

**POLITENESS STRATEGIES REPRESENTED BY MIDDLE HIGH  
SCHOOL LEARNERS IN CLASSROOM INTERACTIONS  
POST-COVID-19 PANDEMIC**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**SITI NURHALIZA**  
**NPM. 2002050068**



**UMSU**  
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### BERITA ACARA

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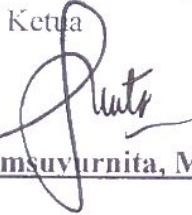
Nama : Siti Nurhaliza  
NPM : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic

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#### PANITIA PELAKSANA

Ketua



Dra. Hj. Syamsuurnita, M.Pd.

Sekretaris

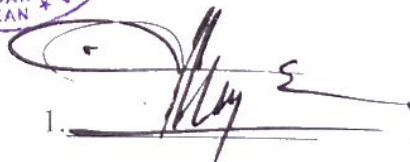


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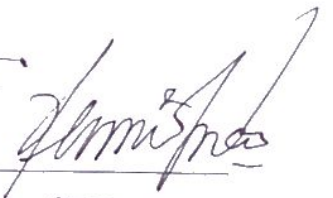
#### ANGGOTA PENGUJI:

1. Hj. Darmawati, S.Pd., M.Pd.
2. Yenni Hasnah, S.Pd., M. Hum.
3. Dr. Tengku Winona Emelia, M. Hum.

1.



2.



3.





LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Siti Nurhaliza  
NPM : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic

sudah layak disidangkan.

Medan, 05 Oktober 2024

Disetujui oleh  
Pembimbing

Dr. Tengku Winona Emelia., M.Hum.

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi

Dr. Pirman Ginting, S.Pd, M.Hum.



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**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238**

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

## PERNYATAAN KEASLIAN SKRIPSI



Saya yang bertandatangan dibawah ini :

**Nama** : Siti Nurhaliza

**NPM** : 2002050068

**Program Studi** : Pendidikan Bahasa Inggris

**Judul Skripsi** : **Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic**

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

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Medan, Oktober 2024

Hormat saya

Yang membuat pernyataan,



Siti Nurhaliza



## ABSTRACT

**SITI NURHALIZA. NPM.2002050068. “Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic” Skripsi: English Education Study Program. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2024.**

This research aimed to accurately identified the various types of politeness strategies and described the application of politeness strategies found in classroom interactions by middle high school learners post-covid-19 pandemic. This research uses qualitative descriptions. The research was conducted at SMP Swasta Budisatrya Medan, where data and data sources were located. The research contained several data analysis steps, included data collection, reduction, display, conclusion, and verification. The theory discussed in this research is based on Brown and Levinson’s politeness theory. The analyzed data set consisted of 13 utterances in classroom interactions post-covid-19 pandemic. The politeness strategies in classroom interactions post-covid-19 pandemic consist of 5 Bald on Record utterances, 3 Positive Politeness utterances, 2 Negative Politeness utterances, and 3 Off Record utterances. They used these politeness strategies through interactions with the teacher, included apologized for mistakes, asked about instructions, responded to queries, and expressed doubts when the teacher asked them to present in front of the class.

**Keywords:** *Politeness Strategies, Classroom Interactions, Middle High School Learners*

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4. Dr. Pirman Ginting, S.Pd, M.Hum, Head of Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
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The Researcher,

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2002050068



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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Post-pandemic activities, particularly in education field are back on normal operations. Educational institutions are currently changes their curriculum in order to revert to pre-covid-19 standards. Effective teaching methods are essential to facilitate a smooth teaching and learning process (Emelia et al., 2024). Face-to-face teaching and learning activities start with a carefully set schedule. It becomes evident when educational activities return to normal that there are noticeable interactions between teacher and students. They now have the chance to participate in clear, face-to-face interactions, which fosters a conducive learning atmosphere that promotes comprehension of the data that is given. The emphasis on the importance of politeness is crucial to create a productive learning atmosphere.

Politeness is a subfield pragmatics that examines appropriate behaviour and speech in conformity with social conventions not cause harm to others' reputations. Politeness is a crucial element in society, as it acknowledges the social and cultural norms within a specific community or location. Politeness is a social norm that turns out by the conventions of a community. While politeness possibly vary across social and cultural contexts, it is generally known a universal norm (Santoso & Yulianti, 2022). Politeness encompasses an individual's capacity to engage in social interaction made by a specific society's sociocultural



norms and show through the use of speech (Sunra et al., 2022). The comprehension of politeness strategies is crucial while curious in social interactions that involve the transmission of speech. Politeness strategies are necessary to establish a productive and simple learning environment when learning activities occur.

Politeness is crucial in educational settings, such as classroom teaching and learning practices (Rejeki & Azizah, 2019). The classroom is a space where teacher and students engage in the learning process, and it must be describes by politeness and effectiveness. If the process is taken out smoothly, the instruction given by the teacher to the students will be well-get (Fuad, 2022). In addition, by emphasis on the significance of politeness as a communication approach, students can enhance their understanding of practical communication skills and cultural sensitivity while care for personal character development (Fitriyani & Andriyanti, 2020). Besides that, politeness is necessary in every context of communication, including in a classroom context (Muliadi et al., 2023). Teacher-student interactions and language are crucial in effectively control the classroom environment during the teaching and learning process. The efficacy can be found in the interactions that occur within the classroom when the teacher and students communicate their opinions (Rifai, 2022).

Students should exhibit politeness strategies at school when communication with their teacher. If a student behaves impolitely towards a teacher, they may face an impact on society. Given that students have to exhibit politeness strategies in front of their teacher, the teacher must return this politeness when

communication with each other to create the best guidelines for the students (Ma'rifat, 2018). This form of communication will establish a conducive and pleasant classroom setting. Effective classroom settings, known by comfort and a conducive environment, facilitate students' comprehension and interaction, allows them to successfully ask for more information and ask questions to the teacher. If the classroom environment differs from ideal conditions, both students and teacher will have challenges in fulfilment of communication. Politeness strategies significantly enhance students' participation and growth in the classroom teaching and learning process.

After the covid-19 pandemic, there are an apparent increase in the use of politeness strategies among middle high school learners, as shown by their more frequent use of express thanks towards their teacher throughout classroom interactions. Students have start express gratitude through the expression "*Thank you, Mr. Smith*" after get explanations or assistance in classes. This is contrast to the period before the pandemic, when such displays of thankfulness may have been less frequent. There have been significant phenomenon among middle high school where they taken an active role in taking turns and listening respectfully through classroom discussions. Students began to use expressions such as "*Excuse me*" or "*May I add something?*" to politely interrupt in group discussions, show a greater comprehension of the importance of fostering orderly and respectful communication. The found shift in behaviour suggests a conscious effort by students to improve classroom relationships after the pandemic, order

politeness and consideration towards both other students and teacher. This change fostering a more respectful and appreciative classroom atmosphere.

According to Brown and Levinson (1987), politeness can be categorized into four strategies: negative politeness, bald-off record, bald-on record, and positive politeness. The phenomena in regard to politeness strategies taken over from the journal (Anwar et al., 2022), which analyze politeness strategies in student language As'adiyah Ereng Islamic Boarding School, Bantaeng Regency has identified 7 bald-on records, 12 positive politeness, 4 negative politeness, and 1 bald-off record. Based on that, students frequently employ bald-on record as a politeness strategy in formal and informal situations. Another phenomenon regarding politeness strategies was obtained from the journal (Handayani et al., 2022), which analyzed politeness strategies conveyed by the students in online discussions has identified 14 positive politeness, 8 negative politeness, 4 bald-on records, and 3 off-records. Based on that, students frequently employ positive politeness as a politeness strategy. The difference between the two journals comes from the amount of data. In addition, there is a distinction in the politeness strategies commonly employed by students.

