

CHAPTER II

REVIEW OF RELATED LITERATURE

As a tool to observe this study, the researcher chose several related theories as references that can help to analyze the data. In this chapter, I would like to explain the theories which are related to the study, then, discussed some parts which have a connection with the topic. These are consists of a review of previous studies, a review of theoretical studies, and a theoretical framework.

Review of Preview Studies

The researcher took some previous studies as inspiration and consideration to conducting the study. A considerable amount of research has been conducted in some aspects of politeness within some discourses. This study focuses on analyzing politeness strategies among the teachers/lecturers in the EFL classroom, especially in nonverbal communication. Therefore, I would like to review sixty studies into eight groups, namely: (1) Politeness in a classroom; (2) Politeness strategies in the classroom; (3) Politeness strategies & gender in the classroom; (4) Positive politeness strategies in the classroom; (5) Nonverbal communication in the classroom; (6) Verbal interaction in the classroom; (7) Verbal and nonverbal communication in the

classroom; and; (8) Impact of nonverbal communication. I would like to compare these studies and discuss to find out the gaps in this study.

First, several studies have been conducted by Sulu (2015); Jiang (2010); & Oliveira (2009), who have researched teachers' politeness in the classroom. They found that politeness existed in that EFL classroom. It can help the students have positive feelings towards the lesson, also motivate them to participate more in classes. After that, politeness does promote mutual understanding and harmonious relationships between both teachers and students. Next, politeness does enhance teaching and benefits the students. Politeness does contribute to effective interaction in class.

A study conducted by Sulu (2015) investigated an EFL classroom in terms of interaction between English learners and a native English-speaking teacher. This study has aimed to see whether the effects of politeness strategies differ when students and the teacher do not share the same culture and native language. In collecting the data, Sulu took two hours of class observation and tape recording. After that, the recording was transcribed and analyzed by using politeness strategies and related speech functions. Then, three students chosen randomly were interviewed after the end of the class. The finding of this study showed that politeness does exist here. It can motivate students to participate more in classes and have positive feelings toward the lesson.

The study above has a similar framework as Jiang's (2010) study investigated a case study of a Chinese EFL teacher's linguistic politeness in the classroom based on observation, recording, and interview with both the teacher and the students. Then the results showed that politeness does exist here and contributes to teaching and learning. Politeness does promote the mutual understanding and harmonious relationship between teacher and students. It enhances teaching. It also has benefits for the students; it contributes to the effective interaction and friendly, lively atmosphere in the EFL classroom.

Another study conducted by Oliveira (2009) focuses on exploring social understandings of elementary teachers, employment of directives, also politeness that facilitate science lessons inquiry and their participation in the summer institute. The teachers were introduced to the scientific literature on the discourse/ regulative direction used by them to regulate student behavior. The researcher used grounded theory in this study to analyze the institute's professional development activities. These revealed an increased awareness of the authoritative functions served by impolite or direct directives (pragmatic awareness). The result showed that the teachers need to develop a pragmatic awareness level to prepare effectively to engage in language-mediated between teachers and their student interaction in the context of inquiry-based science classroom discourse.

Furthermore, studies by Mahmud (2018); Liu (2017); & Mariani (2016) have researched to create effective classroom interaction about students' politeness in the

classroom and found that become valuable inputs for both of them in their efforts. Students using polite words can develop intelligent characters. Besides that, in English speaking skills, they implement linguistic politeness aspects when communicating with their teachers.

The study conducted by Mahmud (2018) focuses on exploring the student perspectives on the practice of politeness at the university level. The problem here is to explore the role of politeness as well as how to show it in class. Mahmud conducted this research at the State University of Makassar. The subjects in this study were students majoring in English Literature (faculty of language and literature). To collect data, Mahmud used an open questionnaire that distributed to a class of 20 students. The results of this study indicate that students perceive the importance of politeness in-class interactions. Politeness is a strategy to create good character and motivation to learn. Being on time and not getting angry in class are some of the ways to show politeness. It should be a priority to create an effective teaching and learning process.

Furthermore, Liu (2017) conducted a study that justified the correlation theory of the cooperative principle and principle of politeness. Researchers conducted library research methods. The results showed that the teacher must pay attention to the ways and methods of asking questions in the question and answer process in the classroom, which immediately expresses euphemisms. After that, provide affirmation as well as encouragement for students' answers to increase the number of language outputs.

Teachers must be skilled in using cooperative principles & key politeness in English class quizzes. These theories can help build harmonious teacher-student relationships and improve the effectiveness of classroom teaching.

Another study conducted by Mariani (2016) focuses on investigating the teachers' linguistic politeness when interacting with the students and vice versa, the students' linguistic politeness when interacting with the peers in the learning process, how the teachers shape the linguistic politeness's students' in the class, and how the linguistic politeness can develop intelligent character's students. The results showed that students can develop intelligent characters by using polite words. In the process of English learning, especially English speaking skills, the students implement linguistic politeness aspects when communicating with the teacher. The aspects used primarily to focus on the politeness principles also social status between the students and the teacher. The students call their teacher "sir and master" to respect the older people.

Next, Agustina & Cahyono (2016); Suhartono et al. (2018); Karimnia & Khodashenas (2017); & Rahayuningsih et al. (2020) researched teachers students' politeness in the classroom. They showed that maintaining a relationship and creating a comfortable environment in class is crucial. Teachers should be aware of using threatening utterances that could negatively affect their students' self-esteem. These studies brought forth some implications to the students, such as how students speak appropriately to their teachers.

A study conducted by Agustina & Cahyono (2016) investigated how teacher's interpersonal, communication skills are related to the teacher-student relationship, and how they contribute to the success of both. This study aims to increase the awareness of English lecturers to use polite language during class interactions and create effective politeness communication. In conclusion, the researcher deemed how most lecturers generated face-saving utterances more frequently than face-threatening utterances. After that, how can the power of legitimacy be exercised excessively through discourse on choosing lecturers in the class, and how do students expect polite expressions from their teachers.

Furthermore, a study by Suhartono et al. (2018) aimed to investigate politeness strategies performed by the students in realizing directive speech acts. The sources of the data were students at the Universitas Nusantara PGRI 1 Kediri. The techniques to analyze consist of means-ends and heuristic. The techniques are employed on the steps of compiling, reassembling, disassembling, concluding, and interpreting. The conclusions are politeness strategies that performed much more negative politeness rather than positive politeness. The impoliteness or types of face threat are accidental threats to face mostly happened rather than incidental and or intentional face threat.

Another study conducted by Karimnia & Khodashenas (2017) investigated politeness strategies that used instructor-students relationships in an academic environment consisting of four University classes with different instructors. The

subjects chose randomly, observed, and analyzed. Brown & Levinson's model was used to analyze the data, which focused on face-threatening and face-saving acts. As a result, Karimnia & Khodashenas suggested for instructors must be aware when using threatening utterances that could have a negative impact, especially on students' self-esteem. After that, apply politeness strategies in the classroom process.

Next is a study conducted by Rahayuningsih et al. (2020) that analyzed the realization of politeness strategies and sociological factors which influence the choice of politeness strategies in EFL classroom interaction between teacher and his/her students. The subjects of this study were an EFL teacher and thirty EFL students in two classes at SMP Semesta Bilingual School. Brown & Levinson's (1987) model was used to analyze the data. As the result, bald on record, positive politeness, negative politeness, and off-records had been used by the teacher and the students. Positive politeness strategies were used dominantly by the teacher to maintain a close relationship with the students and show solidarity. The bald on records is to give clear and unambiguous instruction. Negative politeness strategies had been used by the teacher to minimize the coercion to the students. Off-record strategies had been used to give hints. After that, the sociological factors such as power, distance, degree of imposition were the factors that influenced the choice of politeness strategies.

Second, studies by Adel et al. (2016); Peng et al. (2014); Manik & Hutagaol (2015); Tan & Farashaiyan (2012); Tsakona (2016); Pratiwi et al. (2018); Rauf (2017) conducted research teacher's politeness strategies in the classroom. They

found that the use of politeness strategies shortens the social distance between the students and the teacher. These made the class interested in turn facilitate teaching and learning in the EFL classroom. Teachers used some strategies more effectively to teach second language pragmatic features. They used maxims in their communication with the students.

