**THE ANALYSIS OF THE POLITENESS STRATEGY USED BY ENGLISH**

**TEACHER IN CLASSROOM INTERACTION AT SMKN 1 GOWA**

*A thesis*

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfillment of the requirement for the Degree of Education in English Education Department*

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**2023**

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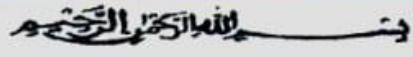
### LEMBAR PENGESAHAN

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| 6/6/23 | I — V | Revise findings (the way you display the data) | |
| 11/7/23 | I — V | Abstract & Ch. 3 is written in past tense. | |
| 25/7/23 | I — V | Discussion must discuss the findings with relevant theories | |
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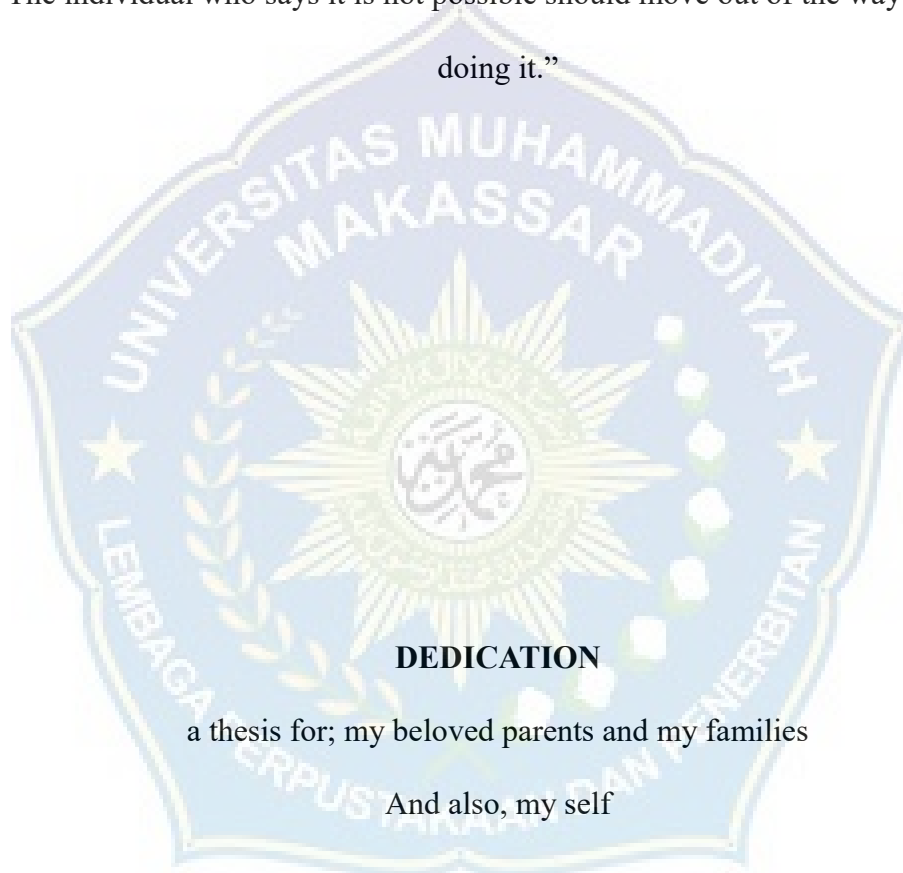
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**MOTTO AND DEDICATION**

**MOTTO**

"The individual who says it is not possible should move out of the way of those

doing it."

**DEDICATION**

a thesis for; my beloved parents and my families

And also, my self

# ABSTRACT

**NURMILHA. 2023.** The Analysis of the Politeness Strategy Used by English Teacher in Classroom Interaction at SMKN 1 Gowa. Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar (supervised by Nunung Anugrawati and Firman)

This research aimed to find out teacher's perception of politeness in classroom interaction and politeness strategy used by English teacher in classroom interaction at SMKN 1 Gowa. The researcher applied descriptive qualitative method with observation checklist and interview. The participant of this study was English teacher of SMKN 1 Gowa.

The research found that the teacher's perception of politeness in classroom interaction has positive impact, teacher had strong understanding of the importance of politeness in classroom interactions. They considered politeness to be crucial in created a positive and harmonious classroom environment. From the statements of the interviewed, it was inferred that teachers view politeness as playing a significant role in fostering good relationships between students and teacher, as well as among students themselves. Teacher awarded that the used of politeness created an inclusive learning environment, enhanced participation, motivation, and overall learning quality. This awareness reflected the significance of politeness in classroom management and the establishment of a conducive learning environment that supported students' holistic development. English teachers employed various politeness strategies in classroom interaction. These strategies encompassed "Positive Politeness" and "Negative Politeness." "Positive Politeness" strategies were utilized to fostered warm and inclusive relationships between teacher and students, encouraged active participation, and cultivated a positive classroom atmosphere through the used of friendly language, special attention to students, and humor. On the other hand, "Negative Politeness" strategies were employed to created a more polite environment, avoided threatening students' face, and respected students' privacy through indirect language.

Keywords: Politeness, Politeness Strategy, Classroom Interaction.

# ABSTRAK

**NURMILHA.** 2023. Analisis Strategi Kesopanan yang Digunakan oleh Guru Bahasa Inggris dalam Interaksi Kelas di SMKN 1 Gowa. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Nunung Anugrawati dan Firman).

Penelitian ini bertujuan untuk mengetahui persepsi guru terhadap kesopanan dalam interaksi kelas dan strategi kesopanan yang digunakan oleh guru Bahasa Inggris dalam interaksi kelas di SMKN 1 Gowa. Peneliti menggunakan metode deskriptif kualitatif dengan daftar cek observasi dan wawancara. Partisipan dalam penelitian ini adalah guru Bahasa Inggris di SMKN 1 Gowa.

Hasil penelitian ini menunjukkan bahwa persepsi guru tentang kesopanan dalam interaksi kelas berdampak positif, guru memiliki pemahaman yang kuat tentang pentingnya kesopanan dalam interaksi di dalam kelas. Mereka menganggap kesopanan sangat penting dalam menciptakan lingkungan kelas yang positif dan harmonis. Dari pernyataan para guru yang diwawancarai, dapat disimpulkan bahwa para guru melihat kesopanan berperan signifikan dalam membangun hubungan baik antara siswa dan guru, serta antara siswa satu sama lain. Para guru sadar bahwa penggunaan kesopanan dapat menciptakan lingkungan pembelajaran yang inklusif, meningkatkan partisipasi, motivasi, dan kualitas pembelajaran secara keseluruhan. Kesadaran ini mencerminkan pentingnya kesopanan dalam pengelolaan kelas dan penciptaan lingkungan pembelajaran yang kondusif untuk perkembangan holistik siswa. Guru Bahasa Inggris menggunakan berbagai strategi kesopanan dalam interaksi di dalam kelas. Strategi-strategi ini meliputi "Positive Politeness" dan "Negative Politeness". Strategi "Positive Politeness" digunakan untuk membina hubungan hangat dan inklusif antara guru dan siswa, mendorong partisipasi aktif, dan menciptakan suasana kelas yang positif melalui penggunaan bahasa yang ramah, perhatian khusus terhadap siswa, dan humor. Di sisi lain, strategi "Negative Politeness" digunakan untuk menciptakan lingkungan yang lebih sopan, menghindari ancaman terhadap wajah siswa, dan menghormati privasi siswa melalui penggunaan bahasa tidak langsung.

Kata kunci: Kesopanan, Strategi Kesopanan, Interaksi Kelas.

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The writer realizes the thesis still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.
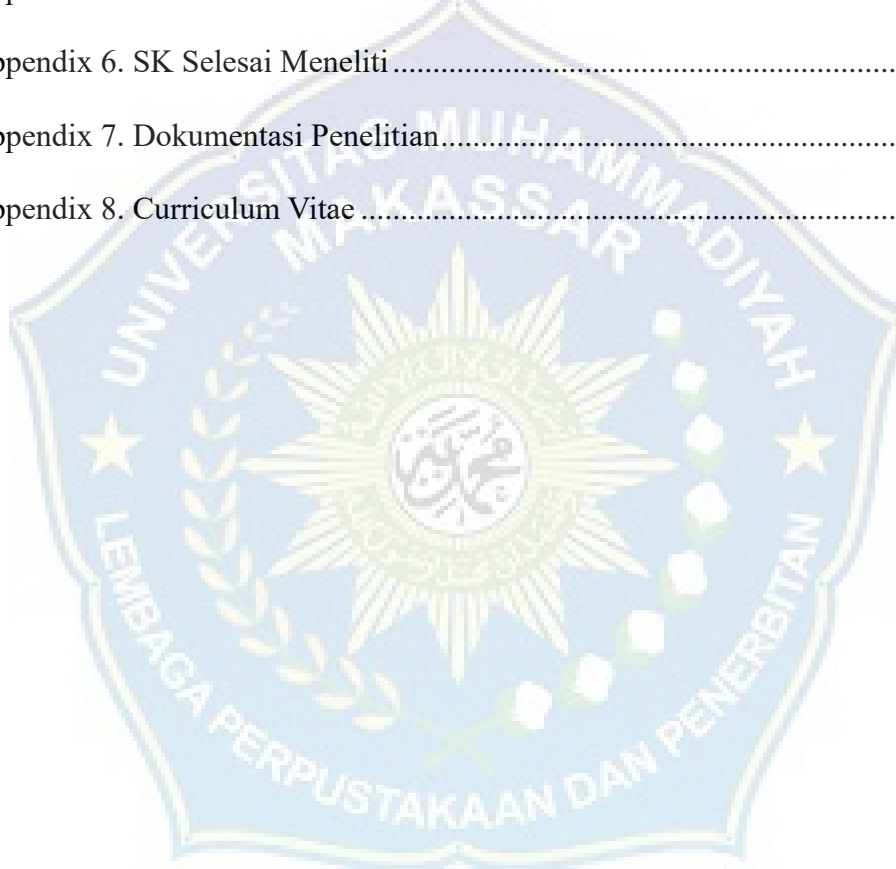
Makassar, 2023

Nurmilha

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# CHAPTER I

# INTRODUCTION

## A. Background

Politeness is an important aspect of human behavior. It involves all attitudes that affect people in their lives. They need decency to interact with each other. People sometimes ignore them, while that is the key to good communication with others. They tend to act directly, but it judges that they are unaware of the moral values depicted in their behavior. There are many characteristics of courtesy, for example, cordiality. Hospitality is an act or a custom. Hospitality brings attention and attention. Moreover, honesty makes this character stronger and has a positive effect on that contact. Moreover, it develops mental discipline toward each person, mental discipline in their personality and attitude. Therefore, modesty involves many features.

