

HASIL
CEK_Santoso,Yulianti_EFL,
Politeness Strategies,
Pragmatics, Speech Act,
Teaching Learning Process

*by Dwi Santoso, Dwi Wahyu Yulianti Politenes Strategies In The Teaching
Learning*

Submission date: 12-Oct-2022 07:55AM (UTC+0700)

Submission ID: 1922998389

File name: 3066-6719-1-PB.pdf (365.11K)

Word count: 8772

Character count: 44507

Politeness Strategies in The Teaching Learning Process in English as A Foreign Language (EFL)

Dwi Santoso^{1*}, Dwi Wahyu Yulianti

Universitas Ahmad Dahlan, Yogyakarta, Indonesia

*Corresponding author: dwiudad@gmail.com

ABSTRACT

The aim of this study is 1) to investigate the types and the forms of politeness strategies used by the English teachers; and 2) to determine the types and forms of politeness strategies frequently used by the English teachers in EFL based on Brown and Levinson politeness theory. This research is categorized as descriptive qualitative method. The data in this study are utterances uttered by the English teacher in SMA Muhammadiyah 1 Yogyakarta. The researcher applies padan identity method. The researcher triangulated the data by asking at least one person to read the transcription. The conclusion that can be drawn is that there are three types of politeness strategies used by teachers in the EFL teaching and learning process at SMA Muhammadiyah 1 Yogyakarta; namely negative politeness, direct politeness, and positive politeness. Whilst, the forms of politeness strategies used by the teachers in the teaching learning process in EFL at SMA Muhammadiyah 1 Yogyakarta are imperative, declarative, and interrogative. In Addition, it is known that the most type of politeness strategy is negative politeness with a proportion of 41.67 percent and the most form of politeness strategy is imperative sentence with a proportion of 58.33 percent.

Keywords: *EFL, Politeness Strategies, Pragmatics, Speech Act, Teaching Learning Process*

ABSTRAK

Tujuan dari penelitian ini adalah 1) untuk mengetahui jenis dan bentuk strategi kesantunan yang digunakan oleh guru bahasa Inggris; dan 2) untuk menentukan jenis dan bentuk strategi kesantunan yang sering digunakan oleh guru bahasa Inggris di kelas EFL berdasarkan teori kesantunan Brown dan Levinson. Penelitian ini menggunakan metode deskriptif kualitatif. Data dalam penelitian ini adalah ucapan yang diucapkan oleh guru bahasa Inggris di SMA Muhammadiyah 1 Yogyakarta. Peneliti menerapkan metode identitas padan. Data yang diperoleh dari triangulasi dibacakan oleh satu orang untuk membaca transkripsinya. Kesimpulan yang dapat diambil adalah bahwa ada tiga jenis strategi kesantunan yang digunakan guru dalam proses belajar mengajar EFL di SMA Muhammadiyah 1 Yogyakarta; yaitu kesantunan negatif, kesantunan langsung, dan kesantunan positif. Sedangkan bentuk strategi kesantunan yang digunakan guru dalam proses belajar mengajar bahasa Inggris di SMA Muhammadiyah 1 Yogyakarta adalah imperatif, deklaratif, dan interogatif. Selain itu, diketahui bahwa jenis strategi kesantunan yang paling banyak adalah kesantunan negatif dengan proporsi 41,67 persen dan bentuk strategi kesantunan yang paling banyak adalah kalimat imperatif dengan proporsi 58,33 persen.

Kata Kunci: *EFL, Strategi Kesantunan, Pragmatics, Tindak Tutur, Proses Belajar Mengajar*

A. INTRODUCTION

Communication is the process of transferring thought and feeling which is done by the people in society, and it includes the use of signs. Crystal (2008) states "Communication refers to the transmission and reception of information (a 'message') between a source and a receiver using a signaling system". The process of communication happened from so many years ago since the ancient era, until now. Why so many people communicate each other since a long time ago? It is because communication is used to transfer a certain meaning so that they can share their idea. This is related to the purpose of human's life that communication happens to give and get some information in real life. This approval suits with the statement of that reality of communication is shared and taken for granted as to the way the world is to be perceived and understood. In communication, people need to understand what is meant by each other by using language because of its position as a device of communication in social life.

Communication involves two or more people coding and encoding messages to each other through the medium of language. Thus, language has so many functions as a representation of human feelings. Communication is the way how humans interact, in that human will interact with others. If humans ask a question, the others will or might answer the question. The same is true is on the question. If humans want to be regarded as civilized humans beings, they are supposed to pay attention on the three things in communication, they are: (1) politeness, (2) courtesy of language, (3) the ethics of speaking. All of them are an integral part in the communication process. Therefore communication itself is a part of human life to convey information to others.

In linguistics terms, communication can be defined as the oral or written activity between source and receiver carrying a linguistics symbol to convey a message. When communication happened, the speaker will utter a meaning. The meaning depends on the speaker's intention. The speaker might intend to carry the literal meaning without any particular intention, or he might carry beyond the literal meaning. The speaker will expect the hearer to interpret the speaker's intention as the speaker wishes. But in reality, the hearer sometimes may understand the speaker's intention different. So that, the speaker and hearer must consider the context and the situation to get an appropriate purpose of communication. This term strictly refers to the analysis of pragmatics. Leech (1983) claimed that pragmatics is the study of how utterance has a meaning in the situation. In pragmatic communication, there are some criterions that should be considered to make the pragmatic communication happen. The criteria's are the addressers or addressees, the context of an utterance, and the goals of an utterance.