A study conducted by Adel et al. (2016) was about Iranian EFL learners in a class blog. It analyzed politeness strategies of bald on-record, positive politeness, negative politeness, and off-record strategies in posts. It was an opportunity for asynchronous interaction as a response to their teachers and peers. The subjects of this study were fourteen Iranian EFL learners selected based on their level of language proficiency. 1520 politeness utterances across all posts include 800 politeness utterances that learners used when interacting with the instructor and 720 politeness utterances that learners used when interacting with the peers. Adel et al. analyzed the use of content analysis as well as Computer-Mediated Discourse Analysis (CMDA). The conclusion of this study showed that learners frequently used positive strategies as signs of a psychologically close relationship, reciprocity, and also friendship in a group.

After that, a study conducted by Peng et al. (2014) aimed to reveal how the teacher applied politeness strategies to his teaching practice in language use. Brown and Levinson's model was used to analyze the data with observation. They found out that the college teacher conducts positive politeness and negative politeness in his

class in a practical way. It makes the class interesting. The application of politeness strategies can shorten the social distance between teacher-students in the teaching and learning process.

A study was conducted by Manik & Hutagaol (2015) focuses on directive and expressive speech acts to find out the politeness strategies used by the teachers and how politeness affects the student's compliance. Subjects of this research were two teachers and their students (class II A & B at SD 024184 Binjai Timur). To collect the data, the researchers used video audio recordings based on the teachers' utterances and the students' compliances to find the teachers' politeness principles and the students' compliances also. The results of this study indicated that teachers in communicating with their students use four maxims, namely the maxim of wisdom, the maxim of generosity, the maxim of approval, and the maxim of agreement. However, the teacher did not use the modesty maxim and sympathy maxim. After that, the teachers dominantly used tact maxim in their directive speech acts to the students. Next, the factors that affected the students' compliances to the teachers' politeness utterances were pragmatics competence and positive emotions.

Another study conducted by Tan & Farashaiyan (2012) investigated the effect of explicit instruction of formulaic politeness strategies among Malaysian undergraduates in making requests. The subjects of this study were sixty Malaysian undergraduates including two groups of intervention and control groups. The data was collected with a cumulate of three tests (open-ended completion test, a listening

test, and an acceptability judgment test). Tan & Farashaiyan selected treatment and experimental groups that received explicit instruction by students with structure as well as problem-solving, input tasks. The comparison was made between treatment groups' performance and pre-and post-test. The analysis showed that the treatment group outperformed significantly rather than the control group.

Furthermore, the study conducted by Tsakona (2016) focuses on exploring the use of the genre of service encounters to teach politeness strategies in kindergarten. The subjects of the study were students of kindergarten. The study involved a critical approach to politeness strategies that are expected to enhance the students' aware of the social aspect, interaction, and how the speech acts that are likely used in such contexts contribute to creating solidarity or distancing with other people. This study was based on a multiliterate model that aims to develop students' critical literacy skills and effectuate children's communicative and textual experiences.

Thus, Pratiwi et al. (2018) analyzed the types and the purposes of politeness strategies used by the X grade students and the English teacher of SMK Negeri Bali Mandara (Bali Academy) academic year 2018/2019. Here, a qualitative descriptive design was used by the researchers in this study. To collect data, the researchers used voice recordings, questionnaires, interviews, and observation sheets as instruments. The results showed that five strategies were found in this study, namely bald on-record, positive politeness, negative politeness, off-record, and do not do FTA. It was used for some purposes, such as to show their close relationship, their

interest/disinterest in lessons, their anger. All these made the hearer understand the feeling and their desire to cheer up the class.

A study conducted by Rauf (2017) investigated the kind of polite expressions used by the teachers in English class and the efforts also. The study took place at SMP 24 Makassar. The subject was an English teacher. In analyzing the data, Rauf chose the politeness strategies theory by Brown and Levinson. Rauf observed the strategies by recording the teacher's activity. The result was that the teacher used positive politeness (greeting, accompanying listeners, paying attention, exaggerating, using identity makers in groups, intensifying listener interest, seeking agreement, presupposing/enhancing/affirming commonalities, giving or asking reasons, giving gifts to listeners about goods or sympathy, assuming or affirming reciprocity) and negative politeness (saluting, apologizing questioning, conventionally indirect, minimizing coercion, also nominalizing). Then, it affects students, including their attitudes or affective, learning motivation, self-confidence, respect for teachers, being present in the teaching and learning process, being honest, and active.

Next, studies by Mahmud (2019); Iswara & Saleh (2017); Rejeki & Azizah (2019); Ranjbar & Sadeghoghli (2017); Etae et al. (2016); Nurjayanti (2016); Almoaily (2018) researched students' politeness strategies in the classroom. They found that students used different kinds of expressions to encode their politeness in a classroom. These expressions were categorized as positive and negative politeness.

A study by Mahmud (2019) examined politeness strategies of English students. This research took place at Universities in Makassar. It focused on fifty students of two classes of English literature program. The researcher used recorded individual student presentations (fifty transcriptions from the recording, the recording lasted from five to seven minutes) to collect the data. By referring to Brown and Levinson's (1987) theory. The results showed that the students used various types of expression to encode their politeness in the class, such as addressing terms, apologizing, greetings, fillers, and thanking. Besides that, to make the mechanism soft, some terms were derived from students' vernacular language for their presentation. These were categorized as positive and negative politeness.

Another study conducted by Iswara & Saleh (2017) investigated FTAs, politeness strategies, and factors that influenced a choice of politeness strategies in perceiving students' statements to apply for a master's program abroad. The researchers applied the descriptive qualitative method. The researchers used the documentary method to gather 11 personal statements from prospective master students to collect the data. Brown & Levinson's theory was used to analyze the data. The results showed that all eleven successful personal statements contained FTAs and politeness strategies; 147 were found as the total FTAs including the acts that threatened positive and negative face. For all FTAs, boasting becomes the highest occurrence. Of the four politeness strategies, only positive and negative politeness

strategies were used more in reducing FTAs. After that, power, distance, gender become the factors that influence the choice of politeness strategies.

Next, Rejeki & Azizah's (2019) study found out the politeness studies used by EFL learners. They had conversations with native English speakers. Besides that, the factors selected these strategies. The researchers applied descriptive qualitative research. The research subjects were 28 students majoring in non-English (medicine) in the first semester. Brown & Levinson's theory was chosen by the researcher to analyze the data. The researchers chose the video of presenting students' conversations with the English native speakers as the instruments in this study. The results: students used three among four politeness strategies, namely positive, negative, off-record strategies. The most widely used by them were positive politeness strategies.

Ranjbar Sadeghghli (2017) examines whether there is a relationship between politeness and extroversion personality type or not and there is a relationship between politeness and introversion personality type or not. The subjects in the study were 120 students who had registered in Azad University Ardabil Branch, where their mother tongue was Persian and Turkish, also had an age range from 22 to 35 with different socio-economy backgrounds. They had studied English for three years in guidance school and four years in high school. The instrument that the researchers used was the DCT (The Discourse Test) with twenty-five survey questions, a personality type questionnaire (used as a measure of student personality types). It was a correlation

study. The finding in this study showed that the possible causes for some perceived differences in impoliteness between the learners with different personality types were more cultural rather than impoliteness on the part of students.

A study conducted by Etae et al. (2016) investigated cultural politeness. The investigation consisted of Thai students and expatriate lecturers. The characteristics of Thai and Western speech acts in online forums were also investigated. 146 undergraduate Thai EFL students, an American lecturer who teaches English, and subjects with an American cultural background, were the subjects of this study. The results showed that the student participants most likely used positive politeness, and then bald-on-record politeness, negative politeness, and off-record politeness strategy when posting online entries to the lecturer. In posing intercultural difficulties, the features of Thai Western politeness, speech acts, and the respect phenomenon affected the language use of politeness strategies.

Next, a study by Nurjayanti (2016) focuses on describing the use of politeness strategies in refusal by English Department students. The subjects of this study were thirty-eight second-semester students at the English Department of Muhammadiyah University of Surakarta. Descriptive qualitative was chosen by the researcher. The data from refusal utterances were collected by DCT (Discourse Completing Task) and after that analyzed by Brown and Levinson's theory about politeness and by Felix's theory about refusal strategy. The results showed that in refusal, almost all students used direct refusal rather than indirect refusal or adjust to refusal. The researcher

concluded that the students were not masterful yet in using the refusal strategy politely.

