

**AN ANALYSIS OF POSITIVE POLITENESS STRATEGIES TO
PROMOTE EFFECTIVE INTERACTION IN THE CLASSROOM**
**(ANALISIS TENTANG STRATEGI KESOPANAN POSITIF DALAM
MENCiptAKAN INTERAKSI YANG EFEKTIF DI DALAM
KELAS)**

A THESIS

By:
NURMAWATI
15B01176



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**AN ANALYSIS OF POSITIVE POLITENESS STRATEGIES TO
PROMOTE EFFETIVE INTERACTION IN THE CLASSROOM**

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ABSTRAK

NURMAWATI. 2017. *Analisis Tentang Startegi Kesopanan Positif Dalam Menciptakan Interaksi Yang Efektif Di Dalam Kelas*. PPs UNM (Pemimbing Haryanto and Sukardi Weda).

Tujuan dari penelitian ini adalah untuk menemukan (1) strategi-strategi kesopanan positif yang digunakan oleh guru, (2) strategi-strategi kesopanan positif yang digunakan oleh siswa, dan (3) bagaimana strategi-strategi kesopanan positive menciptakan beberapa perubahan di kelas dalam konteks interaksi yang efektif.

Penulis menerapkan metode qualitative deskriptif. Penelitian ini dilaksanakan di kursus bahasa inggris pada kelas pecapakan level pemula. Subjek dari penelitian ini adalah guru dan siwa dalam kelas. Subjek dipilih menggunakan metode purposive sampling. Penelitian melalui observasi dan interview dilakukan dari bulan Januari sampai Februari untuk melihat pemakaian strategi kesopanan positif di dalam kelas. Penulis melakukan observasi menggunakan rekaman suara dan interview. Rekaman suara dilakukan untuk merekam strategi kesopanan positif yang digunakan oleh guru dan siswa dalam berkomunikasi dalam kelas dan untuk memperoleh data tentang perubahan yang terjadi dalam kelas disebabkan oleh penggunaan strategi kesopanan positif. Sedangkan interview dilakukan untuk memperoleh data yang lebih banyak tentang perubahan yang siswa dapatkan dari pemakaian strategi kesopanan positif.

Hasil penelitian ini mengemukakan bahwa strategi kesopanan positif digunakan oleh guru dan siswa dalam berkomunikasi dalam kelas dan membuat beberapa perubahan dalam berkomunikasi dalam kelas. Berdasarkan teori kesopanan Brown and Levinson terdapat sebelas strategi kesopanan positif yang digunakan oleh guru, yaitu; strategi 1, strategi 2, strategi 3, strategi 4, strategi 5, strategi 6, strategi 7, strategi 8, strategi 11, strategi 12, dan strategi 15, dan terdapat 6 strategi kesopanan positif yang digunakan oleh siswa, yaitu; strategi 1, strategi 4, strategi 5, strategi 8, strategi 9, and strategi 12, dan terdapat satu strategi kesopanan positif yang baru yang penulis temukan yaitu strategi 16; menceritakan pengalaman pribadi pada pendengar. Selain itu, terdapat 4 perubahan yang terjadi dalam kelas disebabkan oleh penggunaan strategi kesopanan positif, yaitu; membuat siswa lebih percaya diri dalam berbicara tanpa merasa tertekan, membuat siswa merasa nyaman dan tidak canggung dalam berkomunikasi, memotivasi mereka dalam

berpartisipasi dalam percakapan, dan memberikan mereka kesempatan yang sama dalam ikut berpartisipasi dalam percakapan.

Kata kunci: *interaksi efektif, kesopanan, strategi-strategi kesopanan positif*

ABSTARCT

NURMAWATI. 2017. *An Analysis of Positive Politeness Strategies to Promote Effective Interaction in the Classroom* .PPs UNM (Supervised by Haryanto and Sukardi Weda).

The objectives of this research were to find out (1) the positive politeness strategies that used by teacher, (2) the positive politeness strategies that used by students, and (3) how positive politeness strategies create some changes in the term of effective interaction in the classroom.

The writer applied descriptive qualitative research method. This research was carried out at conversation class in adult beginner level. The subjects of this research were the teacher and 6 students in one class. All of them were chosen by using purposive sampling. The writer observed and interviewed all the students and the teacher from January until February to reveal the use of positive politeness strategies to promote effective interaction in the classroom. The writer conducted observation by using voice recording and interview. Voice recording was used to record positive politeness strategies used by the teacher and the students in communication in the classroom and to get some data about some changes that caused by positive politeness strategies in term of effective interaction. Meanwhile, interview is to obtain the deep data about some changes that occurred by the use of positive politeness strategies.

It revealed that positive politeness strategies are used both teacher and students and it makes some changes in term of effective interaction in the classroom. There were eleven strategies based on Brown and Levinson theory strategies of positive politeness used both teacher and students in communication in the classroom which were strategy 1, strategy 2, strategy 3, strategy 4, strategy 5, strategy 6, strategy 7, strategy 8, strategy 11, strategy 12, strategy 15, and there were six strategies used by the students which are strategy 1, strategy 4, strategy 5, strategy 8, strategy 9, and strategy 12, and there was one positive politeness strategy that found by the writer which is telling personal experience to the H. Beside that, there were four changing occurred in the class caused by the use of positive politeness strategy in this research. They are ; making students confidence to work without pressure, motivated them to participate more in classes, making students feel comfortable and free to interact in the classroom, and giving them the same chances to participate in speaking.

Key words : *effective interaction, politeness, positive politeness strategies*

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CHAPTER I

INTRODUCTION

This chapter consists of background, problem statements, objectives, significance, and scope of the research.

A. Background

In the teaching learning process, lively and friendly atmosphere in the classroom between teacher and students is the key to promote effective interaction. The teacher student relationship is very important because students spend approximately 5 to 7 hours a day with a teacher. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. It is extremely important for the students to gain a positive attitude for their future education.

Students have different strategies for communicating and achieving their goals. A few students in a classroom will grasp and speak with confidence, but at the same time there will be those who have lack confidence in speaking with others. The key is, teachers need to continuously communicate to students which provides a better atmosphere for a classroom environment. If the teacher demonstrates an understanding of the student's culture, it will provide a better understanding between the teacher and the student. Those teachers who demonstrate respect towards their students, automatically win favor by having active learners in their classroom.

Teachers who communicate effectively with their students should give appropriate and helpful feedback to their students. Interaction between the student

and teacher becomes extremely important for a successful relationship through the entire time in the classroom. A close, but limited relationship between the student and teacher can be helpful for those students who are shy, and find speaking in front of the classroom difficult or children who have low self-esteem. The tension of these students hold in a classroom will have the confidence that they had always wanted, but it is never achieved due to not having a good relationship with the teacher.

Politeness is considered to promote effective interaction between people (Sülü, 2015). The strategies of politeness are not arbitrarily chosen by speakers in interaction. Instead, the choice of a strategy is constrained by a number of contextual features (socio-cultural variables), such as the relative power of the speakers, the social distance of the speakers and what the speakers happen to be negotiating at the time of speaking (Abbas, 2013).

Definition of politeness are mostly associated with its function in conversational interactions in a particular society. Lakoff (1976) interprets politeness as ‘forms of behaviour which have been developed in societies in order to reduce friction in personal interaction. She proposed two basic rules for politeness, which she calls rules of pragmatic competence: ‘be clear’ and ‘be polite’. The second perspective is ‘the conversational-maxim view’ based on Grice (1975), which maintains that conversationalists are rational individuals who are primarily interested in the efficient conveying of messages.

The most important idea of politeness comes from Brown and Levinson (1987). Brown and Levinson's hierarchy of politeness strategies (1987) allow attention to positive to cover more ground than that subsumed under positive politeness. They distinguish between three main levels of directness in performing a facethreatening act: Off-record strategies explicitly flout Grice's conversational maxims and focus on face-redress, while on-record strategies combined with redressive action have the advantage of being clear and polite at the same time.

The classic, and most frequently cited, politeness studies lean heavily towards a pragmatic view of politeness. Specifically, these studies have concentrated on how to employ communicative strategies to maintain or promote social harmony:

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

In other words, Brown and Levinson's (1987) politeness model conceives politeness as a management of face and obligations. Positive politeness is directed to the addressee's positive face, his perennial desire that his wants (or the action, acquisition/values resulting from the) should be thought of a desirable (Brown Levinson, 1987). Being polite in this way is an approach which includes compliments, seeking agreement, joking, claiming reflexivity of goals, claiming reciprocity, and making expression of sympathy, understanding and cooperation. Positive politeness is one of the strategy that can be used in the classroom to

promote effective interaction and to establish common grounds and ultimately achieving and maintaining friendly and harmonious relationships between teacher and students in the classroom.

Positive politeness is meant to meet the hearer's 'positive face needs'. An utterance like "have a good day" counts as an example of 'positive politeness' since the speaker (S) wishes the hearer (H) what the hearer wishes for himself. It is approach based on that S wants H's face by treating him as a member of in-group, a friend a person whose wants and personality traits are known and liked (Abbas.N.F, 2013). Positive face can be summarized as a person's need to be accepted by other participants in the interaction, that the other participants in the groups agree, accept and like the person. A person's positive face is threatened for example if other participants in the conversation show differing views and are critical. The sentence like " here we go " is one of the positive strategies—in-group marker is used, that is, the teacher includes himself in the learning process, which will shorten the distance from the students.

Considering how the function and the benefit of positive politeness are , the writer intends to launch this research project, in hopes it can show how the effective interaction can be build by applying this strategy. The writer believes that the use of positive politeness strategy in the classroom can promote effective interaction and establish common grounds and ultimately achieve and maintain friendly and harmonious relationships between teacher and students in the classroom . Thus, the writer needs to lay out how this research is done in order to

answer the research questions. Focusing on some strength points above, the researcher is interested in elaborating a research in title “ **An Analysis of Positive Politeness Strategies to Promote Effective Interaction in the Classroom** “.

B. Problem Statement

It is generally agreed that good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the effect of the language learning. Teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and to be motivated also a person who emphasizes the learning process by giving all the students the chance to construct their learning, and be engaged with the content. Knowing that it is necessary to seek the effectiveness of positive politeness to promote effective interaction in the classroom, a research is made in order to answer three research questions formulated as follows:

1. What positive politeness strategies do the teacher use in the classroom?
2. What positive politeness strategies do the students use in the classroom?
3. How do positive politeness strategies make any change in terms of effective interaction in class?

C. Objectives of the Research

When considering the relation between positive politeness and effective interaction, the present research intends to see how positive politeness strategy creates some changes in terms of effective interaction in the class. This study also finds out what strategies of positive politeness are used by the teacher and the students in the classroom.

D. Significance of the Research

In general point of views, there are three points of research significance, they are: (1) theoretical significance, (2) practical significance, and (3) further research development. The significances of this research are as follows:

1. Theoretical Significance

Theoretically, this study aims to identify, analyze and interpret the effect of applying positive politeness in creating effective interaction between students and teacher and among students. In this case, analyzing of positive politeness can be a consideration for researcher to see and to know the effectiveness of students interaction in the class. The theories could be enriched by the previous research findings.

2. Practical Significance

a. For teachers

This research is expected to be beneficial input and useful information for EFL teachers, which is necessary to have in order to gain a wide insight in terms of sociolinguistic aspect. The researcher hopes that after conducting this research, it can give a bright idea how to make the students

establish positive relationship in the classroom instead of playing game. Further more, it can be a guide for teachers to provide a better atmosphere for a classroom environment so the students will feel confidence to speak.

b. For the students

The researcher expects that it can be helpful for those students who are shy, and finding speaking in front of the classroom is difficult or children who have low self-esteem. By using positive politeness strategy, A teacher and student can have the qualities of good communication, respect in a classroom, and show interest and strategies for learning in achieving their goals.

3. Futher Research Development

The research findings has also given some advantages to become a scientific reference and empirical evidence for further research especially a study promoting effective interaction. It also brings new idea for language development in sociolinguistic aspect.

E. Scope of the Research

This research is under the discipline of sociolinguistics in terms of how to promote effective interaction as this thesis focuses on the use positive politeness strategies based on Brown and Levinson' theory of politeness (1987). The researcher analyses the result of this research by considering a discourse analysis. In this study, a qualitative study which are obtained from observation and

interview are used for data collection. The participants were the students who take conversation class that are in the adult beginner level.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter covers previous related studies, pertinent ideas and conceptual framework that supports this study.

A. Previous Related Studies

Many research studies have been conducted to explore and to expose politeness by solving many problems and arranging any process.

