

## ABSTRACT

**Azmi, N. H. NIM: 8136112065. *The Politeness Strategy Used In Teachers' Interaction At School. A Thesis. English Applied Linguistics Study Program, Post Graduate School, State University of Medan. 2018.***

The objectives of this descriptive qualitative study were: 1) to elaborate the types of politeness strategies used in teachers' interaction at school, 2) to describe those types of politeness strategies expressed in teachers' interaction at school and, 3) To explain the reason for using politeness strategies were expressed in the way they are. The data were gathered from two situation in the school, they were in teachers meeting and picket table. To elaborate the types of politeness strategy used the data were identified, analyzed and categorized based on Brown and Levinson (1987), which divided into four, they are: a) *Bald on record*, b) *Positive politeness*, c) *Negative politeness*, dan d) *Off-record*. The findings of the teachers' realization of politeness strategies expressed showed that: 1) all of politeness strategy types were found in the meeting teachers and pickt table. 2) in teachers meeting data were realized in some ways. Bald on record was used a) in cases of non-minimalization of the face threat, and b) cases of FTA-oriented bald on record usage. Positive politeness was only used 8 out of 15 ways, they are: a) use in-group identify markers, b) seek agreement, c) avoid agreement, d) joke, e) offer promise, f) be optimistic, g) Include both S and H in the activity, h) Give reasons, and i) assume or assert reciprocity. Negative politeness was only used 2 out of 5 ways, they are: a) hedging and b) apologizing. Then, Off-record politeness was only used 2 out of 3 ways, it is a) be vague and be sarcastic. At picket table data were realized in some ways. Bald on record was used in cases of non-minimalization of the face threat and cases of FTA-oriented bald on record usage. Positive politeness was only used 6 out of 15 ways, they are: a) use in-group identify markers, b) seek agreement, c) joke, d) be optimistic, e) include both S and H in the actifity and, f) give/ask reasons. Negative politeness was only used 2 out of 5 ways, they are: a) pessimism, and and b) appologizing. Then, off-record politeness was 2 of 3 ways , they are: a) give hints, and b) be sarcastic. 3) There are some reason that found when the teachers used politeness strategy in teachers meeting and picket table according to Brown and Levinson's theory. In the teachers meeting data the researcher found the other reasons why the participants used politeness strategy, they are: a) to give a good role model to others especially their students about politeness practice b) to convince the others about what we are talking about easily. Overall, the data showed that politeness was used as effective communication.

## ABSTRAK

**Azmi, N. H. NIM: 8136112065. Penggunaan Strategi Kesopanan di dalam Interaksi Guru di Sekolah. Tesis. Linguistik Terapan Bahasa Inggris, Sekolah Pascasarjana, Universitas Negeri Medan. 2018**

Tujuan dari penelitian deskriptif kualitatif ini adalah untuk menemukan: (1) Tipe strategi kesopanan yang digunakan di dalam interaksi guru di sekolah, (2) Realisasi strategi kesopanan yang digunakan di dalam interaksi guru di sekolah, (3) Alasan penggunaan strategi kesopanan di dalam interaksi guru di sekolah. Data diambil dari dua situasi di dalam sekolah, yaitu rapat guru dan meja piket. Data tersebut diidentifikasi, dianalisis, kemudian dikelompokkan berdasarkan teori Brown and Levinson (1987), bahwa strategi kesopanan terbagi atas empat hal, yaitu: a) Bald on record, b) Positive politeness, c) Negative politeness, dan d) Off-record. Temuan penelitian menunjukkan bahwa: 1) Semua tipe strategi kesopanan ditemukan di kedua data, yaitu di dalam rapat guru dan meja piket di Sekolah Menengah Atas Al-Manar Medan. 2) Pada data rapat guru, ditemukan 2 cara realisasi strategi kesopanan Bald on record, yaitu: a) cases of non-minimalization of the face threat, and b) cases of FTA-oriented bald on record usage. 8 pada strategi kesopanan Positive, yaitu: a) use in-group identify markers, b) seek agreement, c) avoid agreement, d) joke, e) offer promise, f) be optimistic, g) include both S and H in the activity, h) give reasons, dan i) assume or assert reciprocity. Ditemukan 2 jenis pada strategi kesopanan Negative, yaitu: a) hedging and b) apologizing. Ditemukan 2 pada strategi kesopanan Off-record, yaitu: a) be vague dan b) be sarcastic. Sedangkan pada data di meja piket ditemukan, ditemukan 2 cara realisasi strategi kesopanan Bald on record, yaitu: a) cases of non-minimalization of the face threat, dan b) cases of FTA-oriented bald on record usage. Ditemukan 6 jenis pada strategi kesopanan Positive, yaitu: a) use in-group identify markers, b) seek agreement, c) joke, d) be optimistic, e) include both S and H in the activity, dan f) give/ask reasons. Ditemukan 2 jenis pada strategi kesopanan Negative, yaitu: a) pessimism, dan b) apologizing. Kemudian 2 jenis pada strategi kesopanan Off-record, yaitu: a) give hints, dan b) be sarcastic. 3) Peneliti menemukan beberapa alasan mengapa guru menggunakan strategi kesopanan di dalam rapat guru dan meja piket di sekolah berdasarkan teori Brown dan Levinson. Di dalam data rapat guru, peneliti menemukan alasan lain mengapa guru menggunakan strategi kesopanan, yaitu: a) untuk memberikan contoh yang baik kepada siswa mereka tentang praktek kesopanan, b) untuk lebih mudah meyakinkan lawan bicara tentang apa yang mereka katakan. Secara keseluruhan penggunaan strategi kesopanan pada interaksi guru dinilai sangat efektif.