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## Politeness Strategies Between English Department Students At Dharma Andalas University

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### Abstract

*The strategy of politeness, and sentence structures are all described and explained in this research of Dharma Andalas University English Department students. Descriptive qualitative analysis is used in this study. A discourse between students studying English literature serves as the research's data source. Data retrieval through the refer technique. This is followed by an open-ended, participatory manner. Data were gathered by recording discussions between Andalas Dharma University English literature students. The study's findings indicate that students of English literature frequently employ sentences that are followed by a request sentence in their interactions with other students of the same subject. The study's findings indicate that students of English Department frequently employ sentences that are followed by a request sentence in their interactions with other students of the same subject. Positive politeness is the most commonly utilized kind. This suggests that the English literature students communicate with a high degree of civility. Positive politeness is most commonly utilized. This suggests that English literature students communicate with excellent manners.*

*Keywords: Politeness, Strategy, English Department, and Students*

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### I INTRODUCTION

According to Yule (1996), politeness is a fixed concept in idea of polite social behavior or etiquette within a culture. In our daily lives, we convey a message in order to save the hearer's face when face-threatening acts are inevitable or desired, which means that the speaker avoids

embarrassing the listener or making him feel uncomfortable. Frasher (1990) views politeness as the implementation of conversational right and obligation as speaker and hearer operate under the "term and conditions of the conversational contract." The criteria for what constitutes a

polite or unpleasant speech varies depending on the standard norm or value that is in place. In some contexts, a statement deemed kind in one context could be viewed as disrespectful in another. The context in which the speech is utilized determines it. Speaking with a friend, for instance, is not the same as speaking with a teacher since a friend's connection is more intimate than a teacher's. Someone can immediately say "Hay, what's up?" to a buddy but cannot say the same thing to a teacher since he or she can be regarded disrespectful or unpleasant.

People employ politeness strategies in different contexts. Brown and Levinson (1987) suggested five ways to be courteous. They don't engage in FTA (face-threatening act), are bald on record, and exhibit both positive and negative politeness. These techniques can serve as the foundation for an analysis of the linguistic phenomena and behavior that arise in social interactions. We need interaction everywhere, as

we all know, and understanding the history and culture of those around us can help tremendously when having a discussion. The speaker has several options for producing directed utterances. In order to establish a pleasant atmosphere, the speaker typically delivers directive statements in the form of direct questions; the more indirect the statement, the more polite it is. Ordering, commanding, requesting, advising, asking, threatening, concluding, permitting, prohibiting, and recommending are common forms of directive speech (Levinson 1983).

The purpose of this research is to investigate the politeness methods of directed utterance among Dharma Andalas University English Department students. This topic was chosen in order to examine the usage of directed utterance by Dharma Andalas University English language learners. The author enjoys dissecting people's speech. The phrase appears to imply that being courteous isn't necessarily courteous or vice versa

## II RESEARCH METHODS

The research methodology consists of three steps. They are data collection, data analysis, and result analysis presentation. The data used in this study comes from student conversations at Dharma Andalas University.

The author used the non-participant observational approach for data collection. The researcher used the listening approach in this study. This approach is named listening because the data is collected by listening to students' spoken language or spoken interactions with other pupils.

The fundamental method of realizing listening is "tapping," which involves listening in on the speaker and speech partner's discussion. The writer employs a listening strategy that is backed by Surdayanto's Simak Bebas Libat Cakap (SLBC) methodology, in which the writer merely observes and listens to student-to-student interactions.

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The writer employs a listening strategy that is backed by Surdayanto's Simak Bebas Libat Cakap (SLBC) methodology, in which the writer merely observes and listens to student-to-student interactions. Data that has been designated as sufficient by recording is gathered, grouped, and arranged by shorting according to the field that will be written before being chosen and sorted.

The pragmatics identity technique is employed in the analysis of the data. A few theories are used, such as the initial theory that Searle suggested to identify the object's directed utterance. Second, use the politeness theory of Brown and Levinson to track the use of politeness tactics. The final theory makes reference to Hymes's theory, which emphasizes the utterance's context in order to bolster the interpretation.

The author uses both the formal and informal methods suggested by Sudaryanto (1993, 145) to convey the analysis's findings.

The analysis's outcome is presented using signs and symbols in the formal approach. The outcomes of data analysis presented in plain language is known as an informal technique. the

formal approach that makes study findings easier to understand. The outcomes of study are explained using an informal approach.

