

**POLITENESS IN REQUESTING AND REFUSING IN TEACHER'S
INSTRUCTIONS**

(A Descriptive Study at SMA Negeri 4 Bantimurung)



A THESIS

*Submitted to the Faculty of Teachers Training and Education Muhammadiyah
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Degree of English Education*

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ABSTRACT

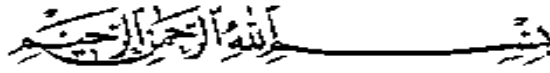
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This study attempted to describe the request and refusal polite expression when teacher instruct the students. This study was also intended to know the types of instructional activities that are used by English teacher and the types of politeness strategies.

The researcher has chosen English teacher of SMAN 4 Bantimurung and the object was one teacher. The researcher joined in the class and recorded the activities when teacher taught students. The data analyzed by using descriptive qualitative method. The types of politeness were based on the Brown and Levinson's theory about politeness strategy that should people use when they instruct others.

The result of this study shows that there were three types of instructional activities; these were motivating students (2 expressions), helping students recall prerequisites (2 expressions) and providing practice and feedback (1 expression). From politeness strategy, teacher use four types of them, Bald on Record (12 expressions), Positive Politeness (3 expression), Negative Politeness (6 expression), and Off- record (2 expression). In addition, there were 7 expressions of polite request and there was no polite refusal. From that result, the researcher concluded that the teacher often to used Bald on Record by reasoning that it types of politeness strategy was clearer and more assertive than others to be done in learning process.

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By reciting BismillahiRahmani Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to Almighty God (Allah SWT) and his messenger Muhammad SAW, who has given me the best everything to complete the whole process of this research.

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Researcher

FAHRUL SYAM

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CHAPTER I

INTRODUCTION

A. Background

Politeness is an important aspect in human behavior. It concerns the entire attitude that influences people in their life. They need politeness to interact with each other. People sometimes disregard it, while it is the key to make a good communication with others. They are disposing to act directly, but it makes an assessment that they do not know about moral value which is describein their behavior.

There are many characteristics of politeness, for instance, and hospitality. Hospitality is the act or practice of being hospitable. Hospitality brings about care and concern. In addition, honesty make this character is stronger and give positive effect in that contact. Furthermore, it develops mental discipline to each person, mental discipline in their personality and attitude. Thus, politeness includes many features.

In language study, politeness refers to the ways teachers do when they converse with their students. Teacher is the main character in education, although education system does not make teacher as the main focus, but the moral education still set teacher as the first model to follow. It relates with polite instructions that has meaning to instruct someone to do something as well. Instruction has three components to be intent, such as behavior, conditions and criterion. There a son for investigating politeness is its

importance in teaching and learning. Second language learners experience great differences in acquiring formula routines so that they can present themselves in situation all appropriate ways. Most learners seek to be polite in the L2 or to be impolite, when necessary, in appropriate ways.

When the teacher talks about something, for example a teacher request to students, sometimes he/she disappears the word *please* and *thank*, both of this are the polite words and the simple word which became a problem to some of people. This words will change someone or aspect one person to other. The teacher ought to create education in accurate learning process. The students will imitate what teacher's talk. From teacher's instructional, students study language, and It will be use not only in the course of study, but also in real life in the out of school.

Besides that, the politeness in refusing a request should be considered well, because it influences an uncomfortable feeling to someone. The use of *thank* and *sorry* are need in there. Mainly, in the class, it will construct a good communication between teacher and students. Moreover, learning process having a goal to set up students become educate person with a good skill to express feeling accurately.

Otherwise, the function of *face* is important to the contribution of influencing the meaning of what someone's says, not except for teacher to student. It cannot deny that language is very global to make a fusion that will produce new change. Language is very important not only to get a sign or act, but also to put up definite behaviors. In behavior, face and utterance are about

the invention to build better interaction politely. People utterances will determine will be positive or negative face. From that statement it include that all of those are relate one other, particularly to get a good politeness.

In English teaching learning, politeness is very need to build students character that is creates through the teacher's instruction. Instructional will make a good intercede to build the acquisition of L2 pragmatic ability. The teacher is the main role to teach students about it. Although every country has a difference in using it, in English, those words become important in communication. It can be difficult if teachers do not master English as well. Therefore, there researcher decides to analyze the politeness in the teacher's instruction. Based on the explanation, the researcher interest in conducting the research title; **Politeness in Requesting and Refusing in Teachers' Instruction at SMA Negeri 4 Bantimurung.**

B. Research Questions

From this study there are some main problems that will be discussed here, such as:

1. What are the types of instructional activities used by the teacher in the class at SMA Negeri 4 Bantimurung?
2. What are the types of politeness strategies in request and refuse instructions used by teachers in the class at SMA Negeri 4 Bantimurung?

C. Objectives of the Study

This study wants to find out:

1. To know the types of instructional activities used by the teacher in the class.
2. To know the types of politeness strategies in request and refuse instructions used in the class.

D. Significances of the Study

The significance of the study is expected to give some useful information for teachers, students, and also researchers. They as follow:

1. For teachers, they knew more about Politeness in Requesting and Refusing in the class.
2. For students, they got more understanding of the Politeness in Requesting and Refusing in the class.
3. For researchers, this research give more understanding about Politeness in Requesting and Refusing in the class.

E. Scope of the Study

This study limited to investigation of the problem faced by the teachers at SMA Negeri 4 Bantimurung. It is limited to:

1. The teacher's behavior in their class.
2. Motivation student questionnaire.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many researchers have reported to expose the identification of student's achievement in learning English to make the teaching and learning process more effective some of the researcher findings are concisely below:

Romina Ariana Marazita, in her research about The Role of Negative Politeness in Requests. The strategies that non-native speakers apply and fail to apply when performing requests she concluded that to analyze if non-native speakers are aware of the concept of negative politeness and how many different strategies they apply or fail to apply when performing requests.

