

**POLITENESS STRATEGIES USED BY MALE AND
FEMALE TEACHERS IN THE CLASSROOM
INTERACTION**

SKRIPSI

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ABSTRACT

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This study deals with the analysis of politeness strategies used by male and female teachers in teaching and learning process. This study attempts two answer the two formulation of the problems, namely: (1) what types of politeness strategies are used by male and female teachers and (2) how are politeness strategies used by male and female teachers that occur in teaching and learning process. This study was conducted by using descriptive qualitative method. The analyzing of the data started from observing the students and teachers when process of teaching and learning is conducting and also recording the process of teaching and learning process and then transcribing the utterances of male and female teachers in teaching and learning process. Based on the analysis it was found that there were four types of politeness strategies occur in teaching and learning process. They were four bald on record, nineteen positive politeness, four negative politeness and two off the record. Politeness strategies occur when the speaker and the listener have interaction or conversation. The researcher suggests the next researcher develop this research by using a different object such as movie, speech, and also from daily activity or daily conversation.

Keywords: Politeness Strategies, Utterances, Teaching and Learning Process.

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Hopefully the findings of this research are expected to be useful for those who read this thesis and interested to the topics.

Finally, the researcher realizes that the research is still far from being perfect in spite of the fact she has done her best completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this research.

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The Researcher

Gita Pratiwi Dharma

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication has an important role in our life. Marwansyah (2010: 321) argues that "Communication is the exchange of messages between people with the same goal of understanding". Learners should have communicative competence that comprises not only linguistic competence, but also socio-cultural, interactional, formulaic and strategic competence (Celce-Murcia in Senowarsito, 2013). Socio-cultural, interactional, and strategic competences refer to the speaker's pragmatic knowledge. This paper approaches classroom interaction from a pragmatic perspective. Pragmatics is a branch of linguistics which studying of the aspects of meaning and context of language use or utterance. In the other words, pragmatics is a study of how language use in communicating between or among people. One of discussion in pragmatics is politeness.

In the communication, politeness is the important aspect in human life to make good communication between speaker and hearer. A politeness strategy use more respect for other people or other hearer. According to Leech (2014:03) "Politeness is a form of communicative behavior found very generally in human languages and among human cultures; indeed, it has been claimed as a universal phenomenon of human society". To be successful in interaction or communication, one has to follow some important strategies to be polite. Leech (2014:03) argues that to be polite is to speak or behave in such a way as to (appear

to) give benefit or value not to yourself but to the other person, especially the person you are conversing with. Everybody loves those people who are respectful, helpful and polite. According to Jalaluddin (2008: 13) stated “effective communication is characterized by lack of understanding, can cause excitement, influence attitudes, improve good social relationships, and ultimately lead to an act of”.

The phenomenon of politeness can be found in daily conversation. In teaching learning process, teachers communicate to their students often use politeness strategies. Teachers have important role in classroom, also always be an example for students. What they do, student do. Everything teachers do, especially the way of they speak and how they speak to students. According to Fathurrohman & Sutikno (2011), there are some ways that can be developed in an effort to create effective communication in the learning process, such as respect, empathy, audible, clarity, and humble. All of these are some parts of culture of politeness. Every words that teachers speak must contain five of them. If teachers use it, interaction between teachers and students in the classroom will be better. Teachers also must smile before speak and avoid arguments with students.

However, when the researcher do the observation before in SMK Putra Anda Binjai, the researcher get some facts, including sometimes there are teachers who speak with their students did not follow the rules of language. When they speak, it did not contain respect or clarity and the others. So sometimes it sounds disrespectful. We can conclude that teachers have to be polite by using politeness strategies to make the communication better. Male and female teachers have

differences in some aspects, especially in using a language or when they are speaking (Eckert and McConnell-Ginet, 2013). Also in the use of politeness strategies, male and female teachers different in using the types of politeness, because they different in the choice of words when they speak. In teaching learning process there are politeness strategies, it is also include the types of politeness strategies, that can be analyzed because there are many interaction between teachers and students. So, the researcher interest to analyze about of politeness strategies used by male and female teachers.

B. The Identification of Problem

The problems of this study will be identified as follows :

1. Many people, especially teachers sometimes did not use polite language, did not show respect, clarity and so on.
2. Teachers, sometimes, when talk to the student did not follow the rules of language.
3. Differences of politeness used by male and female teachers.
4. The types of politeness strategies used by male and female teachers.

C. Scope and Limitation of the Study

The scope of this research is Pragmatics and the limitation is Politeness Strategies.

D. The Formulation of Problems

Based on the identification of the problem, the problems are formulate as follows :

1. What types of politeness strategies are used by male and female teachers?
2. How are politeness strategies used by male and female teachers that occur in teaching and learning process?

E. The Objectives of the Study

Based on the formulation of problem, the objective of research is as follows :

1. To find out what types of politeness strategies used by male and female teachers.
2. To investigate how are politeness strategies used by male and female teachers that occur in teaching and learning process.

F. The Significance of the Study

Finding of the study is expected to be useful in terms of theoretically and practically, it is described as follow :

1. Theoretically :

Hopefully, the finding of this research can give contribute in developing pragmatic theory, particularly in increasing and understanding the study about politeness strategies.

2. Practically :

- a. For the English teachers, this research will be used to increase the knowledge of the teachers and makes them understand more about politeness strategies.
- b. For the students, this research give new information when they are interested in doing similar research in the future.
- c. For the other researcher, as their additional references to conduct further research in politeness strategies.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, some theories are needed to explain some concepts applied in the research concerned. This chapter includes some literatures, which is relevant to this research.

