# EXPLORING POLITENESS STRATEGIES IN EFL CLASSROOM INTERACTION AT MADRASAH ALIYAH PONDOK PESANTREN SULTAN HASANUDDIN

(Mengetahui Kesantunan Siswa di Kelas Pengajaran Bahasa Inggris Sebagai Bahasa Asing di Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin)

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## ABSTRACT

The objectives of the research are (1) to explore the type of politeness strategies used by the students in EFL classroom interactions, (2) to identify the function of politeness strategies used by the students in EFL classroom interactions, and (3) to examine the students' perception toward the use of politeness strategies used by the students in EFL classroom interactions.

This research employed a descriptive method. This research was carried out at senior high school of Islamic Boarding of Sultan Hasanuddin. The subject of this research was the students of the X IPA class of senior high school who were taken through purposive sampling. The data of this research were recording and transcribing. The gained data were analyzed in three major phases namely data reducing, data display, and conclusion.

The result of the research revealed that (1) there were three types of politeness used by the students during learning process in EFL classroom namely positive politeness, negative politeness, and off record. (2) Each type of the politeness was used in different function. First positive politeness consisted of seven different functions such as giving (or ask for) reason, avoiding disagreement, seeking agreement, intensifying interest, using in group identity markers, asserting or presupposing knowledge and

concerning for H's wants, and being optimistic. Second, negative politeness consisted of three functions, namely giving deference, impersonalizing speaker and hearer, avoid I and you, and being pessimistic. The third, off record consisted of two different functions namely presupposing and inviting interpersonal implicative. (3) There were eleven students interviewed. The interview result revealed that the students applied politeness strategies in EFL classroom interaction. The study also found that students used Arabic and from local language polite expressions such as "Insya Allah", "salam", "Antum", "kaifa halukum or kaifah halukumna", "iye", and "ki".

## INTRODUCTION

Social interactions occur in the classroom among students and teacher during teaching and learning process. They use language to build communication for questioning or answering others in teaching and learning activity. In other words, they share the idea with language competence that they have. Language as a social function can also maintain students and teachers relations in the classroom. Without language, people are impossible to interact in their daily life because by using language they can express their feeling, willing, opinion, etc (Chair, 1995: 19).

In the classroom activity politeness appears to be prevalent concept and an important factor. Jiang (2010) defines that politeness as the term for a combination of interpersonal considerations and linguistic choices affecting the form and function of linguistic interaction. In the different culture and different contexts, politeness refers to the quite different things. In this case, the politeness will be acted differently by the people based on the interpersonal background of culture and different facing situation. The communication skill in a person is not very well does not mean that he is a bad person but the fact that he has some problems with his face-threatening acts. This is particularly important to study because they are the source of so many cross-cultural miscommunications.

Many people success in communication because they put the norm as the main point of target of communication. In other case the people are fail because they ignore the rule and norm in social interaction. They don't realize that the communicative behaviour is first stage of other supporting of success communication. As stated by Grice (1975), human communication should be explained as a form of social interaction whose success depends on the people's presumption that communicative behavior is driven by certain norms and rules.

Islam is a religion that teaches the members about the norm and rules. One of the norms which are emphasized by Islam in social interaction is politeness.

Muhammad SAW as the prophet of Islam brought good models of politeness in the world. One of the Hadist said "I am (Muhammad) delegated by Allah to complete the human being's morals". It means that all Moeslims who believe him as messenger of Allah must have and do politeness in social interaction as the implementation of morals. In Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin, all students were Moeslims. They studied about Islam including the norms and rules although they had different knowledge background of Islam, which leaded them to behave in appropriate ways (to behave politely).

In Pondok Pesantren Sultan Hasanuddin, the students also came from different culture, social, economy, and family background. Those would influence the ways of communicating ideas in the classroom learning interaction. Unfortunately there were still rare researchers who conducted studies in Pondok Pesantren in order to give contribution about politeness. It was an interesting point to conduct research at Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin to find out the politeness strategies used by the Moeslim students in EFL classroom interaction.

