

**EXPLORING THE POLITENESS STRATEGY USED BY THE
STUDENTS IN RESPONDING PEER QUESTION IN THE ELEVENTH
GRADE AT SENIOR HIGH SCHOOL 1 PANGKAJENE**



THESIS

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Makassar Muhammadiyah University in partial fulfillment of the requirement for
the degree of education in English Education Department*

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MOTTO

GREAT PEOPLE ARE THOSE WHO ARE BORN FROM DENIAL.

DEDICATIONS

In the name of Allah, I dedicated my thesis for:

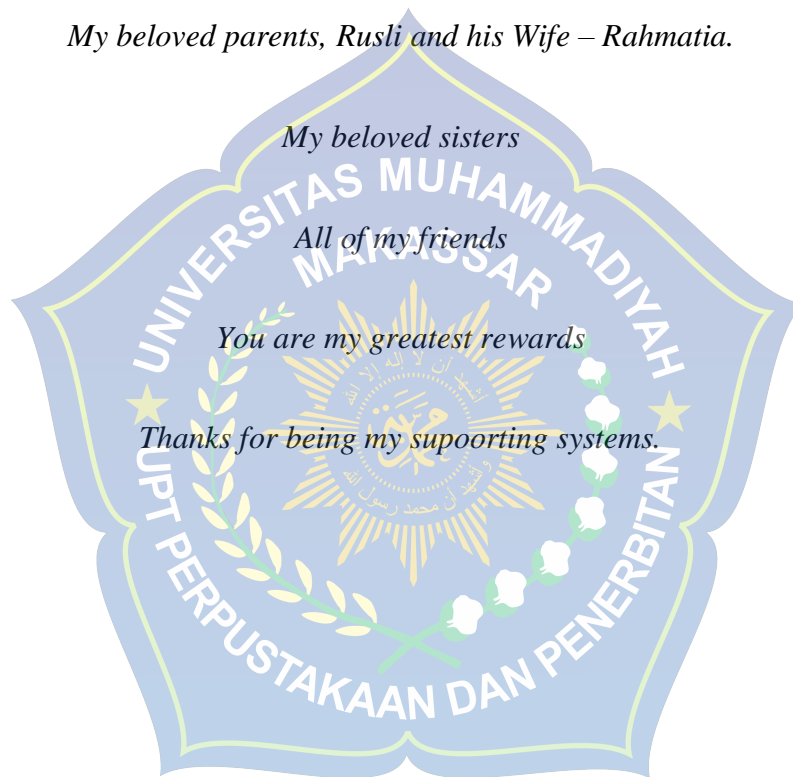
My beloved parents, Rusli and his Wife – Rahmatia.

My beloved sisters

All of my friends

You are my greatest rewards

Thanks for being my supoorting systems.



ABSTRACT

Zulfikar, M.Agung. 2021 Exploring The Politeness Strategy Used By The Students In Reponding Peer Question In The Second Grade At Senior High School 1 Pangkajene Faculty of Teacher Training and Education. Makassar Muhammadiyah University. Advisor: Prof. Dr Hj. Andi Tenri Ampa, M.Hum and Yassir Mallampiang, S.S., M.Pd.

The purposes of the study are to know what the used of positif politeness strategy by the students in responding to Peer Questions and what the used of negative politeness strategy by the students in responding to Peer Questions. The research method used in this study is case study qualitative. The Variable of this research is politeness strategy and the indicator is positif and negative politeness strategies that used by the students. The subject of the research are students in SMA Negeri 1 Pangkajene, the participants was selected two different major classes randomly, they are science and social it make researchers easy to know what the positif and negative politeness strategy that students use in the class. The instruments that used in this research were video recording and interview. The result of these study the finding show that there are politeness strategies can be found in the students utterances positive politeness and negative politeness.

Keywords: *Politeness, Peer Question*



ABSTRAK

Zulfikar, M.Agung. 2021 Menggali Strategi Kesopanan yang Digunakan Siswa Dalam Menjawab Pertanyaan Sesama Di Kelas Dua Di SMA Negeri 1 Pangkajene Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Pembimbing : Prof. Dr Hj. Andi Tenri Ampa, M.Hum dan Yassir Mallampiang, S.S., M.Pd.

Tujuan dari penelitian ini adalah untuk mengetahui apa yang digunakan strategi kesantunan positif siswa dalam menanggapi Peer Questions dan apa yang digunakan strategi kesantunan negatif oleh siswa dalam menanggapi Peer Questions. Metode penelitian yang digunakan dalam penelitian ini adalah studi kasus kualitatif. Variabel penelitian ini adalah strategi kesantunan dan indikatornya adalah strategi kesantunan positif dan negatif yang digunakan siswa. Subjek penelitian ini adalah siswa SMA Negeri 1 Pangkajene, peserta akan memilih dua kelas besar yang berbeda secara acak yaitu IPA dan IPS sehingga akan memudahkan peneliti untuk mengetahui strategi kesantunan positif dan negatif apa yang digunakan siswa di kelas. Instrumen yang digunakan dalam penelitian ini adalah rekaman video dan wawancara. Hasil penelitian ini menemukan bahwa ada strategi kesantunan yang dapat ditemukan dalam tuturan siswa kesantunan positif dan kesantunan negatif.

Kata kunci: Kesopanan, Pertanyaan Sebaya

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Amin.

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December 20th 2021, Makassar

The Researcher

M. Agung Zulfikar

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CHAPTER 1

INTRODUCTION

A. Background

One of many issues, which has still become a hot discussion among language teaching is exploring the students' politeness in responding peer question. It is not a doubt about teachers and students as the main actors in the classroom interaction have different styles in communicating to each other. However, a report from Nareza (2020) shows that some students react with do not ask and answer the questions to the teachers with the polite ways. They used impolite utterances to their teachers and those utterances affect to teachers' respects. Nevertheless, being polite in classroom interaction is very important to create effective teaching and learning process and students should have a polite attitudes and respects towards the teacher.