### III RESULTS AND DISCUSSION

#### Analysis type of politeness strategies

In the analysis data of type politeness strategy, the researcher presents the results of the research briefly, while in this section, the researcher will give deep explanations of these results. Then, to support the discussion, some examples of student's utterances are presented.

#### 3.1 Bald on record politeness strategy

According to Brown and Levinson (1987), bald on record strategy is a strategy of doing the FTA to state something clearly. Culpeper (1996) argues that the bald on-record politeness strategy is used when the threat of the hearer's face is very small. Imperatives are often softened with hedges or conventional politeness markers, e.g.: 'please send us the offer. 'Verb' 'do' is used with imperatives, like in 'Do call us!' (Brown & Levinson, 1978). Other examples "Close the door" "Come in and sit down" or in situations where the speaker has more power than the hearer. The Author just get one bald on record in data. They are:

**Table 3.1.1 bald on record**

<b>Bald on record</b>
1. <i>bawain buku practice and translation bang besok ya!</i>

The example of bald on record strategy could be seen as follow:

Firman : *bawain buku practice and translation bang besok ya*  
 Eji : *oke bang!*

The situation happened when the speaker asked the hearer to bring his book that she borrowed, because he needed the book for class practice and translation for tomorrow.

The instruction above shows that the speaker used direct strategy without further commotion or in situations where the speaker has more power than the hearer.

#### 3.2 Positive politeness strategies

According Brown and Levinson (1987) positive politeness is a strategy for doing an FTA with face-saving way or maintaining a positive face of opponents' speaker.

In the conversation, the student employed 11 utterances of positive politeness with five sub-strategies. There are notice attend hearer, exaggerate (Interest, Approval, and Sympathy with H), use in-group identity markers, joke, and be optimistic.

**Table 3.2 positive politeness**

<b>Positive politeness</b>	
1. Notice, attend to hearer	1. Tolong belikan sasil air minum satu Mad
2. Exaggerate	2. Tolong belikan goreng mak angel ya
3. Use in-group identity markers	3. Tolong aku dong. Mau nggak?
4. 5. Siapa nyet?	4. Iiih, cantik nya kakak ni lagi. Pandai y uni kan.
5. Joke	5. Oiya nyet
6. Be optimistic	6. Nyet, mana buku catatan aku kemaren?
7. Be optimistic	7. Aku pikir kak ester udah kelar
8. Be optimistic	8. Wih Mad, bagus kali Hp kamu, ada retak-retak nya, itu Hp nya model terbaru ya? Beli dimana itu? Aku mau dong
9. Be optimistic	9. Udah di belikan minyak nya tadi?
10. Be optimistic	10. Semangat ajalah kak, mudah-mudahan cepat selesai ya.

1) Notice attend to hearer (His Interest, Wants, Needs, Goods) (Strategy 1)

In politeness strategies, Notice attend to hearer (His Interest, Wants, Needs, Goods)

have three utterance employed by the speaker. One of the example notice attend to hearer (His Interest, Wants, Needs, Goods) as follow:

Sisil: *Tolong belikan sisil air minum satu Mad.*

The situation above shows that the speaker wants the hearer to buys something. The speaker utters that she need the hearer help. It could be categorized to notice attend to hearer (His Interest, Wants, Needs, Goods).

2) Exaggerate (Interest, Approval, Sympathy with H) (Strategy 2)

There is only one utterance employed by the speaker which is included into exaggerate (Interest, Approval, Sympathy with H). The example of Exaggerate (Interest, Approval, Sympathy with H) as follow:

Yuni: *Iiuh, cantiknya kakak ini lagi*

The situation above shows that the speaker praised the hearer about the hearer performance. The speaker utters that praise in order to show the interest to that the hearer. It could be categorized to exaggerate (Interest, Approval, and Sympathy with H) as the second sub-strategy of positive politeness.

a. Use in-group identity markers (Strategy 4)

There are three of the speaker utterance included into Use in-group identity markers. This strategy use address from language/dialect, jargon/slang ellipsis. Here is the example of use in-group identity markers.