In language study, politeness refers to ways teachers do once they converse with their students. Teachers are the main character in education, although the education system does not make the teacher the primary focus, but moral education still sets the teacher out as the first model to follow. It relates to polite instructions that have the sense to instruct someone to do something too.

Brown and Levinson (1987) politeness is the way to convey the utterance as polite as possible which in this case is needed to minimize conflict with others. The politeness strategies used by teachers and students in the class can play an important part in the learning and teaching process.

Therefore, the politeness is really necessary to establish good relationships and to have good social conversations with others.

Classroom interactions include face-to-face interactions between teachers and students that occur to as certain that learning takes place and plays an important part in compose the language learning process. However, there are many English teachers as foreign languages are unaware of the effect of their classroom interaction patterns. Reflective teacher development is the approach to professional development based on trust that experienced teachers can increase their understanding of their own teaching practices by engaging in conscious and systematic reflection of their class experiences, including their class interactions.

The researcher wants to research at SMK Negeri 1 Gowa, especially in the Tourism Industry because this topic is important to do research as we know that the Tourism Industry cannot be separated from politeness, an attitude that must be maintained.

## B. Research Problem

Based on the description of the background above, the formulation of the problem in this studied was as follows:

1. How is the teacher's perception of politeness in classroom interaction at SMK Negeri 1 Gowa?

2. What are the politeness strategies are used by the English teachers in classroom interaction at SMK Negeri 1 Gowa?

C. **Research Objectives**

1. To know the teacher's perception of politeness in classroom interaction at SMK Negeri 1 Gowa.

2. To know the politeness strategies used by the English teacher in classroom interaction at SMK Negeri 1 Gowa.

D. **Significant of the Research**

1. For the Teacher

   The result of this studied were expected to be useful information for vocational teachers regarding perception of the of politeness and politeness strategy in classroom interaction.

2. For the Students

   The result of this studied can provide information about teacher's perception of politeness and politeness strategy.

3. For the other Researcher

   The result of this studied can be used as a referenced for further researchers related to this study.

E. **Scope of the Research**

   In collected the data for this researched, the researcher limited this study only focused on the kinds of politeness strategy used by English teacher and teacher's perception of politeness in classroom interaction at the second grade of Tourism Industry at SMK Negeri 1 Gowa. The researcher also limit the kinds of politeness to only two kinds, namely positive politeness and

negative politeness because based on the definition of positive and negative

politeness was a suitable strategy used by teacher in classroom interaction.

# CHAPTER II

# RELATED REVIEW OF LITERATURE

## A. Previous Research Related Finding

Hamrakulova (2020) states that politeness is best expressed as the practical application of good manners or etiquette. It is a culturally defined phenomenon, and therefore what is considered polite in one culture can sometimes be quite rude or simply eccentric in another cultural context. There are many reasons why politeness is important in life but one of them is that if you're polite, you are more likely to achieve your objectives and get what you want.

Ginever and Marlina (2018) state that politeness strategy is a way that is done by someone to say his speech more politely. The politeness strategy can be found in daily conversation and in debating events. Theory of politeness strategy proposed by theory Brown and Levinson who classify politeness strategy into four types: Bald on Record, Negative politeness, positive politeness and off record.

Santi and Erna (2020) states that a friendly environment that is usually built by teachers to create a more pleasant teaching and learning atmosphere may be misunderstood by students. Therefore, the teacher must provide boundaries so that there is no misinterpretation. Students should also pay attention to the way they communicate with their teachers. Thus, the occurrence of politeness strategies in class interactions becomes important.

Politeness strategy is a strategy that aims to show polite behaviour in communicating with others.

Hajar (2020) states that politeness is an important aspect of human behaviour and interaction. Politeness also concerns the use of language when communicating orally or writing. It is about all the attitudes that affect people in their life. They need politeness to interact with each other. Politeness is very important to investigate because it is used by people in their social interactions and in certain context, knowing what to say, how to say, when to say and how to be with the other people.

Murni (2019) states that the study of politeness strategy is a part of communication that recently been carried out all over the world, especially in the fields of sociolinguistic and anthropolinguistic. However, the politeness is not only interesting in these two fields, politeness is also interesting for field of education such as communication in the classroom and the role of politeness plays an important role in classroom interaction.

In previous research, the researches analysis of the politeness strategy used by students in classroom, while in this research the researcher analysis of the and politeness strategy used by English teacher in classroom interaction.

## B. Some Pertinent Ideas

### 1. The Definition of Politeness

The definition of politeness has several meaning. According to Nur (2018) explained that politeness is a system of human relationships which are created to facilitate relations by minimizing the potential for conflict and resistance in all human activities. Definition of politeness are mostly

associated with its function in conversational interaction in a particular society. Lakoff interprets politeness as a form of behaviour that has been developed in society to reduce friction in personal interactions. Furthermore, Lakoff defined the following rules of decency as "a formality: indifference, attentiveness: choice, and be sympathetic.

Hasan in Chen (2001) states that politeness becomes more attractive to be discussing because it presents an evidence about speaker linguistic behaviour that focuses on a speaker, what the speaker says and the way he/she says it. From that theory, teacher becomes the most point to show students. Students will confine mind what the teacher instructs. during this situation, teacher must be known about material which can be given to students.

2. **Characteristic of Politeness**

According to Leech in Anugrawati (2020) there are several characteristics of politeness as follows:

a. Courtesy is not a must in the sense that in some conditions, politeness does not have to be applied if it is not needed.

b. There is a difference in levels between politeness and impoliteness.

c. Each member of the community also considers what 'normal politeness' is in a given situation, aligning the level of politeness with the context.

d. Usage. proper politeness and impoliteness is determined by the circumstances.

e. Reciprocal correspondence means that we place ourselves where we give a higher place to others while giving ourselves a lower place than that person.

f. Politeness manifests itself in culturally prescribed rituals that involve repetitive behaviour.

g. Politeness provides value transactions, both materially and non-materially, between speakers such as expressions of gratitude, apologies, praise, requests, invitations, condolences, congratulations, offers, suggestions, and responses to them.

3. **The Kinds of Politeness Strategy**

Brown and Levinson (1987) proposed five kinds of politeness there are;

a. Bald on Record

Bald on Record usually does not attempt to minimize the threat to hearer's face, although there are ways that bald on record strategy can be used in trying to minimize Face Threatening Act (FTA)'s implicitly. Brown & Levinson (1987) outlined cases of bald on record strategy there are;

1) Cases non-minimization of the face threat (great urgency or desperation) example: "Your shoes are on fire!"

2) Cases of FTA-oriented bald on record usage (greeting and farewell). Example: Come in please, sit down.

b. Positive Politeness

An environment of inclusion and mutually create by linguistic means like compliments, encouragement, joking, even the use of

"white lies". Chit chat irony expression of positive politeness that is, creating linguistically a connection to people. This strategy is also used to show intimacy to the interlocutor who is not close to the speaker. To facilitate the interaction, the speaker tries to give the impression of having the same desire as the interlocutor and is considered a shared desire which is really wanted together as well. This strategy is aimed directly at the positive face of the interlocutor so that the speaker's wishes are considered as a shared between the speaker and the interlocutor. This strategy also serves as a facilitator of social relations with other people.by using it, the speakers shows that they want to be more familiar with the interlocutor. In other words, the relationship becomes more intimate and reflects cohesiveness in the group. This strategy tries to minimize thedistance between the speaker and interlocutor by expressing concern and friendship. Thus, speakers minimize FTA.

Realizing of Positive Politeness Strategies, according to Anugrawati et al, (2020) states that positive politeness strategies are realized in fifteen ways or actions, there are:

1) Noticing or attending to hearer, in this strategy the speaker is notice to impress the hearer. For example: "Silva, you are good at solving this problem, can you solve this problem?"

2) Exaggerating to create interest, in this strategy the speaker exaggerates in terms of interest, approval and sympathy for the listener. For the example: "Wow you are the most diligent student

in this class. Can you help me?" In this case the hearer will not feel threatened because the speaker exaggerating to create interest.

3) Intensifying interest to hearer, in this strategy the speaker reinforces interest to the hearer. This another way for the speaker to communicate. For example: "Before I entered this class, what do you think I saw? Lots of plastic waste and leaves in the field. In this case before the speaker tells the incident that experienced, the speaker grabs the hearers' attention first by saying "what do you think I saw? And this sentence makes the hearer interested in listening to the story.

4) Using in-group identity markers, in this strategy the speaker uses the identity of the marker in the group. For example: in the form of calling, dialect, slang and the others. In this case the speaker can use terms such as: child, mate, dear, bro, sister and others. For the example: "Help me to carry this books, child. So that the hearer does not feel threatened when the speaker asks for help because the hearer feels that they are in the same group by the use of the identity.

5) Seeking to create agreement, this strategy explains that agreement is an emphasis or repetition in which the hearer emphasizes or repeats part or all of what the speaker said before. It shows that the hearer has listened well to what the previous speaker said, it is also used to emphasize agreement. For the example:

A: "My tire flat when go home."

B: "Oh my God, flat tire!"