A research about politeness comes from Yule (1996) argued that Politeness is one of the strategies students must have because it helps them develop their skills and abilities in teaching and learning process. Furthermore, it is an interaction which can be defined as a mean to show awareness for another person's face, what is faced and why is it important in interaction. Yule (1996) writes that face refers to the emotional and social sense of self that everyone has and expects everyone else to recognize and it can be shown by using some principles of politeness. Politeness strategies are very important to investigate as it is used by students in their social interaction and in the specific context of learning process, especially knowing

what to say, how to say, when to say with other people (Yule, 1996).

Brown & Levinson (1987) had been divided politeness into four strategies to face it; bald on record, positive politeness, negative politeness, and off record strategy. Bald on-Record is mostly used by the speakers having intimate relationship with the addressee. Brown and Levinson (1987) stated that speakers mostly used bald on record strategy when he wants to do FTA (Face Threatening Acts) with maximum efficiency toward the hearer's face. Positive Politeness strategy is the strategy which is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for him self. It intends a suppliant to draw general purpose and even friendship. The used of positive politeness is seen from the intimacy between the speaker and listener. The positive politeness utterance describes a high risk for a pain from rejection.

Moreover, the main focus for using negative strategy is to assume that speaker may be imposing to the hearer, and intruding on their space. This assumption means that there might be some special distance in the situation, this strategy is used to pay attention someone else's feeling, usually the utterances shape is apology. Meanwhile, off-record strategy can be successful or not because it only refers to the signal. However, it can be successful if there are much more in formations expressed by the speaker. The expression can be gesture or statement which does not refer to the purpose directly.

Based on Brown & Levinsons (1987), it can be assumed that Politeness has necessary role on learning process, especially it effects

personality competence on increasing students' understanding taught by teacher, and also the ability to socialize with others. In one situation, students would dominantly used positive politeness there an intensifying of interest to teacher. On the contrary, students would dominantly used negative politeness is connected to pessimistic attitude means they tend to feel difficult finishing before trying to do something, and all of them is highly influenced to students' development in learning process.

In a situation where students are obligated to create a polite conversation, they choose certain strategies to have polite conversation in order to maintain the communication. Students do this in order to get their conversation run well and more acceptable by others.

Inspired by Yule (1996) and Brown & Levinson's (1987) studies in their theory "politeness and interaction" about the used of politeness strategies by teachers, the researcher decides to carry out a research on the used of politeness strategies in teaching English with assumption used and the effect with peer question method in the Indonesian context especially in SMA Negeri 1 Pangkajene, where English is taught as a foreign language and where most of the students and teachers share different politeness strategies. So the researcher decides to carry out a research about **"Exploring The Politeness Strategy Used By The Students In Responding Peer Question"**.

B. Problem Statement

To make this research clear, the researcher formulates the problem based on the focus the research as follows :

1. What is Positif Politeness Strategy that used by the students in responding Peer Questions?
2. What is Negative Politeness Strategy that used by the students in responding Peer Questions?

C. Objectives of the Research

Derived from the formulation above, the objectives of the research is :

1. To identify what the used of positif politeness strategy by the students in responding to Peer Questions.
2. To identify what the used of negative politeness strategy by the students in responding to Peer Questions.

D. Significance of the Research

The result of this research is expected to be valuable input in learning and teaching English process in theoretical and practical aspect as follows :

1. Theoretical Significances

The results of this research support new research worldwide and it is expected to support more theories about the use and the function of politeness strategies in teaching English with Peer Questions, and also the findings open the venue for further investigation of this issue in other

places or countries in order to have a broader picture of the issue in this part of the world.

2. Practical Significances

The results of this research are expected to give information and to improve the quality of English teachers on teaching and learning process be more effective and enjoyable in the classroom. It is also expected to encourage English teachers' awareness of the rules and the benefits on using politeness strategies to reach the target of foreign language teaching better especially positif and negative politeness strategy.

E. Scope of the Research

In this research, the researcher focused on the positive politeness and negative politeness strategy that is used by the eleventh students of SMA Negeri 1 Pangkajene during their doing Peer Questions activity.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

To strengthen this research, the researcher explain some of the previous researcher findings that are relevant to the object of this study as stated by previous researchers about politeness.

Murni (2019) in her research “The Use of Politeness Strategies in the Classroom Context by English University Students” the study findings revealed that English students used different kinds of expressions to encode their politeness in the class. Those expressions were in the forms of greetings, thanking, addressing terms, apologizing, and fillers. There were also some terms derived from students’ vernacular language which were used as a softening mechanism for their presentation. These expressions were categorized as positive and negative politeness. The findings of this study might be used as an input for teachers and students in an effort to create effective classroom interaction.

Kurniyatin (2017) in her research “An Analysis of Politeness Strategies used by Teacher and Students in English Class at MTs NU Assalam Kudus” defined that positive politeness strategy is mostly used by the students in learning process. The study shows that bald on record used in the situation which speaker wants to achieve the maximum efficiency of his utterance, politeness strategy used in the condition in which speaker tries to minimize the distance between expressing an interest, negative politeness

strategy which used in the situation in which speaker has the main focus on assuming that he may be imposing and intruding on the hearer, and last off record strategy which is used in the condition.

Monseifi & Hadidi (2015) in their research “Male and Female EFL Teachers’ Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction” defined students were seen to be positively influenced by the used more polite strategies in the EFL context, while also the use of more polite strategies by female teachers had a positive effect on the teacher-student interaction and learning process. Although male and female teacher shared some features in their oral discourse from the point of view of using politeness strategies, the patterns of teachers student interaction were gender related and there were some differences between them. At the end of the survey it was found that female were more interactive, supportive and acted more patiently with their student’s mistakes.

Adel et al. (2016) in their research “A qualitative study of politeness strategies used by Iranian EFL learners in a class blog” stated that there were 1520 politeness utterances across all posts including 800 politeness utterances used when learners were interacting with their instructor and 720 politeness utterances used when learners were interacting with their peers. The collected data were analyzed using content analysis as well as Computer-Mediated Discourses Analysis (CMDA). And the results revealed that learners

frequently used positive strategies as signs of psychologically close relationship, reciprocity and friendship in a group.

