Politeness Used by Islamic Education Department Administration Staff of State Islamic University North Sumatra. Postgraduate School of the State University of Medan

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Abstract

The objectives of this study is to find out what and how the using of politeness strategies used by Islamic Education Department Administration Staff and why they use it when interact with the students by using Brown and Levinson theory. This research is qualitative study. The data is gathered from administration staff who work in Islamic Education Department of State Islamic University North Sumatra. To get the data the researcher used sound recorder to find out the use of politeness strategies. From the analysis, the researcher found that there are four politeness strategies used by administration staff when they interact to the students. They are greeting, question, command, and request. The most of strategies used in the field are bald on record rather than positive and negative politeness strategy. They used these strategies to save the time, because there are so many students have to be served. The other reason is diversity age and avoiding the ambiguity. The staff sometimes uses positive and negative politeness strategies. They used positive politeness especially for recognized students to make closeness and friendly when they ask them to do something and they used negative politeness strategies to save face student awareness when the staff tried to judge students by doing mistake. The implication of this study is to increase the using of positive politeness strategies when administration staff talk to the students. This is because the positive politeness strategies can minimize Face Threatening Acts to endeavor a harmony in social interaction.

Keywords: Politeness Strategies; Islamic Education; Administration Staff

INTRODUCTION

Politeness is the reaction of someone to show his behaviour in relation to communicate for other people, because politeness is the attitude which is can not be separated to the social phenomena. Politeness arises from social interaction. It can not stand individually. However, the act of politeness is holding by individually as what Reiter (2000) said that politeness is thus a form of social interaction, a form that mediates between the individual and the social. The polite or impolite act is performed by an individual whose choices for the instrumentality of such an act are based upon collective norms and whose motivation in performing the act is that of structuring social interaction.

Students as a part of academic people educated in formal setting education are not only given the cognitive learning but also given the attitude how they should interact and communicate with each other. They are expected through by their knowledge can be

representative for other people in doing or talking something. The politeness that they have is depended on the situation that they received from their experiences. That is why the communication with whom they speak is affected to their way in communication. Besides their parents, the environment is also influenced the way for their communication, whether they are polite or impolite.

The definition of politeness which is usually used by the researcher is the theory of Brown and Levinson. Many researchers are referring to their theory, especially in the explanation of the face for addressing speaker. Brown and Levinson concern to the hearer not for the speaker. According to them (1987) politeness theory is the theory that accounts for the redressing of the affronts to face posed by face threatening acts to addressees. That is why in communication, there is important to consider not only own face but also the face of others. Interlocutors must be able to "save face" when they are confronted with a "face threatening act" (FTA), which threatens the faces of the addressees. In addition of Brown and Levinson's theory, Leech (1983: 131) said that politeness concerns a relationship between two participants whom we may call *self* and *other*. The label *other* may therefore apply not only to addresses, but to people designated to third parties varies: a key factor is whether or not the third party is present as a bystander; another is whether the third party is felt to belong to speakers or to hearers sphere of influence.

Brown and Levinson claim that the weight of an FTA is a simple sum of these three factors. On the basis of this calculation, speaker decides whether he likes to perform one of the following strategies:

1. Baldly on Record without Redressive Action
2. Positive Politeness
3. Negative Politeness Strategy
4. Off Record Politeness Strategy

In their life the students always communicate with their teacher or lecture and whoever they meet in formal situation or not. For this, the politeness will be important in relation of communication between students and teacher, because the politeness can be link to make the stability communication. Markus (2011) said the display of respect or deference in student teacher relationships is one example of awareness of face, based on the fact that a person who is a teacher will automatically have some authority and therefore social distance to a student.

Today, the value of politeness has been changed as while as the changed of the time. This is happened in the academic people where the students shift the way they speak to their lecture or teacher. As what the lecture of IAIN said that

> "*Mahasiswa sekarang bicaranya nggak kayak kami dulu. Dulu waktu kami mau ngomong sama dosen takut kali, sehingga kata-kata nya pun harus benar-benar dipilih, nggak asal ngomong*"
> (Today the students when they are talking is different from we are as the student. In the past time we were afraid to talk to our lecture, so then the choice of word is quite selected, not randomly).   (22nd April, 2015)

One of the characteristic of Indonesian people is to be careful for whom they speak with. This is what Moffatt said (2012: 7) "To avoid being the cause of shame, Indonesian can be very careful with how they speak and interact". Furthermore, Silvia and Zuzanna said that Indonesians are indirect communicators. This means they do not always say what they mean. It is up to the listener to read between the lines or pay attention to gesture and body language to get the real massage. Unfortunately, many students now in Indonesian country do not use indirect speech act to speak with the others. They sometime use direct speech act like what one of my student said to me "Pak jangan lupa ya, kita besok masuk jam setengah sembilan". (Don't forget sir, we will have class at 8.30 for tomorrow). This statement is categorized as direct speech act which is not suitable for Indonesia culture.