The example above shows how the hearer (B) uses agreement by repeating the speaker's sentence (A) this also shows cooperation and the (A) will feel appreciate by (B).

6) Avoiding disagreement, in this strategy desire to agree or appear agreeing with hearer leads to a mechanism for pretending to agree. Using this strategy, speakers can twist their speech to agree or hide contradiction. For example, in response to asked to borrow a cell phone, "Oh, I can't, the battery is low bat". The example shows that hearer avoid disagreement. The hearer actually doesn't want to lend the cell phone.

7) Presupposing common ground, this strategy includes three ways of which are gossip or small talk, point of view operations and forecast manipulation. "Well I was watching Naruto last night'. The speaker assumes that the hearer knows the program although hearer is not very knowledgeable about that. However, it can operate as an expression of goodwill, indicating that the speaker assumes that the speaker and hearer share the same reason.

8) Joking, in this strategy jokes are based on a shared background of knowledge and values that redefine the size of an FTA. For example: when a speaker wanted to borrow a friend's new Cadillac saying, "How about I get this pile of old junk?". In fact,

what the speaker meant by the old garbage heap was the new Cadillac hearer.

9) Presupposing speaker's knowledge and concern for hearer's wants, in this strategy the speaker confirms his knowledge of his desire to conform. For example: "I know you don't like parties, but this party is different, you'll definitely like it. Coming okay?". This example shows the cooperation emphasized by the speaker and confirms knowledge of his desires to the hearer so that the hearer feels appreciated.

10) Promising, this strategy is carried out to overcome potential threats from some FTAs. The speaker can claim that whatever hearer wants, speaker wants for him and will help to get it. For example: "I will send the money tomorrow. Don't worry". This example shows that the speaker conveys to the listener that they are working together. Speaker emphasized his cooperation by promising hearer that he would send the money tomorrow. This phrase can minimize coercion when the speaker asks the hearer not to worry. Thus, the positive face of the hearer has been fulfilled because the speaker has appreciated it.

11) Being optimistic, this strategy assumes that hearer will cooperate with the speaker because it would be in their mutual interest. Example: A wife said to her husband before appearing in public: "Wait a minute, you haven't combed your hair!" (when husband comes out the door). (Brown & Levinson, 1987) in this utterance,

the speaker asks the hearer to wait before the hearer goes out the door. The speaker assumes that the hearer cooperates with him because both know that the hearer has not combed his hair. This shows that the speaker has appreciated the hearer and satisfied the hearer's positive face.

12) Including both speaker and hearer in activity, this strategy is done using the inclusive form 'we' or 'me', when the speaker really means 'you or 'me'. Let's is an inclusive form of 'we'. For example: "Let's pause for a moment". In the example, the speaker wants the hearer to stop. The use of the pronoun 'we' in the sentence indicates that the speaker involves the speech partner in his activities. It makes a request more polite because it denotes cooperation between speaker and hearer whose goal is not only for the speaker but for both.

13) Giving reasons, giving or asking for reasons, other aspects include hearer in activities that demand 'why not' reasons and assuming that hearer has no good reason why can't help. For the example: "I know there is no one in your house. Why not to stay here tonight?". Since the speaker thinks that there is no one in the hearer's house, the speaker can say directly the sentence before. However, the speaker decided to give indirect advice by asking the reasons why the hearer did not stay at his house. Therefore, the speaker has satisfied the positive face for the hearer.

14) Assuming reciprocity, this strategy is carried out with provide evidence or reciprocal rights or obligations acquired between speaker and hearer. Therefore, the speaker may say "I would do X for you if you did Y for me, 'or' I did X for you last week (or vice versa). For example: "I did the dishes yesterday so you did it for me today". In the example it is clear that the speaker and hearer work together on the assumption of reciprocity. Speakers and hearers get their respective rights. The speaker gets help from the hearer and the hearer gets help from the speaker.

15) Giving gifts to hearer, in this strategy the speaker gives gifts to the hearer, for example in the form of sympathy, understanding and cooperation. Example: "I'm sorry for what happened to you". This is an example of sympathy as a gift, with this the speaker makes the hearer feel appreciated.

c.  Negative politeness

Involves respecting the privacy of people and leaving a "backdoor" open that is showing some reservation. The use of distance-creating linguistic devices irony, or general vagueness. Developing the concept of politeness further, Scollonand Scollon about two kinds of linguistic politeness strategies are;

1)  Involvement strategies namely, listening to other person or taking care of him/her, being optimistic, being voluble, and using the opposite person's language or dialect.

2) Independency Strategies namely, giving the other person the possibility to retreat and not speaking much.

Negative politeness strategies are actions taken to make up for the negative face of the interlocutor and the speaker's desire to be free from burdens with the intention that the actions and intentions are not disturbed and not constrained. This action is nothing but the basis of respectful behaviour, which is also found in positive politeness strategies. The difference is this strategy is more specific and more focused because the speaker displays supporting functions to minimize certain burdens as something that cannot be avoided by the interlocutor. The main focus of using this strategy is to assume that the speaker is likely to give a burden or annoyance to the interlocutor because they have entered the interlocutor's area. It is assumed that there is a certain social distance or certain obstacles in the situation.

According to Brown & Levinson in Anugrawati (2020) this negative politeness strategy is realized in ten ways or actions such as:

1) Being conventionally indirect, this is the first mechanism of negative politeness namely 'be direct', speak directly without rambling. This strategy is a way out for two circumstances which conflict with each other, namely the desire to not pressing the speaker on one side and a desire to proclaim the message directly without rambling and obviously meaning the other side. Therefore, the strategy is conducted by using phrases and sentences that have contextually unambiguous meanings that are

different from their literal meaning. For example: "can you open the door, please! The inserts of 'please' in the sentence shows that there is willingness to ask directly and give choices to the hearer.

2) Questioning, hedge, a hedge makes the membership of a noun phrase in a set that it is partial or true only in certain respects and more complete than might be expected. Hedge may be functioned to soften command and turn it into a polite suggestion. Example: "I was wondering if you could help me.

3) Being pessimistic, in this strategy speaker gives redress to hearer's negative face by explicitly expressing doubt that the conditions for the appropriateness of speaker's speech act obtain. For the example: "You don't want to wash the dishes?"

4) Minimizing imposition, one way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great, though it. For the example: "A moment, okay?"

5) Giving deference, according to (Brown & Levinson, 1987), there are two sides of deference realization. First, the speaker humbles and abases himself and another. Second, speaker raises hearer (pays him positive face/ satisfies hearer's wants to be treated as superior). From those ways, the speaker is giving respect actually.

6) Apologizing, by apologizing the speaker can indicate his reluctance to impinge on hearer's negative and thereby redress that impingement. There are four ways to convey apologizing: recognizes the pressures and distractions provided, showed

reluctance and use of certain expressions, deliver the reason that force the speaker for doing that and begging forgiveness.

7) Impersonalizing speaker and hearer, this strategy uses impersonal form by didn't show the speaker and hearer. This strategy avoids the use of word 'I' and 'you', doubling the pronoun 'I' becomes 'We', replace the word 'you' with 'sir' or 'ma'am'.

8) Stating Face-Threatening Act (FTA) as a general rule, this strategy states that the FTA one way of dissociating speaker and hearer from particular imposition in the FTA is to state the FTA as an instance of some general social rule, regulation or obligation. For the example: "This room is no smoking".

9) Nominalizing, this strategy is done by changing a word to be noun. According to (Brown & Levinson, 1987), the degree of negative politeness run hand in hand with noisiness. The more nouns are used in an expression, the more removed an actor from doing or being something and the less dangerous an FTA seems to be.

10) Going on record as incurring a debt, this strategy is the highest negative politeness which can fulfil the desire of the hearer to be respect. It is done by claiming speaker's indebt to hearer or by disclaiming any indebt of hearer, so that speaker can redress an FTA

d. Off-record politeness strategy

This strategy is actualized in a subtle way and does not illustrate the clear point of communication. With this strategy the speakers bring themselves out of action by letting the opponent of speech interpret for themselves a course of action. This strategy is used if speakers want to make threatening ACTS but do not want to take responsibility for the action.

Realisation of the benefits strategy is either indirect or obscured by referent speech actions such as:

("I don't really like talking to men").

Brown & Levinson (1987) adds that the more serious the action, the more strategic the speaker chooses. The numerous strategies used show that such action is politer than those with few common courtesy strategies but, of course, it would hardly state that one common strategy is better than the other. A strategy is said to be polite when used appropriately according to a particular context of interaction.

Further Brown & Levinson (1987) point out that the weight of an action is formed by an additional value of three variables bound to a community such as: relative P is power of the speaker with the interlocutor, D is social distance a social distance between speaker and interlocutor, R is degree or ranking of imposition of action. The assumption of this variables that this formula is that there is a linear relationship between the seriousness of FTA and the values shown by

each such variable. For example, the greater the social distance between speakers and interlocutor of speech, or the greater the burden of action aimed at those of speech, the politer strategy will be.

e.  Speaking in general terms

The Importance of Politeness in Teaching Instruction according to Hasan, as mention in Jary (1998: 18) states, most significantly, it provides an alternate to the view that polite Verbal behaviour is motivate by the will to speak politeness, while still having the ability to elucidate situations–such as repair–where there's a robust case for characterizing polite behaviour in terms of communication.

According to Leech (1983) use of politeness is the effect of impoliteness in social interactions and politeness is very important. He divides into 6 types of maxims in politeness strategies, namely: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. Maxim itself is a linguistic rule in language interaction or the rules that govern action, use of language and interpretation of the interlocutor. In these maxims we prefer to express our wishes or opinion politely and avoid things that are not polite. These maxims are included in the category of politeness strategy principles.

Markus (2011) states that the kinds of politeness are necessary in interaction. It is present in most people's interaction or conversation and is one of things that makes those interaction or conversations

work. This strategy governs us in negotiating our ways through social interaction via language.

