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 Fakultas Sastra Universitas Ekasakti	JURNAL JILP (Jurnal Ilmiah Languge and Parole) Volume 6 Nomor 1	
	ISSN : 2581-0804 (Media Cetak)	E-ISSN : 2581-1819 (Media Online)
Received: 31-10-2022	Revised: 22-11-2022	Available online: 01-12-2022

The Implication of Teachers' Politeness Strategy In Teaching on Higher Institution

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Abstract

This research aims to explain the types of politeness strategies used by teachers and students in class interactions, how these strategies are manifested in actions in class interactions and pedagogical functions of politeness strategies. The subjects in this study are teachers and students who used politeness strategies as many as 52 students and one teacher in the learning and teaching process. The research is a qualitative research. Data collected through observation and interviews. The results showed that is used by students to talk to the teacher when the meaning of speech is conveyed implicitly. There are four pedagogic functions in politeness strategies, namely giving the distance between teacher and students, atmosphere in class, reducing student tension, and making social interaction between teacher and students.

Keywords: Politeness Strategy, Interaction Class, And Pedagogical Function

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I INTRODUCTION

Language is used for communication to convey one's intention to each other in social interactions. It conveys meaning and makes other people know what other people say and express. [1] stated that language has an important role of the behavior and culture in society. Language is used as a medium of sharing information and as a medium to deliver important message among the community.

In a communication, several terms must be considered such as the goal of communication, sociocultural, interactional, strategic and linguistic competences. It is stated by [2] that a learner of a foreign language should have communicative competence. These terms relate to pragmatics. Peoples knowledge on pragmatics are very important. Moreover, communicative action and the ability to use a language appropriately according to the context is based on the knowledge of pragmatics. It is in line with Consolo's opinion on how the communication system, teacher-student interaction contributing students' language development. Politeness is a common social phenomenon, and is regarded as a moral code in human communication and social activities. As we know, a positive learning atmosphere is encouraging both teachers and students. Consequently, it is of much importance to know about the extent in which teacher and students apply politeness strategies in EFL context. This study focuses on student's and teacher strategies in English Foreign Language (EFL) context, strategies, and terms in the language classroom, and the values, after the teacher applying those strategies. In addition, in learning language, there is an involvement of the teacher and the students' interactions, action and response in different situations as well as the contexts.

The meaning should be thinking of the people who act as receivers or interlocutors. Perhaps, the purpose of language sometimes is not successful because of some problems. There are some difficulties which are found when people want to communicate with others. In some situations, speakers often find difficulties in transferring their ideas in good words which are easy to be understood by the hearer and have

a good impact to the hearer [3]. Additionally, the speaker and hearer have different competencies in communication [4]. In addition, [5] stated that it is believed that speaker usually finds problem on how to cover or how utter the ideas to the hearer in a good way and also it can be reserved. In the other word, the speaker should have ability for choosing a strategy to alter the ideas to the hearer, and it can be accepted well by the hearer.

People in their society commonly use polite way to cover their communication. Politeness is an important aspect of communication. [5] stated that when talking about politeness communication, language will be a behavior of the human in social interaction. When people follow the convention, regulation, norms, value in the society, and keep good relationship in communication, they will be judged as polite.

A speaker should consider whether the language that he/she chooses is appropriate for sharing with the interlocutor or not and that is why politeness should be used in conversation. Politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward another [6]. In the other word, politeness is an expression to treat someone by expressing our intention which is carried face threatening acts. Polite language can make the interlocutors feel that they are respected.

Politeness has become one of the important issues in Indonesian education recently. [7] stated that the education minister of Indonesia, asserts that the politeness of Indonesian students is in a state of decline. Most students speak impolitely and they prefer to use slang or informal language at school. Therefore, a teacher has a responsibility to teach their students how to speak politely and admonish them if they speak impolitely at school. Mostly, communication is happening in teacher-students classroom interaction. [8] conducted the study about politeness strategies used in EFL class. The study will be focused on the teacher's politeness strategies that she used when she taught in EFL students. This study proved that the used of politeness strategies could shorten the

distance between teacher and students so the class becomes interesting. It means that the strategies of using the language influence the atmosphere between the speaker and hearer as well.

Communication in the classroom can be built through the interaction. According to Gove (1961), interaction is an action that occurs as two or more objects that have an effect upon one another. Moreover, [9] stated that interaction is an action which is followed by reaction, especially teachers and learners, teacher and a group of learners, learners and learners, as well as learner and learner. [10] also state that classroom interaction actually involves a lively discourse-in-interaction that calls for immediate, contingent and communicative acts from the teacher.

