

**POLITENESS STRATEGIES USED BY ENGLISH TEACHER IN
CLASSROOM INTERACTION AT SMP NEGERI 4 TAMALATEA**



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 Department*

BY:

NUR CAHYANTI J

10535593614

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LEMBAR PENGESAHAN

Skripsi atas nama NUR CAHYANTI J, NIM 10535 5936 14 diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat keputusan Rektor Universitas Muhammadiyah Makassar Nomor : 0018 Tahun 1440 H / 2019 M, 22 Jumadil Awal 1440 H / 28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Inggris S1 Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.


Makassar, 26 Jumadil Awal 1440 H
01 Februari 2019 M

PANITIA UJIAN :

1. Pengawas Umum : Prof. Dr. H. Abdul Rahman Rahim, SE., MM
2. Ketua : Erwin Akib, M.Pd., Ph.D.
3. Sekretaris : Dr. Baharullah, M.Pd.
4. Dosen Penguji : 1. Dr. Hj. Andi Tenri Ampu, M.Hum.
2. Nur Devi BTE Abdul, S.Pd., M.Pd.
3. Muh. Arief Muchsin, S.Pd., M.Pd.
4. Firman, S.Pd., M.Pd.

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, M.Pd., Ph.D

NBM: 860934



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

APPROVAL SHEET

Title : POLITENESS STRATEGIES USED BY ENGLISH
TEACHER IN CLASSROOM INTERACTION AT SMP
NEGERI 4 TAMALATEA
Name : NUR CAHYANTI J
Reg.Number : 10535 5936 14
Department : English Education Department Strata 1 (S1)
Faculty : Faculty of Teacher Training and Education

Makassar, Februari 2019



Consultant I

Consultant II

Dr. Hj. Andi Tenri Ampa, M.Hum.

Andi Asri Jumiati, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Pd., Ph.D
NBM: 860 964

Enami Khaerati Svam, S.Pd., M.Pd
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Politeness Strategies Used by English Teacher in Classroom Interaction at SMP Negeri 4 Tamalatea
Name : Nur Cahyanti J
Reg. Number : 10535 5936 14
Department : English Education Department
Faculty : Teacher Training and Education

After being checked and observed this thesis has fulfilled qualification to be examined

Approved By,

Consultant I

Dr. Hj. Andi Tenri Ampa, M. Hum.

Consultant II

Andi Asri Jumiarty, S.Pd., M.Pd.

Dean of FKIP
University Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D
NBM : 860934

Head of English
Education Department

Ummi Khairatun Syam, S.Pd., M.Pd
NBM : 997 804



FAKULTAS KEGURUAN DAN ILMU PENGETAHUAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
Jl. Sultan Alauddin Telp (0411) 860 132 Makassar 90221

COUNSELLING SHEET

Name : Nur Cahyanti J
Reg. Number : 105 355 936 14
Title : POLITENESS STRATEGIES USED BY ENGLISH
TEACHER IN CLASSROOM INTERACTION AT SMP
NEGERI 4 TAMALATEA

Consultan I : Dr. Hj. Andi Tenri Ampa, M.Hum

Day / Date	Chapter	Note	Sign
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4/12/2018	1-V	Perbaiki fungsinya & discussion	

Makassar, September 2018

Approved by:
Head of English Education Department



Ummi Khasanah Syam, S.Pd., M.Pd
NBM. 97.2.80



FAKULTAS KEGURUAN DAN ILMU PENGETAHUAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
Jl. Sultan Alauddin Telp (0411) 860 132 Makassar 90221

COUNSELLING SHEET

Name : Nur Cahyanti J
Reg. Number : 105 355 936 14
Title : POLITENESS STRATEGIES USED BY ENGLISH
TEACHER IN CLASSROOM INTERACTION
AT SMP NEGERI 4 TAMALATEA

Consultan II : Andi Asri Jumiaty, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
5/11/18	IV-V	Revisi	
16/11/18		ALL	

Makassar, September 2018

Approved by:
Head of English Education Department



Ummi A. H. Putri Syam, S.Pd., M.Pd
NBM: 977 817



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

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Nur Cahyanti J**

Nim : 10535593614

Jurusan : Pendidikan Bahasa Inggris

Judul proposal : politeness strategies used by english teachers in
classroom interaction at SMPN 1 Tamalatea

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Yang Membuat Pernyataan

Nur Cahyanti J
10535593614



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SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Nur Cahyanti J**
Nim : 10535593614
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan Dan Ilmu Pendidikan

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Makassar, Desember 2018
Yang Membuat Perjanjian

Nur Cahyanti J

Mengetahui
Ketua Jurusan
Pendidikan Bahasa Inggris

Ummi Khaerati Syam, S.Pd, M.Pd

NBM. 977 807

MOTTO



Success needs a process

I dedicated this thesis
to my beloved parents, sisters,
family, and all my friends.
Thank you for supporting me.

ABSTRACT

Nur cahyanti J.2014.*Politeness Strategies Used by English Teacher in Classroom Interaction.* Under the thesis Of English Education Department the faculty of Teachers Training and education, University Muhammadiyah of Makassar, guided by Hj. Andi Tenri Ampa and Andi Asri Jumiatiy.

This research aimed at finding out the types of politeness strategies used by English teacher in classroom interaction. The data were conducted on Octobers 2018 from two teachers at SMPN 4 Tamalatea.

This used descriptive qualitative research; the instruments were an observation checklist and interview. The observation checklist was to know the dominantly used the type of politeness strategies in classroom interaction and the interview was distributed to the teachers at SMPN 4 Tamalatea.

The findings of this research showed that the teacher used the types of politeness strategies, they are positive politeness, negative politeness, bald On Record and Off the record. The used of types the dominantly used the teachers is Bald On Record.

Keywords: Politeness Strategies, English Teacher, Classroom Interaction.

ABSTRACT

NurCahyanti J.2014.Strategi Kesopanan yang digunakan oleh Guru dalam Interaksi Kelas. Di bawah tesis Departemen Pendidikan Bahasa Inggris fakultas Pelatihan Guru dan pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Hj. Andi Tenri Ampa dan Andi Asri Jumiaty.

Penelitian ini bertujuan untuk mengetahui jenis strategi kesopanan yang digunakan oleh guru bahasa Inggris dalam interaksi kelas. Data dilakukan pada Oktobers 2018 dari dua guru di SMPN 4 Tamalatea.

Penelitian ini menggunakan kualitatif deskriptif, instrument adalah observasi dan wawancara. Daftar observasi untuk mengetahui jenis strategi kesopanan yang dominan di gunakan dalam interaksi di kelas dan wawancara di bagikan kepada guru di SMPN 4 Tamalatea.

Penelitian ini menunjukkan bahwa guru menggunakan jenis strategi kesopanan yaitu positive politeness, negative politeness, bald on record and off Record. Jenis yang di gunakan guru yang dominan adalah Bald On Record.

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The writer realized that nobody is perfect. So, if there are any mistakes on this thesis, any critics and suggestions are welcomed to complete this thesis. However, it is still expected that this thesis will be useful.

Makassar, December 2018

Nur Cahyanti J

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CHAPTER 1

INTRODUCTION

A. Background

Politeness is important role in human interaction, it can be seen from the concept of politeness of Brown and Stephen Levinson, which was first published in 1978 and then reissued, with a long introduction, in 1987. While The concept of politene in classroom teaching of a foreign language, politeness can have an instrumental role in the classroom interaction. They define politeness as regressive action taken to counter-balance the disruptive effect of ‘face-threatening acts’(FTas) (Brown & Levinson: 1987).

Brown and Levinson (1987) politeness as universal face threatening strategy. Politeness strategies used by the teacher and students in class can play an important role in learning and teaching process. Thus , politeness is really needed to build a good relationship and to have a good social intercation with other people. According to Yule (2010) Politeness is strategy of people in being polite to build a harmony in term of comunication in other words, politeness helps to avoid conflict which possibly happens in daily life, including in classroom intercation.

Schwarz (2009) states that classroom interaction is a process that is conducted by teachers in other to help the students for getting the good result at the and of teaching. Teachers as model, motivator, an educator and facilitator have important role in the classroom. All of behavior, gesture and action of the teachers give effect directly students. In comunication process,

the interaction as being build up of different expressions which may be used to attempt, establish and maintain social and professional relationships.

Classroom interaction and politeness strategy explained, it is obvious that discussing of politeness as strategy used by the speakers is also important in the classroom intercation. There are a lot of study have been conducted to investigate politeness in social interaction, such as social distance, bugis society, social status Unfortunately.

In this research describe about the types of politeness strategies and what politeness strategies which are dominantly used by the teacher in classroom interaction, and also describe politeness startegies According to Brwon and Levinson (1987) which are Bald On record, Positive Politeness, Negative Politeness, and Off The Record.

Based on the discussion above,this research will be focus on the implementation of language politeness in learning process. This is will affect the role of teachers who are not only the center of learning,because students immitate directly what is stated by the teachers, teachers should be agents of change and planting of good character in students. One way that can be done its function to be a change agent is through the use of polite language.

Moreover, the reason research choose in this school because students tend to immitate all of teachers behavior,Especially for students of Smp Negeri 4 Tamalatea who are still in the range of age to influence. When teachers use good speech patterns and have a polite language the hope is that students will be able to imitate them.

Therefore, by concluding all of the problems above, the reasearch will observe the litle of *“Politeness Strategies used by english teacher in clasroom interaction At SMP Negeri 4 Tamalatea”*.

B. Problem Statements

Based on the background, the following research questions were formulated:

What types of politeness strategies are used by the teacher in EFL classroom interaction At SMP Negeri 4 Tamalatea?.

C. Objective of the Research

Based on the research questions above, the objectives of this research ere:

To identify the types of politeness strategies used by EFL teacher in classroom interaction.

D. Significance of the Research

The results of this study ere expected to give significance theoretical and practical contribution.

1. Theoretically

The finding of this study is expected to enrich the pragmatics study regarding to Face Threatening Act (FTA), particularly the politenessstrategies and the dominant politeness strategies applied in the classroom interaction.

2. Practically

The results of this study ere projected to provide useful information and contribution to English teachers especially in effective communication by considering politeness in classroom interaction. In addition, the results of

this research are expected to give a significant contribution on the appropriate politeness strategies used by teacher in order to improve students' politeness in interaction. Moreover, the results of this study were also expected to help students learn and interact politely especially in the classroom.

E. Scope of the Research

It is specified to an analysis politeness strategies apply by the teachers in classroom interaction. By the content, emphasized four strategies proposed by Brown & Levinson theory (1987), namely bald-on record, positive politeness, negative politeness, and off record. In addition the researcher focused on the analysis of teacher's politeness in verbal communication, and also to find out the politeness strategies dominantly used by the teacher in EFL classroom interaction.

By activity, conducted At SMP Negeri 4 Tamalatea To observation, interview guide and audio recording to the teacher to get the data. Then, the researcher analyzed the data based on Miles & Huberman's theory (1994). The analysis included three steps, namely: data reduction, data display and data conclusion or verification.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The concept of politeness strategies

The definition of politeness has several meanings. According to Lakoff (1973) 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. Lakoff's (1976) proposes that there are two rules of politeness, which aim at minimizing conflict in an interaction. Therefore, politeness is a strategy used by the speaker to avoid conflict with the hearer. It means that a problem can be found in a communication process because of different assumptions, conventions, or others.

Definitions of politeness are mostly associated with its function in conversational interaction in a particular society. Lakoff interprets politeness as 'forms of behaviour which have been developed in societies in order to reduce friction in personal interaction. Furthermore, Lakoff formulates the following rules of politeness as 'formality: keep aloof, deference: give options, and camaraderia: show sympathy.

Moreover, Holmes (1995) describes politeness as 'behaviour which is somewhat formal and distancing, where the intention is not to intrude or impose'. According to her, 'being polite means expressing respect towards the person you are talking to and avoiding offending them.

According to Holtgraves (2002) stated that politeness allows people to perform many interpersonally sensitive actions in a nonthreatening or less threatening manner. There are an infinite number of ways in which people can be polite by performing an act in a less than optimal manner, and Brown and Levinson's typology of five super strategies is an attempt to capture some of these essential differences.

On the other side, Mahmud (2010:42) divided two level of speech that are normally used, polite speech and familiar speech. Generally, polite speech is used in social situations or formal context such as at work or offices between acquaintances or strangers. While the familiar speech is used in familiar conversation between good friends or family members.

