



Politeness Strategies in Classroom Interaction between Teacher and Students and among Students at Senior High School

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Abstract

In classroom, politeness is needed to be applied to build a good relationship, good social interaction, and comfortable communication between teacher and students and avoid conflict which possibly happens. The purpose of this research is to know the types of politeness strategies used by students and teachers in classroom interaction and to describe the politeness strategies are realized in the teacher – student’s classroom interaction. In this research, the researcher used a qualitative research method. This research are expected to be valuable for the teacher as the model in English teaching, the teacher can teach moral education in the teaching and learning process. Students will aware of the importance of politeness in English teaching and learning. The people who use polite language will be more honored and accepted in community. Polite in communication make conversation get closer between sepeaker and hearer. There are four types of polieness strategies, there are Blad On Record, Positive Politeness Strategies, Negative Politeness Strategies and Off Recordthe researcher found the dominant strategy in teacher-students communication was Bald On Record Strategy which has 13 frequency (44,82%), and followed by Positive which has 10 fruquency (34,48%)In communication among students, the researcher found the most dominant politeness strategy used among students is positive politeness which has 21 frequency (46,66%) and followed by bald on record 17 frequency (37,77%).

Keywords: *Classroom interaction; Politeness Strateg; teacher-students*

Introduction

An individual can not be separated by daily communication with each another. Politeness is an important side behavior and interaction of people. Politeness is used in communicating through oral or written communication and it affected human life.

Politeness is very crucial to investigate the speaker or the writer's position, what to say, how to say it, and with who we talk to gain the people's positive personal or social manner. Being polite in daily communication is very important to make communication more acceptable to others. According to Brown and Levinson., (1988) Politeness is a fundamental factor in pragmatics because politeness is a universal phenomenon in language usage of the social context.

In Classroom, politeness is needed to be applied to build a good relationship, good social interaction, and comfortable communication between teacher and students and avoid conflict which possibly happens in the classroom. Based on the statement, Politeness is very important to apply in communication in the classroom. According Thomas (1995) as cited on Rahayuningsih et al., (2020) Politeness has become a major issue in the study of pragmatics. It deals with how a particular form of language is used strategically to achieve the speaker's goal.

According to Brown & Levinson (1988) in their book entitled *Politeness: Some Universals in Language Usage (Studies in Interactional Sociolinguistics 4)* politeness strategy is divided into four strategies, there are bald-on record, positive friendliness intended to avoid offense. The negative politeness strategy is oriented to the hearer's negative face and avoidance of imposition on the hearer Off- Record is the indirect use of language in a conversation where the phrase on the speaker is different from what is intended.

According to those statements above, the researcher concludes that the politeness strategy is the strategy that is used by more respect and care for others. In another word, politeness strategies are used to express our politeness in communication and take care of the feelings or self—image who you speak. In this research, the researcher is interested to know how much the students respect and how well the students interact with a teacher in communication and how the way students give their responses to the teacher.

In the previous studies have done much to research in the classroom interaction. The research have done by Martina (2020), the purpose of this research is to know politeness strategies used by students in EFL. Sudirman, (2018) the purpose of this research is find out the politeness strategies between the teacher-students in the classroom. In this research, the researcher trying to extend a research about politeness strategy used by teacher- student communication outside classroom, not only interest to know students politeness in classroom interaction but also among students interaction.

From explanation and the background above, the researcher find the problems statement of this research are:

- 1) What is the type of politeness strategies of use by students and teachers in and outside classroom interaction at eleven grade students of SMA Negeri 12 Medan?
- 2) How are the politeness strategies realized in the teacher-student classroom interaction at eleven grade of SMA Negeri 12 Medan.

Method

The researcher would investigate the types of politeness strategies students and teachers used in communicating while the teaching and learning process. In this research, the researcher used a qualitative research method. Based on Sugiyino., (2016) Qualitative research is a research that used to describe and analyze phenomena, event, social, activity, attitude, belief, perception and people thinking either in individual or group. The researcher was choosed the subject of this research from eleven grades students at SMA Negeri 12 Medan. The researcher takes all of the students in this class as the sample. The participants in this research were 32 students and one teacher. But, in this research not all of the students participated in the conversation. Observation used as an instrument in this research. Observation is the way to see the real situation in the teaching and learning process in the class. In this research, the researcher used direct observation, where the researcher collected data and will conduct the observation when the teacherr speaking in the classroom. In this observation, the researcher is a non-participant in this research. It means the researcher has no interaction between students or teachers. To collect the data needed in this research, the resarcher use the technique in the following way: observation and documentation. Techniques of data analysis are carried out as follows: 1) The researcher re-listening and re-reading repeatedly the written transcripts to analyze and identify the teacher and the students utterances into four politeness strategies in doing FTA based on Brown and Levinson's theory. 2) The researcher calculated the result to get accurate data to know the politeness realized in SMA Negeri 12 Medan.