Eshghinejad & Maoini (2016) in their research “Politeness Strategies Used in Text Messaging: Pragmatic Competence in an Asymmetrical Power Relation of Teacher–Student” argued that females are more polite language users, the present study sought to describe the strategies used by these two groups and to find out whether there is any significant difference between male and female English as a foreign language (EFL) learners in the use of positive and negative politeness strategies in sending SMS to their professors, considering that there is an asymmetric power relation and social distance between them. Results of qualitative and quantitative data analysis showed no significant difference between the two groups. Results of the study have implication in politeness research.

The researcher concludes that the previous studies have the same topic in term of the use of politeness, but they had different findings, problem statements and objectives. The previous studies are focused to investigate is politeness widely analysed, how is it use, and the gender perspective. While this research is focused to investigate the use, the effects, and it employs case study method which happens in one specific and different place.

B. Some Pertinent Ideas

1. Definition of Politeness

Politeness is applied by someone because he wants to respect the hearer. Politeness is not something we are born with, but something we

have to learn and be socialized into, and no generation has been short of teachers and handbooks on etiquette and correct behavior“ to help us acquire polite skills (watts, 2003:9). So, given the everyday nature of politeness, it might seem surprising to learn not only that it occupies a central place in the social study of language, but also that it has been the subject of intensive debate in linguistic pragmatics, sociolinguistics and, to a lesser extent, social theory for several years now.

Politeness theory is the theory that accounts for the redressing of the affronts to face posed by face-threatening acts to addressees. First formulated in 1987 by Penelope Brown and Stephen Levinson, politeness theory has since expanded academia's perception of politeness. Politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another (Mills 2003). Another definition is "a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction". Being polite therefore consists of attempting to save face for another.

Politeness strategy are strategies that are used to minimize or avoid the Face Threatening Acts (FTA) that a speaker makes. In addition, Brown & Levinson (1987) stated that Positive and Negative Politeness influence the use of politeness strategies. According to Brown & Levinson (1987) politeness strategies are developed in order to save the listener's "face". Face refers to a speaker's sense of linguistic and social identity, which is

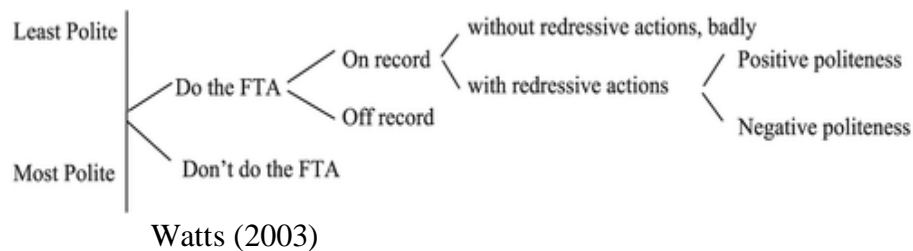
defined as “the public self-image that every member (of the society) wants to claim for himself”.

Watts (2003) suggests an understanding of politeness not as structures made up of linguistically polite words and phrases, but as structures which are open for interpretation as politeness by each individual in situations of interaction as follow:

2. Types of Politeness Strategies

Brown & Levinson (1987) describe four types of politeness strategies that explain human politeness behavior. These are bald on-record strategy, positive politeness, negative politeness and off-record. Bald on-record strategy is said to be used when the speaker makes no attempt to minimize the threat to the other person's face. In positive politeness the speaker recognizes the friendliness in the relationship with the listener or listeners and their desire to be respected. 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. 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. Rather than politeness universals.

Figure 2.1 Types of Politeness Strategies



(Brown & Levinson, 1987)

Brown & Levinson (1987) categorized positive and negative politeness strategies into 15 (noticing the listener [L], exaggerating, intensifying interest to L, using in-group identity marker, seeking agreement, avoiding agreement, presupposing/raising/asserting common ground, joking, asserting/presupposing the speaker's [S] knowledge of and concern for L's wants, offering/promising, being optimistic, including both S and H in the activity, giving/asking for reasons, assuming/asserting reciprocity, and giving gifts to L) and 10 (being conventionally indirect, questioning/hedging, being pessimistic, minimizing the imposition, giving deference, apologizing, impersonalizing, stating the FTA as a general rule, nominalizing, [Go on record as incurring a debt or as not incurring the listener: to redress an FTA, the speaker can explicitly claim his indebtedness to the listener.

a. Bald on-Record

In the bald on record strategy, the speaker does nothing to minimize threats to the hearer's face. The reason for its usage is that

whenever a speaker (S) wants to do the FTA with maximum efficiency more than a person wants to satisfy the listener's (L) face. Even to any degree, the bald on record strategy chosen (Brown & Levinson 1987).

There are two kinds of bald on record usage which can be described as follows :

1. Non-minimization of the face threat

Non-minimization of the face threat is the standard uses of bald on record usage where other demands override face concerns. S and L both agree that the relevance of face demands may be suspended in the interest of urgency or efficiency. This strategy is often most utilized in situations where the speaker has a close relationship with the audience

2. FTA- oriented bald on record usage

Brown & Levinson (1987:98) stated the use of bald on record is actually oriented to face. In other words, it is used where face involves mutual orientation, so that each participant attempts to foresee what the other participant is attempting to foresee. For in certain circumstances it is reasonable for S to assume that H especially worried with L's potential violation or S's maintaining.

b. Positive Politeness Strategy

Brown and Levinson (1987) give definition that politeness is the strategy which is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for

himself. The speaker can satisfy the addressee's positive face wants by emphasizing that speaker wants what the hearer's wants. Positive politeness techniques are usable not only for FTA redress, but as kind of social accelerator which indicates that speaker wants to come closer to hearer. In other hand, Richard Nordquist (2020) say that Positive politeness strategies are intended to avoid giving offense by highlighting friendliness. These strategies include juxtaposing criticism with compliments, establishing common ground, and using jokes, nicknames, honorifics, tag questions, special discourse markers (please), and in-group jargon and slang.