This study focused on politeness strategies in Moeslim students' interaction in English as a Foreign Language (EFL) classroom context. Learning a foreign language involves not only knowing how to speak and write, but also how to behave linguistically. Therefore, the students' interaction in class is influenced by their pragmatic knowledge, how to behave and respond in different situations and contexts. Pragmatic competence is defined as the ability to communicate effectively and involves knowledge beyond the level of grammar.

Based on the explanation above, politeness is an interesting linguistic field to study. In this research, the researcher is interested to investigate the students' politeness strategies in classroom interaction at Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin. Students' politeness strategies refer to verbal strategies used by the students in learning classroom interaction.


**RELATED LITERATURE**

**1.  Definitions of Politeness**

Politeness is the way people behave and speak in a good and appropriate way. The way people behave in a good and polite way is called polite behavior, while the way people speak politely is called polite language. Politeness usually was given a priority in conversation to maintain relation amoung the speakers and hearers in a communication. Many researchers have showed that the politeness strategies frequently used and effect the communication. Some of the researcher's findings as follow.

Peng, Liu, Cai, Lingling and Tan, Xiangjun (2012) conducted research about politeness in China EFL classrooms. The research was based on Brown and

Levinson's Face Theory (1987) applied a series of research methods like class observation, survey questionnaires and semi-structured interviews in a case study. The researcher tried to find out: how students' gender and level of English proficiency influence their understanding of teachers' politeness strategies, what attitudes they had towards the application of teachers' PS, and how students valued politeness strategies in EFL classrooms. In conclusion, in one hand, teachers should increase their own politeness awareness as well as students'; on the other hand, it was very important to improve students' English proficiency, which could help them understand situational contexts in English and interpret teachers' well meaning in the term of politeness.

Bacha, Nahla N, Bahous, Rima, and Rula L (2012) conducted a research through a survey and a discourse completion test to explore the degree of politeness and the genders in an L1 Arabic context indicate to certain situations. Results showed that the possible causes for the misunderstandings and any perceived differences in impoliteness between the genders were more cultural rather than that of impoliteness on the part of the students. Recommendations were made for program coordinators and teachers to deal with this issue in EFL classrooms along with future needed research.

The last is a descriptive study which was conducted by Markus (2013). It focused on politeness strategies in online learning and teaching process. The aim of this research was to investigate the politeness strategies in online learning and teaching. The overall result showed that politeness strategies were frequently used in interaction, and this research gave effects to the communication as a whole. This study focused on the speakers in interaction that occurred in the dialogue between teachers and students in a series of meeting for a course in a language class. Four seminars were recorded and analyzed. There were nine students in the group lead by one teacher, and their discussions were recorded during the class for one and half hour.

Related to the findings above, the researchers revealed that politeness strategies always appear in interaction and can influence people in choosing the politeness strategies based on the factors. These phenomenon's reflect that politeness is linguistic field which is available to be studied in order to know the students' politeness strategies applied in classroom interaction. However, this research was conducted differently from the previous research. It focused on Muslim students' politeness strategies at Madrasah Aliyah Pondok Pesantren that appeared in verbal from English classroom interaction. The students at Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin who were observed come from different culture, social, economy, and family background.

## 2. Politeness Strategies

Brown and Levinson developed politeness in five strategies in accordance with the greater of face threatening acts (FTAs) risk. The first strategy is conducting

the face threatening acts (FTAs) without regressive action or bald on record that deals with the minimal face threatening acts (FTAs). The second strategy is conducting the face threatening acts (FTAs) with redressive action with politeness aimed to deal face threatening acts (FTAs) in medium level. The fourth is off record for dealing with high level of face threatening acts (FTAs). The last is 'do not do the face threatening acts (FTAs)' for its higher risk. The possible sets of strategies may be schematized in figure 1.1
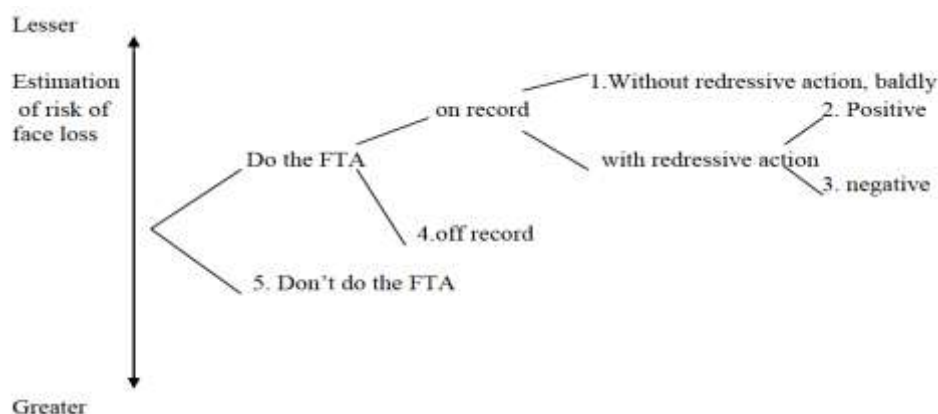