Senowarsito, in his research about Politeness Strategies in Teacher-Student Interaction in An EFL Classroom Context found that teachers and students basically employed positive, negative, and bald on record strategies. Teacher and students' perception on social distance, the age difference, institutional setting, power, and the limitation of the linguistic ability of the students has contributed to the different choices of politeness strategies. The students tend to use some interpersonal function markers. Linguistic expressions that are used in classroom interaction are addressing, encouraging, thanking, apologizing, and leave-taking.

Evelina Dimitrova Galaczi, in her research about Issues in the Definition and Conceptualization of Politeness found that the lack of a uniform definition of politeness due to the constant tension between its universality and language specificity, and argues that some of the theoretical debate could be resolved if the distinction between politeness as a commonsense notion and politeness as a theoretical construct were clearly addressed and acknowledged in the research.

Based on some basic related studies above, the researcher concluded that some of teachers still not care about requesting and refusing an instruction to student.

B. Teacher Instruction

There are three ways of teachers in giving instructions to students (Davies, 2011:1) :

- a. Instructions must be given in a calm, warm manner.

Teacher's attitude must be supportive and fair because it is the foundation on which effective classroom management and positive teacher-student relationships are built. If you expect students to act responsibly, you need to model good communication and behaviour for them to copy.

- b. Instructions must be clear and specific.

When teachers give instructions they have to steer away from ambiguous words such as "quietly" or "properly" because they are not

specific enough; words like these are left open to different interpretations and arguments.

- c. Instructions should be backed up by fair and consistent consequences.

Having pre-arranged and consistent consequences will help you remain calm in challenging situations. Having pre-arranged consequences in place can also help you to avoid losing your temper as both you and the offending child will know what the consequence is ahead of time for each specific offense. From the theories above it is known that teacher should pay attention when they want to give instruction to students. Teacher should give clear instruction and keep the polite words to give appropriate lesson about how to make instruction as well.

C. Politeness

1. Definition of Politeness

Politeness is the key of live to continue communication fluently and seriously. Based on Yongliang Huang (2008:1), there are some examples to define politeness easily, to offer your seat to the elderly on a bus is considered polite behavior, and to interrupt when someone is talking is considered impolite behavior; to greet to someone at the first time when you meet in the morning is polite and to stand up to reach forth dish you want at a dinner table is impolite.

From that illustration, politeness can conceive as an observable, it happens in people's daily life that it is not note by their self. People are too

busy to see the implicit meaning what the speaker says. Besides that, politeness includes social phenomena on. It is real in every event in the human relation. Social phenomena on gives influence that takes the character to follow the current situation to be positive or negative. Politeness is very close with the way language is use in the right side or right situation. When people use language politely, it will not make a friction between speaker and listener. Particularly, in the academic world, that present teacher as a guidance to student. Both of them have to achieve smooth communication.

Besides that, politeness connects with *face* of someone, moreover as a face threatening acts. It is like theory by Mills, state that Politeness is the expression of the speakers' intention to mitigate face threat scary by certain face threatening acts toward another.

Conventions of politeness vary considerably between language communities, not least in their linguistic form. In most societies, however, there appears to be a correlation between more formal styles and a higher level of overt politeness. Politeness may be defined in a number of ways and will depend on a variety of factors, including the relative age and social distance between speakers, the context, and how well the speakers know one another. Personality traits also enter into the equation.

Some speakers are able to drop quickly into informal modes of address and create a relaxed atmosphere while others prefer to keep a certain distance between themselves and their interlocutors. It is probably true to say that it is safer to err on the side of formality with relative strangers, though

this is a peculiarly British way of going about things, something which, for example, Greek and Uruguayan Spanish speakers might find over-polite and hence unfriendly.

2. Kinds of Politeness

Brown and Levinson talk about two kinds of politeness;

a. Positive Politeness, an atmosphere of inclusion and mutually create by linguistic means such as compliments, encouragement, joking, even the use of “white lies”. Small talk irony expression of positive politeness that is, creating linguistically a connection to other people.

b. Negative politeness, involves respecting the privacy of other people and leaving a “backdoor” open that is showing some reservation. The use of distance-creating linguistic devices (e.g., passive forms), irony, or general vagueness. Developing the concept of politeness further, Scollon and Scollon about two kinds of linguistic politeness strategies are;

1) Involvement strategies

a) Paying attention to other person or taking care of him/her.

b) Being optimistic.

c) Being voluble.

d) Using the other person’s language or dialect.

2) Independency Strategies

a) Giving the other person the possibility to retreat.

- b) Speaking in general terms.
- c) Not speaking much.
- d) Using your own language or dialect.

(1) Positive and Negative Face

There are two kinds of face (Brown and Levinson), *positive face* when people want to be received and become the parts of a group, and also people can share their wants by others. In addition, *negative faces imply* that people want their actions move without hindrance from others. But, the word “negative” here does not mean “bad” because it is only the opposite of “positive”.

(2) Face-Threatening Acts

In communication, people are often using unpleasant utterances name FTA (Face-Threatening Act). There are three social factors that affect FTA (Miriam Meyerhoff, 2006 cited by Brown and Levinson, 1987: 74-77), such as power, distance and ranking of impression. FTA is usually identical with imposition from speaker to hearer. Especially in education, teacher who instruct students to do activities, reflect that it is should students do and they can not refuse. According to Marcia Markus (2011:10) as mention in Brown & Levinson describes four types of politeness strategies on FTA that sum up human politeness behavior, these are Baldon-record, positive politeness, negative politeness and off-record.