For instance, a popular (if sometimes controversial) feedback strategy is the feedback sandwich: a positive comment before and after a criticism. The reason this strategy is often criticized in management circles is because it is, in fact, more of a politeness strategy than a useful feedback strategy.

c. Negative Politeness Strategy.

Brown and Levinson (1987) assert that negative politeness strategy is regressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. Unlike positive politeness which is free ranging, negative politeness is specific and focused; it performs the function of minimizing the particular imposition that the FTA unavoidably effects.

According to Richard Nordquist (2020) say that Negative Politeness strategies are intended to avoid giving offense by showing deference. These strategies include questioning, hedging, and presenting disagreements as opinions.

A high-stakes historical example of negative politeness strategies occurred in 1546, when Catherine Parr, the sixth and final wife of Henry VIII, was nearly arrested for her outspoken religious views. She managed to deflect the king's anger through deference and presenting her disagreements as mere opinions that she had offered up so that he could be distracted from his painful health problems.

d. Off Record Strategy

The final politeness strategy outlined by Brown and Levinson is the indirect or off-record strategy. Brown and Levinson (1987) state that: Referring to Brown and Levinson statement above, off record strategy is a communicative action which has some purpose. Therefore, when speaker doing off record, it's didn't mean just give an information but the speaker has some purpose.

Besides that, the language that use in off record strategy is indirect language. When the speaker uses this strategy, he would only give a clue, so the hearer must have to interpret it self.

3. The Use of Politeness Strategies

Every strategy has their own uses to describe each strategies, Brown & Levinson (1992) describe the factors as follows:

a. Bald on-record

The speaker uses bald on-record because it shows efficiency, it means that the speaker claims that other things are more important than face, or that act is not an FTA at all. This strategy does nothing to minimize threats to the listener's face. It most likely shock the hearer, embarrass them, or make them feel a bit uncomfortable. However, this type of strategy is commonly found with people who know each other very well and very comfortable in their environment, as the result, people use this strategy because a certain situation which causes using direct order without pay attention who is meant.

Yule (1996) also claims that the speaker perhaps uses this strategy because has an assumption that in certain situation there is a power to control someone's act.

In this strategy, the speaker can get the following advantages:

- (1) Can get credit for honesty.
- (2) Can see the speaker is not a manipulator.
- (3) The addressee feels the speaker trust him.
- (4) The addressee possible to easy catch the speaker mean, so miss understanding can be avoided

(Brown & Levinson, 1992).

b. Positive politeness strategy

The speaker uses positive politeness strategies because he can satisfy listener's positive face to some respect (Brown & Levinson, 1992). This strategy is usually seen in groups of friends or where people are given social situation know each other fairly well. Yule (1996) says that positive politeness strategy intends a suppliant to draw general purpose and even friendship. The use is seen from the intimacy between the speaker and listener and he utterance describes a high risk for a pain from rejection. Thus, it perhaps can be formed by a courtesy as the speakers effort to recognize a face of a listener.

The Speaker can get advantages such as :

- (1) Can minimize the face threatening aspect of an act by assuring the addressee that the speaker considers himself to be of a same kind; he likes him and wants his wants.
- (2) Can emphasize friendly context.
- (3) Avoid the debt implications of FTAs such as request and offers.
- (4) Include the addressee and the speaker equally as benefactor.

(Brown & Levinson, 1992).

c. Negative Politeness

The main focus for using this strategy is to assume that speakers may be imposing to the listeners and intruding on their space. These

assume that there might be some special distance in the situation. This strategy is used to pay attention someone's feeling, usually the utterances shape is apology (Yule, 1996). Furthermore, politeness emphasizes the listener freedom right. The listener is given freedom to give negative reaction. Thus, although a listener refuse the speaker's want, the impact is not over pain because negative politeness gives a chance for the listener to give a negative answer.

In this strategy, the speaker can get the following advantages:

- (1) Can pay respect, deference to the addressee in return for the FTA.
- (2) Can maintain social distance.
- (3) Avoid the threat.
- (4) Minimize the mutual face loss.
- (5) Indicate that he has the other's face want on his mind.

(Brown & Levinson, 1992).

d. Off-record

The speakers usually want to remove themselves from any imposition. In fact, they are more comfortable if their needs can be known by others without share their needs by using direct language (Yule 1996). Thus, sometimes they pretend their utterances cannot be heard by others or speak by themselves. Technically, off-record can be successful or not because it only refers to the signal. However, it can be successful if there are much more in formations expressed by the

speaker. The expression can be gesture or statement which does not refer to the purpose directly.

In this strategy, the speaker can get the following advantages:

- (1) Avoid entering the gossip biography that others keep him.
- (2) Avoid responsibility for the potentially face-damaging interpretation.
- (3) Give the addressee an opportunity to be seen care of the speaker.
- (4) Get credit for being generous and cooperative.

(Brown & Levinson, 1992).

