Language Politeness in Students' Thesis Guidance

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Abstract

This study aims to gain an in-depth understanding of the phenomenon of Language Politeness in Student Thesis Guidance of students of the English Education Study Program, FKIP University of Muhammadiyah Tangerang. The design of this research is qualitative with phenomenological methods. The data in this study were obtained through recorded speech acts and semistructured interviews with 29 students from Sundanese, Javanese, Betawi and Minang ethnic groups. The results showed that there were 10 forms of acts of courtesy of students, namely the form of praise, orders, requests, approval, giving, invitations, rejection, expressions of gratitude, sympathy, and acceptance speech. Furthermore, the politeness phenomenon that occurs in college student speech is motivated by several factors, i.e., the use of vocabulary, grammar, and direct-indirect sentences, which in turn affect the different views of college students about politeness which are motivated by the culture and environment where they live, the habits of the way of speaking they use in speech, their understanding of the context of speech.

Keywords: Phenomenon; Speech Acts; Politeness

Introduction

Guidance is a process of providing assistance that occurs in the relationship between two aspects of guidance, which in this case refers to lecturers and students. The purpose of guidance is to overcome problems by teaching and empowering students. Language is the main factor influencing the acquisition of understanding and achievement of goals in guidance. If there are difficulties in communicating what students want and feel, and difficulty understanding the meaning of students' expressions of thoughts and feelings by lecturers, there will be obstacles in the guidance process. Vice versa, if there are difficulties in communicating what the

supervisor wants, in this case the lecturer, and difficulty understanding the meaning of the lecturer's thoughts by students, then it will become a problem in the guidance process.

The mentoring process in this study was an activity of dialogue or interaction between students and supervisors in the thesis guidance process at the English Language Education Study Program, Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Tangerang with English as the language of instruction during guidance. In this mentoring process there is a management of communication in the form of interpersonal communication involving verbal and non-verbal communication, which turns out to be found in it many problems of politeness in the language used by students in interacting during the thesis guidance process.

This problem is caused because the community in the English Language Education Study Program FKIP Muhammadiyah University of Tangerang is a unique typology. This uniqueness can be seen from that almost all students at the University of Muhammadiyah Tangerang come from different cultures, languages and social backgrounds such as Sundanese, Betawi, Javanese and Minang, so they have different mother tongues, indirectly affecting the use of spoken language. In addition, the social background of some students are workers or factory workers in the districts and municipalities of Tangerang and South Tangerang, indirectly influencing the utterances students use.

Seen in the following conversations:

M   : Assalamu'alaikum
Until..... what time on campus? Mr
(Mr..... Until what time on campus?)
D   : waslm............ until 12o'clock
(Waslm….until 12 o'clock)
M   : Iwork (I work)
tommorow, I also have an appointment with mr warsito today
I'm done fine cmn I count the manual
D   : Ok

The speech act above is in the context of wanting to ask the whereabouts of the lecturer to provide guidance. This conversation can be said to be true in terms of language communication, but if we analyze the speech conveyed by students as first speakers in interactions there are several violations in conveying politeness in communication. Even though the first speaker fulfills politeness in speaking in the first utterance, in the second utterance the first speaker violates the maxim of agreement by saying I work. Therefore, the example above for a student who is going to

communicate formally must understand the speaking situation, so that there will be no misunderstandings in communication and does not violate the politeness maxim.

In the communication process, speakers do not only fulfill the rules of cooperation or there is an understanding of what is meant by their speech, but these utterances do not harm each other, respect each other and do not threaten face with other speakers. Therefore, it is necessary to have rules other than cooperation, namely politeness rules or politeness principles so that harmonious relationships occur and facilitate communication. Yule (2006), that speech acts are actions displayed through utterances, usually called speech acts. Leech examines politeness as a pragmatic phenomenon. Politeness is studied in the context of its use, namely studying the forms of language expression used by speakers to achieve their communication goals. According to Leech, politeness is a strategy or a set of strategies used by speakers of a language to achieve various goals, such as establishing and maintaining harmonious relationships.