A study by Almoaily (2018) investigated EFL distance learning about male students' awareness of email greetings in English computer-mediated communication (CMC). The email greeting will be as the politeness strategy. Students at King Faisal University, Saudi Arabia sent 200 email messages from distance learning to their graduation project supervisor to be analyzed. The level of formality of these messages was very high. The students were asked to use formal email greetings. After that, the email samples were analyzed in three categories (begun with formal greetings, informal greetings, and null greetings emails). Contrary to expectations, the result showed that 16.5 % of students used formal English email greetings, 20.5% of students used Islamic greetings, 7% of students used less formal greetings, and 56% of students used null greetings.

Furthermore, Kurdgelashvili (2015); Umayah et al. (2018); Senowarsito (2013); Khusnia (2017); Sudirman (2018) researched teacher-students politeness strategies in the classroom and found that the students have certain knowledge regarding politeness, they failed to apply them in English communication. The teachers more frequently used speech acts from the classroom interaction rather than the students. Objects of the study were the English language in the learning process, not just a tool of communication during the lesson.

A study by Kurdgelashvili (2015) explored the students' and the teachers' practice of politeness strategies and the speech acts of apology, compliment/encouragement, addressing, thanking, request, command, agreeing/disagreeing, and code-switching. Kurdgelashvili used a questionnaire to observe. The subjects of this study were a group of students from Georgian public schools and two certified, experienced local English teachers. The researcher chose Searle's speech act theory and Brown and Levinson's politeness strategies to analyze the data. The results showed that the students have knowledge related to politeness. But yet they still failed to apply them in English communication.

Furthermore, a study conducted by Umayah et al. (2018) explained the types of politeness strategies used by the teacher-students in classroom interaction; after that, about how the politeness strategies were realized in classroom interaction; also the pedagogical function of politeness strategies. Umayah et al. chose a teacher and twelve students as the subjects of the study, with observation and interview. The results showed that the dominant type of politeness strategies used by the researchers was bald on record. There was a fairly close relationship between students and the teacher, so they spoke frankly, like without distance in the learning process. After that, students used positive politeness, as it should be for them to respect their teacher the first time they met in the class. Next, the eleventh-grade students used negative politeness that have some social distance or when they felt awkward. Last, the students used off-record when they talked to their teacher when the message of the

utterance was told implicitly. Four pedagogical functions about politeness strategies, are: creating social interaction, maintaining the general atmosphere of teaching, social distance, and learning process to reduce stress/tension reduction).

Another study conducted by Senowarsito (2013) focuses on exploring politeness strategies that were used by the teacher and students two times, 90 minutes during English lessons in a senior high school. The data collected by video recorded from two different classroom settings with objects of this study were English and the medium of the teaching-learning process. Senowarsito chose Brown and Levinson's politeness strategies theory to analyze the data. The finding showed that the teacher and students employed positive politeness strategies, negative politeness strategies, and bald on record strategies. The teacher and students' perceptions have contributed to the different choices of politeness strategies on the age difference, social distance, institutional setting, power, and the limitation of students' linguistic ability. The students were inclined to use some interpersonal function markers. Students were also inclined to the expressions that used apologizing, encouraging, addressing, thanking, and leave-taking.

Furthermore, Khusnia (2017)'s study focuses on investigating politeness strategies that were used by the students and teacher in EFL. She also investigated the effects on good values in EFL. In this case, she combined the qualitative and quantitative methods. The subjects were 30 students. Instruments that were used by the researcher were observation and recording. The finding showed that 40% of

utterances applied positive strategies, 30% negative politeness strategies, and also 30% bald on-record strategies. Positive politeness activities were shown in classroom management, motivation, positive academic instruction, also evaluation. Positive utterances when giving an opinion as to the example of positive values and then avoiding the direct expression of disagreement, also changed instruction into awareness.

Sudirman's research (2018) investigated the politeness strategies between the teacher and students in the classroom. The researcher used the descriptive qualitative method. The researcher chose two teachers and their students (class XI IPA 1, XI IPS 1, and XII IPS 1) as the subjects of this study. This research took place at SMA 1 Pamboang, Majene in the academic year of 2012/2013. The objects of this study were teachers and the students' utterances during the classroom discussion in the class. The analysis used the theory of Brown and Levinson. The results showed that the teachers used three politeness strategies (bald on-record, positive politeness, and negative politeness).

Next, studies by Akbar et al. (2019); Nurkholifah (2018); Lestari et al. (2018); Arif et al. (2018); Monsefi & Hadidi (2015) researched male and female EFL teachers' politeness strategies in the classroom and found that male and female teachers were different on strategy preference depended on context and situation. There was a direct relationship between using more polite strategies and the learning process, also teacher-student interaction; jokes that were delivered by male teachers

were considered funnier than jokes that were delivered by female teachers. The teachers who used jokes offered and provided various interesting topics for students.

A study conducted by Akbar et al. (2019) focuses to investigate the types, the function of jokes expressed by male, and female teachers in EFL Classroom interaction, and the influences of gender differences in the use of jokes in EFL Classroom interaction. This research was done by focusing on two males and two female teachers of SMK Laniang Makassar and SMK Tri Tunggal 45 Makassar. Akbar et al. used a purposive sampling technique. The results showed that two existing jokes; narrative and question-answer jokes and a new type of jokes named quick jokes were expressed by male and female teachers. It was found during the teaching and learning process. Jokes expressed by male and female teachers, that function as fun for students and can participate well, also motivate students during the teaching and learning process in the classroom. These jokes prevented them from feeling bored, anxious, or embarrassed. After that, jokes delivered by male teachers were assumed funnier than jokes delivered by female teachers.

Another study conducted by Nurkholifah (2018) focuses on the types of politeness strategies identified after which describe how politeness strategies are also aware of sociological factors. The subjects of the study were male and female teachers in the EFL classroom. The researcher used descriptive qualitative research. To analyze the data, the researcher chose Brown and Levinson's (1978) theory. The results showed that the male teacher mostly used politeness strategies to demand

students' obedience, also to invite cooperativeness with the students in learning. Besides that, a female teacher used them to avoid discouraging the students in learning. Gender influenced the politeness strategies between male and female teachers.

Furthermore, Lestari et al. (2018)'s study focus on identified politeness strategies used by male and female teachers; analyzes the differences of strategies used by the teachers. The researchers used qualitative studies in this research. To collect the data, the instruments used in this study were observation and interview the teachers at SMPN 2 Abiansemal. The subjects of the study were male and female teachers. The objects of this study were teachers' utterances. The finding indicated that male and female teachers used different strategies depending on context and situation. The four politeness strategies, namely: bald on-record, positive politeness, negative politeness, and off-record.

Arif et al.'s (2018) study analyzed politeness strategies type of a male and female lecture in EFL classroom; after it investigated students' perception toward the use of lectures' politeness strategies. To analyze the data, the researchers used Brown and Levinson's theory. The researchers used a descriptive qualitative research design in this study. The subjects of this study were two English teachers and fifteen University students with purposive sampling. The instruments of this study were observation and interview. To collect the data, the researcher used an audio recorder and field notes. The finding of this study indicated that male and female lectures used

four politeness strategies types, namely bald-on record, positive politeness, negative politeness, and off-record. Students perceived that both male and female lecturers were polite, a male lecture was more formal, and the female lecturer was friendly.

A study conducted by Monsefi & Hadidi (2015) explored the effects of gender and the use of politeness strategies by teachers. It was communication interaction among teachers and their students in the learning process. The study was conducted at Iranian EFL classrooms consisting of ten classes. They were five male and female teachers who all MA holders in TEFL were computed and compared. It was in one term lasting 90 minutes with recording and transcripts. The results showed that with the use of more polite strategies in the EFL context, students are seen to be influenced positively, after that the use of more polite strategies by female teachers has a positive effect on the teacher-student interaction and learning process. Although male and female teachers used politeness strategies to share some features in their oral discourse from the point of view, the patterns of teacher-student interaction were different. The more interactive and supportive use of politeness strategies were female teachers. They also act more patiently with student's mistakes. They asked more referential questions, used fewer directive forms, and gave more compliments. But, in contrast, male teachers used a more competitive style in their classes. The teacher could see more evaluation on their part, while they also used fewer acknowledgment forms than female teachers and more display questions.