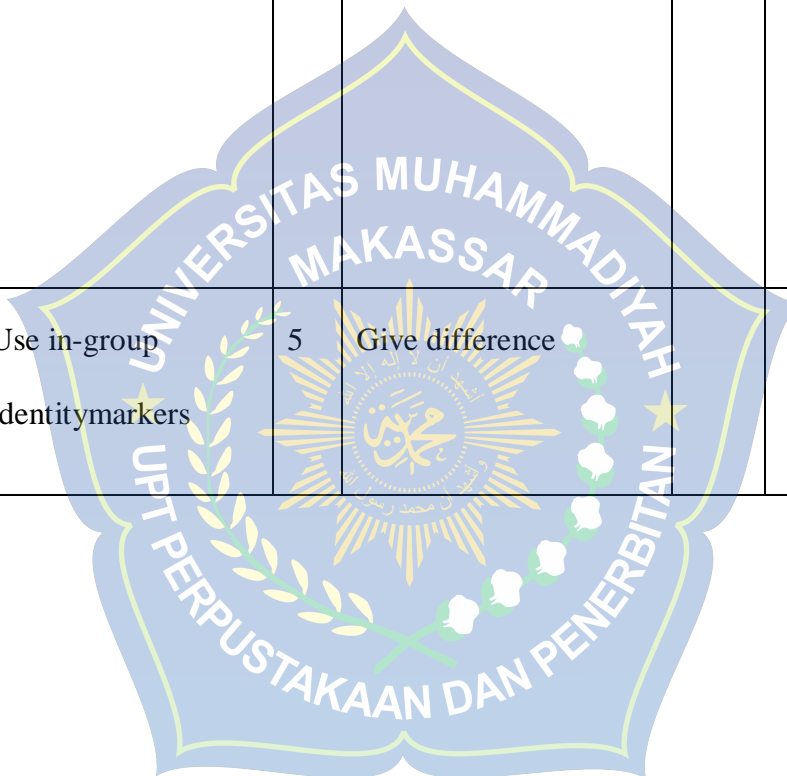


Table 2.1 Politeness strategies

NO.	Positive politeness	No	Negative politeness	No	Off record	No	Bald On Record
1.	Greetings	1.	Be direct/ conventionally indirect	1.	Violate Maxim of Relevance: (give hints/ clues, Give association clues, presuppose).	1.	Maxim of Quantity (make your contribution as informative as is required). (for the current purposes of the exchange), do not make your contribution more informative than is

							requerd.
2.	Notice, attend to Heraer's interests, wants, needs, goods, etc.	2	Question, hudge	2	Violate Maxim of Quality (Understate, Overstate, Use Tautologies, Use contradictions, Be ironic, Use metaphors, use rhetorical questions)	2	Maxim of Quality 9try to make your contribution one that is true, do not say what you believe to be false, do not say that for which you lack adequate evidence)
3	Exaggerate (interest, approval,	3	Be pessimistic	3	Violete Maxim of manner (be ambiguous, be vague, over-	3	Maxim of relation (Be relevant).

	sympaty with hearer)				generalize, displace Hearer, be incomplete,use ellipsis).		
4.	Intensify interest to hearer	4	Minimize the zise of imposition on Hearer			4	Maxim of manner 9 Be perspicuous, avoid obscurity of expression, Avoid ambiguity, Be brief, Be orderly).
5	Use in-group identitymarkers	5	Give difference				



6	Seeking agreement	6	Apologize				
7	Avoiding disagreement	7	Impoersonalize S and the H “ Avoid pronouns “I” and “you”				
8	Presuppose/ raise/ assert/ common ground	8	State the FTA as an instance of a general rule				
9	Joke	9	Nominalize				
10	Assert or	10	Go on record as				

	presuppose S's knowledge of and concern for H's wants		incurring a debt, or as not indebting Hearer.				
11	Offer, promise						
12	Be optimistic						
13	Include both speaker and Hearer in the activity						
14	Give (or ask for)						

	reasons						
15	Assume or assert reciprocity						
16	Give gifts to Hearer (goods, sympathy, understanding, cooperation).						

(Brown & Levinson, 1987)



4. Definition of Peer Question

PeerQuestions is a service that enables you to receive live questions and feedback during your lectures and when you learn in a class, without interrupting the flow of your lecture or presentation.