Leech (2014) divides it into ten maxims, namely (1) maxim of wisdom (tact maxim) is a maxim that describes reducing the burden on others and maximizing the expression of trust that benefits others. (2) generosity maxim is a maxim which states that it is necessary to reduce expressions that can benefit others. (3) the maxim of appreciation (approbation maxim) is a maxim that demands maximizing the expression of disbelief to others. (4) the maxim of modesty is a maxim that demands not to boast about oneself. (5) the maxim of agreement or agreement/compatibility (agreement maxim) is demanding to reduce disagreement between oneself and others. (6) sympathy maxim . In the following, the politeness maxims are explained. (7) Maxim of Other Obligations to the Speaker . (8) Other Obligation Maxim for the Speaker (Obligation of Other to Speaker Maxim). (9) Opinion-aversion maxim (Opinion-reticence Maxim), and (10) Silence Maxim (Feeling-reticence maxim).

Phenomenology is a branch of science that aims to express meaning based on the life experience of a person who consciously experiences a phenomenon, both empirically and sensory, in order to achieve an absolute understanding based on the experiences he has gone through.

A research had been done by Nurul Hidayati that focused on the problems are investigated in the research proposals showed that most of students faced problems in 6 kinds of problems they were: First, students stated that the most significant problem was in vocabulary. Second, problem which has been revealed was in grammar. Third,

student's difficulties for paraphrasing. Forth, student's difficulties for found journal. Fifth, students difficulties for wrote methodology. The last problem was in wrote references.

Next research belonged to Akhmad Fachrozy that focused find out what politeness and complaint strategies used by EFL learners when relating to social distance and equal relative power. This research showed that hat Complaint strategies used by Indonesian EFL learners are various. The politeness strategy bald on record was the most significant politeness strategies used by participant in all social distance (close, familiar, unfamiliar) of equal relative power which means participant tend to be direct because of the same relative power. Positive politeness more frequently used by participant than negative politeness. Finally, strategy off-record was the least politeness strategy used by participant.

Based on the description above, the writer is interested in researching how politeness is used in thesis guidance at the English Language Education Study Program FKIP Muhammadiyah University Tangerang, with an emphasis on how obtaining student speech patterns in the interaction process of lecturer-student thesis guidance in the English Language Education Study Program of the Faculty of Teaching and Educational Sciences, University of Muhammadiyah Tangerang, as well as how the phenomenon of student speech behavior in the interaction process of lecturer-student thesis guidance in the English Language Education Study Program in the Faculty of Teaching and Education University of Education Science, University of Muhammadiyah Tangerang.

There were two research questions of this study namely (1)What are the forms of student speech acts in the interaction process of lecturer-student thesis guidance of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Tangerang?; (2) What is the phenomenon of politeness of student speech acts in the interaction process of lecturer-student thesis guidance of the English Language Education Study Program, Faculty of Teaching and Education, University of Muhammadiyah University, Tangerang?

Research Methodology

This research was designed as descriptive quantitative with phenomenological method. The researchers used this kind of method because to collect the data, likert-scale questionnaire was used. The data collected from the questionnaire was analyzed using statistical analysis and a formula was used to identify the data. The

population of this research was all students in the eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang. Muhammadiyah University of Tangerang is a non-profit private higher education institution that has collaborated in academic with all Muhammadiyah University in entire of Indonesia. This University officially accredited and recognized by Kemetrian Riset, Teknologi, and Pendidikan Tinggi.

The eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang will be the population of this research. They were chosen as the population because they are in thesis process. Because of that, the researchers want to know polite speech acts of students used by the eighth semester in thesis guidance at the English Language Education study program FKIP Muhammadiyah University Tangerang students. So, the researchers would like to do an analysis of polite speech act used by the eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang.

Moreover, the population for this research was all students in the eighth semester students of English Education Study Program at FKIP Muhammadiyah University of Tangerang The total number are 29 students.

In order to answer the research question, polite speech act use a set of Questionnaire. The questionnaire consists of 18. Before the questionnaires was distributed to the respondents of the research. The questionnaire was tried out by the researchers to some students who were taken from the population.

Findings and Discussion

Finding

Based on the analysis of the recorded speech acts of students and through in-depth interviews conducted with students, several forms of politeness were found, namely praise, orders, requests, approval, giving, refusal, offers, acceptance, thanks, sympathy. The findings of these forms of speech acts can be seen in the table 1.