From this reality we can not conclude that the sources of mistaken are from the students itself, we have to consider the another aspects of the environment with whom they speak to find the deep reason why the shift of attitude is changed for the students, especially the way they speak which is showing the politeness or not. For this chance the writer wants to investigate and analyse what strategies is used for the staffs' administration to communicate to the students? how are the politeness strategies pragmatically used by the Islamic Education Department Staffs of State Islamic University North Sumatra? and why do the Islamic Education Department Staffs of State Islamic University North Sumatra use politeness strategies the way they do?

RESEARCH METHOD

This study was conducted at Tarbiyah and Education Faculty of UIN SU where the researcher was conducted naturally when the staff administration communicated to students.

The approach used in this study was qualitative research, especially with the basic of interpretative research to purposefully selecting the informants either documents or visual materials that might be the most correct choice to answer the research problem. The reason for conducting descriptive qualitative design because of qualitative research has the natural setting as the direct source of data. (Bogdan and Biklen, 1982)

The data of this study were taken from the transcriptions administration staffs of Islamic education department by recording. Then I also used the observation to know the situation when the transcription was used by Islamic Education Department staffs of State Islamic University North Sumatra. There are five administration staffs to be investigated. Two men are as the chiefs while the rest are their assistance. In this case I used saturated sampling because all of population are my sample.

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The instruments of data used in this research are recording. Based on the resource, this research used directly data that were obtained from the subjects. The steps of collecting the data are as follows;

1. Recording conversation of administration staffs with the students by using the supporting instrument of data collection. I did this by putting recording tool in the office.

2. After collecting the data, the writer transcribed it into the text and analysed by using Seidel analysis.

The data was analysed by using Seidel analysis. (1998) This analysis was called Noticing, Collecting and Thinking Model. The model consists of 3 parts: noticing, collecting and thinking about interest things. These parts are interlinked and cyclical. For example while thinking about things you notice further things and collect them. Seidel likens the process to solving a jigsaw puzzle. Noticing interesting things in the data and assigning 'codes' to them, based on topic or theme, potentially breaks the data into fragments. Codes which have been applied to the data then act as sorting and collection devices.

FINDINGS AND DISCUSSIONS

A. FINDINGS

There are three questions that the writer interested to answer, they are:

1. What type of politeness strategies were used by administration staffs?

2. How the politeness strategies were used?

3. And why they used the politeness strategies the way they do?

1. Types of Politeness Strategies Were Used by Administration Staff

Empirically, the using of politeness strategies which were used by administration staff are divided into four categories, they are greeting, question, command, and request. These categories actually are not mentioned in the Brown and Levinson's theory in detail, but Brown and Levinson's framework can be applied to the categorization of these categories with some modification as bald on record, negative politeness, positive politeness, and off record. For example, when someone greets for other in saying hello and then he leaves. This greeting come into bald on record category, but if he shows the attention for the hearer like say hello, how are you doing, you look so grateful today, this greeting come into positive politeness.

1.1. Greeting

Data 1

Student	:	*assalamu'alaikum*
		(peace upon be with you)
Staff	:	*wa'alaikumsalam*
		(peace be with you too)
Student	:	*bu, saya mahasiswa yang ibu saya datang kemarin, yang waktu itu saya sakit*
		(Mam, I am the student whose my mom came to Islamic Eduction Department while I was sick)

Data 2

Student	:	*assalamu'alaikum pak*
		(peace upon be with you, sir)
The chief (staff):		*wa'alaikum salam, mau ngapain?*

(peace upon be with you too, what do you want?)

Data 3

Student   : *assalamu'alaikum bu*
                   (peace upon be with you, mam)
Staff   : *wa'alaikum salam, eh, Jannah, gimana kabarnya?*
                   (be with you to, eh, Jannah, how are you doing?)
Student   : *al-hamdulillah sehat bu*
                   (al-hamdulillah, fine mam)
Staff   : *ada apa itu*
                   (what is it?)