C. Conceptual Framework

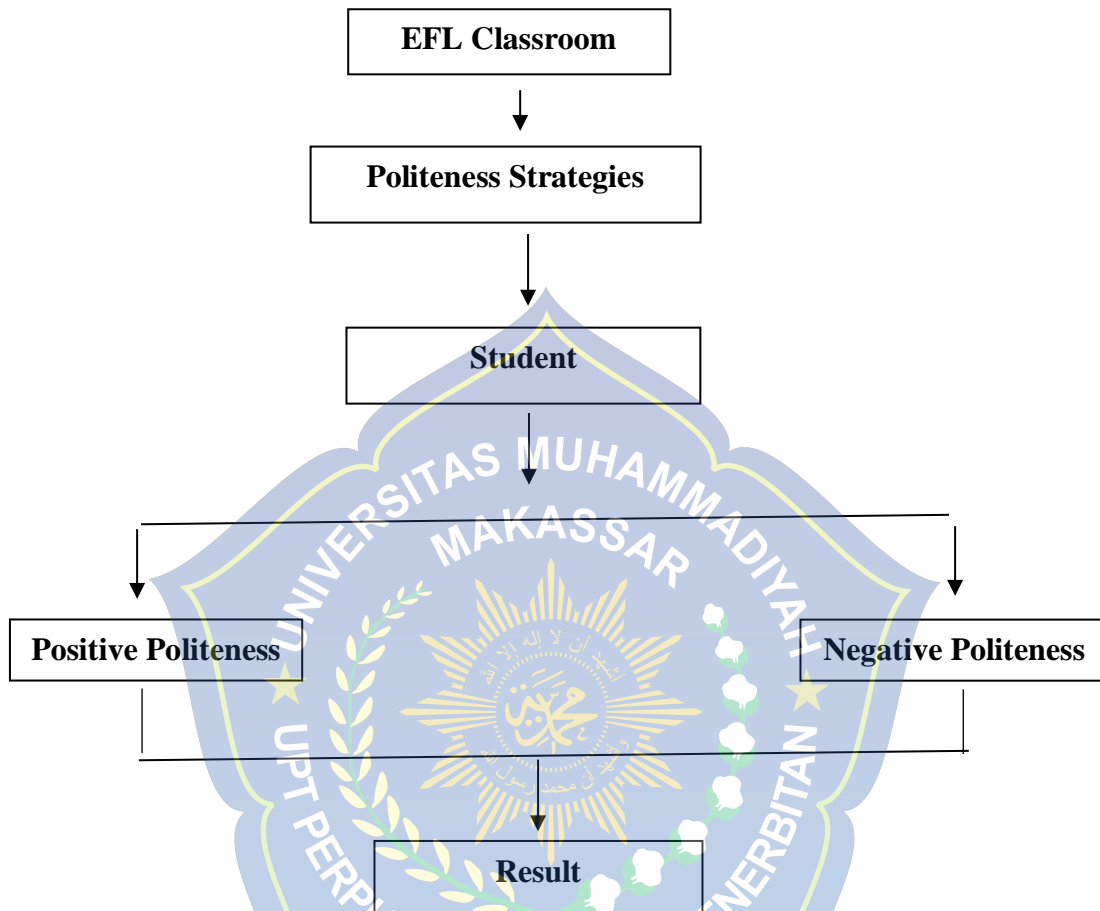


Figure 2.2 Conceptual Framework

This study focuses on classroom interaction, In classroom sequence, the interaction between teachers and students had become a critical part in learning and teaching process. Their interaction is believed to contribute on students' language development.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The research method used in this study is case study qualitative which allows for a specific of information to be obtained in a single phenomenon, and also this method is to explore and elaborate the research in depth. According to Yin (1981) Case study method focuses on a contemporary phenomenon within some real-life context.

Meanwhile, Miles & Huberman (1994) as saying “qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting”. Denzin & Lincoln (2009) state that “Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter”. This means that qualitative researchers study in their natural setting.

B. Variable and Indicators

The Variable of this research is politeness strategy and the indicator is positif politeness and negative politeness strategies used by the students.

C. Research Subject

The subject of the research are students in SMA Negeri 1 Pangkajene, the participants was selected two different major classes randomly, they are science

and social it make researchers easy to know what the positif and negative politeness strategy that students use in the class.

D. Procedure of Data Collection

In order to answer the research questions, instruments that used in this research were:

1. Video Recording

Video recording was used to collect data in this research, it is related to Hyland & Paltridge (2011) who said that video recorder provides us denser linguistic information than the field note taking did. The researcher was used hand phone with mark Xiami to take video recording. It uses to take video as a proof during the research. Furthermore, one hand phones are used in each class to record. Only one of hand phone in the front of the classroom. In addition, the researcher used video recording to record the participant.

2. Observation

- a. Observation is conducted to find out the real or factual situation of teaching process. In collecting the data, the researcher meet the teacher at first to find the information about the class schedule. The researcher was observed the subjects inside the class when they communicate by using checklist observation.
- b. Then, the researcher in the class during the teaching and learning process to take data through the recording of the activity of the teaching and

learning process. Furthermore, only one handphones that used in each class to recording, the hand phone take in front of the class.

- c. The recording turned on when teaching and learning process in the classroom at the end of teaching and learning process.

E. Data Analysis

After the data collection by observation and recording procedure, the data should be analyzed. In process of data analysis, the researcher transcribed the data from video recording into written transcript.

Based on the explanationz above, the data should be ordered, grouped based on the pattern, category and unity. So, it make easy for researcher to analyze the data. The researcher used qualitative data analysis base on Miles & Huberman's theory (1994) who said that the data was collected then analyzed. The analysis consisted of three steps of activities: data reduction, data display, and conclusion and verification.

1. Data reduction

Data reduction means choosing, focusing attention on simplifying, abstracting and transforming the raw data. In the process of data reduction or reducing data, the qualitative data could be transforme and simplify into several ways; selecting, summarizing, grouping, categorizing, coding or parting. It means data reduction is the process where the researcher identified and chose the most

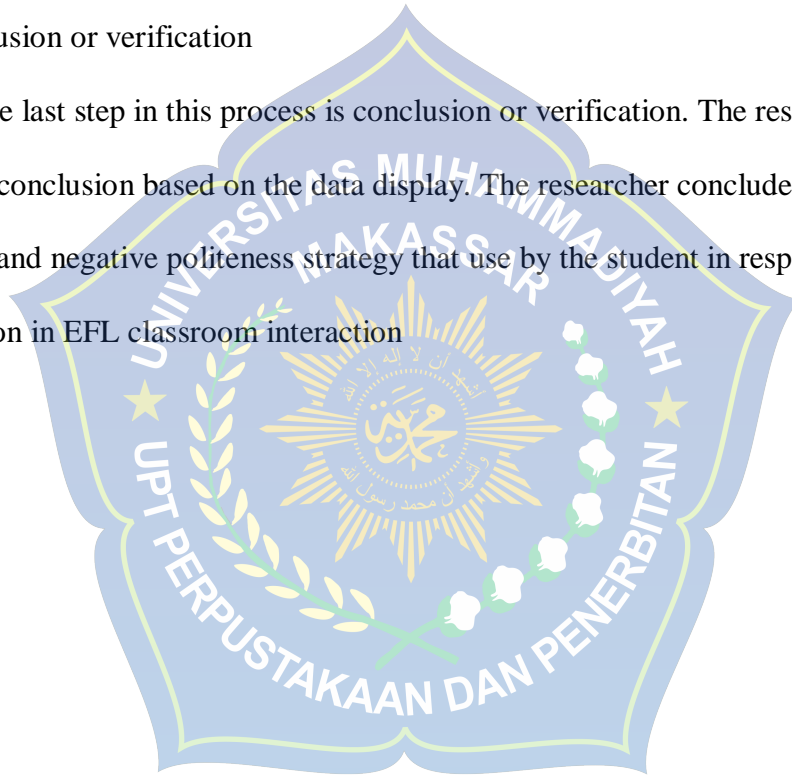
important part which is relevant to the topic. So that, the analysis focused into the data which is suitable to the research questions which had formulated.

2. Data Display

After the data reduction, the next step is to Data display. Data display means the researcher means gathering information that was lead to draw conclusions. By displaying data, can be seen what data should be reduced or taken.

3. Conclusion or verification

The last step in this process is conclusion or verification. The researcher makes conclusion based on the data display. The researcher concluded the What is positif and negative politeness strategy that use by the student in responding Peer Question in EFL classroom interaction



CHAPTER IV

RESEARCH FINDINGS

A. Findings

The findings discuss the result of Positive or Negative Politeness Strategy that was used by the students in responding Peer Questions applied by the teacher in the learning and teaching process in the class. The result of this findings was obtained from two classes by using video recording; the students of XI Science and XI Social classes.

