

Politeness Strategy Among Teachers And Students In EFL Classroom

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Abstract: This research purposed to find out the types of politeness strategy used by using Brown & Levinson theory (1987) and to find out the most dominant of politeness strategy used by the English teacher and grade eight students in classroom conversation. This research used qualitative research design. The subject of this research was one english teacher and sixty students at grade eight. The Object of this research was conversation between teacher and students. The result of this research was found that there are four strategy used by teacher namely, bald on record, positive politeness, and negative politeness with percentage 21.8 % bald on record, 64.5 % positive politeness, 4.5 % negative politeness, and 9.0 % off record while three politeness strategy used by students with percentage 13.3% bald on record, 46.6 % positive politeness, and 40 % negative politeness. The most dominant politeness strategy by teacher and students is positive politeness.

Keyword: Politeness strategies, Conversation, Communication, Classroom interaction

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I. INTRODUCTION

Language is a tool communication that allows the people to communicate one each other and describe their purpose to keep interacting in showing new ideas. According to Kreidler (1998:19), "Language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hands".

There are many kinds of language in the world namely; English, Mandarin, French, Thai, Tamil, Korean, Indonesia, and etc. One of International language being used by many people is English. In learning English, every student must comprehend English skills, they are listening, writing, reading and speaking. In this research, the writer will focus in speaking skill because speaking is one of skill that is used in teaching and learning process to deliver the materials in the classroom and by speaking teacher and students do conversation to get relation.

Luoma (2004:2) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is concluded that speaking is speaker's ability to express himself/herself orally, coherently, fluently, and appropriately in a given meaningful context. In teaching learning process, communication is very important. A good communication can make a successful classroom conversation for learning process and viceversa. In learning process, the teachers sometimes speak by using rough utterance, example: "you are stupid!" and the students also speak by using impolite utterance to the teacher, example: "you are so talkative, miss. My ear is pain to hear you!". This matter can make discomfort in the classroom conversation between teacher and students.

Based on the writer's experience in teaching practice in SMP Satrya Budi Karang Rejo. The writer had observed in teaching and learning process that was done by teacher and students in SMP Satrya Budi Karang Rejo, that teacher in delivering the material sometimes used the less good utterance, example: the teacher sometimes would use the rough utterance for the students when he/she was teaching because the students were difficult to be adviced. Then, the utterance "Hey, If you have brain, shut up your mouth!" would occur and this condition between teacher and students sometimes happened, so the teacher was sometimes disappointed with students' behavior in the classroom and teacher had problem to control that condition. When the teacher felt angry to students, the students would feel scary and the process of teaching and learning would not be successful. The interaction between teacher and students in classroom should be kept in a good relationship. On the other hand, the writer of this research feels the same condition too when the writer taught. The writer tried to use another method for making the students speak politely to the teacher, so it can not invite the emotion of teacher in facing the students, but it was not success, because the approach made the students assumed me as their own

friends and spoke without appreciating me as their teacher. Therefore, Politeness strategy used is very important in learning process to create good communication for each other. The teacher and students need indirect way to convey their meaning to avoid misunderstandings by using politeness in speaking.

The problems of this research were what are the types of politeness strategy used by the English teacher and grade eight students of SMP Satrya Budi Karang Rejo in classroom conversation? and what is the most dominant politeness strategy used by the English teacher and grade eight students of SMP Satrya Budi Karang Rejo in classroom conversation?. This research has purposed to find out the types of politeness strategy used by the English teacher and grade eight students of SMP Satrya Budi Karang Rejo in classroom conversation and to find out the most dominant of politeness strategy used by the English teacher and grade eight students of SMP Satrya Budi Karang Rejo in classroom conversation.

II. RESEARCH METHODOLOGY

This research is a qualitative research design. This research uses qualitative method because the qualitative research is conducted to describe situations, events, or occurrences of the basic data. The data is gotten from observation of the writer after collecting the data. According to Creswell (2007:36) states that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. Subject of the research is one English teacher at grade eight of SMP Satrya Budi Karang Rejo. And sixty students at grade eight of SMP Satrya Budi Karang Rejo that those come from two classes. There are 30 students in VIII-1's classroom and 30 students VIII-2's classroom. Object of the research is conversation between teacher and students for teaching and learning process in the classroom. The researcher uses mobile phone for instrument of the research which cover video camera. In technique of data collection, the writer uses observing to collect the data. According to Cohen, Manion, & Morrison (2007:396), stated that the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. It emphasizes to understand the natural environment as lived by the human, without altering or manipulating

Steps of data collection that the researcher want to collect namely:

- The teacher will teach about "Offering Help" to the students
- The students pay attention to the teacher's explanation
- The researcher will observe teaching and learning process between teacher and students for learning "Offering Help"
- The researcher will record video of teacher and students' conversation for teaching and learning process about "Offering Help" from opening activity, core activity until closing activity.
- Then, the researcher will save video and share it in two folders. Because the researcher will observe two classes to see consistently in using politeness strategy.

