bald on record, positive politeness, negative politeness, and off record. Based on , the most frequently used politeness strategy by students during English learning is positive politeness strategy. In addition, the researcher found several factors that influence the choice of politeness strategy use by students. These factors are social distance and relative power.

Keywords : language politeness, junior high school students, english learning

PREFACE

Praise and gratefulness for the presence of Allah has provided pleasure and opportunity, then made it easier for me to write a thesis entitled “ **Exploring Students’ Politeness in English Learning Process in Junior High School**” can be done. It is submitted to English Education Department , UIN KH Abdurrahman Wahid Pekalongan to fulfil one of requirements for *Sarjana Pendidikan Degree*. This Proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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The Writer

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CHAPTER I

INTRODUCTION

1.1. Background

According to Suyatno (2012), people live based on the ethics and norms that exist in society. People are social beings, which means they cannot be separated from others. Therefore, in establishing relationships with other people, good ethics are needed such as good behavior and a good attitude. Ethics and norms are formed to build harmony and orderliness in life. Politeness itself can be achieved through the use of language. According to Gao, et al., (2020), people's use of language may be influenced by cultural norms or constraints. It has been observed that people from various cultural backgrounds have different ways of expressing politeness. So there is a close relationship between language and politeness. However, the development of civilization that gave rise to technological products slowly shifted the existing norms and ethics. According to Muhyadi (1989), "Harmony and order in human life will be realized if ethics and norm are still a reference in behaving or acting. Only individuals with the character can to actualize ethics and norm in their lives".

One of the ethics that is starting to be marginalized is politeness in language. Politeness and courtesy in language that used to be a benchmark in building good relations in communication practice are often ignored and even forgotten (Faiz, et al., 2020). As a result, conflicts or plural problems arise because of the form of language that does not meet the rules of politeness and

courtesy. According to Wijana (1996), language politeness is our ethics in socializing in society with the use of language and good word choice, paying to where, when, and to whom for what purpose we speak politely (Lakoff, 1997).

Linguistic politeness is one of the pragmatic studies. Lakoff (1976), stated that politeness is a method to help build good relationships or interactions between someone and others in all situations. For example, when a student and teacher communicate politely, their interpersonal relationships at school will go well. Pragmatic knowledge is very important to learn so that in student-teacher interactions, they can communicate and behave in certain situations and contexts. In these interactions, one must also pay attention to language politeness in carrying out the teaching and learning process so that a harmonious and close relationship is established. Similarly, with language instruction, speaking abilities must develop into a positive habit by utilizing polite words daily.

Waliyadin (2016) stated that through the language, people can judge a people behavior from the way they speak. In other words, the use of polite, regular, and clear language can show a person's personality. It can be seen when someone says some impolite or bad words, other people can immediately judge that the person has a rude trait or has bad language ethics. But on the contrary, when someone speaks with good ethics, other people judge that someone is a person who is full of courtesy and good ethics. According to Brown and Levison (1978) *The Controversy Over Positive and*

Negative Faces "They can all appear on one's face". The concept of the face is closely related to the communicative process of dealing with impressions of oneself. Faces The It Self is a person's public self-image that needs to be nurtured and respected. This can be achieved by using polite language to avoid friction and problems in communicating with each other.

In the field of language education, teachers and students use language to exchange information both verbally or non-verbally and usually have different communication styles. To avoid friction and misunderstandings, they must use effective communication strategies to communicate their intentions and thoughts. According to Kingwell (2010)), communication is not only about formulating interests and arguments, and conveying information as efficiently as possible, but also about not hurting other people's feelings. Therefore, according to Senowarsito (2013), English students must possess communicative competencies, including socio-cultural, interactive, formulaic and strategic competencies, as well as linguistic competencies. English learners need to master not only grammar, pronunciation, and vocabulary, but also practical aspects of the target language, especially politeness strategies.

At school, the teacher plays an important role in forming the language politeness of the students. As the Indonesian education minister stated that the teacher has the responsibility to teach students how to speak politely (Manik, Hutagaol, 2015). In other words, for students to speak politely, the teacher as an example must also do the same thing. Based on the research by Rahayuningsih (2020), both the English teacher and the students, especially

those in junior high school, need to be aware of pragmatic competence, particularly politeness tactics to establish a pleasant learning environment and maintain a positive relationship.

Heretofore, competency standards and linguistic components have served as the foundation for the teaching and learning of English in schools, from primary to postsecondary institutions. It appears that his moral principles have not been taken into account. Consequently, many students disregard moral principles like speaking politely.

This study considered determining how politeness is perceived in a specific set of communication between students and teachers in junior high school, particularly in the English learning process. In light of these phenomena, the researcher believed that studies on how politeness is practiced among junior high school students are important.

1.2. Formulation of the Problems

This study provides two research questions related to the students' politeness in the English learning process in junior high school. The research questions are :

- 1) What types of students' politeness in the English learning process?
- 2) What are the factors influencing the students' politeness?

1.3. Operational Definitions

To avoid misunderstanding the terms used in this study, here are several definitions related to the terms, as follows:

1. Politeness : Politeness is defined as appropriate or ethical

behavior (Zamzani, 2010).

2. Learning process : Learning is a process that results in change, which is brought on by experience and raises the possibility of future learning and increased performance (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010)

1.4. Aim of the Study

This study aimed to explore about the types of politeness in junior high school students in the English learning process and find out the factors that influence their politeness.

1.5. Significance of the Study

1. Theoretical significance : This research will contribute the theories about politeness strategies. The theory used in this research is Brown & Levinson (1978), who said that politeness is a fundamental thing in pragmatics because politeness is a universal phenomenon in the use of language in social contexts.
2. Empirical significance : This research can to provide insight as well as new references in similar fields. This research conducted by exploring junior high school students, is expected to add information about politeness strategies because so far research on politeness strategies in the learning

process has not been explored in depth.

Practical significance.

3. Practical significance : This research aims to expand guidelines for politeness strategies, especially how to apply them in the learning process. So, it can be useful for both students and teacher.

CHAPTER V

CONCLUSION

5.1. Summary of Findings

From the research results listed in the results and discussion section above, the researcher found that during English learning in the classroom there are thirty-three utterances made by students to the teacher and to their friends. Researcher found eleven uses of bald on record strategy with categories such as showing disagreement, using imperative form, task-oriented, and warning.. Furthermore, researcher found sixteen uses of positive politeness strategies with categories using group identity/addressed form, noticing, offering/promising, seeking agreement, exaggerating, and jokes. Besides that, the researcher found four applications of negative politeness strategy with categories questioning using hedge. And the last, there are two applications of off record strategy and categorized as understate and giving association clues. The most often used politeness strategy by students during English learning is the positive politeness strategy. In addition, the researcher found several factors that influence the students' choice of politeness strategy usage. These factors are social distance and relative power.

5.2. Recommendation

From what was found by the researcher, the researcher intends to provide some suggestions that are expected to be useful for both students and other researcher. The suggestions are as follows:

1. For Students

With the discussion about politeness strategy, researcher suggest that students can better understand and realize the importance of language politeness, especially in the school environment. For other researcherThis study discusses how politeness strategies used by students during English language learning.

2. For future researcher who are interested in discussing politeness strategies, researcher hope to further develop their research and this research can be a reference.

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