4.  **The Theory of Classroom Interaction**

According to Tsui in Hidiyawati (2016) classroom interaction, in the book of David Nunan and Ronald Carter, the term classroom interaction refers to the interaction between teacher and learners, and among the learners, in the classroom. In the classroom interaction may occur interpersonal communication. Larry states that interpersonal communication may occur in any face to face encounter and it is important medium of instruction in the classroom. There are three forms of interpersonal communication in the classroom, they are: teacher to students (T-S), students to teacher (S-T) and student to student (S-S). at this level of communication, the message is transmitted to a single student by teacher, to the teacher by a particular student, or from one student to another student. Teacher-student interaction such as teacher's interaction, teacher's motivation and teacher's evaluation in the classroom are the important parts of classroom interaction. However, those parts can enhance the comprehension and the attention of students.

In this research, the researcher will be focuses on teacher to student interaction in the classroom. The teacher-student interaction in classroom includes the instructions used by the teacher to the students, the motivations that gave by the teacher to the students, the teacher's evaluation about the student's responses in the class, and classroom management of the teacher.
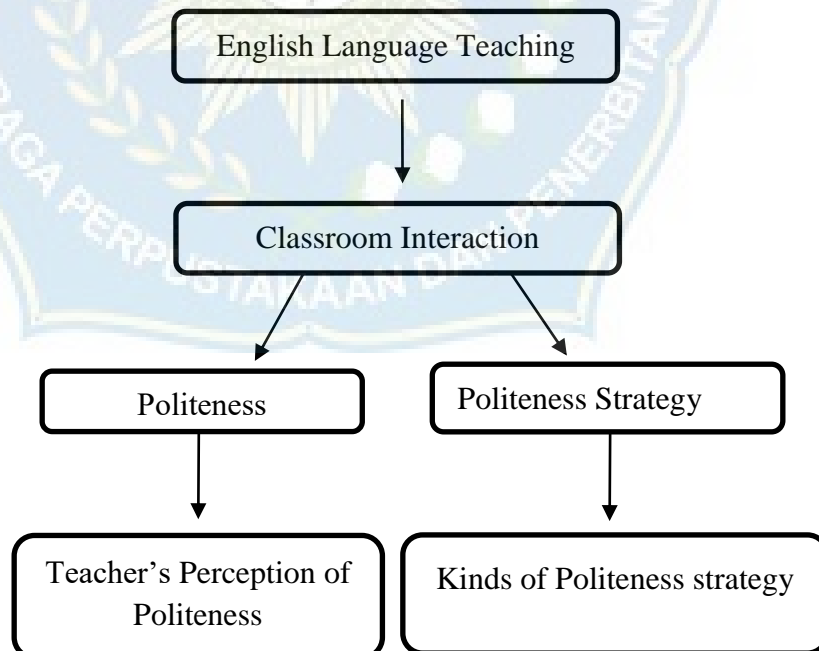
## 5. Perception Theory

Perception is a personal opinion or statement of someone who views the world as seen by many sociocultural. Markus in Mary (2011) concludes that people in different cultures have many different perceptions of themselves and others. This difference can be seen when comparing two different cultures. The nature of individual experience can also be affected when two cultures meet. Perception uses sensory and cognitive processes to appreciate the world around us, to make perception occur, this decisive thing there must be a sensory or cognitive experience, personal experience and understanding that can lead to a response. Perception does not always result truth but the perception tipped in the individuals' understanding of the situation.

According to Thoifur (2023), humans have the ability to carry out various types of perception, which include:

a. Visual perception, namely the ability to see and process information through the eyes. Visual perception allows us to recognize objects, colors, shapes and images in our environment.

b. Auditory perception, namely the ability to hear and understand sounds and sounds. Auditory perception allows us to communicate, recognize environmental sounds, and process information received through hearing.

c. Gustatory perception, namely the ability to feel the taste of food and drink through the tongue. Gustatory perception allows us to distinguish between various tastes such as sweet, sour, bitter and salty.

d. Olfactory perception, namely the ability to smell and process various smells and odors in the environment. Olfactory perception allows us to recognize the smell of food, flowers or other odors.

e. Vestibular perception, namely the ability to maintain body balance and feel changes in body position and movement. Vestibular perception allows us to remain stable while standing, walking or moving.

f. Sensitivity, namely the ability to feel the touch of the skin. Sensitivity allows us to feel pressure, temperature and subtle touch, so we can respond appropriately to our environment.

## C. Conceptual Frameworks

English Language Teaching

↓

Classroom Interaction

Politeness

Politeness Strategy

Teacher's Perception of Politeness

Kinds of Politeness strategy

**Figure 1 Conceptual Framework**

This study focuses on classroom interaction, in classroom sequence, the interaction between teacher and students had become a critical part in learning and teaching process. Their interactions are believed to assist on students' language development. The conceptual framework of the research in English Language Teacher revolves around several interconnected components, with a specific focus on Classroom Interaction and Politeness Strategies. The study delves into the Teacher's Perception of Politeness, as well as the different Kinds of Politeness within the context of English classroom interaction.

At the core of this research lies the phenomenon of Classroom Interaction, where teachers and students engage in verbal exchanges during the process of language learning. This interaction is influenced by various factors, including linguistic and social elements, and is crucial in shaping the learning environment.

Politeness Strategies constitute a significant aspect of this framework. These strategies encompass the linguistic and non-linguistic cues employed by individuals to maintain social harmony and mitigate potential conflict during communication. Within the English classroom interaction setting, teachers and students navigate these strategies to foster effective and respectful communication.

Central to the research is the exploration of the Teacher's Perception of Politeness. This component examines how educators interpret and understand politeness norms and strategies within the

classroom context. It investigates whether teachers' personal beliefs about politeness align with pedagogical goals and practices.

Additionally, the research distinguishes between various Kinds of Politeness. Politeness is not a monolithic concept; it can manifest in diverse ways, such as positive politeness (fostering rapport), negative politeness (maintaining distance), and off-record politeness (indirect communication). Understanding these distinct forms of politeness enhances insights into how teachers and students navigate classroom interactions.

In summary, the conceptual framework of this research emphasizes the intricate interplay between Classroom Interaction and Politeness Strategies. It further delves into the Teacher's Perception of Politeness and the nuanced Kinds of Politeness present within the English classroom interaction context. By examining these elements, the research seeks to enhance our understanding of how effective and respectful communication is facilitated in language teaching environments.

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

In this research, the researcher used descriptive qualitative method. According to Gay et al (2011) descriptive research involved collected data in order to test hypotheses or to answer questions concerned the current status of the subject of the study, tried to get deep data and information about the object by gave detail data and information

## B. Participant

The participant of this research was the female English teacher of Tourism Industry of SMK Negeri 1 Gowa. The researcher chose female participant in this research because according to Brown & Levinson (1987) female teachers try to minimize disagreement between themselves and others better than male teacher.

## C. Research Instrument

In this research the researcher has set the instruments of the research that used to collected the data. The instruments were used to help the researcher to gets the data which needed in the research more accurate. The research instruments used by the researcher namely:

1. Observation checklist

The researcher used observation checklist to get data in the classroom interaction. The researcher made list of things when observing the class to find out kinds of politeness strategies used by English teacher.

2. Interview

The researcher used structured interview to find out the teacher's perception of politeness strategy in classroom interaction.

## D. Data Collection

Researcher used data-collection techniques to shape the process of searching data was clear. The data collection techniques which were used in this study as follows:

1. Observation

For the first step, researcher observed the conditions of the class then the co-researcher prepared media to record the classroom interaction while the researcher prepared checklist instrument. The next was the co-researcher began to record the interaction between teacher and students during the learning process in the classroom used video recorder and the researcher began to checklist the table of politeness strategy.

**Table 2. 1. Table of Observation Checklist**

| No. | Politeness strategy | Component | Yes | No |
|---|---|---|---|---|
| 1 | Positive politeness | Noticing or attending to hearer | | |
| | | Exaggerating to create interest | | |
| | | Intensifying interest to hearer | | |
| | | Using group identity markers | | |
| | | Seeking to create agreement | | |
| | | Avoiding disagreement | | |

| | | Presupposing common ground | | |
|---|---|---|---|---|
| | | Joking | | |
| | | Presupposing speaker's knowledge and concern for hearer's wants | | |
| | | Promising | | |
| | | Being optimistic | | |
| | | Including both speaker and hearer in activity | | |
| | | Giving reasons | | |
| | | Assuming reciprocity | | |
| | | Giving gifts | | |
| 2 | Negative politeness | Being conventionally | | |
| | | Questioning hedge | | |
| | | Being pessimistic | | |
| | | Minimizing imposition | | |
| | | Giving deference | | |
| | | Apologizing | | |
| | | Impersonalizing | | |
| | | Stating Face Threatening Act (FTA) | | |
| | | Nominalizing | | |
| | | Going on record as incurring a debt | | |

Sumber: Hu (2016)

2. Interview

The researcher conducted structured interview with the second grade English teacher of Tourism Industry to get the data about teacher's perception of politeness strategy. Which this interview, the researcher prepared the questions that asked to the teacher.

**E. Data Analysis**

After data collected, data analysis was the next process. A continual analysis process during research was carried out. Researchers used qualitative

data analysis according to the theory of Miles & Huberman 1994 in (Sugiyono, 2015) that said the data was collected and then analyzed. Its analysis consists of three steps of activity: Data Reduction, Data Display, and Conclusion/Verification

1. Data Reduction, in this step the researcher summarized results of the interview, selected the main points and focused on the things that were considered important so that they can provide a clear picture.

