POLITENESS STRATEGIES
USED BY TEACHER AND STUDENTS

(The Case of the Eighth Graders of SMP N 18 Semarang on the Academic Year of 2019/2020)

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by

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar benar hasil karya saya sendiri, kecuali kutipan dan ringkasan yang semua sumbernya telah saya jelaskan. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Semarang, 24 September 2019

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MOTTO AND DEDICATION

"Sadness and pain can hit like waves.
But no wave ever stays.
They always wash away."

This final project is dedicated to:

My dearest mother and father (Mrs. Dwi Haryati & Mr. Budi Suryatin)
My family, especially my beloved sister (Fara Wahyu Aulia)
My teachers and lecturers
All my best friends

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ABSTRACT

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Key Words: *Politeness Strategies, Leech, Maxims, Classroom Interaction*

This study focuses on politeness strategies used by teacher and students. This study is aimed to find out the politeness strategies used by teacher and students and describe how teacher and students deal with several problems include politeness strategies in classroom interaction. The research design used was descriptive qualitative method. Audio recording, observation sheet, interview, and documentation were used as the instruments for collecting data. The subjects of the study were one English teacher and the eighth grade students in VIII D class of SMP N 18 Semarang.

Based on the data analysis, it was found 19 utterances from 80 data conversation of Leech's politeness strategies. The findings from the teacher utterances such as tact maxim which has 3 utterances, generosity maxim which has 1 utterance, approbation maxim which has 4 utterances, and obligation of O to S maxim which has 2 utterances. There was no utterance found in modesty maxim, agreement maxim, sympathy maxim, obligation S to O maxim, opinion-reticence maxim and feeling-reticence maxim. The findings from the students utterances such as tact maxim which has 1 utterance, modesty maxim which has 1 utterance, agreement maxim which has 1 utterance, sympathy maxim which has 1 utterance, obligation of O to S maxim which has 1 utterance, opinion-reticence maxim which has 2 utterances and feeling-reticence maxim which has 2 utterances. There was no utterance found in generosity maxim, approbation maxim, and obligation S to O maxim. Moreover, based on the findings of the interview, there are several problems that are faced by teacher and students of SMP 18 Semarang in the classroom interaction which can make a used by them. First, knowing students' character one by one is still challenging for the teacher. Second, a passive class. Third, the students do not understand what the teacher's mean by saying the materials or giving commands in English. Fourth, the students more confidence to answer teacher's questions together because they are still afraid to answer the questions individually.

TABLE OF CONTENTS

COVER ..... **i**

APPROVAL ..... **ii**

PERNYATAAN ..... **iii**

MOTTO AND DEDICATION ..... **iv**

ACKNOWLEDGEMENT ..... **v**

ABSTRACT ..... **vi**

TABLE OF CONTENTS ..... **vii**

LIST OF TABLES ..... **x**

LIST OF FIGURES ..... **xi**

LIST OF APPENDICES ..... **xii**

CHAPTER I

INTRODUCTION

1.1 Background of Study 1

1.2 Reason for Choosing Topic 3

1.3 Research Questions 4

1.4 Objectives of the Study 4

1.5 Significance of the Study 4

1.5.1 Theoretical Significance 5

1.5.2 Practical Significance 5

1.5.3 Pedagogical Significance 5

1.6 Limitation of the Study 6

1.7 Outline of the Study 6

CHAPTER II

REVIEW OF THE LITERATURE

2.1 Review of the Previous Study 8
2.2 Review of the Theoritical Studies 12
2.2.1 Pragmatics 13
2.2.2 Politeness 15
2.2.3 Politeness Principle by Leech 16
2.2.4 Brown and Levinson's Politeness Strategies 22
2.2.4.1 Bald On Record Strategy 23
2.2.4.2 Positive Politeness Strategies 23
2.2.4.3 Negative Politeness Strategies 25
2.2.4.4 Off The Record or Indirect Strategy 26
2.2.5 Classroom Interaction 27
2.3 Theoritical Framework 28

CHAPTER III

METHOD OF INVESTIGATION

3.1 Research Design 31
3.2 Subject of the Study 32
3.3 Roles of the Researcher 32
3.4 Instruments for Collecting the Data 33
3.4.1 Audio Recording 33
3.4.2 Observation sheet 33
3.4.3 Interview 33
3.4.4 Documentation 34
3.5 Procedures of Collecting the Data 35
3.6 Procedure of Analysing the Data 36
3.7 Procedure of Reporting the Data 37

CHAPTER IV

FINDINGS AND DISCUSIONS

4.1 Findings 38
4.1.1 Politeness Principle Used by Teacher 39

4.1.2 Politeness Principle Used by Students 46
4.1.3 Interview 52
4.2 Discussion 63

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1.Conclusion 67
5.2.Suggestions 68

REFERENCES 70

APPENDICES..... 74

LIST OF TABLES

Table 4.1 Politeness Strategies Used by Teacher 45

Table 4.2 Politeness Strategies Used by Students 51

Table 4.3 Politeness Strategies Used by Teacher and Students 63

LIST OF FIGURES

Figure 2.1 Theoretical Framework 30

LIST OF APPENDICES

APPENDIX 1 Instruments of Interview 75

APPENDIX 2 The Transcription of Classroom Interaction Between Teacher and Students in VIII D Class 77

APPENDIX 3 The Transcription of Interview with Teacher 85

APPENDIX 4 The Transcription of Interview with Students 95

APPENDIX 5 Documentations 103

APPENDIX 6 Surat Keputusan (SK) 105

APPENDIX 7 Surat Izin Penelitian 107

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, and outline of the study.