The categories of politeness proposed by Brown and Levinson (1987) as presented above will be used in this study as means of finding occurrences of politeness in interaction in the classroom. Brown and Levinson's model of politeness is one of the models that attempt to explain how people produce politeness. This study will apply Brown and Levinson's model since it considers politeness in a plausible manner and pays attention to the various strategies we use to create politeness.

a.  Bald on record

Bald on-Record strategy requires no effort from the speakers to minimize the impact of the FTA's. The speakers usually shock the hearers, embarrass them, or make them fell a bit uncomfortable. The prime reason for bald-on record is applied if S (speaker) wants to do the FTA with maximum efficiency more than what he wants in order to satisfy H (hearer)'s face. However, this type of strategy is commonly found in the situation where people involved in the conversation already know each other very well.

The strategy as mentioned by Grice's maxims (Grice, 1975) introduces maxims as an intuited characterization of conversational that the world constitutes the guidelines for achieving maximally efficiency of communication. These maxims are:
1.  Maxim of quality. (Tell the truth informatively and be sincere)
2.  Maxim of quantity (speak informatively)

3. Maxim of relevance. (speak relevant)
4. Maxim of manner ( avoid ambiguity)


b.  Positive politeness

Brown and Levinson in Green (1994:2) state that positive politeness is approached-based trying to show that S wants what H's wants (shares H's positive face wants) i.e. that they are "the same" in some ways, or that S like H in order to have H's positive face. Positive politeness is directed to the addressee's positive face, his perennial eagerness is that his wants (or the action / acquisitions / values resulting from them) should be thought of as desirable (Brown and Levinson in Goody, 1996: 106).


c.  Negative Politeness

Another kind of politeness is negative politeness. It is derived from negative face. Negative politeness strategy (formal politeness/respect politeness) has the main focus on assuming that you may be imposing and intruding on H's space. In other words, speaker attempts to minimize the imposition on H's negative face. This strategy assumes that there might be some social distance or awkwardness between speaker and hearer and it is likely to be used whenever a speaker wants to put a social brake on his interaction (Brown and Levinson, 1987). It is also impersonal and it can include expressions that refer to neither the speaker nor the hearer. Its language emphasizes the speaker's and the hearer's independence.


d.  Off Record

Off record strategy has the main purpose of taking some pressures off of the hearer. In this case, the speaker performs an act in a vague manner that could be interpreted by the hearer as some other acts. An off record utterance usually uses indirect language that constructs more general utterance or actually different from what one mean. Therefore, the interpretation of the utterance greatly depends on the existence of contexts that frames up the utterance.


**RESEARCH METHOD**

In this research, the researcher used a qualitative descriptive method to answer the research question. Nowadays, the qualitative research has been popular for the study of social relations, due to the fact of the plurality of life worlds. Qualitative research can be defined as the collection, analysis, interpretation of comprehensive narrative and visual data in order to obtain the insight into a particular phenomenon of interest (Gay, 2006).

Therefore, a qualitative method was employed in this research emphasizing discourse analysis since the researcher explored the politeness strategy used by the

students in the classroom, examined what types of politeness strategy used, and also found out the students' perceptions on the use of politeness strategy in speaking. The explanation of the research results was made in the form of descriptive so the readers would get complete information.

The participants of this research were the students of the X IPA class of Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin. The researcher observed and investigated deeply all the conversation done by the students during the teaching and learning process in the class during the period of the research. The researcher also used an interview guide as an instrument for getting additional information regarding the use of politeness strategies in teaching and learning interaction.