The most well-known definition of politeness taken from Brown and Levinson (1987) where politeness defined as satisfying communicative and face-oriented end in a strictly formal system of rational practical reasoning. Grice's (1975) defined the concepts of politeness in conversational maxims. To perform an act other than in the most clear and efficient manner possible is to implicate some degree of politeness on the part of the speaker.

Besides Pichastor and Anglesa (2000) note that politeness strategies have to be considered in a context to see how they are intended. For example people within peer groups use more direct forms to perform requests but it would not be accurate to say that they are less polite. Different cultures may also favor a more direct or indirect style of communication but this does not mean that some language are more or less polite than others.

From all the statement above, it can be conclude that politeness is a very interesting topic to discuss. The cultural context hold important role on the politeness strategies used in communication. The politeness strategies are influenced based on the goal of the communicational process. While in the teaching and learning process, the politeness strategies are based on the awareness on the importance of verbal politeness to be used in the classroom

B. Kinds of Politeness Strategies

In this part, the reasercher will be prents the politeness strategies based on Brown and Levinson (1978) theory as the founder of politeness strategies, it can be seen that formulated about politeness strategies which is defined into several kinds they are, bald on record, positive politeness, negative politeness, and off record.

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 he or she wants to satisfy the hearer's (Hs) face, even to any degree, the bald on record strategy chosen according to Brown and Levinson (1987).

There are two kinds of bald on record usage:

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 H 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.

1) Strategy 1: Maximum efficiency

This strategy is known to speaker (S) and hearer (H) where face redress is not required, it is quoted in Brown and Levinson (1987:96). In case of great urgency or desperation, redress actually decreases the communicated urgency. For examples:

a) HURRY!!! b) Listen to me!

2) Strategy 2: Metaphorical urgency for emphasis Quoted in the theory of

Brown and Levinson (1987:96), This strategy is used when speaker (S) speaks as if maximum efficiency is very important, it will provide metaphorical urgency for emphasis. Examples:

a) Here, a cup of tea for you...

b) Wait, she wants you to consider it...

3) Strategy 3: Metaphorical urgency for high valuation of hearer's

friendship According to the theory of Brown and Levinson (1987:96), this strategy describes why orders and begging, which have inverted assumptions about the relative status of S and H, seem to occur in many languages with the same superficial syntax-namely, imperatives. This is the example: a) Pardon me.

4) Strategy 4: case of channel noise

Brown and Levinson (1987:96) stated this strategy happens where communication difficulties exploit pressure to speak with maximum efficiency such as calling across a distance. For example: "Come here now!"

5) Strategy 5: task oriented/paradigmatic form of instruction. In this kind of interaction, face redress will be irrelevant (Brown Levinson, 1987).

Example: Before you're very eyes.

6) Strategy 6: power different between S and H (S is higher)

In the theory of Brown and Levinson (1987:97) this strategy used commonly when there are difference between speaker (S) and hearer (H), either because S is more powerful than H and does not fear retribution or non-cooperation from H. s does not have to redress the expression in order to satisfy H's face. For example:

a) "Absolutely, my lord."

b) Send me the report, Suti.

7) Strategy 7: Sympathetic advice or warnings

Based on the theory of politeness strategy by Brown and Levinson (1987), speakers (S) does care about H and therefore about H's positive face, so that no redress is required. For examples:

a) Watch out! The cliff is very steep.

b) Thank you for your kindness.

8) Strategy 8: Permission that H has requested

Greetings permission that hearer (H) has requested may baldly on record based on the theory of Brown and Levinson (1987:98). This is the example: "Yes, you should listen to her".

2. FTA- oriented bald on record usage

The theory of Brown and 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 will be especially worried with H's potential violation or S's maintaining.

1) Strategy 1: Welcoming based on the theory of Brown and Levinson (1987), it is used when speaker insist that hearer may impose on his negative face. For example, "Good evening".

2) Strategy 2: Farewells based on Brown and Levinson (1987), it is used when speaker insist that hearer may transgress on his positive face by taking his leave. For example, "See you when I see you".

3) Strategy 3: Offers, used when speaker insist that hearer may impose on speaker's negative face (Brown and Levinson ,1987). For example: a) "Take this!". b) "Go away!"

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. Brown and Levinson (1987) divide positive politeness strategy into 16 strategies. They are:

Strategy 1: Notice, attend to Hearer (his interest, wants, needs, goods). The strategy suggests that S (speaker) should take notice as aspects of hearer's condition of the listener (the changes can also note, common ownership, and everything that listeners want to be noticed and recognized by the speakers). For example: "Bayu, you're really good at solving computer problems. I wonder if you could just help me with a little problem I have got."

The speaker knows that Bayu is good at solving computer problems. Therefore, when he or she has a problem, he asks Bayu to help him or her. Before the speaker asks him, he or she tries to satisfy Bayu's positive face by praising Bayu's ability in solving computer problem. Thus, Bayu feels good and tries to help the speaker to solve his or her problem.

Strategy 2: Exaggerate (interest, approval, sympathy with H). The utterance above shows that the speaker is glad to see Anne. The speaker indicates his or

her exaggeration by saying that Anne is beautiful and the only This strategy is often done with exaggerated intonation, stress, and other aspects of prosodic, as well as intensifying modifiers. Example: “Oh Anne, so beautiful you are. Just the girl I wanted to see. I knew I’d met you here. Could you spare me a couple of minute?” person he or she wants to meet. Anne gets satisfied because the speaker gives interest to her by exaggerating. Therefore, Anne does not feel disturbed to spare her time.

Strategy 3: intensify interest to H, Another way for S to communicate to Herare (H) that he shares his wants is to intensify the interest of S’s own contributions to the conversation, by „making good story“. Example: “I came down the stairs, and what do you think I see? – a hug mess all over the place, the phone’s off the hook and clothe are scattered all over...” (Brown and Levinson, 1987).

Before the speaker tells the story, he or she tries to get the hearer’s attention by saying “*and what do you think I see?*”. This phrase makes the hearer interested in listening to his or her story. It shows that the speaker has saved the hearer’s positive face because the speaker has made the hearer involved in the discussion.

Strategy 4: use in-group identity markers (addressed forms, dialect, jargon or slang). This strategy is done by using innumerable address forms to indicate that S and H belong to some set of persons who share specific wants. In conveying of group member, the speaker can use terms such as, mac, mate, buddy, pal, honey, dear, duckie, luv, babe, Mom, blondie, brother, sister,

cutie, sweetheart, guys, fella, etc. In Indonesian use terms such as, kawan, say, bo", eke, dsb. Example: "Help me with this bag here, will you darling?"

The example above shows that the speaker employs positive politeness by using in-group identity markers. The identity marker "darling" might be another address form from his friend. The speaker uses these words to minimize the threat as he or she is asking the hearer to help him or her. Therefore, the hearer's positive face is saved because he has been treated as a member of the same group.

Strategy 5: seek agreement (safe topics, repetition). Another way to save positive face of H is to seek ways in which it is possible to agree with him. Seek agreement may be stressed by raising weather topics and repeating what the preceding speaker has said in a conversation.

There are two ways: safe topics and repetition (Brown and Levinson, 1987).

1) The raising of „safe topics“ allows the speaker to stress his agreement with the hearer that the hearer's opinion is right. The speaker corroborates in his opinions and therefore to satisfy the hearer's positive face. For example, if your neighbor comes home with a new car and you think that it is hideously huge and pollution producing, you might still be able to say sincerely "Isn't your new car a beautiful color!". Hence, your neighbour's positive face is safe because we do not tell him about his dreadful car.

2) Agreement may also be stressed by repeating a part or what the entire preceding the speaker has said in a conversation. It is not only used to

demonstrate that one has heard correct what was said but also used to stress emotional agreement with the utterance (or to stress interest and surprise).

For example:

A : I had a flat tyre on the way home.

B : Oh God, a flat tyre!

The example above shows how B uses agreement by repeating part of what A has said. It is used to show his or her cooperation with his or her boss. Thus, A feels satisfied because B appreciates his or him.

Strategy 6: avoid disagreement. The desire to agree or appear to agree with H leads to mechanisms for pretending to agree. Using this strategy, speakers may go in twisting their utterances to agree or to hide disagreement.

There are four ways to avoid disagreement namely by means of token agreement, pseudo agreement, white lies, and hedging opinion.

1) . For instances of „token“ agreement are the desire to agree or appear to agree with the hearer leads also to mechanism for pretending to agree (Brown and Levinson, 1987:113). The remarkable degree to which speakers may go in twisting their utterances so as to appear to agree or to hide disagreement-to respond to a preceding utterances with „Yes, but...“ in effect, rather than „No“.For example:

Adam : What is she, small ?

Bryan : Yes, yes, she's small, smallish, um, not really small but certainly not very big. The example above shows that Bryan avoids disagreement. In this case, Bryan disagrees with the Adam's opinion. In order to minimize FTA, Bryan chooses to say „yes“ rather than „no“. Therefore, the Adam's positive face is fulfilled because he feels that his opinion is not wrong.

- 2) Pseudoagreement is found in English in the use of then as a conclusory marker, an indication that the speaker is drawing a conclusion to a line of reasoning carried out cooperatively with the addressee (Brown and Levinson, 1987).

The example above shows that Della avoids disagreement. Della actually wants to end the conversation with her father. She says “I’ll be seeing you then” and it can mean that she does not want to talk to her father. However, she does not want to treat her father's positive face. The word „then“ points to a conclusion of an actual agreement between the speaker and the hearer. Therefore, their conversation ends well.

- 3). White lies ways happen when a speaker confronted with the necessity to states an opinion, wants to lie rather than to damage the hearer's positive face. It is also used to avoid confrontation when refusing a request by lying, pretending there are reasons why one cannot comply (Brown and Levinson, 1987:115). For example, in response to a request to borrow a radio, “Oh I can't. The batteries are dead.”The

example above shows that the hearer avoids disagreement. The hearer actually does not want to lend the radio.

- 4) .Hedging opinion occurs when the speaker may choose to be vague about his own opinions, so as not to be seen to disagree (Brown and Levinson, 1987: 116). Normally hedges are a feature of negative politeness, but some hedges are a feature of positive politeness function as well. For example: Della : Are--are you saying I'm fired?

The example above shows that actually Banu wants to say „yes“ because as the matter of fact Della will be fired. In order to save Della's positive face Banu responds Della's question by hedging his opinion. Banu chooses to be vague about his own opinion so that it is not seen that he disagrees with Della.

Strategy 7: presuppose/ raise/ assert common ground. This strategy includes three ways among them are gossip or small talk, point of view operations and presupposition manipulation.

1. Gossip or small talk the value of speaker's spending time and effort on being with the hearer, as a mark of friendship or interest him. It gives rise to the strategy of redressing FTAs by talking for a while about unrelated topic before leads to the real topic (Brown and Levinson, 1987:117). For example, actually the speaker wants to request something to the hearer, thereby he can stress his general interest with the hearer and indicates that he has not come to see

the hearer simply to do it even though his intent might be obvious by his having brought gift to the hearer.

2. Point of view operations by means of deixis. It is used for reducing the distance between the speaker and the hearer's point of view.

a) Personal-center switch: the speaker to the hearer. This where the speaker speaks as if the hearer were the speaker, or the hearer's knowledge were equal to the speaker's knowledge (Brown and Levinson, 1987). For example, when the speaker gives directions to a stranger, unfamiliar with the town "It's at the far end of the street, the last house on the left, isn't it".

b) Time switch, the use of „vivid present“, a tense shift from past to present tense (Brown and Levinson, 1987). The vivid present functions to increase the immediacy and therefore the interest of the story. For example, "John says he really loves your roses".

c) Place switch, the use proximal rather than distal demonstrative (here, this, rather than that, there), where either proximal or distance would be acceptable, seems to convey increased involvement or empathy (Brown and Levinson, 1987).

For example:

Dan : Uh, this is my boss, Carter Duryea.

The word „this“ shows positive politeness strategy, place time.

3. Presupposition manipulation means that the speaker presupposes something that it is mutually taken for granted. (Brown and Levinson, 1987).

a).Presuppose knowledge of the hearer's wants and attitudes.

