TEACHER'S POLITENESS STRATEGY IN EFL CLASSROOM AND THE EFFECTS ON THE LEARNING PROCESS
(A Case Study at SMA Mardhatillah NW Penakak in the School Year 2014/2015)

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ABSTRACT
This study was intended to describe politeness strategies in teacher and students interaction in EFL classroom and the effects on the learning process. The researcher chooses to get data from the eleventh grades of SMA Mardhatillah NW Penakak in the School Year 2014/2015. The subjects were the entire participant in EFL classroom (teacher and students) with number of participants were 28 participants. The data of this study was naturalistic setting; it means that the researcher took the data without manipulating the teaching and learning process. The data analyzed following Miles & Huberman (1994) an interactive cyclical model of qualitative data analysis was done with three concurrent flows activity, namely data reduction, data display and conclusion drawing/verification. The researcher had found four politeness strategies; bald on record, positive politeness, negative politeness and off record. Based on the result of the finding, the researcher was concluding that the teacher had positive politeness in teaching learning process. The teacher also used polite utterances and the teacher character was care, fun and friendly. Most of students in the class had positive politeness; they respected their teacher during the teaching and learning process.

***Key Words:** Politeness Strategies , EFL Classroom*

ABSTRAK
Penelitian ini dimaksudkan untuk menggambarkan strategi kesantunan dalam interaksi guru dan siswa di EFL kelas dan efek pada proses pembelajaran. Peneliti memilih untuk mendapatkan data dari nilai kesebelas SMA Mardhatillah NW Penakak di Tahun Sekolah 2014/2015. Subyek penelitian seluruh peserta dalam EFL kelas (guru dan siswa) dengan jumlah peserta 28 peserta. Data dari penelitian ini adalah naturalistik pengaturan; itu berarti bahwa peneliti mengambil data tanpa memanipulasi proses pengajaran dan pembelajaran. Data dianalisis berikut Miles & Huberman (1994) model siklus interaktif analisis data kualitatif dilakukan dengan aktivitas tiga arus bersamaan, yaitu reduksi data, display data dan penarikan kesimpulan / verifikasi. Peneliti telah menemukan empat strategi kesantunan; botak pada catatan, kesopanan positif, kesantunan negatif dan off the record. Berdasarkan hasil temuan, peneliti itu menyimpulkan bahwa guru memiliki kesantunan positif dalam proses belajar mengajar. Guru juga digunakan ucapan sopan dan karakter guru itu perawatan, menyenangkan dan ramah. Sebagian besar siswa di kelas memiliki kesantunan positif; mereka dihormati guru mereka selama proses belajar mengajar.

Keywords : Strategi Kesantunan, Kelas EFL

INTRODUCTION

No one rejects that teacher's language plays a crucial role in EFL classroom or in the process of teaching and learning. Since teacher's language is not only for the organization of the classroom, but also for the process of acquisition (Nunan, 1991). There are several activities universally conducted by the teacher in the classroom, such as giving the student's instruction, motivating the class and evaluating the students.

In a specific language learning environment, classroom activities are guided by teachers like a special interpersonal relationship. It is similar to any other social relationship in that interlocutors have to work hard to promote their effective communication. The difference in this case is teachers" dominant advantages in much of the communication as a result of their social status, knowledge and relative power (Peng et.al, 2014).

In the classroom, the teacher always teaches the students how to interact either directly by giving the students motivation or indirectly by giving the students good model to interact each others. When the teacher and the students interact each other, it was important to put politeness in their interaction. Politeness was not only influenced by polite utterances that was used to communicate with each other but politeness is also influenced by face.

Politeness is more influenced by face than polite utterances. According to Mills (2003, in Faridotus, 2013:2) **Politeness** is the expression of the speakers' intention to mitigate **face** threats carried by certain face threatening acts toward another.

Therefore the teacher and students had to know and study about politeness, because the politeness principles were needed by the teacher and the students to make a harmonious interaction between teacher and students in teaching and learning process. Besides, the researcher saw most of students did not aware that, they left the important thing of politeness principles.

Sholicah (2012), investigate about politeness of teacher's instruction in English teaching and learning. She says that, language also had rule in ways to bring it to students. One of rule of language is politeness. How the students should share language politely. So, they could convey that expression appropriately where is the place we were using it, although difference culture had difference politeness. The impact of politeness could build students character. They would knew that, language was better when it was used accurately. Besides, her statement in her research, the researcher realized that study about politeness is important for the students and all the people.

That is why, the objective of this present study is to explore politeness strategy used by the teacher on the patterns of classroom interaction between teachers and students and learning process at eleventh grade SMA Mardhatillah NW Penakak.