The analysis covered three important activities: data reduction, data display, and conclusion drawing/verification (Miles and Huberman: 1994). Data reduction referred to the process of selecting, focusing, elaborating, abstracting, and transforming the data that showed in transcription. In this stage, the students' communication in EFL class during the teaching process was selected by the researcher in the form of transcription.

## FINDINGS AND DISCUSSION

### 1. Findings

Findings in this research focus on the types of politeness strategies, the functions of politeness strategies, and the students' perception toward the use of politeness strategies in EFL classroom interaction in X IPA class at Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin in Gowa.

The findings discussed the result of the research based on the research questions. The research questions were: First, the types of politeness strategies used by the EFL students. Second, the functions of politeness strategies of the EFL students in interaction and third, the students perception toward the use of politeness strategies in EFL classroom interaction. Before the researcher explained deeply about three research questions above, this research showed us the research of classroom observation which was aimed to identify the students' politeness strategies in interaction. Classroom observation was conducted three times in the X IPA class at Madrasah Aliyah Pondok Pesantren Sultan Hasanuddin. During the observation, the researcher recorded the whole process of teaching and learning activities to investigate the students' utterances. The researcher also used observation checklist to identify the students' politeness strategies that appeared during lesson.

### a. Types and Function of Politeness Strategies in students' Interaction

In the first meeting of the classroom observation, the researcher exchanged the teacher in speaking class then he asked the students about the subject. The topic

was about "telling about an idol". Then, the researcher asked the students who would tell his/her idol in front the class then he identified kinds of politeness strategies about students' utterances.

Dealing with the situation or context of the first meeting in excerpt 1 to 7, the functions of politeness strategies uttered by the students in EFL classroom interaction were for positive politeness (Give (or ask for) reason) in excerpt 1 and 2 then positive politeness (Avoid Disagreement) in excerpt 3, then positive politeness (Seek Agreement) in excerpt 4, then positive politeness (Intensify Interest to Hearer) in excerpt 5, Next Negative Politeness (Give Deference) in excerpt 6, Next, off record (Presuppose) in excerpt 7.

*Table 4.1. Data Display of excerpt 1, 2 3, 4, 5, 6 and 7 in first meeting*

| Types | Functions | Excerpts | Utterances |
|---|---|---|---|
| Positive Politeness | Give (or ask for) reason | 1 | Can we idolize artist and singer |
| | Give (or ask for) reason | 2 | Why do you like Agnes Monika? |
| | Avoid disagreement | 3 | Ok, but. |
| | Seek Agreement | 4 | Addition Sir |
| | Intensify interest to hearer | 5 | Isn't it? |
| Negative Politeness | Give Deference | 6 | Excuse me sir! |
| Off Record | Presuppose | 7 | I have told you that |

Dealing with the situation or context of the second meeting in excerpt 8 to 14, the functions of politeness strategies uttered by the students in EFL classroom interaction were for positive politeness (seek agreement) in excerpts 8, then positive politeness (give (or ask for) reason) in excerpt 9, then positive politeness (use in group identity markers) in excerpts 10 and 11, then positive politeness (Assert or presuppose S's knowledge and concern for H's wants) in excerpt 12, Next, negative politeness (impersonalize speaker and hearer avoid I and You) in excerpt 13, then negative politeness (Beg forgiveness) in excerpt 14.

*Table 4.2. Data Display of excerpt 8, 9, 10, 11, 12, 13, and 14 in second meeting*

| Types | Functions | Excerpts | Utterances |
|---|---|---|---|
| **Positive Politeness** | Seek for Agreement | 8 | You write |
| | Give (or ask for) reason | 9 | Why doesn't he want to accept the suggestion |
| | Use in Group Identity Markers | 10 | My siste oh my sister |
| | Use in Group Identity Markers | 11 | Antumna Study What Kaman |
| | Assert or presuppose S's knowledge and concern for H's wants | 12 | It's better |
| **Negative Politeness** | Impersonalize speaker and hearer avoid I and you | 13 | Antum |
| | Beg Forgiveness | 14 | Sorry |

Dealing with the situation or context of the third meeting in excerpt 15 to 19, the functions of politeness strategies uttered by the students in EFL classroom interaction were for positive politeness (be optimistic) in excerpt 15, then positive politeness (Use in Identity Markers) in excerpt 16, then negative politeness (be pessimistic) in excerpts 17 and 18, then Off Record (invite interpersonal implicative) in excerpt 19.