The previous research is from Angelica Hobjila (2012) with the title “Positive Politeness and Negative Politeness in Didactic Communication – Landmarks in Teaching Methodology”. Didactic communication involved the usage of positive and negative politeness at all levels (verbal, nonverbal and paraverbal) concerning the interaction teacher – student. This reality was reflected in the present paper by the answers provided by a group of teachers and students from “Alexandru Ioan Cuza” University of Iasi, Romania, at an interview focused on the topic of communication with pre-school/primary school students. Therefore, researcher proposed the analysis of the main forms of manifesting positive and negative politeness in this particular framework of didactic communication (as part of teaching methodology) – at a pre-school and primary school level. Based on the result from data analysis The teaching methodology implied, on the direction of choosing the most efficient strategies of communication/ relating to students and motivating them to learn, a series of options in the plan of updated discursive strategies in the classroom and, to be more specific, at the level of strategies of positive/ negative politeness capitalized (in opposition with verbal, paraverbal and/ or nonverbal manifestations which could be felt by the interlocutors as threats addressed to their positive and/ or negative face, meaning their social and/ or personal, intimate face).

Akutsu Yuka (2009) elaborated his study on “ Positive Politeness Strategies in Oral Communication I Textbook. This paper provided a description and analysis of address terms in Oral Communication I textbooks, which are high school English textbooks approved by Japanese Ministry of Education, Culture, Sports, Science and Technology. The focus of the paper was on how many and what kind of address terms are presented, which was one of the important positive politeness strategies. The ways of presentation would also be examined seeing if they were suitable for the learners in the light of the findings of previous studies on teaching of pragmatic skills.

Rufaidah Kamal Abdul-Majeed (2009) conducted a study of “ The Realization of Positive Politeness Strategies in Language: The Politeness Theory of Brown and Levinson”. This work consists of two parts. The first part is their fundamental theory concerning the nature of 'politeness' and how it functions in interaction. The second part is a list of 'politeness' strategies (positive and negative) with examples from three languages: English, Tzeltal, and Tamil. The purpose of the present paper was to tackle the realization of positive politeness strategies in language in English language only. As the conclusion from this research, Politeness referred to the common notion of the term, that is the way politeness manifests itself in communicative interaction: politeness-as practice in everyday interaction. Brown and Levinson initially proposed a universal model of linguistic politeness and claimed that politeness is realized linguistically by means of various strategies (positive and negative) across cultures.

Some previous related studies above have their own uniqueness in applying positive politeness which focus on didactic communication, oral communication, and in language likewise the present study is exist to explore the effect of positive politeness startegy towards interaction in the classroom. Both this study and the previous related studies highlight the same points to be focused on which is positive politeness. Mostly, those previous related studies were conducted of positive and negative politeness, meanwhile the ongoing research is just conducted positive politeness. As clearly stated in problem statements, this research comes to see how positive politeness startegy creates some change in tems of effective interaction in the class. This study also finds onto what kinds of positive politeness strategy are used by the teacher and the students in the classroom.

B. Partinent Ideas

1. Politeness

One of the prevalent pragmatic theories used in the analysis of literary works is politeness theory. Among the many theories on politeness, Brown and Levinson's theory (1987) is used most often in examining literary texts such as plays, short stories and novels. This study adopts Brown and Levinson's (1987) theoretical framework which is basically set out to integrate a description of language use with an account of the social relations of the interactants. In other words, Brown and Levinson's (1987) politeness model conceives politeness as a management of face and obligations.

Central to the Brown and Levinson's notion of politeness phenomena is the concept of 'face'. Face is the 'public self-image' which speakers in a society claim for themselves. It has two related aspects, called 'positive' and 'negative' face. Positive face refers to the positive consistent self-image or 'personality' claimed by interactants, including the desire that this image should be appreciated and approved of by others.

Negative politeness, on the other hand, refers to the speaker's basic claim to territories, personal preserves and the right to nondistraction: in other words, the speaker's freedom of action and freedom from imposition. Negative politeness is the want of every 'competent adult member' that his actions be unimpeded by others (e.g. I don't want to bother you, would it be possible for me to have some water?).

In social interaction, speakers often perform acts which may be said to 'threaten' the face wants of both speakers and hearers and such acts are called Face Threatening Acts (hence FTAs). Such acts intrinsically threaten face or, in Brown and Levinson's (1987) words, 'run contrary to the face wants of the addressee and/or of the speaker'. Brown and Levinson postulate the existence of strategies to minimize such FTAs and to protect the mutual vulnerability of face. The choice of a strategy depends on the context of interaction, the social relationships of the speakers and the amount of imposition which the FTAs entail.

There are different strategies for committing FTAs which Brown and Levinson lay down in the following figure :

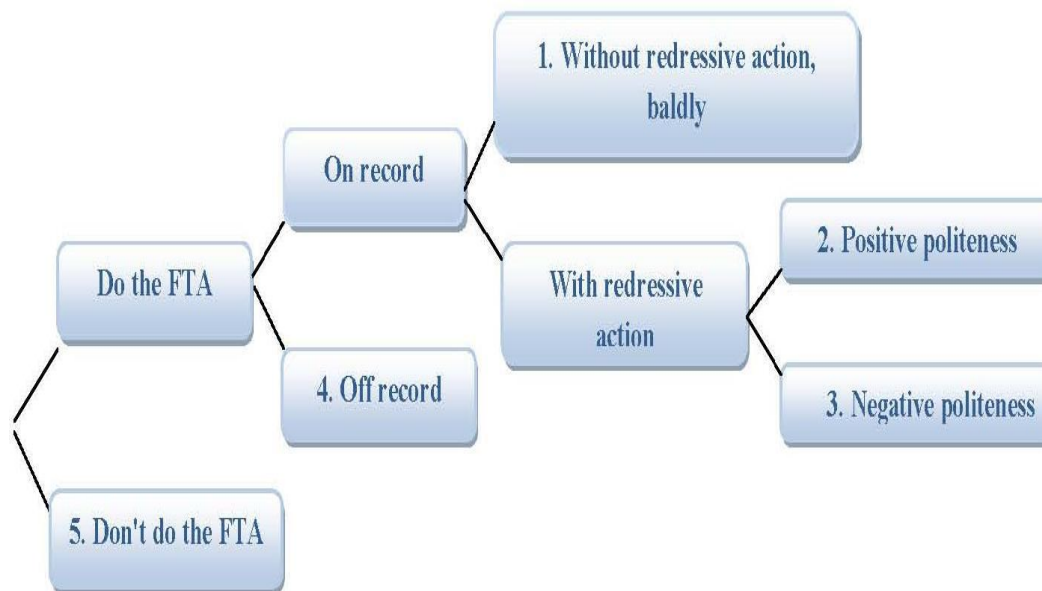


Figure 1. Brown and Levinson's Politeness Theory

According to Brown and Levinson, politeness strategies are developed in order to save the hearers' "face." Face refers to the respect that an individual has for him or herself, and maintaining that "selfesteem" in public or in private situations. Usually you try to avoid embarrassing the other person, or making them feel uncomfortable. Face Threatening Acts (FTA's) are acts that infringe on the hearers' need to maintain his/her self esteem, and be respected. Politeness strategies are developed for the main purpose of dealing with these FTA's.

Bald on-record strategies focus on clarity and efficiency, and does nothing to minimize threats to the hearer's "face" (e.g. I want some water). These strategies are similar to Grice's conversational maxims, which are 'maxim of quality (be sincere) , maxim of quantity (don't say less/more than required), maxim of relevance (be relevant), and maxim of manner (avoid ambiguity)' (Grice, 1989). *Positive politeness strategies* give importance to the hearers' face, minimize the potential threat of an FTA and the relationship is friendly (e.g. Is it ok for me to have some water?). Positive politeness could be defined as an involvement-based approach made by the speaker for understanding, approving of, and admiring the positive image of the hearer (Wagner, 2004). *Negative politeness* strategy recognizes the hearer's face, as well, but it also admits that you are in some way imposing on the hearer (e.g. I don't want to bother you but, would it be possible for me to have some water?). According to Brown and Levinson (1987), negative politeness strategies are universally more preferred since it is safer to assure the addressee's peace and determination rather than the speaker's expressions of regard. However, some scholars such as Ho (1994), Lavandera (1988), Márquez Reiter (2000), Nwoye (1992), and Wagner (2004) do not support this assumption. According to these scholars, negative politeness does not have value over positive politeness. Reversely, positive politeness could be preferred more because of its avoidance-based, off-record verbal behaviour or other means of addressing face. The last strategy is *off-record indirect*. It is

done in such a way that it is impossible to ascribe only one clear communicative intention to the act. The speaker leaves himself/herself 'out' by trying to avoid the direct FTA of asking for water (e.g. It's so hot, it makes you really thirsty). They are essentially indirect uses of language.

2. Positive Politeness

The expression of positive politeness as a motivated strategy of face threat redress is marked by exaggeration. The use of strategies designed to redress the addressee's positive face wants. The speaker indicates that in general they want to maintain some of the hearer's positive face wants, by, for example, treating the hearer as a member of the same group or by expressing liking for the hearer's personality (Hobjil. A, 2012) . positive politeness strategies requires "redressive action", that is to say, action that is taken in order to "give face" to the hearer in an attempt to counterbalance the expected face damage of the FTA (Brown & Levinson, 1987). Positive politeness strategies give importance to the hearers' face, minimize the potential threat of an FTA and the relationship is friendly (e.g. Is it ok for me to have some water?). Positive politeness could be defined as an involvement-based approach made by the speaker for understanding, approving of, and admiring the positive image of the hearer (Wagner, 2004 cited in Hobijil. A, 2012).

Positive politeness is meant to meet the hearer's 'positive face needs'. An utterance like "have a good day" counts as an example of 'positive

politeness' since the speaker wishes the hearer what the hearer wishes for himself (Abbas. N.F, 2013). It is approach based in that speaker (S) wants hearer's (H) face by treating him as a member of in-group, a friend a person whose wants and personality traits are known and liked. Brown and Levinson (1987) in their politeness theory provide a comprehensive description of the various strategies speakers have at their disposal when they address positive face.

The strategies of positive politeness involve three broad mechanisms: They are:

First : Claim common ground

Second : Convey that S and H are cooperative

Third : Fulfil H's want (for some x)

a. Claim Common Ground

Strategy 1: Notice, attend, to H (his interests, wants, needs, goods)

"S should take notice of aspects of H's condition (noticeable changes, remarkable possessions, anything which looks as though H would want S to notice and approve of it)"

Ex: (1)

Goodness, you cut your hair! (...) By the way, I came to borrow some flower.

Ex: (2)

You must be hungry, it's long time since breakfast. How about some lunch?

Ex: (3)

What a beautiful vase this is! Where did it come from? Another way of noticing H's condition is that when H makes an FTA against himself (a breakdown of body control, or any faux pas), S should 'notice' it and indicate that he's not embarrassed by it. He can do this by a joke, or teasing H about his penchant for faux pas

Ex: (4)

God you're farty tonight! Or by including S himself as part of the act:

Ex: (5)

We ate too many beans tonight, didn't we!

Similarly, if H's nose is running, a positively polite thing for S to do is to offer H a tissue, or comfort for having a cold, rather than ignoring it as in negative politeness.

Strategy 2: Exaggerate (interest, approval, sympathy with H)

The exaggerated intonation, stress, and other aspects of prosodics, as well as with intensifying modifiers are other features of positive politeness as illustrated below:

Example: (6)

What a fantástic gárden you have!

Example: (7)

How absolutely márvelous / extraórdinary/ incfédible!

Strategy 3: intensify interest to H

S can share with H some of his wants to intensify the interest of his won (S's) contributions to the conversation, by making a good story. This may be done by using simple present tense: for example the following conversation shows the positive politeness as it pulls the H right into the interest of S:

Example: (8)

I come down the stairs, and what do you think I see? A huge mess all over the place, the phone's off the hook and clothes are scattered all over...

Furthermore, the use of quoted direct speech, and not indirect reported speech, the use of tag questions or expressions that draw H as participant into the conversation, such as 'you know?', 'see what I mean?', 'isn't it?' are another features of this strategy. The exaggeration technique is to exaggerate facts and to overstate:

Example: (9)

There were a million people in the Co-op tonight!

Example: (10)

I'll be done in one second.

The exaggeration in these examples may redress an FTA simply by stressing the sincerity of S's good intentions.

Strategy 4: Use in-group identity markers

"By using any innumerable ways to convey in-group membership, S can implicitly claim the common ground with H that is carried by that

definition of the group. These include in-group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis." Address forms: The second person plural pronoun of address is used as an honorific form to singular as means of respecting others. Other address forms are: dear, honey, brother, sister, son, mate, sweetheart... etc. such forms may be used to soften FTAs:

Example: (11)

Here mate, I was keeping that seat for a friend of mine.