Leech (2014) argues that pragmatics is the science of solving a problem. In pragmatics there are two main problems that need to be solved. The first problem is the problem faced by the speaker, in pragmatics the speaker wants to convey his intention or purpose through a speech, the utterance is always delivered by using indirect speech and it is conveyed implicitly. From the point of view of the speaker, the problem that must be solved is "I want to communicate something to the hearer, what is a good way to do it?" The second is the problem faced by the hearer, from the hearer's point of view, the problem that must be solved is "S says this and that, what is meant by the S?". In pragmatic communication, sometimes hearers find it difficult to interpret the meanings spoken by speakers because only speakers who know the real meaning. From the two problems above, it can be concluded that, a speaker wants to form a meaning or purpose through his speech, while the hearer wants to convince the meaning conveyed by the speaker.

2
In communication, people will behave not only according to the surrounding context but also according to their face wants. As stated by Brown and Levinson (in Goody, 1978) face wants is a basic aspect of people whose face is desired to be satisfied. Furthermore, Brown and Levinson (in Watts, 2003) mention two aspects of face: negative face and positive face. Positive face is an aspect of person who shows the wants to be accepted by the others. On the other hand, negative face is an aspect of a person whose wants is to be free and not to be imposed. 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 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 other's. 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.

In pragmatic communication, the speaker will aim to fulfill his intention or desire through his utterances while the hearer determines the intention of the speech delivered by the speaker from the point of view of the speech, the need is to determine the communicative means that will fulfill that goal (see Dalman et al., 2020a, 2020b; Santoso & Apriyanto, 2020). From the listener's point of view, the need is to determine communicative goals in the message uttered by the speaker. The communicative goals of communication are happened where people are obligated to create a polite conversation. They will choose certain strategies to have polite conversation in order to maintain the communication. People do this in order to get their conversation to run well and more acceptable by the others. Politeness is one of the branches of pragmatics which investigates about a way of behaving and speaking well in accordance with the rules which apply in the community and do not threaten other people's faces. Politeness becomes an important aspect in the society; it is used to recognize social-culture within a community in a region. It means that politeness can also be regarded as some kind of social norm determined by the convention of the community. Sometimes, they have to be polite in order to show that they are civilized people and they will not be accused as rude people who have bad manner. Even though politeness can be used to recognize social-culture, in many ways, it is a universal norm. Politeness strategies are very important to investigate as they are used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say, and to be with other people (Yule, 1996).

Since Politeness can also be regarded as some kinds of social norm determined by the convention of the community as the researcher stated earlier (see Anesa, 2013; Bohn & Frank, 2020; Cameron, 2005; Cheng et al., 2010; Doost Mohammadian, 2017; Fragale et al., 2006; Johansson et al., 2006; Meyerhoff, 2003). We can use polite conversation in the classroom (Apriyanto, 2020; Dalman et al., 2020a; Masiyarno et al., 2020). From the very beginning of language study, classrooms should be interactive. In daily teaching and learning process, the teacher and the students also need to use language in sharing and confirming the knowledge. The teacher and the student do a communication in classroom or they conducted the classroom interaction. In other hand, the language plays an important role in teaching and learning process. Therefore, the successes of sharing knowledge in teaching and learning process are determined by the success of classroom interaction. As stated before, other than using language to share information, the teacher and the students need to use language in making a good relationship between them. The relationship between teacher and students are required in classroom interaction. It is because the knowledge that is delivered by the teacher and received by students will run well if the classroom interaction runs well.

Rivers (1983) puts it this way that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language and all they have learned or casually in real life exchanges. Even at an elementary stage, they learn in this way to exploit the elasticity of language.

Classroom is a place of process teaching and learning activity, teachers' language plays a very important role in EFL classroom, such as teachers' academic instructions, motivating the class and evaluating students. No doubt to say that teachers' language is important for effective communication in class. Harmer (2007) states that the way that teachers talk to students the manner in which they interact with them is one of the crucial teacher skills, but it does not demand technical skills. It requires teachers to empathies with the people they are talking to.

In education, teachers were expected to play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. As supported by Nuh (2012) quoted by Manik and Hutagaol (2015), the education minister of Indonesia, asserts that politeness of Indonesian students is in a state of decline. It means that a teacher has a responsibility to teach their students how to speak politely and warning them if they speak

impolitely at school especially during classroom interaction. Moreover, a teacher also needs to speak politely in front of the students in order to influence them to speak politely too. In addition, the implementation of politeness strategy is relevant with curriculum 2013 which emphasizes on good character because politeness strategy deals with someone's ability to show his good character. Therefore, the teacher is obliged to implement it in the language learning activities along with language usage.

This study focused on the teachers utterances in English Foreign Language. Based on the case, the aim of this study is 1) to investigate the types and the forms of politeness strategies used by the English teachers; and 2) to determine the types and forms of politeness strategies frequently used by the English teachers in EFL based on Brown and Levinson politeness theory.

B. LITERATURE REVIEW

a) Pragmatics

As human beings, we need to communicate with the people around in our everyday life. Through language as the medium, we could conduct the communication. The process of communication will be conducted successfully if the participants (speaker and hearer) know the notion of language. In order to obtain the deep analysis of language, it is better for the communication participant to get used to with the of the branch linguistics which studies about language. One of the branches of linguistics is pragmatics (see Apriyanto et al., 2020; Dalman et al., 2020a, 2020b; Santoso & Apriyanto, 2020).