1. Pragmatics

Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). According to Leech (2014:03) “Politeness is a form of communicative behavior found very generally in human languages and among human cultures; indeed, it has been claimed as a universal phenomenon of human society”. Communication in society happens chiefly by means of language. However, the users of language, as social beings, communicate and use language on society’s premises, society controls their access to the linguistic and communicative means. Pragmatics is needed if we want to fuller, deeper, and generally more reasonable account of human language behaviour.

Pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect, and effectualize, human language use. Hence, pragmatics studies the use of language in human communication as determined by condition of society (Mey,

2004: 06). A conversation depends not only on the speaker, who is trying to deliver a message, but also on the hearer, who draws a conclusion from the implication of the utterance, depending on the context in which it occurs. In contrast to syntax and semantics, pragmatics focuses on human cooperation and knowledge instead of on linguistic meaning and structure only. Pragmatics encompasses theory, conversational implicature, talk in interaction and other approaches to language behavior in philosophy, sociology, and linguistics. It studies how the transmission of meaning depends not only on the linguistics knowledge of the speaker and listener, but also on the contextual of the utterances, the status of those who involved, and the inferred intent of the speaker.

2. Politeness

Politeness is best expressed as the practical application of good manners of etiquette. Politeness in an interaction can be defined as the means employed to show awareness of another person's face. In this sense, politeness can be accomplished in situations of social distance or closeness. Showing awareness for another person's face when that other seems socially distant is often described in terms of respect or deference. Showing the equivalent awareness when the other is socially close is often described in terms of friendliness, camaraderie, or solidarity. Politeness is the study about the usage of linguistics components to achieve better relationship, which appropriate to the situation and condition. Spolsky in Murni and Solihin (2005:02) sees that politeness as a rule, which reflects the speaker understanding of the hearer's right. Politeness characteristics are not awkward

but consist of a number behaviour choice and utterances, which is chosen according to the certain consideration. A speaker can choose to be polite because he wants to avoid and resolve a conflict in a communication event. The using of language as a tool of communication is not separated from the social context where it occurs.

Context is defined as that internal and external aspects accompany a text. This implies that a context is an environment to the text. Social context is refers to the object or think around or social in the sense that it refers to human beings. Social context is constituted by the context of situation, culture ideology. Social context affect our choice of language. People often use different way of language in different situation. For example, when a student wants to talk to her teacher, she can say “Excuse me Ms. Dwi, do you have a little time to talk to me?” but when she does same thing to her friends she just can say “I need to talk to you”. So from the examples above we can say that using of language depends on the social context, language use is not separated from the social context where it occurs, and language politeness is the way we choose our language depends on certain consideration.

2.1. Face

Based on Brown and Levinson stated in Senowarsito (2013) “Face is a picture of self image in the social attributes. In the other words, the face could mean honor, self-esteem, and public self-image. Brown and Levinson is adapted from the notion of face introduced by a sociologist named Erving Goffman. Since

Face is something that is emotionally invested, can be lost, maintained, or enhanced, a person has to pay attention to his interlocutor's Face. So, the speaker and the hearer must cooperate in maintaining each other's Face in interaction. The action of maintaining each other's Face called 'Face work'. Face work which aims at positive face is called solidarity politeness, while face work that deals with negative politeness is known as respect politeness.

Face is the central idea of this theory: (1) Negative face includes the following aspects: the basic demands of the private property and personal space, rights not to be disturbed, freedom of action and freedom from imposition. (2) Positive face refers to personality as well as desires that his own self-image is accepted and respected, the value of face is different in different cultures: the definite boundary is a private space and the local culture (Brown and Levinson in Johnstone, 2008). Within their everyday social interactions, people generally behave as if their expectations concerning their public self-image, or their face wants, will be respected. If a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a face threatening act. Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat, this is called a face saving act.

2.2. Negative and Positive Face

When we attempt to save another's face, we can pay attention to their negative face wants. Brown and Levinson in Johnstone (2008: 146) which

identified two kinds of politeness based on concept of face, they are negative politeness and positive politeness. A person's negative face is the need to be independent, to have freedom of action, and not to be imposed on by others. The word negative here doesn't mean bad, it's just the opposite pole from positive. A person's positive face is the need to be accepted, even liked, by others, to be treated as a member of the same group, and to know that his or her wants are shared by others. In simple terms, negative face is the need to be independent and positive face is the need to be connected. So, a face saving act which is oriented to the person's negative face will tend to show deference, emphasize the importance of the other's time or concerns, and even include an apology for the imposition or interruption. This is also called negative politeness. A face saving act which is concerned with the person's positive face will tend to show solidarity, emphasize that both speakers want the same thing, and that they have a common goal. This is also called positive politeness.

3. Politeness Strategy

Politeness strategies are developed to deal with Face Threatening Act (FTA). In connection with this strategy politeness, there are five ways to avoid the Face Threatening Act (FTA). For example :

- a. Hey, lend me a hundred dollars. (Baldly)
- b. Hey, friend, could you lend me a hundred bucks? (Positive politeness)
- c. I'm sorry I have to ask, but could you lend me a hundred dollars?
(Negative politeness)

- d. Oh no, I'm out of cash! I forgot to go to the bank today. (Off the record)

Brown and Levinson in Senowarsito's journal (2013) classifies the strategies be like the example above and for more explanation they are:

3.1. Bald on Record

The bald on-record strategy does not attempt to minimize threats to the hearer's face. It is commonly used by speakers who know their addressees very closely such as family or close friends. With the bald on records strategies there is a direct possibility that the audience will be shocked or embarrassed by the strategy. For instance, a bald on record strategy might be to tell to your brother to wash the car, by saying "it's your turn today".

