

POLITENESS STRATEGIES AT FIRST GRADE SDN PAKISTAJI 2 PROBOLINGGO CITY

¹Yani, ²Hosnol Wafa, ³Adi Sutrisno, ⁴Indra Tjahyadi

²hosnol@upm.ac.id

^{1,2,3,4} Fakultas Sastra dan Filsafat

Universitas Panca Marga

Probolinggo, Indonesia

Abstract: The research results is this research was conducted to find out what types of politeness strategies exist in conversations between teachers and students in first grade at SDN Pakistaji 2 during Indonesian language class hours. SDN Pakistaji 2 is a formal school that is unique in terms of communication where students who are predominantly used to using Madurese in communicating are required to be able to use Indonesian properly and correctly when in class. This research uses pragmatic studies, namely the theory of Brown and Levinson (1978). In pragmatic studies there is a theory about politeness which focuses on politeness strategies. There are 5 types of Brown and Levinson theory in this research, namely positive face, negative face, off record, on record and avoidance. This research uses descriptive qualitative methods with recording and transcript techniques to collect and analyze data. The data source comes from audio recordings resulting from observations of conversations between teachers and students in first grade during learning hours. There were 120 data from politeness strategies found in the analysis of audio recordings resulting from observations of conversations between teachers and first grade students at SDN Pakistaji 2 Probolinggo City into 5 types, namely: positive face, negative face, off record, on record, and avoidance. Off record is a type of politeness strategies that is more often found in conversations between Mrs. Ninik and her students with a total of 38 data (31.67%), the second dominant type is on record with a total of 34 data (2.33%), the third type The dominant type is negative face with a total of 33 data (27.5%), the fourth dominant type is a positive face with a total of 12 data (10%), and the last type which is found the least is avoidance with a total of 3 data (2.5 %).

Keywords: *politeness strategies, pragmatics, first grade student*

INTRODUCTION

Language is a link between humans to communicate. Communication is carried out between beings who have aims and objectives. Language connects people who want to convey something in an activity. Communication in the learning process is one of the important foundations for exchanging information between teachers and students. The communication process that occurs has stages in it, namely coding information, sending messages, receiving messages, understanding responses, feedback, evaluation, and student involvement. These stages can be adjusted to students' needs to create comfortable communication and support the learning process (Hayati, 2023).

In some experts say that in pragmatics, the meaning of language is obtained externally, namely in a communication. It is also associated with communication

between speakers and interlocutors. As already explained, pragmatic is a branch of linguistics that examines meaning in communication between speakers and interlocutors in context, language, and understanding in a match between the conditions and meaning of sentences that are happening (Wachid, 2022).

Politeness strategies in communication play an important role in creating a positive and harmonious learning environment, especially at the elementary education level. First grade is the initial stage of cognitive and social development, the way of communication between teachers and students greatly influences the formation of students' character, social skills and learning motivation. The theory of politeness proposed by Brown and Levinson is a strong basis for understanding how the communication strategies used by teachers can influence interactions in the classroom.

Good communication allows teachers to provide constructive feedback, motivate students, and overcome the learning difficulties they face. Two-way communication, where students are also given the opportunity to ask questions, discuss and express opinions, helps increase engagement and active participation in the class. Thus, effective communication not only supports academic understanding, but also helps in establishing positive relationships between teachers and students, increases students' self-confidence, and facilitates the development of their social and emotional skills.

Politeness theory in pragmatic communication is one of the main focuses in pragmatic studies which explores how individuals use language to interact politely and maintain social relationships. Politeness in language is not only about choosing the right words, but also about how someone conveys a message that takes into account the feelings, social status and situational context of the person speaking (Chaer, 2010).