The description of the findings is presented as follow :

1. The result of video recording from XI Science

A. Positive Politeness

On the researcher's classroom observation, the researcher identified four kinds of positive politeness strategy used by the students about in responding the use of Peer Question strategy in English material presentation of "Song" made by the teacher in the classroom. The four kinds of Positive Politeness Strategy were; Giving gifts to Hearer, Giving the hearer sympathy, Joke, and Giving gifts the hearer (understanding).

The description of how the students politeness strategies appeared in the classroom interaction during the application of Peer Question Strategy which are signed by extract is presented as follow :

a). Extract 1. Postive politeness/give gifts to hearer (goods)

S₁ : Say greetings to our teacher.

S_{all} : **Good morning mam. How are you today ?**

T : Morning. I am fine, Thank You.

Based on the types of politeness that used the student above, the presenting extract presents how the student politeness appeared in classroom interaction. The chairman asked every students for greetings, so the students used the utterance ***“Good morning mam. How are you today ?”***.

b). Extract 2. Postive politeness/ give the hearer sympathy

S₂ : Why should we listen to music ?

T : Ada yang bisa jawab ?

S₃ : Hmm... because music can make me relax.

S₄ : **Oke GOOD IDEA**, I agree pendapatmu about that.

One of the students asked the teacher *“Why should we listen to music ?”* So then, the teacher asked the students back *“Ada yang bisa jawab ?”* So the student answer *“Hmm... because music can make me relax.”*. The students apreciated by saying ***“Okey Good Idea”***. The utterance above is categorized as positive politeness startegy since the speaker give the hearer sympathy. This strategy can be realized as in the

form of giving special attention to the hearer. Here, the student utterance indicates that the student respected the students respond. It is proved that the students has good emotional relationship with another students.

c). Extract 3. Postive politeness/ joke

T : What is your favorite song ?
 S₅: anu mam... When I was Your Man from Bruno Mars
 T : Kenapa kamu suka lagu itu ?
 S₆ : Because makna lagu itu sangat dalam tentang love.
 S₇ : *Suka galau itu mam karena pacarnya.*
 T and S_{all} : Hah...! Serious ? HAHHAHAHAHA!

The precenting extract above the student used the utterance joke in the classroom “*Suka galau itu mam karena pacarnya.*” here shows that the students applies the type positive politeness part of make a joke for the students.sophist.

d). Extract 4. Postive politeness/ give gifts to hearer (understanding)

S₈ : Lagunya See You Again ku suka saya mam.
 T : Hmm... What does the song mean ? Makna apa yang terkandung disitu lagunya ?

S₉ : Tidak tahu mam, ku suka ji saja musiknya.

T : Hahhhh? Masa suka lagunya tapi tidak tahu maknanya...

S₁₀ : **Anu maknanya itu, Intinya about perpisahan.** Seseorang yang ditinggal pergi temannya atau sahabatnya atau pasangannya.

The presenting extract above presents how the student applied politeness strategy in classroom interaction. Based on the extract above that show the student used the utterance "**Anu maknanya itu, Intinya about perpisahan. Seseorang yang ditinggal pergi temannya atau sahabatnya atau pasangannya**". Because every students must support each other in understanding learning materials.

B. Negative Politeness

a). Extract 5. negative politeness / be direct

S₁₁ : Pembelajaran apa yang bias diambil dari lagu Indonesia Raya selain perjuangan ?

S₁₂ : Lagu kebangsaan itu. **Masa tidak kau tahu, SMA meko itu masa bertanyako lagi.**

T : Sudah... jangan ribut. Angkat tangan yang tahu !

The utterances above when the student had discuss the material about “song” the students still dont understand about the material and give explanation to students. Therefore, the other student answer and saying the utterance *“Lagu kebangsaan itu. Masa tidak kau tahu, SMA meko itu masa bertanyako lagi.”*.

Even though, this strategy assumes that there might be some social distance or awkwardness between speakers and hearer and it is likely to be used whenever a speakers wants to put a social brakeinteraction.

2. The result of video recording from XI Social

A. Positive Politeness

a). Extract 6. Postive politeness/ offer

S₁₃ : “Sing Indonesian Song and her forget the lyrics”....

Ada yang bias bantu lanjutkan lirik selanjutnya ?.

S₁₄ : Saya mem yang lanjutkan. “continues the lyrics song”

T : Okey, silahkan.

The core of the activities in the classroom learning process is the process of exchanging ideas between teachers and students to students. The student provides opportunities for other students to continue the lyric of the song. So based on the learning objectives the studet gives an opportunity to

other students who want to help to singing the song from the material. In this show, the student used the utterance”**ada yang bias bantu lanjutkan lirik selanjutnya ”**.

B. Negative Politeness

b). Extract 7. Negative Politeness / Be Pesimistic

T : Please mention what song do you always listen to ?

S₁₅ : First, I like to listen to Price Tag by Jessie J and the second is She Will Be Loved by Maroon 5.

S₁₆ : **Tidak bisaka paham apa nubilang ? pake bahasa Indonesia mo.**

The utterance above emerged when the student reply question from the teacher using English. The students felt hard to do understand and they expres in Pesimistic way by saying the utterance “**Tidak bisaka paham apa nubilang ? pake bahasa Indonesia mo**”. Is chategoraized as negative politeness strategy in types of Being Pesimistic.

3. Checklish observation.

This part is abaout of checklish observation, which is the reseracher observation to find the politeness strategies dominantly used by the teachers in EFL classroom interaction. So based on the transcript above is the type that is dominantly used by the teacher is the type of Bald On record both of the teachers. The results of the checklish observation find in the Appendix.

B. Discussions

The section presents the discussion of the research finding. It is about the students positive and negative politeness strategies in classroom interaction. As the purpose of this research, this part the findings with to identify the types of politeness strategies are used by the students at SMA Negeri 1 Pangkajene in classroom interaction.