3.2. Positive Politeness

Positive politeness strategies seek to minimize the threat to the hearer's face. These strategies are used to make the hearer feel good about themselves, their interests or possessions, and are most usually used in situations where the audience knows each other fairly well. In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, and compliments.

Positive politeness strategies can also emerge in situations where the speakers do not know each other well. Another use of positive politeness is polite

or formal speech such as Japanese honorifics. Again, this type of formal speech can be used to protect the hearer's positive face.

3.3. Negative Politeness

Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. By attempting to avoid imposition from the speaker, the risk of face-threat to the hearer is reduced. These strategies presume that the speaker will be imposing on the listener. Additionally, there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies. Negative face is the desire to remain autonomous so the speaker is more apt to include an out for the listener through distancing styles like apologies or indirect speech. The use of negative politeness strategies assume a direct relationship between indirectness and politeness.

3.4. Off the Record or Indirect Strategy

The final politeness strategy outlined by Brown and Levinson is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to be imposing. For example, a speaker using the indirect strategy might merely say "wow, it's getting cold in here" insinuating that it would be nice if the listener would get up and turn up the thermostat without directly asking the listener to do so. This strategy relies heavily on pragmatics to convey

the intended meaning while still utilizing the semantic meaning as a way to avoid losing face.

4. Gender

Gender is not something we are born with, and not something we have, but something we do or something we perform (Eckert and McConnell-Ginet, 2013). Imagine a small boy proudly following his father. As he swaggers and sticks out his chest, he is doing everything he can to be like his father, to be a man. Chances are his father is not swaggering, but the boy is creating a persona that embodies what is admiring his adult male role model. The same is true of a small girl as she puts on her mother's high-heeled shoes, smears makeup on her face and minces around the room. Chances are that when these children are grown they will not swagger and mince respectively, but their childhood performances contain elements that may well surface in their adult male and female behaviours. Chances are, also, that the girl will adopt that swagger on occasion as well, but adults are not likely to consider it as cute as her mincing act. And chances are that if the boy decides to try a little mincing, he won't be considered cute at all. In other words, gendered performances are available to everyone, but with them come constraints on who can perform which personae with impunity. And this is where gender and sex come together, as a society tries to match up ways of behaving with biologically based sex assignments.

According to Eckert and McConnell-Ginet (2013:02) "Sex is a biological categorization based primarily on reproductive potential, whereas gender is the

social elaboration of biological sex. Not surprisingly, social norms for heterosexual coupling and care of any resulting children are closely intertwined with gender. But that is far from the full story. Gender builds on biological sex, but it exaggerates biological difference, and it carries biological reason into domains in which it is completely irrelevant. There is no biological reason, for example, why women should mince and men should swagger, or why women should have red toenails and men should not. But while we think of sex as biological and gender as social, this distinction is not clear cut. People tend to think of gender as the result of nurture, as social and hence fluid while sex is the result of nature, simply given by biology. However, nature and nurture intertwine, and there is no obvious point at which sex leaves off and gender begins.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research descriptive qualitative method will be used by applying naturalistics design. This method will be used in order to discover, identify, analyze and describe about the politeness strategies used by male and female teachers. It is also known as a method of analyzing the work of the teachers. Naturalistic design allows the researcher to analyze the behaviour of the teacher in using politeness strategies in teaching and learning process. Through naturalistics design, it is possible to define which politeness strategies used by male and female teachers.

B. Source of Data

The data in this research will be obtained from the utterances of male and female teachers in teaching and learning process, also in observation sheet. The research will be done in a school, especially at SMK Putra Anda Binjai focused on class XI by using snowball sampling. It means that the data will be collected continuously until the data needed are obtained.

C. Technique for Collecting Data

The data of this research will be done by doing some following steps, they are: (1) Observing the students and the teachers when process of teaching and learning is conducting; (2) Recording the process of teaching and learning process; (3) Transcribing the utterances of male and female teachers in teaching and learning process.

D. Technique for Analyzing Data

In analyzing the data, the researcher is using theory proposed by Miles and Huberman (2014) said that the qualitative data analysis consist of three procedures. The procedures of data will be analyzed based on the following steps:

a. Data Reduction

Data reduction means the process of sorting, focusing, identifying, simplifying, abstracting, and transforming of the data that are considered important. In the conducting research, the researcher will select data that will give valuable information in research, the data is chosen by identifying and classifying the politeness strategies used by male and female teachers.

b. Data Display (presentation of data)

Data display means the process to simplify the data in the form of sentences, narrative, or table. In displaying data, the researcher describes data by tabulating of the politeness strategies used by male and female teachers into table.

c. Drawing and Verifying Conclusion

The final step of this model is the conclusion and verification. It is used to describe all of the data, so that it would be came clearly. The conclusion can be able to answer the formulation of the problem that formulated from the beginning.

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

As already mentioned in the previous chapter, the data were collected from the transcribe of teaching and learning process video which taken by the researcher. After identifying the politeness strategies words and sentences which found in the transcribe, the researcher found four types were used in teaching and learning process. They are bald on record, positive politeness, negative politeness and off the record.

B. The Data Analysis

Having analyzed the collected data, it was found four types of politeness strategies used by male and female teachers in the classroom interaction and analyzed them in the teaching and learning process.

1. Types of Politeness Strategies Used by Male Teacher in the Classroom Interaction

1.1 Bald on Record

Bald on Record does not attempt to minimize threats to the hearer's face. It is commonly used by speakers who know their addressees very closely such as family or close friends but in the teaching and learning process, the teacher's role in the class was reflected when teacher gave commands or instructions and made requests. Through the choice of direct strategies for giving instruction, the teacher

imposed and created pressure on the students. In teaching and learning process, this type often used when the last of lesson as shown as follows:

“Teacher : So, *collect your group task*, in front of the class. In my table.
Come on!(1/BR)”

Based on the context in the sentence, the words *bring your task* showed that the teacher did not try to minimize the threat to the students’ face. These strategies acceptable in classroom interaction as they felt that they had a close relationship.