Data 4

Staff   : *(sambil menelpon) assalamu'alaikum, ibu dari tadi nungguin, dimana kalian?, hallo, dimana kalian?*
                   ((by phoning) peace upon be with you, I have been waiting for a long time, where are you? hallo, where are you all?)
Student   : *hallo, assalamu'alaikum*
                   (hallo, peace upon be with you)

1.2. Question

Data 5

Student   : *bu, saya mahasiswa yang ibu saya datang kemarin, yang waktu itu saya sakit*
                   (Mam, I am the student whose my mom came to Islamic Eduction Department while I was sick)
Staff   : *yang apa itu? siapa namamu?*
                   (which problem? What's your name?)
Student   : *Khairul Bariyah*
                   (Khairul Bariyah)
Staff   : *ohh, jadi kayak mana?*
                   (so, how is it?)

Data 6

Staff 1   : *semester berapa kamu?*
                   (which semester are you?)
Student   : *semester I*
                   (semester I)

Data 7

Staff 1   : *KRS mu semalam nggak masuk ya?*

		(you did not give your card study, didn't you?)
Student	:	*apa bu*
		(pardon mam)
Staff 1	:	*KRS nggak masuk*
		(your card study, you did not give it)
Student	:	*tapi uda saya kasih sama….*
		(I did mam, I gave to…..)

Data 8

Staff 3	:	*dek kamu lagi ngapain?*
		(dear, what are you doing now)
Mahasiwa 1	:	*nggak ada pak lagi nunggu bapak itu, mau konsultasi*
		(nothing sir, just waiting the head of the academic. I want to consult)
Staff 3	:	*bisa nggak kamu tolong bapak*
		(can you help me, please)
Mahasiswa 1	:	*ngapain pak*
		(for what sir)

1.3. Command

Data 9

Staff 2	:	kalian ke jurusan dulu, ke jurusan PAI dulu
Student	:	jurusan apa bu
Staff 2	:	PAI
Student	:	oh, iya iya bu, bentar ya bu

Data 10

Student 2	:	*jadi nggak tahu piginya itu pas pula di tanggal ujian, kan nggak bisa diubah lagi, soalnya udah dekat, gitu bu*
		(so I did not know that the schedule of departure is the same time to the examination schedule. It could not to be changed, because the time is too near mam)
Staff 1	:	*jumpai pak dekan aja atau wakil dekan satu. Harus kau jumpai sebelum terlaksana ujiannya. Ceritakan apa masalahmu. Kalau uda terlaksana ujiannya, susah itu. Berangkatnya tanggal berapa?*
		(see the Dean or Vice of Dean. You must see him before the examination is done. Tell your problem. If you see him after examination, it will be difficult for you. What date do you leave?)

1.4. Request

Data 11

Staff 3   :   *dek kamu lagi ngapain?*
                      (dear, what are you doing now)
Mahasiwa 1   :   *nggak ada pak lagi nunggu bapak itu, mau konsultasi*
                      (nothing sir, just waiting the head of the academic. I want to consult)
Staff 3   :   *bisa nggak kamu tolong bapak?*
                      (can you help me, please)
Mahasiswa 1   :   *ngapain pak*
                      (for what sir)
Staff 3   :   *air galon kita habis, belikan ke kopma*
                      (our gallon of water runs out, can you buy it in kopma)
Mahasiswa 1   :   *oh, bisa pak*
                      (yes I can sir)

Data 12

Staff 3   :   *sambil saya ngerjain transkrip mu, bisa nggak Torang kau belikan dulu jus.*
                      Dari tadi saya kehausan
                      (while doing your transcript, can you Torang buy jus for me. I am thirsty)
Student   :   *bisa pak, jus apa pak?*
                      (yes I can sir, what jus?)
Staff 3   :   *jus kuini, pesan aja di Kopma, suruh antar ke jurusan PAI nanti saya yang*
                      bayar
                      (jus mango, order it in Kopma, ask them to bring here, I will pay it)
Student   :   *iya pak*
                      (yes sir)

2. The Way of Politeness Strategies Were Used by Administration Staff

From the explanation above, it is seen that staff tend to change their politeness strategy to communicate with the student. This surely is affected by the condition and the situation for the staff to choose the expression when they talk and serve students for academic purpose.

As seen in the data 1 where the student greeted staff by using the Islamic greeting, the staff just responded back without asking something or using small talk as what staff actually do to serve student, at least asking what the student need such as what do you want or what do you need. This strategy is called do not do FTA (Brown and Levinson, 1987).