1.1 Background of the Study

This research is about politeness strategies used by teacher and students in SMP N 18 Semarang. I am interested in this topic because I am myself aware become a teacher soon I should give my students everyday interaction for instance about how to communicate well especially in English while I am teaching my students in the classroom. Understanding people's polite ways of talking can be a great help to the communication used by teacher and students towards opening lines of communications. As we know, almost the activity in class is done in interaction with students and the quality of this interaction is assumed to have a significant impact on learning (Ellis, as cited in Richard and Lockhart, 1994). In the same way, I will use the politeness strategies as my knowledge based so that I will become a skillful teacher with a good communication skill.

Pragmatics studied as a sub-study of linguistic that concern about the awareness of the role of context in communication using language. According to Levinson (1983) pragmatics is the study of those relations between language ad

context that the *grammaticalized,* or enconded in the structure of the language. Pragmatics produced by the speaker when using language to communicate in a particular social encounter with another person or a group of other people.

When communicating with each other, people dealing use politeness as a theoretical construct. Politeness is a social behavior of everyday interaction to all cultures. Politeness can be expressed verbally or non-verbally, or using both verbal and non-verbal forms of communication which can give signal polite or impolite behaviors. Our behavior in expressing politeness is based on the cultural values that we adopt.

> A teacher has been defined as a person who has knowledge, skills, and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domain. (Mbise 2008)

"A teacher is like a small ship sailing from the land of ignorant people to the land of knowledge people." (Socrates 470-399 B.C.) Teaching is one of the special professions which acquire knowledge and specific skills to the learners. Teaching is not only about giving materials to the students so they become understand, but also giving the example as the role model of the good communicator to the students.

Students may know the rules of linguistic usage, but be unable to use the language (Widdowson 1987). It became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context (Wilkins 1976). In short, being able to communicate required more than linguistic competence; it required

communicative competence (Hymes 1971)-knowing when and how to say what to whom.

I found that students still confused about how to explain or give some opinion about something in conversation with the teacher or the other older person especially in English conversation. They are still afraid if they speak something wrong or impolite. Not only in the conversation, but also in the way how they behave to the teacher, the students still confused to differentiate the manners or attitude between their friends and the teacher. Whereas for instance, in classroom interaction, maintaining eye contact while a teacher is giving explanation shows polite, meaning that students are giving the teacher the consideration of full attention.

1.2 Reasons for Choosing the Topic

The reasons for choosing this topic as follows:

(1) Based on the observation, I found that teacher and students speak differently. The students may think that they should always listen to the teacher so they have not any strength or power to say what they think as freely as the teacher speaks to the student.

(2) Sometimes the students still confused or do not know exactly how to say out their ideas properly with the necessarily sentences and manners. The students lack of knowledge about politeness in interaction with the teacher and lack time to practice saying in English because not all of the students have the same chance to try speaking in the classroom.

(3) Sometimes the students are not confident to speak or to response the teacher in the classroom especially in English class because they are afraid if they say something wrong or impolite.

1.3 Research Questions

Based on the background of the study and the reasons for choosing the topic, the research problems of this study are follows:

(1) What are the politeness strategies used by teacher and students of SMP N 18 Semarang?

(2) How do teacher and students of SMP N 18 Semarang deal with several problems in classroom interaction?

1.4 Objectives of the Study

Based on the statement of the problems, the objectives of this study are follows:

(1) To find out the politeness strategies used by teacher and students of SMP N 18 Semarang.

(2) To describe how teacher and students deal with the politeness strategies used byp.

1.5 Significance of the Study

This study has some significance in terms of theoretical, practical, and pedagogical. The significances are as follows.

1.5.1 Theoretical Significance

It is hoped that this study enriches and broadens the study of politeness strategies, especially between teacher and the students of SMP N 18 Semarang. As in this study the characteristics is focusing in politeness strategies, so it is expected that the readers can more acknowledge the use of politeness strategies using between teacher and the students. Actually this research still needs to be developed. That is to say, this study is expected to encourage the future researchers in conducting the deeper research using this research as one of the references.

1.5.2 Practical Significance

It is assumed that the teachers become aware that they are responsible to deliver the material clearly in class. This could be done by building good communication in class that engages the students during the lesson using the effective and appropriate use of politeness strategies. Also, this research is beneficial for the teachers to check whether or not so far they have been successfully teaching their students using the politeness strategies they use in class. In addition, this study will help teacher candidates to start learning and practicing the politeness strategies do that they will have become accustomed to use it before they implement it in their real teaching at the school.

1.5.3 Pedagogical Significance

It is hoped that this study provides theories and practices about the appropriate politeness strategies use in the classroom between teacher and the students of SMP N 18 Semarang to achieve the teaching and learning goals.

Here, the way teachers use the politeness strategies can be the model for the students as well, so it is suggested for the teachers to teach these two matters to the students.

1.6 Limitation of the Study

The writer found that applying observation method on the study needs a lot of time. The study conducted only two meetings. Therefore, the study was lack of data and not all the politeness principle of Leech's maxims were not found.