This research focused on the students' use of politeness strategies in their classroom interactions post-covid-19 pandemic. This research through due to the deficiency of any previous research on this topic. This research was carry out to analyzed students in middle high school's politeness strategies post-covid-19 pandemic because of its impact on their learning environment.

## **1.2 Research Focus**

This study focused on the types of politeness strategies and the application of politeness strategies by Budisatrya middle high school learners in classroom interactions post-covid-19 pandemic.

## **1.3 Formulation of the Problem**

The formulation of the problems were:

1. What types of politeness strategies are used by Budisatrya middle high school learners in classroom interactions post-covid-19 pandemic?
2. How do Budisatrya middle high school learners applied politeness strategies in the classroom interactions post-covid-19 pandemic?

## **1.4 The Objective of the Study**

The objectives of this study were:

1. To find out the types of politeness strategies are used by Budisatrya middle high school learners in classroom interactions post-covid-19 pandemic.
2. To describe how Budisatrya middle high school learners applied politeness strategies in the classroom interactions post-covid-19 pandemic.

## **1.5 The Significance of the Study**

This research has two significances, namely theoretically and practically:

1. Theoretically

The result of this research can serve as an educational resource to those curious

in involve or analysis of politeness strategies. Besides that, this research can offer additional information on politeness strategies found in classroom interactions within learning environments.

## 2. Practically

This research can improve the comprehension of the reader about politeness strategies that Budisatrya middle high school learners use in classroom interactions post-covid-19 pandemic. Besides that, this research can also serve as an evaluative tool for management in many fields to enhance their linguistic proficiency.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **1. Pragmatics**

Pragmatics is a linguistic study that studies how the meaning of spoken or written words is formed by the context in which it is used. Pragmatics focuses on the contextual meaning of its speaker and how language applies concerning its relation to context. Understanding the language's meaning requires knowledge of the context. Pragmatics examines how speakers and listeners create and interpret meaning within specific cultural and social contexts (Noviyenty, 2023). Pragmatics typically involves learning based on specific situations. Context is the primary factor that gives rise to pragmatics in a conversation. Pragmatics competency improves as speakers can effectively use language for various situations and understand each other's statements without explicitly discussing implicit subjects, relying on context instead (Wisudayanti & Hikmaharyanti, 2021).

According to Levinson (1983), Pragmatics is the study of the connections between language and context that are structural or present in the structure of a language (Kuzairi, 2016). In other words, pragmatics is a linguistic field that examines language usage in social situations and how language creates and interprets meanings (Cristina & Afriana, 2021). Pragmatics contains many areas



for discussion, including politeness strategies. This research will focus on politeness strategies.

## **2. Politeness**

Politeness is shown through one's verbal communication or speaking style (Isabella et al., 2022). Linguistic politeness involves speaking with people in a manner that considers their relationships with others. According to Brown and Levinson (1987), Politeness is a form of logical behaviour that strategically softens face-threatening acts. A face threatening act is a form of threat directive towards an individual's reputation or dignity. The speaker, to a certain point, challenges the self-perception of the listener. The acts are typically carried out verbally. For instance, when someone requests to borrow money, they may be getting on the individual's privacy, negatively impacting their reputation or self-image. On the other hand, apologising to someone can challenge their positive self-image by recognize responsibility for which causes problems and search of forgiveness (Rosari, 2016).

Politeness refers to social interactions between persons and other social creatures (Alamsyah et al., 2023). Occasionally, individuals overlook the importance of active listening in fostering meaningful conversations and establishing harmonious connections with others. According to Brown and Levinson (1987), Politeness refers to people's behaviour that aims to consider the feelings of the person they are addressing. The speaker must be responsive to the feelings of the listener when speaking. Politeness is a linguistic practice who work

in social interactions as a means of show respect and politeness. Politeness is a crucial aspect of human conduct. It pertains to the general mentality that individuals possess in their day-to-day existence. Politeness is essential for individuals to engage in social interactions (Hutahean et al., 2021).

Politeness is essential in all aspects of life. It pertains to the act of preserving an excellent relationship with the listeners or readers. Politeness is crucial since it demonstrate our gratitude and regard for the listener or reader, instead impacts or tone down our words is less persuasive (Daulay et al., 2022). Politeness consists of most important, particularly in the utilization of language during interpersonal communication (Laila & Sugirin, 2022). Politeness is an essential aspect that individuals employ while utilizing language for the purpose of communication. Furthermore, it is essential for individuals to employ appropriate communication methods that prioritize politeness, ensuring that both the speaker and the listener are able to engage in conversation without causing any harm to one another. The application of politeness serves various purposes, such as fostering mutual respect and support among individuals (Helmi, 2022).

### **3. The Types of Politeness Strategies**

There is a strategy called the “Politeness Strategy” that can assist us in achieving that goal (Ayuningrum et al., 2018). Brown and Levinson (1987) classify politeness into four categories: Bald-on Record, Positive Politeness, Negative Politeness, and Off Record.

### **a. Bald-on Record**

According to Brown and Levinson (1987), the term “Bald-on Record” is used in various contexts, as speakers may have varying intentions when engaging in face-threatening acts. They also claim that being bald is the most efficient form of communication. This strategy is considered the most simple approach. It pertains to conveying an act in the most simple approach. The speakers can easily mitigate the FTAs’ effects without effort. Being bald-on record will likely surprise people when addressed, humiliate them, or make them feel uncomfortable. Examples of bald-on record include phrases like *“Take some more coffee”* and *“Do sit down”*.

In baldness-related contexts, “bald-on record” would refer to a situation where a person openly and directly acknowledges or comments on one’s baldness without hiding it or using vague language. For examples, (1) *“John, please stop talking and listen to the instructions”* ; (2) *“Open your book page 25 and begin the assignment”* ; (3) *“You have five minutes left to finish your task”* ; (4) *“If you have any questions, raise your hand”*. Additionally, the speaker can request the hearer to perform an act, such as *“Pass me the book!”* This method is typically employed when the speakers and hearers share a close and familiar relationship, such as close friends or family members, as it has the potential to surprise the listener. Bald-on record is a strategy in the Brown and Levinson politeness principle involving imperative sentences. The direct imperative sentence is a clear example of using a bald-on record.

### **b. Positive Politeness**

Brown and Levinson (1987) argue that this strategy aims to consider the interests, needs, desires, and benefits of the listeners. Positive politeness focuses on fulfilling the desire for connection and positive interaction. Brown and Levinson state that positive politeness is considered to be less polite than negative politeness. Positive politeness functions to create an impression of familiarity with the listener. It can be viewed as the code or language of closeness. This can be achieved by methods such as humour and informal language. “*Honey*”, “*Luv*”, and “*Sister*” are typical forms of address employed in group identity symbols. This often involves the use of praise, recognition, or statements that strengthen the positive relationship between speaker and listener. For examples, (1) “*Thank you for sharing that idea*” ; (2) “*Well done on your presentation; you explained the concept clearly*” ; (3) “*I know this assignment is hard for you, but I’m sure you can handle it*” ; (4) “*I appreciate the effort you put into researching this topic*”.

### **c. Negative Politeness**

Brown and Levinson (1987) define negative politeness as the core of polite acts, focusing on its specificity and focus. This method aims to reduce the load on the listeners. Its goal is to achieve solidarity. Hence, it implies the presence of potential social gaps or nervousness in the situation. Employing hedges or posing inquiries is an instance of employing a negative politeness strategy. “*Can’t we go together?*” shows the act of reducing imposition. Negative politeness is using acts of repression to address an individual’s negative face.