[11] then emphasize that crucial classroom achievement depends on the attainment of teacher-student interaction in the classroom. It is inevitable that every action and expression produced by teachers in the classroom involve linguistic substance [12]. In teacher-student case, language plays important role in class management and the acquisition process of students. It describes that classroom language determines the success of teaching and learning.

[13] rephrases that students' different characteristics can be altered through classroom interaction. Therefore, a good classroom interaction is necessary for both teacher and student. A good interaction is able to make students develop their abilities in academic or non-academic sense. It is because, inside the classroom, a teacher does not only provide subject materials, but also share moral values that will benefit students outside the classroom. For teachers, a good interaction enables them to build a positive relationship with their students so that the gap between them can be bridged by good communication skills. This is the reason why carrying out effective communication in the classroom is very important and cannot be underestimated. The teacher and students who communicate to have good relationships in the teaching and learning process need also to concern the strategies that they used to communicate one another in order to create good learning atmosphere. However, someone mostly

talks spontaneously. Sometimes, someone says something without noticing the other's response. The politeness strategies can be chosen as polite behavior of the students by the teacher or by the students to their teacher as the function of the politeness strategy is to make a good relationship. [14] stated that communication in the classroom interaction is influenced by the social distance, where the teacher has more power than students. In addition, [5] stated that there are three parameters which are influenced to the chosen of politeness strategy, namely social distance, power, and imposition.

Politeness is one issue in Pragmatics. Pragmatics is concerned with the meaning as communicated by a speaker (or writer) and interpreted by the listener (reader) [15]. [15] states that pragmatics is about the meaning of language which is used by people. It can be concluded that pragmatics is a study which focuses on the meaning which is communicated by someone in context.

[16] investigate about the politeness of the teacher's instruction in English teaching and learning. She says that, language also had ruled in ways to bring it to students. One of the rules of language is politeness. How the students should share language, politely. So, they could convey that expression appropriately where is the place we were using it, although difference culture had difference politeness. The impact of politeness could build students character. They would know that, language was better when it was used accurately. Besides, her statement in her research, the researcher realized that study about politeness is important for the students and all about people.

Interaction in context relates to social context. According to [17], there are some factors which influence interaction between people. They are social distance and social closeness. People interact with other people sometimes are involved by relative status, social status, age, degree of politeness. These factors influence the way people speak to others. According to [18] everyone has self-public image which has related to the emotional and social sense of self and expects everyone else to recognize. Politeness refers to the common notion of the term, that is, the way politeness

manifests itself in communicative interaction. [18] proposed five types of politeness, Bald on-record, Positive politeness, Negative politeness, Off-record, and don't do the FTA.

1). Bald on-record

The first strategy is bald on record strategy. Bald on-record strategy usually does not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record strategy can be used in trying to minimize FTA's implicitly. The speaker may do an act boldly, without redress, involving, doing in the most direct, clear, unambiguous, and concise way possible. This strategy is done if the speaker has a close relationship with the interlocutor. [18] outlined cases of baldness on record strategy. a. Cases non-minimization of the face threat (Great urgency or desperation) Example: Your pants are on fire! b. Cases of FTA-oriented Bald on record usage (Greeting and farewell) Example: Come in, sit down.

2) Positive Politeness

The second strategy is positive politeness strategy. [18] said that positive politeness strategy that the speaker recognizes that the hearer has a desire to be respected, that is his or her positive face, it also confirms that a relationship is friendly and express group reciprocity. According to this strategy the speaker and the interlocutor are equal. Positive politeness strategies seek to minimize the threat to the hearer's positive face.

3). Negative Politeness

The third strategy is negative politeness strategy. [18] stated that negative politeness is regressive action addressed to the hearer's negative face. Negative politeness strategy is

usually used by the people who are assumed to have some social distance or awkwardness toward the interlocutors.

4). Off-Record

The fourth politeness strategy is the indirect strategy [18]. This strategy uses indirect language and removes the speaker from the potential to be improved.

Classroom Interaction

Classroom interaction is a two way process between the participants in the learning process. The teacher influences the students and the students influence in the teaching and learning process [9]. Classroom interaction is the participation of the teacher and students during the teaching and learning process resulting in reciprocal effect on each other. Interaction among the teacher and the students must be critically and aware about language for the in interaction [19].

Pedagogical Function

The teacher is responsible for educating the students and has the communicative privilege through expertise in the subject and the teacher's responsibility for attaining the aims of a given subject [20]. Furthermore, Trosborg states that the teacher has the privilege to regulate the interaction and to provide evaluative feedback. Therefore, the taking turn in the classroom was likely differ from those of free conversation outside the classroom. In the classroom interaction, the teacher, the social distance between teacher-students, maintaining a general atmosphere of teaching and learning process, reducing stress (tension reduction), and creating teacher-students social interaction.