(a) **Bald on-record** is said to be used when the speaker makes no attempt to minimize the threat to the other person's face. This strategy can be used when the speaker has more power than the listener. For example, *Join the club Kid!* (Hesti) That utterance is clear and explicit as the character is the type of bald-on-record. The hearer should obey that instruction whether he wants or not.

(b) **Positive politeness** the speaker recognizes the friendliness in the relationship with the listener or listeners and their desire to be respected. There are some sub-strategies of positive politeness (Hesti, citing in Brown and Levinson, 1987: 103-129):

1. Notice, attend to hearer: his interests, wants, needs, goods (Brown and Levinson, 1987: 103).
2. Exaggerate: interests, sympathy with hearer by giving intonation and stressing through his pronunciation (Brown and Levinson, 1987: 104).
3. Intensify interest to hearer (Brown and Levinson, 1987: 106).
4. Use in-group identity markers: address forms, dialect, jargon or slang (Brown and Levinson, 1987: 107).
5. Seek agreement: safe topics, repetition (Brown and Levinson, 1987: 112).
6. Avoid agreement: token agreement, pseudo-agreement, white lies, hedging opinions (Brown and Levinson, 1987: 113).

7. Presuppose/raise/assert common ground: gossip, small talk (Brown and Levinson, 1987: 117).
8. Joke (Brown and Levinson, 1987: 124).
9. Assert or presuppose speaker's knowledge of and concern for hearer's Wants (Brown and Levinson, 1987: 125).
10. Offer, promise (Brown and Levinson, 1987: 125).
11. Be optimistic (Brown and Levinson, 1987: 126).
12. Include both speaker and hearer in the activity.
13. Give or ask for reasons.
14. Assume or assert reciprocity.
15. Give gifts to hearer (goods, sympathy, understanding, cooperation).

(c) **Negative politeness** is somewhat similar to positive politeness; however in this situation the speaker recognizes friendliness but assumes that whatever is said in the conversation would most likely be an imposition on the listener. Brown and Levinson divide negative politeness into some sub-strategies:

1. Be conventionally indirect.
2. Question, hedge.
3. be pessimistic.
4. Minimize the imposition.
5. Give deference.
6. Apologize.
7. Impersonalize S and H.

8. State the FTA as a general rule.
9. Nominative.
10. Go on record as incurring a debt, or as not incurring H.

(d) Off record can be recognized in situations where the speaker, for example, poses an indirect question and through this is able to transfer the decision making to the listener. Off-record is divided into some sub- strategies:

1. Giving instruction by suggesting argument to do certain action.
2. Associating the direction by mentioning certain thing which is connect on behavior that is ask to hearer.
3. Pre supposing what the speaker wants.
4. Expressing less from the fact by limiting amount of attributes to implicate something bad.
5. Declaring certain thing excessively by enlarging truly.
6. Repeating utterances without adding clearness by saying a patent honesty which is important.
7. Using a contradiction by proposing a truth and stimulate the hearer to reconcile a problem.
8. Insinuating by asserting the aim indirectly and contrary.
9. Using metaphor by hiding real connotation from the pronunciation that is pronounce.
10. Using rhetorical question by brings up question from answer of float to express FTA.

11. having double meaning.
12. Hiding object of FTA or contravention that has.
13. Generalizing excessively to avoid FTA by proposing common rule.
14. Replacing the hearer by indicating FTA to someone whom may not get threatens his face.
15. Expressing incompletely by using ellipsis.

3. The Politeness in Requesting and Refusing

When speaker wants other people to do something, it is a sense of request. In their communication, people need someone else to interact, such as request. On the other hand, in that transmission there is an opposition which is name refusing. Both of which are truly different, but have the same character to be express politely so between the speaker and the listener accept each other. Thus, there will be no misunderstanding among them.

To begin that expression to become polite, people can start with the words “please” and “thank”. Those words are very simple but sometimes people neglect to use them when they request and refuse in the conversation. The sentence which the people pronounce will be softer to be heard. By using the words, it makes the listener more observe in the speaker’s request. Additionally, when the listener refuses what the speaker wants, it will not make a gap. There are some ways to make request

become softer by using any sentence a sex amplify by Donna H. Tatsuki, in her Journal, follows:

- 1.Past and continuous (e.g., I was hoping that/for...).
- 2.Modals e.g., Could I (please) . . .?Wouldyou(please). . .? Would you mind (V + ing) . . .? –*Would you mind helping me?* Could you possibly . . . ?-*Could you possibly help me out here?* Would you be so kind as to...? (verypolite) –*Would you be so kind as to help me(with this)?*
- 3.Embedding (e.g., I was wondering if . . . it would be alright if . . . ?)
- 4.Please + verb (more polite) –*Please help me.*