2. Data Display, the presentation of data were described in brief descriptions, charts and so on.

3. Drawing Conclusion/Verification, in this step drawing conclusions from the results of done data analysis that support valid data found in the field.
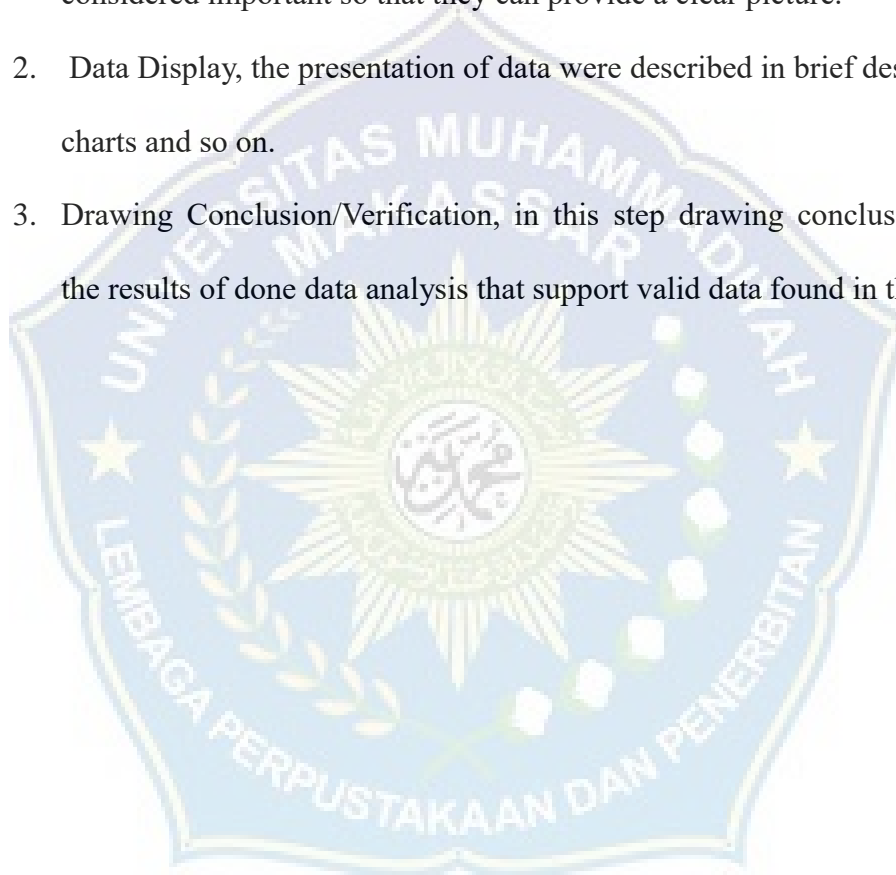
**CHAPTER IV**

**RESEARCH FINDINGS**

In thus part presents the findings of the research and discussion of the research findings. The finding of the research in this part are the answer of research problem which cover the description of teacher's perception about politeness in classroom interaction and politeness strategies used by English teacher in classroom interaction at SMKN 1 Gowa

**A. Findings**

The finding aims at answering the research problem addressed previously based on the result of data analysis.

**1. Teacher's Perception about Politeness in Classroom Interaction**

The following findings about teacher's perception of politeness is obtained through interview with one teacher at SMKN 1 Gowa. As Anugrawati (2021) there are three important factors that influenced perception namely perceiver, object and context. Perception uses sensory and cognitive process to appreciate the world around us, to make perception occur, this decisive thing there must be a sensory or cognitive experience, personal experience and understanding that can lead to a response. Object and context are matters too which an affecting our attention. Related to the factors above, the concludes are the teacher is categorized as perceiver, politeness is categorized as object and classroom interaction is categorized as the context or situation.

From the teacher that I had interviewed, there are perception about the meaning of politeness in classroom interaction, politeness is perceived as a need, means in learning process we need politeness to apply, as stated in the result of interview with t*he teacher as follows:

> *"Kesopanan merupakan hal yang sangat penting, bagaimana sikap siswa terhadap adik kelasnya, adik kelas terhadap kakak kelasnya, siswa terhadap guru begitupun sebaliknya sikap guru terhadap siswa-siswanya"* (Politeness is very important, how the students behave toward their junior, how the students behave toward their senior, the students toward the teacher is like the teachers' attitude toward the students).

From the teacher's statement, it can be concluded that in the teacher's view, politeness plays a crucial role in creating a positive and harmonious classroom environment. Politeness and respect for one another helps create good relationships between students and teachers, as well as between students. This has an impact on a conducive learning atmosphere and helps the learning process to be more effective.

This teacher's view reflects an awareness of the importance of politeness in managing the classroom and creating an inclusive learning environment, where each individual is valued and recognized for their contribution. The application of politeness in class interactions can be a strong foundation for creating a positive learning atmosphere, which in turn can increase student participation, motivation, and the overall quality of learning.

In another perception stated that politeness as a need is:

> *"Ya, jadi dalam pembelajaran itu kita membutuhkan yang namanya strategi seperti yang Ananda katakan2 tadi yaitu strategi kesopanan, tentu itu sangat penting untuk diterapkan oleh setiap guru karena siswa akan mencontoh sikap gurunya"* (Yes, so in

learning we need strategy like the one you said was politeness strategy, of course it is vital to apply by each teacher because the student will emulate the teacher's attitude)

In this statement, the teacher emphasizes the importance of politeness strategies in classroom learning. Teachers realize that politeness strategies are needed and must be applied by every teacher. Politeness and respect for students is key in creating a positive learning environment. In addition, teachers realize that their behavior can set an example for students, so it is important for them to consistently show good behavior. By implementing this politeness strategy, the teacher hopes to create a harmonious relationship between teacher and students, as well as help increase student participation and motivation in the learning process.

The next perception of politeness is about the importance of politeness in classroom interaction. The teacher perceived that politeness is the most important thing in learning process as shown in the following result of interview:

> *"It is the first important things for us as a teacher because why? Karena dari saya pribadi itu merupakan sebuah anjuran dan dalam proses belajar mengajar hal yang paling utama adalah kesopanan"* (It is the first important things for us as a teacher because why? Because according to me it is an instigation in learning process and in learning process the most important thing is politeness)

In the results of these interviews, it appears that teachers have a strong perception of the importance of politeness in interactions in the classroom. The teacher views politeness as the most important thing in the learning process. The statement "It is the first important thing for us as a teacher" shows that politeness is a top priority for teachers in interacting

with students. The teacher also stated that politeness is an instigation in the teaching and learning process, which shows the view that politeness plays an important role in creating a conducive and harmonious learning environment.

This statement reflects the teacher's awareness and seriousness in respecting the values of politeness and considers it as the main foundation in managing the class. This acknowledgment suggests that teachers regard politeness not just as a nice addition, but as a principle that underlies every aspect of interaction in a learning context. By paying primary attention to politeness, teachers hope to create positive and respectful relationships between teachers and students, so that the learning process becomes more effective and efficient for the overall development of students.

2. **Teacher's Politeness Strategies in Classroom Interaction**

Based on the research results, it is evident that the teacher's open attitude and the use of politeness strategies play a significant role in creating a positive classroom climate, where students feel valued and motivated to learn effectively. To build students' sense of optimism, teachers need to have effective strategies for interacting with students and creating a positive learning environment. as the teacher said in an interview that:

> *"Banyak hal Untuk membangun rasa optimis siswa, artinya itu kita harus adakan pendekatan, kita harus punya ukuran karena kita menghadapi siswa bukan hanya 1-3 orang siswa tapi saya pribadi itu menghadapi sampai 100 siswa, jadi diantara 100 siswa ini punya karakter yang berbeda. Saya harus tahu sikapnya si A seperti apa, bagaimana menghadapi dia. Anak yang punya masalah berbeda itu kita harus tahu karakternya terlebih dahulu setelah itu kita dekati, otomatis dengan adanya pendekatan emosional yang kita berikan kepada si anak maka tidak sulit lagi bagi kita untuk membangun optimismenya"* (Many things To build

students' sense of optimism, it means that we have to have an approach, we have to have a measure because we are dealing with students not only 1-3 students but I personally have faced up to 100 students, so among these 100 students have different characters. I have to know what attitude A is like, how to deal with him. Children who have different problems, we must know their character first, after that we approach them, automatically with the emotional approach that we give to the child, it is no longer difficult for us to build optimism)

In the interview with the teacher, it is evident that to build students' optimism, the teacher needs to employ diverse approaches and acknowledge the individual differences among students. The teacher mentioned that in their classroom, they face up to 100 students with distinct personalities. Hence, it is essential for the teacher to know each student individually, including their attitudes and issues.

The teacher emphasized the importance of adopting an emotional approach while interacting with students. By understanding their characters and attitudes, the teacher can provide more suitable and supportive approaches to foster students' optimism. Creating a positive learning environment hinges on this emotional approach as it encourages students' self-confidence and enthusiasm for learning.

By considering individual differences and employing empathetic approaches, the teacher can build closer relationships with students and create a pleasant and positive classroom atmosphere. Consequently, students are more likely to feel supported and motivated to actively participate in the learning process, ultimately enhancing their sense of optimism in achieving academic and personal success.

To investigate what politeness strategies were applied by teacher in classroom interaction, I observed teacher-students' interaction inside the classroom when the teacher was teaching. After collecting and analyzing data on how the teacher and students' interaction in classroom, I found that the teacher used several kinds of politeness strategies. as for the results of direct observation by reviewing direct learning given by the teacher to his students at SMKN 1 GOWA.

**a. Positive Politeness**

In the classroom observation, the teacher tough the students, the material about "Giving Suggestion and Advise".

1) Extract 1: positive politeness/noticing or attending to hearer.

> T*: **coba Aldi,** maukah saya belikan obat?*

In the conversation excerpt, there is an example of using Positive Politeness as one aspect of politeness strategy in classroom interaction. The teacher wisely uses polite and friendly language when making a request to the student, ***"coba Aldi, maukah saya belikan obat?"*** This expression shows special attention to the student by mentioning Aldi's name, creating a personal impression and respecting the student's identity. The use of Positive Politeness strategy also increases the likelihood of a positive response from the student, as they feel valued and treated well by the teacher. By fostering a harmonious and respectful relationship in class interactions, the teacher aims to create a

conducive learning environment and provide a more positive learning experience for the students.