Example: (12)

Help me with this bag here, will you son / buddy/ honey.

Use of in-group language or dialect:

The phenomenon of code-switching involves any switch from one language or dialect to another in communities that have two or more such codes. The switch is between two varieties or dialects of a language, one is considered 'high' and prestigious, the other 'low' and domestic. We may expect a switch into the code associated with in-group and domestic values as a way of encoding positive politeness when redress is required by an FTA.

Example: (13)

First call: Come here, Johnny.

Second call: John Henry Smith, you come here right away.

This is a switch in English, from nick name to full name. (Gumperz, 1970: 133) (Cited in Brown and Levinson, 1987: 110 cited in Majeed. A.K.R ; 2009).

Use of jargon or slang:

By referring to an object with a slang term, S may evoke all the shared associations and attitudes that he and H both have toward that object. This then may be used as FTA redress.

Example: (14)

Lend us two quid then, wouldja mate? (British English)

Example: (15)

Lend us two bucks then, wouldja Mac? (American English)

Contraction and ellipsis

There is an inevitable association between the use of ellipsis and the existence of in-group shared knowledge. The use of ellipsis and contraction is associated with positive politeness. For example: S and H are building a house, in order for the utterance 'Nails' to be interpretable, S and H must share some knowledge about the context that makes the utterance understandable.

Example: (16)

Mind if I smoke

Example: (17)

What about a drink?

Many nicknames in English are contracted forms of the full name: Liz, Jenny, Joe...etc. It seems that to contract is to endear, perhaps because of the association with smallness. The full name is considered as negative politeness because one tries to increase the metaphorical size of it on contrast with contraction.

Strategy 5: Seek agreement

Safe topics: It allows S to stress his agreement with H and therefore to satisfy H's desire to be 'right', or to be corroborated in his opinions. Examples of safe topic is weather, the beauty of gardens,...etc. The more S knows about H the more close to home will be the safe topics he can pursue with H in order to show that S has interest in maintaining a relationship with him. Another aspect of seeking agreement is to find aspects of topics to agree and stick to them. For example: "if your neighbour comes home with a new car and you think it hideously huge pollution-producing, you might still be able to say sincerely: 'Isn't your new car a beautiful colour!'"

Repetition: it is the process of repeating part or all of what the preceding speaker has said, in a conversation. It is used to stress emotional agreement with the utterance (or to stress interest or surprise).

Example: (18)

A: John went to London this weekend

B: To Lòn don!

Example: (19)

A: I had a flat tyre on the way home.

B: Oh God, a flat tyre!

Strategy 6: Avoid disagreement

Token agreement: The desire to agree or appear to agree with H leads for pretending to agree, instances of 'token' agreement. The H may agree or hide his disagreement by twisting his utterances so as to appear to agree - instead of saying 'no', H responds with 'yes' to a preceding utterance.

Example: (20)

A: That's where you live, Florida?

B: That's where I was born.

Example: (21)

A: Can you here me?

B: Barely

Sacks: 1973 (cited in Majeed. A.K.R ; 2009) states a parallel strategy which is involved in the "Rule of Contiguity". It states that "answers should follow the questions but are displaced to soften disagreement", as in the following:

Example: (22)

A: Yuh comin down early?

B: Well, I got a lot of things to do. I don't know. It won't be too early.

Another strategy is the use of irony that may indicate superficially agreeing with the preceding utterance.

Example: (23)

Beautiful weather, isn't it? (to postman drenched in rainstorm)

Pseudo-agreement: The use of then is another example in English to indicate pseudo-agreement as a conclusory marker to indicate that S is drawing a conclusion to a line of reasoning carried out cooperatively with the addressee.

Example: (24)

I'll meet you in front of the theatre just before 8.0, then.

Then here works as a conclusion of an actual agreement between S and H.

So also has a similar function:

Example: (25)

So when are you coming to see us?

White lies: are "Where S, when confronted with the necessity to state an opinion, wants to lie ('Yes I do like your new hat!') rather than damage H's positive face.

Hedging opinions: "S may choose to be vague about his own opinions, so as not to be seen to disagree". As shown in strategy (2), in which S uses words of extremes like (marvelous, fantastic, wonderful, incredible... etc.) as well as intensifying modifiers such as (absolutely, completely...etc.) to show one's opinion is risky unless S is certain of H's opinion on the subject.

Therefore, it is recommended to hedge these extremes, so as to make one's own opinion safely vague by using: sort of, kind of, like, in a way:

Example: (26)

It's really beautiful, in a way.

These hedges may be used to soften FTAs of suggesting or criticizing or complaining, by blurring the S's intent:

Example: (27)

You really should sort of try harder.

The use of these hedges assumes the existence of common ground between S and H, so that H uses his common knowledge to interpret S's intention.

Strategy 7: Presuppose/raise/assert common ground

Gossip, small talk: The friendship existed between S and H is considered as a mark for the valuable time and effort that have been spent by them discussing general shared interests. It gives rise to the strategy of redressing an FTA by talking for a while about unrelated topics. Thereby, S can show his interest in H, and show that he hasn't come to see H simply to do the FTA (e.g. a request), even though his intent is obvious by bringing a gift. This strategy is for softening requests, at least request for favours. Therefore, by discussing general shared interests with H, S has the opportunity to stress the common ground, common concerns and common attitudes with H towards interesting events.

The possible departures from the normal usage, sometimes called 'switching into the addressee's point of view' means 'taking the role of the other' methods. These methods are the basic politeness phenomena; positive and negative. The characteristics of positive politeness include: a. attempt to bring together or, b. merge the points of view of speaker from the addressee.

Strategy 8: Joke

"Since jokes are based on mutual shared background knowledge and values, jokes may be used to stress that shared background or those shared values." Joking is a technique for putting H 'at ease':

Example: (28)

How about lending me this old heap of junk?

b. Convey that S and H are cooperative

Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants

"To put pressure on H to cooperate with S, is to assert or imply knowledge of H's wants and willingness to fit one's own wants in with them."

Example: (29)

Look, I know you want the car back by 5.0, so should(n't) I go to town now? (request)

Example: (30)

I know you can't bear parties, but this one will really be good – do come!

(request/offer)

Example: (31)

I know you have roses but the florist didn't have any more, so I brought you geranium instead. (offer + apology).

Strategy 10: Offer, promise

"In order to redress the potential threat of some FTAs, S may choose to stress his cooperation with H in another way. He may, that is, claim that (within a certain sphere of relevance) whatever H wants, S wants for him and will help to obtain." S shows his good intention in satisfying H's positive-face wants by using offers and promises strategy even if they are false.

Example: (32)

I'll drop by sometimes next week.

Strategy 11: Be optimistic

S assumes that H wants S's wants for S (or for S and H) and will help him to obtain them. S will cooperate H, or at least tacit claim that H will cooperate with S because it will be in their mutual interest.

Example: (33)

Wait a minute, you haven't brushed your hair! (as husband goes out of the door).

The wife wants the husband to brush his hair before going out in terms that the husband wants it too. She puts pressure on him to cooperate with her wants. To be optimistic is the outcome of this strategy. The following 'optimistic' expressions of FTAs seem to work by minimizing the size of the face threat:

Example: (34)

You'll lend me your lawn mower for the weekend. I hope / won't you / I imagine.

"This minimizing may be literally stated with expressions like a little, a bit, for a second.

Example: (35)

I'm borrowing your scissors for a sec- Ok?

Example: (36)

You don't have any objections to me helping myself to a bit of cake, do you?

Strategy 12: Include both S and H in the activity

"By using an inclusive 'we' form, when S really means 'you' or 'me', he can call upon the cooperative assumptions and thereby redress FTAs." Let's in English is considered as an inclusive 'we' form.

Example: (37)

Let's have a cookie, then. (ibid.)

Strategy 13: Give (or ask for) reasons

"by including H thus in his practical reasoning, and assuming reflexivity (H wants S's wants), H is thereby led to see the reasonableness of S's FTA (or so S hopes)."

Example: (38)

We will shut the door, ma'am. The wind's coming in.

The indirect suggestions which indicate demand rather than give reasons are conventionally considered as positive-politeness in English.

Example: (39)

Why not lend me your cottage for the weekend?

Why don't we go to the seashore?

Why don't I help you with that suitcase?

Similarly when using the past tense asking about past actions. If H is asked to give reasons why he did or did not do something, and he has no good reasons, the FTA of criticizing may hereby be accomplished:

Example: (40)

Why didn't you do the dishes?

Strategy 14: Assume or assert reciprocity

S and H may urge or claim the cooperation existed between them by giving evidence of reciprocal rights or obligations. "Thus S may say, in effect, 'I'll do X for you if you do Y for me', or 'I did X for you last week, so you do Y for me this week' (or vice versa)".

c. Fulfil H's want (for some x)

Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)

"S may satisfy H's positive-face want (that S want H's wants, to some degree) by actually satisfying some of H's wants." The gift-giving (as a tangible way) and human-relations: such as the wants to be liked, admired, cared about, understood, listened to (which demonstrate that S knows some of H's wants and wants them to be fulfilled) are both represent the positive-politeness actions.

3. Effective Interaction

Communication as interaction involves the relationship, report and permanent adaptation to the other, of the actants in a specific communication situation.

a. Teacher-Student Relationships

A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, para.1, 2009 cited in da Luz, Fredson Soares dos Reis ; 2 015). Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher's role is vital to the effect of the language learning.

The relationship between teachers and students affects the quality of students' motivation to learn and classroom learning experiences. According to Davis (2003 cited in da Luz, Fredson Soares dos Reis ; 2015), Operating as socializing agents, teachers can influence students' social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioral, and academic skills. Moreover, supportive relationships with teachers may play an important developmental role during the transition to and through middle school. However, developing relationships with an early adolescent presents unique challenges to middle school teachers .

It is important to have a teacher who cares for their students' needs and strengths, and who holds a supportive relationship with their students, giving them the same chances and opportunities to participate in the learning process. These opportunities make students feel comfortable and free to interact in the classroom and improve their academic skills.

A teacher who cares about their students transmits knowledge affectively and has a good interaction with them. In addition he/she also provides the students the opportunity to create an emotional link. Allen, Gregory, Mikami, Lun, Hamre, & Pianta (2013 cited in da Luz, Fredson

Soares dos Reis ; 2 015) suggest that “improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents” (p. 77). Allen et al., 2013 cites Brophy, 1999; Eccles & Roeser, 1999; Pressley et al., 2003; Soar & Soar, 1979 (cited in da Luz, Fredson Soares dos Reis ; 2015) who studied a number of descriptions of classroom environments or quality teaching discussed in the educational and developmental literatures listing factors likely to be related to student learning (p. 77).

Allen also notes that Hamre and Pianta developed an assessment approach that organizes features of teacher-student interactions into three major domains: emotional supports, classroom organization, and instructional supports (p.77). The emotional link makes the students feel comfortable in front of the teacher and class, which is essential the student’s success or failure. Classroom organization is the way teachers manage the classroom in order to achieve several goals, first of all classroom goals, which encompasses the way that teachers physically arrange the classroom for learning. Instructional supports are important to help teachers to provide the best strategies, support which will better help them to differentiate instruction and meet all students’ needs and promote their engagement in the learning process.

Normally, teachers have an important role and effect on students. Students’ successes and failures can be directly linked or attributed to a

teacher's effectiveness and how he or she leads and manages his or her classroom and how he or she communicates and motivates students to learn. When students have supportive relationships with their teacher, they feel more motivated and engaged in the learning process. A caring teacher tries to create a good classroom environment is the one who students will respond to, and the students will be more able to learn.

Teacher beliefs, behaviors, and actions also affect teacher-student relationships. A considerable body of research indicates that teachers who hold high expectations of students in terms of their levels of achievement and their social behaviors in the classroom can affect student motivation and engagement (National Research Council, 2004 cited in da Luz, Fredson Soares dos Reis ; 2 015).

b. Student-Teacher Relationships

Students' ability to connect with their teachers is one attribute that can make a great difference in students' learning achievement. The following section will focus more specifically on the importance and impact of student-teacher relationships. Pianta (1999 cited in da Luz, Fredson Soares dos Reis ; 2015) defines the student-teacher relationship, as "emotions-based experiences that emerge out of teachers' on-going interactions with their students." When students feel that their teachers are supportive, trustworthy people, they tend to create a connection with their teacher and start to see their teachers as someone who is there to protect them and give

them all the chance to enhance their learning and in the same time behave well.

A good classroom environment is important because the social-emotional climate a teacher establishes with students will provide opportunities to see themselves as capable, worthy and confident members of the classroom community and make them feel part of the learning process. Trickett and Moos 1973 state that the classroom environment consists of three overarching dimensions: the ability for students to develop relationships with their instructors and peers, the extent to which students engage in learning activities, and the general structure and order of the classroom provided by the instructor (cited in Myers & Claus, 2012 p.389 cited in da Luz, Fredson Soares dos Reis ; 2015).