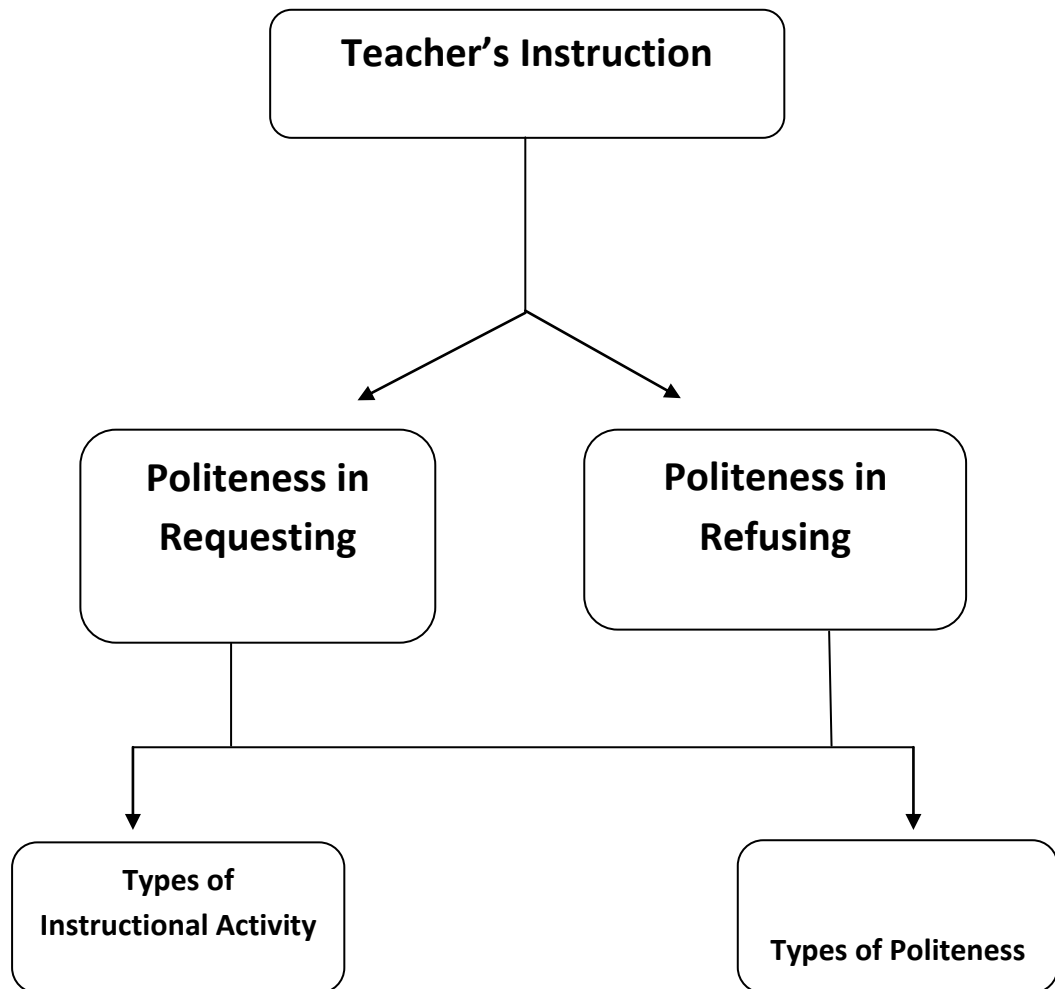
D. The Importance of Politeness in Teaching Instruction

According to Hasan, as mention in Jary (1998: 18) states, most importantly, it provides an alternative to the view that polite Verbal behavior is motivate by the desire to communicate politeness, While still being able to explain situations—such as repair—where there is a strong case for characterizing polite behavior in terms of communication.

Citing Chen (2001),Hasan says that politeness becomes more attractive to be discussingbecause it presents an explanation about speaker linguistic behavior that focuses on a speaker, what the speaker says and how he/she says it. From that theory, teacher becomes the main point to teach students. Students will keep in mind what the teacher instructs. In this situation, teacher must be well known about subject matter which will be given to students.

Hasan cited by Locastro (2006) says politeness is important in teaching and learning. In the L2, learners have two choices to be polite or impolite. They have to present themselves in appropriate ways. It means that in L2, students dispose less attention, if they are not really to understand about the language which is learn, they will do a minimal effort and they make wrong circumstance.

E. Conceptual Framework



The conceptual framework above describes the research which will be conducted by the researcher. This research is descriptive research which will describe about the types of instructional activities used by the teacher in the class and the types of politeness commonly used by the teacher's instruction.

CHAPTER III

RESEARCH METHOD

Related to this research, the researcher used descriptive qualitative method to describe what actually occur in the research methodology. It will be very useful as guidance for the researcher to be this from the beginning to the end of the work. In this methodology, there were four parts which explained. They were setting of research, research design, population and sample, research instrument, and technique of data analysis.

A. Research Design

The method used in this research was descriptive qualitative method. The purpose of this method is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. The researcher stated about the Politeness in Requesting and Refusing in Teachers' Instruction at SMA Negeri 4 Bantimurung. It took from activities in the class directly, it was real and the researcher has explained what types of politeness in there and whether or not the request and refusal used by teacher in English instructional were polite.

B. Population And Sample

The researcher used purposive sampling technique.

1. Population: All of the English teachers of SMA Negeri 4 Bantimurung in Academic Year 2014/2015 consist of 4 teachers.

2. Sample: In this research the researcher used purposive sampling. Arikunto (1996:183), Purposive sampling is a technique of sampling based on some consideration. The researcher has been observed all the teachers, and the result was Mrs. Mahirawati is very possibility to take as a sampling. Because she used a lot of instruction in teaching learning process than other teachers.

C. Research Instrument

It covered with collect the data that suitable with the type of instruction that is used in the class and the type of politeness which the teacher utilized when request and refuse students in SMA Negeri 4 Bantimurung. The data were acquired by interview, observation, documentation and note taking.

1. Interview was a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. The researcher interviewed the teacher to find out that teacher probably used politeness in request and refuse in teaching learning process, and also to find out information what the teacher know about politeness, and so far the teacher used it. The researcher used open interview.
2. Observation was a method that takes researcher learn about behavior and the meaning attached to those behavior. The researcher did observation as a pre-research action which has function to collecting base information

about the situation in SMA Negeri 4 Bantimurung. The researcher used open observation.

3. Documentation used to collect the data, it was like photo and reference books appropriate with the study. The researcher used mobile phone to record the activities in the learning process when teacher taught students thus it gathered in photo.
4. Note taking with keep a record in the note as an addition data.