Another sentence that showed bald on record as shown as follows:

“Teacher : Ok, open your book page 42. Do you read your book before at your home?

Students : (no answer)

Teacher : Read or not?

Student : Read or not? (Looking each other)

Some students : Read... Sir. (2/BR)”

The teacher used word “Read or not” to repeat his full question, the teacher made the situations were the threat is minimized implicitly. It occurred because the teacher want to minimize implicitly and does not attempt to minimize threats to the hearer’s face.

1.2 Positive Politeness

Positive Politeness seek to minimize the threat to the hearer’s face. This strategy attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity and compliments. In teaching and learning process, this type often used in the first lesson and was always used as shown as follows:

“Students : Good Morning, *Sir*.

Teacher : Good Morning *all* and sit down please.”(3/PP)

Based on the context in the sentence, the word *all* showed that the teacher using group identity for calling students and the students use *sir* to call the teacher who was considered as a respectable person. Calling class or all instead of children or students could be categorized as a positive politeness, the teachers did not position themselves as the more powerful or keep distance from students. Similarly, referring to miss and sir, the students gave respect and feel close to the teacher as well. This data indicates that between teacher and student have good emotional relationship. In addition, because of the limitations of utterances to express something, it was possible to express politeness non verbally. Non verbal forms of politeness were shown by the teacher walking over towards students with a friendly facial expression.

Furthermore, giving chance to the students’ participation on giving opinions, feelings and ideas reduces the power of the teacher on his/her better knowledge and experiences. It can be presented in the following dialogue below:

“Teacher : What is the meaning of adj?

Students : (no answer)

Teacher : Look into your book, what is the meaning of adj?

Student 1 : Adjoin Sir.

Teacher : Yes, and what is the meaning of adjoin? Do you know?

Student 2 : Matriks....

Teacher : Yes, Matriks what?”(4/PP)

The teacher tried to give opportunities to the students to participate in the learning process. He wanted the students to be involved and active in discussing the subject. Such activities would reduce the teacher power in the classroom interaction.

Sometimes, the students used short expression in their response to the teacher's question, because of inadequate knowledge or skills in English. Both the teacher and student tried to make their contribution as required. Moreover students tended to use some interpersonal function markers, such as cooperation, agreement, disagreement, response, reaction, checking understanding, and confirmation. Some interpersonal function markers were also employed by teacher and students in their interaction, such as checking understanding like the following data below:

“Teacher : Because of you have read the book. From this, which matery that
you don't understand?

Students : (no answer)

Teacher : Ok, next time read again your book and now I wil explain
this.”(5/PP)

In this part, the teacher want to check their understanding about the subject, before the teacher explain or continue explaining about the subject he will ask it before to the students.

Confirmation is a part of positive politeness, it was found in the teaching and learning process as shown as follows:

“Teacher : If you have any questions, you can ask and if there isn’t, you just do your task.”(6/PP)

The teacher want to confirm that the students have any question or not. So he wait and ask it to make a confirmation.

Another politeness strategies was also found as shown as follows:

“Teacher : I’ve seen your skill, that is good in result but in team work, must be cohesive again. Don’t let your friend do it alone but the others just busy with their business. Because there is some groups like that, for others I hope can remember their friend to make you all can make a good discussion.”(7/PP)

“Teacher : Now, we will work in groups that had we made last week and then sit on your groups. Oke, I have a paper that you must do with your groups.”(8/PP)

“Teacher : Alright, I think the time is enough, I hope what we study now can useful for us. (the teacher lead the pray).”(9/PP)

“Teacher : Well, for next we will do students’ group task again that must you do in the text book and also there is presentation. The group still same.” (10/PP)

“Students : Good afternoon, Sir.

Teacher : Good afternoon, you must go home and don’t play before go home.

Students : (go home and throw the rubbish into the trash can, also kiss the teacher’s hand).” (11/PP)

The teacher give instruction or request to the students to create something or to do something. Like for male teacher, many requests he made to the students, first he wanted the students cohesive again in team work to make a good discussion, second he wanted the students work in group to do the paper from teacher, third the he wanted the study can useful for the students, fourth he wanted the students do the same in next week but add with presentations and the last he wanted the students go home after school and don't play before go home.

Politeness strategies can shown in non verbal form like presented in the following data:

“Student 1 : Sir, I want to ask number 2.

Teacher : (walk into the question's group and then explain loudly) Ok, for number 2, it means that invers devided matriks. This is has table, and you just devided it. Is it have identity or not?

Students : Ohhh....

Teacher : Any questions again?”(12/PP)

“Teacher : (walk around the groups and then ask one by one group, is there any questions or not) You must work together, don't individually oke?

Students : Ok, Sir.”(13/PP)

The teacher express the politeness non verbally. He walk into the group with smile before talking. Also when the students don't ask him, he walk over towards students with a friendly facial expression. The form of politeness was also expressed by the students by responding to the teacher's question enthusiastically.

1.3 Negative Politeness

Negative Politeness is oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. Negative Politeness is intended to avoid giving offense by showing deference. These strategy include questioning, hedging, and presenting disagreements as opinions. In teaching and learning process, this type often used when start the lesson or after explanation theory from teacher as shown as follows:

“Teacher : Before we start our class, check your table and around you, is there rubbish or not. If there, please save it first in your under table.