Negative questions, which presume „yes“ as an answer, are widely used as a way to indicate that the speaker knows the hearer's wants, tastes, habits, etc., and thus partially to redress the imposition of FTAs. For example, “Wouldn't you like a drink?”

b).Presuppose the hearer's values being the same as the speaker's

values. For example, the use of scalar prediction such as „tall“ assumes that the speaker and the hearer share the criteria for placing people (or things) on this scale.

c).Presuppose familiarity in speaker-hearer relationship. The use of

familiar address forms like honey or darling presupposes that the addressee is „familiar“.

d).Presuppose the hearer's knowledge. The use of any term

presupposes that the referents are known to the addressee. For example, “Well I was watching High Life last night”. The speaker assumes that the hearer does know the program even though the hearer indeed does not know about the TV program.

However, it may operate as an expression of good intentions,

indicating that the speaker assumes that the speaker and the hearer share common grounds.

Strategy 8: joke, Jokes are based on mutual shared background knowledge and values that they redefine the size of FTA. Example: when a speaker wants to borrow his friend's new Cadillac by saying, "How about lending me this old heap of junk?. Actually, what the speaker means about old heap of junk is new Cadillacs hearer.

Strategy 9: Assert S's knowledge of H's wants and willingness to fit one's own wants in with them. Example: "I know you do not like parties. But this is different. You must like. Coming huh?"The example above shows the cooperation stressed by the speaker. He indicates his knowledge of the hearer. He knows that the hearer do not like party. He asserts or implies knowledge of the hearer's wants and willingness to fit is coming to the party. Thus, the hearer's positive face has been satisfied because he has been appreciated by the speaker.

Strategy 10: Offer, promise, this strategy is done to redress the potential threat of some FTAs. Speaker may claim that whatever H wants, S wants for him and will help to obtain. For example, "I'll send the money tomorrow. Do not worry."This example shows that the speaker conveys to the hearer that they are cooperated. The speaker stresses his or her cooperation by promising to the hearer that he or she will send the money tomorrow. This expression can minimize the imposition when the speaker asks the hearer to not worry it. Thus, the

hearer's positive face has been fulfilled because the speaker has appreciated him or her.

Strategy 11: Be optimistic, this strategy assumes that H will cooperate with S because it will be in their mutual shared interest. Example: "A wife said to her husband before appearing in public: "Wait a minute, you haven't brushed your hair!" (as husband goes out of the door). (Brown and Levinson, 1987) In this utterance, the speaker asks the hearer to wait before the hearer goes out of the door. The speaker assumes that the hearer cooperated with him because both of them know that the hearer has not brushed his hair. It shows that the speaker has appreciated the hearer and satisfied the hearer's positive face.

Strategy 12: Include both S and H in the activity, this is done by using an inclusive „we“ form, when S really means „you“ or „me“. The use of *let's* is an inclusive form of „we“. For example, "Let us stop for a bit". In the example above, the speaker wants the hearer to stop. The use of the pronoun "us" in that sentence shows that the speaker includes the hearer in his or her activity. It makes the request more polite because it indicates the cooperation between the speaker and the hearer that the goals not only for the speaker but also for both of them.

Strategy 13: give or ask for reasons, another aspect of including H in the activities demanding reasons „why not“ and assuming that H has no good reasons why can't help. For example, "I know there is no one in your home. Why not stay here tonight?". Since the speaker thinks that

there is no one in the hearer's home, the speaker can say directly "Why not stay here tonight?". However, the speaker decides to give the suggestion indirectly by asking the reason of why the hearer does not stay at his or her home. Therefore, the speaker has satisfied the hearer's positive face.

Strategy 14: Assume or assert reciprocity, the strategy is done by giving evidence of reciprocal right or obligations obtaining between S and H. Therefore, the speaker can say "I'll do X for you if you do Y for me," or "I did X for you last week, so you do Y for me this week" (or vice versa). For example, "I washed the dishes yesterday so you do that for me today". The example above is clearly seen that the speaker and the hearer are cooperated by assuming reciprocity. The speaker and the hearer get their own right. The speaker gets a help from the hearer and the hearer gets a help from the speaker.

Strategy 15: Give gifts to H (sympathy, understanding, cooperation), to satisfy H's positive face, S may do this classic strategy. That is to give gift not only tangible gifts but also human-relation wants such to be liked, to be admired. For example, "I'm sorry for what happened to you yesterday." The example above shows that the speaker decides to save the hearer's positive face by giving gift to the hearer. By giving sympathy as a gift, the speaker makes the hearer feel appreciated. Therefore, the speaker can minimize the imposition when he or she confide in the hearer.

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.

Brown and Levinson (1987) also classify negative politeness strategy into 10 strategies:

Strategy 1: Be 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. Example:

- (1) When a speaker is doing calculus homework and need a help for instance, he says to a friend "Can you do advanced calculus, please?".
- (2) Can you open the door, please!! The inserts of „please“ in the sentence above shows that there is a willingness to ask directly and give choices to the hearer.

Strategy 2: Question, 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:

(1) I was wondering if you could help me.

(2) In my opinion, this meeting could not be started.

Strategy 3: be pessimistic, S This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness of S's speech act obtain.

Strategy 4: Minimize the imposition, One way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great, though it.

Strategy 5: Give deference, According to Brown and Levinson (1987: 187), there are two sides of deference realization. First, the speaker humbles and abases himself and another. Second, speaker raises H (pays him positive face/ satisfies H's wants to be treated as superior). From those two ways, the speaker is giving respect actually

Strategy 6: Apologize, by apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative and thereby redress that impingement. There are four ways to convey apologizing, a). recognizes the pressures and distractions provided, b) showed reluctance and use of certain expressions, c) deliver the reason

that force the speaker for doing that and d) begging forgiveness and begged the speakers delay the FTA from the utterance are delivered.

Strategy 7: Impersonalize S and H, Other way of indicating that S doesn't want to impinge on H is to phrase the FTA as if the agent were other than S, or not S alone at least, and the addressee were other than H, or only speaker and inclusive of H. 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“.

Strategy 8: State the FTA as a general rule, this strategy states that the FTA One way of dissociating S and H from particular imposition in the FTA is to state the FTA as an instance of some general social rule, regulation, or obligation. The characteristic is avoiding the uses of pronoun.

Strategy 9: Nominalize, this strategy is done by changing a word to be noun. According to Brown and Levinson (1987: 207), the degree of negative politeness (or at least formality) run hand in hand with nouniness. 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.

According to Brown and Levinson, the third sentence is more formal than the second sentence and the second sentence is more formal than the first sentence. The changes of the word performed to be

performing then becomes performance is a strategy to change the verb becomes a noun.

Strategy 10: Go on record as incurring a debt, or as not incurring a debt. H, the strategy is the highest negative politeness which can fulfill the desire of the hearer to be respected. It is done by claiming S's indebtedness to H or by disclaiming any indebtedness of H, so that S can redress an FTA.

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's statement above, off record strategy is a communicative action which has some purpose. Therefore, when a speaker does off record, it doesn't mean just to give information but the speaker has some purpose.

Besides that, the language that is used 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 himself. The following is an explanation of fifteen off record strategies according to Brown and Levinson's theory (1987).

Strategy 1: Give hints, "One of the off record strategies which is used by the speaker to state some desired acts of the speaker to be done by the addressee by giving hints. The speaker hopes that the addressee knows what he means what the speaker means." This strategy is used by the speaker to imply information to the hearer. The information may be a "demand" or "request" from the speaker to the hearer to do something.

Strategy 2: Give association clues, Brown and Levinson (1987) state, “The speaker mentions something associated with either precedent addressee’s experiences or mutual knowledge of other interpretation experiences”. The strategy is conducted by mentioning something associated with the act required of H either by precedent in S-H’s experience or by mutual knowledge irrespective of their interaction experience.

Strategy 3: Presuppose, Brown and Levinson (1987) state “The speaker presupposes something which is relevant with the context of the conversation”. This strategy is done through an utterance which relevant in context and invites H to search for an interpretation of the possible relevance just at the level of its presuppositions.

Strategy 4: Understate, “The speaker chooses one way of generating implicature by saying less than is required it is choosing a point on scalar predicates” (Brown and Levinson (1987). The speaker uses this strategy to express understatement; S says less than is required and as result generates implicatures.

Strategy 5: Overstate, According to Brown and Levinson (1987) “The speaker exaggerates or chooses a point scale which is higher than the real situation or to make important situation”. The strategy is done by saying more than is necessary, or by exaggerating or choosing a point on scale which is higher than the actual state of affair. It also called hyperbole.

Strategy 6: Use tautologies, a very obvious statement in which speaker encourages the hearer to look for an informative interpretation of the non-informative utterance, because the speaker just other. Using the strategy tautology means S encourage H to look for an informative interpretation of the non-informative utterance.

Strategy 7: Use contradictions, the speaker by stating two things that contradict each other, speaker makes it appear that he cannot be telling the truth. Thus the speaker encourages to addressee looking an interpretation. The strategy is done by stating to contradict things. By doing so, S makes it appear that he cannot be telling the truth, thus encourage H to look for an interpretation that reconciles the two contradictory propositions.

Strategy 8: Be ironic, Brown and Levinson (1987) state that, "*By saying the opposite of what he means speaker can indirectly convey his intended meaning*". To be ironic means by saying the opposite of what s means. Through that way, S can indirectly convey his intended meaning, if there are clues (prosodic, kinesics, or textual) which relevant to the context.

Strategy 9: Use metaphor, Brown and Levinson (1987) state that, "The speaker uses a word that described a first subject as being equal to a second subject". The use of metaphor is usually on record, but there is possibility that the connotations of the metaphor uttered by S may be off record.

Strategy 10. Use rhetorical questions, the speaker uses a linguistic expression used to make a request or information or else itself made by such an expression". The use of this strategy is by raising questions that leave their answers hanging in the air or implicated to do FTAs.

Strategy 11: Be ambiguous, when the speaker produces an ambiguous utterance it means the speaker is trying to minimize the threat of FTA, because the utterance has more one possible meaning". The term „ambiguity“ includes the ambiguity between the literal meaning of an utterance and any possible implicatures inside.

Strategy 12: Be vague, According to Brown and Levinson (1987), “The speaker may go off record with FTA by being vague about who the object of the FTA or what the offence is”. This strategy is conducted by being vague about who the object of the FTA is, or what the offence is.

Strategy 13: Over-generalize, this strategy is done by saying utterance that may leave the object vaguely off record, and then H has the choice of deciding whether the general rule applies to him. The speaker did not give clear information by saying something general.

Strategy 14: Displace H, Brown and Levinson (1987: 226) state, “S may go off record as to who the target for his FTA is, or he may pretend to address the FTA to someone whom it wouldn't threaten and hope that the real target will see that the FTA is aimed to him.”

Strategy 15: Be incomplete, use ellipsis, “The speaker may be pretend to addressee the FTA to somehow one who would not threaten

and hope the real target will see that the FTA is aimed at him/her (Brown and Levinson, 198). The strategy is done by leaving the implicature „hanging in the air“, without rhetorical question.

C. The impact of politeness strategies

Every strategy has their own advantages, Brown and Levinson (199) describes the factors as follows:

1. 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 hearer's face. It will 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 are very comfortable in their environment. So, 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 he has assumption that in certain situation he has a power to control someone else's act. In this strategy, the speaker can get the following advantages: (1) the speaker can get credit for honesty; (2) the addressee 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 misunderstanding can be avoided (Brown and Levinson, 1992).

2. Positive politeness strategy

The speaker uses positive politeness strategies because he can satisfy hearer's positive face, to some respect (Brown and Levinson, 1992 :72). This strategy is usually seen in groups of friends or where people 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 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. Thus, it perhaps can be formed by a courtesy as the speaker's effort to recognize a face of a listener.

The speaker can get advantages such as, (1) he 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) he can emphasize friendly context, (3) avoid the debt implications of FTAs such as request and offers, (4) including the addressee and the speaker equally as benefactor.

3. Negative Politeness

The main focus for using this strategy is to assume that speaker may be imposing to the hearer, 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 else'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) he can pay respect, deference to the addressee in return for the FTA, (2) he can maintain social distance, (3) avoiding the threat, (4) minimizing the mutual face loss (5) he can indicate that he has the other's face want in his mind.

4. 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 :108). 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) he can avoid entering the gossip biography that others keep him; (2) he can avoid responsibility for the potentially face-damaging interpretation, (3) he can give the addressee an opportunity to be seen care of the speaker, (4) he can get credit for being generous and cooperative.