When social and psychological relationships with students are established it creates a positive relationship and also promotes social development and self-esteem among students. Gibb, 1961; Hays 1970 (cited in da Luz, Fredson Soares dos Reis ; 2015) state that “classroom communication climate is dependent largely on whether students consider their instructors to communicate with them in either a supportive or a defensive manner” (cited in Myers et al., 2012 p. 389 cited in da Luz, Fredson Soares dos Reis ; 2015). Darling & Civikly 1987 (cited in da Luz, Fredson Soares dos Reis ; 2015) supported this finding by saying that “When instructors communicate with their students in a supportive manner,

they establish a classroom climate in which communication is efficient and characterized by few distortions, effective listening behaviors, and clear message transmission” (cited in Myers et al., 2012 p. 389). In contrast Rosenfeld, 1983 stated that “when instructors communicate with their students in a defensive manner, they establish a classroom climate in which students feel threatened and react by engaging in resistance, rebellion, and defiance” (cited in Myers et al., 2012 p. 389 cited in da Luz, Fredson Soares dos Reis ; 2015).

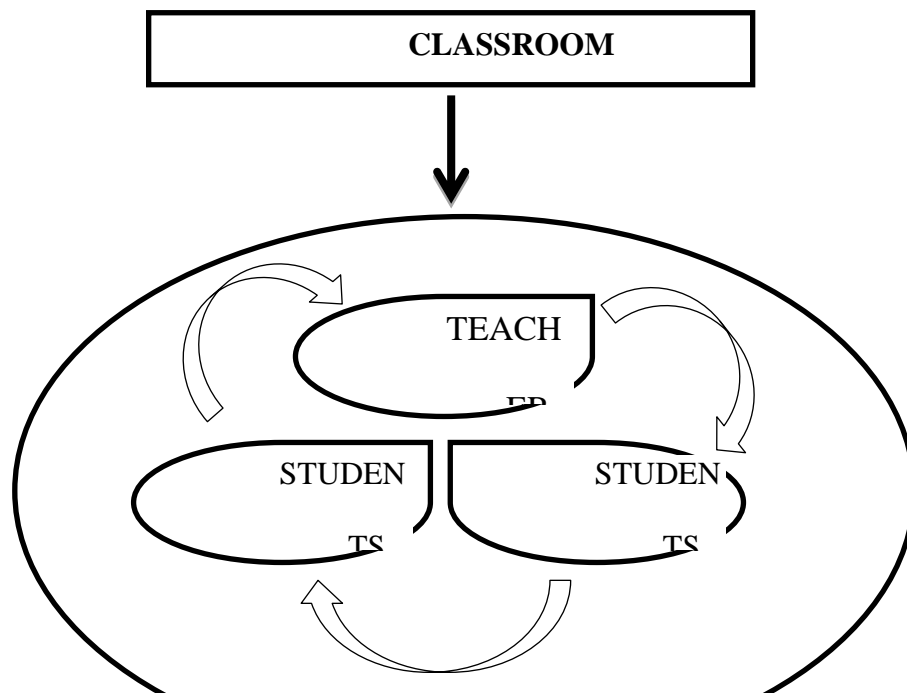
Students’ reaction towards learning depends on how they feel engaged or not by their teacher. The way their teachers manage the classroom, are supportive to their students, and communicate with them will help students figure out their role in the classroom and be an active part of the learning process by making the communication an effective tool. Research in the area of motivation indicates that the quality of teacher student relationships affects students’ emotional and behavioral engagement in school (National Research Council, 2004; Rosenfeld, Richman, & Bowen, 2000 cited in da Luz, Fredson Soares dos Reis ; 2015).

In the same line of thinking, Koplow (2002 cited in da Luz, Fredson Soares dos Reis ; 2015) proposed that effective student-teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. Students need the confidence and motivation to learn, which

can be stimulated by the relationship they hold with their teachers. Students also perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students. When teachers believes in students' ability to succeed it motivates them because students don't want to let them down but it also makes students believe that they are more capable than they even imagined.

C. Conceptual Framework

To make the concept of effective interaction through positive politeness is briefly and clear enough, the researcher formulates the following conceptual



CHAPTER III

RESEARCH METHOD

This chapter covers research design, research subject, operational definitions, research instrument, data collection procedures, and technique of data analysis.

A. Research Design

The present study formulates qualitative research design. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest (Gay, L.R., Mills, G.E. & Arasian, P., 2006 cited in Fitriainingsih ; 2016). The strength of a qualitative research method is that it can provide a rich description of the inquiry or phenomenon being studied.

B. Research Subject

The participants of the research were the students who took conversation class in adult beginner level and the teacher in the course place. The researcher chose this class because the adult beginner class in some ways are those students who have a high degree of extrinsic motivation but have less confidence in speaking.

For this study, one class was taken as sample which was observed in several meetings. The teaching learning process in that class was observed and recorded by the writer to understand and to analyze the concepts of positive politeness. To obtain positive politeness expression in the class, a variety of conversations between teacher and students, and among students was recorded using tape recorder/hp. After the observation, randomly chosen students are asked for

interview in order to get a deeper insight into the results. All the data are transcribed and analyzed by making use of related positive politeness strategies and effective interaction.

C. Operational Definitions

In this research, some key-terms are essential to be elaborated briefly as follows:

1. In this research, the investigation refers to all kinds of utterances that said by the speaker which have function to maintain the hearer positive face, to build a good relationship with the hearer, and to make the situation become friendly.
2. Effective Interaction means the relationship, report and permanent adaptation to the other, of the actants in a specific communication situation. The analysis perspectives in this direction are multiple, in specialized literature; the interaction supposes, on the one hand, the update of “self representation” (that are going to find connected to the theory of faces). This interaction here refers to the expression of positive politeness as a motivated strategy of face threat redress is marked by exaggeration.

D. Research Instrument

The researcher is the key instrument of this research because she has acted as passive participant who conducts observation to find the accurate data. Ary *et al*, (2009:440-443 cited in Azis. M ; 2016) stated that the primary instrument used for data collection in qualitative

research is the researcher him or herself, often collecting data through direct observation or interviews. Seeing that qualitative research studies human experiences and situations, the writer needs a flexible instrument to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment. It is believed that only a human instrument which is capable of this task. He or she talks with people in the setting, observes their activities, reads their documents and writes records, and records this information in field notes and journals.

In addition, to get data be more systematic, effective, and easier, some techniques are used by the writer. Sugiyono (2010:193-194 Azis. M ; 2016) classified some techniques in collecting data for qualitative research design. They are interview, observation and the combination of them. In this research, observation by voice recorder and interview are used to collect the data.

Classroom Observation

The classroom observation was conducted in this research in order to get general description about the effect of positive politeness towards effective interaction. The steps for the researcher in doing this classroom observation are :

Voice recorder

This observation is equipped by a voice recorder, particularly smart-voice recorder so that all of the teacher's and students' words in the classroom can be transcribed. In order to get the clear description the recordings are taken about six meetings within 90 minutes (1 meeting) for each of the teaching performance.

Interview

As stated in instruments explanation above, the writer also provides some items to ask in interview session. In other words the writer has made some probing questions in interview protocol concerning the goals of this study in using positive politeness strategy to promote effective interaction. Interview is used as a tool of data collection. In this session, Bahasa Indonesia is used to speak with the interviewee to avoid a miscommunication and to have a natural data from the research subjects. Jensen and Jankowski support the idea that interview can lead the study to further research using other methodologies, such as observation and experiments (Oatey, 1994 cited in Azis. M ; 2016).

E. Data Collection Procedures

In collecting the data, it was taken in the classroom and particularly in 90 minutes English lesson for one meeting. Dealing with the discourse analysis which has been conducted, the writer intended to see the effective interaction encountered by EFL learners and teacher in the classroom by considering discourse analysis within the study.

The steps of collecting data were presented in the chronological order as follows:

1. The writer came to the class and asked for permission to the teacher for doing observation in the class.
2. The writer attended the class to observe the teaching and learning process.
3. The writer observed the utterances used by the teacher and students in communicating in the class to investigate the use of positive politeness strategy.
4. The writer also recorded both teacher's and students' utterances during five to six meetings of this research through voice recorder. The recording is mainly applied in natural setting while the researcher noted teacher's utterances.
5. The writer identified and classified both teacher's and students' utterances into types of positive politeness based on the theory politeness of Brown and Levinson's (1987).
6. Interview section was held after the data from observation and recording be transcribed, identified and analyzed. The interview focuses on students and teacher opinionion of using positive politeness strategy in the classroom and its effect toward their quality of communication.
7. The writer transcribed, identified, extracted, analyzed, and classified the data then interprets them. This research only analyzed the positive politeness expression used by teacher and students.

F. Technique of Data Analysis

In analyzing the collected data, the writer performed data reduction, data display, and conclusion drawing and verification as follows:

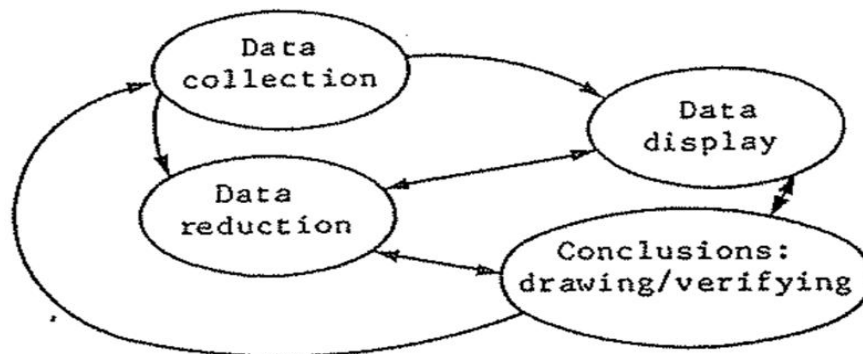


Figure 3: Components of Data Analysis
(Adapted from Miles and Huberman, 1994:12)

1. Data Reduction

Miles and Huberman (1994) describe of their three elements of qualitative data analysis as data reduction. Data reduction deals with the process whereby the mass of qualitative data that may be obtained such as interview transcriptions, field notes, or observations is reduced and organized. Not only the data which need to be condensed for the sake of manageability, they also have to be transformed so they can be understandable in terms of the issues being adressed.

In relation to the explanation above, the writer simplified the data taken from activity in the classroom in which the conversation is recorded and transcribed. In this part, the data is sorted out and classified depending on its relation to the topic of this research. The original intention is to focus on the use of positive politeness in commmunication in the class ant its effect to the students effective interaction. However, after seeing the data for a number of times, the writer identifies the

significant percentage of positive politeness strategy used both teacher and students.

As the key word in this research conversation in the classroom is identified, analyzed and interpreted. In this research, the writer focused on the data which contain the expression of positive politeness used both teacher and students to be highly relevant in providing answers to the specified research questions. This stage involves categorizing the episodes or selected segments in accordance with the formulated questions of the research.

2. Data display

Data display is another element or level in Miles and Huberman's (1994) model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing. To draw conclusions from the mass of data, Miles and Huberman also suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This was a continual process, rather than just one to be carried out at the end of the data collection. Displaying often revealed new connections and themes in the data. In this research, a rubric dealing with positive politeness strategy is provided for displaying the data.

3. Conclusion drawing/ interpretation and verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to

conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. "The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' - that is, their validity" (Miles and Huberman, 1994).

In this study, this step refers to the process of deciding what things mean, nothing themes, regularities pattern and explanations. The interpretation and the analysis of this session are elaborated using existing theories and findings related to the phenomena of interest. In this session, the collected data are presented through the extraction which are interpreted explicitly. In other words, the writer highlighted some important points after analyzing the data and discussing it with a number of interpretation toward the conversation analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains the result of findings and the discussion from the analysing data of positive politeness strategy to promote effective interaction in the classroom.

A. Findings

The data in this research deals with three research questions, (1) what strategies of positive politeness used by the teacher in the classroom, (2) what strategies of positive politeness used by students in the classroom and, (3) how positive politeness strategies used by the teacher and the students make some changes in term of effective interaction in the classroom . The findings that the researcher presented in this chapter are based on observation and interview session in the conversation class at beginner level as mentioned in the previous chapter on research instrument.

The findings below summarized the result of class observation that the researcher did on January till February 2017. There was one conversation class that the researcher observed at ELC Education one of English course in Makassar. The teacher was Mr. Shihab who is 25 years old and the numbers of his students were 7 students in 20 to 23 years old. The totals of classroom observation were 6 meetings. Besides, the

teacher and some of the students were also interviewed by the researcher to get more information.