Brown and Levinson suggest that politeness is a way to manage one's "face" or self-image in social interactions. In Brown and Levinson's theory there are 5 types, namely positive face, negative face, off record, on record, and avoidance. Positive face is a person's desire to be appreciated and liked by other people. negative face, namely trying to convey the meaning without offending the feelings of the person you are saying so that the person you are saying does not feel demeaned by the speaker. off record, namely when speakers maintain social relations by avoiding direct confrontation, this helps minimize potential threats to the honor or feelings of both parties in communication. on record, that is, the speaker conveys the meaning directly without further ado, even though he can ignore aspects of politeness in social interactions. avoidance, namely the speaker chooses not to mention things that could offend, embarrass, or cause conflict by trying to divert the topic

in his communication with the interlocutor. In the context of basic education, teachers need to manage these five aspects carefully to create good relationships with students while ensuring a conducive learning environment.

In the world of education, speech act theory plays an important role in character formation, and politeness values inside and outside school. Speaking politely is part of a person's personality, especially at the age of students, which will also positively impact the development and progress of the world of education. As a future generation and future nation, it is appropriate for students to be able to speak politely in the hope that this can also have a good impact on students' religious values, morality and, moreover, the interlocutor will feel happy if the interlocutor is able to show style polite and courteous language (Parino Parino et al., 2023).

According to Austin in Dian Safitri (2021), speech act theory is divided into 2 types, namely constant and performative. The first form is direct speech that is true or false which contains something based on facts or just an opinion or something that was accidentally said. Then the second form, namely performative, is direct speech which will form a sudden action in the form of an order or warning (Dian Safitri & Mulyani, 2021).

Examples of constant speech acts:

“ kamu akan hilang di laut ini jika pakai baju hijau”

The definition of this utterance is to explain that if someone wears green clothes, they will be lost at sea. Literally, there is no connection between the color green and a disaster, but another meaning could be that if you wear green clothes it will resemble sea water so that if you drown and are carried away by the current, the person's condition will resemble the color of the sea. Culturally, it could just be a local belief. But pragmatically, the speaker conveys utterances constantly that mean right or wrong. Because this can be based on facts or public opinion.

This research aims to examine the application of politeness strategies by teachers in first class at SDN Pakistaji 2. The main focus of this research is how teachers use politeness strategies to manage interactions with students who are still in the early stages of development, and how these strategies have an impact on student behavior and development. . By applying Brown and Levinson's theory, this research will explore the types of politeness strategies used, the situations in which these strategies are applied, and their impact on classroom dynamics.

Teachers in first class of SDN Pakistaji 2 play an important role in distributing learning materials to students with various methods and approaches that are tailored to the children's developmental needs. Apart from that, it is also supported by school

accreditation which is classified as quite good and teachers at SDN Pakistaji 2 continue to try to maximize learning, including when communicating with their students, who are quite large and have different characters. To achieve this, teachers use a thematic learning approach that integrates various subjects in one interesting and contextual theme. They also utilize visual media and visual aids to explain abstract concepts, as well as use educational games and interactive activities to maintain student interest and engagement. Positive reinforcement through praise and rewards helps motivate students and build their self-confidence.

This study is important because it provides insight into effective ways to communicate with students at the elementary level, especially in the context of character and social skills formation. In addition, it is hoped that the results of this research can provide practical guidance for educators in implementing polite and effective communication strategies in teaching, which can ultimately improve the quality of interactions in the classroom and support students' holistic development.

METHOD

This research uses a descriptive qualitative method, namely a method that describes data from observations in the field. This method will explain in detail the attitudes, behavior and speech of the research object. Description data will later be obtained from transcript data of conversations between teachers and students in the classroom. Data during research can be dynamic and interpretive because the object is considered to have a single unit that cannot be separated (Nasution, 2023).

The data collection method in this research is the observation method and literature study. The observation method is a research method by participating in the data collection process but without intervening. In the context of research, observation is defined as a way of collecting data by directly observing the daily activities of the object (Syafrida, 2021).

The framework of this research is a phenomenon about politeness strategies which are carried out by going directly to the research location to obtain the required data, of course using reference guidelines that have been collected previously. The reference data taken comes from previous research which has similarities in objects or theories. The object of this research is a teacher in the first grade at SDN Pakistaji 2. The data source that will be researched comes from the speech of a first grade teacher at SDN

Pakistaji 2 during the learning process. The data taken is in the form of voice recordings which are then converted into transcripts.