Pragmatics is a subfield of linguistics which concerns with the relation of language and context around the speakers. pragmatics is about the analysis of meaning which lies behind the utterances spoken by the speaker. Thus, the hearer has to be able to infer the speaker's utterance to catch the intention of the speaker. In addition, pragmatics is a study of contextual meaning. The contextual meaning is the location, time, circumstances, and participants of the conversation which can affect the meaning of the speaker's utterance. Therefore, the hearer has to be able to relate the utterances spoken by the speaker with the surrounded context to understand the speaker's real intention.

b) Speech Act

Speech acts divided into three structural forms; they are declarative, imperative, and interrogative. The three structural forms have relationship with the three general communicative functions (statement, command, and question) . Declarative sentence is a sentence which has a purpose to stating something and has a period mark in the end of the sentence. In imperative sentence, only the predicate is expressed. the imperative sentence is ended with a period in writing and a drop in pitch in speech. In English, direct imperative sentence is defined as appropriate constructions, thus they are unacceptable to make request. The last one, In interrogative sentence, the subject and the auxiliary are often reversed and have a question mark in the end of the sentence. It is meant that in general interrogative sentence is used to ask a question to someone.

c) Politeness Strategies

Brown & Levinson (1987) propose four super politeness strategies which have stimulated a prolific discussion on politeness theories: 1) Baldly on record; 2) Positive politeness; 3) Negative politeness; and 4) Off-record. Baldly on record strategies usually do not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record politeness can be used in trying to minimize face-threatening acts implicitly. Positive politeness strategies seek to minimize the threat to the hearer's positive face. They are used to make the hearer feel good about himself, his interests or possessions, and are most usually used in situations where the audience knows each other fairly well. In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, and compliments.

The third, Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies. Negative face is the desire to remain

autonomous so the speaker is more apt to include an out for the listener, through distancing styles like apologies.

And the last one is Off-record. The final politeness strategy outlined by Brown and Levinson (1987) is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to be imposing. Brown & Levinson (1987) propose some sub strategies in their off-record theory. They are give hints, give association clues, presuppose, understate, overstate, use tautologies, use contradictions, be Ironic, use metaphors, use rhetorical questions, be ambiguous, be vague, over generalize, displace H, be incomplete, use ellipsis.

C. METHOD

This research is categorized as descriptive qualitative method. It means that the research interested in process, meaning, and understanding in gained through words or pictures, qualitative employs conversation, document analysis, and recording (see Amalia Solikhah & Herlisya, 2021; Destika, 2022; Herlisya & Wiratno, 2022; Marfu Laswaniyah, 2021; Marfuah Laswaniyah, 2021; Nissa et al., 2021; Nurlaeli, 2021; Solikhah & Herlisya, 2021; Wulandari, 2022; Yansyah, 2022). The research was conducted in SMA Muhammadiyah 1 Yogyakarta. The research objects in this research are the utterances uttered by the English teacher during the teaching learning process. the data in this study are utterances uttered by the English teacher in SMA Muhammadiyah 1 Yogyakarta.

The method to collect the data are by the procedure as follows; 1) Observing the teacher utterances for the research; 2) Listening the teacher utterances for the research; 3) Taking notes of the utterances for the research; and 4) Transcribing the teacher utterances for the research. The researcher triangulated the data by asking at least one person to read the transcription.

in this research, the researcher applies padan identity method particularly the “padan pragmatics method” as it is used to analyze the sentences and meanings related to the contexts, i.e speaker, hearer, situation, time, setting and others. In finishing the research, the researcher uses the descriptive technique. In doing the analysis, the researcher goes through procedures as follows; 1) Investigating the types and the forms of politeness strategies used by the English teachers in the teaching learning process; 2) Determining the types and forms of politeness strategies frequently used by the English teachers in the teaching learning process; and 3) Drawing a conclusion.

D. RESULT

a) The types of politeness strategies used by the teachers in ELT

The interaction in the classroom dominated by the teachers. The teachers dominated in giving instruction, giving explanation, showing appreciation, encouraging, motivating, and questioning to the students. The students mainly responded to teacher’s instruction, questions and encouragement. In this research, the researcher only found three types of politeness strategies that were used by the English teachers in SMA Muhammadiyah 1 Yogyakarta they are; bald on record, positive politeness, and negative politeness.

1) Bald on Record

The politeness strategy type 1 can be seen in the audio excerpt below:

Table 1. Audio Excerpt 4.1

Participant	Line	English
Teacher	1	And in this end of meeting I have prepare for you an exercise about 20 questions,
	2	so after this you can go to the Google classroom and then

	3	<u>do your exercise!</u>
Student	4	Oke Miss
Teacher	5	Oke, I will share my powerpoint. Before we are going to the next deeply
	6	explanation I will give you several questions for you and the please
	7	answer my question.
	8	nggak usah Miss tunjuk nggak usah miss sebutkan namanya Miss
	9	harapkan begitu, if you know my question please answer my question
	10	oke?

Table 2. Audio Excerpt 4.2

Participant	Line	English
Teacher	1	<u>Don't be shy</u> and then
	2	<u>just answers my question</u> and I will give you point plus for who is answer my question. Who are they?
Student	3	KH Ahmad Dahlan and B J Habibi Miss
Teacher	4	Oke, Who is speaking?
Student	5	Dani, bu
Teacher	6	Oke let's go, I have another question for you

Table 3. Audio Excerpt 4.3

Participant	Line	English
Teacher	1	Oke that is correct, in English?
Student	2	National movement figure
Teacher	3	Oke correct! <u>Mention some of the biographical book you have read.</u>
Student	4	JK Rowling
Teacher	5	What else?
Student	6	Martha Christina Tiahahu
Teacher	7	Oke. Who is speaking?
Student	8	Dewi Miss

Teacher	9	Oke, thank you. So I can conclude that some of you here not only like novel maybe.
---------	---	--