The gained data from observation and interview show that, positive politeness strategies are used both teacher and students in communicating in the classroom. Moreover the positive politeness strategies creates effective interaction between teacher and students and among the students. Specifically, the detail data description can be seen as follows:

1. Positive Politeness Strategies used by Teacher

Based on the explanation in chapter two, there are fifteen strategies of positive politeness based on Brown and Levinson Theory (1987), they are (1) notice, attend, to H (his interest, wants, needs, goods), (2) exaggerate (interest, approval, sympathy with H), (3) intensify interest to H, (4) use in-group identity markers, (5) seek agreement, (6) avoid disagreement, (7) presuppose/raise/assert common ground, (8) joke, (9) assert or presuppose S's knowledge of and concern for H's wants, (10) offer, promise, (11) be optimistic, (12) include both S and H in the activity, (13) give (or ask for) reason, (14) assume or assert reciprocity, (15) give gifts to H (goods, sympathy, understanding, cooperation). Although in this study, the writer found another strategy that can be classified as positive politeness strategy. The data of these strategies of positive politeness were taken from the classroom observation which is voice reorder. Furthermore, in the extract below, the teacher who teaches in the classroom initial with (T) and the students who were in the classroom initial with

(Ss), and gave an initial for each student such as Ummu (S1), Kika (S2), oji (S3), hary (S4), chandra (S5), and ade (S6). The strategies of positive politeness could not be presented all because the teacher did not apply all the strategies above. The strategies of positive politeness which could be presented are:

a. Strategy 1: notice, attend, to H (his interest, wants, needs, goods)

The first strategy of positive politeness strategy is notice, attend, to H (his interest, wants, needs, goods) as in the following excerpt taken from the transcription. It is mentioned in chapter two that notice of aspects of H's condition which looks as a though H would want S to notice and approve of it.

Extract 1. Giving instruction (*Recording 1 on 30th of January 2017*)

<p>T : Nah as I've told you, you are going to spell your complete name, and all the name of your friends. Nah sekarang persiapkan kertas dulu, saya tahu kau pasti butuh pulpen toh. (<i>So now prepare your paper, I know you must need a pen</i>).</p> <p>S₃ : Adaji sir eh, tapi kertasji hehhe. (I have sir, but just paper)</p>

In the first extract above shows that the teacher gave the instruction to his students to prepare paper and he noticed one of his students did not have a pen. The expression "*you must need a pen*" was classified as a strategy 1 of positive politeness which indicated that S notice what the H want and need. It made the student who did not have a pen did not feel embarrassed to say that he did not have a pen.

Extract 2. Giving Instruction (Recording 2 on 1st of February 2017)

T : Jadi semuanya sudah tau bedanya kan, skarang kita belajar saying hello. Ini sering sekaliji kita lakukan in our daily activity kurangnya adalah kurang practice. Pasti malu maluki semua to dibilangi lebay atau ngapami indonesiaji ini.

(So, all of you has known the diffrence right, now lets study about saying hello. This is always be done by us in our daily activity but we have lack practice. I know you must be shy to be mocked like lebay or

S₃ : Ka cuekinji saja to bro, yang penting practice. *(just ignore it, the most thing is practice)*

T : Yakin saja orang yang berkata begitu berlevel satu dibawahta, pokonya just try to speak in your class, your campus, working place, home, yang penting your speaking partner has the same

In the long extract above, the teacher tried to give motivation to goal with you. Ada yang pernah berpikir mau ke kampung

his students. The utterance of "*I know you must be shy to be mocked*

like lebay or come on this is Indonesia" could be classified as strategy 1

of positive politeness where the teacher noticed his students fear in

speaking. Thus, the utterance made the students shared their fear in speaking and run the interaction among them.

b. Strategy 2: exaggerate (interest, approval, sympathy with H)

Exaggerate (interest, approval, sympathy with H) is the second strategy in positive politeness introduce by Brown and Levinson (1987) which can be identified from intonation, stress, and other aspect of prosodics, as well as with intensifying modifier of positive politeness.

Extract 3. Giving Evaluation (Recording 1 on 30th of January 2017)

T : Nah coba khika, ini apa? (*ok, khika what is this?*)

S₂ : Ar, way, ei (*r.y, a*)

T : Very good khika, mr. D ini semua apa? (*Mr. D what all these?*)

S₃ : Way, do the you, ar, ei, you, vi, ar, and.

From the extract above, it can be classified that the teacher use positive politeness strategy 2 in giving evaluation to his students. The utterance like very “good” and “oh My God that’s awesome” were the example of exaggerate from the teacher where when he said those utterances full of intonation stress and some aspect prosody to show interest and approval.

Extract 4. Giving Evaluation (Recording 1 on 30th of January 2017)

T : No matter who follows who, yang terpenting kalian memang sangat kompak ya, luar biasa pertahankan ini. (*the most important thing is you are very solid, that’s awesome guys keep doing this*).

S₆, S₃, S₄ : We are solid.

T : You know, sometimes we don’t realise that we are best friend until we lose each other.

The extract above was about the teacher comment of his students friendship. The utterance of “what a solid you are, keep doing this” can be identified as an example exaggerate where the teacher said this utterance with an exaggerated intonation stress to show interest.

c. Strategy 3: intensify interest to H

S can share with H some of his/ her wants to intensify the interest of his won (S’s) contributions to the conversation by making a good story.

Extract 5. Giving Evaluation (Recording 1 on 30th of January 2017)

T : Yeah always late ya with the gang. Ok so Ummu, the first time you come, iya kan?

S₁ : Yes sir

T : What major are you? You know major in university kan?

S₁ : Jurusan to? (*major, isn't it?*)

T : Yup In the extract above the teacher tried to pull S₁ right into the

middle of events being discussed and also by using directly tag question like “major, isn't it?” and “in Unhas, isn't it?” that draw S₁ as a participant into the conversation. Tag question is one of the example of strategy 2 of positive politeness.

Extract 6. Giving Explanation (Recording 1 on 30th of January 2017)

T	: As I told you ini mungkin very basic tapi untuk melangkah ke kelas toefl seperti goalnya beberapa teman disini, we just need to be familiar with english, kita bakalan nda bisa sampai ke jenjang itu kalo tidak familiarki dengan english. You know that we are surrounded by English, segala sesuatunya di sekitar kita ini hampir pake bahasa inggrismi semua. Apa bahasa inggrisnya itu? (<i>as I told you maybe this is very basic like the goal of our friends here, we just need to be</i>
T	<i>familiar with english, we can not reach it if we are not familiar with</i> : Selain itu. (<i>beside that</i>)
SS	<i>english. You know that we arre surrounded by english, everything</i> : WC
T	<i>around us almsost use english. What the english of that?)</i> : Nah itu, apa kepanjangannya WC? Ada yang tau? (<i>WC stand for?</i>
In the long extract above it can be seen that teacher tried to give <i>Anyone knows?</i>)	

opportunities to the students to participate in the learning process. He wanted his students to be involved and active in discussing the subject by giving interesting question. Thus, it can be classified as a strategy 3 which is intensify interest to H.

Extract 7. Giving Instruction (Recording 3 on 3rd of February 2017)

S ₃	: I love japan too.
T	: I know what you love from japan. A boy like you must be like it. Do you know it guys?
Ss	: What sir?
S ₄	: What sir, tell us.

The utterance “do you know it guys?” is one of the strategy of positive politeness where the teacher tried to pull his students interest by making statement that he was sure that his students would be interested to know it.

d. Strategy 4: use in-group identity markers

As already mention in chapter two that strategy 4 positive politeness introduced by Brown and Levinson (1987) is use in-group identity markers. By applying this strategy the S can implicitly claim the common ground with H that is carried by that definition of the group. This include in group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. The example can be seen in the following extract below where the teacher used group identity in his utterance.

Extract 8. Opening the Class (Recording 1 on 30th of January 2017)

T : Okay, good evening, class

Ss : Good evening sir

T : How are you?

Ss : Fine sir, and you?

T : I am pretty good

Ss : Whooo

From the extract above, it can be identified that there was the use of in- group identity markers which are “*class and guys*” for calling students. In this conversation the teacher employed positive politeness strategy 4 to open the class session. Calling class and guys instead of children or students could be categorized as a positive politeness strategy to shorten the distance between the teacher and students.

Extract 9. Giving Comment (Recording 1 on 30th of January 2017)

- | | |
|----------------|--|
| T | : Nah teman teman, coba liat to mereka tidak mau terpisah, dragon ball memang, sama lagi bajunya biru-biru, kompak memang.

<i>(see friends, they do not want to be separate, thats dragon ball, the same color is blue, they are very solid).</i> |
| S ₁ | : Iya tawwa memang kompak mentong tauwwa sir, widih sama lagi tahi lalatnya. <i>(yes thats true they are very solid sir, widih they have same born mark).</i> |

From the extract above shows how the teacher used strategy 4 in communicating with his students. Instead of saying student, the teacher preferred to use the word of "friends" to talk to his students to maintain the students positive face and to shorten the distance from the students.

e. Strategy 5: seek agreement

This strategy allows S to stress his agreement with H and therefore to satisfy H's desire to be right, or to be corroborate in his opinion. Another aspect of seeking agreement is repetition, it is the process of repeating part or all of what the preceding speaker has said, in conversation. For example of this strategy made by the teacher when he opened the class by saying the utterance that he thought that it would be repeated by his students as follow extract below.

Extract 10. Opening Class (Recording 1 on 30th of January 2017)

T : Assalamualaikum

SS ☹ Diam). (*Silent*).

T : Hey, hallo,

Ss : Hallo sir.

The extract above shows that the students response to the teacher utterance the word "hey, hello" indicates the students attention where their responded by repeating the same expression "hello" followed by personal marker "sir". The response from the students as the result of the utterance produced by the teacher where it can be classified as a

positive politeness strategy 5 where the repetition process preceding in the conversation.

Extract 11. Giving Instruction (Recording 3 on 3rd of February 2017)

T : Ok , could you tell us why you come to ELC?

S₄ : Because I want to go to abroad, right now I join AISEC program

T : Oh AISEC, I know it, I have some friends there. What country are

you going to choose? The extract above shows the teacher mention his agreement with H and

therefore to satisfy H's desire. In that conversation the teacher utterances

"*nice choices ya*" is a characteristic feature of claiming common grounds with H in which it is possible to agree with H.

f. Strategy 6: avoid disagreement

The desire to agree or appear to agree with H leads for pretending to agree, the H may agree or hide his disagreement by twisting his utterances instead of saying no. White lies, hedging opinion, and pseudo-agreement are other strategies of avoid disagreement.

Extract 12. Giving Instruction (Recording 1 on 30th of January 2017)

S₃ : (Spelling name) cocokmi to sir? (*is that true sir?*)

T : Yes, it's kind of nice, coba once more. Pokoknya ya guys tulis apa yang dia bilang. (*yes, it's kind of nice, try once more. So just write what he said*).

S₃ : (Spelling) aih saya lupami lagi sir. (*I forgot again sir*)

The utterance like “yes its kind of nice, coba once more (try once more)” produced by the teacher is one of the example of positive politeness strategy 6 where the teacher said white lies to state opinion of disagree. It can be said that the teacher tried to maintain H’s positive face.

g. Strategy 7: Presuppose/raise/assert common ground.

The friendship existed between S and H is considered as a mark for valuable time and effort that have spend by them discussing general shared interrest. It gives rise to the strategy redressing an FTA. Therefore by discussing general shared interrest with H, S has opportunity to stress the common ground, commond concern and common attitude with H towards interresting event. Some examples of this strategy are gossip, small talk, personal center switch, presupposes familiarity in S-H relationship.

Extract 13. Giving Instruction (Recording 1 on 30th of January 2017)

T	: Kita mulai dari yang paling bawah, huruf apa ini? (<i>we start from the bottom, what word is this?</i>)
SS	: Way (y)
T	: Ok coy, kalo ini? (ok, this is?)

The use of familiar address forms like the utterance of “coy” produced by the teacher above is classified as strategy 7 of positive politeness where S tried to address the positive face of H by saying familiar word. Familiarity word can make S and H relationship becomes closer and made them relax and enthusiasm in spelling the letter.

Extract 14. Giving Instruction (Recording 3 on 3rd of February 2017)

T	: Ooo jadi kalian sudah saling mengerti yah, memang kalian kompak sekali. Nah coba ade your reason...saya lihat bajumu hari ini kayak kue lapis ya.. <i>(ooo so you have understood each other, you are very solid. So ade your reason.. i see your blouse today is like kue lapis...</i>
S ₃	: Zebra cross

The friendship existed between teacher and his students which can be seen from the example of conversation above. The topic that the teacher said like “saya lihat bajumu hari ini kayak kue lapis ya (I see your blouse today is like kue lapis)” is one of the strategy of redressing an FTA by talking for a while about unrelated topics. Thus, the characteristic of positive politeness was appear as small talk.