Students : (Looking for rubbish) Yes, Sir.”(14/PP)

Based on the context in the sentence, it showed a negative politeness because the word *please*. And for the expression please, one of the occasions where the teacher softened his direct expressions with the conventionally polite expression *please*.

2. The Types of Politeness Strategies Used by Female Teacher in the Classroom Interaction

2.1 Bald on Record

Bald on Record does not attempt to minimize threats to the hearer's face. It is commonly used by speakers who know their addressees very closely such as family or close friends but in the teaching an learning process, the teacher's role in the class was reflected when teacher gave commands or instructions and made

requests. Through the choice of direct strategies for giving instruction, the teacher imposed and created pressure on the students. In teaching and learning process, this type often used when the last of lesson as shown as follows:

“Teacher : “*Bring your task!* Come on... the time is not enough. First, Ana!, come here! Second, Aldo! Come here...”(1/BR)

Based on the context in the sentence, the words *bring your task* showed that the teacher did not try to minimize the threat to the students’ face. These strategies acceptable in classroom interaction as they felt that they had a close relationship.

Another sentence that showed bald on record in the interaction as shown as follows:

“Teacher : Ok, any questions?

Students : (no answer)

Teacher : Hello... any questions?

Some students : Hello.... Miss. No, Miss. (2/BR)”

The teacher used word “Hello” to repeat her question, the teacher made the situations where the threat is minimized implicitly. It occurred because the teacher want to minimize implicitly and does not attempt to minimize threats to the hearer’s face.

2.2 Positive Politeness

Positive Politeness seek to minimize the threat to the hearer’s face. This strategy attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity and compliments. In teaching and learning process, this type often used in the first lesson and was always used as shown as follows:

“Teacher : Good morning, *class*.

Students : Good morning, *Miss*.”(3/PP)

“Teacher : How are you today?

Student : I am fine, and you?

Teacher : I am not good.

Some students : Just take a medicine miss....”(4/PP)

Based on the context in the sentence, the word *class* showed that the teacher using group identity for calling students and the students use *miss* to call the teacher who was considered as a respectable person. Calling *class* or *all* instead of children or students could be categorized as a positive politeness, the teachers did not position themselves as the more powerful or keep distance from students. Similarly, referring to *miss*, the students gave respect and feel close to the teacher as well. This data indicates that between teacher and student have good emotional relationship. And for female teacher has little interaction again in the utterance *I am fine, and you?*, *I am not good* and followed by an expression of sympathy *just take a medicine* from students.

Furthermore, the other politeness strategy in the middle lesson as shown in the following data:

“Teacher : What do you know about an information report?

Students : (no answer)

Teacher : Is it something that we can eat?

Students : Maybe, yes Miss.

Teacher : Iya iya aja jawabnya, laper kayaknya udah?

Some students : Hahahah iya Miss.”(5/PP)

In conversation above, the code switching engaged by both teacher and students indicated that they joking. Joking is one of the positive politeness strategies indicating that the interlocutors are close enough. The teacher response indicates that the teacher tried to minimize student’s positive face. She wanted to make her students feel comfortable and feel that they were close to each other.

Giving chance to the students’ participation on giving opinions, feelings and ideas reduces the power of the teacher on his/her better knowledge and experiences. It can be presented in the following dialogue below:

“Teacher : Ok, have you ever made an information report?

Students : No, Miss.

Teacher : Are you sure? Well, what the characteristics of an information report?

Student 1 : Use facts to explain something.

Teacher : Yes, what else?

Student 2 : Does not contain personal views.

Teacher : That’s right. What else?”(6/PP)

The teacher tried to give opportunities to the students to participate in the learning process. She wanted the students to be involved and active in discussing the subject. Such activities would reduce the teacher power in the classroom interaction.

Sometimes, the students used short expression in their response to the teacher’s question, because of inadequate knowledge or skills in English. Both the

teacher and student tried to make their contribution as required. Moreover students tended to use some interpersonal function markers, such as cooperation, agreement, disagreement, response, reaction, checking understanding, and confirmation. Some cooperation and agreement were found as in the following data:

“Teacher : An information report provides information about different phenomena in our life. Do you agree with that statement?

Students : Yes....”(7/PP)

Another interpersonal function markers were also employed by teacher and students in their interaction, such as checking understanding like the following data below:

“Teacher : Have you ever read this page before in your home?

Students : No, never.

Teacher : So, you never study at home yeah?

Students : Yes, Miss. We are so busy ahahahah....”(8/PP)

In this part, the teacher want to check their understanding about the subject, before the teacher explain about the subject she will ask it before to the students.

Another politeness strategies was also found as shown as follows:

“Teacher : Now, today.. I want you to make an information report about natural disaster.

Students : Natural disaster?

Teacher : Yes, it's up to you, about tsunami or earthquake or etc.

Students : Ok, thank you Miss.”(9/PP)

The teacher give instruction or request to the students to create something or to do something. She wanted the students make a task about natural disaster. The solidarity markers that support knowledge of the participants were expressed as *Ok, thank you Miss*. Linguistic expressions used in the classroom interaction were addressing, thanking, apologizing, encouraging, and leave taking.

Another positive politeness was presented in the following data:

“Teacher : Alright, Bilqis... read the text! Everybody, please listen to your friend’s reading the text!”(10/PP)

The teacher chose to address the students with the student’s name rather than unspecified address like student or guys to establish a close relationship.

2.3 Negative Politeness

Negative Politeness is oriented towards the hearer’s negative face and emphasize avoidance of imposition on the hearer. Negative Politeness is intended to avoid giving offense by showing deference. These strategy include questioning, hedging, and presenting disagreements as opinions. In teaching and learning process, this type often used when start the lesson or after explanation theory from teacher as shown as follows:

“Teacher : The first speaker. Come on. Please come here. In front of the class. (11/NP)”

“Teacher : Before we start our lesson today. I would like to review a little about the materials that we have discussed last week. Do you still remember it ?