1. Types of politeness strategies

Based on the 7 extracts analyzed in the finding, it was found 2 types of politeness strategies; namely positive politeness and negative politeness. The first one is the speakers uses positive politeness because she can satisfy hearer to some respect. It is reflected when the teacher giving a respect to the students even though they did some joke. For example when student used utterance “**suka galau itu mem karena pacarnya**” when the teacher ask the reason about his favorite song, but there were students who answered the reason because he knew how his romantic relationship with his girlfriend.

2. Positive Politeness

The second finding shows that positive politeness in extract 1, 2, 3, 4, and 6. Here, the students used this types with various strategies. The used in group Notice, attend to Hearer's interest, want, needs, good, giving gifts, be optimistic, joke and understanding. The extract 1 show the types of Positive politeness/ give gifts to hearer (goods), the utterance “ **How are today**”? .

Extract 2 show the types is Postive politeness/ give the hearer sympathy the used utterance **“Okey good idea”** because students have done good and right answer correctly the questions given so the student gives gift for the other students that used politeness strategy by the sympathy.

3. Negative Politeness

The third finding shows that negative politeness appear in extract 5 and 7. The students used Negative Politeness / Be Pesimistic utterance **“Tidak bisaka paham apa nubilang ? pake bahasa Indonesia mo”** when student explain about their favorite song in English but the other students don't understand what he's talking about. In line with brown and levinson (1987) stated that this strategy assumes at there might be some social distance or awakawearnesst between speaker and hearer and it is likely to be used whenever a speaker want to put a social broke on his interaction. Jary (1998) states at that the use of 'please' has more the function of a command than simply implecating politeness.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the research findings and discussions, the result of this research show two important related to the application of politeness strategies used by students, the result are :

1. In XI Science Class The researcher found out 5 the data, 4 of Positive Politeness. From XI Social Class found out 2 data students utterance on teaching process during the observation, 1 data of positive politeness strategy
2. In XI Science Class The researcher found 1 of Negative Politeness, and from XI Social Class found 1 data negative politeness strategy.

From the result above, it means that Positive Politeness strategy noted as the high rank. Meanwhile, Negative Politeness strategy is the lowest rank.

B. Suggestion

From the analysis about the politeness strategies, the researcher has some suggestions as follows:

1. The teacher

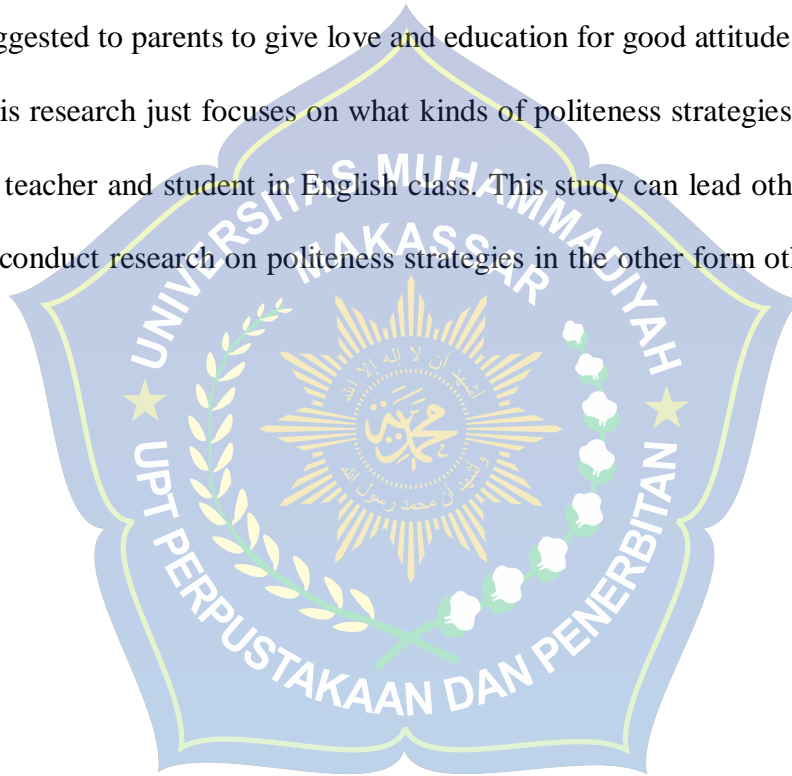
The researcher suggests the teacher who teaches especially English to more consider about the use of politeness strategy in giving material in the classroom interaction to the students. In addition, the function of politeness

strategy is very necessary to support the student's skill to be better. Moreover, how the way the teacher giving materials or giving motivations and managing the class through the language used by the teacher in the classroom is able to influence the students' characters in life.

2. Parents

Parents still play an important role to build students characters, so it is suggested to parents to give love and education for good attitude.

3. This research just focuses on what kinds of politeness strategies strategy used by teacher and student in English class. This study can lead other researchers to conduct research on politeness strategies in the other form other researcher



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APPENDIX



Observation Checklist for Science and Social Class

Science Students

NO	Students Name	Positive Politeness	Negative Politeness	Types of Politeness Strategy
1.	S-all	✓	•	Give gifts to hearer (goods)
2.	S-4	✓	•	Give the hearer sympathy
3.	S-7	✓	•	Joke
4.	S-10	✓	•	Give gifts to hearer (understanding)
5.	S-12	•	✓	Be Dircet

Social Students

NO	Students Name	Positive Politeness	Negative Politeness	Types of Politeness Strategy
1.	S-13	✓	•	Offer
2.	S-16	•	✓	Be Pessimistic

TRANSCRIPT OF VIDEO

DOCUMENTATION







CURRICULUM VITAE



M. Agung Zulfikar, born in Sidrap on November 20, 1996.

He is the third of six siblings in his family, from his beloved parents Mr. Rusli Ammade and Mrs. Rahmatia. He has three sister and two brother, Hilda Ratmelia, Nurul Fadhilah, M. Ekky Syahreza, M. Fadel Alghifari and M. Taufik Emirsyah.

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