Extract 15. Giving Instruction (Recording 3 on 3rd of February 2017)

- T : O my God seriously ade? It isn't your goal, is it?
- S₄ : Haa of course that the reason sir.
- S₁ : One of the reason pastinya tawwa. (*it must be one of the reason*).
- S₆ : Bisa jadi sir. (*it can be sir*).
- T : O My God, ade do you have boy friend? Eh guys does she have?

From the extract above, it can be said that teacher tried applying positive politeness strategy 7 which is gossip by discussing general shared interests with H. Tacher stressed common ground, common concern, and common attitudes with his students by asking something personal about students life such as "*o My God, ade do you have boy friend? Eh guys does she have?*". The unrelated topics above can be classified as a positive politeness in term of gossip where it made the interaction among them become friendly.

h. Strategy 8: joke

As mentioned in chapter 2, one of the positive politeness strategy introduced by Brown and Levinson (1987) is Joke. Since jokes are based on mutual shared background knowledge and values, jokes may be used to stress that shared background or those shared values. Joking is a technique for putting H at ease. In the following extract below, the teacher sometimes inserted joke in his class in order to attend of H's positive-face and to make the atmosphere of the class lively.

Extract 16. Giving Instruction (Recording 2 on 1st of February 2017)

- T : Mungkin saja to, nah coba kita dengarkan sama sama cara bacanya, ayo mendekat sedikit soalnya di luar ini hujan lagi berpesta jadi takutnya tidak kedengaran.

(it can be, so let's hear together how to pronounce it, just get closer

From the extract above, the teacher tried to make his students attention by saying the utterance “ayo mendekat sedikit soalnya di luar ini hujan lagi berpesta jadi takutnya tidak kedengaran (just get closer please because the rain is having a party outside and I am afraid that it can not be heard)” that made his students laugh and became relax before doing the listening activity. This example of utterance can be classified as a joke as one of the strategy in positive politeness.

Extract 17. Giving Instruction (Recording 2 on 1st of February 2017)

T : Maybe some of you have different opinion. Mereka di sana itu bertemu dengan orang orang yang mempunyai tujuan yang sama, jadi mereka nda malu maluki bicara. Saya sama istriku sama sama anak bahsa inggris jadi kalau di rumah itu pake bahasa inggriska jadi kalau majjo majjoki sedikit saya bilang what’s going on darling?

In the extract above, the teacher showed his joke to his students by producing some utterances that made the students laughing . Those utterances like “ *what’s going on darling? and can I siku you?*” can be classified as the example of joke because when the teacher said this followed by the funny gesture and exaggerated intonation indicated that he tried to make joke.

i. Strategy 11: be optimistic

Brown and Levinson (1987) say that this is the second major class of positive politeness strategies. This strategy refers to the want to convey that the speaker and the addressee are cooperatively involved in the relative activity. Be optimistic strategy occurs when S assumes that H wants S’s wants for S (or for S and H) as the following extract below:

Extract 18. Giving Instruction (Recording 2 on 1st of February 2017)

T : Wow very good , I believe that you have shown a great progress.
Coba perhatikan cara pemenggalan kata misalnya kata this is langsung gabung thisis, ok?
(wow very good, I believe you have shown a great progress. Please pay attention to the word stressing, for example this is becomes thisis, ok?)

The extract above showed that the strategy of positive politeness strategy in term of be optimistic occurred in the utterance of “I believe that you have shown a great progress” where the teacher assumes his students will cooperate in the mutual interest in here refers to showing progress.

Extract 19. Giving Instruction (Recording 1 on 30rd of January 2017)

T	: Jadi, you don't have a pen? (<i>so, you don't have a pen?</i>)
S ₃	: Yes sir hehehe
T	: Who has extra pen? Ade do you have?
S ₆	: Only one sir
T	: Mr. Chandra pasti tidak keberatan meminjamkannya untukmu

The following extract above showed that teacher showed his optimistic to S₅ by saying “Mr.chandra absolutely does not mind borrowing it for you” which indicates as a positive politeness 11 where he assumed S₅ will cooperate with him to borrow his pen to his friend.

j. Strategy 12: include both S and H in the activity

By using an inclusive ‘we’ form, when S really means ‘you’ or ‘me’, S can call upon the cooperative assumptions and thereby redress FTAs. In this research, this

strategy seems be the most favorite utterance that used by the teacher in the classroom, as clearly shown in the extract below;

Extract 20. Opening the class (Recording 1 on 30rd of January 2017)

T	: Before we start our lesson, let's pray. So we start our lesson ya, nah Ummu could you please spell my name?
S ₁	: Saya nda hapal nama lengkaptu sir, nama panggilan. Biarmi? (<i>I don't know your complete name sir, is it ok?</i>)
T	: It's okey

In the extract above, positive politeness strategy 12 was used in the utterance of “we” and “let’s” that is the teacher includes himself in the learning process which will shorten the distance from the students. By using those inclusive he has made his students felt close to him which can be seen from their response with their enthusiastic in spelling the name. Those utterances have been used by him many times in the classroom during observation.

k. Strategy 15: give gifts to H (goods, sympathy, understanding, cooperation)

One way of satisfying H's positive-face wants is by giving gift, not only tangible gifts but human relations wants as well like the need to be liked, admired, cared about, understood, listened to, and so on which demonstrate that S knows of H's wants and wants them to be fulfilled.

Extract 21. Giving motivation (Recording 2 on 1st of February 2017)

T	: Saya jujur ya dari pengalaman pribadi saya, saya tidak akan bisa speak bahasa inggris kalau saya tidak rileks, jadi janganki terlalu tegang. Saya tahu beberapa diantara teman-teman ada yang masih tegang dan malu malu berbahasa inggris tapi itu semua bisa diatasi.
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Positive politeness strategy 15 was used by the teacher in the extract above. The teacher showed human relation wants by saying *“I know there are some of friends here that are still strained and shy in using English but it can be solved. One way to solve it by pay attention to the position of your shoulder”*. Thus utterance showed teacher’s cared and understood of the students’ problem and he gave solution. In this example, it can be said that the teacher has fulfilled H’s wants.

Extract 22. Giving instruction (Recording 3 on 3rd of February 2017)

T : Come on go a head, now you are a center of attention, so you must be confidence when someone look at on you, don't be nervous because you will be the diplomatic for indonesia in the future.

S₃ : Aamiin, my dream in the future itu sir.

T : So just, be relax, nervous is normal, semua orang pasti mengalaminya, kalau ada di sini yang tidak pernah

The sentence of "*nervous is normal every people has ever felt that, if there is sombedoy here who never feels that, it means you are not human, I my self often feel that too*", is identified as positive politenes strategy 15 where the teacher here showed understood of students situation. By saying this, teacher has given gifts to H and human-relation and it made the students felt approved.

1. Strategy 16 : Telling Personal Experience to the H

This is one of the strategy that can be classified as a positive politeness strategy, where the speaker wants to get closer with the hearer by putting him or her as an example to the hearer. In this research this strategy seems be the one of the strategy of the teacher in making his students motivated to study and to talk. Some of the extract below showed how the teacher tried to maintain his students positive face by telling his personal experiences.

Extract 23: Motivated Students (Recording 3 on 3rd of February 2017)

T : Its good enough sharing about your reason, so my suggestion fo you all if you want to increase yur english you need to find a speaking partner, liatka saya bedede to, carika istri yang anak bahasa inggris juga jadi biar di rumah pake bahasa inggriska juga. *(its good enough sharing about your reason, so my suggestion fo you all if you want to increase yur english you need to find a peaking partner, take me as example, I looked for a wife who is from English Department too so even at home I use English too).*

Ss : Ok sir.

S₆ : Ngapami sir ee pamer-pamer terus mentang-mentang sudahmi nikah. *(oh come on sir, just because you have married so you say it more and more).*

The extract above showed how the teacher tried to motivate and to maintain his students positive face need by telling the story about him. The utterance “*.take me as example, I find a wife who is from English Department too so even at home I use English too*” can be classified as a positive politeness strategy where the teacher motivated his students by telling his personal experience.

Extract 24: Motivated Students (Recording 4 on 5th of February 2017)

T : When you were a child, merengek minta sesuatu, ada itu odong-odong biasa lewat to waktuta kecil.

S₆ : Bukan odong-odong sir ada itu koke-koke.

Ss : Hahahaha

T : Yah koke-koke begitu famous di jaman saya dulu. Kalau saya dulu toh, if I hear koke-koke sound, saya akan teriak “koke-koke” eventhough I don’t have money. *(yeah koke-koke was very famous in my era. I used to if I hear koke-koke sound, I will shout koke-koke eventhough I don’t have money)*

Ss : Hahahaha

From the extract above, it can be seen the teacher tried to fulfill his students want by telling his experience in the past. The utterance “yah koke-koke begitu famous di jaman saya dulu. Kalau saya dulu toh, if I hear koke-koke sound, saya akan teriak “koke-koke” eventhough I don’t have money. (yeah koke-koke was very famous in my era. I used to if I hear koke-koke sound, I will shout koke-koke eventhough I don’t have money)” was an example of strategy 16: Telling personal experience to the hearer. It is classified as a positive politeness because the purpose of the teacher said this was to give response to his students statement and it made the relationship became friendly.

2. Positive Politeness Strategies used by Students

There are fifteen strategies of positive politeness based on Brown and Levinson Theory (1987), but there were only six strategies that produced by the students during the observation process conducted by the researcher. Those strategies are (1) notice, attend, to H (his interest, wants, needs, goods), (4) use in-group identity markers, (5) seek agreement, (8) joke, (9) assert or presuppose S’s knowledge of and concern for H’s wants, and (12) include both S and H in the activity. The data of these strategies of positive politeness were taken from the classroom observation which is voice reorder. The strategies of positive politeness which could be presented are:

a. Notice, attend, to H (his interest, wants, needs, goods)

The first strategy of positive politeness strategy is notice,attend, to H (his interest, wants, needs, goods) as in the following excerpt taken from

the transcription. It is mentioned in chapter two that notice of aspects of H's condition which looks as a though H would want S to notice and approve of it.

Extract 25. Giving instruction (*Recording 3 on 3rd of February 2017*)

T : Ooo nice story so what else other reasons?
 S₃ : I'm really sorry sir, I think enough. I know all of you are hungry now.

In the following extract above, S₃ as a speaker notice his friends and teacher wants by saying "*I think enough. I know all of you are hungry now*". It indicated that S₃ tried to show his attention. The following utterance produced by him can be classified as positive politeness as strategy 1 where he noticed the want of the hearer so he decided not to continue his story.

b. Use in-Group Identity Markers

As already mention in chapter two that strategy 4 positive politeness introduced by Brown and Levinson (1987) is use in-group identity markers. By applying this strategy the S can implicitly claim the common ground with H that is carried by that definition of the group. This include in group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. The example can be seen in the following extract bellow where the student used group identity in his utterance.

Extract 26. Giving Instruction (Recording 2 on 1st of February 2017)

T : Jadi semuanya sudah tau bedanya kan, skarang kita belajar saying hello. Ini sering sekaliji kita lakukan in our daily activity kurangnya adalah kurang practice. Pasti malu maluki semua to dibilangi lebay atau ngapami indonesia ini.

(So, all of you has known the diffrence right, now lets study about

SS : Iya sir. *(yes sir)*

S₄ : Itumi masalahnya sir, saya mauja tapi dibilangika sok bule-bule.

(Thats the problem sir, I my self want but they always called me “bule-bule”)

The word of “bro” produced by S₃ is classified as a positive politeness strategy 4 use in-group identity markers where honorific form as mean of respecting other. In that example S₃ showed his respect to his friend by call him bro.

c. Seek Agreement

This strategy allows S to stress his aggrement with H and therefore to satisfy H’s desire to be right, or to be corroborate in his opinion. Another aspect of seeking aggrement is repetetion, it is the process of repeating part or all of what the preceding speaker has said, in

conversation. For example of this strategy made by the teacher when he opened the class by saying the utterance that he thought that it would be repeated by his students as follow extract below.

Extract 27. Giving Instruction (Recording 3 on 3rd of February 2017)

T	: Mungkin saja to, nah coba kita dengarkan sama sama cara bacanya, ayo mendekat sedikit soalnya di luar ini hujan lagi berpesta jadi takutnya tidak kedengaran. (its probably, nah lets hear together how to pronuns it.)
Ss	: Hahahahh
S ₃	: Iya sir, and on the street so many trees falling down, cocokmi iya.