D. Procedure of Data Collection

The technique which used in analyzing the data was descriptive. There were some steps that writer did to analyzed data, they were:

a. Data Collection

Collecting data started from searching needed data in multiple forms. As the explanation before, the researcher used some techniques of data collection, (i.e. documentation and interview)

b. Data Reduction by including data to select the main point.

- 1) The researcher formed into groups the data by choosing the important matter and classifies the data based on the problem statement. The researcher also made a code by giving number in the transcript to know similar expression in teacher's utterances. For example, (1) (2) (3), etc. it showed the ranking of the instruction in transcript.
- 2) The researcher makes the result of interviewing.

- c. Data Display by making analysis.
 - 1) The researcher analyzed the data and compares it with theories.
 - 2) The researcher added data by summing up the expression to know the intensity of usage that expression.
- d. Conclusion drawing by making conclusion appropriate with finding. The researcher made research summary from result of the research.

CHAPTER III

RESEARCH METHOD

Related to this research, the researcher used descriptive qualitative method to describe what actually occur in the research methodology. It will be very useful as guidance for the researcher to be this from the beginning to the end of the work. In this methodology, there were four parts which explained. They were setting of research, research design, population and sample, research instrument, and technique of data analysis.

E. Research Design

The method used in this research was descriptive qualitative method. The purpose of this method is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. The researcher stated about the Politeness in Requesting and Refusing in Teachers' Instruction at SMA Negeri 4 Bantimurung. It took from activities in the class directly, it was real and the researcher has explained what types of politeness in there and whether or not the request and refusal used by teacher in English instructional were polite.

F. Population And Sample

The researcher used purposive sampling technique.

3. Population: All of the English teachers of SMA Negeri 4 Bantimurung in Academic Year 2014/2015 consist of 4 teachers.

4. Sample: In this research the researcher used purposive sampling. Arikunto (1996:183), Purposive sampling is a technique of sampling based on some consideration. The researcher has been observed all the teachers, and the result was Mrs. Mahirawati is very possibility to take as a sampling. Because she used a lot of instruction in teaching learning process than other teachers.

G. Research Instrument

It covered with collect the data that suitable with the type of instruction that is used in the class and the type of politeness which the teacher utilized when request and refuse students in SMA Negeri 4 Bantimurung. The data were acquired by interview, observation, documentation and note taking.

5. Interview was a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. The researcher interviewed the teacher to find out that teacher probably used politeness in request and refuse in teaching learning process, and also to find out information what the teacher know about politeness, and so far the teacher used it. The researcher used open interview.

6. Observation was a method that takes researcher learn about behavior and the meaning attached to those behavior. The researcher did observation as a pre-research action which has function to collecting base information

about the situation in SMA Negeri 4 Bantimurung. The researcher used open observation.

7. Documentation used to collect the data, it was like photo and reference books appropriate with the study. The researcher used mobile phone to record the activities in the learning process when teacher taught students thus it gathered in photo.
8. Note taking with keep a record in the note as an addition data.

H. Procedure of Data Collection

The technique which used in analyzing the data was descriptive. There were some steps that writer did to analyzed data, they were:

e. Data Collection

Collecting data started from searching needed data in multiple forms. As the explanation before, the researcher used some techniques of data collection, (i.e. documentation and interview)

- f. Data Reduction by including data to select the main point.
 - 3) The researcher formed into groups the data by choosing the important matter and classifies the data based on the problem statement. The researcher also made a code by giving number in the transcript to know similar expression in teacher's utterances. For example, (1) (2) (3), etc. it showed the ranking of the instruction in transcript.
 - 4) The researcher makes the result of interviewing.

g. Data Display by making analysis.

3) The researcher analyzed the data and compares it with theories.

4) The researcher added data by summing up the expression to know the intensity of usage that expression.

h. Conclusion drawing by making conclusion appropriate with finding. The researcher made research summary from result of the research.

CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

Based on the chapter one, the research deliberated about two main problems; they were types of politeness strategies used by the teachers in the class and the types of instructional activities used by the teacher in the class. Those of problems will be explained in this chapter. The researcher analyzed and compared it with theories.

1. Data Presentation

The researcher found some data for the research presented in the following table:

Table 4.1 Types of Instructional Activities

No.	Types of Instructional Activities	Expression
1.	Motivating Students Teacher sometimes cannot get really attention from students. It may teacher do not have enough ways to reach students.	a. I ever talked to you, if you say you cannot do it, and then you will never do it. b. Don't trust me easily, maybe I will be false. (<i>teacher invite students to be confident</i>)

<p>2.</p>	<p>Helping Students Recall Prerequisites</p> <p>Teachers should make students remember what necessary they will learn before they before get knowledge from there. It will make them enjoy following learning process to get new knowledge and skill.</p>	<p>a. What kinds of text you want to make? If there is no name means it is report text, the first paragraph calls general classification. If there is a specific name means descriptive text.</p> <p>b. T: Does anyone know what is meaning of accident? <i>I got an accident, my leg has broken.</i></p> <p>S: Kecelakaan.</p> <p>T: Yes, kecelakaan.</p>
<p>3.</p>	<p>Providing Practice and Feedback</p> <p>In this case, teacher duties to give feedback to correct what students have implemented. So teacher can correct the mistakes. Besides that, in giving a feedback, teacher should think the type of feedback that appropriate to students.</p>	<p>T: Ok please number 1</p> <p>S: The answer is A</p> <p>T: What is greeting? Greeting is selamat, right? So it gives regards to people. But in this case he has to reply. He uses invitation. It is invitation, not greeting. There are two kinds that are same, right? Invitation and announcement is almost near. Pay attention, announcement also has timing, date, etc. But there is specific classification. So the corroct answer is?</p> <p>S: B</p>