Tabel 1. Research Finding of Student's Speech Act form

Speech Act Form	Findings	Pattern	Frequeny
1. Speech act of praise	1. Complimenting the object of the interlocutor	1.1	2

2. Speech act of order	1. Order the interlocutor directly	2.1	41
3. Speech act of request	1. Asking the opponent's advice 2. Asking for help to the interlocutor by asking 3. Apologize to the interlocutor	3.1 3.2 3.3	199
4. Speech act of approval	1. Agree with the wishes of the interlocutor 2. Agree with the interlocutor's statement 3. Approve the request of the interlocutor 4. Agree to the interlocutor's invitation	4.1 4.2 4.3 4.4	82
5. Speech of giving	1. Give praise to the interlocutor 2. Give concern to the interlocutor 3. Give attention to the interlocutor 4. Give an explanation to the interlocutor 5. Give advice to the interlocutor 6. Provide understanding to the interlocutor 7. Give advice and attention to the interlocutor.	5.1 5.2 5.3 5.4 5.5 5.6 5.7	111
6. Speech act of refusal	1. Refusing the interlocutor's invitation 2. Refusing the interlocutor's request 3. Interrupting the interlocutor's statement.	6.1 6.2 6.3	23
7. Speech act of offer	1.Offer the goods to the interlocutor 2. Lend the goods to the interlocutor	7.1 7.2	60

8. Speech act of accaptance	1. Accept the request of the interlocutor 2. Accept the motivation given by the interlocutor	8.1 8.2	7
9. Speech act of thank		9.1	6
10. Speech act of sympathy		10.1	66

The first form of politeness is a form of speech act of praise which is found in several variations such as praising the object of the interlocutor and praising the attitude of the interlocutor. The following are some speech acts in the form of praising the object of the speech opponent.

(1)   walaikumsalam ww.
(2)   ok miss, Assalamulaikum
(3)   Ok, Assalamulaikum

The second form of politeness is in the form of command speech acts. This is found in several variations, namely ordering the interlocutor directly and ordering the interlocutor implicitly.

(1) in the chapter 2? you state here the questionnaire adopted by Red related by previous, which one you state here? Before study yeah.

(in chapter 2? You stated here the questionnaire adopted by Red is related to the previous one, which one you mentioned here? Study before huh?)

(2) yeah, from the journal

The third form of politeness in the form of request speech acts is found in several variations, namely asking the addressee for advice, asking for help from the addressee, asking the addressee to accompany him somewhere, asking the addressee to do something, asking the addressee for help by asking, asking permission. to use the object of the interlocutor.

(1)   how to collect the data in speaking? Just record or video? how to collect data in speaking? Just record or video?

The fourth form of politeness in the form of speech acts of agreement is found in several variations, namely agreeing to the wishes of the interlocutor, agreeing to

the interlocutor's statement, agreeing to the interlocutor's request and agreeing to the interlocutor's invitation.

(R8 35-36) conclusion... ok
(R9 29-30) yes...

The fifth form of politeness in the form of the speech act of giving is found in several variations, namely giving praise to the interlocutor, giving concern to the interlocutor, paying attention to the interlocutor, providing explanations to the interlocutor, giving advice to the interlocutor, providing understanding to the interlocutor.

 (R13 3) I have revised about....
I have to change a speaking process that I use the monolog of test for the speaking test, and the one is a step (paper)...

The sixth form of politeness in the form of refusal speech acts is found in several variations, namely refusing the interlocutor's invitation, refusing the interlocutor's request, interrupting the interlocutor's statement. Following are some of the speech acts of refusal found in the speech acts of students.

(R23 7-8)no, in the school, the students has study about recount text butonly lazy to write

no, in school, the students have learned about recount text but just lazy to write

(R6 49-50) no

The seventh form of politeness in the form of the speech act of offering is found in several variations, namely offering and lending to the interlocutor. Following are some of the speech acts of offering found in the speech acts of students.

(R7 49-50)same quiz ?
(R1 23-24)after I revised my… and rewrite
(after I revised and rewrote it)

The eighth form of politeness in the form of speech act of acceptance is found in several variations, namely Receiving thanks, Accepting the request of the interlocutor, Accepting the motivation given by the interlocutor. Here are some acceptance speech acts found in student speech acts.

(R5 133-134)ok sir.
(R4 5-6; R4 7-8)ok
(R5 33-34) yes sir.