The result of this study is expected to be useful theoretical, practical, and methodological significance in relation to English language education in Indonesia as well as to research in language teaching.

Theoretically, This study had significance regarding theories concerning with the relationship between classroom interaction and students' learning (Pinter:2006, Brown:2001, Ellis:1994, Van Lier:1988, in Fikri:2014). The result of this study is expected to gather more information about linguistic features of classroom activities; this study is about textual analysis in classroom discourse. This study contributed the knowledge about linguistic features; even probably this study contributed in limit scale, the researcher expected this study could be used to the theories of language education in teaching and learning process.

Practically, This study of politeness principles was expected to enrich study on investigation classroom pedagogy, this study also expected could be stimulated the teacher to improve their behavior in teaching and learning process in order to maximize the student's behavior in learning.

For profession, the result of this research was probably attracting for further

research for those who were interested in conducting classroom research. It was expected that this research provided information about politeness and also proved information about the linguistic features of classroom life for students and teachers. More studies in classroom interaction would of course enrich insight of teachers EFL teacher in particular, to have more awareness and options to teach their students effectively and constructively.

METHOD OF STUDY

A descriptive-qualitative design was applied in this study, specifically in the form of a case study. Besides, this study utilized discourse analysis as well, a spoken discourse of teacher-students interaction in particular.

This study was carried out in SMA Mardhatillah NW Penakak. It was located in Masbagik sub-district of East Lombok Regency, West Nusa Tenggara Province. The school consists of three classes of each grade. The focus of this study was in the eleventh grade of SMA Mardhatillah NW

Penakak. The participants of this study were one English teacher and 27 students in the eleventh grade. The data collection technique was in non-participant observation study. The data was collected through audio video-recording.

The data analyzed by utilizing of Miles & Huberman (1994) an interactive cyclical model of qualitative data analysis, which was conducted through three concurrent flows activity such as data reduction, data display and conclusion drawing/verification. An inductive analytical approach was also applied in this study. The data gained from the observation of spoken language transcript was analyzed utilizing politeness strategies (i.e. bald on record, positive politeness, negative politeness and off record) by Brown & Levinson (1987). In addition to, those strategies were seen in respect to the process of teaching and learning activities such as *instruction, motivating the class, evaluating the students and classroom management,* which adopts the method used by Jiang Xiaoqing (2010, in Feng, et.all, 2014) as follow:

Table1. *Positive politeness in teachers' four activities in classroom*

Positive Politeness	
Instruction	1. ***Let's*** begin our class. 2. Today we will learn Section A, Unit 2. 3. ***Could you*** please read new words to us? 4. Who ***would like*** to read new words to the class? 5. ***Please*** read carefully and find a similar word for "disgusting". 6. ***Shall*** we move to the topic of the text? 7. Talking about the generation gap, I think we all are familiar with this. 8. Now ***I would like*** to ask one of you? ***Could you*** please give us an example of different views over clothes (or make-up) between parents and children?
Motivation	1. ***Would you like*** to answer this question? 2. Why don"t you translate what you are thinking about the generation gap into English?
Evaluation	1. You all have done a wonderful job in new words. 2. All of you have done a perfect job. 3. ***Excellent!*** 4. ***Impressive!*** 5. Keep working hard and good luck in next time"s vocabulary quiz.
Classroom	1. Quiet ***please!***

| management | 2. (Time is up!) **Would you please** stop talking? |
| | 3. Now **group discussion** time. You three are group one. |

Table 2. *Negative politeness in teachers' four activities in classroom*

Negative Politeness	
Instruction	1. Now please **read** new words after me. 2. That"s all for new words. **Please** *stop* here. 3. Now **look at** the whiteboard and think about questions here. 4. **I** appreciate your trying, but you are supposed to illustrate the problem-solving of the generation gap. 5. This question is kind of difficult. Please **think** carefully. 6. That's all for the questions. Now **I want** you to do translation on page 18.
Motivation	1. Gentlemen please, what are your opinions? 2. "Is my father enjoy classical music?" **Maybe you can correct this sentence?** 3. **I'm thinking,** perhaps, you **can** have a try.
Evaluation	1. Well-done, Mr. Wang.
Classroom management	1. Now **please** practice this sentence structure with your desk-mate. 2. You, **please** come here. 3. **Can** you sit here?

FINDINGS AND DISCUSSION
Four Strategies used by the teacher

As has been revealed previously, this study found four strategies employed by the English teacher of SMA Mardhatillah NW Penakak such as bald on record, positive politeness, negative politeness and off record. Those could be accounted for one by one.