The population data in this research are school residents at SDN Pakistaji 2. Meanwhile, the sample data in this research is a collection of interaction speech acts between students and teachers in first grade. In collecting sample data, a technique is needed, its name is sampling technique. Sampling technique is a method of taking and selecting samples that will be used as research in a population. Before selecting a sample, there must be characteristics of the object to be sampled.

In this research, data analysis is carried out through data reduction and data description. Data analysis through data reduction involves sorting and selecting relevant data to focus the analysis. Listening and note-taking techniques in qualitative data collection allow researchers to capture rich details of interactions and conversations that are relevant to the research. The combination of the data reduction process and listening and note-taking techniques provides a strong basis for in-depth analysis and a comprehensive understanding of the phenomenon under study.

Meanwhile, the validity of data in qualitative research includes credibility, case studies and references. Credibility in this research is that before collecting data, the researcher had been involved directly in the learning process. In terms of credibility, researchers can immediately adapt to the classroom environment and find case studies which ultimately become this research. References for this research were obtained through a review of previous research journals.

ANALYSIS AND FINDINGS

Pragmatics is generally defined as explaining the meaning of language in communication. This study has a different concept from the study of syntax and semantics. Syntactic study is a study that discusses how to understand language structurally and grammatically as well as the rules for forming sentences. Semantic studies are a branch of linguistics that studies forms of representation of the meaning of word context in language and grammatical structures. So from this explanation it is clear that the three are different studies but have one goal, namely understanding the meaning of language.

The study of pragmatics comes from the branch of semiotics which is divided into 3, namely syntax, semantics and pragmatics. This study began from the perspective of Charles W. Morris (1939) that pragmatics is a form of using symbols that have meaning between the speaker who is saying something and the other speaker. So that the speech

itself can be interpreted clearly by the person speaking. Then it is represented back to the speaker.

Pragmatics examines theories that only focus on the meaning of language in communication to influence the interlocutor. Pragmatic is divided into several aspects, namely Speech acts, Politeness of language, Implicature, Communicative context, Maxim of Cooperation, Language variations in context, and Exchange of social meaning. In this research the focus is on forms of politeness strategies. This politeness strategy focuses on speech acts between students and teachers in the classroom. This research was conducted when a conversation process occurred between students and teachers in the classroom learning process. There are 2 subjects in this research called speakers and interlocutors. Speakers and interlocutors have their own goals when communicating.

Speech acts in speech determine the meaning of the speech. However, the meaning of speech is not solely determined by the speech act as it applies to the speech being uttered, but is always based on the principle of the possibility of stating precisely what is meant by the speaker. Therefore, in each speech act, the speaker has the possibility to convey certain utterances to adapt them to the context of the speech. Thus, it can be stated that speech act theory is a theory that tends to study the meaning of speech, and not a theory that studies the sentence structure of the speech (Anastasia, 2023).

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According to Austin in Dian Safitri Rizki (2021), speech act theory is divided into 2 types, namely constant and performative. The first form is direct speech that is true or false which contains something based on facts or just an opinion or something that was accidentally said. Then the second form, namely performative, is direct speech which will form a sudden action in the form of an order or warning.

It can be concluded that pragmatics is a linguistic study to interpret an utterance that occurs between the speaker and the interlocutor in the concept of communication. Understanding language and its context is an important point when interpreting an utterance so that the delivery of intent is obtained correctly by the interlocutor. To facilitate the explanation above, here is a scheme of the flow of this research:

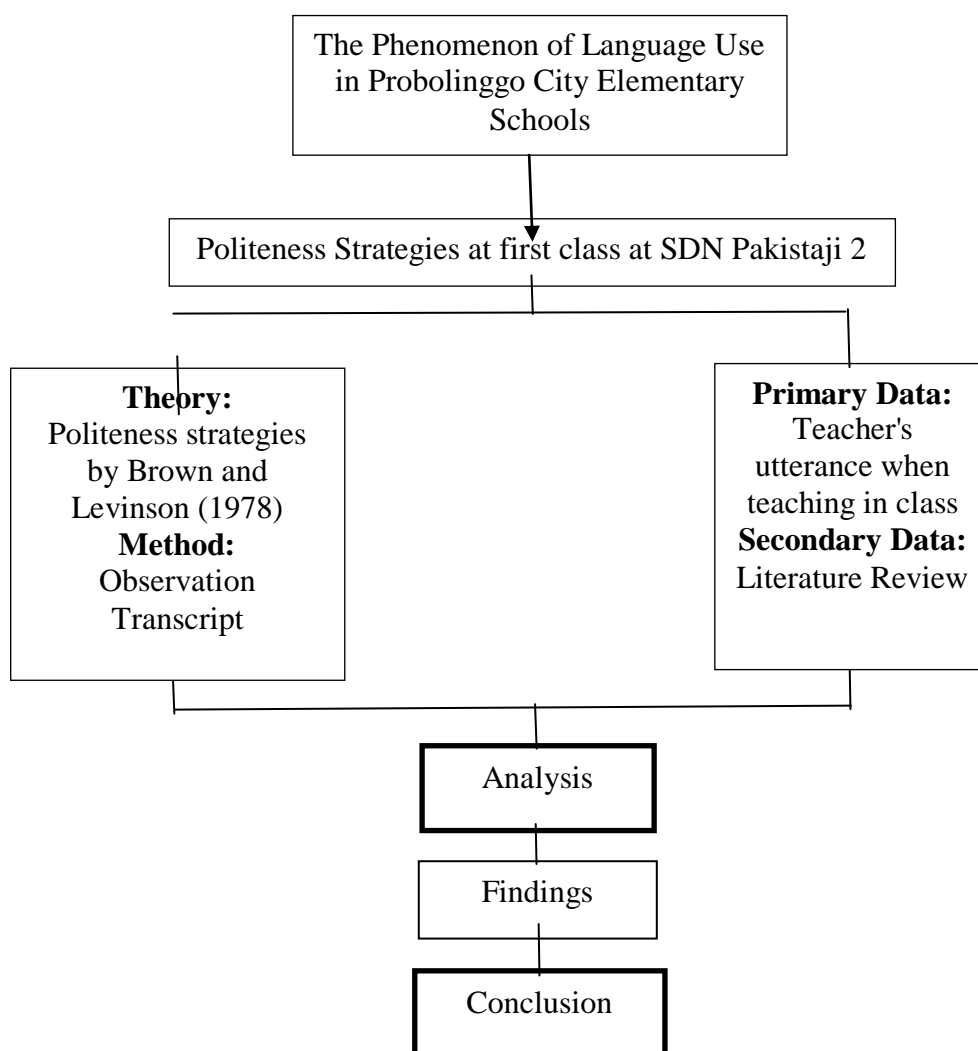


Figure 1. Theoretical Framework (Source: Yani,2024)

The results of this study will be described using the theory of politeness strategies by Brown and Levinson (1978). These theories are positive face, negative face, off record, on record, and avoidance. Data classification is based on the teacher's speech to his students in the first grade of SDN Pakistaji 2, namely when the teaching process takes place. Then the data is analyzed and each type is described. After classification is carried out on all data, all types of politeness strategies are found while the teacher is teaching in the first grade. Starting from positive face, negative face, off record, on record, even avoidance. So that each type of politeness strategy has its own role. The following is an example of an analysis of the results of observation research in the first grade of SDN Pakistaji 2.

1. Positive Face
 - a. Bu Ninik : bagaimana kabar kalian hari inii?

Siswa : alhamdulillah luar biasa allahuakbar.....yes yes merdeka yes yes merdeka

Bu Ninik : okee hari ini semuanya sehat yaa

Context : the conversation was in the morning, after saying hello before starting the lesson. The teacher asks how his students are doing and then the students answer enthusiastically using the tone that they are fine in saying "alhamdulillah".