1.7 Outline of the Report

This study consists of five chapters. Each chapter is presented as follows:

Chapter I is the introduction, which contains the background of the study, reasons for choosing the topic, the research problem, the objective of the study, the significance of the study, and outline of the report.

Chapter II is the review of related literature. This chapter has three parts. The first discusses the review of the previous study. The second part discusses the review of the theoretical. The review of the theoretical study provides theories that support this study. The third part is the framework of the present study.

Chapter III is the method of investigation, which consists of the research design, object of the study, type of data, roles of the researcher, method of data collection and method of data analysis.

Chapter IV is the findings and discussion, which consists of findings and discussions of the study.

Chapter V presents the conclusions and suggestions. This chapter contains the conclusions of the research and suggestions for the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter brings out a further explanation regarding the theories used to analyze the data in this study. It presents the review of the previous studies, theoretical background, and theoretical framework of the present study.

2.1. Review of Previous Studies

There are some previous studies which described the result of any researchers related to the language features and communication strategies. Here are the summaries of some previous studies as the guidelines for the researcher in conducting the new one and explaining the way this study is different from the previous ones.

Saroni (2011) has done a study analyzing kinds of politeness strategies found in the classroom request. This research was qualitative, descriptive one. The researcher found 311 utterances of Brown and Levinson's politeness strategies in the elicitation prompted. Those are 99 utterances of bald on record strategies, 67 utterances of positive politeness strategies, 141 utterances of negative politeness strategies and 4 utterances off the record strategies. On the other hand, there are 59 lexico-grammatical error in the elicitation prompted.

Aslikhatulimah (2012) showed in his research observes whether the use of the sentences uttered in the dialogue between those two characters reach its purpose and observes the effect of the sentences uttered on the relationship

between the two characters. The theory of this research is Leech's theory of competitive illocution. The method of this research is descriptive qualitative. The result of this research shows that the use of competitive illocution is not effective if it is used with a purpose of making the hearer obey the speaker. The use of competitive illocution also proves that it makes the relationship between the two characters become distant.

Another study which is conducted by Sari (2012) in her final project revealed that all of the conversation closing taken from the text book applied both closing strategies and also politeness strategies. She used the closing strategy theory offered by Schegloff and Sacks as quoted by Coppock (2005) in her journal about politeness strategy in conversational closing. For the politeness strategy, she referred to Brown and Levinson (1987) theory. Politeness strategies theory had more detail and specific parts than the closing strategy theory. The result showed that the mostly used closing strategies are the imperative to end strategy, the expression of thanks for the conversation strategy, and the plan strategy (18.87%). While the politeness strategy which is mostly used by the closing moves is the offer and promise strategy (18%).

Pusparani (2012) conducted a research and she found that from all utterances analyzed, the candidates of president showed their politeness by using the strategies relevant to the theory as described by Brown and Levinson. She found that there were 40 in utterances which used positive politeness strategy. She only chose two positive politeness strategies: seeking agreement and avoiding disagreement that appropriate in this study. In seeking agreement

positive politeness strategies, she got 4 utterances of safe topic and 7 utterances of repetition. While in avoiding disagreement positive politeness strategies, she got 22 utterances of token agreement, 8 utterances of pseudo-agreement, 2 utterances of white-lies, and 6 utterances of hedging opinions. Then she concludes that positive politeness strategy is used by Transcript of the Second Presidential Debate between Barack Obama and John McCain.

In (2013), Lestari has done a study examining a pragmatic analysis of Leech's maxim that found in a movie script. The findings of her study that there are observed and flouted maxims by the characters. The characters observe 6 maxims of politeness principle. The character observes the maxim if the intention of speaker are same with what they say. But, if the intentions are different means the speakers are flouting the maxims. It is aimed to teach how to speak in polite communication, makes a good social relation and more closely.

Nasruloh (2013) conducted a research aims to describe the realization of teacher-student interaction during the English learning in the classroom. The data is the form of observations, interviews, and video transcripts were taken from an elementary English school teacher and 30 fifth grade students in a private school in Bandung. English learning gives a major contribution especially to the characteristics of teacher-student interaction.

Mu (2015) indicated that the paper presents the differences on positive and negative politeness strategies used between English and Chinese movie reviewers under the politeness strategies theory proposed by Brown and Levinson.. The writer discuss the application of positive and negative politeness

strategies with the selected five famous movies and ten corresponding movie reviews, including five English and five Chinese reviews. The use of spesific strategy is different between Chinese and English viewers so that the difference on frequency of the application of positive and negative politeness strategies within each group is not obvious.

Rosari (2016) revealed that the characters in The Great Debaters movie applied the types of politeness strategies, namely off-record, bald-on-record, positive politeness, and negative politeness. She analyzed this research based on Brown and Levinson's politeness strategies and Spolsky's factors affecting someone's politeness in speaking were collected from 166 pages of The Great Debaters movie transcription. The characters also revealed the factors affecting the characters' politeness in speaking, namely language style, register and domain, and slang and solidarity. The characters did not show language and gender factor in their conversation since they were mostly engaged in the same topic, namely a debate competition.