Negative politeness is a communication strategy that aims to maintain the relationship between speaker and listener by avoiding invading another person's privacy, freedom, or desires. This involves using polite expressions such as apologies, using softer words, or giving the other person space without forcing them to do something. For examples, (1) *“Could you please consider turning in your assignment by tomorrow?”* ; (2) *“I’m sorry to interrupt, but could you please stop talking while I’m explaining?”* ; (3) *“Would you prefer to work alone or with a partner on this project?”* ; (4) *“Could you possibly pass me that book, please?”*.

#### **d. Off Record**

Brown and Levinson (1987) explain that an off-record or indirect method is used to help speakers understand confusing communicative intentions. If speakers wish to avoid their duty of performing face-threatening activities, they can use this method and allow the listeners to interpret the intended message. Off record refers to a statement that is not explicitly directed towards the listener or involves indirect signals. The phrase, *“Uh, I forgot my umbrella”* implies that the speaker requests the intended listener to give them an umbrella. The speaker does not explicitly convey the meaning of the statement, requiring the addressee to interpret it. Off record strategy is an indirect politeness strategy in which the speaker makes a statement that can be read in various way by the listener, depending on the listener's interpretation (Widyastuti, 2019).

#### **4. The Application of Politeness Strategies in Classroom Interactions**

People show their responses to others during social interactions. It also serves

in class discussions because of the presence of both students and teacher in the class. Because the classroom is a social environment, it is imperative that students keep to the norms of politeness in every situation, especially during discussions. Politeness strategies refer to the verbal and non-verbal methods that individuals use to maintain good social interactions and show respect towards others. The use of politeness strategies can help students in grow respectful and constructive relationships with teacher and other students, additionally fostering learning and academic achievement. In addition, show politeness can improve students' ability to effectively convey their ideas and perspectives, especially when participant in classroom argument and discussions. Students are more likely to take part actively in the classroom and participate in collaborative learning when they experience feelings of respect and appreciation (Shahzad et al., 2023).

Politeness strategies are necessary in classroom interactions to ensure effectiveness and maintain an enjoyable environment. If there is effective classroom interaction, the teacher's knowledge will be successfully taken in by the students. In addition, they are capable of forming a strong relationship. Consequently, this can foster a meaningful educational experience in the classroom, leading to students' enthusiastic interaction in the learning process (Ryesmi et al., 2022). When classroom interaction, the teacher employ politeness strategies in their speech acts, which have an impact on the learning environment (Sudewi et al., 2023). Learning activities provide an opportunity for speakers and listeners to employ politeness strategies in their interaction, thereby influencing the relationship between politeness and the interaction between speakers and



hearers. Both the teacher and students use politeness strategies during their interaction in order to prevent causing offense to the listener.

During educational activities, a teacher and students live in the same classroom environment, engaging in a process of communication. The implementation of politeness strategies improve the teacher's level of comfort while delivering the lesson to the students, and also built a comfortable environment for the students to actively participate in the class. It demonstrates the need of teacher illustrate ethics to their students, while the students should display reverence for teacher of higher social standing. Hence, the importance of politeness in verbal communication cannot be exaggerate (Mukharomah & Sumanto, 2023). Politeness is crucial to make sure a successful educational experience. Politeness, an area of sociolinguistics, is an analytical approach to effectively conveying the subject to students through conversation, use of politeness as a means of communication while still achieving learning goals. Furthermore, applying the politeness strategies will be helpful in achieve effective communication (Zahra et al., 2023).

Students apply several politeness strategies when engaging in classroom interaction. Examples include offering a response or clarification to a question put on the teacher, expressing an opinion, expressing apologize for conduct a mistake or the answer they give is wrong, and so on. Sentences that describe these examples such as, *“Because if she honestly communicates her difficulties to her classmates or teacher, she will receive attention and extra assistance, which will*

*make it easier for her to learn or study again*”, This sentence offering a response or clarification to a question put on the teacher. *“According to me, it is important that she exert hard work in her school activities, stop to shyness, and keep from waste her time”*, This sentence expressing an opinion. *“I’m sorry, it may be that her parents want her to be economical and not spend it in extravagant habits, and also encouraging her to appreciate the value of money”*, This sentence expressing apologize for the answer they give is wrong. They must use several strategies of politeness in order to interact with the teacher and get excellent grades. As a result, teachers can evaluate students who show politeness in class as display good behaviour (Luthfi & Sofyawati, 2022).

## **2.2 Previous Relevant Studies**

Several researchers have used this strategy in their research, such as:

1. The first research was by Kristiani Lisma Vera Br Ginting and Arsen Nahum Pasaribu (2023) titled *Politeness Strategies in Classroom Interaction between Teacher and Students and among Students at Senior High School*. Researcher found there are four types of politeness strategies: Bald-on Record, Positive Politeness, Negative Politeness, and Off Record. The researcher found that the most dominant politeness strategy in teacher-student interactions was positive politeness strategy accounting for 46.66%. The researcher found the most dominant politeness strategy used among students in communication was off record strategy accounting for 44.82% (Ginting & Pasaribu, 2023).

2. The second research was by Lina Tri Astuty Sembiring, Merry Rulyanti, Ahmad Hasyimi Arow Bintang, and Ambar Rahmawati (2020) titled *An Analysis of Politeness Strategies used by the Students in Conversation*. The researcher found that the teacher and students used three politeness strategies defined by Brown and Levinson (1987) in classroom interactions. The strategies included positive politeness, negative politeness, and bald-on record strategy. The strategies were mostly used in situations including giving instructions, encouraging, asking for something, requesting, asking for confirmation, and addressing. Politeness strategies used in interacts with were influenced by factors such as age difference, institutional position, power dynamics, and social distance. Their interactions were mostly caused by factors that used a negative politeness strategy (Sembiring et al., 2020).
3. The third research was by Mariska Febrianti and Yuneva (2023) titled *An Analysis of Students' Politeness Strategies in WhatsApp Group Interaction*. The researcher found that the bald-on record students used in their interactions was 34 utterances, positive politeness that the teacher used was 48 utterances, negative politeness by the students was 53 utterances, and off record by the students was 9 utterances. Based on the data, it can be concluded that the most common type of politeness strategy used is negative politeness (Febrianti & Yuneva, 2023).
4. The fourth research was by Susanto and Yahmun (2023) titled *The Politeness of Strategies Used by Students STKIP PGRI Trenggalek*. The

researcher found that students employ bald-on record strategy in urgent situations and to issue warnings. The positive politeness strategy is employed to ask for or provide reasons, seek agreement, avoid disagreement, make promises, exaggerate, use identity markers, or express optimism. The negative politeness strategy is used for apologizing, making indirect requests, being sarcastic, or expressing pessimism. The off record politeness strategy is employed to give hints without directly stating information, sometimes through incomplete sentences or metaphors (Susanto & Yahmun, 2023).

A similarity between the articles mentioned above and this study is that they all examined the use of politeness strategies in classroom interactions. The differences were, in the relevant studies examined various politeness strategies employed by students and also explore politeness strategies in teacher-student interactions. In addition, the relevant studies focused on the politeness strategies applied by senior high school students and university students. Meanwhile, the participants in this study were students in middle high school. Apart from that, the situations of the classroom interactions were also different. In relevant studies, politeness strategies used in classroom interactions, namely before the covid-19 pandemic and when the covid-19 pandemic occurred or online learning. But, in this study focused on examined politeness strategies used in classroom interactions post-covid-19 pandemic.