Table 4. Audio Excerpt 4.4

Participant	Line	English
Teacher	1	Oke thank you. Next question, When was he born, do you know?
Student	2	1868
Teacher	3	Oke that's correct. Tanggalnya tepatnya tanggal berapa ya ?
Student	4	1 Agustus
Teacher	5	Oke that's correct. For those, who already watched the video can you give me your point of view or your opinion related to the video? What the video talk about?
Student	6	Life story of Ahmad Dahlan Miss
Teacher	7	Good.
Teacher	8	What the objective of writing the biography of KH Ahmad Dahlan? Who want to answer? Let's go
Teacher	9	Oke, I'll call Lutfi. Lutfi, are you there?
Student	10	Yes Miss, to share the life of KH Ahmad Dahlan
Teacher	11	<u>Choose your friend to complete your answer</u>
Student	12	Aldi Miss
Teacher	13	What is the purpose of writing the biography of KH Ahmad Dahlan. What do you think Aldi?
Student	14	I think is to share to people like what we can learn from KH Ahmad Dahlan biography
Teacher	15	Oke next question, Why was he considered as a national hero? <u>Give me the reason please.</u>
	16	Oke Aldi, <u>choose your friend</u> can be boy or girl..
Student	17	Danis Miss

Table 5. Audio Excerpt 4.5

Participant	Line	English
Teacher	1	<u>Guess</u> , you can mention. Who are they anyway ?
Student	2	Cold Play

Teacher	3	Yes great! What is their popular song?
Student	4	Fix you, Sky full of star
Teacher	5	Oke good, any other else?
Student	6	Yellow
Teacher	7	Oke good. We move to the next picture. Who is he anyway?
Teacher	8	Ed Sheran
Teacher	9	Alright good, so could you mention the song ?
Student	10	Shape of you

2) Positive Politeness

The following politeness audio excerpts presents the use of positive politeness strategies by the teacher.

Table 6. Audio Excerpt 4.6

Participant	Line	English
Teacher	1	Let's begin our class today by saying basmalah together.
	2	This is the last meeting for our subject literature English. <u>Semangat ya nak ya</u>
	3	this is the last material, because why?
	4	<u>Next week Ananda will start the examination (PAT).</u>
	5	yourself, this is the final test in this grade.
	6	I hope <u>you can get a good result</u> of your attempt and move forward in 11th grade.
Student	7	Bismillahirrahmanirrahim.

Table 7. Audio Excerpt 4.7

Participant	Line	English
Teacher	1	What is the definition of the song according to you Ananda?
Student	2	to express your feeling
Teacher	3	Oke, <u>that is good.</u> Anyone else? the boy?
	4	Kalau tidak ada yang jawab, bapak tunjuk aja deh ya. Oke Ali, What

		song means to you Ali?
Student	5	Kaya semacam untuk merilekan otak / pikiran
Teacher	6	Oke good, thank you very much.

Table 8. Audio Excerpt 4.8

Participant	Line	English
Teacher	1	From your side ya Nak ya,
	2	point of you actually after you see the video, what can you learn from this biography ?.
	3	I think that you can learn from the figure of KH Ahmad Dahlan.
Student	4	Never give up Miss
Teacher	5	<u>Thank you for answering my question.</u>
	6	Oke next question, why was he considered as a national hero ?.
	7	give me the reason please. Oke Aldi, you choose your friend can be boy or girl.

Table 9. Audio Excerpt 4.9

Participant	Line	English
Student	1	Because the lyric say about keeping the love in photograph
teacher	2	<u>Yes absolutely, that is true.</u>
	3	What song means to you Ananda?
	4	Anyone of you wanna try to answer my question please
Student	5	Gimana Mr ?

3) Negative Politeness

. The politeness strategy type 3 can be seen in the audio excerpt below:

Table 10. Audio Excerpt 4.10

Participant	Line	English
Teacher	1	<u>Please turn on your camera ya Nak ya</u>
Student	2	Oke Miss
Teacher	3	Oke thank you nak. Let's we begin for today.

4	This is the last meeting for our subject literature English.
---	--

Table 11. Audio Excerpt 4.11

Participant	Line	English
Teacher	1	Oke, I will share my Powerpoint. Before we are going to the next deeply explanation. I will give you several questions for you and <u>please answer my question.</u>
Teacher	2	Oke let's go, <u>I have another question for you.</u> Have you ever read the biography books on the picture?
Student	3	Baru yang KH Ahmad Dahlan saja Miss
Teacher	4	Oke, What do you know about those people?
Student	5	KH Ahmad Dahlan itu pendiri Muhammadiyah
Teacher	6	<u>Please speak in English</u>
Student	7	Founder?
Teacher	8	Oke, <u>Please complete your sentence</u> using English
Student	9	He is the founder of Muhammadiyah Organization

Table 12. Audio Excerpt 4.12

Participant	Line	English
Teacher	1	I have shared to you the link. <u>Who is already watching the video?</u>
Student	2	Done Miss
Teacher	3	Yes Oke, I hope you have watched the video the link that I have shared to you ya Nak ya. Because I have a question after this related to the video. Oke, the first question is who was KH Ahmad Dahlan's name when he was a child?
Student	4	Muhammad Darwis
Teacher	5	Oke that is correct. <u>Who is speaking?</u>
Student	6	Desi Miss

Table 13. Audio Excerpt 4.13

Participant	Line	English
Teacher	1	<u>Could you hear</u> my voice Ananda ?
Student	2	Yes Mr.

Teacher	3	Is it clearly? I think we can start now. Before we start the study you can turn the camera on. Assalamualaikum....
Student	4	Walaikumsalam....