*Table 4.3. Data Display of excerpt 15, 16,17, 18,  and 19*

| Types | Functions | Excerpts | Utterances |
|---|---|---|---|
| Positive Politeness | Be Optimistic | 15 | Insya Allah |
| | Use In Identity Markers | 16 | Sotta! sotta! |
| Negative Politeness | Be Pessimistic | 17 | I think |
| | Be Pessimistic | 18 | In my mind |
| Off Record | Invite Interpersonal Implicature | 19 | Thanks for the time was given to me |

### b. The Students' Perception on the Use of Politeness Strategies in EFL Classroom Interaction

In the second category, the students gave different answers about the use of politeness strategies in EFL classroom interaction. In this part, the researcher found that most of the students applied politeness strategies in communication base on Brown and Levinson theory (1987). There were some students applied politeness strategies in Arabic and local language expressions. It can be seen in the seventh question of respondents 5 and 7. The question was "can you mention the example of politeness in your classroom?". The respondent 5 (Ahmad Kamil Azis) said "Usually when we enter the class, we say "salam" and the respondent 7 (Muhammad Syarif Hidayatullah) said "It's better to say "salam". The utterances above (salam) were the Arabic politeness expression which was used by the Islamic Boarding School students in classroom interaction. Then, the eighth question, there was one respondent who expressed local language politeness. The question was "what do you say to express your politeness to your classmate?". Respondent 5 (Ahmad kamil Azis) said "I usually say to my closed friends "ki" in speaking not "ko". The utterances above indicate that the students applied politeness expression in communication

In addition, in the tenth question, the researcher found the students expressed Arabic and local language politeness. The question was "how do you express your politeness to your teacher?". Respondent 5 (Ahmad kamil Azis) said "ask greeting about his or her condition "kaifa halukum" it depends on the teacher for the women teacher say "kaifa halukumna". Meanwhile, respondent 11 (Ahmad Fauzan Faisal) expressed the local language politeness by saying "iye ustazd". Based on the description above, the students applied politeness expression in communication

### 2. Discussions

This section deals with the interpretation of the findings where it will be explored, and elaborated. It is about the students' politeness strategies in classroom interaction. As the purpose of this research, this part discusses about the findings of this research. It deals with the types of students' politeness strategies in classroom interaction, the functions of politeness strategies and students' perception about politeness strategies in the EFL classroom interaction at Madrasah Aliyah Pondok Pesntren Sultan Hasanuddin. The discussion is divided into some parts based on the research questions. The functions of each type are elaborated in the following description.

### a. The Types of Politeness Strategies

The first types of politeness strategies identified by the researcher in EFL classroom was positive politeness strategies. Positive politeness strategies were

emphasized to get the addressee to do something such as be optimistic, use in group identity markers, seek for agreement, assert knowledge and concern for H's wants, give (or ask for) reason, intensify interest to hearer, and avoid disagreement. Brown and Levinson in Green (1994:2) state that positive politeness is approached-based trying to show that speaker wants what hearer's wants (shares hearer's positive face wants) i.e. that they are "the same" in some ways, or that speaker like hearer in order to have hearer's positive face. Positive politeness is directed to the addressee's positive face; his perennial eagerness is that his wants (or the action/acquisitions / values resulting from them) should be thought of as desirable (Brown and Levinson in Goody, 1996: 106).

The first type of politeness strategies, the researcher found in EFL classroom was positive politeness. It can be seen in excerpt 1–5, excerpt 8 - 12 and excerpt 15 - 16. It is supported by Ogiermann (2009:10) who argues that politeness was usually given priority in conversation, since it was more important to avoid offence than achieve clarity. Furthermore, politeness is a norm where only speakers who are polite. Therefore, politeness is totally in the hands of the hearer. No matter how polite or impolite a speaker may attempt to be, whether or not speaker will be heard as being polite or impolite ultimately depends on the hearer's judgment.