Third, some studies by Bacha et al. (2012); Koohzad et al. (2019); Fathira & Utami (2018); Fathira & Utami (2019) researched politeness strategies & gender in the classroom and showed that the implementation of advertisements could improve students' understanding of politeness and gender concept. Students' understanding of gender and politeness improves after applying some advertisements in the learning process. Here the students' understanding of the low-level category increases to the good-level category. Some factors can affect the students' understanding, actually about the lack of understanding about theoretical concept of politeness and gender and hard for students to differentiate gender concept of sex concept. The causes might be misunderstandings and any differences in perceived impoliteness among the genders that were more cultural rather than impoliteness on the part of the students.

Bacha et al. (2012) investigated a survey, a discourse completion test the degree of politeness and the gender in first language Arabic context indicate to certain situations. The finding showed that the possibilities that caused the misunderstandings also perceived the differences in impoliteness between the genders as more cultural rather than that of impoliteness on the part of the students. This study was carried out at an American-affiliated University in Lebanon. The subjects of this study attending general education classes (all students who attended an English composition course and some students with other general education classes from the elective group as well as other courses in their majors).

Another study conducted by Koohzad et al. (2019) focuses on analyzing the 'result and discussion' sections of ten dissertations of Iranian Ph.D. students and ten British Ph.D. students from Ferdowsi University for the academic year of 2012-2013. The aims investigated their use of politeness strategies. The researcher used Brown and Levinson's (1987) taxonomy and its relationship with the gender of the authors to analyze the data. The findings showed that female Iranian authors used fewer strategies, and it was significant. Besides that, there was no significant difference between negative strategies used by British male and female authors.

Thus, a study conducted by Fathira & Utami (2018) investigated learners' understanding in identifying politeness and gender concept existed in an advertisement. The subjects of this study were sixth-semester students of STIBA Persada Bunda consisting of 10 students. Fathira & Utami collected this data by asking the students to choose the multiple choices of politeness and gender questions by watching the video about an advertisement, after that evaluated the data, and analyzing the result of the test. The finding showed that the students understood in to identify the politeness and gender that existed in advertisements with a score low in 51,5 (poor category). These were caused by less understanding of the theoretical concept of politeness and gender, besides that, they felt hard to differentiate the concept of gender in sex.

After that, a study conducted by Fathira & Utami (2019) focuses on improving students' understanding of politeness and gender, also finding the factors

that influence the improvement itself. The subjects of this study were ten third-year students at STIBA Persada Bunda Pekanbaru by used tests, field notes, observation, and interviews. The results indicated that students understanding of politeness and gender significantly improved from the low level into the good level category after Fathira & Utami applied advertisement in the teaching-learning process. Some factors that affect the students' improvement were their active participation in obtaining information and also their enthusiasm in the learning process.

Fourth, several studies by Erlinda & Rahmi (2015), Nurmawati et al. (2019); Erlinda (2019); Kamlasi (2017), have researched positive politeness strategies in the classroom and found that positive politeness strategies existed in conversations (such as greeting, thanking, praising, apology, congratulating, intimacy, obedience, question, request, suggestion, rejection, chastisement, disagreement) and it has created effective interaction between teacher and students and among the students. Some strategies that emerged in the teacher-student interaction, namely: joke, offers, seek agreement, exaggerate interest, approval, sympathy with the hearer, use-in group identity markers, promises, including both speaker and hearer, also giving or asking a reason. Power, the differences of age, institutional setting, and the limitation of students' linguistic ability have contributed to the different choices of positive politeness strategies.

A study conducted by Erlinda & Rahmi (2015) investigated the way the teacher expresses politeness verbally through the teacher's use of language. This

study was carried out in a senior high school that explores positive politeness strategies 3 times (90 minutes) during the English lessons. In collecting the data, Erlinda & Rahmi used video-recording from 3 different setting classes. The object of the study was English. Brown and Levinson's theory was chosen to analyze the data, and the result indicated that six strategies that emerged in interaction (exaggerate interest, approval, sympathy with a hearer, seek agreement, promise, offers, including both speaker and hearer, also strategy, after that giving or asking a reason). In addition, the different choices of positive politeness strategies such as the age difference, the limitation of the linguistic ability of the students, power, and institutional setting.

Furthermore, a study conducted by Nurmawati et al. (2019) investigated the students in the beginner-level adult conversation class. This study took place at ELC Education, one of the English Courses in Makassar. This study investigates EFL classes in courses when there is an interaction between teachers and students. This is to see how positive politeness strategies that are used by the teacher, also about positive politeness strategies' effect in promoting effective interaction. In data collection, Nurmawati, Haryanto, & Weda used observation and recording conversations consisting of a teacher aged twenty-five years and seven students aged 22-23 years. The researcher transcribed the recording. Next, the transcriptions were analyzed by making use of related to positive politeness strategies and effective

interaction. The result showed that positive politeness strategies in this class were used and created effective interaction for teachers and students or among the students.

Another study conducted by Erlinda (2019) focuses on linguistic politeness about ways the teacher expresses politeness verbally through teachers' use of language. The research took place at a senior high school. To analyze the data, the researcher used Brown and Levinson's model. The data collected with video-recorder from three different English in the class. The results showed that eight strategies emerged in the teacher-student interaction, namely using identity markers in groups, excessive interest, sympathy with listeners, agreement, seeking agreement, offers, jokes, promises, optimism, giving/asking reasons. The students have contributed to the different choices of positive politeness strategies includes the limitation of the linguistic ability of the age difference, power, institutional setting.

After that, a study conducted by Kamlasi (2017) investigated politeness in students' conversations and the percentages of address terms of positive politeness in students' conversations. Twenty-six students become the subjects in this research. This study was descriptive qualitative research. The data was collected with the script conversation in the form of sentences, clauses, or words. TVR was used to obtain the data. After that to analyze the data, the steps are with transcribing, codifying, classifying, analyzing, and discussing. The finding showed that the address terms of positive politeness in conversation are thanking, praising, greetings, apology,

intimacy, congratulating, question, obedience, request, suggestion, chastisement, rejection, and disagreement.

Fifth, several studies by Afdaliah et al. (2017); Zeki (2009); Ali (2011); Hani (2019); Karim & Sotoudehnama (2017), Barabar & Caganaga (2015), have researched nonverbal communication in the classroom. They found that teachers used nonverbal communication to help students to get more benefit from the learning context. Here are several types of nonverbal communication commonly used by teachers, such as gestures, distance, posture, eye contact, touch, vocal expressions, and clothing. It has positive and negative effects on the teachers' NVC to the students.

A study conducted by Afdaliah et al. (2017) focus on identifying the kinds of nonverbal communication (NVC) that are used by the teachers at SMAN 1 Pamboang in teaching English as a foreign language; the functions of the teachers' NVC; the effect of the teachers' NVC to the students. Two English teachers and 14 students of SMAN 1 Pamboang were chosen by the researchers as the subjects. Afdaliah et al. used observation and interviews. To analyze the data, the researchers used Miles and Huberman's (1994) theory, namely data reduction, data display, and conclusion drawing were chosen. The results showed that there were positive and negative effects of the teachers' NVC on the students. There were eight kinds of NVC commonly used by the teachers of SMAN 1 Pamboang, namely: touch, facial expression, gesture, posture, eye contact, vocal expression, distance, and clothing),

and teachers' nonverbal cues that stand-alone also others which combined with teachers' verbal messages. To substitute, accentuate, complement, regulate, contradict the teachers' verbal messages, and repeat as the non-verbal cues functioned.

Thus, a study by Zeki (2009) focuses on examining students' perceptions about nonverbal communication in class. The subjects of the study were sixty-seven students enrolled in two classroom management groups. It was assigned to write a 'critical moment reflection' report on some incidents. They were considered to be critical once also. It was a week right after their classes for two months. In collecting the data, Zeki used coding, categorizing, and labeling the primary patterns. The results showed that the teacher's nonverbal communication (mimics, eye contact, also gestures create a-relax and comfortable atmosphere for students) enabled them to have self-confidence. It leads to increase participation and contributions to the lesson. It can make students more likely to ask questions that also increase their understanding when they participate in the lesson

Ali (2011) researched the importance of using body language when teaching. He explained that body language is a must in class. He increases the teachers' awareness of how the body language used can facilitate the learning process. It can encourage them to practice and apply it effectively. The subjects of this study were elementary and pre-intermediate students (chose six schools randomly in addition to teachers). In collecting the data, the researcher used observation, survey, video-taping, interviews, and note taking as the instruments. The researcher used three

public and three for a private school, after that attending classes with 4-5 sessions every class. After that, observed (video-tape), took notes (three months). Next, Ali interviewed the teachers and the students. Last, he distributed a questionnaire to students and teachers. The results showed that nonverbal communication has implications for the teacher as well as the learner, not only used in class but also how to say that can make the difference to students.