Tesyia : *nyet mana buku catatan aku kemaren?*

In this situation, the speaker asked about her note book and then calling the name of the hearer with slang. The speaker said that utterance because she is close friend of the hearer. That utterance included to in-group identity markers (Strategy 4)

b. Joke (Strategy 8)

There are three of the speaker utterance included into joke (strategy 8). This strategy was the most rarely employed by the speaker. Here is the example:

Sisil: *Wih Mad, bagus kali Hp kamu, ada retak-retak nya, itu Hp nya model terbaru ya? Beli dimana itu? Aku mau dong*

The utterance above happened when the speaker looks at the hearer's cellphone that is cracked and then he mocked by that sentence. Because they close friend, the speaker tried to make a joke by saying that utterance. The speaker utterance could be categorized as joke strategy 8.

c. Be Optimistic (Strategy 11)

There is only one utterance employed by the speaker which is included into be optimistic. This strategy occurs when the speaker expects something but first she/he would think optimistically to the hearer.

Rahmat: *Semangat ajalah kak, mudah-mudahan cepat selesai ya.*

In this situation, the speaker asked about development thesis of the hearer, but the hearer look hopeless. The speaker said that utterance because he optimistically and give support to the hearer. That utterance included to be optimistic (strategy 11).

**4.2.2 Negative politeness strategies**

According Brown and Levinson (1987) negative politeness is repressive action addressed to the address negative face. This strategy is oriented to the person's negative face.

In the conversation, the student employed 5 utterances of positive politeness with two sub-strategies. There are apologize and nominalize.

**Table 3.3 negative politeness**

Negative politeness		
1. Apologize		
1	Sorry... sorry...	Es, aku nggak tau.

- 2 Eh habis minumannya, maaf ya.  
Aku haus kali soalnya
- 3 Iya, tapi bukunya nggak sengaja  
basah sedikit sama ku, maaf  
ya.
- 4 Maaf nyet, jangan lah marah-  
marah

**2. Nominalize**

- 5. Banyak kali tentangan nya, sini  
biar Yuni bantu bawain.

1) Apologize (Strategy 6)

There are four of the speaker utterance included into apologize (strategy Here is the example:

Ester : *Iya, tapi bukunya nggak sengaja basah sedikit sama ku, maaf ya.*

The utterance above happened when the speaker apologize to the hearer accidentally wetting the speaker book. The speaker utterance could be categorized as apologize strategy 6.

2) Nominalize (Strategy 9)

There is only one utterance employed by the speaker which is included into nominalize. This strategy occurs when the speaker expects degree of negative and positive. Here is the example of nominalize:

Yuni : *Banyak kali tentangan nya, sini biar Yuni bantu bawain.*

In this situation, the speaker asks the hearer if he needs help from the speaker. The speaker pities to see the hearer carrying a lot of stuff.

**IV CONCLUSION**

This chapter is divided into two primary sections. These are recommendations and findings. The summary of results and discussions pertaining to the design and goals of the study are included in the conclusions section. recommendations addressed to students and other researchers are included in the section dedicated to recommendations.

The writer found that in Wi-Fi corner and cafe the student employed four types of

**3.3 Off record**

According to Brown and Levinson (1987), off record strategy is used when the speaker wants to do the FTA but wants to avoid responsibility for doing so. The speakers allow the listeners to give more than one interpretation of what the speakers say. In the data, the student employed 1 utterances of Off-record with 1 sub-strategy it is give hint.

**Table 3.4 off record**

**Off record**

- 1. Give association clue
  - 1. Iya, buruan! Panas banget  
Sekarang kan, nggak kuat aku lama lama disini.

1) Give association clue (Strategy 2)

Give association clues occurs when speaker said something associated with the act required of hearer. The speaker used 1 utterance that categorized into give association clue. The example of give association clues is:

Tesya : *Iya, buruan! Panas banget sekarang kan, nggak kuat aku lama-lama disini.*

His utterance above occurred when the speaker asked to the hearer are she done to eat. The speaker wants to go from the place because she feels not comfortable in there any more. The speaker gives the clues that the place is so hot to the hearer.

Politeness Strategies in conversation process. There are 1 utterance of Bald on Record Strategy, 11 utterances of Positive Politeness Strategy 3 (utterances of notice attend to hearer, 4 utterances of Exaggerate, 3 utterance of Joke, one utterance of Be optimistic) and 2 utterances of Negative politeness strategy, (4 utterances of Apologies and one utterance of nominalize) and also one utterance Off-record strategy (give an association).

For other researchers, it is hoped that there will be much more related research to come since the issue about among student's politeness strategies is still limited. Due to imperfection of this research, the writer expects that there will be another research that will further investigate this

issue thoroughly. In this research, the writer takes students English Department being the participant which leads this research in-generalize it will be better in the next research to take more participants to make it generalize.

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