### 2.3 Conceptual Framework

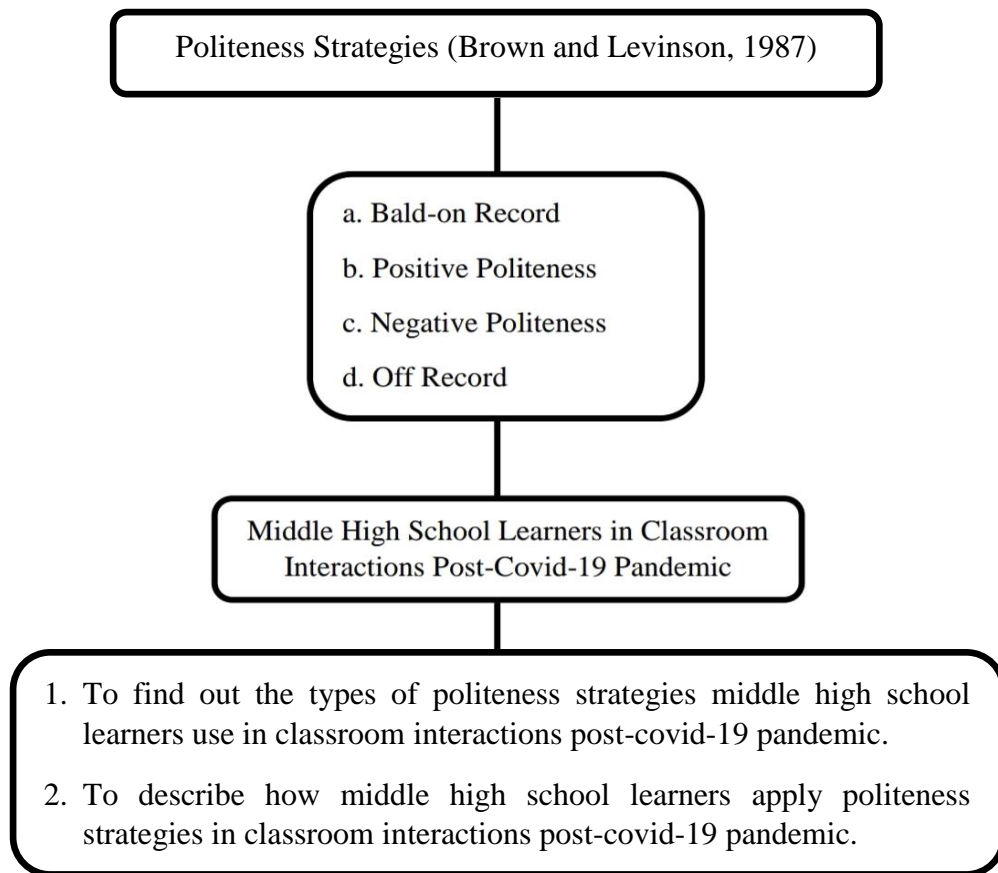
Politeness strategies play a crucial role in maintaining positive relationships and interactions throughout various social settings. Politeness strategies refers to the use of language and behaviour that shows respect and consideration for others. Development of positive atmosphere and avoidance conflicts are crucial for the results of successful interaction. Encourage a good relationship with others may foster a positive and respectful communication environment. Politeness strategies help to effectively interact in social situations and ensure that communication is smooth and respectful. Politeness strategies is a crucial component of interpersonal communication that fosters the development of trust, respect, and understanding between individuals. Through the use of politeness strategies, individuals have the ability to contribute to the construction of a society that stands out by positive and respect.

Politeness strategies set up in classroom interactions are crucial for fostering a positive and respectful learning atmosphere. Effective communication is crucial in educational environments to achieve excellent teaching and learning results. The impact of politeness strategies in classroom interactions is profound. Politeness strategies can also help with the creation of a positive and supportive learning atmosphere, wherever students feel comfortable express their thoughts and opinions. In classroom interactions, students often use various politeness strategies to manage social situations and maintain a respectful atmosphere. Students can show politeness by use term such as *“Please”* and *“Thank you”* when making requests or receiving help form their teacher. Students also can

show politeness by showing respect to their teacher through their words and actions.

Brown and Levinson identify four types of politeness strategies, namely Bald-on record, Positive politeness, Negative politeness, Off record. Bald-on record is when the speaker communicates with directly and detail, without use any strategies to mitigate or soften the impact on the listener's face. Positive politeness is when the speaker meant to make a relationship, show friendliness, and improve relationship with other people. Negative politeness is when the speaker meant to show respect for the listener's individuality and to avoid any feelings of responsibility or discomfort, typically soften the request and minimize the apparent strain on the listener. Off record is when the speaker desire an action to be done without asking specifically for it, giving the listener the freedom to decide how to react. This strategy allows the listener to understand the communication in multiple ways, giving them the freedom to respond without feeling a sense of pressure. These strategies help in the management of social interactions and meet a variety of individuals in various environments.

This research used qualitative research methods to analyzed the politeness strategies set up by middle high school learners in classroom interactions post-covid-19 pandemic. Politeness strategies play a crucial role in relationships, particularly in learning activities. The aimed represents to create a conducive and comfortable learning atmosphere. In addition, politeness strategies allowed the teacher to get responses from students in classroom interactions.



**Figure 2.1 Conceptual Framework of Politeness Strategies**

*Source: Nurhaliza, 2024 (Personal Source)*

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **3.1 Research Approach**

This research used a qualitative approach as its data collection consisted of descriptive information rather than numerical data. Qualitative research methods were research methods that were grounded in the philosophy of postpositivism. They were used to study the natural state of an object, as opposed to conducting experiments. In qualitative research, the researcher plays a crucial role as the main instrument, and data collection techniques were combined and triangulated. The analysis of qualitative data was done in an inductive manner, and the results of qualitative research focused on meaning rather than making generalizations (Sugiyono, 2013).

#### **3.2 Location and Time of Research**

The research was conducted at SMP Swasta Budisatrya. Located at Jln. Letda Sujono No. 166, Bandar Selamat, Kec. Medan Tembung, Kota Medan, Sumatera Utara. The amount of time of this research was one week. The researcher chose this place because of its accessibility and the fact that it was found to have middle high school learners which suit the criteria for this research. Each school was certainly experienced the obstacles of post-pandemic learning. However, the strategy to teaching that creates student politeness strategies in classroom interactions changed significantly across schools. This school may offer helpful insights on the



change of politeness strategies in students' classroom interactions in the post-pandemic era. This school applied several teaching methods and strategies that can impact the way in which students used politeness strategies in classroom interactions. Another reason that formed the choice of selected this location was the easy accessibility and sufficient availability of the data needed for this study, in comparison to other schools. Therefore, the researcher chose this school with the aim of identifying the politeness strategies employed by learners during classroom interactions following the end of the covid-19 pandemic.

### **3.3 Research Subject and Object**

The subject in this study consisted of grade 8 students from SMP Swasta Budisatrya Medan. The object in this study focused on the politeness strategies represented by middle high school learners in classroom interactions post-covid-19 pandemic. The population and the sample in this study consisted of 24 students. Politeness strategies can improve learning conditions and effectiveness. Without students' politeness strategies, the teacher will fail to get a response from learners, causing a learning environment that breaks down from the expected ideals. This means these strategies have the potential to enhance the conditions and atmosphere of learning, making it more optimal and effective. The theory used is Brown and Levinson's theory, which contains four types of politeness strategies. Bald-on Record, Positive Politeness, Negative Politeness, and Off Record.

### **3.4 Research Data Sources**

The data for this research was came from grade 8 students at SMPS Budisatrya Medan(<https://drive.google.com/file/d/1cCPDaXVD8LDScD1Faowfto0TCQg0R8IS/view?usp=drivesdk>). The research was only on a primary data source not on additional secondary data sources or from other data sources.