Furthermore, Hani (2019) focuses on research to determine the appearance of lecturers in teaching English in class and see the diversity of lecturers' appearances in EFL classes. The subjects of this study were lecturers and students consisting of four lecturers and seven students from different study programs (education and literature). This study was carried out at the Universitas Negeri Makassar undergraduate level and selected toward purposive sampling technique. Hani got the data with observation, recording, interview, and analysis based on techniques of data analysis which contain collecting, reduction, display, and drawing of conclusion or verification. The results showed that the lecturers' appearance during the teaching process is usually in informal/casual informal (low academic appearance). Also moderate/semi style (moderate academic appearance).

Another study conducted by Karim & Sotoudehnama (2017) focuses on exploring the aspects of communication (nonverbal) of language teaching qualitatively from the learners' point of view. The instruments were observation and interview in an Iranian context. The teacher who used NVC can help their students to

get more benefit from the learner context. It reveals into four NVC categories such as facial expressions, hand gestures, tone of voice, eye contact. The findings also indicated how utilizing NVC may contribute to different aspects (vocabulary, grammar, and pronunciation) of language learning.

Barabar & Caganaga's (2015) study investigated several ways of using nonverbal communication in EFL classrooms to have good classroom management. This study was researched in Lefke, Northern Cyprus. The subjects of this study were two female English language teachers that work at the English Preparatory School of Lefke. This study was qualitative design. The researchers got the data with interviews and reflective reports. To enhance confidence in the ensuing findings, the researchers used triangulation. The results: showed that in class-management nonverbal communication has a pivotal role, actually to guide teachers to use NVC before verbal communication, workshops, and seminars supposed to be organized regarding the use of body language, of course, to improve teachers' professionally.

Sixth, studies by Septiana et al. (2018); Panjaitan et al. (2017); Zakaria (2018), have researched verbal interaction in the classroom. They found that teaching activities were carried out in two ways between students and the teacher. The teacher used more verbal communication while NVC rather than the students. The learning process was carried out with several activities such as games, singing, using teaching tools (television, pictures, and toys), and telling stories in communication to make the students more easily understand what the teacher says.

A study conducted by Septiana et al. (2018) investigated the verbal interaction between male and female teachers and their students. This study took place at SMAN in Solok which there were five schools; are SMAN 3 Solok, SMAN 1 Solok, SMKN 1 Solok, SMAN 2 Solok, and SMAN 1 Gunung Talang in English classes. The data was collected by video-recorded and then transcribed about the teacher's talk and the students' talk into the written form. Then, it organized and labeled the categories of the teacher's talk and the students' talk. The finding showed that no significant difference between the male and the female teachers in praising students. The teachers spent more time on the content cross. The female teachers asked more questions and criticized students than the male teachers; the male teachers more likely gave directions.

Another study conducted by Panjaitan et al. (2017) focuses on finding out the verbal Interaction communication of the teacher's teaching activity from the Philippines in Nursery II Class at the Singapore International School, Medan. The study carried out at the school that is one of the international schools with foreign teachers also used English as the teaching medium in the teaching-learning process. Besides that, the teacher comes from the Philippines, and the students are from three to four years old. The finding showed that teaching activities were carried out in two ways between teacher and students, the teacher used more verbal communication while nonverbal communication was used just as a supporting method. The learning processes were consisted of singing, pictures, games, telling stories, using teaching

tools like television, and toys to make the students easier to understand what had been conveyed by the teacher.

After that, a study conducted by Zakaria (2018) focuses on examining the types of politeness strategies employed by students and teachers in daily communication. This research was conducted at Pondok Pesantren Salaf Al-Quran Sholahul Huda Al-Mujahidin. The subjects of this study were four teachers or *ustadz* of Pesantren Salaf Al-Quran Sholahul Huda Al-Mujahidin and thirteen students or *santri*. The objects of the study were students' and teachers' utterances. This research was qualitative research design. To analyze the data the researcher used Brown and Levinson's (1987) model. The results showed that all types of politeness strategies were realized in students' utterances and only three politeness strategies were performed by students that identified in three social factors of social distance, power, also ranking of imposition triggered the students and teachers to perform such categories.

Seventh, several studies by Lindayana et al. (2018); Wahyuni (2017); Budiartika et al. (2018); & Parikh et al. (2014), have researched verbal and nonverbal communication in the classroom and found that students who understand the material depend on how the teachers' style of verbal communication skills and nonverbal communication skills. Jokes, a short talk, ideas, discussion, and so forth are included in verbal communication skills. Besides that, the use of eye contact, body language, the distance stands with the students, hearing, and touch were included in nonverbal

communication skills. Both communication skills above must always be honed to create quality learning by the teachers. The factors that influence politeness and immodesty in nonverbal and verbal directive speech acts produced by students in the learning process are linguistic factors and non-linguistic factors. Students' perceptions of verbal and nonverbal communication that are used by the teacher in providing positive reinforcement are that they feel confident, motivated, enthusiastic, and comfortable.

A study conducted by Lindayana et al. (2018) investigated politeness's divergent principles on students' directive speech act; factors affecting politeness; impoliteness in the verbal and nonverbal directive speech act. The subjects of this study: teachers who teach English, History, Bahasa Indonesia, Economy, Math, Religion, Civic, and Science, and all students at Grade X of Science 1, Social 2, Science 3 in Senior High School 1 Mataram. In collecting the data, Lindayana et al. used observation. This finding showed that divergent principles of politeness in participants' directive speech act does exist here. These divergent principles, namely: single and multiple divergent principles of politeness affected by the speaker intentionally. It was accused addressees intentionally that uttered by neglecting the context, it was protective to other arguments, showed emotional feeling, gave critiques in impolite words and mocked at others. After that, there were factors (linguistic factor and non-linguistic factor) that are affecting politeness and

impoliteness in verbal and nonverbal directive speech acts produced by students in the learning process.

Furthermore, a study conducted by Wahyuni (2017) investigated the power of verbal and nonverbal communication in the learning process. The results: indicated that students who understand could complete tasks very well depending on how the teacher's verbal style (short talk, discussion, jokes, ideas, etc.) and nonverbal communication (body language, eye contact, standing distance with students, touch, and hearing).

Another study conducted by Budiartika et al. (2018) focuses on describing and analyzing the forms of verbal communication used by teachers in providing positive reinforcement in EFL classes at SMP N 1 Mengwi; describing and analyzing NVC that used by the teachers in providing positive reinforcement in EFL class, and identifying the students' perception toward verbal and NVC that used by teachers. The subjects were two English teachers and 140 students at 8A, 8B, 7K, and 7L classes. The instruments that researchers used were an observation sheet, video recorder, and questionnaire. The results showed that declarative, imperative, and interrogative as forms of verbal communication used by the teachers in providing positive reinforcement. Kinesics, proxemics, and haptics are NVCs used by teachers in providing positive reinforcement. Students' perceptions of verbal and NVC were used by the teachers in providing positive reinforcement. They felt comfortable, confident, motivated, also enthusiastic.

Parikh et al.'s (2014) study focused on knowing how the addition of verbal communication among communication of the leader and follower change the performance and change perceived workload of each member of the dyad. The researchers analyzed verbal communication's role among people teammates. They worked together to move a large object in a series of target locations. In the group, just one member told the target sequence by the experimenters. Besides that, the second teammate has no target knowledge. The researchers used experiments and a recorder to collect the data. The results showed in the first experiment, verbal communication has a negative effect on performance and a small positive effect on workload (neither result was statistically significant). In the second experiment, verbal communication has a significant positive effect on performance and some dimensions of workload.

The eighth was studies by Karimi et al. (2012); Bambaeroo (2017); Butt (2011); Barati (2015), Taleb & Larbi (2018), dealt with the impact of NVC in the classroom and found that teacher use NVC in the class. It has a positive relationship between the teacher and students. Although it was hard to create that situation, there were suitable solutions. The solution to overcome students' difficulties in oral participation included smiling at them, such as nodding with their heads, after they have performed a speaking task, and establishing eye contact with them when participating with their attitudes.