Nurjanah, Santosa, & Rochsantiningsih (2017) confirmed that pragmatic knowledge is needed to communicate comprehensively in communicative competence emphasizes that the knowledge of grammatical rules is not sufficient. This research conducted in the speaking classroom of university student, especially international relations major students based on the adaptation from DCT by Bacha, Bahous & Diab (2012). The result showed that in general, female students are more polite compared to male students.

The last, Shofi'ah, Aimah, & Mulyadi (2017) conducted a study to find out the Politeness Principles in EFL classroom interaction consisting of six maxims from Leech (1998); tact maxim, approbation maxim, generosity maxim, agreement maxim, modesty maxim and sympathy maxim. The study shows that violation of politeness principles has the higher position with the percentage 41% rathet than fulfilment with the percentage 31.5% while other utterance becomes the lowest utterance with 27.5%. the highest maxim fulfilled was generosity with the percentage 38%, and the lowest maxim fulfilled was modesty maxim with 1%.

The previous studies mentioned earlier have explored politeness strategies used by a character on the movie or novel, a debate, and a textbook used by the vocational school. In this research, the researcher tries to talk about the used by teacher and students which are taken from classroom interaction in SMP N 18 Semarang. All the utterances uttered by the teacher and students are real, natural and unpredictable.

2.2. Review of Theoretical Studies

I divide the theoretical approach into five parts. First, I will explain generally about pragmatics and context. The following discussion will be about politeness, politeness strategies according to Leech's Politeness Principle (PP), politeness strategies according to Brown and Levinson, and Interaction.

2.2.1. Pragmatics

Pragmatics is a sub-study of linguistics that concern about the awareness of the role of context in communication using language. According to Levinson (1983), pragmatics is the study of those relations between language ad context that the *grammaticalized*, or enconded in the structure of the language. In Concise Encyclopedia of Pragmatics (Mey, 1998), topics that are covered in pragmatics are shown to be so widely varied that one may be consider pragmatics as covering anything that concern language as a means of communication. Pragmatics produced by the speaker when using language to communicate in a particular social encounter with another person or a group of other people.

There are at least three reasons why pragmatics as a study is important and deserves specific attention in the study of language. The first reason is related to the phenomenon that, on occasion of social interaction, people do not always say what they mean. In other words, they may say one thing but mean another thing. The second reason is people manage to understand each other. We may wonder about what really happens in the people's mind when they communicate that makes them understand each other. The third reason is people have reasons for not saying what they mean. Pragmatics serves to examine various motives related to people's intentions in social interaction pertaining to their choices of modes and strategies in communicating with one another.

Pragmatics is the study that deals with meaning in interaction which necessarily involves context. There certainly are various levels of meaning. First

level is abstract meaning. It refers to meaning that a word or phrase is supposed to have like what is stated or described in a dictionary. Second level is contextual meaning, what may be referred to as “utterance meaning” or “literal meaning.” This type is meaning which is made clear by the utterance produced by the speaker or writer involving a number of lexical items arranged in the production and interpretation of meaning in social interaction, which naturally involves speaker and hearer. Third level is speaker meaning. It has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.

According to Yule (1996), pragmatics is “the study of speaker meaning” taking into consideration context and how the speaker communicates more than is said. The study of pragmatics has much been enforced by awareness of the role of context in communication using language. Language used by context phenomena can be explained through pragmatics. Cutting (2002, 8-15) explains that there are three shorts of context. First is the situational context, what speakers know about what they can see surround them. Second is the background knowledge context, what they know about each other and the world. And, the last is the co-textual context, what they know about what they have been saying. The portion of meaning in people’s communication is produced by factors external to the system of language, which, taken simultaneously together, build up the context of communication to which language users constantly refer in their everyday use of language.

2.2.2. Politeness

Politeness can be defined as a means of minimizing confrontation in discourse – both the possibility of confrontation occurring at all, and the possibility that a confrontation will be perceives as threatening (R. Lakoff 1989). People dealing use politeness as a theoretical construct. Politeness is a social behavior of everyday interaction to all cultures. Politeness can be expressed verbally or non-verbally, or using both verbal and non-verbal (in tandem) forms of communication which can give signal polite or impolite behaviors. Our behavior in expressing politeness is based on the cultural values that we adopt.

The 'Politeness Principle' was developed by Lakoff 1973. In Lakoff's theory, politeness is avoidance of offence that an act may impose on the addressee. He believed that there were three rules which should be used by conversation to ensure it is cooperative and successful. The following are Lakoff's well-known politeness rules:

(1) Don't impose. Otherwise known as negative politeness, this can be demonstrated through hedging. It would include saying things like "Could you maybe..." or "Could I perhaps..." or "Might it be possible to...?" Also apologetic phrases are common, such as "I'm sorry to bother you" or "I apologize that this is such short notice"

(2) Give options. This is about not taking complete control and letting the person have a choice. For example: "It's up to you", "Do you want to go first?" or "What would you rather do?" It could make the other person feel that they and their opinion are valued in the situation.

(3) Make the receiver feel good. This is positive politeness to an extent. This is about making sure that the receiver feels appreciated for who they are and that the conversation is balanced. For example: ”I would really appreciate your opinion” or “What would I do without you?”

The role of the Politeness Principle is to maintain the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place (Leech 1983a: 82).

2.2.3. Politeness Principle by Leech

Based on Leech’s theory (2014), there are six maxims of politeness principle (PP) that have the potential to gain the goal. The lists of six maxims are presented below:

(1) Tact Maxim: minimize cost to other, and maximize benefit to other.