### **3.5 Research Instrument**

The instruments used in this research contain observation and video recording. Observation was the activity of focusing attention to objects and phenomena in social contexts. It involved focused on the main aspects of location, actors, and activities in order to found the truth about the situation, conditions, context, space, and the meaning of events. This process served as an effort to collect research data (Sapto Haryoko, M.Pd. et al., 2020). Video recording was a valuable tool for researcher to captured observation and analyzed the recording of results.

### **3.6 Data Analysis Technique**

Qualitative analysis served to analyzed data. The steps of qualitative analysis included data collections, data reduction, data display, and making conclusions (Sugiyono, 2013). The steps were as follows:

1. Researcher collected data by documenting the interactions that occurred in classroom during the learning process.
2. Researcher examined the previously recorded data on politeness strategies that became collected.

3. Next, the researcher identified the types of politeness strategies employed by students during classroom interactions and examined how their application of politeness strategies.
4. Finally, the researcher received conclusions from all the stages that were currently executed.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Research Results

After doing an analysis of the data using Brown and Levinson's theory. The analysis has clarified the formulation of the problems, namely what types of politeness strategies by Budisatrya middle high school learners use in classroom interactions post-covid-19 pandemic, how are Budisatrya middle high school learners apply politeness strategies in the classroom interactions post-covid-19 pandemic.

#### 1. The Types of Politeness Strategies by Budisatrya Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic

Researchers got several data from an analysis of data through observation and video recording of classroom interactions post-covid-19 pandemic in grade 8 at Budisatrya middle high school.

**Table 4.1 The Results of Politeness Strategies**

NO	Bald-on Record	Positive Politeness	Negative Politeness	Off Record
1.	Students: "Enggak mau, miss" ( <i>We don't want to, miss</i> )	Students: "Hi"	Student 6: "Mau ngapain, miss" ( <i>What should we do, miss?</i> )	Student 6: "Enggak pandai, miss" ( <i>I can't, miss</i> )
2.	Student 1: "Miss, saya sama siapa?" ( <i>Miss, who is my dialogue partner?</i> )	Student 1: "Nice to meet you"	Student 8: "Ok miss, Sorry"	Student 17: "Ada, ada" ( <i>Yes, there is, miss</i> )

3.	Student 10: “Bagaimana, miss?” ( <i>How to do it, miss?</i> )	Students: “ <i>Good morning, Good afternoon, Good night, Good evening</i> ”	—————	Student 18: “Enggak ada, bu” ( <i>Nothing, miss</i> )
4.	Student 11: “Siapa duluan, miss?” ( <i>Who goes first, miss?</i> )	—————	—————	—————
5.	Student 12: “Apalagi, miss?” ( <i>What else, miss</i> )	—————	—————	—————

According to theory, there are four types of politeness strategies: Bald-on Record, Positive Politeness, Negative Politeness, Off Record. 13 Politeness strategies used by middle high school learners in classroom interactions post-covid-19 pandemic are presented in this research.

#### **a. Bald-on Record**

Bald-on record is a communication strategy when the speaker used direct and simple language, disregarded consideration of politeness or the potential of social effect. This strategy means communication without any effort to reduce the impact or implications of the conveyed message, resulting in typically more clear and direct communication. This strategy is frequently employed when the speaker intends to communicate a point explicitly and does not wish to hide or avoid their words. Although possible perception as rude or too simple, this strategy can be noticed successful and suitable in specific conditions, such as the workplace or where there is no indication of goals to cause fault.

1. Students: “Enggak mau, miss” (*We don't want to, miss*)

According to Data 01, the students directly refuses or shows disagreement with the requested activity without providing additional reasons or explanations. This is an example of bald-on record because they conveyed their disagreement directly.

2. Student 1: “Miss, saya sama siapa?” (*Miss, who is my dialogue partner?*)

According to Data 02, student 1 directly asked the teacher who his partner would be without avoiding or modifying his question.

3. Student 10: “Bagaimana, miss?” (*How to do it, miss?*)

According to Data 03, student 10 asked directly without adding any additional elements of politeness, showing their interest in a clear and direct manner.

4. Student 11: “Siapa duluan, miss?” (*Who goes first, miss?*)

According to Data 04, student 11 asked directly and clearly about the order progress, showing interest without adding additional elements of politeness.

5. Student 12: “Apalagi, miss?” (*What else, miss?*)

According to Data 05, student 12 asked directly and clearly about what to do next, without hiding or modifying student's question.

## **b. Positive Politeness**

Positive politeness means communication strategy employed to build and enhance positive social connections between speakers and listeners. This involves

using efforts to demonstrate empathy and care for the needs and desires of others, so showing their importance and value. This strategy is frequently employed in situations when the speaker intends to demonstrate solidarity, closeness, or friendship with the listener.

6. Students: *"Hi"*

According to Data 06, the students reflects positive politeness because this greeting aims to make interactions more friendly and enjoyable.

7. Student 1: *"Nice to meet you"*

According to Data 07, student 1 show a friendly attitude and appreciate new friends. This is a form of positive politeness because he shows respect and is pleasant in social interactions.

8. Students: *"Good morning, Good afternoon, Good night, Good evening"*

According to Data 08, the students demonstrate an effort to be friendly and polite in more formal or specific situations at times.

### **c. Negative Politeness**

Negative politeness focuses on avoiding of potential dangers to an individual's social presence by demonstrating an understanding of their privacy and allowing them the possibility to avoid participating in deep interactions. Examples include the use of polite and non-intrusive language, such as apologies, statements of doubt, or avoiding from giving direct instructions. This helps the reduction of a feeling of pressure or load felt by the other party during conversation.

9. Student 6: “Mau ngapain, miss?” (What should we do, miss?)

According to Data 09, student 6 asked directly about what they should do, this could be considered a form of negative politeness if they felt they needed to ask for permission or clarification to avoid mistake.

10. Student 8: “*Ok miss, Sorry*”

According to Data 10, student 8 used this word to apologize after making a scene, showing their awareness of the disturbance they may have created and respect for politeness in the situation.

**d. Off Record**

Off record communication is a strategy employed to avoid direct responsibility or the risk of misunderstanding in a conversation. Off record speaking refers to the usage of phrases or comments that do not explicitly communicate their intended meaning. For example, people may employ ambiguous or suggestive words instead of direct requests, thereby permitting the other person to interpret and react in a way that is considered more comfortable or less threatening. This strategy aims to maintain politeness and minimize conflicts in social situations.

11. Student 6: “Enggak pandai, miss” (*I can't, miss*)

According to Data 11, student 6 said this before coming to the front of the class, showing his doubts and concerns in a more indirect way, avoiding the appearance of immediate lack of confidence.

12. Student 17: “Ada, ada” (*Yes, there is, miss*)



According to Data 12, student 17 jokingly mentioned “ants” when the teacher asked if there are students who haven’t coming to the front of the class. This is a form of off record because the student does not directly state the actual answer or complaint, but uses humour to convey something indirectly.

13. Student 18: “Enggak ada, bu” (*Nothing, miss*)

According to Data 13, student 18 answered in a way that avoided conflict or misunderstanding by stating that there was none, without providing further explanation which could be considered impolite.

## **2. The Apply of Politeness Strategies by Budisatrya Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic**

Based on the data that has been obtained, students have shown adaptability and contentment in expressing their uncertainties or lack of knowledge on various matters. By implementing this politeness strategies, their interaction transforms the learning environment to become more comfortable, engaging, and without of boredom. They exhibit great enthusiasm in responding to teacher questions and effectively comply with instructional directives. They follow the teacher’s instructions even though the outcome was not always certain. This shows how they tried to keep to class rules and show respect to the teacher’s reliable position. In addition, they show the ability to understand and follow to instructions accurately, therefore showing a kind of politeness built into their efforts to understand and avoid mistakes. The students diligently follow the teacher’s practices, while sometimes uncertainty, in an effort to minimize any potential

risks to their own image and that of the teacher. This is a concerted effort to maintain positive and free of conflict interactions.