The ninth form of politeness in the form of acceptance speech acts is found in variations of receiving thanks. Following are the acts of gratitude found in student speech acts.

(R24 30-31) Thank you
Thank You

The tenth form of politeness in the form of sympathy speech acts is found in variations of getting care in the form of attention. The following are sympathy speech acts found in student speech acts.

(R16 11) wow... great
And then, how is your study so far?? Have you already finished??

Forms of politeness speech acts of students of the English Education Study Program FKIP Muhammadiyah University Tangerang were found in 10 forms. These speech acts are found in the form of speech acts of praise, command, request, approval, giving, refusal, offer, acceptance, thank you, and sympathy speech acts.

The first form of speech act is the speech act of praise. This speech act of praise is found in the form of praising the attitude of the interlocutor. Complimentary speech acts are positive speech acts that are conveyed sincerely and respectfully so as to make the interlocutor feel valued. When the speech participants use speech acts of praise in their speech acts, politeness in language and behavior can be maintained properly. This speech act of praise is usually uttered by students as a form of respect.

The second finding in this study is the form of command speech acts. This command speech act is found in the form of a direct command. An imperative speech act is a speech act that requires the interlocutor to do something for the speaker. Command speech acts found in direct and commanding speech acts.

The third finding is politeness in the form of a request speech act. The speech act of this request is found in several variations, namely asking for advice from the other person, asking for help from the other person, and apologizing to the other person. The speech act of this request is considered reasonable by both the speaker and the interlocutor because it is accompanied by reasons for the request. This causes the student's speech acts to be polite.

Furthermore, the fourth finding found in this study is the form of the speech act of agreement. This speech act of consent is found in several variations, namely agreeing to the wishes of the interlocutor, agreeing to the interlocutor's statement, agreeing to the interlocutor's request and agreeing to the interlocutor's invitation. This

speech act of agreement is carried out by students to maintain the harmony of speech acts between themselves and others. If the harmony of the speech act is established between the speaker and the interlocutor, the speaker and the interlocutor are said to be polite people.

The fifth finding is the politeness form of the speech act of giving. This speech act of giving is found in the form of giving compliments to the interlocutor, giving concern to the interlocutor, paying attention to the interlocutor, giving explanations to the interlocutor, giving advice to the interlocutor, giving understanding to the interlocutor, giving advice and attention to the opponent. said. All forms of speech acts of giving are forms of polite speech acts. This is illustrated by the suggestions given by the speaker when the interlocutor asks for advice or giving explanations to the interlocutor when the speaker needs an explanation about the thesis. These things indicate politeness in speech.

Furthermore, the sixth finding related to the politeness form of student speech acts found in this study is a form of refusal speech act. The speech act of refusal is found in several variations, namely refusing the interlocutor's invitation, refusing the interlocutor's request and interrupting the interlocutor's statement. The speech acts of refusal encountered in this study were rejection of invitations, requests and refutations of the interlocutor's statements that were well conveyed by the speaker. The refusal is accompanied by reasonable reasons so that the interlocutor does not feel offended. Submission of these reasons is a form of politeness performed by the speech participants.

The seventh finding found in this study is a form of offering speech act. The form of this offer speech act is found in several variations, namely the speaker offers his goods to the interlocutor and the speaker lends his goods to the interlocutor. This speech act is categorized as a polite speech act because without being asked, the speaker has first offered his goods or assistance to the interlocutor.

The eighth finding is the speech act of acceptance. This speech act of acceptance is found in several variations, namely accepting the request of the interlocutor and accepting the motivation given by the interlocutor. This speech act is uttered by the speaker as a form of positive feedback (in the form of acceptance) for the offering that has been delivered by the interlocutor. Positive feedback indicates the politeness of the student.

The ninth finding is the act of saying thank you. This speech act is uttered by the speaker as a form of positive feedback to the interlocutor. Positive feedback indicates the politeness of the student.

The tenth finding is the speech act of sympathy. This speech act is a form of positive feedback from the speaker for the presentation that has been conveyed by the interlocutor. Positive feedback indicates the politeness of the student.

