An analysis of Politeness Strategy in Teacher-Students EFL Classroom Interaction

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Abstract
This study aims 1) to analyze the types of politeness strategies used by teachers and students, and 2) to analyze the linguistic forms of teacher and students' polite utterances in the EFL classroom interaction. The research used a qualitative method that collect the data through observations, video-taping, and interview. The findings show that the teacher employed various types of politeness strategies during the lessons. Out of 30 utterances, the utterances covered positive politeness (5), Bald on record (14), Negative politeness (2), and Off record (9). Bald on record strategy has the highest frequency used by the teacher in the classroom interaction. Besides that, one type of linguistic forms in the utterances not only used for one type of politeness strategy, it also can be used in the two or three types of politeness strategy. The classification of linguistic forms in the utterances are (1) Declarative, (2) Interrogative, (3) Imperative, and 4) Exclamatory. the implementation of politeness strategy becomes a way of character building. For the teacher, it can be used as the way of giving examples for their students of how to speak politely.
Keywords: politeness; politeness strategy; classroom interaction; EFL classroom

INTRODUCTION

In communication, most people use language as a tool for transferring messages and conveying meaning. Manik and Hutagaol (2015) state that language is used for communication in order to convey the intention of the speaker to the others. In order to convey the intention, people use strategies for their communication. It is as part of the language user's communicative competence. The speaker's communicative competence deals with pragmatics (Glaser, 2009).

Pragmatics is a study of contextual meaning as the meaning of a word depends on the context of particular sentences. The words that might allow different meaning when they are used in difficult sentences. That is why the context needs to be considered to avoid miscommunication between speaker and listener when making utterances.

Understanding the context in utterances will create good communication. Communication has a function to build interaction between the people. According to Svavora (2008), an interaction between people is supposed to be polite to make the communication enjoyable, comfortable and efficient.

Interaction has an important role in the teaching-learning process. According to Meng and Wang (2011), Brown describes interaction as a collaborative exchange of feelings, ideas, or thoughts between two or more people resulting in a reciprocal effect for each other. Interaction can affect the learning process between teacher and students. Dagarin (2004, p.128) states that interaction has a function in building a pleasant atmosphere in the classroom among the participants and increase students' communication. By doing interaction, students can improve their listening and speaking skills by sharing their ideas in a language that they have learned.

A classroom is a place where a teacher and students conduct the interaction process. The interaction must be effective and polite so that the students can receive well what the teacher says. In classroom interaction, the teacher is a model that will be imitated by the students. Therefore, the language used influences the character of the interaction, which in turn affects the opportunities for learning that are made available, (Tsui, 1995). That is why the teacher needs to use polite language and followed by the students so that they will create good interaction.

One of the teaching skills that is important for the teacher in is politeness. Politeness is a good manner to express speaker intention in communication. Leech (1993) defines politeness as a strategy to avoid conflict that can be measured in an effort and avoiding conflict, maintenance, and condition. He also states that politeness is seen as a strategy to gain a variety of goals by the speaker.

In addition, as cited by Nuh (2012) in Manik and Hutagaol (2015), most EFL learners have low knowledge about politeness. Some students use informal language varieties when they speak. That is why the teacher needs to teach the students to speak politely, especially in the classroom. To teach the students to speak politely, the teacher needs to speak in polite language during classroom interaction which can influence the students to imitate the teacher.

Politeness is expressed when the speaker wants to saying something to make the listener feel respectable, cared for, important, and appreciated. Thus, there are strategies that can be used called politeness strategies. Watts (2003) states that someone who wants to make a good conversation used politeness strategy as the choice. Politeness strategy consists of ways of caring for others feeling, creating happiness for all concerned, and maintaining good relationship.

LITERATURE REVIEW
Pragmatics

Leech (1993) states that pragmatics can be defined as a branch of linguistics study which focuses on the meaning of utterances that depends on the certain condition where the utterances occur. Yule (1996) says that pragmatics is the study of how people convey

their intended meanings. When people are communicating, sometimes they do not convey the real meaning of their utterances so that the listener has to interpret those utterances.

Glaser (2009) describes pragmatics is a study about contextual meaning. Contextual meaning is about the meaning of a word that depends on the context or particular sentences. The words might allow different meanings when it is used in other sentences. That is why context needs to be considered to avoid miscommunication between speaker and listener when interpreting utterances. In addition, Manik & Hutagaol (2015) states that pragmatics deals with the interpretation of what people mean in a certain context and how the context influences the sentences. The speaker needs to consider how they arrange what they want to say and how the listener understands what they are listening to. They used to be considered what they listen according to who they are talking to and listening to.

In conclusion, pragmatics is the study of language relating in the context between speaker and listener utterances and interpreting the meaning of those utterances based on certain condition.

Politeness

Politeness is the ability of a speaker to show respect for the listener using language in a good way. Curse (2006) argues that politeness is categorized as linguistic behavior. Politeness is a matter of minimizing the negative effects and maximizing the positive effects of what the speaker says on other's feeling. It is considered to save the listener's face.