Another study conducted by Karimi et al. (2012) focuses on investigating the importance of nonverbal communication (NVC) in L2 teaching-learning; the effect of teaching gestures that can be perceived. The subjects of this study were 100 EFL young learners at the private institute. Karimi et al. used two experimental, also control groups with random sampling. They analyzed the data by using SPSS using a t-test (showed high positive attitudes towards NVC in L2 teaching and learning process). The results of this study showed that there were significant differences between the experimental and control group, and the Likert scale was distributed between the participants.

A study conducted by Bambaerero (2017) researched teacher's nonverbal communication's impact on success in teaching. It focuses on determining the effect of teachers' nonverbal communication which is successful in teaching; the relationships among the quality of teaching and teachers' nonverbal communication with its impact also. The results showed that when the teachers used non-verbal communication there was a strong relationship among the quality, amount, and method. The more teachers used verbal and nonverbal communication, the more they were efficacious. Some other patterns were used, such as emotive, teamwork, purposive, supportive, imaginative, balanced communication using speech, body, and pictures.

After that study conducted by Butt (2011) focuses on investigating the impact of nonverbal communication on learning outcomes of students of 9th and 10th classes

in Peshawar, Khyber Pakhtunkhwa; finding out how the mechanism contributed to better outcomes of students. The study highlights the importance of nonverbal communication in English (compulsory) classes IX-X. The researcher also observed the teachers and students in a classroom. It consists of two teachers and forty students from each school in the subject of English (compulsory), and the total number of the sample were 40 and 800 respectively teachers and students. The researcher used an experimental study with questionnaires and experiments in the actual classroom setting. After that, the significant difference between the control and experimental group between pre and post-test was tested through paired t-test. The findings of this study indicate that some teachers promote learning environments with nonverbal communication where students feel alert in class and participate in learning, according to the tone of voice used, facial expressions, spatial distance, body movements, eyes. Contacts help teachers to provide a better understanding to students in achieving learning outcomes.

A study conducted by Barati (2015) examined teachers' perceptions of their communicative strengths and weaknesses in using eye contact, also the impact of that language learning consisting of thirty students with an experimental group and the other class with thirty students as the control group. The object of this study was one selected lesson from an English book in the experimental class. The result showed that the study conducted for developing language learning that fits into the language education curriculum adequately probably has pedagogical implications.

Next, a study conducted by Taleb & Larbi (2018) explored the impact of nonverbal communication of EFL teachers on students speaking performance in oral expression sessions. The subjects were forty-four first-year license EFL students and ten EFL teachers from English Department at AbouBekrBelkaid University. Taleb & Larbi used the questionnaire to analyze both quantitative and qualitative data. The results showed that overcoming students' difficulties with suitable solutions in oral participation included smiling at them; nodding with the head after they have performed a speaking task; and; establishing eye contact with them when participating with their attitudes.

Based on the previous studies above, the researcher concluded that there were similarities and differences between this study and the previous researchers' studies. The similarities among all studies with this study are the topic (verbal communication, politeness strategies, and nonverbal communication in class). On the other side, the differences: the title, the significance of the study, also the aims of the study. This study entitled 'The use of nonverbal communication in supporting the realization of Brown & Levinson politeness strategies in classroom interaction at Universitas Muhammadiyah Purworejo'. Besides that, the aims are to analyze lecturer's and students' nonverbal communication in supporting the realization of Brown & Levinson politeness strategies in English classroom interaction at Universitas Muhammadiyah Purworejo about bald on record strategy, positive

politeness strategy, negative politeness strategy, off-record strategy, also don't do FTA strategy.

Theoretical Review

This section covers the main theory of the study, they are communication, politeness, Face threatening act (FTA), politeness strategy, bald on record strategy, positive politeness strategy, negative politeness strategy, off-record strategy, don't do FTA strategy, and nonverbal communication.

2.2.1 Communication

Human to perform their social activity, they use communication (Yusny, 2013). As we know, communication has an important role in society (Ayuningrum, et al., 2018). Communication is a process of delivering ideas either in oral or writing form by people and it must be meaningful to make the process runs smoothly. Communication in oral refers to a skill that involves the listener and the speaker in expressing their ideas or feeling. The process is appropriate to productive skills, listening, or speaking (Byrne, 1986, as cited in Alam & Uddin, 2013).

Communication is crucial to interact with others, and usually, it is related to language. In communicating or in conversation, someone has the characteristics to

use their language (Duhita and Zulaeha, 2018). Correct and courteous use of language reflects one's personality. On the other hand, communication is the simple act of transferring information from person A to person B, or someone else. Communication does not only occur between two people in one place, but also it happens between some people in many places, and useful to make good communication everywhere. We use the language that is known usually, moreover used by people in the world.

2.2.2 Politeness

The researcher will discuss some variation definitions of politeness because many scholars have attempted to explain it based on their understandings. So that in this study, before adopting the definition of the term politeness, several definitions will be reviewed in the following section.

Showing awareness and consideration of another person's face can be called politeness (Yule, 2010). It is like an interpersonal relations system designed to facilitate human interaction with minimizing the potential of conflict. In communication, politeness is defining show awareness of another person's face. Here face means a person's public self-image that refers to the emotional and social feelings that each person has and is expected to be recognized by others. Besides that, politeness refers to strategic conflict avoidance (Leech, 1980). The avoidance of

conflict is seen as a conscious effort on the part of the person being polite because it is strategic. Whereas, Lakoff (1976) stated that politeness is a form of behavior that has been developed in societies to reduce friction in personal interaction. Lakoff defined politeness, as related to the interaction were divided into two rules be clear and be polite. Different speakers have different code options, which have an impact on the politeness of speech. (Madyaningtyas and Rokhman, 2018). So, the more polite someone is in the language, it means that someone is getting better at communicating with others (Ningsih, et al., 2020). Due to the level of politeness in English being only slightly different from one another, perhaps to teach or understand politeness in English, seems difficult for non-native speakers (Fitriah and Hidayat, 2018).

In language, politeness is important to create comfort in communication (Kartikawati, et al., 2019). Politeness in language includes preserving face or face-saving view (Brown and Levinson, 1987). They defined politeness relate to maintaining someone's face that relies on two basic notions of a face concern politeness. That is to say, all interactants have an interest in the face during the interaction. They are negative face which refers to the freedom to act without being impeded by others and positive face refers to the desire that others approve of/or value one's want. To maintain and improve communication is based on status and social level, power and structures of kinship, and the situation in formal or informal (Ide, 1989). In addition, to make a good social interaction with other people in their

life, not only for one group society but also for everyone can use politeness in all conditions using language as their tools in daily conversation (Ruansyah and Rukmini).

Based on the explanations above, it could be concluded that politeness aims are to maintain cultivated social interaction and can avoid threatening damage face. It is one of the communication strategies that emphasize the hearer's (H's) face, to a form of behavior that makes and maintains comity. Also, politeness refers to the ability of people in social interaction to engage the communication. It means that a form of social interaction conditioned by socio-cultural norms in society can be expressed as communicative acts.

2.2.3 Face Threatening Act (FTA)

Face here means respect, self-esteem, also self-image in the community. Society is governed by two desires (Brown and Levinson, 1987), they are: (1) To be free from imposition (negative politeness), and (2) To be appreciated, or approved (positive politeness). They said that acts that threaten humans' face are namely Face Threatening Act (FTA).

In daily communication and conversation, sometimes humans' positive and negative face's wants cannot be satisfied all the time. For example, when the speaker speaks to the hearer, her/his utterances will give various effects on the interlocutor's

face (Nurjanah, et al., 2017). Sometimes, speaker (S) threatens hearer (H) face, but besides that, S has to threaten his face. As such, both S and H's faces are mutually vulnerable. It is the act which in some ways threatens the 'face' or self-esteem of another person. The act is a threat depending not so much on the S's intention but the H's perception also. In conversation, the interlocutor can be a threat to someone's face by making a question, thanking, criticizing, suggesting, revealing mistakes, etc. All of these are called FTA and most of the speech acts of S emerged potentially results of FTA.

FTA can threaten the face of positive and negative. The negative face includes some aspects are: the basic demands of private property and personal space, not to be disturbed, freedom of action, and freedom from imposition. Positive face means the desire that 'self-image' is accepted & respected the value of face in different cultures: the definite boundary refers to a private space and the local culture. So, to minimize disharmony, people need to tend to avoid FTA with some strategies.