Table 14. Audio Excerpt 4.14

Participant	Line	English
Teacher	1	Yang cowo deh sekarang. Helo boy, <u>you can you mention</u> what is your favorite song?
	2	<u>You can open the page</u> here from google classroom.
	3	I already sent one page. Have you see the screen Ananda?
Student	4	Done Mr.
Teacher	5	Oke Good. Do you think what supposed to do with this picture?

d) The form politeness strategies used by the teachers in ELT

Based on the audio excerpt 4.1 to 4.14 consisting of the teachers' utterances in EFL at SMA Muhammadiyah 1 Yogyakarta, it can be concluded that there are three forms of politeness strategies; they are declarative, imperative and interrogative.

e) The types and forms of politeness strategies frequently used by the teachers in the teaching learning process at SMA Muhammadiyah 1 Yogyakarta

Table 15. The amount and percentage of the types of politeness principle

No	Types of Politeness Strategies	Total	Total (%)
1	Negative Politeness	10	41,67%
2	Bald On Record	8	33,33%
3	Positive Politeness	6	25%
Total		24	100 %

Table 16. The amount and percentage of the form of politeness strategies.

No	Types of Politeness Strategies	Total	Total (%)
1	Imperative	14	58,33%
2	Declarative	6	25%
3	Interrogative	4	16,67%

E. DISCUSSION

a) The types of politeness strategies used by the teachers in ELT

1) Bald on Record

In audio excerpt 4.1 line 3 'do your exercise', the teacher asked her students to do the exercise. The utterance delivered by the teacher was a commanding or instructing in the form of imperative sentences in which the teacher asked the students directly without trying to mitigate her instruction to the students. She delivered the instruction directly to the student as the hearers and the students seemed to convey the instruction by saying 'Oke Miss'. From the instruction given, it seems fine using that instruction as the teacher has the authoritative role in the class reflected when she gave commands and instructions, and made requests. Through the choice of direct strategies for giving instruction (excerpt 4.1 line 3), the teacher imposed and created pressure on the students.

In audio excerpt 4.2 line 1-2, the teacher asked her students to answer some quizzes during the teaching learning process. The utterance delivered by the teacher was a command to answer the questions given by the teacher, she expected to deliver direct request. The use of 'Don't be shy' and then 'just answer my questions' in the utterance is to show teacher's authority in giving instruction to the students, in that the teacher didn't try to mitigate her utterances to her students. The utterance also covered the reward for the students who answer the question correctly. The students conveyed the direct request by delivering the correct answer.

In audio excerpt 4.3 line 3 the teacher asked her students to do something using bald on record strategy by saying 'mention some of the biographical book you have read'. In her command the teacher used direct strategy in giving instruction as it can be seen from the utterances expressed that she didn't use any politeness marker to mitigate or decrease her imposition to the students, such as: please, could you possibly, etc. It seems that she wanted to show her power to her students. Besides, she might want her students want to pay more attention to what she instructed.

In audio excerpt 4.4 line 11 'Choose your friend to complete your answer', the teacher asked one of her students to choose her friend. From the utterances used by the teacher, it is clear that she used bald on record strategy using direct instruction to her students. In this, she might want to show her power to her students, ignoring the use of any politeness marker in her instruction to her students. Besides, she might want the student to get her message clearly. Similarly in audio excerpt 4.4 line 15 'Give me the reason please. Oke Aldi, choose your friend can be boy or girl', the bald on record strategy was also applied by the teacher in giving her instruction. In this, the teacher asked one of her students to give the reason and choose her friend. It can also be clearly identified that the teacher used direct strategy in her instruction ignoring any politeness marker to decrease her imposition on her students. By so doing, she might want the students to get the message more clearly. Besides, she might want to show her authority to her students.

In audio excerpt 4.5 line 1, it can be clearly seen that the teacher applied bald on record in giving her instruction using imperative sentence initiated by the verb 'Guess'. It shows that she used her authority upon her students as she didn't use any politeness marker to soften her command to her students. In this, it can also be concluded that the use of imperative sentence directly was to make the command more efficient and the message sent to the students could be more understood than that of using the other politeness strategies. Also, the teacher might use bald on record due to the task-oriented reason in which the teacher commonly gives the task to the students during the teaching learning process. This is in line with Brown and Levinson's (1987) strategy mentioning that task-oriented can be considered when someone wants to use bald old record strategy.

2) Positive Politeness

In audio excerpt 4.6 line 2 'semangat ya nak ya', it shows that the teacher applied positive politeness strategy related to be optimistic in that the teacher expressed her motivation to the students to make students more motivated in their study as that was the last material before the examination. What had been done by the teacher seems inspiring as she is not only a teacher but also a motivator for the students. Another positive politeness strategy can be seen in line 4 'Ananda' in that the teacher tried to apply one of the positive politeness strategy proposed by Brown and Levinson closely related to solidarity in-group identity markers using the address term Ananda 'dear students'. By so doing, the teacher wants to show her intimacy, closeness to her students. Besides, in Indonesian culture the address term ananda can show love from the speaker to the hearers. The last positive politeness strategy in audio excerpt 4.6 can be seen in line 6 'you can get a good result' in that the teacher seemed to apply Brown and Levinson's politeness strategy closely related to offer or promise. In line 6, the teacher seemed to offer all the students good scores by saying 'I hope you can get a good result of your attempt and move forward in 11th grade'. By so doing, the teacher might hope that the students would be well motivated and study harder and harder to get good scores in their examination. The offer given by the teacher was also responded positively by the students by saying 'Bismillahirrahmanirrahim' 'In the name of Allah, The Most Gracious and The Most Merciful'.

In audio excerpt 4.7 line 3, it seems that teacher has applied one of the positive politeness strategies proposed by Brown and Levinson related to *Exaggerate interest in H and his interests* in that the teacher expressed the utterance that will ultimately make the students feel happy by saying 'that is good' in line 3. Besides, the teacher might want to motivate the students to give more answers closely related to the questions given by the teacher. In this regard, it can also be concluded that the teacher is a good motivator as well in which it is good in the teaching learning process to make the students more motivated.