A teacher's utterance, "okee hari ini semuanya sehat yaa," there is the word "sehat" which describes a condition of a person who is not sick or whose mental and physical condition is fine. This statement was conveyed as a form of appreciation to the students because they had good conditions to take part in the learning process that day. So, the teacher says something good and gives positive praise as a form of gratitude for the good condition of his students.

- b. Bu Ninik : okee perhatikan. inget inget tangannya bu guru sudah seperti ini berarti harus berhen?

Siswa : tiii

Bu Ninik : bukan sampe nantik tapi Cuma sebentar ya okee sudah pinter semuanya menyebutkan apa yang diawali dengan huruuf?

Siswa : a

Context : the conversation was question and answer between the teacher and students. A teacher asked the meaning of the action he was doing with his hands. So, the teacher conveys the meaning through hand signals that when he does this it means to stop or stop doing something. The students can answer the teacher's questions so that they get praise from the teacher.

In the utterance "bukan sampe nantik tapi Cuma sebentar ya okee sudah pinter semuanya" there is the phrase "pinter semuanya" which means a form of praise that describes a positive impression of someone or something. This indicates that a teacher conveys praise to his students by saying things like that so that his students can easily understand and have a high desire to learn something.

- c. Bu Ninik : jika a ditulis di buku kotak itu berapa kotak besarnya?

Siswa : 1 kotak

Bu Ninik : 1 kotak. pinter. okey aa. 1 kotak bu guru tulis yaa.

Context : the conversation is a question and answer situation between the teacher and his students. A teacher asked about the distance used for each letter.

Then the student answers one box. Because the student's answer was correct, the teacher praised the student.

In the utterance "1 kotak. pinter. okey aa " there is the word "pinter" which can be interpreted as a form of praise that describes a positive impression of someone or something. This indicates that a teacher conveys praise to his students by saying things like that so that his students can easily understand and have a high desire to learn something. The teacher's statement " okee yaa baguuus." is a kind of utterance that expresses the positive face theory of politeness strategy.

2. Negative Face

- a. Bu Ninik : oke ya, assalamu'alaikum warahmatullahi wabarakatuh
Siswa : wa'alaikumsalam warahmatullahi wabarakatuh
Bu Ninik : masih ada yang belum membalas salamnya bu guru ya.
assalamualaikum warahmatullahi wabarakatuh.

context : the conversation was the atmosphere in the morning, a teacher greeted him before starting the learning process but there were students who had not returned his greeting. So, the teacher reprimanded his students who felt they had not answered his greeting indirectly. Then say hello again so that students who have not yet returned the greeting can return the greeting from their teacher.

In this conversation, a teacher said, "masih ada yang belum membalas salamnya bu guru ya. assalamualaikum warahmatullahi wabarakatuh" there is the phrase "belum membalas" which describes a situation where previously there was an activity carried out together, but there were several individuals who were not intentionally involved in that activity. The word "belum" clearly means an activity that has not been carried out.

- b. Bu Ninik : silahkan simpan dulu botolnya di tas yaa.
Context : the conversation was that a teacher reprimanded his students for taking out their drinking bottles during class time. At that time the teacher was explaining material about vowels. In the midst of learning to say names that start with vowels, several students took out drinking bottles and placed them on their desks. So, the teacher admonished them not to take out their drinking bottles at that time because they would have their own time later.

In the utterance "silahkan simpan dulu botolnya di tas yaa." there is the phrase "simpan dulu botolnya" which is interpreted as a warning not to do something you haven't been told to do. In this phrase, it explains that the teacher wants his students to focus on the lesson first, not the time to take out the water bottle. This warning is

intended for all students who have taken out bottles and have not yet taken out bottles, so that students who have not done this are aware that this is wrong and should not be imitated.

- c. Bu Ninik : kenapa giseel. halooo sekk. jok rame dulu rizki. bu guru mau dengar alasannya gisel kenapa nangis nak? haa kenapa?