Table 1.1 Politeness strategies (Brown and Levinson, 1987)

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 required.
2.	Notice, attend to Hearer's interests, wants, needs, goods, etc.	2	Question, hedge	2	Violate Maxim of Quality (Understate, Overstate, Use Tautologies, Use contradictions, Be ironic, Use metaphors, use rhetorical questions)	2	Maxim of Quality (try 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, sympathy with hearer)	3	Be pessimistic	3	Violate Maxim of manner (be ambiguous, be vague, over-generalize, displace Hearer, be incomplete, use ellipsis).	3	Maxim of relation (Be relevant).

4.	Intensify interest to hearer	4	Minimize the size 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 identity markers	5	Give difference				
6	Seeking agreement	6	Apologize				
7	Avoiding disagreement	7	Impersonalize 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 presuppose S's knowledge of and concern for H's wants	10	Go on record as incurring a debt, or as not incurring a debt.				
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).						

D. Conceptual Framework

This part presents a conceptual framework, which investigates the relationship among key terms of study.

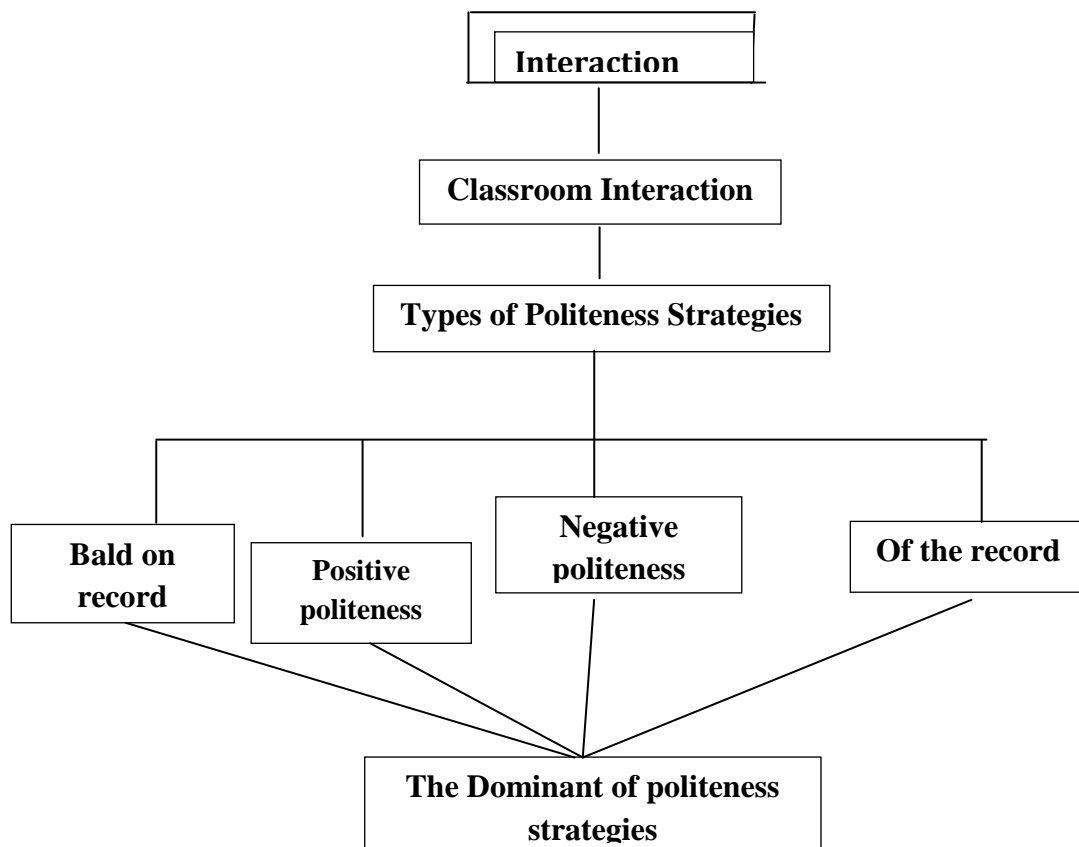


Figure 2.1. Conceptual Framework

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 interaction is believed to contribute on students' language development (Noddings, 1995).

The face saving politeness theory has some strategies to save hearers face from threat that include in the utterances Brown & Levinson declare four strategies chosen by the speaker to save the hearer face namely First one is “bald-on record”, second one is “positive politeness”, third one is “negative politeness”, and the last is “off record and politeness strategies dominantly used by the teacher in EFL classroom interaction.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research use descriptive qualitative method. Based on Sugiyono (2010) who states that qualitative research is descriptive. This method intended to describe everything related to the topic of the research. Where, the researcher describe about the types of politeness strategies used by the teacher and the politeness dominant used by the teacher i EFL calassroom interaction.

B. Variable and Indicators

The Variable of this research is politeness strategy, and the indicator is types of politeness strategies that is dominant used by the teacher.

C. Research subject

The population of this research is the Teacher of Smp Negeri 4 Tamalatea which consists of two Teachers. In this research will use purposive sampling technique. In taking the sample, researcher will Record and give Interview.

D. Research Instrument

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

1. Audio Recording

Audio recording will use to collect data in this research, it is related to Hyland & Paltridge, (2011) who said that audio recorder provided us denser linguistic information than the field note taking did. The researcher will use hand phone with mark Xiaomi to take audio recording. It uses to take picture 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 audio recording to record the participant when interview.

2. Check list

In this research, the research will use observation checklist to get the data in the classroom. Observation checklist is a list of things that an observer is going to look at when observing a class. Furthermore, Observation checklist give a structure and frameworks for an observation about the types of humor are use by the teacher in the classroom. Furthermore, the research fulfil the observation checklist while observing the classroom interaction based on the occurrences of politeness strategies in the teacher's utterances.

3. Interview

As stated in instrument explanation above, the reserach also provide some items to ask interview sessions. In other words the research will make some of the questions. The research will be use interview as a tool of data collection. The interview used Bahasa Indonesia to speak with the interview to avoid a miscommunication and to have natural data from the research subject. The research interview two teacher.

E. Data Collection

1. Observation

- a) Observation is conducted to find out the real or factual situation of teaching process. In collecting the data, the researcher met the teacher at first to find the information about the class schedule. The researcher will observe the subjects inside the class when they communicate.
- 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 hand phones 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. During the teaching and learning process.

F. Data Analysis

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

Based on the explanation 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 transformed and simplified 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 will 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 types of politeness strategies used by the teacher in EFL classroom interaction.

CHAPET IV

RESEARCH FINDING

A. Findings

The findings discuss the result of the research based on the research questions. The research questions what types of politeness strategies used by the teacher and what are politeness strategies dominantly used by the teacher in EFL classroom interaction. During the observation, the researcher recorded the whole process of teaching and learning activities to investigate the students.

1. Types of politeness strategies

a. Bald On record

In the classroom observation, the teacher taught the students the material about “prosedure teks”. Based on from the teacher of Nurwahida S.Pd

a). Extract 1: Bald on Record/Maximum efficiency.

T :Okey ,, Hello Listen your Name please ,, heyy dont be noisy listen your name,, Ahmad ?
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The presenting extract above presents how the teachers applied politeness strategy in classroom interaction. In the extract above shows that before starting the lesson the teacher will attend the students, the teacher checks the students how many students are present and students who are not present. In this used the utterance extract show that the teachers "**Hello listen your name**" in this type indicates that the teacher uses type of politeness Bald On Record in part of Maximum efficiency.

- b). Extract 2: Bald on Record/Metaphorical urgency for emphasis quoted

S : I am fine

T :Okey anak-anakku sekalian eee,, today we will practice about how to make simple resept yaah,, now please every group take your ingredien (ambil ingrediennya), take now coba please you take in your ingredien (ambil your ingredien yang you bawa) okey put on the table.Okey ,,before we start yaah,, (the teacher write on the whitboard about MAPEL) **Attention please!!**

In extract 2 above shows that the teacher applies the types of politeness strategies in the class. Based on the material that is how to make a simple recipe, the teacher starts the lesson by giving directions or instructions how to make a recipe by forming a group then telling each group to take ingredient on the table. In this extract show the teacher used utterance "**Attention please**" to get the students attention. This is categorized as Metaphorical urgency for emphasis quoted.

- c). Extract 3: Bald on Record/permission that H has requested.

S : (Noisy coundition) you my god.. hahahhaha

T : **Dont be noisy, look at to your friends**

The precenting extract above presents how the teachers applied politeness strategy in classroom interaction. The teachers asked the students to be quiet when he explained what the students should do. Here, the learning and teaching process puts the teachers as the central of classroom interaction. So when the classroom was noisy the teachers has responsibility to make them well regulated. In this extract show that

the teachers used the utterance **"look at to your friends"**. To get the students attention. This utterance categorized as bald on record of politeness in strategy . Here, the teachers used her power as the one who can instruct in the whole classroom teaching process. In this types of permission that H has requested.

d). Extract 4: Bald on record

S : Walaikumsalam Wr,,Wb,, T : Good morning every body ?
--

The utterance of **"Good morning everybody"** includes the types of politeness Bald On record, where a teacher before starting the lesson the teacher greets their students or opening by using language like that. This is the categorize Welcoming strategy based on the theory of Brown and Levinson (1987).

e). Extract 5: Bald on record/taks oriented/ paradigmatic form of intruction.

T : The second , harusnya toh put coffe in to the glass, just like that hanya seperti itu. Kenapa banyak sekali langka-langka mu. Okey do it now please. Who read, siapayang membaca ? you practice now okey

The preceding extract above presents how the teachers have an applied politeness strategy in classroom interaction. The teachers asked the students to do something utterance **"ok do it now please"** here, the teachers applied strategy of Bald on record. This is categorized strategy of taks oriented/ paradigmatic form of intruction.

f). Extract 6: Bald on record/task oriented / paradigmatic form of instruction.

T :Saya invite group four to presented your resept, **bersihkanki dulu nak**, okey now you can star , silahkan bisa di mulai presentasinya. What is your goal ?how to make a glass of coffe , you understand ?

The presenting extracts above how teachers apply politeness Bald on Record in classroom interaction. In the learning process in the class each group presents its recipe the teacher is the main source in the class, the teacher hangs out everything that happens in the class, when the teacher invites other groups to present the recipe but the place is used dirty then the teacher tells them to clean it first and then in this extract show that the teachers used the utterance "**Bersihkanki dulu nak**". The partition is categorizing the strategy of task oriented / paradigmatic form of instruction.

g). Extract 7: Bald on record/case of canel noise.

T :Hello group tree can see your stepp please ? mana step mu ? **bawa sini nak**. Hey hallo attention please okey now i will ,, saya mau bacakan scorenya pada saat you praktek.

The teachers ask the students to bring the step of group, in this extract show that the teachers used the utterance "**bawa sini nak**" this is categoriezed part of stratgey bald On Record of case of canel noise.

b. Positive politeness strategies

In the classroom observation, the learning material was about " prosedur teks". The researcher identified kinds of positive politeness in teahers intruction. The following extract represents how the teachers politeness strategies appeared in classroom interaction.

h). Extract 8. Postive politeness/ give gifts to hearer (goods)

S : Morning

T :*How are you today ?*

Based on the types of politeness that used the teachers above, the presenting extract presents how the teachers politeness appeared in classroom interaction. Teacher asking how come the students for today, so the teachers used the utterance “ *How are you today*”?Because in school the teacher is not only as a teacher or educator, the teacher must know the condition of his students, and also the teacher acts as a parent when in the school environment.

i). Extract 9. Postive politeness/ give the hearer sympathy

S : Ingredient, milk, ice, mises, wather

T :*Okey GOOD. Siapa yang mau baca stepnya ?oke*
the first your read and practic.

The interaction between teachers and students above emerges one of politeness strategies. It is happened when the classroom are opened by giving the material apperception. The teachers asked the students to read the ingrediants. So the teachers appreciated the students answer by saying “*Okey Good*”. The utterance above is categorized as positive politeness stategy 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 teachers utterance indicates that she respected the students want and tried to understand them. It is proved that the teachers has good emotional relationship with their students.

j). Extract10. Postive politeness/ give gifts to hearer (understanding)

T : The second , *harusnya toh put coffe in to the glass, just like that hanya seperti itu*. Kenapa banyak sekali langka-langka mu. Okey do it now please. Who read, siapayang membaca ? you practice now okey

The presenting extract above presents how the teachers applied politeness strategy in classroom interaction. Based on the extract above that show the teacher used the utterance "*Harusnya toh put coffe in to the glass, just like that hanya seperti itu*".Because the teacher is the main center in the class, which gives instructions to students how to provide direction or understanding how to make a recipes well.

k). Extract11. Postive politeness/ joke

S : Pour extra jos and milk in to the glass. Lagi,,
T :*Up to you, tidak cukup ko itu kalau satuji na besar badanmu*.