In audio excerpt 4.8 line 5, the teacher has also applied one positive politeness strategy related to *Exaggerate interest in H and his interests* by expressing the utterance 'thank you' directed to her students. By so doing, the teacher wanted to express her gratitude to her students as they already answered the questions given by the teacher. This expression seems to be important expressed by the teacher as it has tremendous effect to the students' motivation in learning as the students will feel respected and honored by the teacher. In this regard, there is a mutual respect conducted by both the teacher and students as it shows that not only should the students respect the teachers but also the teachers.

In audio excerpt 4.9 line 2, it shows that the teacher applied one of the politeness strategy related to *Exaggerate interest in H and his interests* and *Avoid Disagreement* as it can be clearly seen in line 2 'Yes absolutely, that is true'. In this expression, the teacher tried to enhance the students' face by agreeing on what the students answered. The use of 'absolutely' as an intensifier seemed to be very suitable as it means a lot for making the students feel more proud and confident to answer more questions given by the teacher.

3) Negative Politeness

Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. In audio excerpt 4.10, the teacher asked her students to turn on the camera during the teaching learning process. It shows that the teacher applied one of the negative politeness strategy related to *Impersonalize Speaker and Hearer* as can be clearly seen in line 1 ya Nak ya 'ok student ok'. In this case, the teacher tried to avoid using any pronouns, such as anda or kamu 'you'. In that strategy, she might hope that her utterance will not impose any students by using the pronoun kamu 'you'. The utterance delivered by the teacher was a commanding or instructing in the form of request. She delivered the request directly and the student as the hearer seemed to convey the request by saying *Oke Miss*. Also, the teacher had applied the negative politeness in line 1 expressing 'Please turn on the camera' in that the teacher applied 'please' as a politeness marker to soften her instruction to her students. By so doing, the teacher, despite her authority, applied politeness marker to make her instruction more polite.

In audio excerpt 4.11 line 1,6 and 8, it shows that the teacher applied negative politeness using the same polite marker as used in audio excerpt 4.10 above. She applied 'please' in her utterances to

soften her instruction. The use of politeness marker 'please' seems common to use by the teacher in her instruction as can be seen in line 1, 6 and 8. By so doing, the teacher might want to show that she was not an arrogant teacher. Besides, she wanted to make the students feel relaxed when answering the questions given by her. Whilst, in audio excerpt 4.11 line 2, the teacher applied another type of negative politeness strategy in that she applied *be conventionally indirect* using a declarative sentence as an instruction. By so doing, she might want to soften her instruction to her students so as to make the students don't feel imposed by her instruction.

In audio excerpt 4.12 line 1 'Who is already watching the video?' and 5 'Who is speaking?', it shows another type of negative politeness strategy used by the teacher. In those utterances, she tried to apply *question strategy* as one of the strategies commonly used in negative politeness. Using question as one of the strategies in giving command or instruction seem effective and efficient to soften her instruction as the students didn't feel that they were instructed by the teacher. Also, using questions without pointing any students in those utterances would make the students feel free whether or not they should answer the questions given by the teachers as none of the students was mentioned by the teachers when making the questions to the students in the class.

In audio excerpt 4.13 line 1, it seems that teacher had applied one of the negative politeness strategies proposed by Brown and Levinson related to *be conventionally indirect* as it can be clearly seen in line 1 'Could you hear my voice Ananda?'. In this case, the teacher delivered the utterance to make sure that her voice could be heard clearly by the students. Besides, the teacher might want to instruct the students to give more attention to the teacher during the teaching learning process. In this regard, it can also be concluded that the utterance delivered by the teacher is a commanding utterance in the form of indirect request. By so doing, she might want to decrease her command to her students and let the students answer more relaxed.

In audio excerpt 4.14 line 1, 'you can you mention.' and 2 'You can open the page...' it shows the similar use of negative politeness strategy related *be conventionally indirect*. In that audio, the teacher applied declarative sentence to give instruction to her students. The use of declarative sentence instead of direct command seemed to be effective and efficient to be used by teacher in her instruction. By so doing, the students might not lose their face as they didn't feel that they were instructed by the teacher. In this regard, the teacher might want to minimize her imposition to her students by avoiding the use of direct command to her students that would ultimately impose the students' face despite her position as the teacher who has an authority to do that action.

f) The form politeness strategies used by the teachers in ELT

1) Declarative

Based on the teachers' utterance in EFL at SMA Muhammadiyah 1 Yogyakarta, it can be concluded that there are 6 forms of declarative politeness strategies in audio excerpt: 4.6 line 2, 4.6 line 3, 4.6 line 5, 4.7 line 3, 4.8 line 5, 4.9 line 2. Declarative sentence is a sentence which has a purpose to stating something and has a period mark in the end of the sentence. In general, declarative sentence is used to pointing something. Statements are sometimes said to be in the declarative mood. They state a fact or an argument. If a speaker tends to use a declarative sentence, her utterance will be preceded by subject and followed by the verb. The utterance or statement will be ended by the usage of full stop.

2) Imperative

Based on the teachers' utterance in EFL at SMA Muhammadiyah 1 Yogyakarta, it can be concluded that there are 14 forms of imperative politeness strategies in audio excerpt: 4.1 line 3, 4.2 line 1, 4.2 line 2, 4.3 line 3, 4.4 line 11, 4.4 line 15, 4.4 line 16, 4.5 line 1, 4.10 line 1, 4.11 line 1, 4.11 line 2, 4.11 line 6, 4.11 line 8, 4.14 line 2. In imperative sentence, only the predicate is expressed. the imperative sentence is ended with a period in writing and a drop in pitch in speech. In English, direct imperative sentence is defined as appropriate constructions, thus they are unacceptable to make request.