The situation where staff do not do FTA such as in data 1 was caused of arranging the file by staff when student greeted her. Staff who worked in the Islamic Education Department do not only serve the students' purpose or needed but also have to make the report to their leader. While arranging the report, student came to the staff and greeted. This situation of course annoyed the

staff which only answer the greeting without responding any comment to the student. However, in other situation as seen in the data 2, staff after responding back the students asked for what student's need and purpose. This strategy is contrary with the data 3 where staff did the small talk by asking *gimana kabarnya?* (how do you feel?) to relax the conversation.

The distinction of using politeness strategy used by staff is caused by the condition. As seen in data 1, where staff do not do FTA because she was busy to arrange the bundle of paper. While staff arranging the file, suddenly student came to complain the problem. This situation, surely annoyed the staff that should finish the duty just in time. The different context was shown in data 2, where the staff did not do anything that make him bothered for student who need to be served by asking the student directly mau ngapain? (what do you want?) after responding the greeting without doing any small talk. This strategy is called bald on record. This strategy is contrary with data 3, where the staff did any small talk when they serve the students. This is recommended strategy for the staff who work as customer service that serve for student's purpose or need. In this strategy, staff before going to the straight point for what student's need did the positive politeness strategy to welcome the student by asking *gimana kabarnya?*

The data 1, 2 and 3 showed that staff did not initiate to greet students. but to deliver their purposes and intentions to the staff, the students did. This context and condition, for surely, do not present and even contrast in positive politeness strategy, where staff as a customer service should give the best the services for greet students first. However, in one condition, staff initiated to greet student as seen in data 4, but unfortunately staff greeted students first to show the angry not because they wanted to do positive politeness strategy. This condition was taken place where staff had waited the student for a long time because of promising made by staff and student to meet. In this cases, the students made staff waiting the students that make staff got angry.

Question as shown in data 5 and 6 was bald on record, where staff asked very straightforward question to the student. This question was expressed by staff directly. Many of question are expressed by using this strategy except the data 7 and 8. In data 7 staff used negative politeness strategies by using the indirect question and data 8 staff used positive politeness strategies by adding *dek* in the question.

In asking students to do something, staff usually uses command than request. The using of command is very straightforward and strong. The data 9 and 10 showed that staff asked student to do something immediately. This way is called bald on record. However, staff also used

request to ask student to do something such as the data 11 and 12. The using of request by staff is categorized as positive politeness strategies.

3. The Reason for Administration Staff used The Politeness Strategies

From the data it reveals that such greeting is a must-used by all the staffs and the students as the communication takes place day in day out in the Islamic higher education. The Islamic greeting *assalamu'alaikum* is translated *peace upon be with you*. In Islam, when reciting *assalamu'alaikum,* the hearer must reply *wa'alaikumussalam* meaning *peace upon be with you too*. After responding the students greeting, staffs usually please them to utter their purpose directly. A straight to the point language occurs because there are many students to be served.

It is recognized that the people who interact in the Islamic Education Department are moslems. For moslem, any interaction must be standardized based upon Islamic rule, including greeting. It is *asssalamu'alaikum*. When someone reciting greeting and the interlocutor must respond *wa'alaikum salam*.

As seen in the data when student greeted staff in Islamic way, the staff answered spontaneously. Responding to greeting in Islam is obligatory and is a strategy to respect people who outspoken it as well. When the staffs ignored the students' greeting, then they are considered as bad Muslim because of not practicing Islamic way.

Amongst other majors in this university, the major where this research conducted consists of more or less 900 people. In general, the interaction exists among students and staffs took place in the beginning of semester, when student taking care any administrative necessity. Due to all documents manually managed, this condition makes staffs and students have less communication and interaction. It can be seen from the data 2 that the staff said *mau ngapain*? after answering the student's greeting.

From the dialog, it infers that staff uttered the direct question after responding the student without saying any small talk. The staff used this strategy to save time and to prevent time consuming. So, they can serve others. Staffs seldom initiated to greet students, but to deliver their purposes and intentions to the staff, the students did. This context and condition, for surely, do not present and even contrast in positive politeness strategy.

For the sake of this reason, staffs usually make use of bald on record strategy to serve students, namely just answering greeting originates from students and ask straightforwardly what the staffs needed to do for students.

To sum up, staffs will answer straightforwardly what might come from the students as long as the students greet them and express their purposes and intentions without saying any small talk in their conversation. For example, how are you doing, how may I help you, how is your family, you look different today, etc.

