

**POLITENESS STRATEGIES FOUND IN CLASSROOM
INTERACTION AT NINTH GRADE STATE MADRASAH TSANAWIYAH
5 PADANG**

*Submitted in Partial Fulfillment of the Undergraduate Program in English,
Strata One (S1) Degree Requirement*



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AT NINTH GRADE STATE MADRASAH TSANAWIYAH 5 PADANG**

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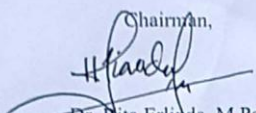
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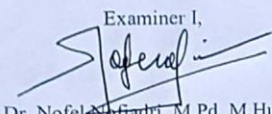
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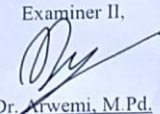
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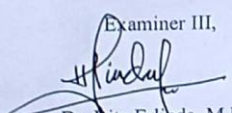
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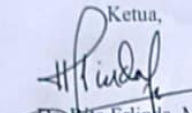


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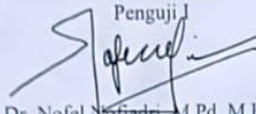
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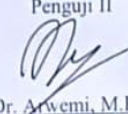
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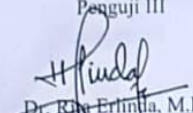
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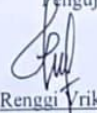
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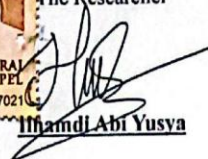
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DECLARATION PAGE

Hereby, I declare that thesis entitled “Politeness Strategies Found in Classroom Interaction at Ninth Grade State Madrasah Tsanawiyah 5 Padang” is my own work. I quoted some theories of this research from several references and sources. Moreover, if the following day proves that this thesis is not my own work, I will be ready to take a consequences.

Padang, 8 February 2026

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“In the Name of Allah, the Most Gracious, the Most Merciful”

Alhamdulillahirabbil’alamin. Praise to Allah SWT who has given me the health, opportunity, knowledge, and strength to finish the thesis entitled **“Politeness Strategies Found in Classroom Interaction at Ninth Grade State Madrasah Tsanawiyah 5 Padang”**. Peace is upon Prophet Muhammad SAW, the message, May Allah bless him and give him peace.

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Hopefully each of the oldest words in it can provide new insights and deeper understanding of the topics discussed. This thesis should be useful for writers in particular and readers in general. Hopefully all the help and sincerity that has been given to the author will be an act of worship and be worth a reward in the sight of Allah SWT. Aamiin, Ya Rabbal'Alamin.

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ABSTRACT

Ilhamdi Abi Yusya, 2026 : “POLITENESS STRATEGIES FOUND IN CLASSROOM INTERACTION AT NINTH GRADE STATE MADRASAH TSANAWIYAH 5 PADANG”

This study investigates the politeness strategies used by ninth-grade students in classroom interaction at State Madrasah Tsanawiyah 5 Padang. Grounded in Brown and Levinson’s (1987) politeness theory, this research aims to identify the types of politeness strategies employed by students and to understand how these strategies function within teacher–student and student–student interactions. A qualitative descriptive approach was adopted, with data collected through classroom observations and audio recordings of students’ natural verbal interactions during formal learning activities. The data were analyzed using content analysis techniques, involving data reduction, coding, categorization, and interpretation based on the four types of politeness strategies: bald on record, positive politeness, negative politeness, and off-record strategies. The findings reveal that positive politeness strategies were the most frequently used by students, particularly to build solidarity, show friendliness, and maintain harmonious relationships in the classroom. Negative politeness strategies were also employed, especially in interactions with teachers, reflecting students’ awareness of power relations and respect for authority. In contrast, bald on record and off-record strategies were used less frequently. These findings indicate that students’ politeness strategies are influenced by classroom norms, institutional roles, and the cultural and religious context of the madrasah. This study contributes to pragmatics and educational discourse by providing empirical insights into students’ politeness strategies in an Islamic junior high school context and offers pedagogical implications for fostering respectful and effective classroom communication.

Keywords : Classroom Interaction, Politeness Strategies

ABSTRAK

Ilhamdi Abi Yusya, 2026 : “POLITENESS STRATEGIES FOUND IN CLASSROOM INTERACTION AT NINTH GRADE STATE MADRASAH TSANAWIYAH 5 PADANG”

Penelitian ini menyelidiki strategi kesopanan yang digunakan oleh siswa kelas sembilan dalam interaksi kelas di Madrasah Negeri Tsanawiyah 5 Padang. Berdasarkan teori kesopanan Brown dan Levinson (1987), penelitian ini bertujuan untuk mengidentifikasi jenis-jenis strategi kesopanan yang digunakan oleh siswa dan untuk memahami bagaimana strategi-strategi ini berfungsi dalam interaksi guru-siswa dan siswa-siswa. Pendekatan deskriptif kualitatif diadopsi, dengan data dikumpulkan melalui observasi kelas dan rekaman audio interaksi verbal alami siswa selama kegiatan pembelajaran formal. Data dianalisis menggunakan teknik analisis isi, yang melibatkan reduksi data, pengkodean, kategorisasi, dan interpretasi berdasarkan empat jenis strategi kesopanan: kesopanan langsung, kesopanan positif, kesopanan negatif, dan strategi tidak langsung. Hasil penelitian menunjukkan bahwa strategi kesopanan positif paling sering digunakan oleh siswa, khususnya untuk membangun solidaritas, menunjukkan keramahan, dan menjaga hubungan harmonis di kelas. Strategi kesopanan negatif juga digunakan, terutama dalam interaksi dengan guru, yang mencerminkan kesadaran siswa akan hubungan kekuasaan dan rasa hormat terhadap otoritas. Sebaliknya, strategi kesopanan langsung dan tidak langsung digunakan lebih jarang. Temuan ini menunjukkan bahwa strategi kesopanan siswa dipengaruhi oleh norma kelas, peran kelembagaan, dan konteks budaya serta agama madrasah. Studi ini berkontribusi pada pragmatik dan wacana pendidikan dengan memberikan wawasan empiris tentang strategi kesopanan siswa dalam konteks sekolah menengah pertama Islam dan menawarkan implikasi pedagogis untuk menumbuhkan komunikasi kelas yang hormat dan efektif.

Keywords : Interaksi Kelas, Strategi Kesantunan

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