

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

This chapter presents conclusions drawn from the findings and discussion of the study entitled "Students' Politeness Strategies in Classroom Interactions at Madrasah Negeri Tsanawiyah 5 Padang, Ninth Grade." The purpose of this study was to identify the types of politeness strategies used by ninth-grade students in classroom interactions and to analyze the factors influencing their use.

Based on the data analysis, it can be concluded that ninth-grade students at Madrasah Negeri Tsanawiyah 5 Padang used a variety of politeness strategies in their classroom interactions. Students employed politeness strategies as proposed by Brown and Levinson (1987), namely, Bald on Record, Positive Politeness, Negative Politeness, and Off Record. Among these strategies, positive politeness was the most frequently used. This indicates that students tended to build closeness, solidarity, and cooperation with their teachers and classmates during classroom interactions.

Positive politeness strategies were generally realized through sub-strategies such as using group identity markers, paying attention to the listener, engaging the speaker and listener in activities, and seeking agreement. These strategies helped create a supportive and friendly classroom atmosphere. Meanwhile, negative politeness strategies are used

when students want to show respect, minimize disruptions, or politely convey requests, especially when interacting with teachers.

The use of direct and straightforward strategies occurs in situations that require efficiency, clarity, or urgency, such as providing a direct answer or responding to a teacher's instructions. On the other hand, indirect strategies are used less frequently and typically occur when students intend to convey meaning indirectly to avoid actions that threaten self-esteem.

Furthermore, the findings indicate that several factors influence students' choice of politeness strategies in classroom interactions. These factors include students' awareness of social norms, power relations between teachers and students, the level of familiarity between students, the classroom context, and the cultural values embedded in the school environment. The use of appropriate politeness strategies positively contributes to effective communication and harmonious interactions in the classroom.

In conclusion, politeness strategies play a crucial role in classroom interactions. Students' ability to apply appropriate politeness strategies reflects their pragmatic competence and supports effective teaching and learning processes.

B. Suggestion

Based on the conclusions above, the researcher would like to offer several suggestions for various parties, as follows:

1. For Students

Students are encouraged to maintain and increase their awareness of politeness in classroom interactions. By using appropriate politeness strategies, students can communicate more effectively, demonstrate respect for teachers and peers, and create a positive learning environment.

2. For Teachers

Teachers are advised to pay more attention to students' language use during classroom interactions. Teachers can model polite expressions and provide guidance or feedback to help students develop their pragmatic and communicative competencies, especially in using polite language appropriately.

3. For Schools

Schools are expected to support the development of students' character and language politeness through school culture, rules, and classroom practices. Creating a respectful and supportive environment can increase students' awareness of politeness in everyday interactions.

4. For Future Researchers

Future researchers are advised to conduct further studies on politeness strategies in different contexts, educational levels, or using different research methods. Further research could also explore the relationship

between politeness strategies and students' academic achievement or participation in class.

It is hoped that this research can contribute to the field of pragmatics and English language education, especially in understanding students' politeness strategies in classroom interactions.



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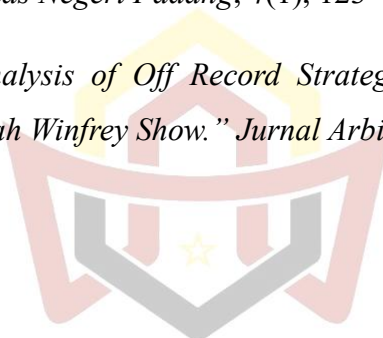
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PADANG

APPENDIXES

Appendix 1

Table of Data Transcription