From the 10 forms of speech acts found, 3 of them were polite forms of speech acts with a higher frequency of occurrence than the other 7 forms of speech acts. After an in-depth analysis, several reasons were found. The first reason is spoken in a relaxed situation. The second reason, told to the interlocutor to make it more familiar. The third reason, the topics discussed are not sensitive. This indicates that students of the English Language Education Study Program, FKIP Muhammadiyah University, adhere to the principle of politeness in language. Meanwhile, the phenomenon of student unity in the English Education Study Program FKIP Muhammadiyah University is influenced by the use of vocabulary, grammar and the use of direct and indirect sentences.

The use and selection of vocabulary by students in thesis guidance affects the smoothness of the guidance process and shows the extent of politeness. Then the phenomenon of politeness of student speech acts is influenced by vocabulary.

The use and selection of grammar affects the politeness of speech acts, the use of incomplete grammar will affect locutionary acts, so it is likely that the speech partners perceive and give wrong interpretations.

The intensity of the use of direct and indirect sentences is one of the factors that influence the phenomenon of unitary speech acts of English language education study program students at the Muhammadiyah University of Tangerang in interacting during thesis guidance with supervisors. Direct and indirect sentences make speech neat and pleasant to hear and right on purpose and target.

Discussion

The findings obtained from the collection and analysis of data were categorized into two, namely the findings of forms of speech acts used by students of the English Education Study Program in conducting guidance with supervisors in preparing their thesis and the phenomenon of politeness of students of the English Education Study Program in the process of thesis guidance. with the supervisor.

Forms of Student Speech Acts

Students of the English Language Education Study Program at the University of Muhammadiyah Tangerang use 10 forms of speech acts, namely speech acts of praise, command, request, approval, giving, refusal, offer, acceptance, thank you and sympathy. The speech act of request is the speech act most frequently used by students in interacting with their supervisors. Student request speech acts in guidance interactions can be carried out directly and indirectly (Listyorini, 2009). The choice of speech form is strongly influenced by the context of the speech. This direct request speech act is expressed in the command sentence mode. As in the sentence "which class for the experimental class, ma'am?"; "Which instrument is the question?", while the speech act of request can indirectly be expressed in the mode of news sentences, interrogative sentences, or a combination of both, such as "which one is better to use, ma'am?"; "How many items should it be, sir, for the pre-test and post test?" Politeness in student request speech acts is marked by the use of certain lingual forms, such as please, come on, try, sorry, and beg. There are several factors that influence the choice of request speech acts among students. At one time students will use direct request speech, while at other times they will perform indirect request speech acts, this is due to the closeness of the speaker's relationship with the speech partner, speech situation, age, cultural background of the speaker. This was disclosed by Prayogi, et.al., (2021), Rusbiantoro (2021) stated that Language selection and use in speech are influenced by the relationship between the speaker and the interlocutor, the nature of the speaker and the environment in which the speaker lives. In order for communication to run smoothly, speakers must be able to issue polite speech and get used to it, if you get used to it, you will get used to being polite, which of course affects speech and speech acts. politeness of speech acts can be accustomed to by habituating its use, it can be through exemplary models that are obtained intensively within a certain period of time (Wijaya, 2010; Pranowono, 2009; Rusminto, 2009).

Students of the English language education study program at the University of Muhammadiyah Tangerang come from various ethnic groups, namely Sundanese, Javanese, Minang/Malay, Betawi, Lampung, Banten, Minangkabau. This ethnic background affects the speech acts of requests used when speaking in the guidance process, students with backgrounds outside Java tend to use speech acts of requests

directly with speeches that are direct to the point and direct-emphatic intonation, in contrast to speakers from Javanese who tend to use sentences indirectly as well as the Betawi and Banten tribes, which of course creates a wrong perception of the meaning of the speech received by the interlocutor. Suwarna (2012) use of speech levels in the Batak language is not hierarchical. In contrast, in Javanese the use of speech levels to indicate the degree of the speaker or the person who is the topic of speech, when viewed from the relationship between community members, the degree of solidarity among Batak people is higher than the degree of solidarity among Javanese people. Therefore, it can be said that the relationship between members of the Batak community in general is an equal and solidary relationship. Relations among members of the Javanese community in general are non-equal and non-solidary. This affects the utterances they use everyday due to traditions and culture.