II RESEARCH METHODS

This research is descriptive qualitative, data collection is done through observation, video recording and interviews. Researchers observed teachers's politeness utterance the classroom. The researcher collected data by conducting direct observations and recording of Management class's activities at University of Putra Indonesia YPTK Padang using a video recorder. According to [21] speaking as a subject

of analysis, audio and video recorders produce good recording quality. First of all, the researcher came to record the class activity. The duration of video recording varied, recording differences arose due to differences in activities in the classroom. Here, the researcher is a non-participating member. He just sat in the back seat and recorded what happened during class.

Then, the researcher used the interview guide to investigate the factors that students and teachers use polite language in conversational classrooms. It explains more about the reasons why teachers and students use polite and impolite utterances in the classes. In the interview, participants asked several questions to reveal the

research question. In addition, interviews were recorded.

Data analysis was used to analyze information related to the teachers's politeness in teaching or in the conversations. The frequency of teachers's politeness identified in the table, the researcher analyzed the teachers's politeness utterances made by the participants.

III RESULTS AND DISCUSSION

Findings According to [18] everyone has self-public image which has related to the emotional and social sense of self and expects everyone else to recognize it. That is the ability of participants through a social interaction to engage an interaction in an atmosphere of relatives. Moreover, according to Brown and Levinson, there are four politeness strategy, those are bald on record, positive politeness, negative politeness, and off the record. From the data collection that had been done at UPI "YPTK" Padang 52 utterances that could be listed as politeness strategies. The types of politeness strategies that were used by the first semester students in UPI "YPTK" Padang were bald on record, positive politeness, negative politeness, and off the record. In other words, those four types of politeness strategies of Brown and Levinson were found in this research. The calculation of each type of politeness strategies is presented in the form of a table.

Table 1 of the Occurrences of Each Type of Politeness Strategies

Types of Politeness Strategies	Occurrence	
	Number of Utterances	In Percentage (%)
Bald on Record	23	45
Positive Politeness	18	34
Negative Politeness	6	12
Off Record	5	9
Total	52	100

The table 1 shows the occurrences of utterances that were produced by the first semester students in UPI "YPTK" Padang.

There were 52 utterances that were categorized as politeness strategies. The table shows that bald on record positive politeness, negative politeness, and off record appeared 23, 18, and 6, and 5 times respectively.

The table 1 shows that there were 52 utterances. The example could be classified as politeness strategies. The most dominant type of politeness strategies used by the eleventh grade students were bald on record (45%). It was followed by positive politeness (34%), negative politeness (12%), and off the record (9%). Bald on record became dominant types of politeness strategies and it was close enough to their teacher to talk baldly in the teaching and learning process. Buleleng people use a unique way to talk with each other. They use impolite language generally because it is their way to talk with each other to make closer relationship. The second dominant type of politeness strategies were positive politeness. The students used positive politeness because they met the teacher for the first time the teacher to show the respect to the teacher. The less dominant type of politeness strategies were negative politeness and off the record. Negative politeness was used by the eleventh grade students that had some social distance or when they were awkward, like the students when they did not understand the subject. Off record strategy was used by the students to talk to the teacher when the meaning of the utterances was told implicitly. The students were asked by using indirect language.

IV CONCLUSION

The types of politeness strategies were used by the teacher and students in classroom interaction. There were bald on record, positive politeness, negative politeness, and off record strategy. Positive politeness and negative politeness were used by the teacher. Positive politeness used when the teacher gave reward or reinforcement to the students to motivate and congratulation they have done well. The teacher used negative politeness when the teacher there are no responds the students' understanding. The students used bald on record because the students have close enough to the teacher. The positive politeness was used by the students that the students met the teacher first time and the students used it when the students told a joke for the students. Off record strategy was used by the students that the strategy was used indirectly to say something the interlocutor.

The pedagogical function focuses on strategies of politeness, the social distance between teacher students, maintaining a general

atmosphere of teaching and learning, reducing stress and creating teacher-student interaction. All of the pedagogical functions were used in politeness strategies. The social distance between teacher-students was not needed because both of them have a close enough relationship. The relationship between the teacher and the students was having social distance, age and social power influence the interaction also. The teacher is older than the students. Maintaining a general atmosphere of the teaching and learning process used in the politeness to motivate the students and give reinforcement when the teacher respect for the students' work. The teacher also gave punishment to the students to change the students' behavior. Using polite language can make conducive in teaching and learning process. Classroom interaction was the process between teacher and students to exchange the feeling or ideas and resulting reciprocal effect on each other.

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