Findings and Discussion**Findings**

In this research, the scholar conducted by applying the descriptive qualitative method. It method presents the result and discussion to answer the research questions which were introduced in the first chapter. The first question discusses the type of politeness strategies used by students and teachers in classroom interaction while teaching and learning process and among students of SMA Negeri 12 Medan. And the second question discusses how are politeness strategies realized in teacher and student classroom interaction.

The scholar collected the data from eleven grade students of SMA Negeri 12 Medan. The scholar took the data from teacher-student conversations while the teaching and learning process and among students' conversations. The scholar recorded teacher-student conversations which are included in the politeness strategy within five meetings.

Type Of Politeness Strategies Used By Teacher-Students In Classroom Conversation

Table 1. Type Of Politeness Strategies Used By Teacher-Students In Classroom Conversation

Types of Politeness Strategies		Frequency	Total
Bald On Record	Maximum Efficiency	3	17,64 %
	Methaphorical For High Valuation	2	11,76%
	Task Orientated/ Form Instruction	8	47,05%
	Power Difference	1	5,88%
	Permission And Suggestion	2	11,76%
	Offer Strategy	1	5,88%
Total		17	100%
Positive Politeness Strategies	Notice	2	9,52%
	Intensify The Interest	8	38,09
	Seek Agreement	3	14,28%
	Avoid Disagreement	2	9,52%
	Jokes	2	9,52%
	Give /Ask Reason	4	19,04%
Total		21	100%
Negative Politeness	Being Conventional Indirect	1	33,33%
	Give Difference	1	33,33%
	Apologize	1	33,33%
Total		3	100%
Off Record	Giving Hints	1	25%
	Ambiguous	1	25%
	Understate	1	25%
	Be incomplete, Use Ellipses	1	25%
Total		4	100%
Total Data		45	100%

Table 2. Type Of Politeness Strategies Used In Classroom Interaction Among Students

No	Types Of Politeness Strategy Used Among Students	Frequency	Total
1.	Bald On Record		
	Maximum Efficiency	2	100 %

	Total	2	100 %
2.	Positive Politeness Strategy		
	Seek Agreement	1	10%
	Jokes	7	70%
	Identity Marker	2	20%
	Total	10	100%
3.	Negative Politeness		
	Give Difference	1	25%
	Apologize	1	25%
	Minimize the imposition	1	25%
	Be Pesimistic	1	25%
Total		4	100%
3	Off Record		
	Giving Hints	1	7,69%
	Over State	3	23,07%
	Rethorical Questions	1	7,69%
	Ambigious	2	15,38%
	Contradiction	1	7,69%
	Be incomplete	3	23,07%
	Use metaphor	2	15,38%
Total		13	100%
Total Data		29	100%

Based on the analyzing data above, in classroom interaction between teacher and students the researcher found out In classsroom interaction between teacher-students, the scholar found out 17 (100%) Bald On Record strategy, such as Maximum Efficiency 3 (17,64%), Methaphorical For High Valuation 2 (11, 76%), Task Oriented Form Instruction 8 (47,05%), Power difference 1(5,88%),Permission and Suggestion 2 (11,76%), and Offer Strategy 1 (5,88%). Positive politeness strategy there are found 21 (100%), such as: Seek Agreement 3 (14,28), Nitice 2 (9,52%), Intensify The Interest 8 (38,09%), Avoid Disgreement 2 (9,52%), Joke 2 (9,52%), and Give /Ask Reason 4 (19,04%).

In interaction among students, the schoolar found out Bald On Record such as: Maximum Efficiency 2 (100%), Positive Politeness uch as: Seek agreement 1 (10%), Joke 7 (70%), Identity Maerker 2 (20%). Negative politeness strategy such as: Minimize the imposition 1(20%), Give difference 2 (20%), Over generalization 1 (20%), Apologize 1 (20%), Be pesemistic 1 (20%) Off record strategy are found such as: Ambigious 2 (15,38%), Giving hints 1 (7,69%), Rethorical questions 1 (7,69%), Overstate 3 (23,07%), Use metaphor 2 (15,38%), Ambigious 2 (15,38%), Contradiction 1 (7,69%), Be Incomplete 3 (23,07%).