However, the turn-taking in other context reflect language use by the staffs for close and familiar students reason. Small talk showed up during the conversation, as seen in data 3

Unlike the conversation of data 1 and 2 where small talk did not exist, in data 3, for familiar and recognised students, it did. To show the closeness and familiarity with the students, staff asked him *gimana kabarnya?* (how are you doing?). The turn-taking amongst staff and students during the dialogue showed tangibly positive politeness.

Staffs usually use positive politeness when he has a great deal of time and recognized the students. This strategy will shape comfortability in the students on the service given. They would feel convenient. Did they serve all students this way, as service provider, all students would get what they expected solved easily, happily, and satisfactorily.

From the explanation above, it can be concluded that the use of greeting always introduced by students. Staff just respond of what students greet and they straightforwardly ask what the students' purposes and intentions. However, other cases indicated that staffs, after answering greeting, did not only ask to the point to the students but used small talk as well to them, especially for familiar ones.

To make a question, staff especially administration staff in Islamic Education Department always use bald on record. This occurs because they want to avoid ambiguity. Therefore, the students easily grab what being expected. Then the staff could execute the request at once. In addition, the purpose of using bald on record in this case is to show authority and age diversity. All staff at the workplace are more senior. In Indonesia, this culture is considered to be deserved.

To save the students awareness, staff also used negative politeness strategy. This strategy was used by staff when they supposed that students did something wrong as seen in data 7. By asking the indirect question, staff actually accuse student not collecting KRS. As we know the collecting KRS is required for the students. When the students do not collect KRS, they will be

punished. To save the students face, staff used negative politeness strategy to ask student by using the indirect question.

However, staff sometimes used positive politeness to ask students as seen in data 8. The use of positive politeness strategies is to show friendliness, so the interlocutor feels comfortable. This strategy is used to avoid FTA from the speaker to listener. The speaker in this field is administration staff, and the hearer is students.

The data 8 shows that staff implicitly initiated and avoid being straightforward in the conversation by mentioning *dek* which then followed by *lagi ngapain.* The question, *lagi ngapain,* actually indicated that staff wanted to get the student to do something for him. Such expression above was used to avoid the FTA expression in the following sentence *bisa nggak kamu tolong bapak.*

From the explanation above, the writer concluded that staff usually use direct question to the students for what wanted or needed. This strategy is part of bald on record, but sometimes staff also use positive politeness strategy to as small talk to have the student do something.

The reason why staff used command as strategy to ask students because staff needed the student to clearly understand what she or he order, so that the problem can be solved. This strategy also used by staff to order related for students' problem or needed. This data showed that staff has the authority and has more power to order students.

B. DISCUSSION

After analysing the data, there are several points that are considered as the important things to be discussed. According to Brown and Levinson (1987: 65-68) positive and negative face exist universally in human culture. In social interaction, face-threatening acts are at times inevitable based on the terms of the conversation. A face threatening act is an act that inherently damages the face of the addressee or the speaker by acting in opposition to the wants and desires of the other. everybody has face wants – defined as the expectations a person has that his public self-image will be respected (Yule, 1996: 130). In this regard, politeness principle has a dual goal: acting efficiently together with other people and creating and maintaining social relationships. Because of face threatening act (FTA) can not be avoided in the communication, the knowledge of politeness becomes important for the speaker to save the interlocutor's face. The politeness strategies are the way to keep the comfortable when the communication is done

between the speaker to the hearer, because politeness according to Lakoff (1990, 34) is the awareness of another person's face or the means employed to acknowledge the public self-image of a person. It is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interactions and transactions.

Politeness must be considered as the strategy should be established in the communication. Politeness serves at least seven important functions: (1) to avoid conflict, (2) to ensure cooperative interaction, (3) to manage impression, (4) to establish power, (5) to ensure compliance, (6) to show deference, and (7) to be nice. These functions can best be viewed as goals to be achieved and politeness one of the relevant communication strategies. So, if you want to avoid conflict or ensure cooperative interaction, for example, one communication strategy is to be polite--to support the other person's need for both positive and negative face.