The use of Positive Politeness strategy in this conversation excerpt emphasizes the importance of polite attitudes in the classroom learning process. The teacher views politeness as a fundamental aspect to be applied in every interaction within the class. By giving primary attention to politeness, the teacher acknowledges that their behavior can serve as an example for the students. In an environment filled with politeness, students are more likely to emulate and internalize these values, thereby creating a positive learning culture based on mutual respect. In this context, the use of Positive Politeness strategy becomes an effective tool for the teacher to achieve learning objectives and create an inclusive and inspiring classroom environment for the growth and development of the students.

2) Extract 2: positive politeness/using group identity markers.

> ***Ayo nak,*** *siapa yang bisa buat kalimat memberi saran?*

In the conversation excerpt, there is an example of using Positive Politeness with group identity markers. Several points of analysis are as follows:

Positive Politeness: In this conversation, the teacher employs the strategy of positive politeness by addressing the students with a friendly and affectionate term, *"Ayo nak"* (Come

on, dear). This expression reflects the teacher's care and attention towards the students, creating a positive impression in the interaction.

Group Identity Markers: The use of the word "*nak*" as a form of address for the students is an example of group identity markers, where the teacher uses a specific term to refer to the group of students collectively. In some cultures, such address is used to indicate familiarity and mutual respect in the teacher-student relationship.

Encouraging Participation: By using the call *"Ayo nak,"* the teacher invites the students to participate in the learning process by asking, "siapa yang bisa buat kalimat memberi saran?" (Who can make a sentence giving advice?). This strategy encourages active student participation in the learning process and fosters an inclusive classroom environment.

Friendly Attitude: The use of a friendly address like "*nak*" adds an element of warmth and friendliness to the conversation. The teacher employs a relaxed and attentive language, creating a comfortable and open classroom atmosphere where students feel encouraged to ask questions or actively participate.

Through the use of Positive Politeness with group identity markers, the teacher seeks to establish a close and caring relationship with the students. The polite language and affectionate address help create a positive learning environment and build a

sense of closeness between the teacher and the students. By encouraging participation and employing positive politeness strategies, the teacher hopes that students will feel supported in their learning and be more comfortable contributing to the learning process in the classroom.

3) Extract 3: positive politeness/joking

> *Misalnya ada temanmu yang sakit, sakit apa bagus? Eh tidak ada sakit yang bagus yah*

In the conversation excerpt, there is an example of using positive politeness strategy with a joking tactic in the teacher's classroom interaction. Several points of analysis are as follows:

**Positive Politeness**: In this conversation, the teacher employs positive politeness strategy by using humor to create a relaxed and friendly atmosphere in the classroom. The use of humor is one way the teacher shows care and warmth towards the students.

**Using Humor**: The phrase "Misalnya ada temanmu yang sakit, sakit apa bagus? Eh tidak ada sakit yang bagus yah" (For example, if your friend is sick, what kind of illness is good? Well, there's no illness that is good) is an example of joking using humor. The teacher uses a funny question to capture the students' attention and create a lighthearted moment during the learning process.

**Making Interactions Interesting**: By using the joking tactic, the teacher aims to make interactions in the classroom more

interesting and enjoyable. This can increase student participation and make them more enthusiastic about the learning process.

**Reducing Tension**: Using humor as part of the positive politeness strategy can also help reduce tension in the classroom. In a relaxed atmosphere, students are more likely to feel comfortable speaking and interacting with the teacher and their peers.

**Creating an Affable Relationship**: Through joking, the teacher seeks to create a more affable relationship with the students. This can strengthen the emotional bond between the teacher and students, making them feel closer and more open to communication.

By employing the joking tactic in classroom conversations, the teacher aims to create a positive and enjoyable learning environment. The use of positive politeness strategies like this can help foster a conducive atmosphere for learning, enhance student engagement, and create a harmonious relationship between the teacher and students.

4) Extract 4: positive politeness/promising

> Okay, I will give you example

In the conversation excerpt, there is an example of using positive politeness strategy with the tactic of "promising." The speaker uses the phrase "Okay, I will give you an example" to

assure the listener that they will fulfill their commitment to provide an example. Several points of analysis are as follows:\

**Positive Politeness**: The speaker employs positive politeness by making a promise to provide an example. By saying "Okay, I will give you an example," the speaker shows their willingness to fulfill the listener's request, which conveys a sense of cooperation and consideration.

**Assurance of Assistance**: The phrase "I will give you an example" is a clear assurance that the speaker is ready to assist and meet the listener's needs. This helps create a positive and supportive atmosphere in the interaction.

**Fostering Open Communication**: By offering to provide an example, the speaker encourages open communication and engagement with the listener. This can create a more interactive and collaborative exchange, where the listener feels comfortable asking for assistance or clarification.

**Encouraging Learning**: The promise to give an example indicates the speaker's commitment to supporting the listener's learning process. This can motivate the listener to be more receptive to new information and to actively participate in the learning activity.

By using the tactic of promising in the conversation, the speaker aims to enhance the positive social atmosphere, foster trust, and encourage active engagement in the learning process.

The use of positive politeness strategies, such as promising, contributes to creating a respectful and supportive communication environment that facilitates effective information exchange and learning.

5) Extract 5: positive politeness/giving gifts

*T: Okay, siapa yang bisa beri saran untuk situasi di atas? Ma'am tunjuk yah! Coba kamu berikan dulu saran*

*S: Ok, thank you I appreciate your suggestion*

*T: Ok. Good bagus yah!*

In the given classroom conversation, there is an example of using the positive politeness strategy with the "giving gifts" tactic. The teacher employs positive politeness by providing an opportunity for the students to give suggestions. The phrase "Ok. Good bagus yah!" (Okay. Good) demonstrates the teacher's attentiveness and gives students the confidence to actively participate in the learning process.

The teacher gives the students a meaningful task of offering suggestions in a specific situation. This encourages students to take responsibility for their learning and prompts them to think critically and creatively.

By assigning such a task, the teacher fosters active engagement among the students during the learning process. Students feel valued and empowered to contribute in the class, which can enhance their motivation and interest in learning.

Moreover, this "giving gifts" tactic creates an inclusive communication environment in the classroom. By granting students the opportunity to speak up and provide suggestions, the teacher promotes the exchange of ideas and perspectives within the class.

By using the "giving gifts" tactic in the form of giving compliment, the teacher strives to create an inclusive atmosphere and encourages active engagement from students in their learning. Positive politeness strategies like this help establish a positive classroom environment, value the students' role in the learning process, and facilitate effective and open communication within the class.

**b. Negative Politeness**

In the classroom interaction, the teacher taught the students about "giving suggestion and advise". In the classroom sequence the teacher as a central of learning process. Therefor, the researcher observed negative politeness that used by English teacher in classroom interaction.

1) Extract 1: negative politeness/being conventionally indirect

Can you erase the whiteboard, please!

In the given classroom conversation, there is an example of using the negative politeness strategy with the tactic of "being conventionally indirect" in the teacher's interaction. Several points of analysis are as follows:

**Negative Politeness**: The teacher employs the negative politeness strategy by formulating the request indirectly. The phrase "Can you erase the whiteboard, please!" does not state the request directly but implies that the teacher expects the student to comply with the request.

**Being Conventionally Indirect**: In this conversation, the teacher follows a conventional or standard speech pattern commonly used in making requests. The use of phrases like "Can you" and "please" exemplifies the conventional pattern for making polite requests.

**Softening the Request**: By using the negative politeness strategy and conventional pattern, the teacher softens the request to sound more polite and less demanding.

**Avoiding Face Threatening Act (FTA):** By using the negative politeness strategy, the teacher tries to avoid face-threatening acts that may arise if the request is presented too directly or as a command.

By employing the negative politeness strategy with the "being conventionally indirect" tactic, the teacher aims to convey the request politely and respect the student's will. While the use of conventional patterns may soften the request, it remains effective in conveying the message without causing the student to feel overly pressured. This negative politeness strategy helps foster a

more harmonious and respectful relationship between the teacher and students in the classroom.

**B. Discussion**

**1. Teacher's Perception about Politeness in Classroom Interaction**

The results of this study indicate that there is an understanding from the teacher regarding the importance of politeness in classroom interactions. Teachers value politeness as very important in creating a positive and harmonious classroom environment. From the statements of teachers interviewed, it can be concluded that teachers view politeness as playing an important role in creating good relationships between students and teachers, as well as between students and fellow students.

According to Nur (2018) explained that politeness is a system of human relationships which are created to facilitate relations by minimizing the potential for conflict and resistance in all human activities. Definition of politeness are mostly associated with its function in conversational interaction in a particular society. Lakoff interprets politeness as a form of behaviour that has been developed in society to reduce friction in personal interactions. Furthermore, Lakoff defined the following rules of decency as "a formality: indifference, attentiveness: choice, and be sympathetic

This teacher's view reflects an awareness of the importance of politeness in managing the classroom and creating an inclusive learning environment, where each individual is valued and their contributions are recognized. The use of politeness in classroom interactions can be a strong

foundation in creating a positive learning atmosphere, which in turn can increase participation, motivation, and the overall quality of learning.

In addition, the teacher also realizes that the use of politeness strategies is a necessity in classroom learning. Teachers realize that being polite and respectful towards students is key in creating a positive learning environment. Teachers also realize that their behavior can be an example for students, so it is important for them to always show good behavior. By implementing this politeness strategy, the teacher hopes to create a harmonious relationship between teacher and students, as well as help increase student participation and motivation in the learning process.