Bu Ninik : okeee jangan dikerubutin nak panas yaa

Context : a conversation between a teacher and a student during the learning process during first class Indonesian language lessons. The context of the conversation was that a student was crying and then asked why the student was crying. When the student was crying, his friends gathered around the child, making the student uncomfortable because of the stuffy atmosphere surrounded by his friends. Then they were reprimanded by their teacher not to surround the student who was crying.

In the utterance "okeee jangan dikerubutin nak panas yaa." there is the phrase "jangan dikerubutin". The meaning is a prohibition on surrounding an object at the same time and it can make the condition of that object less good. The teacher's statement saying "okeee jangan dikerubutin nak panas yaa" is a form of sentence that expresses the negative face theory of politeness strategy.

3. Off Record

- a. Bu Ninik : siapa yang sakit?

Rizki : saya

Bu Ninik : masa sih sakit. kalo sakit itu istirahat dirumah yaa. tidak mungkin kalo sakit itu belajar disini. oke rizki silahkan duduk yaa. sekarang dengarkan bu guru. oke.

Context : the conversation is a question and answer situation. a teacher asks who feels sick today. then Rizki answered that he was sick. The teacher responded to Rizki's answer by saying that if you are sick, stay home, don't study in class, then told the other students to sit and listen to the teacher.

In this conversation, a teacher said, "masa sih sakit. kalo sakit itu istirahat dirumah yaa. tidak mungkin kalo sakit itu belajar disini. oke rizki silahkan duduk yaa. sekarang dengarkan bu guru. oke " there is a phrase "sakit itu istirahat dirumah" which explains something that should be done when someone is sick. Then the phrase "istirahat dirumah" means that the place to rest when you are sick is at home, not at school. In this statement, Mrs. Ninik reprimanded Rizki directly by

giving advice that if you are sick you should not come to school but rest at home. The purpose of this statement is to give direction that school is a place to study, not for people who are sick, because if they are sick, it will not interfere with their focus on studying.

- b. Bu Ninik : rizki al farizkii. rizki sama hafiz al farizki coba perhatikan dulu. ketika tangannya bu guru seperti ini.silahkan tenaang dulu ya.

Context : the conversation was a situation where a teacher was reprimanding his student directly. Rizki and Hafiz didn't pay attention to Mrs. Ninik when delivering the material. They chatted to themselves in class and ignored Mrs Ninik who was teaching. Do things that make them not focus on studying. So, Mrs. Ninik called their names to let them know that they had made a mistake.

In the utterance, the teacher said, " rizki al farizkii. rizki sama hafiz al farizki coba perhatikan dulu. ketika tangannya bu guru seperti ini.silahkan tenaang dulu ya." which can be interpreted as a direct warning to the target object when they make a mistake. In order to minimize the embarrassment of the object, making them an indirect example to others,"rizki al farizkii. rizki sama hafiz al farizki coba perhatikan dulu. ketika tangannya bu guru seperti ini.silahkan tenaang dulu ya" is a kind of sentence that expresses the off record theory of politeness strategy.

4. On Record

- a. Bu Ninik : kemarin yang sudah bu guru bagikan silahkan dikeluarkan. yaitu apa. kemudian letakkan diatas meja. sudah dilaminating. masih ada yang belum dilaminating yaa

Siswa : belum buu

Context : the conversation was that a teacher asked his students to carry out an order. Mrs. Ninik told them to take out books that had been laminated. then told them to put the book on the table. So, Mrs. Ninik can find out who has had her book laminated. It turns out there are students who haven't had their books laminated.

In the statement " kemarin yang sudah bu guru bagikan silahkan dikeluarkan. yaitu apa. kemudian letakkan diatas meja. sudah dilaminating. masih ada yang belum dilaminating yaa" there are still some that haven't been laminated," there is the phrase "silahkan dikeluarkan" which means an order to do something. The meaning is almost the same, namely an order from the speaker to the interlocutor. This means that the speaker wants the interlocutor to listen to what is being said. but this usually occurs in differences in social status, for example in conversations

that occur between teachers and students. In essence, students have to listen to a teacher when at school, especially in class. This command is intended to minimize the errors of the interlocutor or prevent repeated errors.