The tact maxim states: ‘Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other.’

The tact maxim applies to Searle’s commissive and directive categories of illocutions, which refer, in their propositional content X, to some action to be performed, respectively, by the hearer or the speaker. Commissive is found in utterances that express speaker’s intention in the future action. Then, directive is an expression that influences the hearer to do action. The example of the tact maxim is as follows:

“Won‘t you sit down?”

It is the directive utterance. This utterance is spoken to ask the hearer sitting down. The speaker uses indirect utterance to be more polite and

minimizing cost to the hearer. This utterance implies that sitting down is benefit to the hearer.

One more example, in *'You can use my bike, if you want.'* speaker is offering his bike for others' using. It certainly minimizes his own benefits. The tact maxim is more about others.

(2) Generosity Maxim: minimize benefit to self, and maximize cost to self.

Generosity maxim states: 'Minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self.'

The maxim of generosity focuses on the speaker, and says that others should be put first instead of the self. For example, in *'You can use my bike, if you want.'* speaker is offering his bike for others' using. It certainly minimizes his own benefits.

Like tact maxim, the generosity maxim occurs in commissives and directives. This maxim is centered to self, while the tact maxim is to other. Another example will be illustrated as follows:

"You must come and dinner with us."

It is an advice utterance that is involved in directive illocutionary act. In this case the speaker implies that cost of the utterance is to his self. Meanwhile, the utterance implies that benefit is for the hearer.

(3) Approbation Maxim: minimize dispraise of other, and maximize praise of other.

The approbation maxim states: ‘Minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other.’ It is mainly about avoiding saying unpleasant things about others, especially about the hearers. For example, after giving a presentation, I would ask my classmates how it was, they mostly would reply it was nice and I was behaving quite naturally. Probably the presentation was not so good, but still my classmates would tell me it was nice, and they are being polite and do not want to hurt my feelings.

This maxim occurs in assertives/representatives and expressives. Assertives/representatives are utterances that express the true propositional. Meanwhile, expressive are utterances that show the speaker feeling. The example is sampled below.

A: “The performance was great!”

B: “Yes, wasn’t it!”

In the example, A gives a good comment about the performance. He talks the pleasant thing about other. This expression is a congratulation utterance that maximizes praise of other. Thus this utterance is included the approbation maxim.

(4) Modesty Maxim: minimize praise of self, and maximize dispraise of self.

The Modesty maxim states: ‘Minimize the expression of praise of self; maximize the expression of dispraise of self.’ The example of this maxim in the utterance “Oh, I’m stupid – I didn’t make a note of our lecture! Did you?” or

another example in bahasa in the utterance “Mari mampir ke gubuk saya.” or “Tadi saya kesini naik gerobak saya.”

This maxim is applied in assertives/ representatives and expressives like the approbation maxim. The approbation maxim is exampled by courtesy of congratulation. On other hand, the modesty maxim usually occurs in apologies. The sample of the modesty maxim is below.

“Please accept this small gift as prize of your achievement.”

In this case, the utterance above is categorized as the modesty maxim because the speaker maximizes dispraise of himself. The speaker notices his utterance by using “small gift”.

(5) Agreement Maxim: minimize disagreement between self and other, and maximize agreement between self and other.

The agreement maxim runs as follows: ‘Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other.’ To be polite is to reduce conflict as much as possible, and disagreement is seen as one kind of conflict. For instance, after final test of syntax on sixth semester, one of my roommates cried because she thought the test was too difficult and she might fail this subject. To comfort her and also be polite, I said the test was really hard, I also did not finish all the questions. But because it was hard for everyone, it would not affect your admitting that much. I was telling the truth and also being polite.

The disagreement, in this maxim, usually by expressing regret or partial agreement. This maxim occurs in assertives/representatives illocutionary act. There example will be illustrated below.

A: “English is a difficult language to learn.”

B: “True, but the grammar is quite easy.”

From the example, B actually does not agree that all part of English language difficult to learn. He does not express his disagreement strongly to be more polite. The polite answer will influence the effect of the hearer. In this case, B’s answer minimize his disagreement using partial agreement, “true, but…”.

(6) Sympathy Maxim: minimize antipathy between self and other, and maximize sympathy between one and other.

This maxim includes a small group of speech acts such as congratulation, commiseration, and expressing condolences. After somebody tells you some bad news, even if it is not about you, you need to use ‘*Sorry to hear that’* this kind of expression or you will be regard as an impolite person. Showing your agreement and concern is polite when you are getting along with people.

In this case, the achievement being reached by other must be congratulated. On other hand, the calamity happens to other, must be given sympathy or condolences. This maxim is applicable in assertives/ representatives. The example is as follows.

“I’m terribly sorry to hear about your father.”

It is a condolence expression which is expressed the sympathy for misfortune. This utterance is uttered when the hearer gets calamity of father's died or sick. This expression shows the solidarity between the speaker and the hearer.

In Leech (2014), he has added four constraits not present in Leech (1983): two pos-politeness Maxims of Obligation (accounting for thanks, apologies, and the responses to them), and two neg-politeness maxims: those of opinion reticence and feeling reticence.