Some students : Yes...”(12/NP)

“Teacher : So now, it’s time for you to make your own information report
 but don’t worry to do that individually, you will work in groups.
 (13/NP)”

Based on the context in the sentence, it showed a negative politeness because the word *little* and *please*. The female teacher used expression *little* to lessen the imposition by implying that the students were not asked to do very much. The teacher tried to modify direct expression with polite expression in order to attempt to avoid a great deal of imposition on the students. For the expression *please*, one of the occasions where the teacher softened his direct expressions with the conventionally polite expression *please*. After that, in example of (13/NP) the teacher softened her request, she lessened the power of the message by creating an impression of option. It occurred because the speaker wanted to avoid the potential to be imposing.

2.4 Off the Record or Indirect Strategy

Off the Record is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to be imposing. This strategy is rarely used, because sometimes many people don’t know what is the meaning from the word. Although in teaching and learning process, just a little teacher use it. Simile is a comparison made between two objects of different kinds which have however at least one point in common. In teaching and learning process, this type is rarely used. But if the teacher long enough be a teacher in the class or the teacher often or ever used this word maybe the student will know the meaning of the word. This type is used when in the middle lesson as shown as follows:

“Teacher : *So dazzle in this class.*”(14/OR)

“Teacher : *Wow, It's getting hot in here.*”(15/OR)

Based on the context in the sentence, it showed off the record because for the sentence *so dazzle in this class* insinuating that it would be nice if the student or listener would get up and close the door and window without directly asking the student or listener to do so. Same like the sentence *Wow, it's getting hot in here* also want to student or listener get up and turn on the fan or ac without directly asking.

C. Data Findings

There are four types of politeness strategies that used by male and female teachers in the classroom interaction, they are bald on record, positive politeness, negative politeness and off the record. The researcher takes all of them to analyze. First, the researcher transcribe it into the text, and then found four bald on record, nineteen positive politeness, four negative politeness and two off the record.

For male teacher, the researcher found two bald of record, eleven positive politeness and one negative politeness but the researcher does not found off the record or indirect strategy. So, for male teacher just found three types of politeness strategies used. And for female teacher, the researcher found two bald on record, eight positive politeness, three negative politeness and two off the record.

Politeness Strategies occur when the speaker and the listener have interaction or conversation, in this case the teacher and students have interaction or conversation. In daily life also we use politeness strategies, also in teaching and learning process, because so many interaction between teacher and students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the data analysis and data findings, some conclusions can be drawn from the teaching and learning process. Some politeness strategies that used by male and female teachers in the classroom interaction were found in the teaching and learning process. First, the type of politeness strategies used in the teaching and learning process based on the analysis are four types. They are four bald on record, nineteen positive politeness, four negative politeness and two off the record. From the data of twenty nine analyzed politeness strategies, for male teacher just used three types of politeness strategies. They are eleven positive politeness, one negative politeness and two bald on record. Then, for female teacher used four types of politeness strategies. They are eight positive politeness, three negative politeness, two bald on record and two off the record. Also politeness strategies occur when the speaker and the listener have interaction or conversation.

Secondly, male and female have little differences in using politeness strategies. The both teacher have same level in using politeness strategies but different ways and different the choice of words. Male teacher showed his care or express politeness non verbally while female teacher showed it verbally.

Finally, the result of current study in the teaching and learning process, that politeness strategies are not only used to make someone being polite in social

interaction within a particular culture, but also is used to show awareness of another person's face. In this sense, politeness can be accomplished in situations of social distance or closeness.

B. Suggestion

After analyzing the data and found out the politeness strategies and also the historical appearance of the politeness strategies words or phrases based on the transcribe of the video teaching and learning process, the researcher hopes that the students and all the people who are parts of English language know the politeness strategies include the the types of politeness strategies and how it occurred in the teaching and learning process.

The researcher also hopes by learning and applying politeness strategies in communication, it can make language, especially English, more interesting, sounds pleasant and against rude words when make a communication with others. Moreover, by learning politeness strategies, it can enhance the literary report and make a new literature creation.

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APPENDIX 1

Politeness Strategies Used by Male Teacher in the Classroom

Interaction

No	Data Description	Code	Reflection	Conclusion	Types of Politeness Strategies
1	Teacher : So, collect your group task, in front of the class. In my table. Come on!	1/BR	The sentence showed that the teacher giving instruction to imposed and created pressure on the students to collect their task. It occurred because the speaker does not attempt to minimize threats to the hearer's face.	There is politeness strategies in the sentence, this type commonly used by speakers who know their addresses very closely.	Bald on Record
2	Teacher : Ok, open your book page 42. Do you read your book before at your home? Students : (no answer) Teacher : Read or not? Student : Read or not? (Looking each other) Some students :	2/BR	The teacher used word "Read or not" to repeat his full question, the teacher made the situations were the threat is minimized implicitly. It occurred because the teacher want to minimize implicitly and does not attempt to minimize threats to the	There is politeness strategies in the sentences to minimize the situation of the threat in implicit.	