The teacher also emphasizes that politeness is the most important thing in the learning process. The teacher states that politeness is the most important thing in the teaching and learning process. This statement reflects the view that politeness plays a central role in creating a conducive and harmonious learning environment. Teachers realize that politeness is not just a nice addition, but as a basic principle that underlies every aspect of interaction in the context of learning. By paying particular attention to politeness, teachers hope to create positive and respectful relationships between teachers and students, so that the learning process becomes more effective and efficient for the overall development of students.

This teacher's view shows a strong awareness of the values of politeness and its importance in creating harmonious relationships in the classroom. Teachers understand that politeness plays an important role in creating a positive learning environment, which can increase student

motivation and optimize the learning process. In the context of learning, politeness is not just ethics or manners, but is a fundamental principle in creating positive relationships between teachers and students and creating a learning environment that is conducive to the holistic development of students.

Just as in the study by Unaina & Sarosa (2021), the teacher not only imparts writing and speaking skills but also educates students about how to behave politely or understand cultural studies within the classroom. In this context, the teacher sets an example for students on how to conduct themselves and employ proper language throughout the teaching and learning process. The teacher utilizes appropriate language when explaining materials, inquiring about students' well-being, or providing directions.

The results of this study are slightly different from Anugrawati research (2021) that politeness plays a very important role in creating a positive and harmonious classroom environment. Politeness in communication between students and lecturers is a must because it is part of character building. If students communicate with lecturers politely, this will have an impact on the teaching and learning process in the classroom. This statement reflects the teacher's awareness and seriousness in respecting the values of politeness and considering them as the main basis for managing the class. This acknowledgment suggests that teachers not only regard politeness as a welcome addition, but as a principle that underlies every aspect of interaction in a learning context.

## 2. Politeness Strategies Used By English Teacher In Classroom Interaction

Politeness strategies used by English teachers in classroom interactions show that politeness plays an important role in creating a positive classroom climate, where students feel valued and motivated to learn effectively. Teachers need to have effective strategies for interacting with students and creating a positive learning environment. In interviews with teachers, it appears that in order to build student optimism, teachers need to adopt a diverse approach and acknowledge individual differences among students. The teacher stated that in her class, she encounters up to 100 students with different characteristics. Therefore, it is important for teachers to know each student individually, including their attitudes and problems.

Teachers emphasize the importance of using an emotional approach when interacting with students. By understanding students' characters and attitudes, teachers can provide a more appropriate and supportive approach to building student optimism. Creating a positive learning environment depends on this emotional approach, as it encourages students' self-confidence and enthusiasm for learning.

By considering individual differences and using an empathetic approach, teachers can build closer relationships with students and create a fun and positive classroom atmosphere. As a result, students are more likely to feel supported and motivated to participate actively in the learning process, which in turn increases their sense of optimism in achieving academic and personal success.

Selvi (2019), in her research, revealed that the Questioning Strategy is a technique employed by teachers in the teaching and learning process to engage students more actively in the classroom. This method of posing questions aids teachers in redirecting students who are unwilling to participate, guiding them to focus on the teacher's explanations about the subject matter. When teachers employ this questioning strategy, students become capable of responding to and comprehending the material presented by the teacher.

The politeness strategies used by the teacher in class interactions show that there are several politeness strategies used by the teacher. One of them is "Positive Politeness" which includes using friendly language, giving special attention to students, and using humor to create a relaxed and positive classroom atmosphere. The use of positive courtesy helps to create warm and inclusive relationships between teachers and students, and motivates students to actively participate in the learning process.

The research findings by Senowarsito (2013) indicate that the politeness strategies used by teachers with students include positive politeness strategies, negative politeness strategies, and assertive verbal strategies. Positive politeness strategies are mostly carried out by reducing face threats using group identity markers and expressions of sympathy, showing respect and building close relationships, as well as friendly and enthusiastic facial expressions. To reduce power, teachers strive to give weight to students' participation in expressing opinions, feelings, and ideas. They also use indirect speech acts and solidarity markers to weaken

the illocutionary force of their speech acts. Negative politeness strategies are used in expressing commands, softening direct expressions by using the polite expression 'please', reducing imposition and message intensity, using affirmative forms to fulfill requests, and creating an impression of choice. These strategies include the use of hedging and presenting disagreements as opinions.

In addition, the teacher also uses the "Negative Politeness" strategy in class interactions. This strategy includes using indirect language and avoiding threatening students' faces to create a more polite interaction environment and respect students' privacy. By using negative politeness, the teacher tries to reduce tension and create a sense of security for students in participating in the learning process.

Through these two politeness strategies, teachers try to create a positive, inclusive, and supportive classroom environment for student development. The use of politeness in classroom interactions reflects important social and ethical values in the educational process. Students learn not only about academic material, but also about how to interact politely and respectfully with others.

The research findings of Widana et al. (2018) indicate that the use of direct strategies by both the teacher and the students of Class X IBB at SMAN 1 Sukasada occurs when the teacher gives commands and advice to the students. Subsequently, students employ this strategy when seeking permission from the teacher. Furthermore, the utilization of positive politeness strategies takes place when the teacher and students explain

information and indicate someone within the classroom. Employment of negative politeness strategies arises when the teacher provides instructions that involve choices in their execution. However, students utilize negative politeness strategies when expressing respect to the teacher through their utterances.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusion

### 1. Teacher's Perception about Politeness in Classroom Interaction

Teachers have a strong understanding of the importance of politeness in classroom interactions. They consider politeness to be crucial in creating a positive and harmonious classroom environment. From the statements of the interviewed teachers, it can be inferred that teachers view politeness as playing a significant role in fostering good relationships between students and teachers, as well as among students themselves. Teachers are aware that the use of politeness can create an inclusive learning environment, enhancing participation, motivation, and overall learning quality. This awareness reflects the significance of politeness in classroom management and the establishment of a conducive learning environment that supports students' holistic development.

### 2. Politeness Strategies Used By English Teacher In Classroom Interaction

English teachers employ various politeness strategies in classroom interaction. These strategies encompass "Positive Politeness" and "Negative Politeness." "Positive Politeness" strategies are utilized to foster warm and inclusive relationships between teachers and students, encourage active participation, and cultivate a positive classroom atmosphere through the use of friendly language, special attention to students, and humor. On the other hand, "Negative Politeness" strategies are employed to create a more polite

environment, avoid threatening students' face, and respect students' privacy through indirect language use.

## B. Suggestion

From the analysis about the politeness strategy, the resesarcher has some suggestions as follow:

1. The teachers suggests to the teachers especially English teacher to consider politeness strategies in classroom interaction. Which politeness strategies are needed to support students' skills where the teaches play an important role in shaping students' character.

2. Parents are the figures who play an important role in the formation of children's character, so it is hoped that parents will always provide care for children.

3. This research only focuses on the teacher's perception of politeness strategy and kinds of politeness strategy used by English teacher in classroom interaction. This research can help the other researcher who will examine politeness strategy in the future.

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## APPENDIX

### Appendix 1. Interview

Interview teacher's perception of politeness strategy

Researcher: What is the definition of politeness according to you?

**Menurut Anda apa definisi dari kesopanan?**

Teacher: Kesopanan merupakan hal yang sangat penting, bagaimana sikap siswa terhadap adik kelasnya, adik kelas terhadap kakak kelasnya, siswa terhadap gurunya begitupun sebaliknya guru terhadap siswa-siswanya.

Reesearcher: How is your perception of the politeness strategy?

**Bagaimana persepsi Anda mengenai strategi kesopanan?**

Teacher: Ya, jadi dalam pembelajaran itu kita membutuhkan yang namanya strategi seperti yang Ananda katakana tadi yaitu strategi kesopanan, tentu itu sangat penting untuk diterapkan oleh setiap guru karena siswa akan mencontoh sikap gurunya.

Researcher: How important is it to implement the politeness strategy in classroom?

Teacher: It is the first important things for us as a teacher. Because why? Karena dari saya pribadi itu merupakan sebuah anjuran dan dalam proses belajar mengajar hal yang paling utama adalah kesopanan.

Researcher: Do you use jokes in the teaching and learning process?

**Apakah Anda menggunakan candaan dalam proses belajar mengajar?**

Teacher: Ya itu pasti hal yang paling penting contoh missal, misalnya di jam seperti ini, sudah jam 1 siang yah, nah siswa-siswa ini kan bahkan kita selaku guru sudah agak bosan yah, mulai dari jam 7 pagi kita ada di kelas ini, di full day ini kita sampai jam 4 sore, nah kalau kita tidak selingkan hal yang seperti itu siswa bisa kacau semua.

Researcher: How do you build student optimism?

**Bagaimana Anda membangun optimisme siswa?**

Teacher: Banyak hal, artinya itu kita harus adakan pendekatan, kita harus punya ukuran karena kita menghadapi siswa bukan hanya 1-3 orang siswa tapi saya pribadi itu menghadapi sampai 100 siswa, jadi diantara 100 siswa ini punya karakter yang berbeda. Saya harus tahu sikapnya si A seperti apa, bagaimana menghadapi dia. Anak yang punya masalah berbeda itu kita harus tahu karakternya terlebih dahulu setelah itu kita dekati, otomatis dengan adanya

pendekatan emosional yang kita berikan kepada si anak maka tidak sulit lagi bagi kita untuk membangun optimismenya.

Researcher: Do you use group identity markers in class? Like using term such as: child, honey and others.

**Apakah Anda menggunakan identitas di dalam kelas seperti penggunn kata nak, sayang dan lainnya?**

Teacher: Sometimes, contoh misal saya katakan iya sayang, cepat sayang. Contoh misal dalam situasi siswa disuruh presentasi tapi sangat berat untuk maju atau mempresentasikan maka saya katakana cepat nak, masa kita mau dikalah sama teman yang lain.

Researcher: Do you give a gifts to anyone who dares to appear or do they work?