In this research, the researcher uses content analysis to analyse the data. According to Gao (1989:6) states that content analysis is a set of procedure for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material.

Steps of technique of data analysis that the researcher want to analysis namely:

1. The researcher will listen and watch video record of students and teacher's communication for teaching in teaching and learning process from mobile phone.
2. From video record, The researcher will transcribe conversation between teacher and students for teaching and learning process in classroom
3. The researcher will identify the types of politeness strategy used between teacher and students that is found in each conversation
4. The researcher will classify each teacher and students' conversation in each types of politeness strategy
5. Then the researcher makes the conclusion of the research about the dominant types of politeness strategy that is often used by teacher and students

III. FINDING AND DISCUSSION

a. Finding

After analyzing the politeness strategy by teacher and students, the researcher found that :

1. There are four politeness strategy being used by teacher at grade eight of SMP Satrya Karang Rejo, there are bald on record, Positive Politeness, Negative Politeness, and Off Record and there are three politeness strategy being used by grade eight students, there are bald on record, Positive Politeness, and Negative Politeness.

2. The most dominant being used by the teacher and students at grade eight of SMP Satrya Budi Karang Rejo is Positive Politeness.

The result of the total number and percentage of the politeness strategy being used by teacher and students can be seen in the following table :

The Percentage of Teacher				
No.	Type of Politeness		Total	Percentage
1	Bald on Record		24	21.8%
	• Welcoming	2		
	• Sympathetic advice or warnings	4		
	• Maximum efficiency	10		
	• Offer	1		
	• Channel noise	2		
	• Power different between speaker and hearer	4		
	• Farewells	1		
2	Positive Politeness		71	64.5 %
	• Notice attend to hearer	2		
	• Intensify Interest to Hearer	17		
	• Seek Agreement	13		
	• Include both speaker and hearer in activity	10		
	• Give gift to hearer	2		
	• Presuppose	1		
	• Give or ask for reasons	5		
	• Joke	11		
	• Be optimistic	1		
	• Promise	2		
	• Raise	1		
	• Use in group identity markers	3		
	• Exaggerate	3		
• Offer	1			
3.	Negative Politeness		5	4.5 %
	• Be conventionally indirect	1		
	• Apologize	1		
	• Give deference	2		
	• Impersonalize Speaker and Herarer	1		
4.	Off Record		10	9.0 %
	• Presupposing what the speaker wants	3		
	• Giving instruction by suggesting argument	5		
	• Be vague	2		
Total			110	99.8 %

Percentage of Students				
No.	Type of Politeness		Total	Percentage
1	Bald on Record		2	13.3 %
	• Maximum Efficiency	2		
2	Positive Politeness		7	46.6 %
	• Notice, Attend to hearer	1		
	• Seek Agreement	6		
3	Negative Politeness		6	40 %

	• Give deference	5		
	• Be conventionally indirect	1		
4	Off Record	0	0	0 %
Total			15	99,9 %

b. Discussion

The teacher and students dominated by using Positive Politeness. Positive Politeness is how make good relation between speaker and hearer to avoid negative face of the hearer. The use of positive politeness strategy was done when the teacher spoke to students in teaching process to make the enjoy situation in the classroom. The situation in classroom was not boring for learning process and the relation between teacher and students were closer. And the student used positive politeness when they gave a respect to the teacher because the use of positive politeness strategy of teacher above had satisfied students' face. From doing this strategy, the students can minimize the face threatening acts to the teacher. By using this strategy, the addressee possible to easy catch the speaker mean and misunderstanding can be avoided (Brown and Levinson, 1987:70). So, the teacher often used this strategy to close with the students and viceversa.

From the explanation above the researcher discussed that teacher and students used politeness strategy to build good interaction between teacher and students and make good relation between them. So, teaching and learning process become well.

IV. CONCLUSION

From the discussion in the previous chapters, the researcher concludes that :

1. The politeness strategy being used by teacher are bald on record, postive politeness, negative politeness, andoff record that can be percentage by 21.8 % bald on record, 64.5 % postive politeness, 4.5 % negative politeness, and 9.0 % off record. While The politeness strategy being used by students are bald on record, positive politeness, and negative politenessthat can be percentage by 13.3% bald on record, 46.6 % positive politeness, and 40 % negative politeness
2. The most dominant politeness strategy used by teacher and students at grade eight is Positive Politeness.

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