- b. Bu Ninik : kita berdoa dulu sebelum belaa?
Siswa : jarr
Bu Ninik : belajar. posisi tangannya. oke. berdoa mulai
Siswa : (berdoa)

Context : The object is a teacher as the speaker and the students as listeners. In a conversation between the teacher and students during the learning process during the Indonesian language lesson in first class. The context in the conversation is that the teacher gives orders directly to his students. In this speech, a teacher gave direct orders to her students to position themselves before starting to pray.

In this conversation, a teacher said " belajar. posisi tangannya. oke. berdoa mulai" there is the phrase "posisi tangannya" which indicates an order to do something, namely positioning both hands folded on the table which indicates that they are ready to pray. in the next phrase "berdoa mulai" can be interpreted as the next command after positioning both hands and then starting to read the prayer before studying together. In this statement, Mrs. Ninik immediately gave orders without further ado so that her students would be disciplined and learn to obey and respect their teacher. This is to give the impression that a teacher has an obligation to discipline his students without feeling uncomfortable or uncomfortable when conveying something to other people.

- c. Bu Ninik : caranya menulis a satu kotak haa n satu kotak g satu dua kotak kebawaah. coba diliat

Context : In a conversation between a teacher and a student during the learning process during Indonesian language first class. The context of the conversation is that a teacher provides information and orders the student to pay attention. Mrs. Ninik is explaining how to write letters in a book box. Ms. Ninik explained how to write the letter n in one square. while the way to write the letter g is 2 boxes down.

In the speech " caranya menulis a satu kotak haa n satu kotak g satu dua kotak kebawaah. coba diliat " there is the phrase "coba diliat" which is a command from the speaker to the person he is saying. This means that the speaker wants the interlocutor to listen to what is being said. But this usually occurs in differences in

social status, for example in conversations that occur between teachers and students. In essence, students have to listen to a teacher when at school, especially in class. This command is intended to minimize the errors of the interlocutor or prevent repeated errors.

5. Avoidance

- a. Bu Ninik : ada berapa huruf vokalnya?

Siswa : limaaa

Bu Ninik : ada limaaa. ada yang bilang ada dua empat yaa. yok kita hitung sama-sama. kita hitung sama-sama yok. satu

Context : conversation was a question and answer situation between the teacher and the student. The teacher asked how many vowels were on the blackboard. From this question, students gave different answers, there were right and wrong answers. Then invite all the students to count together.

In this conversation, a teacher said, " ada limaaa. ada yang bilang ada dua empat yaa. yok kita hitung sama-sama. kita hitung sama-sama yok. satu" there is the phrase "hitung sama-sama" which describes the situation of an invitation to carry out an activity in a unified manner within one scope of things. The word "sama-sama" in this statement is interpreted to mean that something must be done in a group, not individually. In this conversation, they initially carried out an activity on their own, namely answering questions from the teacher, then because their answers were inaccurate or did not match the actual answer, a form of invitation to get the correct answer occurred.

- b. Bu Ninik : okee baik anak anak selanjutnya kata apaa yang diawali dari huruf uuu?

Siswa : ulaar ularr ulaaarr uang

Context : the conversation is a question and answer situation about what names begin with this vowel. A teacher stops students who give the same answers and inappropriate answers continuously. So, because he was confused and starting to get uncontrolled, the teacher asked the next question.

In this utterance, the teacher said " okee baik anak anak selanjutnya kata apaa yang diawali dari huruf uuu?" There is the word "selanjutnya" which can be interpreted as meaning that a thing/activity has been completed and is taking turns with the next thing. But this word in the utterance is also interpreted to change the topic of conversation because it is felt that the answer needed is sufficient. So, that you immediately end the previous topic and move on to the next topic.