The example of utterances above, *"Iya tauwa, nebulmi bahasa inggrisnya. (wow, your English is good)"* and *luar biasa. (Awesome.)*

were identified as a positive politeness strategy 5 where S₅ and S₄ had interest in maintaining a relationship with S₃ by showing their agreement of his sentence and it made S₃ felt happy to hear their comment. It can be seen from his gesture and smile that the researcher saw in the classroom.

Extract 28. Giving Instruction (Recording 3 on 3rd of February 2017)

Mr.c	: Because my country is develop country, grow fast, and everyting now uses English, so we must learn English and speak English.
S ₂	: Wow keren sekali mister chandra alasannya. (wow that great reason

From the extract above, S₂ showed his agreement with S₅ to satisfy his desire to be right in his opinion by saying "*wow keren sekali mister*

chandra alasannya. (wow that great reason Mr. Candra)”. It can be said that her utterance is one of positive politeness strategy 5 which is seeking agreement.

d. Joke

As mentioned in chapter 2, one of the positive politeness strategy introduced by Brown and Levinson (1987) is Joke. Since jokes are based on mutual shared background knowledge and values, jokes may be used to stress that shared background or those shared values. Joking is a technique for putting H at ease. In the following extract below, the teacher sometimes inserted joke in his class in order to attend of H’s positive-face and to make the atmosphere of the class lively.

Extract 29. Giving Instruction (Recording 1 on 30th of January 2017)

T : Nah teman teman, coba liat to mereka tidak mau terpisah, dragon ball memang, sama lagi bajunya biru-biru, kompak memang.

(see friends, they do not want to be separate, thats dragon ball, the same color is blue, they are very solid).

S₁ : Iya the utterance of *iyah wu memang kompak mentong tauy wasipak dihe sama lagi* sir.

widih sama lagi tahi lalatnya. (yes thats true they are very solid sir, widih they have same born mark) was an example of joke that said by S₁

to give comment about her friends. It can be classified as a joke where S₁ said this utterance and other students laughed and it made the situation in the classroom became fun and lively.

Extract 30. Giving Instruction (Recording 2 on 1st of February 2017)

T : Seriously,

S₃ : Yeah , I buy a pen everyday

T : What, do you buy a pen everyday?

S₃ : Yeah I buy in the morning and I lost in the afternoon

In the extract above, student showed one example of positive politeness

strategy which is joke in the utterance “yeah I buy in the morning and I lost in the afternoon”. By saying this he tried to make the situation became relax and it caused his friend gave comment of his joke.

- e. Assert or presuppose S’s knowledge of and concern for H’s wants

This is strategy 9 in positive politeness where S puts pressure on H to cooperate, is to assert or imply knowledge of H’s wants and willingness to fit one’s own wants in with them. As a following extract bellow.

Extract 31. Giving Instruction (Recording 1 on 30th of January 2017)

T : Nah ok guys, coba kita review letter, kalo slahki saya make up nah.

(ok guys, lets review letter, if you are wrong i’ll make up you.)

S₃ : Olala saya mi seng kena nanti itu sir. (olala it must be me).

The following sentences above showed that positive politeness strategy

9 used by student. It can be seen from the utterance of “ah tidak mungkin, saya tahu ko pasti bisa itu. (ah impossible, i know you can do it)” where S₄ as a speaker implied knowledge of H’s wants and willingness to fit one’s own wants in with them.

f. Include both S and H in the activity

By using an inclusive ‘we’ form, when S really means ‘you’ or ‘me’, S can call upon the cooperative assumptions and thereby redress FTAs. In this research, this strategy seems to be the most favorite utterance that is used by the teacher in the classroom, as clearly shown in the extract below:

Extract 32. Giving Instruction (Recording 3 on 3rd of February 2017)

<p>S₅ : Because my country is develop country grow fast, and everyting now uses English, so we must learn English and speak English.</p> <p>S₂ : Wow keren sekali mister chandra alasannya. (<i>wow that great reason</i></p>

~~The following conversation among students above showed~~ that positive politeness strategy 12 has used in the utterance of “Because my country is develop country grow fast, and everyting now uses English, so we must learn English and speak English.” The word of “we” in the sentences can be classified as an inclusive form where S really mean you and me but he used we to show the cooperative assumptions and thereby redress FTAs.

3. Some Changing Caused by the Use of Positive Politeness Strategy to Promote Effective Interaction in the Classroom

From the data which was collected during the classroom interaction. The researcher found that there were some changing caused by the use of positive politeness strategy in term of effective interaction in the classroom. These effect could be seen from the result of the classroom observation and the students’

interview. The interview with some students were conducted in order to investigate the changing that happened in the class in the term of effective interaction and to know more about their opinion. In this interviewed the students as informant was given an initial for each student such as Ummu (S₁), Kika (S₂), oji (S₃), hary (S₄), chandra (S₅), and ade (S₆) , the teacher was initialed with (T) and the researcher was initialed with (R) as follow:

a. Making Students Confidence to work without pressure

One of the aspect that should be provided to make efective interaction in the classroom is giving students confidence to work without pressure. The choice of language used in communicating is one of the factor that can make the students confidence. Since Positive politeness strategy means to meet the hearer's 'positive face needs', it is believed that this strategy can make students confidence to talk. Some of the following extract below show that how positive politeness strategy used by the teacher can make them be more confidence in making conversation.

Extract 12. Giving Instruction (Recording 1 on 30th of January 2017)

S₃ : (Spelling name) cocokmi to sir? (*is that true si?*)

T : Yes, it's kind of nice, coba once more. Pokoknya ya guys tulis apa yang dia bilang. (*yes, it's kind of nice, try once more. So just write what he said.*)

S₃ : (Spelling) aih saya lupami lagi sir. (*I forgot again sir*)

Extract 18. Giving Instruction (Recording 2 on 1st of February 2017)

T : Wow very good , I believe that you have shown a great progress.
 Coba perhatikan cara pemenggalan kata misalnya kata this is langsung gabung thisis, ok?
 (*wow very good, I believe you have shown a great progress. Please pay attention to the word stressing, for example this is becomes thisis, ok?*)

Two following extract above showed that how the students speak confidence in responding their teacher instruction. In extract 12, it is showed that S₃ kept spelling the letter eventhough the first spelling incorrect but he still kept spelling and spoke to his friends and teacher. He was still confidence to continue even he has spelled wrong but the teacher did not say it directly but he used positive politeness strategy in giving disagreement where it can reduce the H's embrassess. In extract 18, S₅ showed his confidence to talk about the subject discussed after the teacher gave explanation and example. Based on the researcher observation, S₅ was the student who rarely talked in the class if he was not asked by the teacher. It indicated that he showed his confidence to give respon due to of the strategy politeness of teacher in term of be optimistic. Besides, it was also supported by the statements of the

R : Hmmm so you feel confidence too.
 H : Yeah really confidence, even the word is wrong I still keep talking, just keep talking. My teacher said as long as your speaking partner understand just talk. Thats the good motto from him.

R : Do you feel confidencee talk in the class?

S₆ : Yeah

R : What makes you comfortable?

S₆ : Because my friends are funny and I so comfort my teacher also so

The extract above was about the result of interview when the researcher kind. He is like my friend not like my teacher. And I m confident

asked about confidence talking in the class. According to interviewee, the student said that they felt confidence to talk in the class because the teacher helped them much to build confidence by giving motto to his students like as long as your speaking partner understand, just keep talking, so the students did not feel shy to talk even they made mistake.

This effect also could be seen in extract (1), (3), (5), (15), (18), and (21).

- b. Motivated Them to Participate More in Classess Especially in Speaking and Completely the task.

Positive politeness strategy can motivate the students in speaking and completely the task. Students feel motivated and stimulaed to learn and actiely collaborate with the teacher when the classroom in running in save and supportive environment. Students motivation in participating in the class can be seen from the result of extract below.

Extract 7. Giving Instruction (*Recording 3 on 3rd of February 2017*)

S₃ : I love japan too.

T : I know what you love from japan. A boy like you must be like it. Do you now it guys?

Ss : What sir?

S₄ : What sir, tell us.

Extract 9. Giving Comment (Recording 1 on 30th of January 2017)

T : Nah teman teman, coba liat to mereka tidak mau terpisah, dragon ball memang, sama lagi bajunya biru-biru, kompak memang.

(see friends, they do not want to be separate, thats dragon ball, the same color is blue, they are very solid).

S₁ : Iya tawwa memang kompak mentong tauwva sir, widih sama lagi tahi lalatnya. *(yes thats true they are very solid sir, widih they have*

same born ~~The~~ two following example above showed that how the

~~relationship between teacher and students affects the quality of the~~

students' motivation to speak in the classroom interaction. In the first extract showed that how the students motivated to give a response into the teacher question by showing their curiosity and produced question to his teacher. It can be said that they were motivated because the teacher made the intersting topic.

In the second extract, it can be showed that students were motivated to participated in class by giving their comment about their friends. It is caused by the teacher jokes which classified as positive politeness strategy in order to create save environment. Besides that,

another interview with the teacher and students were also supported this as follow.

R	: So, what about the atmosphere of your class, how do you like it?
S ₄	: I very like it because of that man, our teacher is so fun and I think he has “aura” to make us smile and to make a joke.
R	: Oh so in communicating with your students, is there any strategies that you use?
T	: I don't have special strategy but be honest I don't really like a quite class because to reach the purpose of conversation class we need to make a lot of interaction with students so sometimes that I think it is
	The result of two interviews above indicated that students got interested them, I sometimes make joke to make them relax and feel
	motivation in participating to talk in the class due to the teacher. In the

first extract showed how the students felt relax, optimistic and felt motivated by the joke of teacher. In line with the result of interview from teacher. The teacher said “I sometimes make joke to make them relax and feel free to talk,”.

c. Making Students Feel Comfortable and Free to Interact in The Classroom.

It is important to have a teacher who cares for their student's need and strange, and who holds a supported relation with their students. This can make students feel comfortable and free to interact in the classroom. If the teacher shows care about their

students it will make them free to interact in the class as a following extract based on the result of the observation.

Extract 2. Motivating students (Recording 2 on 1st of February 2017)

T : Jadi semuanya sudah tau bedanya kan, skarang kita belajar saying hello. Ini sering sekali kita lakukan in our daily activity kurangnya adalah kurang practice. Pasti malu malu semua to dibilangi lebay atau ngapami indonesia ini.

(So, all of you has known the diffrence right, now lets study about saying hello. This is always be done by us in our daily activity but we have lack practice. I know you must be shy to be mocked like lebay or come on this is Indonesia).

T : Yakin saja orang yang berkata begitu berlevel satu dibawahta, pokonya just try to speak in your class, your campus, working place, home, yang penting your speaking partner has the same goal with you. Ada yang pernah berpikir mau ke kampung

Extract 15. Giving Instruction (Recording 3 on 3rd of February 2017)

T : O my God seriously ade? It isn't your goal, is it?

S₄ : Haa of course that the reason sir.

S₁ : One of the reason pastinya tawwa. *(it must be one of the reason).*

S₆ : Bisa jadi sir. *(it can be sir).*

T : O My God, ade do you have boy friend? Eh guys does she have?

In the two extracts above showed how the students felt comfortable to speak with their teacher. Both of the examples showed how the student did not feel doubting and shy to share about their problem in the class, they did not feel nervous even they talked about something personal, like relationship with someone. It indicates that both teacher and students have a good relationship, and it made them feel free to talk anything. This data also supported by the result of interview to the students.

R : When your teacher communicate with you, how do you feel? do you enjoy it?

S₅ : Saya enjoy.eeee dan saya merasa relax karena suasananya tidak terlalu tegang as a friend.

R : Maksudnya dia friendly ? bersahabat begitu?

S₅ : Ya itu maksud saya

R : Do you like his way in teaching in the classroom?

S₁ : Yes of course

R : What do you like most?

S₁ : He tidak terlalu tegang, sering selingannya bercanda maksudku materinya tidak kaku begitu, different dengan di sekolah jadi kita di sini

The result of interview above seen that the students prefer to talk more in the class because they felt comfort with the situation that the

teacher created in the class. Based on their opinion, one of the factor that caused it is the teacher, he was so fun and he talked like a friend to his students and sometimes he put joke in his conversation.

d. Giving Them the Same Chances in Speaking.

One of the teacher's willingness in teaching is to make the studnts have the same chances in speaking because it is the main point to be success in promoting the effective interaction in the classroom. If the students feel that their teacher is respect to them, it will make them enthusiastic in speaking. As can be seen from some extracts below:

Extract 13. Giving Instruction (Recording 1 on 30th of January 2017)

T	: Kita mulai dari yang paling bawah, huruf apa ini? (<i>we start from the bottom, what word is this?</i>)
SS	: Way (y)
T	: Ok coy, kalo ini? (ok, this is?)