2.2.4 Politeness Strategies

In social interaction, we usually use a strategy to maintain the hearer's respective faces (Nurrahmah, et al., 2020). Moreover, judging whether an utterance is polite, impolite, appropriate, inappropriate, or overly polite, sure it depends on people's perspective in the area where the utterance is used (Seniarika, 2017). In the teaching

and learning process, modern society demands high quality (Yoana, et al., 2020). A teacher/lecturer needs to pay attention to politeness in the teaching and learning process (Ceriyantina, 2017). The teacher/lecturer must be able to explain to students how to use politeness properly in particular situations and people (Ibnus and Mujiyanto, 2018), or even only give an example from the way the teacher interacts with students.

Politeness strategies are defined as the way people use language when interacting or communicating, planning actions on how to use the language, and having conversations run smoothly. Then, politeness strategies are strategies of redressive action taken to counter-balance the disruptive effect of face-threatening acts (Brown and Levinson, 1987). They stated that some politeness strategies could be S's choices to reduce or minimize the possibility of damaging H's face or damage S's own positive/ negative face for performing and doing FTA. They proposed five strategies of politeness, namely: bald on record strategy, positive politeness strategy, negative politeness strategy, off-record strategy, and don't do FTA strategy.

2.2.5 Bald on Record Strategy

In the bald on record strategy, S does nothing to minimize threats to H's face (directly without regard to H's face). The speaker takes social distance, imposition, and power into account when using this strategy. It provides no effort by S to reduce the impact of FTA, S will most likely be the person whom s/he is speaking to, embarrassed, or

make feel a bit uncomfortable. The situation is when a person directly addresses some expression, such as: ask something, commands, please (e.g. close the door!). Besides that, the direct command usually happens in an emergency which tends to show that the speaker cares about H in an urgent situation, non-cooperation from H, emphasizes maximum efficiency, granting permission for H, and even imperative. There are two strategies of bald on record to reduce the impact of FTA (Brown and Levinson, 1987), they are:

- 1) Cases of Non-Minimization of the Face Threat.
 - a) Maximum Efficiency occurs when maximum efficiency is very important and no face redress is necessary. A great urgency or desperation, and redress actually can decrease the communicated urgency.
 - b) Metaphorical Urgency for Emphasis will provide metaphorical urgency for emphasis.
 - c) Metaphorical Urgency for High Valuation of H's Friendship.
 - d) The case of Channel Noise occurs when difficulties to communicate and contact from a distance such as calling by phone.
 - e) Task-Oriented/Paradigmatic Form of Instruction refers to the kind of interactions that face redress that will be irrelevant.
 - f) Power Different between S and H (S is higher) refers to a strategy used commonly when there are differences between S and H, either because S is more powerful than H and does not fear relational (non-cooperation) from H. S has not repaired or redressed the expression to satisfy H's face.

- g) Sympathetic Advice or Warnings occur when S does care about H and H's positive face so that no redress needs to be required.
- h) A permission that H has Requested refers to granting permission that H has requested maybe baldly on record.

2) Cases of FTA- Oriented Bald on Record Usage.

It is used when face involves mutual orientation so that each participant attempts to foresee what the other participant is attempting to foresee. In particular, circumstances will be reasonable for S to think that H will be very worried about H's potential violation or S's maintenance.

- a) Welcomings (Post-Greetings) are used when S insists that H may impose on the negative face.
- b) Farewells are used when S insists that H may transgress on his positive face by taking his leave.
- a) Offers are used when S insists that H may impose on S's negative face.

2.2.6 Positive Politeness Strategy

Positive politeness strategy used in an interaction where S wants to sacrifice his/her positive face to express closeness and friendliness with showing interest as if H needs to be respected by the others. This strategy is found in a group of people who knows

each other very well. There are fifteen strategies about positive politeness (Brown & Levinson, 1987), such as:

- 1) Notice, Attend to the H (His Goods, Interests, Wants, Needs) occur when S should take notice about H's condition. Everything which looks like H would want S to notice and approve of it.
- 2) Exaggerate (Sympathy, Interest, Approval with H) occur when this strategy is often done with over stress, intonation, and other prosodic aspects, also other intensifying modifiers.
- 3) Intensify Interest to H refers to S as communicates to H and wants to intensify the interest of S's contributions by making a good story.
- 4) Use 'in Group' Identity Markers (Jargon, Dialect, Addressed Forms, Slang) occur when use innumerable address forms to indicate that S and H in some set of persons who share specific wants, in conveying of a group member, S can use terms: blondie, mac, sister, mate, buddy, pal, sweetheart, honey, dear, duckie, guys, Luv, babe, Mom, brother, cutie, etc.
- 5) Seek Agreement (Repetition, Safe Topics) refers to another way to save the positive face of H is seek ways which possible to agree with S. Seek agreement may be stressed by raising weather topics and repeating what S has said. There are two ways: safe topics and repetition. (a) The raising of 'safe topics' allows S to stress his agreement with H that H's opinion is right. S collaborates in his opinions and therefore to satisfy H's positive face. (b) The agreement may also be stressed by repeating a part of what the entire S has said in a conversation. It

is can use to stress emotional agreement with the utterance (or to stress surprise and interest).

- 6) Avoid Disagreement refers to the desire to agree/appear to agree with H leads to mechanisms for pretending to agree. S may go in twisting his/her utterances to agree/to hide disagreement. There are four ways to avoid disagreement, namely:
- (a) Token Agreement is the desire 'to agree/appear to agree' by pretending to agree. It can use to twist his/her utterances so can hide disagreement the utterances. 'Yes, but...' (in effect, rather than "No").
 - (b) Pseudo-agreement is the use of 'then', as the signal that S concludes cooperatively with the addressee.
 - (c) White Lies happen when S is confronted with the necessity to an opinion and chose to lie rather than to damage H's positive face. It is also used to avoid confrontation when refusing a request by lying, pretending there are reasons which cannot comply.
 - (d) Hedging Opinion occurs when S may choose to be vague with his own opinions, so as not to be seen to disagree, usually by using: sort of, kind of, like, in a way. Hedges are a feature of negative politeness, but some are features of positive politeness.
- 7) Presuppose/ Assert Common Ground/ Raise consists of three parts, namely: (a) Gossip or Small Talk occurs when the value of S's spending time and effort to with H as a mark of friendship or interest her/him. It can increase the strategy of redressing FTA by talking for a while about unrelated topics before leading to the real topic. Gossip or Small Talk consists of (1) Point of View Operations used for reducing the distance between S and H's point of view. (2) Personal-Center

Switch used when S speaks as if H was S/H's knowledge was equal to S's knowledge. (3) Time Switch refers to the use of the vivid present in which tense shifts from past to present tense to increase the immediacy and therefore the interest of the story. (4) Place Switch refers to the use proximal (here, this) rather than distal demonstrative (that, there) where either proximal or distance would be acceptable, seems to convey increased involvement or empathy. (b) Presupposition Manipulation occurs when S presupposes something that is mutually taken for granted. Presupposition Manipulation consists of four parts, they are: (1) Presuppose Knowledge of the H's Wants and Attitudes refers to negative questions which assume 'yes' as an answer are generally used to indicate S knows the H's wants, tastes, habits, etc. (2) Presuppose H's Values being the Same as S's Values refers to the use of prediction such as short, good, ugly, boring assumes that S and H share the criteria for placing people/things. (3) Presuppose Familiarity in Speaker-Hearer Relationship refers to the use of familiar address forms (honey/darling) presupposes that the addresser is familiar. (d) Presuppose the H's Knowledge refers to the use of any term that presupposes that the referents are known to the addressee.

- 8) A joke is based on mutually shared background knowledge and values that they redefine.
- 9) Assert/Presuppose S's Knowledge of and Concern H's Wants are available to fit someone to wants in with them.

- 10) Offer, Promise refers to the strategy to redress the potential threat of some FTAs which S may claim whatever H wants, so S wants for him and will help to obtain.
- 11) Be Optimistic refers to the strategy when H will cooperate with S because it will be in S's mutual shared interest.
- 12) Include both S and H in the Activity refers to the use of an inclusive 'we' form when S means 'you' or 'me'. The use of 'let' is an inclusive form of 'we'.
- 13) Give/Ask for Reasons occur when H is in the activities demanding reasons 'why not' and assume that H hasn't good reasons why can't help.
- 14) Assume/Assert Reciprocity refers to giving evidence of reciprocal right/obligations obtained between S and H. S can say "I'll do A for you if you do B for me," or 'I did B for you last week, so you do A for me this week (or vice versa).
- 15) Giving Gifts to H (Sympathy, Goods, Understanding, Cooperation) refers to fulfilling H's want for some X. S chooses to redress H's face directly by fulfilling some of H's wants. It indicates that S wants what H wants.