Politeness Phenomena

The phenomenon of politeness as seen from the findings related to speech acts used by English Language Education students at the University of Muhammadiyah Tangerang in the interaction of thesis guidance with supervisors occurs because of the diversity of vocabulary, grammar, and the use of direct and indirect sentences used by students. The diversity of ethnic backgrounds is one of the triggering factors for this phenomenon. As we know that the Muhammadiyah University of Tangerang is located or flanked by Jakarta, Banten and South Tangerang, the position of this region determines the characteristics of students besides that the majority of students are factory workers and immigrants, of course there is cultural cross-marriage.

Austin (1962), Tarigan (2015), Septora (2021) state that geographical location can create cultural diversity, which in turn will create diversity in the speech of the surrounding community. The opinion conveyed by Daud (2018) states that each tribe will carry traditions that have existed since ancient times, wherever they live and reside, because it is inherent in themselves which is their personal nature. Arifin (2018) and Dahri (2018) stated that because everyone tends to continue to preserve their original speech, even though they are far from their place of origin. They will not fade their authenticity, such as the style of speech, the choice of words and sentences, the intonation used. If you look at this condition and then relate it to the characteristics of the students of the English Language Education Study Program, it is appropriate that

there are various speech characteristics caused by geographical location, besides that because they are more than immigrants, of course from a cultural point of view experiencing fusion, but not by nature. This condition indirectly affects their politeness, in addition to that the phenomenon of politeness in students of the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Tangerang in the thesis guidance interaction process is also affected by the place and atmosphere of the speech, the participants of the speech, the purpose of the speech, the subject matter of the speech , and means of speech. This happens because of the influence of the regional traditions of each participant, so that they do not hesitate to show and introduce traditions into their innate and everyday style of speech to the surrounding community. This turns out to affect the use of perlocutionary speech acts. Speech participants in this case students use perlocutionary speech acts in the form of pushing, asking, giving, making speech partners do something, refusing, forms of praise, making speech partners think about, accepting, and attracting attention, which of course becomes a phenomenon of politeness in speech acts. students of the English Language Education Study Program at the University of Muhammadiyah Tangerang.

Conclusion and Suggestion

Based on the results of the research and discussion above, several research conclusions can be presented regarding the forms and phenomena of politeness for students of the English Language Education Study Program, Faculty of Teaching and Education, University of Muhammadiyah Tangerang.

The politeness phenomenon that occurs in student speech acts is motivated by several factors. First, the different views of students regarding politeness itself are motivated by the culture and environment where they live and the environment in which they grow up, the habits of the way of speaking they use in speech acts. This habit they bring and acquire from their habit of speaking at home with their family and the environment where they live, their understanding of the context of speech acts. The more a speaker understands the context of the speech, the more polite his speech acts will be. Thus the politeness of his speech acts will be maintained properly.

In this study it was concluded that there were 10 forms of student politeness speech acts, namely forms of praise, orders, requests, approval, giving, refusal, offers, acceptance, thanks and acts of sympathy speech. Of the 10 forms of speech acts

found, 3 of them were forms of polite speech acts with a higher frequency of occurrence than the other 7 forms of speech acts. After an in-depth analysis, several reasons were found. The first reason is spoken in a relaxed situation. The second reason, told to the interlocutor to make it more familiar. The third reason, the topics discussed are not sensitive.

This study has not explained all aspects related to the phenomenon of polite speech acts and the phenomenon of politeness in student language. Therefore, this research has some limitations. Given these limitations, the researchers recommends several things. First, this research is dissected through the phenomenological method where data collection is done in two ways, namely through recordings and in-depth interviews with students. This phenomenological method is still rarely found in linguistic studies such as researching speech acts and politeness. Therefore, this kind of research still needs to be carried out by further researchers. Second, this research on politeness was conducted on informants, the majority of whom have a Malay cultural background. Therefore, this research is limited to the politeness phenomenon of Malay speech acts in general. For this reason, future researchers expand their research on other cultures in Indonesia. Third, research on language politeness can be investigated from various methods such as phenomenological methods, case studies, ethnography and grounded theory. This research is still limited to using phenomenological methods. For this reason, the researcher recommends that future researchers use other methods in studying politeness in this language. Fourth, the results of this study the researchers recommend to students so that they can be used as a reference in language and maintain the politeness that has existed before. Fifth, this research is also recommended by researchers to teachers and lecturers so that it can be used as teaching materials or references in the learning process related to politeness in language. This language politeness can also be used as the estuary of the formation of the character of students and students.

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