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DISCUSSION

Table 3. The Used Of Type Of Politeness In Teacher-Students Interaction

No.	Politeness Strategy	Frequency	Total
1	Bald On Record	17	37,77%
2	Positive Politeness Strategy	21	46,66%
3	Negative Politeness	3	6,66%
4	Off Record Strategy	4	8,88%
Total		45	100%

Table 4. The Used Of Type Of Politeness Among Students Interaction

No.	Politeness Strategy	Frequency	Total
1	Bald On Record	2	6,89%
2	Positive Politeness Strategy	10	34,48%
3	Negative Politeness Strategy	4	13,79%
4	Off Record Strategy	13	44,82%
Total		29	100%

From the data above, the researcher found the dominant strategy in teacher-students communication was Bald On Record Strategy which has 13 frequency (44,82%), and followed by Positive which has 10 fruquency (34,48%). In communication among students, the researcher found the most dominant politeness strategy used among students is positive politeness which has 21 frequency (46,66%) and followed by bald on record 17 frequency (37,77%). Bald on record

was the strategy that used by speaker says without apology, without any adorable, and without any biding the bush. To do Face-threatening act, bald on the record is to do or say something the way with daily what the speaker has to do with radical transparency. The speaker does not need to minimize threats or want to satisfy the hearer. The reason for its usage is that whenever a speaker (S) wants to do the FTA (Face Threatening Act) 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. The speaker and the hearer are engaged in that connection of face requirement may depend on the excitement of efficiency. Positive politeness concerns thinking about the speaker's saying sincerely with small talk and positive politeness way and make the hearer comfortable. The speaker can satisfy the hearer with a positive face or the positive self-imagine or give a command by affirming that speakers want what the hearer wants. A positive politeness strategy is a kind of social manner to get the speaker close to the listener. In this strategy, the speaker will speak frankly with chit-chat positive politeness. In this strategy, most situation that the speaker and the listeners has a close relationship with each other.

Based on finding of the research above, the reseracher conclude that the benefit of this research for the teacher and students is as a teacher and young generation, applying politeness is very important in life. Good atitude and polite speech, friendly and good responds make us easy to accept in environment and the other people will give more symphaty with us.

Conclusion

The researcher would like to conclude the result of the research done in the previous chapter. The result include the of politeness used in teacher- students classroom interaction and among students interaction.

1) There are four types of polieness strategies, there are Blad On Record, Positive Politeness Strategies, Negative Politeness Strategies and Off Record.

The politeness stategies realized in teacher-students classroom interaction and among students from the analysis data before, the researcher found out 17 (100%) Bald On Record strategy, such as Maximum Efficiency 3 (17,64%), Methaporical For High Valuation 2 (11, 76%), Task Oriented Form Instruction 8 (47,05%), Power difference 1(5,88%),Permission and Suggestion 2 (11,76%), and Offer Strategy 1 (5,88%). Positive politeness strategy there are found 21 (100%), such as: Seek Agreement 3 (14,28), Nitice 2 (9,52%), Intensify The Interest 8 (38,09%), Avoid Disagreement 2 (9,52%), Joke 2 (9,52%), and Give /Ask Reason 4 (19,04%). In interaction among students, the schoolar found out Bald On Record such as: Maximum Efficiency 2 (100%), Positive Politeness uch as: Seek agreement 1 (10%), Joke 7 (70%), Identity Maerker 2 (20%). Negative politeness strategy such as: Minimize the imposition 1(20%), Give difference 2 (20%), Over generalization 1 (20%), Apologize 1 (20%), Be pesemistic 1 (20%) Off record strategy are found such as: Ambigious 2 (15,38%), Giving hints 1 (7,69%), Rethorical questions 1 (7,69%), Overstate 3 (23,07%), Use metaphor 2 (15,38%), Ambigious 2 (15,38%),

Contradiction 1 (7,69%), Be Incomplete 3 (23,07%).

2) In communication between teacher and students, the researcher found the most dominant politeness strategy was Positive Politeness Strategy 21 (46,66%).

In communication among students, the researcher found the most dominant politeness strategy used among students In communication among students, the researcher found the most dominant politeness strategy used among students was Off Record Strategy 13 (44,82%).

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