The second type of politeness strategies the researcher explored in EFL classroom was negative politeness strategies. It is an act that shows the actual state. The negative politeness can be seen in excerpt 6, 13, 14, and 17-18. The functions of these politeness strategies were also various such as give deference, impersonalize speaker and hearer avoid I and you, beg forgiveness, and be pessimistic. In excerpt 6 representative negative politeness were uttered for give deference, then in excerpt 13 the students uttered the negative politeness in function of interpersonalize speakers and hearer avoid I and you, the in excerpt 14 the students were uttered for Beg forgiveness. Furthermore, in excerpt 17 and 18, those functioned for beg pessimistic. In line with Brown and Levinson (1987) this strategy assumes that there might be some social distance or awkwardness between speaker and hearer and it is likely to be used whenever a speaker wants to put a social brake on his interaction. Mills (2003: 80) states that the use of 'please' has more the function of a command than simply implicating politeness. Furthermore, this strategy was influenced by relative power factor.

The third type of politeness strategies found in EFL classroom by the researcher was off record strategy. Brown and Levinson (1987) state an off record utterance usually use in direct language that constructs more general utterance or actually different from what one mean. Therefore, the interpretation of the utterance greatly depends on the existence of contexts that frames up the utterance. Off record strategy can be seen in excerpt 7 and 19. Dealing with the politeness strategies functions, off record strategies were uttered by the students functioned differently. In excerpt 7 the off record strategy was uttered as presuppose. In excerpt 19 the off record strategy as functioned as invite interpersonal implicative.

**b.    The Function of Politeness Strategies**

Based on the previous analysis, the researcher found that there were three types of politeness strategies that were uttered by the students in EFL classroom such as positive politeness, negative politeness and off record strategies. Each type of the strategies has sub-strategies that can be called as functions of politeness strategies found in EFL classroom interaction such as giving (or ask for) reason, avoiding disagreement, seeking agreement, intensifying interest to hearer, using in group identity markers, asserting or presupposing S's knowledge and concerning for H's wants, being optimistic, giving deference, impersonalizing speaker and hearer avoiding I and you, begging forgiveness, being pessimistic, presupposing, and inviting interpersonal implicative.

The first function of politeness that the researcher found is "giving (or ask for) reason. In relation to give (or ask for) reason, the politeness strategies also functioned variously as seen in the excerpts 1, 2, and 9. In this function, the speaker involved the hearer to be cooperator in the activity. It shows when the speaker used the WH question "Why". It indicates that the speaker involved the hearer to give more information of the discussion. It is in line with the Brown and Levinson theory (1987) in applying politeness strategies in communication.

This second function of politeness that the researcher found is avoiding disagreement. In relation to the function, this type of the politeness strategies also functioned as seen in the excerpts 3. The students uttered positive politeness strategies to avoid disagreement. The extracts above used positive politeness strategy to show the speaker responds to a preceding utterance with "*Ok, but.....*" rather than with "*No*" to appear the agreement or to hide the disagreement. In addition the student responded to a preceding "Ok" just for pretending to agree to the hearer. It was not the desire to agree but for approaching to show that the speaker like hearer in order to have hearer's positive face. It is accordance with the theory mentioned by Brown and Levinson.

This third function of the politeness is seeking agreement. This politeness redress directed to the addressee's positive face, his perennial desire that his wants (or the action/ acquisitions /values resulting from them) should be thought of as desirable (Brown in Goody, 1996: 106). In relation to the function, this type of the politeness strategies also functioned variously as seen in the excerpts 4 and 8 the students uttered positive politeness strategies for seek agreement. The students have the same factors influencing the politeness strategies in classroom interaction. The extracts above used positive politeness strategy to show intimacy, closeness and emotional relationship among students and students. Then, the factor influencing the different strategies above was distance. This factor indicates that the students have good emotional relationship with their friends, and they feel close each other as well.

This fourth function of politeness that the researcher found is intensifying interest to hearer. In relation to the function, this type of the politeness strategies also

functioned as seen in the excerpt 5. Students uttered positive politeness strategies to intensify interest to hearer. The student shared some of his wants is to intensifier the interest of her own contribution to the conversation, by making a good statement. The speaker used the tag question to draw the hearer as a participant in the conversation. It is in line with the politeness strategies which were explained by Brown and Levinson (1987).