By reacted to the teacher's questions, they show their respect for the teacher, and their commitment to effective communication. Asked teacher about instructions they don't understand demonstrates a desire to actively participate and enhance comprehension of the instructional content. The presence of humorous interaction by one of the student serves to reduce the monotonous atmosphere of the class environment and foster a positive mood and more constructive exchanges inside the classroom. Overall, these strategies contribute to the creation of a more harmonious and efficient educational setting by maintaining politeness in everyday exchanges within the classroom. The strategies employed by students demonstrate their efforts to pay attention to social norms and communicate effectively in the educational environment.

#### **4.2 Discussion**

Based on the results presented, the analysis of the politeness strategies data includes 13 strategies employed by students at Budisatrya middle high school. These strategies are categorized as follows: 5 bald-on records, 3 positive politeness records, 2 negative politeness records, and 3 off records. The data presented indicates that the politeness strategies employed by Budisatrya middle high school learners have the potential to enhance the classroom environment, fostering comfort, enthusiasm, and not bored. More interaction facilitates comprehension of the material by students as they can ask directly about any

aspect they find unclear. From the data analyzed, researcher also found out the types of politeness strategies employed by Budisatrya middle high school learners and examined how these strategies have been applied in class interactions. The study findings indicate that students at Budisatrya middle high school have employed all types of politeness strategies. Furthermore, they effectively implement the politeness strategies to foster positive interactions in the classroom.

On the other hand, in Aulia Nisa Khusnia's journal with the title "*Politeness Strategies in EFL Classroom: Building Positive Values in Students*", showed different results. Specifically, it revealed that students did not employ any politeness strategy, namely off record. This article focuses on three specific politeness strategies employed by students in english class, namely bald-on record, positive politeness, and negative politeness. The students typically employ positive strategies in their classroom sections. Different situations were noted during the observation, including conversation, presentation, introduction, and assessment. Negative strategies aim to avoid offence by expressing differences. The strategies shown in the students' utterances, such as the usage of "*please*" and "*a little*", serve to mitigate the imposition by suggesting that the students were not required to undertake significant tasks. Additionally, the utilisation of the politeness marker "*please*" to convey requests. The latest strategies employed by the students are bald-on record strategies. In this strategy, the students employed imperative sentences that conveyed commands and guidelines during their spoken language the section in classroom (Khusnia 2017).

One other distinction comes from the journal article authored by Tiara Widyaishwara, Fita Faridah, and Dian Luthfiyati, titled "*The Politeness Strategies Used by Students in Universitas Islam Lamongan*", which highlights the differences in the use of bald-on record in urgent and warning situations. Students employed a bald-on record strategy in urgent situations to issue warnings. The positive politeness strategy employed to enquire or provide justification, create agreement, navigate conflict, assure, amplify, utilise identification markers, or when the character shows optimism. The negative politeness strategy employed includes apology making indirect requests, utilising irony, or expressing pessimism. The off record strategy employed to provide hints, characterised by incomplete utterances or the use of illustration (Widyaishwara, Faridah, Luthfiyati 2023). The two journals distinctly illustrate how students applied politeness strategies in classroom interactions, contrasting significantly with this research. Furthermore, both journals focus on university students, but this research examined middle high school learners. Subsequently, Budisatrya middle high school learners employed all politeness strategies and applied the strategies well in classroom interactions post-covid-19 pandemic.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Politeness strategies are necessary in classroom interactions to ensure effectiveness and maintain an enjoyable environment. If there is effective classroom interaction, the teacher's knowledge will be successfully taken in by the students. In addition, they are capable of forming a strong relationship. Researcher found the results of research regarding politeness strategies used by Budisatrya middle high school learners after analyzing the data that had been collected. There are 13 politeness strategies used by Budisatrya middle high school learners. The strategy consists of 5 bald-on records, 3 positive politeness, 2 negative politeness, and 3 off records. Students apply several politeness strategies when engaging in classroom interaction. Examples include offering a response or clarification to a question put on the teacher, expressing an opinion, expressing apologize for conduct a mistake or the answer they give is wrong, and so on.

It explanation showed that learners at Budisatrya middle high school used all the described politeness strategies: Bald-on Record, Positive Politeness, Negative Politeness, and Off Record. They used these politeness strategies through interactions with the teacher, including apologized for mistakes, asked about instructions, responded to queries, and expressed doubts when the teacher asked them to present in front of the class. This means that classroom interactions of Budisatrya middle high school learners post-covid-19 pandemic proceeded easily,

and the teacher received positive feedback from the learners.

## **5.2 Suggestion**

The researcher wish to propose additional researchers as supplementary sources to investigate politeness strategies subsequent to formulating the conclusion derived from the data, and discussion in this study. The present study examines the many types and applies of politeness strategies as delineated by Brown and Levinson. Hence, the researcher recommends that the subsequent researcher investigate the social factors that impact politeness strategies by utilizing the theories of other experts. In addition, future researchers can undertake a comprehensive study incorporating additional theories pertinent to linguistics, alongside the analysis of spoken language by the politeness strategies. The researcher wish for the teacher to implement communicating instructional strategies that stimulate learners to interact with the classroom learning environment. Consequently, the teacher can obtain feedback from students to identify the areas of difficulty. The researcher expect that students continue in employing this politeness strategies to foster a nice learning environment and enhance their knowledge during interactions with the teacher in class.

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## **Appendix 1**

### **Script of Dialogue in Classroom Interactions**

Guru (*Teacher*): Today, we learn about "..." **(guru menuliskan judul di papan tulis/the teacher writes the title on the whiteboard)**

Murid-murid (*Students*): Greeting **(membaca judul yang tertulis di papan tulis/read the title written on the whiteboard)**

Guru (*Teacher*): Yes, that is right. Ok, what is the meaning of greeting?

Murid-murid (*Students*): Salam

Guru (*Teacher*): Apa saja itu salam? (*What are some examples of greetings?*)

Murid-murid (*Students*): Hi!

Guru (*Teacher*): Hi!, hello!

Murid 1 (*Student 1*): Nice to meet you!

Murid 2 (*Student 2*): Good morning.

Guru (*Teacher*): Terus, Good... (*Then, Good....*)

Murid 3 (*Student 3*): Afternoon.

Guru (*Teacher*): Terus (*Next*)

Murid 4 (*Student 4*): Good night.

Murid 5 (*student 5*): Good evening.

Guru (*Teacher*): Nah, sekarang miss mau kalian sama teman sebangku nya, miss pilih maju ke depan dan kamu perkenalan sama temanmu. Okey, setelah itu duduk (*So, now Miss wants you to be with your seatmate, Miss chooses to go to the front and introduce yourself to your friend. OK, then sit down*).

Murid-murid (*Students*): Enggak mau, miss (*We don't want to, miss*).

Murid 1 (*student 1*): Miss, saya sama siapa? (*Miss, who is my dialogue partner?*)

Guru (*Teacher*): Kamu sama Juan (*Your partner is Juan*).

### **Students make a noise**

Guru (*Teacher*): Okey, jelas? (*Ok, understand?*). Okey, alif sini! (*Ok, alif come here!*). Yang lain perhatikan (*students, pay attention to this, please*).

### **Students still make a noise**

Murid 6 (*student 6*): Enggak pandai, miss (*I can't, miss*).

Guru (*Teacher*): Sini, sini! (*Come here!*).