3) Interrogative

Based on the teachers' utterance in EFL at SMA Muhammadiyah 1 Yogyakarta, it can be concluded that there are 4 forms of interrogative politeness strategies in audio excerpt: 4.12 line 1, 4.12 line 5, 4.13 line 1, 4.14 line 1. In interrogative sentence, the subject and the auxiliary are often reversed and have a question mark in the end of the sentence. People can say *yes/no* to reply the question. While, the interrogative sentence also can be started with question words (What, Who, When, Where, Why and How).

g) The types and forms of politeness strategies frequently used by the teachers in the teaching learning process at SMA Muhammadiyah 1 Yogyakarta

From table 15 and table 16, it is known that the most type of politeness strategy is negative politeness with a proportion of 41.67% and the most form of politeness strategy is imperative sentence with a proportion of 58.33%.

Negative politeness becomes the most frequently politeness strategies used by the English teachers as the English teachers might have been familiar with the 2013 curriculum applied in SMA Muhammadiyah in that it is concerned more on the character building. By applying more the negative politeness, the teachers, despite their authority, don't want to insist on her wants to the students. The teachers might want to give good examples to the students on how to communicate politely. By so doing, the teachers might want to create harmony in their learning teaching process. Also, the teacher, as a Javanese teacher teaching in the Javanese environment, might want to apply one of the Javanese values called *nuju prana* 'to suits the heart of the hearers. This Javanese value seems suitable and acceptable if it is applied in the teaching learning process as it can make the situation in the class become harmonious. Whilst, the use of bald on record strategy in the teaching learning process might be triggered by the teacher's authority and the efficiency in that the teachers might think that they have an authority upon the students. By so doing, they might want the message delivered by the teachers can be easily or clearly understood by the students as somehow the students would be careless or ignorant by the teachers' instruction which be not strict and distinct. In this case, the use of bald on record seem fine and suggested so as to make the teaching learning process more effective and efficient. The last politeness strategy used by the teachers is positive politeness in that the teachers want to give more motivation by expressing some utterances which would motivate the students to study more and more. The use of politeness strategy seems necessary in the schools as it could inevitably make the communication more harmonious. By so doing, the teachers have also applied one of the Javanese values called *nuju prana* 'to suit the heart of the hearers' in that it teaches us on how to choose the expressions or utterances which can make the hearers happy.

Imperative sentence becomes the most dominant form of politeness strategy as it seems that the teachers might want to make the students more active in the class by giving them more activities to be conducted. However, the imperative sentences applied by the teachers were also followed or initiated by politeness markers to minimize the imposition on the students 'face. Declarative sentence becomes the second dominant use of forms of politeness strategies used by the teacher as the teacher might want to give more explanation to the students so as to make the information more easily understood. Besides, the teachers might want to give more motivation to the students as declarative sentences usually do. Whilst, interrogative sentence becomes the least form of politeness strategy used as it seems that the teachers realized that interrogative sentences would not make the students more active in the class compared to the use of imperative sentences. Besides, the teachers might be aware that the students would keep silent if they were given questions. The students would react more if the teachers gave instruction rather than questions.

F. CONCLUSIONS

The conclusion that can be drawn is that there are three types of politeness strategies used by teachers in the EFL teaching and learning process at SMA Muhammadiyah 1 Yogyakarta; namely negative politeness, direct politeness, and positive politeness. Whilst, the forms of politeness strategies used by the teachers in the teaching learning process in EFL at SMA Muhammadiyah 1 Yogyakarta are imperative, declarative, and interrogative.

In the analysis of types and forms of politeness strategies frequently used by the teachers in the teaching learning in EFL at SMA Muhammadiyah 1 Yogyakarta, the researcher concludes that the most dominant types of politeness strategy used by the teacher is negative politeness with 41,67%. The second one is bald on record with 33, 33%, while the third or the least politeness strategy used by the teacher in her interaction with the students is positive politeness with 25%. While in the analysis of forms of politeness strategies frequently used by the teachers in the teaching learning in EFL at SMA Muhammadiyah 1 Yogyakarta, the researcher concludes that the most dominant form of politeness strategy used by the teacher is imperative sentence with 58,33%. The second one is declarative with 25%, while the third or the least form used by the teachers in their interaction with the students is interrogative with 16.67%.

G. ACKNOWLEDGEMENT

This research was supported/partially supported by Universitas Ahmad Dahlan, Yogyakarta. We thank our colleagues who provided insight and expertise that greatly assisted the research, although they may not agree with all of the interpretations/conclusions of this paper.