This fifth function of the politeness is using in group identity markers. In relation to the function, this type of the politeness strategies also functioned variously as seen in the excerpts 10 and 16. Students uttered positive politeness strategies as in group identity markers. The speaker emphasized that the hearer belong to some set of person who share some wants. In these strategies the students applied group identity markers in classroom interaction by mentioning utterance that only use in the community.

The sixth function of politeness strategies explored in EFL classroom was negative politeness strategies. It is an act that shows the actual state. The functions of this politeness strategies were in give deference. In excerpt 6 above, it was representative negative politenesss uttered to give deference. The student realized that she has social distance between the students and the teacher. So, the speaker honor the teacher to begin a question before asking something for further by saying "excuse me!".

The seventh function of politeness strategies explored in EFL classroom was negative politeness strategies. It is an act that shows the actual state. The functions of this politeness strategies was in interpersonalizing speaker and hearer by avoid I and you. In excerpt 13 above, it was representative negative politeness uttered for in interpersonalize speaker and hearer avoid I and you. The student mentioned the other name for someone in Arabic not in actual name but he mentioned the other name by changing "you" with "antum". It is accordance with Brown and Gilman (1960) the asymmetrical power influence the choices of politeness strategies like; elder than, parents of, employer of, richer than, stronger than, nobler and education level. In this conversation, the researcher realizes that the speaker is only a student who should give respect to the teacher. The speaker understands that the word he used is not the right choice but that is the right way to honor the teacher.

The eighth function of politeness strategies explored in EFL classroom was negative politeness strategies. It is an act that shows the actual state. The functions of these politeness strategies was in excerpt 14, it functioned for beg forgiveness.

The ninth function of politeness strategies explored in EFL classroom was negative politeness strategies. It is an act that shows the actual state. The functions of this politeness strategies were also various such as for be pessimistic. In excerpt 9 and 10 representative negative politeness's were uttered for be pessimistic,

The tenth function of politeness strategies found in EFL classroom by the researcher was presupposing. The function can be seen in excerpt 7 the off record strategy which functioned to presuppose. The speaker wished to tell the hearer that

she repeated the same sentence before. It can be concluded that the speaker mentions more relevant with the prior event.

The eleventh function of politeness strategies found in EFL classroom by the researcher was inviting conversational implicative. The function can be seen in excerpt 19. The speaker interpreted the real meaning of off record utterances to the hearer. So the utterance which the speaker said is the right expression to say in the conversation because the speaker did not know that he would be the next speaker pointed by the teacher.

In this research, it has been found that the students used only three politeness strategies in the classroom interaction; they are positive politeness strategies, negative politeness strategies and off record. The first strategy 'bald on record' did not appear in the classroom because of the situation of interaction influenced it. Geyer (2008: 21) states that in cultures with a different social orientation, the notion of face and its role in the politeness system can vary considerably from practices customary in the west. They did not come from one community. According to Holmes (1992: 296) being polite is a complicated business in any language since it involves understanding not only the language but also the social and cultural values of the community. France (1992 in Watts 2003: 31) states that 'politeness means learning to accommodate to others within a social group.' However, even though the types of social situation in which politeness is institutionally required fluctuate from one social group to another, it must still have some basis in a universal model of social interaction. Otherwise, it refers to the degree to which any linguistic expression is deemed polite by members of a given culture in a specific situation. It can be concluded that individual members may have different assessments of politeness and this research found that the situational or cultural setting in the classroom interaction can influence the choice of students' politeness strategies. It can be seen from the classroom observation, interview recording, and the result of student's interaction, the students are often used the strategy of politeness: negative politeness. The students mostly applied the positive and negative strategy in classroom interaction.

## c. The students' perceptions on the use politeness strategies in EFL classroom interaction

As explained previously, data of the students' perception on the use of politeness strategies in EFL classroom interaction were obtained in interview conducted by the researcher. The interview consisted of fifteenth different questions which should be answered by 11 respondents.