Murid 6 (*student 6*): Mau ngapain, miss? (*What should we do, miss?*).

Guru (*Teacher*): Okey, dengarkan! (*Ok, listen!*). *This is your example*. Dengarkan miss! (*Listen to me!*). Saling berhadapan dengan temanmu (*Face to face with your friend*).

### **Students still noisy**

Guru (*Teacher*): Dengarkan! (*Listen!*). *Hey, keep silent, please!*

Murid 8 (*student 8*): *Ok miss, sorry.*

Guru (*Teacher*): Okey, dengarkan! (*Ok, listen!*). *1,2,3 start.*

Murid 7 (*student 7*): *Hi!, good morning.*

Murid 6 (*student 6*): *Hi!* (sambil melihat guru/*looks at the teacher*)

Guru (*Teacher*): *Good morning.*

Murid 6 (*student 6*): *Good morning (follow the teacher).*

Guru (*Teacher*): *What's your name?*

Murid 6 (*student 6*): *What's your name? (follow the teacher).*

Murid 6&7 (*student 6&7*): (melihat guru/*looks at the teacher*)

Guru (*Teacher*): *terus, siapa namanya? (and then, mention your name)*

Murid 7 (*student 7*): (menyebut namanya/*mentioned his name*), *and you?*

Murid 6 (*student 6*): (menyebut namanya/*mentioned his name too*).

Guru (*Teacher*): *Nice to meet you!*

Murid 6 (*student 6*): *Nice to meet you! (follow the teacher)*

Murid 7 (*student 7*): *Nice to meet you too. Bye!*

Murid 6 (Student 6): Bye!

Guru (Teacher): Okey, give applause, give applause. Okey lanjut (Ok, next) (memanggil murid selanjutnya/called the next students).

Guru (Teacher): (membantu muridnya/help her students) I am, siapa namanya?(what is your name?)

Murid 9 (Student 9): I am (menyebut namanya/mentioned his name). Ok, Next.

Murid 10 (Student 10): Bagaimana, miss? (How to do it, miss?)

Guru (Teacher): Okey, miss ngak ngajarin lagi tentang apa yang harus kalian sebutkan (Ok, Miss will not tell you anything else about what you should mention). Ok, Next.

Murid 11 (Student 11): Siapa duluan, miss? (Who goes first, miss?)

Guru (Teacher): bebas, bebas (It is, up to you).

**(Students memulai percakapan dan berhenti di tengah, salah seorang murid berbalik melihat guru/Students starting the dialogue and stop in the middle of the dialogue. One of the student turned around and asked the teacher).**

Murid 12 (Student 12): Apalagi, miss? (What else, miss?)

Guru (Teacher): What, What's your name?

Murid 12 (Student 12): What's your name?

**(Salah seorang murid dari bangku belakang mengadu kepada guru/One of the student called the teacher and complained about her friend ).**

Murid 13 (Student 13): Miss, zara miss.

Guru (Teacher): (Guru merespon dengan pelan/The teacher responded slowly). Ok, Next.

Murid 14 (Student 14): Gimana, miss? (How to do it, miss?)

Guru (Teacher): tadi kan dah dikasih contoh, masak ngak liat, masak ngak di dengar (Your friend gave an example earlier, why don't you see and hear it?)

**(Di tengah percakapan terjadi sebuah kesalahan/In the middle of the dialogue an error occurred )**

Murid 15 (Student 15): I name.

Guru (*Teacher*): *My name.*

Murid 15 (*Student 15*): *My name (menyebut namanya/mentioned his name)*

**(Next, nice dialogue)**

Guru (*Teacher*): *Okey, good. Kamu (You)*

Murid 16 (*Student 16*): *Saya? (Me?)*

Guru (*Teacher*): *Iya, sama sebelahnya (Yes, with your seatmate).*

**(Setelah selesai, guru bertanya/After all, the teacher asked the a question to the students)**

Guru (*Teacher*): *Sudah habis? (Finish?)*

Murid (*Students*): *Habis (Finish)*

**(Salah satu murid menjawab berbeda/One of the student answered differently ).**

Murid 17 (*Student 17*): *Ada, ada (Yes, there is, miss).*

Guru (*Teacher*): *Siapa? (Who?)*

Murid 17 (*Student 17*): *Semut (Ant) (sambil tertawa/answered while laughing).*

**(Guru ikut tertawa/The teacher also laughing)**

**(Guru berbalik menghadap salah seorang murid dan bertanya/The teacher turned around to the one of the student and asked)**

Guru (*Teacher*): *Rizki kenapa? (What is wrong, rizki?)*

Murid 18 (*Student 18*): *Enggak ada bu (Nothing, miss).*

**(Guru melihat muridnya memakai tas/The teacher noticed to the student who were wearing bags)**

Guru (*Teacher*): *Mau kemana? (Where are you going?)*

Murid 19 (*Student 19*): *Mau pulang (Go home).*

Guru (*Teacher*): *Sebentar lagi (In a minute). Okey, dengarkan, apa tadi greeting? (Ok, listen, what is greeting?)*

Murid-murid (*Students*): *Salam.*

Guru (*Teacher*): In indonesia salam, in english apa? (*What is in english?*)

Murid-murid (*Students*): Greeting

Guru (*Teacher*): *Ok, so that's our subject today in english greeting. Okey, the title is greeting, all of you know what is greeting, is it right?*

Murid-murid (*Students*): *Yes.*

Guru (*Teacher*): *All right, that's all for today.*

Appendix 2  
Form K-1



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: [www.umh.ac.id](http://www.umh.ac.id) E-mail: [umh@umh.ac.id](mailto:umh@umh.ac.id)

Form : K - 1

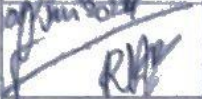

Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Nurhaliza  
 NPM : 2002050068  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 115 SKS

IPK = 3.73

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas Keguruan dan Ilmu Pendidikan
	Polite Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic.	
	Investigating the Language Style Implemented by Erick Nani in His YouTube Channel.	
	Commissive Speech Acts in the First and Third Rounds of the 2024 Presidential Debate	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Januari 2024  
 Hormat Pemohon,



Siti Nurhaliza

**Keterangan:**

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan



Appendix 3  
Form K-2



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Siti Nurhaliza  
NPM : 2002050068  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**Polite Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Dr. Tengku Winona Emelia, M.Hum.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya

*[Signature]*  
Januari 2024

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Januari 2024  
Hormat Pemohon,

Siti Nurhaliza

**Keterangan**

Dibuat rangkap 3 :

- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 0063/IL.3/UMSU-02/P/2024  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :


Nama : Siti Nurhaliza  
N P M : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Polite Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic.

Pembimbing : Dr. Tengku Winona Emelia, M. Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : 08 Januari 2025

Medan 26 Jumadil Akhir 1445 H  
08 Januari 2024 M

  
**Dr. H. Syamsu Yurnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :

**WAJIB MENGIKUTI SEMINAR**



Appendix 5  
Lembar Pengesahan Proposal



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umsw.ac.id> E-mail: [fkip@umsw.ac.id](mailto:fkip@umsw.ac.id)



**LEMBAR PENGESAHAN PROPOSAL**

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Siti Nurhaliza  
N.P.M : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Polite Strategies Represented by Middle High School Learners in  
Classroom Interactions Post-Covid-19 Pandemic

Sudah layak diseminarkan.

Medan, 28 Mei 2024  
Disetujui oleh  
Pembimbing

(Dr. Tengku Winona Emelia, M.Hum.)