The world of education has developed along with changing times, modern education equipped with facilities that are all sophisticated and strategies (methods) in classroom learning are also increasingly varied, but the educator usually only focuses on the subject matter that must be pursued and focuses on learning strategies which sometimes makes students bored in the classroom. But the precending extract above the teacher used the utterance joke in the classroom "*Up to you, tidak cukup ko itu kalau satuji na besar badanmu*" here shows that the

teacher applies the type positive politeness part of make a joke for the students.

l). Extract 12. Positive politeness/ sympathy

T : <i>Okey from group one you get score ninety</i>
S : Yooooooooo (only one students yang tepuk tangan). Hahahahahaha

Regarding the teachers politeness strategy, the preceding extract presents how the teachers politeness appeared in classroom interaction. Teachers appreciated by giving the score as the utterance above “*Okey from group one you get score ninety*” the utterance is categorized as positive politeness strategy since the speaker gives the hearer gift. Here, the teachers utterance indicates that teachers has good emotional relationship with their students.

m). Extract 13. Positive politeness

S : Stir until dissolved , and the last is coffe is ready to drink
T : No like that ? tidak seperti itu ? <i>okey thanks you very much</i>

The preceding extract above presents how the teachers applied politeness strategies during classroom interaction. The utterance can be identified as positive politeness strategies. The interaction above between the teachers and her students that students have taken steps or procedures for making simple recipes. The teachers appreciates the answer by saying “*okey thanks you very much* “. This strategy means to give appreciation and thanks to hearer by explicitly appreciate what students have done

n). Extract 14. Postive politeness/ offer

T : Nanti next time kita lanjutkan yang ini dan sebagai kesimpulan , *siapa yang bisa buatkan conclusion atau kesimpulan dari materi kita hari ini*

The core of the activities in the classroom learning process is the process of exchanging ideas between teachers and students. The teacher provides opportunities for students to convey an opinion about what is understood in the material provided. So based on the learning objectives the teacher gives an opportunity to students who want to explain or give a conclusion from the material. In this show, the teacher used the utterance "*siapa yang bisa buatkan conclusion atau kesimpulan dari materi kita hari ini*".

Because the researcher observes two teachers, each class is different who teaches in grade 7 and some teach in class 8. Of course the two teachers have different characters and different ways of teaching. Then as long as the results of the recording that I got the researchertranscrip the results and the researcher got to find the dominant type of politeness used by the teacher is the same, the dominant use by the teacher is Bald On Record.

So the results of the transcript above are based on the teacher Nurwahida S.Pd during the teaching process in the class. But basically every teacher has their own character, each teacher has a different way of teaching. Even if their teach with the same subject. Not to compare but based on the sample of the researcher to observation two teachers so

that there are two teachers who are researcher researchers. So the one below is a transcript from the teacher Nurmaulina Thamrin S.Pd

c. Ttranscript from the teacher Nurmaulina Thamrin S.Pd Types of politeness strategies

a. Bald On record

In the classroom observation, the teacher taught the students the material about “ give suggestion”.

o). Extract 15.Bald On Record/ case of channel nooise

T : (Absemt students) **okey divided your book , give me one book**

The precenting extract above presents how the teachers applied politeness strategy in classroom interaction. The teachers ask the students to be quiet when she explained what the students should do. Here, the learning and teaching process puts the teachers as the central of classroom interaction. In this extract show that the teachers used the utterance “**okey divided your book , give me one book**”,for to star to learn. This utterance categorized as bald on record.

p). Extract 16.Bald On Record/ task oriented form of intruction

T : Ia masukan , di kasih solusi itu namanya saran sudah SMP masa belum tau. Nah di sini ada beberapa permasalahan number three until number twelve. **Silahkan duduk bersama kelomponya masing-masing** supaya kita bisa mencapai tujuan pembelajaran pada bab ini yaitu memberikan , memberikan ap tujuanya ?

The precenting extract above presents how the teachers applied politeness strategy in classroom interaction. The teachers asked the

students to find every group by saying the utterance “**Sialahkan duduk bersama kelompoknya masing-masing**” here the teachers applied strategy of bald on record. It explain the orders and asking for attention have inverted assumptions about the relative status of speaker and hearer. It also indicates that the teachers has social distance with the students in order that the teachers used the imperative utterance in classroom interaction.

b. Positive politeness

q). Extract 17. Positive politeness/be optimistic

S : No mom. T : No. <i>Okey good. If you have a problem please ask to me.</i> What is your question ?
--

The utterance above emerged when the students are assigned to work in group to do the assignment. The students felt hard to do all of the assignments so the teachers give a chance by saying the utterance “*Okey good. If you have a problem please ask to me*”. Is categorized as positive politeness strategy since the speaker give the hearer understanding. This strategy can be realized as in the form of giving special attention to the hearer.

c. Negative politeness

In the classroom observation, the teaching process discussed about “give suggestion”. in the classroom sequence the teachers is as the central of learning process. The teachers explain the material and give some explanation. Therefore, the researcher identified negative politeness used by the teachers in classroom interaction.

r). Extract 18. negative politeness/be direct

T : Ia masukan , di kasih solusi itu namanya saran sudah SMP masa belum tau. Nah di sini ada beberapa permasalahan number three until number twelve. Sialahkan duduk bersama kelomponya masing-masing supaya kita bisa mencapai tujuan pembelajaran pada bab ini yaitu memberikan , memberikan ap tujuanya ?

The utterance above when the teachers had explained the material about “give suggestion” the students still dont understand about the material and give explanation to students. therefore, the teachers asks the students and saying the utterance “sudah SMP masa belum tau”.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 brake interaction.

d. Checklish observation.

This part is ababout of checlish observation, wich one 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

Bald on record is related with directness. Directness commonly is employed by speaker who has hinger authority than hearer. Thus, Bald On Record commonly uttered by speaker who has higher authority or more powerful than hearer. The use of bald on record strategy was reflected

when the teacher uttered command to the students. By using this strategy, the addressee possible to easy catch the speaker mean, so misundrrstanding can be avoid. So, the teacher often used this strategy.

B. Discussions

The section presents the discussion of the research finding. It is about the teachers 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 EFL teachers in classroom interaction and to find out the politeness strategies dominantly used by the teachers in EFL classroom interaction of teachers at SMPN 4 Tamalatea in classroom interaction. The use of politeness strategy was dominated by bald on record strategy.

1. Types of politeness strategies

Based on the 18 extracts analyzed in the finding, it was found 4 types of politeness strategies; namely positive politeness, negative politeness, bald on record, and of the record.

The first one is bald on record which can be seen in extract 1,2,3,4,5,6,7,15 and 16. This finding is in line with Brown and Levinson (1987) who stated that the speakers (S) usually speaks directly, clearly without resulting ambiguous interpretation where teacher wants to do FTA with maximum efficiency and also relevant with tatts' (2003) who states that the appropriate behavior related to social ruleslike respecting the elder or speakingwith a lower voice, but of all 9 extract Bald On record in general it is speak directly which is inside Bald On record terbagi dalam 10 part,

but the teacher only used bald on record part of Maximum efficiency, Metaphorical urgency for emphasis, Tas oriented/paradigmatic form of instruction, permission that H has Requested.

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 teacher used utterance "*Up to you, tidak cukup ko itu kalau satuji na besar badanmu*" when students make a recipe, but one student or group friend makes a recipe only a little but because the body of the student is fat so the teacher makes a joke for the student. The second finding shows that positive politeness in extract 8,9,10,11,12,13,14, dan 17. Here, the teacher 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 8 show the types of Positive politeness/ give gifts to hearer (goods), the utterance "*How are today*"?. Extract 9 show the types is Positive politeness/ give the hearer sympathy the used utterance "*Okey good*". Because students have done good and right practices so the teacher gives gift for the students that used politeness strategy by the sympathy. Extract 10 Positive politeness/ give gifts to hearer (understanding), So in extract 10 shows that the teacher applying the politeness strategy in the class in the example above is a strategy of giving gift hearer (understanding) the teacher gives understanding to his students about what their learned. The teachers used this types to show their

politeness and minimize the distance between speaker and hearer and to reduce the hearer's disappointment by expressing friendliness. Then, for extract 12, Positive politeness the utterance "*Oket from group one you get score ninety*" this utterance the teacher gives a score to each group, the teacher gives an assessment in accordance with the teacher's assessment indicators such as how to practice well, structure, good cooperation with their group friends, and at the end the teacher conveys the score of each group. Starting from the highest score to the low. This is a form of strategy sympathy in positive politeness. Then extract Extract 14. Positive politeness / offer the teacher uses utterance "*siapa yang bisa buatkan conclusion atau kesimpulan dari materi kita hari ini*" based on the above sentence it shows that the teacher uses the positive politeness the using of Offer strategy. Because every teacher has a unique way of teaching. There are those who tend to be serious, there are those who are joking, there are those who just sit in the chairs from the lesson, there are those who like to invite the whole class to discuss, and so on. As long as the purpose of the teaching process is achieved, students can understand the material and also enjoy the learning process itself. To help the teacher's self-evaluation process, students are also expected to play a role in it. The measure of teacher success in teaching is students. So if we want to know the extent to which our success in teaching is one of the ways to offer students such as utterance "*siapa yang bisa buatkan conclusion atau kesimpulan dari materi kita hari ini*".

The third finding shows that negative politeness appears in extract 18. The teachers used this type explain but students don't understand but the teacher used "sudah SMP masa belum tau" to convey their opinion but the word 'negative' here does mean 'bad', it is just the opposite of pole from 'positive' which can be defined as face saving device specially for negative face. In line with Brown and Levinson (1987) stated that this strategy assumes that there might be some social distance or awkwardness between speaker and hearer and it is likely to be used whenever a speaker wants to put a social brake on his interaction. Jary (1998) states that the use of 'please' has more the function of a command than simply implicating politeness.

The other strategy that was found by the researcher aside from politeness strategy proposed by Brown and Levinson during classroom interaction is off record. This strategy is a part off record strategy even though it is quite different with bald on record which is defined as strategy requires no effort from the speakers to minimize the impact of the FTA's and the researcher defines off record as the strategy which is contrary with bald on record in applying theory of maxims. It is also supported by Senowarsito (2013) that teacher and student perception on social distance, the age difference, institutional setting, power and the limitation of the linguistic ability of the student had contributed to the different choices of politeness strategy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions, the result of this research show two important related to the application of politeness strategies used by teacher, the finding show that there are politeness strategies can be found in the teachers utterances bald on record, positive politeness, negative politenes. but only strategies Of record not used by the teacher Nurwahida S.Pd. The researcher found out that the are 33 data the data content 18 of Bald on Record strategy, positive politeness startegy 15 from of teachers utterance on teaching process during the observation, and also there are 37 data from teachers Nurmaulina Thamrin S.Pd. the data content 22 data of bald on record strategy, 12 data of positive politeness strategy, 3 data negative politeness strategy. It means that Bald on record strategy noted as the high rank. Meanwhile, off the record 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 1.

THE INSTRUMENT OF TEACHER'S INTERVIEW

TEACHER'S NAME:

1. Is politeness important in teaching EFL during the teaching and learning activities in the classroom?

Pentingkah kesopanan dalam pengajaran bahasa inggris selama kegiatan di dalam kelas ?

2. How do you definition of politeness in your own words?

Bagai mana anda mendefinisikan kesopanan?

3. How do you behave politely during the teaching and learning activities in the classroom. ?

Bagai mana anda bersikap sopan selama kegiatan belajar mengajar di kelas?

4. How do you respond to the student who speak impolitely?

Bagai mana anda merespon anak yang berkata tidak sopan ?

5. What is your opinion about the interaction between the other teachers and students during the classroom ?

Bagai mana pendapat anda tentang interaksi guru dan siswa selama berada dalam kelas ?

6. Do you speak politely to particular student or to all studnets?

Apakah anda hanya berkata sopan kepada siswa tertentu atau kesemua siswa?

7. How do you instruct the noisy students to pay attention ?

Bagaimana anda menertipkan orang yang ribut untuk memperhatikan pelajaran?

8. Does behave politely strategies during the classroom affect the students' achievement?

Apakah berbicara dengan menggunakan strategi kesopanan berpengaruh terhadap pencapaian siswa ?