2.2.7 Negative Politeness Strategy

A negative politeness strategy occurs when people want to have freedom of action that is unobstructed, also unrestricted. Besides, it means a redressive action addressed to the addressee's negative face. There are some strategies of negative politeness (Brown & Levinson, 1987), they are: Be Direct/ Conventionally Indirect,

Question/ Hedge, Be Pessimistic, Minimize the Size of Imposition on H, Give Deference, Apologise, Impersonalize S and H (avoid pronouns 'I' and 'you'), State the FTA as a General Rule, Nominalise, and Go on Record as not Indebting/Incurring a Debt H.

2.2.8 Off Record Strategy

Another politeness strategy is the off-record strategy which is primarily carried out with off-record communicative acts. This thing is impossible to associate only one clear communicative intention with the action. Humans often use indirect expressions to communicate their ideas on social media interaction (Kusumah and Haryudin, 2019). It enables students to convey the intention by avoiding the responsibility of doing the FTA. It also leaves H to decide the interpretation. There are some strategies in this category (Brown & Levinson, 1987), as follows: Give Hints/Clues, Give Association Clues, Presuppose, Understate, Overstate, Use Tautologies, Use Contradictions, Be Ironic, Use Metaphors, Use Rhetorical Questions, Be Ambiguous, Be Vague, Over-Generalise, Displace H, Be Incomplete, Use Ellipsis. It is possible if there is another strategy as listed earlier called opting out whereas the person decides not to do FTA. Not doing any FTA makes a person possible to not become engaged in any possible interaction. Accordingly, S would unlikely to get any effect widely.

2.2.9 Don't Do FTA Strategy

This strategy shows that people, in general, are faced with two choices, namely whether they want to do an FTA or not, and it has consequences as well.

2.2.10 Nonverbal Communication

Teachers verbal communications refer to teachers' talk (Megawai & Hartono, 2020). Besides that, nonverbal communication means a group of messages that are unexpressed in words. It is like meanings that can be decoded and complete. They accompany, contradict, replace, or accentuate the message transmitted through words. Mehrabian (1971, 1972) said that 7% of messages relating to feelings also include attitudes conveyed verbally, and the rest 93% were conveyed non-verbally. In the teaching-learning process, the communication between teachers/lecturers and their students is crucial, especially in understanding nonverbal communication. Lecturer's non-verbal communication may convey some messages and also create a positive/negative classroom atmosphere. Besides that, lecturers' gestures, posture, appearance, voice, face, eye contact, touching also proximity will play important role in the lecturers-students relationship. It may affect the students' understanding and also motivation in the learning process in the classroom. The students tend to listen more, have a more positive attitude about school, and learn more when the lecturer improves to affect the effective nonverbal behavior (Richmond, 2002). Therefore,

effective communication between both lecturer and students is the key to positive effects against students' cognitive or affective learning.

Signals in nonverbal communication need to be understood, especially in face-to-face interactions to interpret someone's speech correctly. They also intended to identify how well the words are being received. With sympathy, compassion, a greater degree of understanding of nonverbal communication can heighten the quality of life (Calero, 2005).

More often, nonverbal communication occurs unconsciously (Haneef, et al., 2014). The use of verbal communication must be appropriate with nonverbal expressions. The most important thing from the norm of politeness in verbal communication that has a big impact is the nonverbal aspect. There are kinds of nonverbal communication (Hickson, 2010), namely kinesics, proxemics, paralanguage, and chronemics. Nonverbal elements are known as paralanguage (Payatos, 1981), including voice quality, emotion, and speaking style as well as prosodic features such as rhythm, intonation, and stress. There are nonverbal communication processes (Novinger, 2011). They are context, chronemics, kinesics, proxemics, immediacy, physical characteristics, and vocalic.

In communication, interaction with other people sometimes needs other languages to convey our idea (Fitriati and Suwartama, 2017). The interaction will occur while people communicate with others, give action, then accept each other's

reaction anytime or anywhere including in a classroom setting (Nisa, 2014). Interaction is crucial in learning English because it needs time to learn a new language (Tyas and Widhiyanto, 2019).

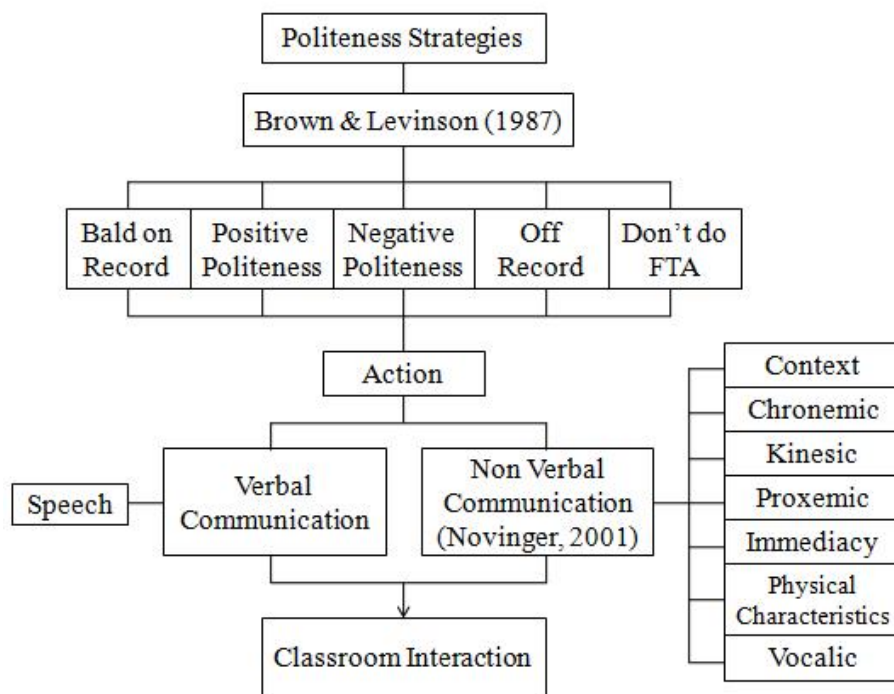
In classroom interaction both lecturer and students are crucial. Teachers who were effectively in stimulating cognitively and communicatively rich students' participation in classroom interaction followed up on student responses in a way as to match their contributions, besides that make them available to the full class for their consideration (Boyd et al., 2000). When teaching in classroom interaction, the teacher or lecturer should not only focus on material achievement, but they should also treat the student individuals by the language used (Husna, 2015). In providing reinforcement, a teacher also should have good skills (Fitrianti, et al., 2018). On the one hand, students also participate in the interaction. So, there will be a balance between them in the learning process in class (Sansinadi and Winarko, 2020). Class interactions between teachers and students can be more effective if a various conversation is applied (Khusnaini, 2019).

2.3 Theoretical Framework

The researcher wants to provide an overview of the material about the topic to be studied. This study focused to analyze the lecturer's and students' nonverbal

communication in supporting the realization of Brown & Levinson's politeness strategies in English classroom interaction at Universitas Muhammadiyah Purworejo.

Figure 2.1 The Use of Nonverbal Communication in Supporting the Realization of Brown & Levinson Politeness Strategies in Classroom Interaction



Note: Theoretical Framework of the Study

The figure above shows the theoretical framework of this study. It is rooted in the concept of linguistics, which has several branches including syntax, anthropology, phonetic, pragmatic, and phonology. This study will focus on a pragmatic study. One of the prominent issues in pragmatic is politeness. There are three major theories of politeness, namely: Lakoff, Brown & Levinson, and Leech. This will use Brown and Levinson's theories to investigate the realization of politeness strategies. There are

five types of politeness strategies, namely: bald on record, positive politeness, negative politeness, off-record, and don't do FTA. All of those strategies will be carried out in two actions (verbal communication and nonverbal communication). Verbal communication consists of speech acts. Besides that, nonverbal communications (Novinger, 2001) consist of context, chronemics, kinesic, proxemics, immediacy, physical characteristics, and vocalics. The two actions can be used in classroom interaction. This research will investigate the use of nonverbal communication in supporting the realization of Brown & Levinson's politeness strategies between lecturer and students in English classroom interaction at Universitas Muhammadiyah Purworejo.