	Read... Sir.		hearer's face.		
3	<p>Students : Good Morning, Sir.</p> <p>Teacher : Good Morning all and sit down please.</p>	3/PP	<p>The word "sir" in the sentence showed that the teacher was considered as a respectable person and the word "all" showed that the teacher used group identity for calling students. It occurred because the teacher wanted to call all students with one word without greetings one by one in beginning the lesson.</p>	<p>There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.</p>	Positive Politeness
4	<p>Teacher : What is the meaning of adj?</p> <p>Students : (no answer)</p> <p>Teacher : Look into your book, what is the meaning of adj?</p> <p>Student 1 : Adjoin Sir.</p> <p>Teacher : Yes, and what is the meaning of adjoin? Do you know?</p>	4/PP	<p>The conversation showed that the teacher gave chance to the students' participation on giving opinions, feeling and ideas to reduce the power of the teacher on his better knowledge and experiences. It occurred because he wanted the students to be involved and</p>	<p>There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.</p>	

	<p>Student 2 : Matriks....</p> <p>Teacher : Yes, Matriks what?</p>		<p>active in discussing the subject.</p>		
5	<p>Teacher : Because of you have read the book. From this, which matery that you don't understand?</p> <p>Students : (no answer)</p> <p>Teacher : Ok, next time read again your book and now I wil explain this.</p>	5/PP	<p>The conversation showed that the teacher gave chance to the students' participation on giving opinions, feeling and ideas to reduces the power of the teacher on his better knowledge and experiences. It occured because he wanted the students to be involved and active in discussing the subject also to check students' understanding about the subject.</p>	<p>There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.</p>	
6	<p>Teacher : If you have any questions, you can ask and if there isn't, you just do your task.</p>	6/PP	<p>The sentence showed that the teacher care and paid attention to the students and the teacher make an offering with the students. It occured because the teacher want to make a</p>	<p>There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid</p>	

			confirmation before continue the lesson.	conflict.	
7	Teacher : I've seen your skill, that is good in result but in team work, must be cohesive again. Don't let your friend do it alone but the others just busy with their business. Because there is some groups like that, for others I hope can remember their friend to make you all can make a good discussion.	7/PP	The sentence showed that the teacher care and paid attention to the students. It occurred because the teacher want to make a request or give instruction to the students to create something or to do something.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	
8	Teacher : Now, we will work in groups that had we made last week and then sit on your groups. Oke, I have a paper that you must do with your groups.	8/PP	The sentence showed that the teacher care and paid attention to the students. It occurred because the teacher want to make a request or give instruction to the students to create something or to do something.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	
9	Teacher : Alright, I think	9/PP	The sentence showed that the	There is politeness	

	the time is enough, I hope what we study now can useful for us. (the teacher lead the pray).		teacher care and paid attention to the students. It occured because the teacher want to make a request or give instruction to the students to create someting or to do something.	strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	
10	Teacher : Well, for next we will do students' group task again that must you do in the text book and also there is presentations. The group still same.	10/PP	The sentence showed that the teacher care and paid attention to the students. It occured because the teacher want to make a request or give instruction to the students to create someting or to do something.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	
11	Students : Good afternoon, Sir. Teacher : Good afternoon, you must go home and don't play before go home. Students : (go home and throw the rubbish into the trash can, also kiss the teacher's hand).	11/PP	The sentence showed that the teacher care and paid attention to the students. It occured because the teacher want to make a request or give instruction to the students to create someting or to do something.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	
12	Student 1 : Sir, I	12/PP	It showed that the	There is	

	<p>want to ask number 2.</p> <p>Teacher : (walk into the question's group and then explain loudly) Ok, for number 2, it means that invers divided matriks. This is has table, and you just divided it. Is it have identity or not?</p> <p>Students : Ohhh....</p> <p>Teacher : Any questions again?</p>		<p>teacher express the politeness non verbally. The teacher does not say anything but it was shown by the teacher walking over towards students with a friendly facial expression. It occurred because of the limitations of utterances to express something.</p>	<p>politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.</p>	
13	<p>Teacher : (walk around the groups and then ask one by one group, is there any questions or not) You must work together, don't individually oke?</p> <p>Students : Ok, Sir.</p>	13/PP	<p>It showed that the teacher express the politeness non verbally. The teacher does not say anything but it was shown by the teacher walking over towards students with a friendly facial expression. It occurred because of the limitations of utterances to express something.</p>	<p>There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.</p>	
14	Teacher : Before	14/NP	The word please	There is	Negative

	<p>we start our class, check your table and around you, is there rubbish or not. If there, please save it first in your under table.</p> <p>Students : (Looking for rubbish) Yes, Sir.</p>		<p>in the sentence is one of the occasions where the teacher softened she direct expressions with the conventionally polite expression “please”. It occurred because the speaker want to emphasize avoidance of imposition on the hearer.</p>	<p>politeness strategies in the sentence when teaching and learning process before the teacher start the lesson.</p>	<p>Politeness</p>
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APPENDIX 2

The Types of Politeness Strategies Used by Female Teacher in the Classroom Interaction

No	Data Description	Code	Reflection	Conclusion	Types of Politeness Strategies
1	Teacher : Bring your task! Come on... the time is not enough. First, Ana!, come here! Second, Aldo! Come here...	1/BR	The sentence showed that the teacher giving instruction to imposed and created pressure on the students to bring their task because the time was enough. It occurred because the speaker does not attempt to minimize threats to the hearer's face.	There is politeness strategies in the sentence, this type commonly used by speakers who know their addressees very closely.	Bald on Record
2	Teacher : Good morning, class. Students : Good morning, Miss.	2/PP	The word miss in the sentence showed that the teacher was considered as a respectable person and the word class showed that the teacher used group identity for calling students. It occurred because between teacher and student have good emotional relationship.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	Positive Politeness
3	Teacher : How are you today? Student : I am	3/PP	The conversation showed that the teacher and student care each	There is politeness strategies in the	Positive Politeness