The use of politeness is influenced by the culture and norm for any particular society. In this cases the different of using politeness will be different based on where the politeness is used. Context is considered as the measure for someone to be polite or not. This is related for Douglas, et. al said that context and motivates are highly important as the greatly influence how and what communicators say. (K. M. Douglas, Sutton, & McGarty, 2008)

Based on the explanation above, it can be said that the place, situation and background of the speaker will affect the using of politeness. Furthermore, the use of politeness for the staff in the bank servicer will be different for the staff in academic administration. In the bank the staff is forced to be polite when they speak to the customer to make service-oriented then the customer will satisfy and want to come back for other business. However, the staff in academic administration more have power for servicing the students, because academic disciplines have their own distinct culture (Turner et. all. 2002). The reasons of cultural differences among academic discipline are differences in their research techniques and methodologies, common vocabularies, membership in learned societies, membership requirements, codes of ethic and similar substantive and symbolic perspective.

According to Brown and Levinson (1987) there are several strategies of politeness, they are: positive politeness, negative politeness, bald on record, and off the record. Nevertheless, all these strategies are not used in the Islamic Education Department.

The strategy usually used by administration staffs to the student is bald on record. Bald on record strategies may be used whenever a speaker wants to do the FTA with maximum efficiency more than he/she wants to satisfy the hearer's face. There are different kinds of bald-on-record usage in different circumstances, because speaker can have different motives for his want to do the FTA with maximum efficiency (Brown and Levinson,1987).

Bald-on-record acts are preformed when the speaker has significantly more power than the hearer or when the threat involved is very small. (1) Great urgency or desperation, (2) Speaking as if great efficiency is necessary, (3) Little or no desire to maintain someone's face, (4) Doing the FTA is in the interest of the addressee, (5) Welcomes, (6) Offers.

It is the aggregate of such factors as age, status, class, etc. that determine language use in social interactions (Yule, 1996b: 59). While members of the same class maintain social closeness via solidarity, there is a social distance (power) between two classes (i.e. students vs. lecturers).

The other strategy used by administration staff is positive politeness strategy. Positive politeness is directed to hearer's positive face, his "perennial desire that his wants should be thought of as desirable". By using positive politeness strategies, the speaker conveys that they are co-operators with the addressee and that they have a common ground. The sub-strategies are: Strategy 1: Notice, attend to H (this interest, wants, needs, goods), Strategy 2: Exaggerate (interest, approval, sympathy with H), Strategy 3: Intensify interest to H, Strategy 4: Use in-group identity markers, Strategy 5: Seek agreement, Strategy 6: Avoid disagreement, Strategy 7: Presuppose/raise/assert common ground, Strategy 8: Joke, Strategy 9: Assert or presuppose S's knowledge of an concern for H's wants, Strategy 10: Offer, promise, Strategy 11: Be optimistic, Strategy 12: Include both S and H in the activity, Strategy 13: Give (or ask for) reasons, Strategy 14: Assume or assert reciprocity, Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation), (Brown and Levinson, 1987)

For the last strategy is negative politeness. These strategy is oriented towards hearer´s negative face and they tend to "emphasize one´s deference to the addressee" Negative politeness represents what is usually understood under respectful behaviour and it is connected to the common sense definition of politeness in Western cultures and it is. It is always specific and focused, as it is directed at minimizing the imposition of a specific FTA and is not used freely in the conversation the way positive politeness is. (Brown & Levinson, 1987, p. 129) This strategy is very seldom to be expressed by administration staff.

The sub-strategies are: Strategy 1: Be conventionally indirect, Strategy 2: Question hedge, Strategy 3: Be pessimistic, Strategy 4: Minimize the imposition 5: Give deference 6: Apologize 7: Impersonalize speaker and hearer, Strategy 8: State the FTA as a general rule, Strategy 9: Nominalize, Strategy 10: Go on record as incurring a debt, or as not indebting hearer. (Brown and Levinson, 1987)

CONCLUSIONS

After analysing the data, in this section the writer concluded.

1. There were four politeness strategies used in communication which is taken place in Islamic Education Department of Islamic State University, they are: greeting, question, command, and request.

2. Using these strategies, the administration staffs of Islamic Education Department dominantly used bald on record strategy rather than positive and negative politeness strategy as their way to communicate with students. They combined the strategy depending on the situation, but sometimes they do not do FTA.

3. The reason for the staffs dominantly used bald on record strategy is to save the time, because there are so many students to be serve, then the staffs responded students to the point so they can serve for other students. The other reason is diversity age. It means that staffs more senior than students. For Indonesia culture, it is acceptable for the senior uses the direct responded without any small talk. This strategy also is used by staff to avoid the ambiguity. However, they also used positive strategy for recognized students to make closeness and friendliness and used negative politeness to save students face.

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