(7) Obligation of S to O Maxim: give a high value to S's obligation to O

Apologies for some offense by speaker (S) to hearer (H) are examples of polite speech acts giving high prominence to S's fault and obligation to O. Here are some typical brief examples, with the overtly apologetic forms underlined:

I'm (terribly) sorry. | Please excuse me. | I'm afraid I'll have to leave early.

A similar case is the expression of gratitude for some favor H has one to S: Thanks. | Thank you very much. | thank you very much indeed.

(8) Obligation of O to S Maxim: give a low value to O's obligation to S.

On the other hand, responses to apologies often minimize the fault: *It's OK. Don't worry. It was nothing.* Similarly, responses to thanks often minimize the debt: *That's all right. You're welcome. No problem. Glad to be of help. It was a pleasure.*

(9) Opinion-Reticence Maxim: give a low value to S's opinions.

As shown in the last example, people frequently soften the force of their own opinions, by using propositional hedges such as I think, I guess, I don't suppose, It might be that... In other cases, S consults H's opinion, deferring to H's supposed greater understanding, wisdom, or experience. In contrast, there is a low tolerance of opinionated behavior, where people express themselves forcefully, as if their opinions matter more than others.

(10) Feeling-Reticence Maxim: give a low value to S's feelings.

The corresponding negative-politeness constrait places a low value on one's own feelings. For example, B&L (1987: 240) say "it appears that in English one shouldn't admit that one is feeling too bad," and quote the following:

A: Hi, how are you?

B: Oh, fine. Actually though...

The first response to questions like *How are you?* is likely to suppress any bad news, even though speaker B may be tempted to share his or her troubles.

2.2.4. Brown and Levinson's Politeness Strategies

Grundy (1995:133) says that the most fully elaborates politeness theory is Brown and Levinson's politeness theory. According to Brown and Levinson, politeness strategies are communicative devices for redressing the threats inherent in verbal and nonverbal utterances. Brown and Levinson suggest that all human being have 'face', something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction.

(Brown and Levinson 1987:61). In most encounters, our face is put at risk. In fact, 'face' comes in two varieties, which Brown and Levinson (1987:62) identified as:

(1) Negative face: the want of every 'competent adult member' that his actions be unimpeded by others.

(2) Positive face: the want of every member that his wants be desirable to at least some others.

When we have a face-threatening act (FTA) to perform, according to Brown and Levinson, we have to choose four highest-level strategies, which are: bald on record, positive politeness, negative politeness and off record.

2.2.4.1. Bald on Record Strategy

Bald on record strategies do not attempt to minimize the threat to the hearer's face. Speakers who closely know their audience most often utilize this strategy. With the bald on record strategies, there is a direct possibility that the audience will be shocked or embarrassed by the strategy.

Bald on record strategy might be the easiest strategy to use because it provides no effort to reduce the impact of the FTAs. Bald on record strategy is divided into two main cases: case of on-minimization of the face threat and case of FTA-oriented bald on record usage (Brown and Levinson, 1987:95)

We can use the bald on record strategy whenever we want to do the FTA with maximum efficiency more than we want to satisfy hearer's face. We can avoid the danger of being misunderstood.

2.2.4.2. Positive Politeness Strategy

Brown and Levinson (1987:101) showed that positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of desirable. Redress consist in partially satisfying that desire by communicating that one's own wants (or some of them) are in some respects similar to the addressee's wants.

Positive politeness strategies can be applied in three broad mechanisms: claiming 'common ground', conveying that speaker and hearer are cooperators, and fulfill hearer's want for some X (Brown and Levinson, 1987:103)

The first type involve speaker claiming 'common ground' with hearer, by indicating both belong to some set of persons who share specific wants, including goals and values. This type of politeness consist of 8 positive politeness strategies, those are noticing, exaggerating, intensifying interest to hearer, using in-group identity markers, seeking agreement, avoiding disagreement, presupposing or raising or asserting common ground, and joke.

The second type is conveying that speaker and hearer are cooperators. If speaker and hearer are cooperating, then they share goals in some domain, and thus to convey that they are cooperators can serve to redress hearer's positive-face want. This second major class consists of 6 strategies, those are asserting speaker's knowledge of and concerning for hearer's want, offering, promising, being optimistic, including both speaker and hearer in the activity, giving (or

asking) reasons, and assuming reciprocity. (Brown and Levinson, 1987: 125-129).

The last type is fulfilling hearer's want for some X. It involves speaker deciding to redress hearer's face directly by fulfilling some of hearer's wants, thereby indicating that speaker wants hearer's wants for hearer, in some particular respect. Speaker satisfies hearer's want by giving gifts to hearer.

2.2.4.3. Negative Politeness Strategy

Negative politeness is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. Where positive politeness is free-ranging, negative politeness is specific and focused; it performs the function of minimizing the particular imposition that the FTA unavoidably effects (Brown and Levinson, 1987:129).

The simplest way of showing negative politeness is to be direct in communicating.

The second way is to not presuming or assuming. Here Brown and Levinson (1987:144) examine one way in which such redness can be given to hearer's negative face – by carefully avoiding presuming or assuming that anything involved in the FTA is desired or believed by hearer.

The third way is not doing coerce hearer. Speaker predicates hearer's act when requesting his aid, or offering him something which requires his accepting. Negative face redress may be made by avoiding coercing hearer's response.