REFERENCES

- Amalia Solikhah, N., & Herlisya, D. (2021). Ability to Write a Reader's Letter About the School Environment in 03 Lumbir State Junior High School. *Journal Corner of Education, Linguistics, and Literature*, 1(1), 21–27. <https://doi.org/10.54012/jcell.v1i1.8>
- Anesa, P. (2013). *Courtroom Discourses: An Analysis of the Westerfield Jury Trial*. UNIVERSITA' DEGLI STUDI DI VERONA.
- Apriyanto, S. (2020). *A Forensic Linguistic Point of View of Implicational Conversations in a Police Interrogation: A Review*. 12(1), 3370–3384.
- Apriyanto, S., Dalman, & Santoso, D. (2020). The urgency of forensic linguistics in a police interrogation process. *International Journal of Psychosocial Rehabilitation*, 24(6), 4766–4772. <https://doi.org/10.37200/IJPR/V24I6/PR260467>
- Bohn, M., & Frank, M. C. (2020). *The pervasive role of pragmatics in early language Manuel*. <https://doi.org/10.1017/CBO9781107415324.004>
- Brown, P., & Levinson, S. (1978). *Universals in language usage: Politeness phenomena*. In E. N. Goody (Ed.), *Questions and politeness: Strategies in social interaction (1st ed.)*. London, New York & Melbourne: Cambridge University Press.
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Cameron, D. (2005). Language, gender, and sexuality: Current issues and new directions. *Applied Linguistics*, 26(4), 482–502. <https://doi.org/10.1093/applin/ami027>
- Cheng, J. T., Tracy, J. L., & Henrich, J. (2010). Pride, personality, and the evolutionary foundations of human social status. *Evolution and Human Behavior*, 31(5), 334–347. <https://doi.org/10.1016/j.evolhumbehav.2010.02.004>
- Crystal, David. (2008). *A Dictionary of Linguistics and Phonetics 6th Edition*. United Kingdom: Blackwell Publishing.
- Dalman, Hesti, & Apriyanto, S. (2020a). Conversational implicature: A pragmatic study of “our conversation” in learning at university. *International Journal of Psychosocial Rehabilitation*, 24(8), 4332–4340.
- Dalman, Hesti, & Apriyanto, S. (2020b). Conversational implicature: A pragmatic study of “our conversation” in learning at university. *International Journal of Psychosocial Rehabilitation*, 24(8), 4332–4340. <https://doi.org/10.37200/IJPR/V24I8/PR280450>
- Destika, V. (2022). Effectiveness of Match Technique to Improve Students' Vocabulary Mastery based on Gender. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 168–175.

<https://doi.org/10.54012/jcell.v1i3.33>

- Doost Mohammadian, H. (2017). An Overview of International Cross Cultural Management. *University of Applied Sciences (FHM)*, 2–20. https://www.fh-mittelstand.de/fileadmin/pdf/Publikationen/An_Overview_of_International_Cross_Cultural_Management.pdf
- Fragale, A. R., Penelope, J., & Freely, S. (2006). *The power of powerless speech : The effects of speech style and task interdependence on status conferral*. 101, 243–261. <https://doi.org/10.1016/j.obhdp.2006.01.004>
- Herlisya, D., & Wiratno, P. (2022). Having Good Speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191–198. <https://doi.org/10.54012/jcell.v1i3.35>
- Johansson, P., Hall, L., Sikström, S., Tärning, B., & Lind, A. (2006). How something can be said about telling more than we can know: On choice blindness and introspection. *Consciousness and Cognition*, 15(4), 673–692. <https://doi.org/10.1016/j.concog.2006.09.004>
- Kasiyarno, Santoso, D., & Apriyanto, S. (2020). *Intercultural Communication and Business Chain Formation of America and Japan*. 12(2), 2042–2052.
- Laswaniyah, Marfu. (2021). Feminism Study of the Novel “ Catatan Juang ” by Fiersa Besari. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 1(1), 28–33. <https://doi.org/https://doi.org/10.54012/jcell.v1i1.4>
- Laswaniyah, Marfuah. (2021). Feminism Study of the Novel “Catatan Juang” by Fiersa Besari. *Journal Corner of Education, Linguistics, and Literature*, 1(1), 28–33. <https://doi.org/10.54012/jcell.v1i1.4>
- Leech, G. (1983). *Principles of pragmatics*. London: Longman Group Ltd.
- Leech, G. (2014). *The pragmatics of politeness*. New York, NY: Oxford University Press.
- Manik, S., & Hutagaol, J. (2015). *An Analysis on Teachers’ Politeness Strategy and Student’s Compliance in Teaching Learning Process at SD Negeri 024184 Binjai Timur Binjai –North Sumatra-Indonesia*. *English Language Teaching*, 152-170.
- Meyerhoff, J. H. and M. (2003). *The Handbook LAnguage and Gender*. Blackwell Publishing.
- Nissa, R. N., Nurchurifiani, E., & Febriyanti. (2021). Improving S tudents ’ Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 1(2), 139–147. <https://doi.org/10.54012/jcell.v1i2.28>
- Nurlaeli, H. (2021). Analysis of Female Implicates in t he Video “ Cara Kodein Cowok Biar Cepet Merid ” b y Last Day Production. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 1(1), 14–20. <https://doi.org/https://doi.org/10.54012/jcell.v1i1.7>
- Santoso, D., & Apriyanto, S. (2020). Pragmatics implicature analysis of police interrogation: Forensic linguistics analysis. *International Journal of Psychosocial Rehabilitation*, 24(6), 115–124. <https://doi.org/10.37200/IJPR/V24I6/PR260009>
- Solikhah, N. A., & Herlisya, D. (2021). Ability to write a Reader ’ s Letter About t he School Environment in 03 Lumbir State Junior High School. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 1(1), 21–27. <https://doi.org/https://doi.org/10.54012/jcell.v1i1.8>
- Wulandari, N. (2022). Analysis of Infinitive Phrases in Novel By J . K . Rowling ‘ Harry Potter and the Sorcerer ’ s Stone ’. *Journal Corner of Education, Linguistics, and Literature*, 1(4), 199–206.
- Yansyah, M. (2022). The Effectiveness of Teacher Performance Management in the Implementation of Student Learning. *Journal Corner of Education, Linguistics, and Literature*, 1(4), 227–234.
- Yule, George. (1996). *The Study of Language*. Cambridge: University Press.



HASIL CEK_Santoso,Yulianti_EFL, Politeness Strategies, Pragmatics, Speech Act, Teaching Learning Process

ORIGINALITY REPORT

13%

SIMILARITY INDEX

15%

INTERNET SOURCES

8%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

1	digilib.unimed.ac.id Internet Source	4%
2	core.ac.uk Internet Source	3%
3	eprints.iain-surakarta.ac.id Internet Source	3%
4	www.davidpublisher.com Internet Source	2%
5	ejournal.undiksha.ac.id Internet Source	2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On