9. Is there any difference on the way you communicate with the student during the classroom and outside the classroom ?

Apakah ada perbedaan cara anda berinteraksi dengan siswa selama jam beralajaran dengan di luar jam pelajaran?

10. How the teachers should apply politeness strategy in classroom interaction ?

Bagaimana guru sebaiknya mempraktekkan strategi kesopanan dalam interaksi di kelas ?

Appendix 2.

INSTRUMENT OF CEKLIS OBSERVATION

Teacher Name: Nurmaulina Thamrin S.Pd

Bald On record

No.	Statement	Yes	No.
1.	Non-minimization of the face threat		
	Strategy 1: Maximum efficiency	✓	
	Strategy 2: Metaphorical urgency for emphasis Quoted	✓	
	Strategy 3: metaphorical urgency for high valuation of hearer's		
	Strategy 4: case of channel noise		
	Strategy 5: task oriented/paradigmatic form of instruction.	✓	
	Strategy 6: power different between S and H (S is higher)		
	Strategy 7: Sympathetic advice or warnings		
	Strategy 8: Permission that H has requested	✓	
2.	FTA- oriented bald on record usage		
	Strategy 1: Welcoming based on the theory of Brown and Levinson (1987), it is used when speaker insist that hearer may impose on his negative face.	✓	
	Strategy 2: Farewells based on Brown and Levinson (1987), it is used when speaker insist that hearer may transgress on his positive face by taking his		

	leave.		
	Strategy 3: Offers, used when speaker insist that hearer may impose on speaker's negative face (Brown and Levinson ,1987).		

(Brown and Levinson

(1987))

Posistive politeness

No.	Statement	Yes	No
1.	Greetings		
2.	Notice, attend to Heraer's interests, wants, needs, goods, etc.		
3.	Exaggerate (interest, approval, sympaty with hearer)		
4.	Intensify interest to hearer		
5.	Use in-group identitymarkers		
6.	Seeking agreement		
7.	Avoiding disagreement		
8.	Presuppose/ raise/ assert/ common ground		
9.	Joke	✓	
10.	Assert or presuppose S's knowledge of and concern for H's wants		
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).	✓	
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Brown and Levinson (1987)

Negative politeness

No	Statement	No	Yes
1.	Be direct/ conventionally indirect	✓	
2.	Question, hedge		
3.	Be pessimistic		
4.	Minimize the size of imposition on Hearer		
5.	Give preference		
6.	Apologize		
7.	Impersonalize S and the H “ Avoid pronouns “I” and “you”		
8.	State the FTA as an instance of a general rule		
9.	Nominalize		
10.	Go on record as incurring a debt, or as not indebted Hearer.		

Brown and Levinson (1987)

Off record

NO.	Statement	Yes	No
1.	Violate Maxim of Relevance		
	give hints/ clues,		
	Give association clues		
	Presuppose		
2.	Violate Maxim of Quality		

	Understate		
	Overstate,		
	Use Tautologies,		
	Use contradictions,		
	Be ironic		
	Use metaphors		
	use rhetorical questions.		
3.	Violete Maxim of manner		
	be ambiguous		
	displace Hearer		
	be incomplete		

(Brown and Levinson (1987))

Appendix 3.

INSTRUMENT OF CEKLIS OBSERVATION

Teacher Name: Nurwahidah S.Pd

Bald On record

No.	Statement	Yes	No.
3.	Non-minimization of the face threat		
	Strategy 1: Maximum efficiency	✓	
	Strategy 2: Metaphorical urgency for emphasis Quoted	✓	
	Strategy 3: metaphorical urgency for high valuation of hearer's		
	Strategy 4: case of channel noise		
	Strategy 5: task oriented/paradigmatic form of instruction.	✓	
	Strategy 6: power different between S and H (S is higher)		
	Strategy 7: Sympathetic advice or warnings		
	Strategy 8: Permission that H has requested	✓	
4.	FTA- oriented bald on record usage		
	Strategy 1: Welcoming based on the theory of Brown and Levinson (1987), it is used when speaker insist that hearer may impose on his negative face.	✓	
	Strategy 2: Farewells based on Brown and Levinson (1987), it is used when speaker insist that hearer may transgress on his positive face by taking his leave.		
	Strategy 3: Offers, used when speaker insist that hearer may impose on speaker's negative face (Brown and Levinson ,1987).		

(Brown and Levinson (1987))

Positive politeness

No.	Statement	Yes	No
14.	Greetings		
15.	Notice, attend to Hearer's interests, wants, needs, goods, etc.	✓	
16.	Exaggerate (interest, approval, sympathy with hearer)		
17.	Intensify interest to hearer		
18.	Use in-group identity markers		
19.	Seeking agreement		
20.	Avoiding disagreement		
21.	Presuppose/ raise/ assert/ common ground		
22.	Joke	✓	
23.	Assert or presuppose S's knowledge of and concern for H's wants		
24.	Offer, promise		
25.	Be optimistic	✓	
26.	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 and Levinson (1987)

Negative politeness

No	Statement	No	Yes
1.	Be direct/ conventionally indirect	✓	
2.	Question, hedge		
3.	Be pessimistic	✓	
4.	Minimize the size of imposition on Hearer		
5.	Give preference		
6.	Apologize		
7.	Impersonalize S and the H " Avoid pronouns "I" and "you"		
8.	State the FTA as an instance of a general rule		
9.	Nominalize		
10.	Go on record as incurring a debt, or as not indebted Hearer.		

Brown and Levinson (1987)

Off record

NO.	Statement	Yes	No
3.	Violate Maxim of Relevance		
	give hints/ clues,		
	Give association clues		
4.	Presuppose		
	Violate Maxim of Quality		
	Understate		
	Overstate,		
	Use Tautologies,		
	Use contradictions,		
	Be ironic		
3.	Use metaphors		
	use rhetorical questions.		
	Violate Maxim of manner		
	be ambiguous		
	displace Hearer		
	be incomplete		

(Brown and Levinson (1987))

Appendix.4

Teacher name :

Transcrip correction 1.

S : Lets Pray TogetherPray finish greetings to our teachers (Assalamu Alaikum Wr..Wb) sit down please.

T :*walaikum salam Wr..Wb*

T :Okey ,, **Hello Listen your Name**please ,, hey dont be noisy listen your name,, Ahmad ?

S : Present Mom ?

T : Who is absent today ?(siapa yang tidak hadir hari ini)?

S : Tidak ada Bu'

T :*Okey, Assalamu Alaikum Wr,, Wb,,*

S : Walaikumsalam Wr,,Wb,,

T :**Good morning every body ?**

S : Morning

T :*How are you today ?*

S : I am fine

T : Okey anak-anakku sekalian eee,, today we will practice about how to make simple resept yaah,, now please every group take your ingredien (ambil ingrediennya), take now coba please you take in your ingredien (ambil your ingredien yang you bawa) okey put on the table.Okey ,,before we start yaah,, (the teacher write on the whitboard about MAPEL) **Attention**

please!!Okkey listen to methe first presented yang pertama aaaa,, I invite the second group to presented your resept. Okey please. Silahkan naik

S : (Noisy coundition) you my god.. hahahhaha

T :**Dont be noisy, look at to your friends**

S :(Noisy Coundition)

T : Where is your tittle ? (mana judulnya Nak)? Ada yang pake pengantar?No ?

S : Yang bagaimana itu Bu'?

T : Kalimat pengantar,, okey we are from group One will be present No ?

S :No !

T : Goal ,, how to bla bala bla how to make ... where is your Goal ? apa goalnya ? judul ?How to make Pop Ice Drink.**Halloooo Dont be Noisy .Coba!**

S : How to make drink pop Ice. (one of the students say it) apa di bilang Bu' How to make ?

T :**Show with me.**Perlihatkan kepada ibu yang mana.

S :Blender

T :Okey

S : Glass

T : Okey

S : Spoon , pop ice,

T : Coba you make different between alat dengan ingredien yaah,, jadi bedakan yg mana you alat dengan ingredien. Jadi when you read ingredien you say ingredien Pop iCe, dan lain-lain. Okkey

S : Ingrediant, milk, ice, mises, wather

T : *Okey GOOD*. Siapa yang mau baca stepnya ? oke the first your read and practic.

S : (Busy Condition)..... try to make a pop Ice

T : Saya invite group four to presented your resept, **bersihkanki dulu nak** , okey now you can star , silahkan bisa di mulai presentasinya. What is your goal ? how to make a glass of coffe , you understand ?

S : Yes

T : **Okey repeat again , ulang kembali nak .**

S : How to make a coffe

T : Okkey next

S : Ingrediants

T : Where is your ingrediant ? perlihatkan sama ibu yang mana nak

S : Ingrediant, coffe , hot wather, spoon,

T : It is inggrediants atau bahan ?

S : Glass,

T : Okey next, stepnya . **please your voice**

S : Tuangkan air panas.

T : Star now. Mulai , heeyy you read now and you do it. Kamu yang lakukan nak. The first

S : Ttry to make a resept) pertama panaskan air panas

T : Coba saya liat

S : Aldi na liat dulu ibu

T : The second , *harusnya toh put coffe in to the glass, just like that hanya seperti itu.*Kenapa banyak sekali langka-langka mu.**Okey do it now please.**Who read, siapayang membaca ?you practice now okey

S : Pour hot wather in to the glass

T : Okey stop nak. And than next who want to read ? siapa yang mau membaca ? you Aldi

S : Stir until dissolved , and the last is coffe is ready to drink

T : No like that ? tidak seperti itu ? *okey thanks you very much*

S : Busy condition

T : Okey sit down please. Heyy haloo **back to your sit now kembali ke tempat duduknya nak.**The next presenter i Invite from group one to presented your resept now. Okey please. What is your goal ?ap judul mu ?

S : Judul ? drink extra jos

T : How to make a glass extra jos drink . next

S : Wather,

T :**Tunjukkan ke ibu nak yang mana water**

S : Wather, milk, ice, extra jos , glass, spoon.

T : Ini gelas ingrediants or bahan ? ini alat atau bahan.

S : Alat Bu'

T : Nah kalau membaca di bedakan yang mana bahan, glass okey and than

S : Spoon.

T : Where is your spoon ?

S : Method bu'

T : Siapa yang membaca ?

S : Saya bu

T : Smash ice

S : Pour extra jos and milk in to the glass. Lagi,,

T : *Up to you, tidak cukup ko itu kalau satuji na besar badanmu*

S : Hhaaaaaa hahahhaha

T : You praktekan. You yang membaca you praktekan.

S : Stir until ,, ok stop stop.

T : Okey the last is,, yang terakhir yang mana nak

S. Extra jos pour in to the glass, estra jos ready enjoy .

T : *Okey thank you your presentation . okey thank you sit down. okey the next presentation. Can yoou repeat again ?*

S : How to make of Tea. The material sugar, hot wather, spoon,

T : Satu orang yang membacanya dan perlihatkan dengan ibu.

S : Try to make A TEA.

T : You read and you do it. Silahkan kamu praktekan kamu yang baca.

S : Baca dulu baru di praktekkangi. Pour wather in to the glass.

T : Hello group tree can see your stepp please ? mana step mu ? **bawa sini nak.**Hey hallo attention please okey now i will ,, saya mau bacakan scorenya pada saat you praktek

S : Ia Bu'

T : Okey from group one hallo **dont be noys**...yaahh paham ji toh kalau kita bilang dont be noys ? di larangki ribut nak

S : Ia Bu'

T : *Oket from group one you get score ninety*

S : Yooooooooo (only one students yang tepuk tangan). Hahahahahhahah

T : Heboh sendiri karena yang lain maybe tidak paham masalah score. Okey from group two, how to make pop ice *you get score eigty five*. Okey and group tree *you get score eighty five* too you are the same with the second group yah,, why ? because ?mestinya begini eeee your stepp is very good. Langkah-langjanya sudah bagus nak. But when you read when you practice infron of class now i dont understan what you say saya kurang paham dengan apa yang kamu ucapkan. Yaah sehingga scorenya yang kamu dapat eighty five. Sebenarnya bagus yahh bagus caranya it is very good cuman pada saat praktek yaah.. and the last from coffe group. Coffe tadik toh yaah *.you get score the last terakhir score mu it you get eighty*. Brapa klau eighty ?