Politeness is very important in language use that might be defined as considering others' feeling. According to Yule (1996), politeness is considered as polite social behavior. It is related to the manner when someone interacts with the other. To convey what they want, the speaker needs to be polite so that the listeners will feel that they are important.

According to Wardhaugh (1998), people can make different ways on what they want to say and how they will say it relating to certain sentence types, words, or sounds. Thus, the speaker has to know the way they are speaking in order to deliver what they want. Politeness is one of the ways to apply the expression. Huang (2008) states that politeness concerns with an observable social phenomenon. Politeness is the way people choose to speak or act by considering other's feeling.

From the definition above, politeness is expressed by saying something to make the listener feel that he or she is respectable, important, cared for, and appreciated. It is expressed by not saying anything that will make he or she feel bad, despised, offended, or disgraced.

Politeness Strategy

Politeness is one important aspect of pragmatic competence, (Seyyed, 2016). Politeness is an expression of the speaker's intention to minimize face threats by certain face-threatening acts (FTA) to each other (Mills, 2003). There are strategies that can be used called politeness strategies. It is also defined as a kind of strategy used by people to avoid conflicts when they communicate with each other. Politeness strategy consists of ways of caring for other's feeling, creating happiness for all concerned, and maintaining good relationship.

Politeness strategy is used to make sure that the interaction has a smooth communication and compatible relationship in social communication. Watts (2003, p.53) states that the politeness strategy used for someone who wants to make a pleasant communication. They should pay attention to the strategy of politeness. In addition, politeness strategies are used in order to save the listener's face. It means that the speaker should respect the listener or others and maintaining their self-esteem.

From the definition above, it can be concluded that politeness strategies are way of saying something by considering to other's feeling. There is a reason when someone uses a strategy in politeness, related to considering what the listeners' feeling. Furthermore, each person has a different way to convey their intention. In Watts (2003), Brown and Levinson (1978) proposed four kinds of politeness strategies consisting of Bald on Record, Positive Politeness, Negative Politeness, and Off Record.

Classroom Interaction

According to Tsui (1995), classroom can be defined as a place which has a purpose of learning that consist of a teacher and more than two people gather together. A classroom is a place where teacher and learners are together and gain language learning. Teacher gives information for the learners and the learners will gain the information from the teacher.

Bailey (1988) states that classroom as a gathering of two or more people for the purposes of learning in which one has a role as teacher or instructor and another has a role as learners. They gathered for a period of time. In the classroom will occur some interaction between teacher and learners or learner and other learners.

Interaction is an action that occurs between one and another which have an effect for them. In addition, Dagarin (2004) states that interaction is followed by a reaction between one and another which conduct an action. When someone is doing an action, the others will give a reaction as the impact of these actions. Interaction conducts a mutual or influence action inside of them.

From the definition above, it can be concluded that classroom interaction is a meaningful interaction that happens in the classroom during the language learning process. The interaction happens between the teacher and students or students and students.

EFL Classroom

EFL is English Foreign Language. Foreign language is a language used outside of the country. Stern (1983) described to the differences between "foreign language" and "second language" in the context of the functions of language, the purposes of learning, the environments of language, and the methods of learning. The purpose of learning a foreign language is for communicating with the native speakers. In the school environment, it is used to reading foreign journals, writing journals, and so on. Besides that, the second language refers to the language that plays same important role as mother tongue. According to Dingfang (1994), EFL referred to learning English in non-English speaking countries. For example, Indonesian people study English in Indonesia's country are called EFL learners. In conclusion, EFL refers to non-native English learners, such as Thailand learners are learning English in Thailand.

RESEARCH METHOD

A qualitative research design was applied to analyze the politeness strategies in teacher-students' interactions. Qualitative research was research that did not need any calculation or enumeration. According to Mack (2005, p.01), qualitative research is effective in finding information about opinions, behaviors, values, and social contexts in a particular population.

The observation was carried out at one English classroom consisting of one teacher and 34 students were involved in this research. The researcher collected the data through observation, video-taping, and interview. The field notes were written based on the observations. All the video recordings of classroom interaction and interview with the teacher were transcribed and typed. The transcriptions of the classroom interaction were used as primary data to solve the problems. It focused on the use of teacher's and students' interaction in politeness, whether in English, Indonesian, of Javanese. The observations were done in one meeting which around 70-90 minutes.

The data are analysed using Brown and Levinson politeness strategy that consist of (1) Bald on record strategy, (2) Positive politeness strategy, (3) Negative politeness strategy, and (4) Off record. The data are taken from the utterances of the teacher and students in one of Senior High School in Surakarta. Their utterances are analysed based on types of politeness strategies used in classroom interaction.