In this interview questions, the researcher found different politeness expression. Most of the students applied politeness strategies in answering the questions based on Brown and Levinson theory (1987). Although, there were some students applied politeness strategies in Arabic and local language expressions. It can

be seen in the seventh, eighth and tenth question of respondents 5 and 11. The respondent 5 uttered 2 Arabic politeness utterances and 1 local (Bugis-Makassar) language politeness expression. It can be seen in the seventh question. The utterance was *"Usually when we enter the class, we say "salam",* in the eighth question, it was *"ask greeting about his or her condition "kaifa halukum"* it depends on the teacher for the women teacher say *"kaifa halukumna",* and in the tenth question, it was *"I usually say to my closed friends "ki" in speaking not "ko"* then, the respondent 11 uttered 1 local language politeness. The utterance was *"iye ustazd".* Those utterances were influenced by culture and social distance by the teacher and student in doing communication in the classroom.

Mahmud (2010) states that the cultural factor as one of the aspects can influence the use of politeness strategies. It cannot be denied during classroom interaction because this research was conducted in Makassar where the Buginese-Makassar language is used as the first language. Research on politeness has been conducted in many different countries and one of them discussed politeness as practiced in Bugis community.

In the fact above, the questions of the interview result and classroom learning observation shows that politeness strategies were frequently used by the students in classroom interaction. In accordance with new finding, the researcher found some politeness strategies which were not explained by Brown and Levinson in his politeness strategies. The utterances found not only in English politeness but also in Arabic and local language. The utterances were **"Insya Allah", "Antum", "salam", "ki", kaifa halukum** or **kaifa halukumna,** and **"iye"** used by the students to express their politeness expression during learning and teaching process. It can be concluded that the students applied politeness strategies in EFL classroom interaction.

## CONCLUSION AND SUGGESTION

### 1. Conclusion

Based on the finding and discussion in the previous section, it can be concluded that:

First, there were three types of politeness strategies used by the students in EFL classroom communication during the learning process such as positive politeness, negative politeness, and off record. Each type of the politeness strategies uttered by the students in EFL classroom interaction functioned differently. All types of politeness strategies that were used by the students in EFL classroom interaction during the learning process consisted of different functions. The first type was positive politeness strategies. This politeness strategies was uttered by the students for give (or ask for) reason, avoid disagreement, seek agreement, intensify interest, use in group identity markers, assert or presupposes knowledge and concern for H's wants, and be optimistic. The second type was negative politeness strategies. This type used by the students in EFL classroom interaction functioned differently,

namely for give deference, impersonalize speaker and hearer avoid I and you, and be pessimistic. The third type was off record strategy. The politeness strategies were also uttered in different functions such as for presupposes and invites interpersonal implicative.

Second, there were 11 students who participated in interview conducted by the researcher about the student's politeness perceptions in EFL classroom interaction. Based on the interview, it could be concluded that the students applied politeness strategies in the teaching process in EFL classroom. It was because most of the students expressed politeness expression in answering the question.

## 2. Suggestions

a. To students of linguistics

This research can be a reference of politeness strategies in the interaction among the adults and the children. However, the adults must have some factors which influence them in choosing the preferred strategies. Those factors lead to the much deeper analysis concerned with the functions of applying the preferred strategies. Thus, the researcher suggests the students of linguistics to figure out these factors and functions in order to achieve much better understanding in the realizations of those politeness strategies

b. To other researchers

This research still has many weaknesses. It is still limited on the politeness strategies employed by the EFL students, when having interactions with the lecturer or with their friends. On the other hand, there are other kinds of interactions of different participants which can be analyzed as well, such as the interaction that which focuses on the EFL students

c. To the readers

This study shows a preview of politeness strategies in the context of family discourse. The readers can understand more about the way to show their politeness to others through its strategies. Additionally, to parents, this research also gives a supplementary suggestion when they have interaction with the children. Speaking to them is not as difficult as speaking to adults but not that easy as well. This research can also be used as an additional reference in teaching and applying politeness in their family, especially to familiarize their children to be polite as early as possible since performing politeness is not only applying a matter of saying *please, sorry*, *excuse* and *thank you*. For those reasons, understanding the strategies is very important so that the parents can teach and apply politeness in an appropriate way.

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