S :80 bu'

T : So for this time, the winner is the firs group. Aploss dulu untuk kelompok 1

S : Give aplos together

T : Ia kenapa jadi perhatikan nak ketika kita belajar when we study, practice about prosedure teks yaahh, inikan langka-langka toh? Nah kalau langka-langka . perhatikan dulu kalau kita sudah masuk di stepnya tidak usah terlalu ribet, tetapi kita harus menggunakan kalimat for example, take, ambil, pour tuangkan atau masukkan, put letakkan, dan ini group one to the point, and i understan about their sentence, dia caranya to the point tetapi kenna tidak usah terlalu panjang , ini ini ujung ujungnya ibu tidak paham, yaah, jadi yang simple saja kalau kita membuat suatu resep ataupun langka-langkah cara melakukan sesuatu yaah.

S : Ia Bu'

T : Okey what time it is now ? we have a time please **you take book in the library.** Ambil bukuta dulu nak di perpustakann , masih ada waktu fivety minutes nanti kalau kita terlalu cepat keluar yang lain ikut keluar padahal belum istirahat jadi ambil bukuta dulu yah. Kita lanjut

S :10 menit mami bu

T : You mau apa kalau masih ada 20 menit mau istirahat ? ambil buku dulu, take it now please. 15 menit bukan waktu yang sedikit nak .eee tomorrow we will Mid test yah and i takee questions ,saya ambil pertanyaan materi about prosedure teks ada satu . hellow attention please **bukumu nak bisa saya pinjam satu . open your book?** okey now before your, sebelum you tulis kita baca dulu ini Es teler belum di bacakan ?

S : Ia Bu'

T : Jadi tujuan pembelajaran adalah pada materi ini masih sama jadi kalian harus mampu membaca resep sederhana yah inEnglish . hellow group four please you read baca sekarng how to make es teler.**Asiska please you read now,** bacaki sekarang nak.

S : Read the teks.

T : Nanti next time kita lanjutkan yang ini dan sebagai kesimpulan , *siapa yang bisa buatkan conclusion atau kesimpulan dari materi kita hari ini*

S : Pake bahasa inggris bu'?

T : *What we study*today mulai dari saya masuk until the last meeting siapa yang bisa ? apa yang kita pelajari ?

S : Prosedure teks

T : Bagian prosedure ada berapa yang di praktekkan ?

S : Empat

T : Apanya yang empat ? yang pertama apa ?

S :Tittle, bahanndan alat and the last is steps

T : Perhatikan baik-baik yaah. Tomorrow we will have test so please you study at
your home belajar di rumahnya di

S : Ia bu

T : Suapaya tidk dapat remedial yah nak yahh

S : Ia bu

T :*Okey i think this time enought*please **subtmeet your books**. kembalikan ke
perpustakaan. *Okey thanks you very much assalamualaikum Wr.. Wb*

S : Walaikumssalam wr.. wb

NOTE:

Positive politeness

Slash

Negative politeness

Underline

Bald On record

Bold

Off record

Bold & Underline

Appendix. 5

Teacher name :

Transcript correction 1.

T : Please pay attentionto your chairman oke ? siapkan

S : Every body stand Up please. Say greeting to our teacher (Good afternoon mom)

T :*Good afternoon too*

S : Sit down please , lets pray. selesai.

T : *Okkey student How are you today?*

S : I am fine

T : Any Homework ?

S :No teacher

T : Why do you came let ?

S : Kamu dari mana ?

T : What is let ? *kenapa datang terlambat* ,,oket sit down, sit down yahh please **listen your name**, ahmad faisal B?

S : Present mom

T : Anggun Nur Annisa ?

S : Presen mom

T : (Absemt students) **okey divided your book , give me one book**

S : (Busy condition)

T :**Okey keep silent**, kalau di bilang **keep silent tolong Diamm**. Now we are going to talk about chapter three , please **open chapter three** .have you seen ?

S : One two three artinya tiga (one of the student say it)

T : Okey kita sudah

S : Yang mana di baca bu'?

T : Iye ? halaman have you seen the page seventy seven , oke let see number one .we have to test tomorrow english and IPS, you should not go to the game, you should study for the test. Sudah liat ?

S : Iye bu',,,

T : Nah di situ ada sebuah pernyataan. Jadi bukan pertanyaan yaahh pernyataan tentang,, kemarin kita belajar tentang sugestion di bacaan itu ada sugestion kan ?

S : Ada bu'.

T : Ada yang masih ingat ?

S : Ia bu'.

T :What is sugestion in bahasa ? saran , nasehat, itu sugestion nah di point pertama we have to test tomorrow english and IPS, apa kira-kira artinya itu? We apa artinya ?

S : Kami

T : Kami atau kita mempunyai dua ulangan besok bahasa inggris dan IPS. Naah di bagian bawahnya itu adalah saranya ini ceritanya dua orang yang berbicara yang di bawa berbunyi you should not go to the game, you should studay for the test. Kamu tidak harus atau kamu jangan pergi bermain game, kamu harus belajar untuk ulangan besok . yaahh jadi di sini tugasnya nanti di sediakan beberapa permasalahan kemudian di cari ,,,(kenapa ketawaki?)

S : Tidak ji bu' .

T :Sudah paham ? jangan mi di jelaskan ?

S : Jelaskan bu'

T : Okey lanjut, kedua i dont know the meaning of "row" ap I ?

S : Saya

T : Kalau Dont ?

S : Tidak

T : Saya tidak tau kalau the meaning of Row apami artinya semua ? saya tidak tau apa artinya row. Nah jawabanya di bawah atau saranya .you should look at up in dictionary you self. You should not depend on others all the time. Kamu harus mencarinya di kamusmu sendiri. Jangan selalu meminjam kamusnya orang nah masalahynay kan si A ini tidak tau apa artinya Row makanya saranya kamu harus mencari di kamus. Nah tujuan pembelajaran kita pada bab ini memberikan sugestion atau saran tau saran ?

S : Tidak bu.

T : Saran

S : Nasehat

T : Ia masukan , di kasih solusi itu namanya saran sudah SMP masa belum tau. Nah di sini ada beberapa permasalahan number three until number twelve. **Sialahkan duduk bersama kelompoknya masing-masing**supaya kita bisa mencapai tujuan pembelajaran pada bab ini yaitu memberikan , memberikan ap tujuanya ?

S : Saran.

T : Saran, masukan

S : Ia bu'

T : Duduk bersama kelompoknya

S : (Situation students try to find the group)

T : Oke please choose your friends, sit down with your group. **Oke hurry Up**, cepat .okey now please pay attention to your group. Pay attention .**okey now pay attention your book, look at your book**. where is the firs group ? mana group yang pertama ?

S : Ini bu'

T : The second ? dua second, kedua , ketiga, four okeyy.**Number three and number four di kerjakan kelompok satu yaah, number five and number six kelompok dua the second group . sorry number three sampai numbe five , tiga empat lima di sini. Kelompok dua enam,tujuh, kelompok tiga delapan, sembilan kemudian the last group sepuluh sampai dua belas**.Naah paham cara kerjanya ?do you understan how to do ?

S : Tidak bu'

T : No ? okey silahkan kita ambil contoh nomor sepuluh yah i have a toothache, saya menderita atau saya sedang sakit gigi. Nah apa kira-kira saranya atau masukannya kalau orang sakit gigi ? kalau dua saranya silahkan di tulis dua, kalau satuji, silahkan menggunakan “you should” di kerjakan seperti contohnya pada nomor satu dan dua. Misalnya kamu harus pergi ke dokter. You should go to the doctor , kamu harus minum obat, you should drink a medicin . karena itu memberikan saran, kita memberikan saran atau masukan. Jadi di sini kalian jangan bekerja sendiri-sendiri yaah.

S : Ia bu.

T : Di diskusikan harus koperative , do you understand ?

S : Yess Mom.

T : Okey if you all understand please **work in your book.**

S : (Situation working group)

T : *Any problem students ? ada masalah ?*

S : No mom.

T : No. *Okey good. If you have a problem please ask to me. What is your question ?*

S : Bilang mako cepatkan

T : **Say in English**

S : (Other student say it) i dont know how to say

T : **Say it in english**

S : Tidak ku tau ki bu’

T : Tadik sudah saya ajari

S : How to say in bahasa ?

T : How to say should in bahasa

S : Begitu bu’?

T : Yes , should in bahasa harus

S : Ia bu’

T : Understan ?

S : Yess mom .

T : Finish ?

S :No

T : Kelompok 1 sudah ?

S : Belumpi bu'

T : The second group ? finish ?

S :No, what is in bahasa cannot ?

T :idak bisa , jangan bekerja sendiri . oket twenty minutes left 20 menit lagi iah.
Oke what happen ?

S : Apa ini bu yang litter , handuk jerami,

T : Sampah, di kamus lain itu sampah .

S : Yang ini bu

T : Sudah disusun semua ?

S : Iya bu'

T :**Mana pulpen mu** ?okey lets check number,, have you finish ?

S : Yes mom.

T : What number you are ?

S : Six and sevent

T : Okey, kelompok lain degar yah jwabanya dari kelompok dua. Yah jawabanya kelompok dua apa ?anunya dulu bahasa indonesianya

S : Saya duduk di barisan belakang saya tidak bisa melihat kepapan tulis.

T :*Yah good*,what is the answer jawabanya ?

S : Bahasa inggrisnya?

T : Coba bahasa inggrisnya dulu

S :I sit on the beck Grow i cannot see your writing on the black board

T : What is the meaning . okey the second group, what is the meaning

S : Kamu harus pindah kedepan agar bisa melihat lebih jelas.

T : *Okey good.* number sevent, **okey Fitriani please read number sevent.** please read number sevent Fitriani . yang lain diam yaahh dan dengarkan jawabanya Fitriani . okkey the other groups kelompok lain. *Kelompok dua sudah menyelesaikan tugasnya dengan baik*

S : Alhamdulillah

T : Kelompok lain mana jawababnya ? okey the first group mana jawababnya ?

S : In bu eh.

T : **Okey coba di baca Hera Asra pale**

S : Bahasa indonesianya dulu bu'?

T : Aaa? Iye. Coba di baca

S : Suatu minggu saya mau pergi keluar tetapi sangat mendung (i will go out but it is very cloud, you should ,, rain.)

T : Okey number two , ganti lagi, ganti orang lagi. **Riska okey coba di baca Riska**

S : Anre kussengi Bu' saya pikir saya akan mengalami kedinginan (I think i get cold, you should ,,,,))

T : Okey Number three ? have done

S : Sementara muridmeninggalkan sampah mereka di atas meja

T : *Oke Good.*

S : Horeeee

T : The next group have you done ? okey the thirt group have done ? No?

S : No

T : Okey the time five minutes left . 5 menit lagi yahh okey coba di baca number Ten

S : Saya membaca bu'

T : Ia baca mi itu cepat.

S : Kamu harus pergi kedokter untuk mengobati sakit gigi.(you should go to doctor for give in medicine)

T : Okey ganti lagi temanmu yang lain.

S : Kamu harus pergi tidur supaya tidak menguap lagu.(you should go to sleep not yawn mouth)

T :**Okey you**

S : Kamu harus minum air putih supaya tersedaknya hilang (you should drink so that choke lose)

T :*Okey good.*The last group. Kelompok berapa yang belum ?

S : Eeeyyy ,,,

T : Okey the bell is ringing is time to stop, time to stop is study . **okey collect your book please**, kumpulkan bukunya . *okey students let say Alhamdulillah*

S :Alhamdulillah

T : I do apologize if i have mistake thank you for coming thank you for your attentions *Assalamualaikum Wr..Wb.*

NOTE:

Positive politeness

Slash

Negative politeness

Underline

Bald On record

Bold

Off record

Bold & Underline

THE INSTRUMENT OF TEACHER'S INTERVIEW

Teacher's Name: Nur Maulina Thamrin S.pd

Researcher :Is politeness important in teaching EFL during the teaching and learning activities in the classroom?

Pentingkah kesopanan dalam pengajaran bahasa inggris selama kegiatan di dalam kelas ?

Teacher :Tentu sangat penting karena guru itu harus memberikan contoh yang baik kepada siswanya.

(certainly very important because the teacher must give a good example to his students.)

Researcher : How do you definition of politeness in your own words?

Bagai mana anda mendefinisikan kesopanan?

Teacher :kesopanan itu kita harus bertutur kata dengan baik berperilaku dengan baik, sehingga siswa mampu mencontoh apa yang di lakukan oleh gurunya.

(politeness that we have to speak words well behave well, so that students are able to imitate what the teacher did.)