Another class of way can be applied by communicating speaker does want to not impinge on hearer. One way to partially satisfy hearer's negative-face demands is to indicate that speaker is aware of hearer's existence and takes them into account in his decision to communicate the FTA. This way gives us 4 strategies, those are apologizing, impersonalizing, stating the FTA as a general rule, and nominalization (Brown and Levinson, 1987: 187-209).

The last way is redressing other wants of hearer's. Speaker redresses FTAs by explicitly claiming indebtness of hearer by means of certain expression. It gives the last negative politeness strategy, going on record as incurring a debt, or as not indebting hearer (Brown and Levinson, 1987: 209-210).

2.2.4.4. Off The Record or Indirect Strategy

Indirect strategy or off the record uses indirect language and removes the speaker from the potential to being imposting. Speaker leaves himself an 'out' by providing himself with a number of defensible interpretations. Two ways of doing this strategy is by inviting conversational implicatures and being vague or ambiguous (Brown and Levinson, 1987:213).

The first way, speakers can do an FTA by inviting conversational implicatures and choosing to do it indirectly. This method gives us 10 strategies, those are giving hints, giving association clues, presupposing, understanding, overstating, using tautologies, using contradictions, being ironic, using metaphors, and using rhetorical questions (Brown and Levinson, 1987: 213-225)

The second way, speaker may choose to go off record by being vague or ambiguous in such a way that his communicated intent remains ill-defined. It can be used to minimize the face threat too that is technically showing indirectness. In this case, hearer decides the best perception of speaker's utterance. This method gives us 5 strategies, those are being ambiguous, being vague, over-generalizing, displacing hearer, and being incomplete (Brown and Levinson, 1987: 225-227).

2.2.5. Classroom Interaction

According to Brown (2001: 169) states that in the era of communicative language teaching, interaction is the heart of communication. Interaction is one of important elements to the teaching process. In the process of teaching and learning, interaction in the classroom is needed as an activity that provides opportunities for the teacher and students talking with each other. Here, teacher is supposed to be able to communicate and interact with students in language learning contexts and vice versa.

Mc Nergney and Carrier in Sharliz (2017: 14) state that a good interaction shows the indication of certain attitudes of students toward the teacher's behavior. These attitudes include the following aspects: (a) Adequacy and fairness of instruction and grading, (b) Fairness in authority and effectiveness of control, and (c) Consideration, friendliness, and concern of interpersonal relationship.

The students also show certain attitudes towards learning in the involvement of learning related activities. These attitudes include the following

aspects: (1) new or difficult activities and assignment, (2) independent pursuit of learning activities, and (3) extra school work. A good interaction can be seen in the situation of an effective teaching and learning process which shows a good interaction of students' attitudes towards the teacher's behaviors, students' participation during classroom events to share and express themselves thoughtful creative activities.

When we are with a group of friends in a classroom, we can say to them, "Turn on the AC!", or "Lend me some money." However, at a formal function when the teaching learning process occurred and the teacher is attending the class, we must say, "Could you please turn on the AC, if you don't mind?" and "Excuse me, would you please lend me some money?" In different social situations, we are obligated to adjust our use of word to fit the occasion. It would seem socially unacceptable if the phrases above were reversed.

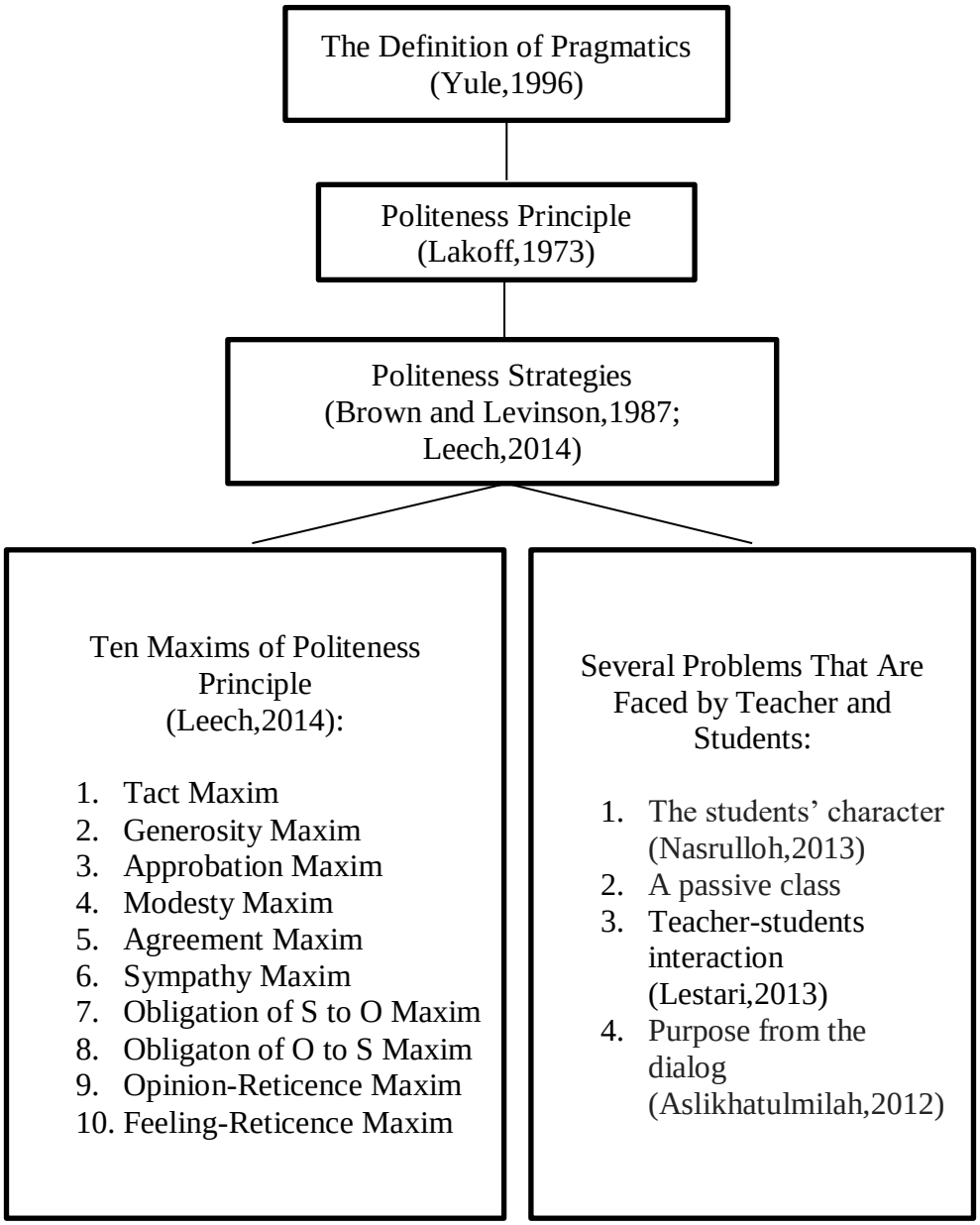
An effective and acceptable communication in a particular culture need is a good strategy. It means that teacher should give information about how to choose an appropriate strategy to be used by a communication so that students able to maintain someone's face.