Table 4.2 Types of Politeness Strategies

No.	Types of Politeness	Expression
1.	<p>Politeness Strategies</p> <p>a. Bald on Record When the speaker makes no attempt minimize threat to the other person's face. This strategy can use when the speaker has more power than the listener.</p> <p>b. Positive Politeness The speaker recognizes the friendliness in the relationship with the listener or listeners and their desire to be respected.</p> <p>c. Negative Politeness The speaker recognizes friendliness but assumes that whatever is said in the conversation would most likely be an imposition on the listener.</p>	<p>a. Sit on your own group!</p> <p>b. No dictionary, no discussion, and no noisy!</p> <p>c. Everybody listen to me! Look at number 1!</p> <p>a. It's good. (<i>giving praise</i>)</p> <p>b. T: What is meeting? Does meeting to sweep the floor? (<i>making a joke</i>) S: It is biting. T: oh (<i>laughing</i>). So what is meeting? S: Bertemu.</p> <p>a. Don't be noise! Don't making a move! Just stay on your chair.</p>

	<p>d. Off Record</p> <p>Can be recognized in situation where the speaker, for example, poses an indirect question and through this is able to transfer the decision making to the listener.</p>	<p>a. What are you talking about? I'm still talking.</p> <p>b. You will get blood tears.</p>
<p>2.</p>	<p>Polite Request</p> <p>Teacher conveys her request expression politely when she instructs students to do something in the class. And it is appropriate with the theory that actually teacher should do.</p>	<p>a. Be quiet, please!</p> <p>b. Now everybody don't move, please!</p> <p>c. Set your bag, please!</p> <p>d. I want you to open page 32, please!</p> <p>e. Please, hurry up only 30 minutes!</p> <p>f. Keep silent, please!</p>
<p>3.</p>	<p>Polite Refusal</p> <p>Teacher should make a polite refusal better so that students can practice from that utterance. For instance, "no, thanks. You are only". To make polite refusal, it can be added <i>would</i> and followed the reason why refuse the request.</p>	<p>Teacher refuse the students request without comment and leave them directly.</p>

2. Counting Types of Result

The types of result can be counted as follows:

Table 4.3 Result

No.	Types of Result	Number of Expression
1.	Instruction a. Motivating Students b. Helping Students Recall Prerequisites c. Providing Practice and Feedback	2 2 1
2.	Politeness a. Bald on Record b. Positive Politeness c. Negative Politeness d. Off record	6 3 1 2
3.	Polite Request	7
4.	Polite Refuse	0

B. Discussions

a. The types of instructional activities

In this research, the researcher found three types of politeness strategies, such as motivating students, helping students recall prerequisites, and providing practice and feedback.

1) Motivating Students

a). Mrs. Mahira : Bu mahira pernah bilang apa? Kalau kalian bilang tidak bisa ya pasti tidak bisa. {I ever talked to you, if you say you cannot do it, you will never do it.}

Students : Saya bisa. {I can do that}. (*students respond*)

In this case, teacher tried to give spirit to students when they felt that they can not do the teacher's instruction to work an assignment. Motivating students were very important to stimulate students' interest in learning process. Teacher should try to support students in their practice continuously. Whether it was right or wrong, when students loss their confidence, teacher ought to motivate them in whole conditions. This situation will return students to do the best. It was similar with Reiser and Dick (1996:48). According to them, "motivating students can be done by being enthusiastic (whether you are lecturing to students or responding to their question or comments, if you do it with enthusiasm, that enthusiasm is likely to be contagious! In other words, your students are likely become enthusiastic too)".

b). Mrs. Mahira : Jangan mudah percaya siapa tau ibu salah. {Don't trust me easily, maybe I will be false.}(teacher try to invite students to answer the question).

Students : (silent but try to look for the right answer of the assignment).

Teacher tried to make students to be confidence when they answered teacher's question. First lesson that teacher's wanted to students explore their mind about subject which they were learned whether it was wrong or not, but the main point was students speak up bravely. It made students pleasant while teacher was not angry with student's error. Indirectly, teacher motivates students to believe with theirselves. According to Reiser and Dick (1996: 48), "teacher can get students to be involved actively in the lesson (by such techniques as asking lots of questions, requiring the students to solve problems, having students participate in small group discussions and other small group activities)".

2) Helping Students Recall Prerequisites

a). Mrs. Mahira : What kind of the text you want to make?
Remember, if there is no name means it is report text, the first paragraph calls general classification.
If there is a specific name means descriptive text.

Teacher wanted students remind the last subject that they ever learned. Teacher gave clue to distinguish two subjects with specific

character so that students can made two different texts which nearly as same. By this way, teacher can continue the next lesson to other material without students forget previous matter. This finding was similar with Reiser and Dick (1996: 49), “learning is most effective when we can relate new knowledge and skills that we have already learned. If students are unable to recall, or have not learned, the necessary prerequisites, it will be very difficult for them to acquire the new knowledge or skill”.

b). Mrs. Mahira : Does anyone know what is meaning of accident?

Ada yang tahu apa artinya accident?

Students : (silent)

Mrs. Mahira : I got an accident, my leg has broken.

Students : Kecelakaan.

Mrs. Mahira : Yes, kecelakaan.

Teacher gave the key to students to answered the question. By used an example, teacher wanted them to know the meaning of “accident” without notified from teacher. She made students looked for the subject by theirsself although teacher still has clue.

3) Providing Practice and Feedback

a). Mrs. Mahira : Ok please look at number 1!

Students : The answer is A.

Mrs. Mahira : What is greeting? Greeting itu apa?

Students : Selamat.