- c. Bu Ninik : sudah sudah sudah. u. diawali u. ular sudah tadi. ulaar uang. okee uuu apalagi uu? ubiii ya apalagi?

Siswa :upil

Bu Ninik :upil. ya. okee yaa baguuus.

Bu Ninik :selanjutnyaaa.

Context : a conversation between the teacher and students during the learning process during the Indonesian language lesson in first grade. The context in the conversation is a question and answer situation about what names begin with this vowel. a teacher stops students who give the same answers and inappropriate answers continuously. So, because he was confused and it was starting to get uncontrollable, the teacher asked the next question after praising his students' answers.

In this utterance, the teacher says "selanjutnyaaa" which can be interpreted as meaning that a thing/activity has been completed and is taking turns with the next thing. But this word in the utterance is also interpreted to change the topic of conversation because it is felt that the answer needed is sufficient. So that you immediately end the previous topic and move on to the next topic. The teacher said "selanjutnyaaa" is a kind of sentence that states the politeness strategy avoidance theory.

In this research, all types of politeness strategies were found during the Indonesian language learning process in first class of SDN Pakistaji 2, Probolinggo City. From the overall data, it was found that the dominant data found in audio recordings of observation results was off record politeness strategies. Off record politeness strategy is a theory that is ambiguous by disguising the target subject which is conveyed directly by the speaker from the interlocutor (Brown and Levinson in (Amaliavanti & Wulandari, 2023).

The following is a list of all data on the use of politeness strategy theory found in audio recordings of observations.

Table 1. Percentage of Types Politeness Strategies at First Class SDN Pakistaji 2 Probolinggo City

No	Types of Politeness Strategies	Total	Percentage
1.	Positive Face	12	10%
2.	Negative Face	33	27,5%
3.	On Record	34	28,33%
4.	Off Record	38	31,67%

5. Avoidance	3	2,5%
Total	120	100%

The results of the research analysis show that all theories of politeness strategies by Brown and Levinson are present in conversations between teachers and students in the first grade at SDN Pakistaji 2. Each theory has a different percentage. Based on the total amount of data, the politeness strategy that is more often found in audio recordings resulting from observations of conversations between teachers and students in the first class of SDN Pakistaji 2 is off record politeness strategy. In this table there are 38 utterances (31.67%) from off record politeness strategies found in conversations between Mrs. Ninik and her students. Based on the data obtained, the goal of the teacher using off record politeness strategy in the learning process activities is to focus students directly by responding to the student's personal problems but in the context of advising also directly so that the student realizes the mistakes made without having to feel that he is wrong because ignorance of his own mistakes.

CONCLUSION

The conclusion from the research results is this research was conducted to find out what types of politeness strategies exist in conversations between teachers and students in first grade at SDN Pakistaji 2 during Indonesian language class hours. SDN Pakistaji 2 is a formal school that is unique in terms of communication where students who are predominantly used to using Madurese in communicating are required to be able to use Indonesian properly and correctly when in class. In a classroom environment, sometimes teachers have to always adjust their students' language, especially for first graders who are still at the elementary level, which is the beginning for them to learn to convey their meaning well and is the beginning of forming their character.

Politeness strategies is a pragmatic study that studies the forms of politeness that exist in communication, especially in terms of conveying intentions. Politeness can be used as a reference when communicating in different social statuses, such as between teachers and students. In this research, the object needed is a

conversation between the teacher and students where the focus of the research is on the teacher's speech during class teaching, because in general a teacher is someone who will be an example for his students to imitate, both in speech and behavior.

It is hoped that this research can become an interesting research reference for pragmatic studies from future researchers, especially in research on the phenomenon of politeness or politeness strategies. This research examines the types of politeness strategies that exist in the first grade at SDN Pakistaji 2 which are analyzed from audio recordings resulting from observations of conversations between Mrs. Ninik and her students during the Indonesian language learning process. It is hoped that future researchers can carry out the same research in pragmatic studies of politeness strategies, of course with different objects but using the same theory, namely Brown and Levinson's (1978) theory of politeness strategies.

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