**Apakah Anda memberikan hadiah kepada siswa yang berani tampil?**

Teacher: Yes. Itu sangat penting dan sangat berpengaruh. Siswa kan beragam dalam menangkap pembelajaran, seperti ada yang kuat dalam menghapal , ada yang kuat dalam tenses, writing dan sebagainya. Kalau misal ada yang disuruh presentasi dan memang betul-betul dia bagus dalam presentasi yah kadang harus diberi pujian. Paling tidak kita katakana "You are the best" atau kadang kami juga berikan hadiah seperti uang ataupun dalam bentuk lainnya dan tujuannya untuk memberikan motivasi bagi siswa lain untuk lebih giat lagi.

Researcher: What are the main problems you face in the teaching and learning process?

**Apa masalah utama yang ada hadapi dalam proses pembelajaran?**

Teacher: kadang kita ini sebagai guru ingin memberi yang terbaik pada siswa, tetapi alat, sarana dan prasarana yang ada di sekolah ini belum cukup memadai

Researcher: What is your strategy to make student happy in the teaching and learning process?

**Apa strategi Anda agar siswa senang dalam proses belajar mengajar?**

Teacher: Yang pertama itu dari performance kita sendiri selaku guru, kalau masuk kita lihat situasi terlebih dahulu bagaimana caranya kita mengambil hati siswa sehingga prhatiannya full tertuju kepada kita dan kita upayakan bagaimana caranya kita berada di depan, bagaimana tampilan kita, cara menyampaikan materi. Jangan suaranya siswa lebih besar dari guru ketika menjelaskan materi. Yang kedua yaitu kita harus sudah betul-betul siap membawakan materi.

Researcher: What is your attitude when there are students who interfere in class?

**Bagaimana sikap Anda jika ada siswa yang mengganggu di kelas?**

Teacher: Kadang kalau saya pribadi, saya biarkan untuk sementara, saya sibukkan diri dengan siswa yang lainnya, setelah itu kita perhatikan siswanya kenapa dia rebut lalu ditegur. Cari tahu mengapa Ia sibuk dengan dirinya sendiri.

**Appendix 2. Observation Checklist**

| No. | Politeness strategy | Component : | Yes | No |
|-----|---------------------|-------------|-----|-----|
| 1 | Positive politeness | Noticing or attending to hearer | ✓ | |
| | | Exaggerating to create interest | | |
| | | Intensifying interest to hearer | | |
| | | Using group identity markers | ✓ | |
| | | Seeking to create agreement | | |
| | | Avoiding disagreement | | |
| | | Presupposing common ground | | |
| | | Joking | ✓ | |
| | | Presupposing speaker's knowledge and concern for hearer's wants | | |
| | | Promising | ✓ | |
| | | Being optimistic | | |
| | | Including both speaker and hearer in activity | | |
| | | Giving reasons | | |

| | | Assuming reciprocity | | |
|---|---|---|---|---|
| | | Giving gifts | ✓ | |
| 2 | Negative politeness | Being conventionally | ✓ | |
| | | Questioning hedge | | |
| | | Being pessimistic | | |
| | | Minimizing imposition | | |
| | | Giving deference | | |
| | | Apologizing | | |
| | | Impersonalizing | | |
| | | Stating Face Threatening Act (FTA) | | |
| | | Nominalizing | | |
| | | Going on record as incurring a debt | | |

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**"The Analysis of the Politeness Strategy Used by English Teacher in Classroom Interaction at SMK Negeri 1 Gowa"**

Yang akan dilaksanakan dari tanggal 8 Juli 2022 s/d 8 September 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

**Dr.Ir. Abubakar Idhan, MP.**
NBM 101 7716

07-22

**Appendix 3. Pengantar Penelitian**

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/ 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

Nomor : 10367/FKIP/A.4-II/VII/1443/2022
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
**Ketua LP3M Unismuh Makassar**
Di -
    Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

| | | |
|---|---|---|
| Nama | : | Nurmilha |
| Stambuk | : | 105351106217 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Tempat/ Tanggal Lahir | : | Salassae / 16-10-1998 |
| Alamat | : | BTN Minasa Upa Blok M8 No.21 |

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Analysis of the Politeness Strategy Used by English Teacher in Classroom Interaction at SMK Negeri 1 Gowa

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum*
*Warahmatullahi Wabarakatuh.*

Makassar, 6 Dzul Hijjah 1443 H
05 Juli 2022 M

Dekan

**Erwin Akib, M.Pd., Ph.D.**
NBM. 860 934

## Appendix 4. Izin Penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN**
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

| Nomor | : **4843/S.01/PTSP/2022** | **Kepada Yth.** |
| Lampiran | : - | Kepala Dinas Pendidikan Prov. Sulsel |
| Perihal | : **Izin penelitian** | |

di-
**Tempat**

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2335/05/C.4-VIII/VII/40/2022 tanggal 05 Juli 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

| N a m a | : **NURMILHA** |
| Nomor Pokok | : 105351106217 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Pekerjaan/Lembaga | : Mahasiswa (S1) |
| Alamat | : Jl. Slt Alauddin No. 259, Makassar |

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

**" THE ANALYSIS OF THE POLITENESS STRATEGY USED BY ENGLISH TEACHER IN CLASSROOM INTERACTION AT SMKN 1 GOWA "**

Yang akan dilaksanakan dari : Tgl. **17 Juli s/d 17 Agustus 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 06 Juli 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

**Ir. H. SULKAF S LATIEF, M.M.**
Pangkat : PEMBINA UTAMA MADYA
Nip : 19630424 198903 1 010

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

**Appendix 5. Kontrol Pelaksanaan Penelitian**

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH**
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web   : bg.fkip.unismuh.ac.id

بســـم اللـه الرحمن الرحيـم

| 6 | Senin- Jum'at 6 - 10 Juni 2022 | Penelitian | Asnidar, S.Pd | |
| 7 | Senin – Jum'at 11- 15 Juli 2022 | Penelitian | Asnidar, S.Pd | |
| 8 | Senin 18 Juli 2022 | Penanda tanganan Keterangan Selesai meneliti | Drs. Imanuddin Djaya, M.Pd | |
| 9 | | | | |
| 10 | | | | |

Gowa ,     Juli 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Pimpinan /Kepala Sekolah

**Dr. Ummi Khaerati Syam, S.Pd., M.Pd**
NBM. 977 807

**Drs. Imanuddin Djaya, M.Pd**
NIP.1966110919941001

**MAJELIS DIKTILITBANG PP MUHAMMADIYAH**
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
**PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web   : bg.fkip.unismuh.ac.id

بســـم اللـه الرحمن الرحيـم

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa          : **NURMILHA**
NIM                              : **105351106217**
Judul Penelitian            : **THE ANALYSIS OF THE POLITENES STRATEGY USED BY ENGLISH TEACHER IN CLASROOM INTERCATION AT SMKN 1 GOWA**
Tanggal Ujian Proposal  : **26 JUNI 2022**
Tempat/Lokasi Penelitian : **SMKN 1 GOWA**

| No | Hari/tanggal | Kegiatan Penelitian | Nama Guru/terkait | Paraf Guru/terkait |
|----|-------------|---------------------|-------------------|---------------------|
| 1 | Selasa 17 Mei 2022 | Permohonan izin Meneliti | Drs. Imanuddin Djaya, M.Pd | |
| 2 | Rabu –Jum'at 18-20 Mei 2022 | Pelaksanaan Penelitian | Asnidar, S.Pd | |
| 3 | Selasa- Rabu 23-25 Mei 2022 | Penelitian | Asnidar, S.Pd | |
| 4 | Senin - Selasa 30-31 Mei 2022 | Penelitian | Asnidar, S.Pd | |
| 5 | Kamis- Jum'at 2 - 3 Juni 2022 | Penelitian | Asnidar, S.Pd | |

**Appendix 6. SK Selesai Meneliti**



PEMERINTAH PROVINSI SULAWESI SELATAN
**DINAS PENDIDIKAN**
**CABANG DINAS PENDIDIKAN WILAYAH II MAKASSAR-GOWA**
**UPT SMK NEGERI 1 GOWA**
Alamat : Jl. Pramuka No 3 Limbung  Kab. Gowa Telp. (0411) 842195, KP. 92152,
E-mail : smkn_01limbung@yahoo.co.id

**SURAT KETERANGAN**
Nomor: 421.5/256/UPT-SMKN.1/GOWA/2022

Limbung, 15 Agustus 2022

Yang bertanda tangan ini dibawah ini, Kepala UPT SMK Negeri 1 Gowa Provinsi Sulawesi Selatan, Menerangkan bahwa :

| | | |
|---|---|---|
| N a m a | : | **NURMILHA** |
| NIM | : | 105351106217 |
| Program Studi | : | Pend. Bahasa Inggris |
| Pekerjaan / Lembaga | : | Universitas Muhammadiyah Makassar |
| Alamat | : | Btn Minasa Upa Blok M.8 No 21. |

Benar telah melakukan penelitian dalam rangka penyusunan Skipsi dengan judul " THE ANALYSIS OF THE POLITENES STRATEGY USED BY ENGLISH TEACHER IN CLASROOM INTERCATION AT SMKN 1 GOWA"

Demikianlah surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya

Kepala UPT  SMK Negeri 1  Gowa

**Drs. IMANUDDIN  DJAYA M.Pd**
19651009 199402 1 001

**Appendix 7. Dokumentasi Penelitian**



Interview the teacher

observation

# CURRICULUM VITAE

Nurmilha is the first child of Syakir and Balin, she was born on October 16, 1998 in Salassae Bulukumba, South Sulawesi. She lives in Salassae village. She has three brothers. She started her education at SDN 80 Bulukumpa in 2005 t0 2011. Then she continued her education at SMP Negeri 17 Bulukumba in 2011-2014 afterwards, she continued her study at SMA Negeri 14 Bulukumba in 2014-2017. In 2017 she was registered as a student of English Education Department of Teacher Training and Education faculty of Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis with the title "The Analysis Of The Politeness Strategy Used By English Teacher In Classroom Interaction At SMKN 1 Gowa"