Mrs. Mahira : Greeting itu selamat, ya kan? Jadi memberikan selamat untuk orang. Tapi yang disini itu kan yang mengatakan balas. Dia pakai undangan. Dia invitation. Itu bukan greeting. Ada dua yang sama, iya kan? Invitation sama announcement itu kan hampir sama, iya kan? Jadi perhatikan baik-baik. Jadi pengumuman itu juga sama, ada timing, ada tanggalnya dll. Tapi ada perbedaan-perbedaan khusus disitu. Cuma invitation, iya kan? Jadi yang benar apa? The correct answer?

{Greeting is selamat, right? So it gives regards to people. But in this case, he has to reply. He uses invitation. It is invitation, not greeting. There are two kinds that are same, right? Invitation and announcement are almost near. Pay attention, announcement also has timing, date, etc. But there specific classification. So, the correct answer is?}

Students : B.

Teacher corrected the student's response because it was incorrect. By giving reasoned why it becomes false, teacher explained the matter clearly. Teacher asked students to guess the meaning of "greeting" first. And then begin clarify parts of greeting to compared with announcement and invitation. In this way, students understood

well with teacher elaborate. This finding was similar with Reiser and Dick (1996: 50), “after learners have practiced a behavior, it is important for them to receive some feedback. Feedback is the information a learner receives regarding the answer or answers he or she provided. At a minimum, feedback lets the learner know whether an answer was correct. In addition, feedback may indicates what the correct answer was, why it was correct, and perhaps, what was wrong with the learner’s incorrect answer”.

b. Types of Politeness Strategies

The researcher found four types of politeness strategies, such as Bald on Record, Positive Politeness, Negative Politeness, and Off Record. In this analysis, teacher has power to ask students do anything in the learning process.

1) Bald on Record

a). Mrs. Mahira : Sit on your own group!

That utterance showed that teacher uses Bald on Record because it is communicated directly. Teacher moves in the main purpose to ask students to sit on their group. Teacher states clearly and there are no courteousness. That expression is also similar with Brown and Levinson’s theory. According to them, Bald on record is direction without minimize FTA and orientation FTA to save hearer’s face. There are other findings of teacher’s instruction that similar with this utterance, such as:

- i. Open your LKS on page 40!
- ii. Do with your partners!
- iii. Discuss into your group!
- iv. Ten minutes again!
- v. Time is up!
- vi. Listen carefully!
- vii. Do it by your self!
- viii. Hurry up!

b). Mrs. Mahira : No dictionary, no discussion, and no noisy!

The instruction was intensed with asserting to learner. Explicit, there was no hidden message because students know the purpose of that instruction to taught them to made assignment on theirself. In addition, direct, because it happened in learning process to made a task in that time. Teacher did not wanted to disposed the time because students should made the assignment immediately.

c). Mrs. Mahira : Everybody, listen to me!

The use of *everybody* hoped that students felt that teacher wanted to embraced them in that time. It better to used because it can bring closer between teacher and students. Mrs. Mahira as teacher in SMA Negeri 4 Bantimurung ever said when she uses *everybody*; students will be close attention more to hers request. But the instruction still keeps clear and there was no tact as the characteristic of Bald on Record.

d). Mrs Mahira : Look at number 1!

The word *look* was signal of Bald on Record. Besides that, teacher was using *look* to attract student's interest. This term was focus and clear in the thing which teachers wanted to be minded. Based on Brown and Levinson theory, the word *look* is sub strategy number 1 in Bald on Record without minimizing FTA.

a. Positive Politeness

1). Mrs. Mahira : What is the meaning of grew?

Students : Tumbuh

Mrs. Mahira : Yes, it's good!

Teacher gave honor to students when they success to answered teacher's question. Mrs. Mahira said that when she gives praise, for instance *it's good*, this appreciation will make students enthusiasm and get spirit to continue the learning. This utterance includes in Bald on Record appropriate with Brown and Levinson's theory in sub strategi number 15 (give gifts to hearer (goods, sympathy, understanding, and cooperation.)).

2). Mrs. Mahira : What is meeting? Meeting itu nyapu bukan ya?!

{What is meeting? Does meeting to sweep the floor?}

Students : Biting. {It's "biting"}

Mrs. Mahira : oh (*laughing*). So, what is meeting?

Students : Bertemu.

Teacher made a joke to arouse the situation. It directed in order to lessen the stress in lesson. This way may be successful because it should make relax the student's mind in a while. Besides that, it stimulates students to speak as bold. In Brown and Levinson (1987) in sub strategy number 8 that joking will minimize FTA.

3). Mrs. Mahira : Let's move to number 22!

The use of *let's* is signal of Positive politeness. It is aimed to involve students to stay follow in certain activities that is discussing the matter. This finding is similar in Brown and Levinson sub strategy number 12 to include both speaker and hearer in the activity. The use of *let's* in English Language is form of "we" inclusive that is intended to join in cooperation.

b. Negative Politeness

Mrs. Mahira : Keep silent, please!

One of the characteristic of Negative Politeness is added "please" when asking someone to do something. It will make the demand be softer. In Brown and Levinson's theory in sub strategy number 1 "be conventionally indirect" by using please in requesting. The other expressions are:

- 1). Be quiet, please!
- 2). Now everybody don't move, please!
- 3). Set your bag, please!

4). I want you to open page 32, please!

5). Please, hurry up only 30 minutes!

c. Off Record

1). Students : (*the students are noisy when teacher explained the subject*)

Mrs. Mahira : What are you talking about? I'm still talking.

Teacher tried to stop students from their own discussion when teacher was explained the subject in learning process. However, teacher did not used direct instruction to do it. Eventhough teacher gave it in indirect speech, she wanted students to know what she wish for, that was keep quiet and give attention when she was teaching. It was similar with Brown and Levinson by using indirect thus hearer will do what speaker wants.