RESEARCH FINDINGS AND DISCUSSION
Types of Politeness Strategies

Based on the observation data shows that Bald on record has the highest frequency with 15 data. Followed by Off record strategy with 9 data. While, the data also shows the teacher only use 5 data with Positive politeness strategy and 2 data with negative politeness strategy in the classroom interaction. On the other hands, the students almost use politeness strategy in the all of learning process.

The data is dominated by the use of bald on record strategy that is used by teacher in the classroom interaction. Bald on record is used because the spontaneous situation in the process of teaching-learning. Bald on record are chosen when the teacher wants to do FTA with maximum efficiency more than she wants to satisfy the students' face. In teaching and learning process, the teacher commonly asks questions, give instructions, and question hedges. The second rank used by the teacher is off record strategies. Off record is done when teacher wants to minimize the face threatening act and used to reduce the students' feeling that is imposed by the teacher. The third rank of the mostly used of politeness strategy is positive politeness. In specially when the teacher doing individual interaction with the student. Furthermore, off record is used when the speaker not wants to do something and avoid the responsibility for doing it. Then, the speaker uses off record strategy.

Different with the teacher, the students mostly use positive politeness in the classroom activity. This condition happens because the students believe and consider that the teacher has higher position in teaching and learning process. The age difference also

influences to this situation. It can be concluded when the researcher asks the students if they are having interaction with the teacher.

Besides that, negative politeness used when the speaker wants to redress action addressed to the listener's negative face. It also teaches the students to become more attractive. The aim of the use of negative politeness is to minimize the FTA to students. Sometimes teachers feel angry or something bad happening in the learning process, so the use of negative politeness is needed to redress negative face of the students.

Teaching and learning process is an activity of transferring knowledge and changing the students' behavior or attitude. The teacher does not only teach the students writing and speaking skills. The teacher also teaches the students about how to act politely or how to learn attitude. The teacher gives the students example indirectly how to act or use the right language when explains the materials, asks students condition, or orders something to the students.

Linguistic Forms of Polite Utterances

According to the data, the linguistic form of the utterances not only used for one type of politeness strategy, it also can be used in the two or three types. In the classroom interaction, the use of imperative form includes into bald on record and negative politeness, declarative form includes into bald on record and off record, interrogative includes into positive politeness, bald on record, and off record.

Besides that, ellipsis only includes into off record and exclamatory includes into bald on record. The use of bald on record strategy can be defined that it is almost used from all types of sentences, except ellipsis. The use of bald on record strategy can be formed into imperative, declarative, interrogative and exclamatory. The teacher asking something, giving suggestion, giving a warning to the students by used bald on record strategy. Bald on record strategy is used because spontaneous situation in teaching and learning process.

The use of off record strategy can be formed into declarative, interrogative and ellipsis. Besides used bald on record strategy to asking or giving something to the students, the teacher also use off record strategy. In addition, the use of negative politeness strategy only found into imperative form which is includes into offering something indirectly. However, the use of positive politeness only found into interrogative form which is related to asking something directly.

It can be concluded that one strategy of politeness can be found in the different types of sentences, and one types of sentences can be found in different types of politeness.

DISCUSSION

Types of Politeness

There three politeness strategies found to be applied at English classroom. They were classified as Positive Politeness, Bald on record, and Off record.

The first politeness strategy often use by the teacher and students was bald on record. The second politeness use by teacher was off record. The third politeness use by the teacher was positive politeness. All of politeness rise because of politeness is deal with "face". When we are talking to someone, we must safe his face to maintain he lost his face.

This situation also occurs in the teaching and learning process in the classroom. The teacher should safe the students' face and instead.

Yule (1990, p.60) defined that talking about politeness is related with "face". Face means people's public self-image. It refers to the social sense and emotional of the person that every person has and expects everyone else to recognize. Brown and Levinson also supported the statement by giving statements that face is something emotionally attended to in interaction (1987, p.61).

Politeness in the Classroom Interaction

Not only teach writing and speaking skill, the teacher also teaches the students about how to act politely or cultural study in the classroom. In this situation, the teacher gives the example to the students how to act and use the correct language through the teaching and learning process. The teacher uses right language when the teacher explains the materials, asks students' condition, or giving direction.

Aneta (2013) stated that the using of politeness strategies for the teacher can create respectful relationships between the teacher and the students in a classroom activity. Politeness strategy in the classroom interaction has an impact to make good atmosphere. It helps the students in understanding the lesson. The students can feel respected and trusted.

CONCLUSION

All types of politeness applied in classroom interaction. Bald on record was the type of politeness used frequently in the classroom interaction. Positive politeness is used by the teacher to motivate and encourage students using polite language in their interaction. While students mostly used positive politeness when having interaction with the teacher in the classroom interaction because of the power of teacher. The students have lower position than the teacher. In addition, the teacher also uses positive politeness to seek agreement, avoid disagreement, presuppose, promise, joke, and include the students in one activity together. Moreover, teacher also uses bald on record in commanding and want an effective time.

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