1. **Bald on record.**
   Bald on-record is one of strategies used when the speaker made no attempt to minimize the threat to the other person's face. This strategy could be used when the speaker had more power than the listener (Miriam Meyerhof, 2006 cited by Brown and Levinson, 1987:74-77). This strategy was found approximately 10% among other strategies in the teacher's interaction. Consider this excerpt !

Excerpt 1
Teacher : Well,, **listen to me** *. Adik-adik* **look at to me***,,*
Teacher : To day we still discuse about how introduce our self,,

It is clear-cut that the teacher employed bald on-record strategy in instructing the students. The teacher did not attempt to minimize the threat to the students. It is indicated by how the teacher instructed directly to the students utilizing common command statement, for instance, *listen to me please* and *look at to me*. Common command is universally used when the speaker has more power than the listener. It is in line with this context. The social status of the teacher is higher than the students in the classroom. The teacher has more power than the students.

2. **Positive politeness.**
   Positive politeness the speaker recognized the friendliness in the relationship with the listener or listeners and their desire to be respected. There are some sub-strategies of positive politeness (Brown and Levinson, 1987, 103-129). In addition to, this strategy functions to flow the social relationship smoothly with others. Study this excerpt below!

Excerpt 2
Teacher   : God morning students!
Students   : Good morning sir
Teacher   : Well everybody,,how are you to day?
Student   : Iam fine,,and you sir?
Teacher   : Fine too and for today I'm litle hoter

The excerpt 2 can be identified as an opening session. In the opening, both teacher and students employed positive politeness strategy. There are some intimacy symbols used in the interaction or opening session. In other words, there is use of in-group identity markers (Brown and Levinson, 1987). It was done by using group identity marker "students" for calling, and the students use "sir" to call the teacher who was considered as a respectable person. Calling "students" could be categorized as a positive politeness strategy, that is, the teacher did not position himself as the more powerful agent, nor did he tend to keep thestudents at a distance.

The strategy was to reduce the threat of face (of dignity) to students. Similarly, referring to "sir" for teacher, the students gave respect and felt close to the teacher as well. This set of data indicates that the two parties have a good emotional relationship. This was further demonstrated in the utterance "*I'm fine, and you sir?", "Fine too and for today I am little hotter*". In short, giving weight to the students' participation in giving opinions, feelings and ideas reduces the power of the teacher and leaves room for her/his better knowledge and experiences.

3. **Negative politeness.**
   Negative politeness is somewhat similar to positive politeness; however in this ituation the speaker recognizeds friendliness but s/he assumes that whatever was said in the conversation would most likely be an imposition on the listener. Negative politeness strategies are also intended to avoid giving offense by showing deference. These strategies include questioning, hedging, and presenting disagreements as opinions (Brown and Levinson, 1987).

Excerpt (3) is an example of one of the occasions where the teacher softened her direct expression with the conventionally polite expression „please".

Excerpt 3
Teacher: *Students,, please pay attention to me and please open your book.*"

In excerpt (3), the teacher tried to modify a direct expression with a polite expression in order to avoid a great deal of imposition on the students. He used expression „a little" to lessen the imposition by implying that the students were not asked to do very much.

4. **Off record.**
   Off record can be recognized in situations where the speaker, for example, poses an indirect question and through this is able to transfer the decision making to the listener. Off-record is divided to be some sub-strategies (Brown and Levinson, 1987: 213-227). Consider this utterance employed by the teacher!

Excerpt 4
*Teacher: Have you finished?. **You only have five minutes more**.*

In this occasion, the teacher attempted to use the off record strategy in giving instruction to the students. It can be seen from the indirect statement used by the teacher such as "*You only have five minutes more*". In this case, the teacher actually instructed the students to be in hurry in completing their job by utilizing the declarative statement not a common command. It was merely to ask the students to make decision by themselves to finish their job as soon as possible.

CONCLUSION
As has been elaborated previously, this study found four politeness strategies used by the English teacher of SMA Mardhatillah

NW Penakak in the school year 2014/2015 such as bald on record, positive politeness, negative politeness and off record. Bald on record was 10% used by the teacher. Positive politeness was 65%. Negative politeness was 20 %. Off record was 5%. It indicates that the teacher attempted to be fun and friendly to the students. It was merely to minimize the threat (FTA) or imposition. He attempted to reduce the distance between him and the students to make closed relationship in the classroom. This strategy automatically influences to the learning process. The students were not awkward, nervous, and strained. They felt enjoyed the class. They respected their teacher during the teaching and learning process.

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