2). Mrs. Mahira : Kenapa ribut? Kalau kamu mendengarkan saya, kamu akan berhasil. Tapi kalau kamu saya datangi tapi kamu tidak mau mendengarkan saya, nanti lihat hasilnya. Kamu akan menangis air mata darah, saya tidak bohong. Dan itu pernah terjadi sama kakak-kakakmu. Saya bukan berarti ingin berceramah, kamu itu jangan menangis dan jangan sampai menangis. Saya tidak perlu kamu benar atau salah. Yang penting dari saya itu kamu mengerti apa yang

saya jelaskan. Supaya besok kalau kejadian sama, saya tidak bilang besok yang keluar harus sama, tapi ada yang hampir sama dengan itu pasti ada. Jadi semua itu sama. It is the same. Ingat itu!

{ Why are you busy? If you heard me, you will get a success. But if you do not want to do it, we will see your achievement. **You will get blood tears.** I am not a liar because it ever happened to the students before. I do not give you a lecture, but I do not hope that you will never get tears. You are right or false, I never bring up it. But the important thing is you understand what I explain to you. Therefore, maybe there will be similar matter that out in the final examination, thus you can do it. Remember that! }

Teacher used metaphor to inform students what they should do to note in their mind when teacher explained the material. The utterance “you will get blood tears” showed it is magnified. But teacher uses that simile to inform that the effect do not want to notice what teacher says is very threaten. It is similar in Brown and Levinson that Using metaphor by hiding real connotation from the pronunciation that is pronounced.

1) **Kinds of Politeness**

Based on the research, the researcher focuses in universal politeness by Brown and Levinson about Positive Politeness and Negative Politeness:

- a. Positive Politeness, the teacher making a joke to the students to defrost the atmosphere.
- b. Negative Politeness, the teacher making an irony to give information to the students, for example, *blood tears*.

2) Request and Refusal Expression

In the learning process, teacher usually used request and refusal expression frequently that happens in the instruction. Based on the problem statement, the researcher found some request are polite and refusal that has impolite.

In Request and Refusal Expression, the signal that statee that an utterance will be polite if it used “Please” or “Thanks”.

a. Polite Request Expression

The teacher conveyed her request expression politely when she instructed students to do something in the class. And it was appropriate with the theory that actually teacher should do. Those utterances are:

- 1). Be quiet, please!
- 2). Now everybody don't move, please!
- 3). Set your bag, please!
- 4). I want you to open page 32, please!

5). Please, hurry up only 30 minutes!

6). Keep silent, please!

7). I would like to divide you into some group.

In Brown and Levinson theory, *please* is the character of negative politeness. In common theory *please* is very polite to be said in the utterance. It makes the hearer more respect to speaker. In addition, the use of *would like* also make utterance polite and better. It is appropriate with Donna H. Tatsuki's theory that the ways to make request become softer by using any sentences as exemplified such as using modal and add *please*.

b. Polite Refusal Expression

In the refusal expression, the researcher did not found the expression which was polite. However, it has found one refusal expression was accurate less.

Teacher: Yang mengabsen siapa? {who has a job to check for absentees?}

Students: He is mom....(*try to show who get a picket*)

Teacher: This for you. (*teacher give absence book to student but student still showed another student*)

Students: Andi has a picket, mom.

Teacher: (*teacher refuses to give it to Andi and give that job to students who refuse to check the absence before, but the way to*

refuse only give the roll to students without comment and leave that student)

Teacher should make a polite refusal better so that students can practice from that utterance. For instance, “no, thanks. You are only”. According ELT Notebook, to make polite refusal, it can be added *would* and followed the reason why refuse the request.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation and analysis above, the researcher draws the following conclusions:

- a. The teacher used three types of instructional activities, as motivating students, helping students recall prerequisites, and providing practice and feedback.
- b. Teacher employed four strategies of politeness in their instruction, namely bald on record, positive politeness, negative politeness, and off record. Every strategy emphasizes including the sense of effect.
- c. Teacher used two kinds of universal politeness by Brown and Levinson's theory, such as Positive Politeness and Negative Politeness. The researcher also found some request are polite and only refusal expression which less accurate. Such as, "be quiet, please!" as request expression, and refuse without says something as less precise.

B. Suggestion

After finding the result of this research, the researcher suggest that:

1. To the teacher

The data might become a reference for teachers while teaching. They will know more about politeness in requesting and refusing in the class. Teacher should careful in order to instruct students. Every utterance which is teacher says will be a reference for their students to be imitated. Teacher should more understand the theory to be the better teacher so that students can take good example.

2. To the students

Students will get more understanding of politeness in requesting and refusing. So, they can implement it in their daily life.

3. To other researchers

The data might become reference to other researchers or they can complete this research in next time to progress education better because there is no practice without theory and vice versa.

TRANSCRIPTION

T : Bu mahira pernah bilang apa? Kalau kalian bilang tidak bisa ya pasti tidak bisa.

(I ever talked to you, if you say you cannot do it, you will never do it.)

S : Saya bisa. (I can do that).

S : Jangan mudah percaya siapa tau ibu salah.

(Don't trust me easily, maybe I will be false.)

T : What kind of the text you want to make? Remember, if there is no name means it is report text, the first paragraph calls general classification. If there is a specific name means descriptive text.

Does anyone know what is meaning of accident? Ada yang tahu apa artinya accident?

I got an accident, my leg has broken.

S : Kecelakaan.

T : Yes, kecelakaan.

Ok please look at number 1!

S : The answer is A.

S : What is greeting? Greeting itu apa?

T : Selamat.

Sit on your own group! Open your LKS on page 40! Do with your partners!

Discuss into your group!

(...) Ten minutes again!

(...) Time is up!

Listen carefully!

Do it by your self!

Hurry up!

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CURRICULUM VITAE



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