2.3.Theoretical Framework

This study is about politeness strategies used by teacher and students of SMP N 18 Semarang. There are some relevant theories underlining this study. Started by the definition of pragmatics (Yule,1996) and followed by the theory of politeness principle (Lakoff,1973). Then this research concerns on the

politeness principle used by teacher and students (Brown and Levinson,1987;Leech,2014) and several problems that are faced by the teacher and students in classroom interaction. The politeness principle (Leech,2014) consist of ten maxims. In addition, there are some of theory related to classroom request (Saroni,2011). Then, the students' character (Nasrulloh,2013), teacher-students interaction (Lestari,2013) and purpose from the dialog (Aslikhatulmilah,2012).

Figure 2.1
Theoretical Framework



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion and suggestion of the research. Some conclusions and suggestions can be made based on the findings of data analysis, they are as follow:

5.1. Conclusion

The writer found that the teacher and the students of VIII D SMP N 18 Semarang apply some of the politeness strategies of Leech's theory. Then, the writer categorizing 19 utterances from the elicitation prompted conversation given to teacher and students of VIII D in SMP N 18 Semarang. Those utterances are categorized in ten Leech's maxim.

The findings from the teacher utterances such as tact maxim which has 3 utterances, generosity maxim which has 1 utterance, approbation maxim which has 4 utterances, and obligation of O to S maxim which has 2 utterances. There was no utterance found in modesty maxim, agreement maxim, sympathy maxim, obligation S to O maxim, opinion-reticence maxim and feeling-reticence maxim.

The findings from the students utterances such as tact maxim which has 1 utterance, modesty maxim which has 1 utterance, agreement maxim which has 1 utterance, sympathy maxim which has 1 utterance, obligation of O to S maxim which has 1 utterance, opinion-reticence maxim which has 2 utterances and

feeling-reticence maxim which has 2 utterances. There was no utterance found in generosity maxim, approbation maxim, and obligation S to O maxim.

The researcher also interviewed the teacher and 5 students of VIII D in SMP N 18 Semarang. The interview questions were about the several problems that are faced by the teacher and the students include politeness strategies in the classroom interaction.

Several problems that are faced by the teacher and students of SMP 18 Semarang in the classroom interaction which can make a used by them. First, knowing students' character one by one is still challenging for the teacher, it cannot be done only through a few meetings. It takes time to understand the students' capability to the materials. Second, a passive class. The students of a passive class remain silent and not willing to try answering the teacher's questions or explaining their opinion. Third, the students do not understand what the teacher's mean by saying the materials or giving commands in English. Fourth, the students more confidence to answer teacher's questions together because they are still afraid to answer the questions individually.

However, this study had some limitation such as the study conducted only two meetings and not all the politeness principle of Leech's maxims were found.

5.2. Suggestions

Based on the conclusion above, the used by in the classroom interaction that are faced by the teacher and students of SMP 18 Semarang, I would like to give some suggestions for teachers and the next researchers.

The teacher as a model for their students should be polite in every communication and action to make them imitate the same things. It cannot be instant; the teacher should accustom that habit in everyday learning. The teacher as a facilitator in learning English at school is expected to know the students' characters and capabilities in the classroom interaction through conversation among them. The teacher should teach the students some gambits related to politeness strategies used in the classroom interaction.

I hope this research will be useful for the next researcher as their reference to conduct other research in the same field. They are also expected to be able to cover the limitation of this study by add more meetings in the research method and provide more detailed information about politeness principles used by this study.

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