	<p>Positive Politeness fine, and you? Teacher : I am not good. Some students : Just take a medicine, Miss.</p>		<p>other and the student said just a medicine showed the student sympathy with the teacher. It occurred because between teacher and student have good emotional relationship.</p>	<p>sentences to minimize the threat to the hearer's face and avoid conflict.</p>	
4	<p>Teacher : Ok, any questions? Students : (no answer) Teacher : Hello... any questions? Some students : Hello.... Miss. No, Miss.</p>	4/PP	<p>The conversation showed the social distance and the power inequality of the students and teacher were small. It can be seen from the students' response on the teacher's attention Hello, they responded by repeating the same expression. It occurred because between teacher and student have good emotional relationship.</p>	<p>There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.</p>	Positive Politeness
5	<p>Teacher : What do you know about an information report? Students : (no answer) Teacher : Is it something that we can eat? Students : Maybe, yes Miss. Teacher : Iya iya</p>	5/PP	<p>The conversation indicated that they were joking, showed that the interlocutors were close enough. The teacher's response indicated that she tried to minimize student's positive face. It occurred because the teacher wanted to make her students feel comfortable and feel that they</p>	<p>There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.</p>	Positive Politeness

	<p>aja jawabnya, laper kayaknya udah?</p> <p>Some students : Hahahah iya Miss.</p>		were close to each other.		
6	<p>Teacher : Ok, have you ever made an information report?</p> <p>Students : No, Miss.</p> <p>Teacher : Are you sure? Well, what the characteristics of an information report?</p> <p>Student 1 : Use facts to explain something.</p> <p>Teacher : Yes, what else?</p> <p>Student 2 : Does not contain personal views.</p> <p>Teacher : That's right. What else?</p>	6/PP	The conversation showed that the teacher gave chance to the students' participation on giving opinions, feeling and ideas to reduces the power of the teacher on her better knowledge and experiences. It occured because she wanted the students to be involved and active in discussing the subject.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	Positive Politeness
7	<p>Teacher : An information report provides information about different phenomena in our life. Do you agree with that statement?</p> <p>Students :</p>	7/PP	The conversation showed that the teacher gave chance to the students' participation on giving opinions, feeling and ideas to reduces the power of the teacher on her	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid	Positive Politeness

	Yes....		better knowledge and experiences. It occurred because she wanted the students to be involved and active in discussing the subject.	conflict.	
8	<p>Teacher : Have you ever read this page before in your home?</p> <p>Students : No, never.</p> <p>Teacher : So, you never study at home yeah?</p> <p>Students : Yes, Miss. We are so busy ahahahah....</p>	8/PP	The conversation showed that the teacher gave chance to the students' participation on giving opinions, feeling and ideas to reduces the power of the teacher on his better knowledge and experiences. It occurred because he wanted the students to be involved and active in discussing the subject also to check students' understanding about the subject.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	Positive Politeness
9	<p>Teacher : Now, today.. I want you to make an information report about natural disaster.</p> <p>Students : Natural disaster?</p> <p>Teacher : Yes, it's up to you, about tsunami or earthquake or</p>	9/PP	The sentence showed that the teacher care and paid attention to the students and the solidarity markers that support knowledge of the students were expressed as Ok, thank you Miss. It occurred because the teacher want to	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	Positive Politeness

	etc. Students : Ok, thank you Miss.		make a request or give instruction to the students to create something or to do something.		
10	Teacher : Alright, Bilqis... read the text! Everybody, please listen to your friend's reading the text!	10/PP	The sentence showed that the teacher chose to address the students with the student's name rather than unspecified address like student or guys. It occured because the teacher and student have a close relationship.	There is politeness strategies in the sentences to minimize the threat to the hearer's face and avoid conflict.	Positive Politeness
11	Teacher : The first speaker. Come on. Please come here. In front of the class.	11/NP	The word please in the sentence is one of the occasions where the teacher softened she direct expressions with the conventionally polite expression please. It occured because the speaker want to emphasize avoidance of imposition on the hearer.	There is politeness strategies in the sentence that intended to avoid giving offense by showing deference.	Negative Politeness
12	Teacher : Before we start our lesson today. I would like to review a little about the materials that we have discussed last week. Do you	12/NP	The word little in the sentence showed that the teacher want to lessen the imposition by implying that students were not asked to do very much with polite expression in order to attempt to avoid	There is politeness strategies in the sentence when teaching and learning process before the teacher	Negative Politeness

	<p>still remember it ?</p> <p>Some students : Yes...</p>		<p>a great deal of imposition on the students. It occurred because the speaker want to emphasize avoidance of imposition on the hearer.</p>	<p>start the lesson.</p>	
13	<p>Teacher : So now, it's time for you to make your own information report but don't worry to do that individually, you will work in groups.</p>	13/NP	<p>This sentence showed that the teacher softened her request, she lessened the power of the message by creating an impression of option. It occurred because the speaker want to avoid the potential to be imposing.</p>	<p>There is politeness strategies in the sentence that intended to avoid giving offense by showing deference.</p>	Negative Politeness
14	<p>Teacher : So dazzle in this class.</p>	14/OR	<p>The word dazzle in the sentence has different meaning or purpose. Because the teacher want a student to close the door or window without directly asking to do so. It occurred because the speaker want to avoid the potential to be imposing.</p>	<p>There is politeness strategies in the sentence, but this type really rare used because many people don't know what is the meaning from the word.</p>	Off the Record or Indirect Strategy
15	<p>Teacher : Wow, It's getting hot in here.</p>	15/OR	<p>The word getting hot in the sentence showed that the teacher want a student to turn on the fan or ac without directly asking. It occurred</p>	<p>There is politeness strategies in the sentence, but this type really rare used</p>	Off the Record or Indirect Strategy

			because the speaker want to avoid the potential to be imposing.	because many people don't know what is the meaning from the word.	
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