**Appendix 6**  
**Permohonan Perubahan Judul Skripsi**



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jalan Kapten Muchtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada: Yth. Ibu Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Mahasiswa : Siti Nurhaliza  
NPM : 2002050068  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

**Polite Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic**

Menjadi:

**Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic**

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Ketua Program Studi  
Pendidikan Bahasa Inggris

Dr. Pirman Ginting, S.Pd., M.Hum.

Medan, 29 Agustus 2024  
Hormat Pemohon

Siti Nurhaliza

Dosen Pembahas

Yenni Hasnah, S.Pd., M.Hum.

Diketahui Oleh :

Dosen Pembimbing

Dr. Tengku Winona Fmelia, M.Hum.

## Appendix 7

### Surat Keterangan Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)



#### SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Siti Nurhaliza  
N.P.M : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic

benar telah melakukan seminar proposal skripsi pada hari Jumat, tanggal 7. Bulan Juni, Tahun 2024.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 20 Juni 2024

Ketua,

(Pirman Ginting, S.Pd., M.Hum)



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Siti Nurhaliza  
N.P.M : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 20 Juni 2024  
Hormat saya  
Yang membuat pernyataan.

Siti Nurhaliza

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.



Appendix 9  
Surat Izin Riset



**UMSU**  
Unggul | Cerdas | Terpercaya  
Bismillahirrahmanirrahim  
Assalamu'alaikum Wr Wb

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PTIK/2022  
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20236 Telp. (061) 6622400 - 66224867 Fax. (061) 6625474 - 6631083  
https://fkip.umsu.ac.id fkip@umsu.ac.id umsumedan umsumedan umsumedan umsumedan

Nomor : 2293 /II.3/UMSU-02/F/2024  
Lamp : --

Medan, 26 Shafar 1446 H  
31 Agustus 2024 M

Hal : Izin Riset

**Kepada : Yth. Bapak/Ibu Kepala  
SMP Swasta Budisatrya Medan  
Di  
Tempat.**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Siti Nurhaliza  
N P M : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Politeness Strategies Represented by Middle High School Learners in Classroom Interaction Post-Covid-19 Pandemic

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam  
Dekan

Dr. Hj. Syahsuyurnita, MPd.  
NIDN 0004066701

**\*\*Pentinggal**





Nomor : 015/SKP/IX/2024

Medan, 11 September 2024

Perihal : SURAT BALASAN

Kepada Yth:  
Bapak/Ibu  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Muhammadiyah Sumatera Utara  
Di-

Tempat

Menindak lanjuti surat Universitas Muhammadiyah Sumatera Utara, Fakultas Keguruan dan Ilmu Pendidikan, Nomor : 2293/II.3/UMSU-02 F/2024, Tanggal 31 Agustus 2024 tentang izin Penelitian, dengan ini Kepala Sekolah SMP Swasta Budisatrya Medan Jl. Letda Sujono No.166, Bandar Selamat, Kec. Medan Tembung, Kota Medan, menerangkan dengan sebenarnya bahwa :

NAMA : SITI NURHALIZA

NIM : 2002050068

PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS

Telah selesai melaksanakan Penelitian di SMP Swasta Budisatrya Medan. Pada :

Hari Tanggal : Senin, 02 September 2024 s/d Sabtu, 07 September 2024

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Medan, 11 September 2024

Kepala SMP Swasta Budisatrya  
SMP  
SWASTA  
BUDISATRYA  
MEDAN  
HERRANO VANDI YOES



Appendix 11  
Surat Keterangan Bebas Pustaka



UMSU

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**PERPUSTAKAAN**

Terakreditasi A oleh Badan Kelembagaan Perpustakaan Nasional Republik Indonesia No. 700/597/AP/PT/IX/2018  
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567  
NTP 423420231000001 ■ <http://perpustakaan.umstu.ac.id> ■ [perpustakaan@umstu.ac.id](mailto:perpustakaan@umstu.ac.id) ■ [perpustakaan.umstu.ac.id](http://perpustakaan.umstu.ac.id)

SURAT KETERANGAN

Nomor: 02478/KET/II.8-AU/UMSU-P/M/2024

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

**Nama** : Siti Nurhaliza  
**NPM** : 2002050068  
**Fakultas** : Keguruan dan Ilmu Pendidikan  
**Jurusan/ P.Studi** : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Safar 1446 H  
27 Agustus 2024 M

Kepala Perpustakaan,

Dr. Muhammad Arifin, M.Pd.

Appendix 12  
Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umhu.ac.id> E-mail: [fkip@umhu.ac.id](mailto:fkip@umhu.ac.id)



**BERITA ACARA BIMBINGAN PROPOSAL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Siti Nurhaliza  
N.P.M : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Polite Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
14 Mei 2024	→ Chapter I - Background of the study	
16 Mei 2024	→ Chapter CONCEPT & THEORIES	
19 Mei 2024	→ Chapter III RESEARCH DESIGN	
20 Mei 2024	- SOURCE OF DATA	
21 Mei 2024	- TECHNIQUE OF DATA ANALYSIS	
22 Mei 2024	- REFERENCER	
23 Mei 2024	- REVIEWER	

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

Medan, 22 Mei 2024

Dosen Pembimbing

(Dr. Tengku Winona Emelia, M.Hum.)

Appendix 13  
Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsumu.ac.id> E-mail: [fkip@umsumu.ac.id](mailto:fkip@umsumu.ac.id)



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Siti Nurhaliza  
NPM : 2002050068  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Politeness Strategies Represented by Middle High School Learners in Classroom Interactions Post-Covid-19 Pandemic

Tanggal	Bimbingan Skripsi	Tanda Tangan
10 Sept 2024	➔ Abstract ➔ Acknowledgement	
13 Sept 2024	➔ Table of contents	
19 Sept 2024	➔ Chapter I ➔ Research Focus	
20 Sept 2024	➔ Chapter II ➔ Theoretical Framework	
23 Sept 2024	➔ Chapter III ➔ Data Analysis	
27 Sept 2024	➔ Chapter IV ➔ R. Result	
3 Okt 2024	➔ Chapter V ➔ Conclusion	

Diketahui oleh:  
Ketua Prodi

Dr. Pirman Ginting, S.Pd., M.Hum.

Medan, Oktober 2024

Dosen Pembimbing

Dr. Tengku Winona Emelia, M.Hum.



**Appendix 14**  
**Dokumentasi**



**Picture 1**

*Source: Nurhaliza, 2024 (Personal Source)*



**Picture 2**

*Source: Nurhaliza, 2024 (Personal Source)*



**Picture 3**

*Source: Nurhaliza, 2024 (Personal Source)*



**Picture 4**

*Source: Nurhaliza, 2024 (Personal Source)*





**Picture 5**

*Source: Nurhaliza, 2024 (Personal Source)*



**Picture 6**

*Source: Nurhaliza, 2024 (Personal Source)*



**Picture 7**

*Source: Nurhaliza, 2024 (Personal Source)*



**Picture 8**

*Source: Nurhaliza, 2024 (Personal Source)*

## **CURRICULUM VITAE**

Name : Siti Nurhaliza  
NPM : 2002050068  
Place/Date of Birth : Medan, 30 July 2002  
Gender : Female  
Religion : Islam  
Partial Status : Single  
Nationality : Indonesia  
Address : Jln. Kutilang Dalam, Gg. Kutilang 1 No. 04  
Father's Name : Yondik Tanto  
Mother's Name : Arba'aini  
Phone Number : 0812-6440-4737  
Email : [nurhalizasiti973@gmail.com](mailto:nurhalizasiti973@gmail.com)

## **EDUCATIONAL BACKGROUND**

SDN. 104203 (2008-2014)

MTS. AL-JAM'İYATUL WASHLIYAH TEMBUNG (2014-2017)

SMAS BUDISATRYA MEDAN (2017-2020)

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA (2020-2024)