Researcher :How do you behave politely during the teaching and learning activities in the classroom. ?

Bagai mana anda bersikap sopan selama kegiatan belajar mengajar di kelas?

Teacher : sikap sopan itu bertutur kata dengan baik, memanggil nama siswa dengan baik, berperilaku baik dan yaaah bersikap baiklah selama pelajaran itu berlangsung.

(the polite attitude speaks well, calls the student's name well, behaves well and is well behaved during the lesson.)

Researcher : How do you respond to the student who speak impolitely?

Bagai mana anda merespon anak yang berkata tidak sopan ?

Teacher : cara meresponnya dengan cara menegurnya untuk berkata sopan

(how to respond by reprimanding him to say polite)

Researcher :What is your opinion about the interaction between the other teachers and students during the classroom ?

Bagai mana pendapat anda tentang interaksi guru dan siswa selama berada dalam kelas ?

Teacher :selama saya mengajar interaksi guru dan siswa itu cukup baik dan sangat aktif dalam belajar bahasa inggris.

(as long as I teach the teacher and student interaction is good enough and very active in learning English)

Researcher : Do you speak politely to particular student or to all studnets?

Apakah anda hanya berkata sopan kepada siswa tertentu atau kesemua siswa?

Teacher : yaah tentunya berkata sopan harus kesemua siswa sehingga kita bisa menjadi contoh bagi mereka, dan mereka juga berkata sopan kepada teman-temannya.

(Well, of course, it is polite to have all students so that we can be an example for them, and they also say politely to their friends)

Researcher : How do you instruct the noisy students to pay attention ?

Bagaimana anda menertipkan orang yang ribut untuk memperhatikan pelajaran?

Teacher :menertibkannya dengan memberikan instruksi yang baik memberikantugas-tugas tertentu supaya ia mau memperhatikan pelajarannya.

(discipline it by giving good instructions giving certain tasks so that he wants to pay attention to the lesson.)

Researcher :Does behave politely strategies during the classroom affect the students' achievement?

Apakah berbicara dengan menggunakan strategi kesopanan berpengaruh terhadap pencapaian siswa ?

Teacher :ia tentu berpengaruh karena setiap siswa itu berbeda-beda tanggapanya, tapi jika di berikan suatu strategi kesopanan siswa juga akan lebih tertarik belajar apa lagi kan kalau pelajaran bahasa inggris itu cukup susah yahh jadi harus di sampaikan dengan baik.

(it is certainly influential because each student has different responses, but if given a politeness strategy students will also be more interested in learning anything else if the English language lesson is quite difficult so it must be conveyed well.)

Researcher :Is there any difference on the way you communicate with the student during the classroom and outside the classroom ?

Apakah ada perbedaan cara anda berinteraksi dengan siswa selama jam berpelajaran dengan di luar jam pelajaran?

Teacher :ia ada perbedaan interaksi di dalam kan kita sebagai guru, tetapi di luar jam pelajaran seorang guru itu bisa menjadi seorang teman atau kakak terhadap siswa tersebut.

(there are differences in interactions within us as teachers, but outside of the hours of learning a teacher can become a friend or brother to the student).

Researcher :How the teachers should apply politeness strategy in classroom interaction ?

Bagaimana guru sebaiknya mempraktekkan strategi kesopanan dalam interaksi di kelas ?

Teacher :yaaahh contohnya dengan berperilaku yang baik, berkata-kata yang baik, berperilaku sopan santun dan berbahasa yang baik dan benar.

(For example, with good behavior, good words, good and right manners and language)

THE INSTRUMENT OF TEACHER'S INTERVIEW

Teacher's Name: Nur Wahidah. S.pd

Researcher :Is politeness important in teaching EFL during the teaching and learning activities in the classroom?

Pentingkah kesopanan dalam pengajaran bahasa inggris selama kegiatan di dalam kelas ?

Teacher :Iya saya kira itu sangat penting karena kenapa dalam berkata kepada siapapun bukan Cuma hanya dalam pelajaran bahasa inggris tapi saya rasa berbicara mengenai kesopanan kira ini sangat penting apalagi selama dalam kegiatan pembelajaran karena dimana disini kita mengajar, kita mendidik, yang mana siswa secara otomatis meniru karna kita membentuk karakter peserta didik, saya kira itu sangat berkaitan erat dengan yang namanya tata cara berujar yang baik atukah yang berkaitan dengan kesopanan.
(Yes, I think that is very important because why in saying to anyone is not just in English lessons but I think talking about politeness is very important especially during learning activities because where we teach, we educate, which students automatically imitate because we shape the character of students, I think it is very closely related to the name of the procedures for good words or those related to politeness).

Researcher : How do you definition of politeness in your own words?

Bagaimana anda mendefinisikan kesopanan?

Teacher : kalau menurut saya kesopanan itu artinya bagaimana kita berperilaku yang baik, bagaimana bertutur kata yang baik, terhadap orang lain. Seperti itu menurut saya.

(if I think politeness means how we behave well, how to speak good words to others. Like that in my opinion.)

Researcher : How do you behave politely during the teaching and learning activities in the classroom. ?

Bagaimana anda bersikap sopan selama kegiatan belajar mengajar di kelas?

Teacher : jadi kalau mengenai sikap sopan misalnya pada saat kita ,, saya berikan contoh yahh, sikap sopan misalnya pada saat kita ingin menanyakan sesuatu our students saya kira kita memulai dengan ketika kita ingin bertanya sesuatu pada siswa tentunya kita menggunakan bagaimana kita berujar dengan sopan kita bertanya bukan cuman bentuk bertanya mulai kita masuk kelas otomatis kita sebagai pendidik sebagai guru itu harus menunjukkan bagaimana berperilaku sopan terhadap siswa selama pembelajaran ataupun di luar lingkungan kelas. Seperti itu.

(if it is a polite attitude for example when we ... I give examples, polite attitude, for example when we want to ask something our students I think we start with when we want to ask students something, of course we use how we say politely ask not only the

form of asking begins we enter our automatic class as educators as teachers must show how to behave politely towards students during learning or outside the classroom environment. Like that)

Researcher :How do you respond to the student who speak impolitely?

Bagai mana anda merespon anak yang berkata tidak sopan ?

Teacher :kalau misalnya dalam pembelajaran di dalam kelas ada siswa yang berkata yang tidak sopan atau kurang sopan tentunya kita memanggil mereka tapi jangan pada saat itu iaah, sebaiknya setelah selesai pembelajaran baru kita panggil anak tersebut lalu kita berikan nasehat bahwa kalau kita berkata tidak sopan bagaimana akibatnya atau saya tidak menegur langsung tapi biasanya saya panggil anak tersebut pada saat selesai pembelajaran.

(if for example in learning in the classroom there are students who say that are rude or impolite, of course we call them but not at that time, it is better after finishing the new learning we call the child then we give advice that if we say rude or I don't reprimand directly but usually I call the child when I finish learning)

Researcher :What is your opinion about the interaction between the other teachers and students during the classroom ?

Bagai mana pendapat anda tentang interaksi guru dan siswa selama berada dalam kelas ?

Teacher :kalau menurut saya, ketika saya mengajar yaaah, interaksi saya dengan peserta didik yaaah,, menurut penilaian saya berlangsung dengan baik pada saat mengajar itu saya menilai siswa terlihat aktif selama pembelajaran saya berlangsung seperti itu.

(if in my opinion, when I teach, my interaction with students ,, according to my assessment went well when teaching it I considered students to be active as long as my learning took place like that.)

Researcher :Do you speak politely to particular student or to all students?

Apakah anda hanya berkata sopan kepada siswa tertentu atau kesemua siswa?

Teacher :ia tentunya kesemua siswa yahh,,

(of course all the students)

Researcher :How do you instruct the noisy students to pay attention ?

Bagaimana anda menertipkan orang yang ribut untuk memperhatikan pelajaran?

Teacher :kalau misalnya ada siswa yang ribut tentunya yang pertama kita berikan teguran dulu kemudian yang kedua saya boleh membuat aturan begini sebelum saya memulai pembelajaran kepada siswa bahwasanya ketika teman anda sudah menyiapkan secara otomatis you are ready to start our lessons today jadi otomatis kalau kita memberikan aturan seperti itu lalu kita main dengan sendirinya mereka sudah memhami bahwa oohh kalau sudah di siapkan otomatis sudah tidak boleh kiri kanan lagi, tapi meskipun seperti

itu kalau misalnya ribut kembali tentunya kita harus menertibkan, kita harus menegur mereka, kita harus memberikan masukan menegur dengan baik supaya anak tersebut tidak mengulang lagi, seperti itu.

(if for example there are noisy students, of course the first thing we give is a warning first and then the second one I can make a rule like this before I start learning to students that when your friends have prepared automatically you are ready to start our lessons today will be automatic if we give rules like then we play on their own, they understand that oohh, if it is prepared automatically, cannot be left right again, but even if it is like that, for example, if we make a fuss again, we must discipline them, we must reprimand them, we must give good admonition to children it doesn't repeat, like that)

Researcher :Does behave politely strategies during the classroom affect the students' achievement?
Apakah berbicara dengan menggunakan strategi kesopanan berpengaruh terhadap pencapaian siswa ?

Teacher :ia, saya kira sangat berpengaruh kalau kita bertutur kata yang sopan kepada siswa tentunya mereka beranggapan bahwa kita di perhatikan sama guru pada saat pembelajaran kalau kita selalu berperilaku sopan bertutur kata yang sopan kepada siswa dia merasa bahwa dia di perhatikan dan secara otomatis, kalau mereka merasa di perhatikan berarti dia ikut dengan apa yang

ingin kita capai, tujuan apa yang ingin kita capai pada saat pembelajaran. Seperti itu

(yes, I think it is very influential if we speak polite words to students of course they assume that we are noticed with the teacher during learning if we always behave politely speaking polite words to students he feels that he is being noticed and automatically, if they feel Paying attention means that he follows what we want to achieve, what goals we want to achieve when learning. Like that)

Reseachrer :Is there any difference on the way you communicate with the student during the classroom and outside the classroom ?
Apakah ada perbedaan cara anda berinteraksi dengan siswa selama jam beralajaran dengan di luar jam pelajaran?

Teacher :tidak ada perbedaan kalau interaksi dengan siswa selama jam pelajaran dengan di luar jam pelajaran otomatis ada perbedaan kanmelakukan istilanya formal kalau di luarkan kita santai.

(there is no difference if the interaction with students during class hours outside of the automatic lesson hours there is a difference between doing formal terms if we relax)

Researcher :How the teachers should apply politeness strategy in classroom interaction ?

Bagaimana guru sebaiknya mempraktekkan strategi kesopanan dalam interaksi di kelas ?

Teacher :iya jadi kalau berbicara mengenai praktek kesopanan itu dengan interaksi kelas mulai kita masuk yaah,, kalau penerapanya atau praktekkannya itu kita mulai masuk kelas mulai dari openingnya sampai intinya dan closingnya itu otomatis kita bersikap sopan jadi kita seorang pendidik itu betul-betul menjaga tutur kata kita, jangan sampai pada saat dalam pembelajaran kita itu ada sedikit tutur kata kita kepada siswa yang kurang berkenang atau kurang sopan itu betul-betul kita jaga karena kalau misalnya ada tutur kata kita yang kurang baik otomatis itu akan membekas dalam ingatan peserta didik dan itu biasanya mereka ingat terus. Makanya kita harus menjaga yaahh, sebagai seorang pendidik.

(yes so if we talk about the practice of politeness with the class interaction we start in, well, if the application or practice we start to enter the class starting from the opening to the core and the closing is automatically we are polite so we are an educator who really keeps our words , do not let in our learning that there is a little of our words to students who are less memorable or less polite we really take care because if for example there are words that we are not good automatically it will imprint in the memory of students and that is usually they keep in mind. So we have to take care of as an educator.)

CURRICULUM VITAE



Nur Cahyanti J is a student of English Department in Muhammadiyah University of Makassar. She was born on 23st November 1996 in Jeneponto. She is the five daughter of marriage between jaloddin and samsiah. She has two sister named also two Brother named Saharuddin and Kamiruddin.

In 2002, she started her elementary school at SD No 206 Bontokura and graduated in 2008. Then, she continued her junior high school at SMPN 1 Bontoramba and graduated in 2011. After that, she continued her senior high school at SMK Negeri 1 Jeneponto and finished her study there in three years. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “politeness strategies used by english teacher in classroom interaction at SMPN 4 Tamalatea.