Extract 15. Giving Instruction (Recording 3 on 3rd of February 2017)

T	: O my God seriusly ade? It isn't your goal, is it?
S ₄	: Haa of course that the reason sir.
S ₁	: One of the reason pastinya tawwa. (<i>it must be one of the reason</i>).
S ₆	: Bisa jadi sir. (<i>it can be sir</i>).
T	: O My God, ade do you have boy friend? Eh guys does she have?

In extract (13) and (15) above showed the students' participation in making conversation in the class. It can be seen that the students were enthusiastic in answering their teacher's question together (extract 13) and being involved in the conversation about their friend (extract 15). The utterances like "we" and "coy" produced by the teacher made the students felt like they were in the same position and have right chance to talk. This result is supported by the teacher statement in interview as follow:

R : Oh so in communicating with your students, is there any strategies that you use?

T : I don't have special strategy but be honest I don't really like a quite class because to reach the purpose of conversation class we need to make a lot of interaction with students so sometimes I choose unrelated topic that I think it is interested for them, I sometimes make joke to make them relax and feel free to talk, I sometimes ask about their personal experience not because I am Kepo but it just to make getting closer with them so they can speak bravely without nervous. I

From the interview above, it can be known that teacher acted like a friend to his a students as his strategy to get closer with them and to

make them free to talk. It indicated that the teacher has given the same chances to the students to participate in the conversation.

B. Discussion

This research focused on the analysis of positive politeness strategy to promote effective interaction in the classroom. This section divides into two parts. Firstly, strategy of positive politeness used by the teachers and students in classroom interaction; secondly, the changing caused by positive politeness strategy used by teacher and students to promote effective interaction in the class. Each section contains a discussion of the finding, theory and its interpretation.

1. Positive Politeness Strategy Used by Teacher and Students in the Classroom

The findings have shown that positive politeness strategies were used both teacher and students in communicating in the classroom. There were eleven strategies based on Brown and Levinson theory that used by the teacher which are strategy 1, strategy 2, strategy 3, strategy 4, strategy 5, strategy 6, strategy 7, strategy 8, strategy 11, strategy 12, strategy 15, and there were six strategies used by the students which are strategy 1, strategy 4, strategy 5, strategy 8, strategy 9, and strategy 12, and there was one positive politeness strategy that found by the writer whis is telling pesonal experience to the H. All of the strategies used by teacher and students were spontaneous utterance without planning before.

The data had shown that the teacher used positive politeness strategy when opening the class, giving instruction, giving evaluation, and giving motivation to the students. For instance when the teacher opened the class by saying assalamualaikum,

but the students' response was silent so he said the word "hey, hello" (extract 10) with full of exaggeration in order to build the relation with the students in beginning the class and to provide friendly atmosphere. It is responded by the students by repeating the same expression "hello" that indicated the students felt close to the teacher. Leech (1983) said that the role of the politeness principle is to maintain the social equilibrium and friendly relations which enables us to assume that our interlocutors are being cooperative in the first place.

In giving instruction to the students, teacher has used some positive politeness strategy. Based on the result of interview with the teacher, he said that to make a lot of interaction with students sometimes he asked them to tell about unrelated topic which is interested for them, sometimes he made joke to make them relax and feel free to talk. Brown and Levinson (1987) said that the choice of a strategy depends on the context of interaction, the social relationship of the speakers and the amount of imposition which the FTAs entail.

Positive politeness strategy 8 is joke that commonly used either by the teacher or students in the classroom. Since jokes are based on mutual shared background knowledge and values, jokes may be used to stress that shared background or those shared values. For instance, the expression "the rain is having a party outside" produced by the teacher and the expression "yeah I buy in the morning and I lost in the afternoon" by the student (see extract 16 and 28) are classified as a joke, due to of those utterances made the situation in the class lively and friendly and it caused them relax to interact each other.

Beside joke, strategy 1: notice, attend, to H (his interest, wants, needs, goods) is strategy that also used both teacher and students. For instance, when the teacher said “you must need a pen” and the utterance from the students like “I think enough. I know all of you are hungry now” were classified as strategy 1 and it indicated that the S take notice of aspects of H’s noticeable changes which looks as though H would want S to notice and approve of it. The data from observation has also shown that both students and teacher have a good relationship and a good communication. It can be seen also how the teacher and students have the good relationship inn communication in the extract 21 and 22 where positive politeness strategy 15 used by the teacher in giving instruction.

Positive politeness is meant to meet the hearer’s positive face needs. It could be seen from the result of the observation when the teacher gave evaluation to his students. For instance, the utterance like “very good” and “oh My God that’s awesome (extract 3) were kind of positive politeness strategy 2: exaggerate (interest,approval,sympathy with H). Those expressions were said by the teacher with an exaggerated intonation and stress to show sympathy about his student’ answer and it made the student felt approved.

Brown & Levinson (1987) said that positive politeness strategies give importance to the hearer’ face, minimize the potential threat of FTA an the relationship is friendly. The teacher in this research sometimes tried to make the relationship friendly by applying positive politeness strategy 11: be optimistic. For instance, in extract 19 the expression “Mr.chandra absolutely does not mind

borrowing it for you can be classified as one of the strategy where the teacher assumed his student will cooperate with him.

Extract 6 of positive politeness strategy: 3 has shown how the students be enthusiastic in making the interaction with the teacher. The questions given by the teacher have intensified of their interest to contribute to the question. The teacher has applied positive politenes strategy by making a good question that pulled his students right into the interest. It is important to have a teacher who cares for their students' need and strength, and who holds a supportive relationship with their students, giving the same chances and opportunities to participate in the learning process.

Hobjil (2012) said that the use of strategies designed to redress the addresse's positive face by for example treating the hearer as a member of the same group or by expressing liking for the hearer's personality. In extract 8, the expression like *“class” and “guys”* are example of treating member of the same group. Calling “class” or “guys” instead of “children” or “student” could be categorized as a positive politeness strategy 4, that is, the teacher did not position hissself as the more powerful agent, nor did she tend to keep students at a distance.

Another positive politeness that used in this research and the most frequently used by the teacher is positive politeness startegy 12: include both S and H in the activity. Based on the researcher observation, this strategy almost used by teacher every giving instruction in the class. For instance, the utterance *“ we and let's”* (extract 20) are the inclusive form from “you” and “me” that is, the teacher included his self in the learning process which will shorten the distance from the students. By

putting his self as a student, he has made his students felt very relaxed all through the class and it can be said that the mutual understanding and harmonious relationship between teacher and students existed in this research.

Brown and Levinson (1987) said that for the same reason, positive politeness strategies are usable not only for FTA redress, but in general as a kind of social accelerator, where S, in using them, indicates that he wants to 'come closer' to H. Telling personal experience to the H is one the strategy that the teacher used in this research to come closer to his students. It can be said that the teacher has used this strategy to maintain the students positive face where it is produced by him in order to give response of students statement. In this case, the teacher has applied positive politeness to make the interaction with the students run.

2. Some Changing in the Term of Effective Interaction in the Classroom

The data revealed that there are four changing occurred in the class caused by the use of positive politeness stratgey in this research. They are ; giving students convidence to work without pressure, motivated them to participate more in classes, making students feel comfortable and free to interact in the classroom, and giving them the same chances to participate in speaking.

In the teaching methodology, a lively and friendly atmosphere in classroom between teacher and students is needed to be enhanced to promote effective interaction. A teacher and students who have the qualities of good communication, respect in the classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the

classroom. Those teacher who demonstrate respect towards their students, automatically win favor by having active learners in their classroom.

Communication as interaction involves teacher-students relationship and students-teacher relationship. The first changing that can be seen in the class is students be more confidence to work/ to speak without pressure. Nielson & Lorber (2009) said that a good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. This changing could be seen from the interaction in the classroom in the following extract above where the students showed their enthusiastic in giving response to their teacher instruction, joke, small talk, and questions. Furthermore, one student that identified as a shy person in the first observing by the researcher has shown his confidence to talk in the next meeting during the observation. This changing also can be seen from the result of students' interview where all of them said that they felt confidence to talk in the class because that the atmosphere is fun and the teacher did not pressure them to talk with a good grammar, but he said as long as your speaking partner understand, just talk.

The second changing that can be seen in the class is students be more motivated to participate in class especially in speaking. As clearly mention before that teacher who demonstrates respect toward his students, automatically win favor by having active learners in the classroom. During the observation, the researcher saw that all of the students in this class were active learners. They did all the instruction given by the teacher and tried to respect and get involved in every conversation. For

instance, when the teacher gave joke, they gave respon by making another joke. Furthermore, when the teacher talked about unrelated topic such as gossip or small talk, the students would give their comment enthusiastically eventhough the teacher did not mention their name or asked them to talk, they would talk freely without hesitating. It is caused by the situation which is fun and friendly based on their answer in interview. They said that they were brave to talk because they talk just like to their friend not to the teacher.

The third changing is making the students feel comfortable and feel free to talk and to interact in the classroom. It can be happened because the teacher has provided a good classroom environment. It is extremey important because the social emotional climate a teacher established with students will provide opportunities to see themselves as capable, worthy and comfortable and make them feel part of learning process. Specifically, when students are exposed to positive emotional stimuli, they are better to recall newly learned information (Nielson & Lorber; 2009). The data has shown how the students feel comfort to talk in the class. Eventhough they made mistakes in grammar or in answering the teacher questions, they still kept talking and relaxed. Furthermore, the students did not shy or embrassed to talk about their personal life and their fear in using English. It can be seen also from their interview that students said the teacher could make them feel free to talk and he acted like a friend not like a teacher even one of the them said that he was like his brother.

The last changing is giving them the same chances to participate in speaking. Tricket and Moos (1973) state that the classroom environment consits of three

overarching dimensions: the ability for students to develop relationship with their teacher and peers, the extent to which students engage in learning activities, and the general structure and order of the classroom provided by the instructor. It can be seen from the observation that the students felt engaging and motivating in the class. It could be seen from their performance in answering the question and giving response to the teacher's instruction, joke, and small talk without waiting their name mentioned to talk. When the teacher always called them "guys" or "class", it means they were same and have the right chance to talk.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, they are conclusion and suggestions.

A. Conclusion

Based on the findings and the discussion in previous chapter, the researcher concludes that:

1. There are eleven strategies of positive politeness that used by the teacher which are strategy 1, strategy 2, strategy 3, strategy 4, strategy 5, strategy 6, strategy 7, strategy 8, strategy 11, strategy 12, strategy 15, and there are six strategies of positive politeness used by the students which are strategy 1, strategy 4, strategy 5, strategy 8, strategy 9, and strategy 12.
2. There is a new strategy of positive politeness that the writer found that the teacher often used in the classroom which is not include in Brown and Levinson strategies. This strategy is telling personal experiene to the H.
3. There are four changing occured in the class caused by the use of positive politeness stratgey in this research which are: making students confidence to work without pressure, motivated them to participate more in classes, making students feel comfortable and free to interact in the classroom, and giving them the same chances to participate in speaking.

4. The positive politeness strategies used by teacher and students are spontaneous expression without planning it before.
5. Positive politeness strategy 12: include both S and H in the activity and positive politeness strategy 4: use in-group identity markers are the most used strategy in the classroom.
6. The use of positive politeness strategies in the classroom interaction makes the atmosphere in the class become lively and friendly where there was a good communication between teacher and students and among the students.

B. Suggestion

Based on the conclusion above, the researcher addresses the following suggestions:

1. For teachers:
 - a. All English teachers are expected to know and to use the positive politeness strategies that can make the students be more enthusiastic in making interaction.
 - b. This study can become guidance for English teachers to create a lively and friendly atmosphere in the classroom and to promote effective interaction in the classroom
2. For other researchers

This research only focusses on positive politeness strategies introduced by Brow & Levinson (1987) while there are four kinds of politeness introduced by

them. A further research with wider scope of the research is expected to explore more issues related to politeness.

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CURRICULUM VITAE



The writer, Nurmawati. S.Pd was born on January 20th, 1986 in Bone regency, South Sulawesi. She is the last child of four siblings from the marriage of her parents, Muhammad Arifin and Roslah. A.Ma.Pd. She began her study at SD 263 Awang Tangka in 1992 and graduated in 1998. She continued her study at SMP Negeri 1 Kahu in 1998 and graduated in 2001. At the same year, she was registered as student at SMA Negeri 1 Kajuara and graduated in 2004. In 2006, she continued her study at Muhammadiyah University of Makassar, and graduated in 2010. In 2015, she then continued her study and took graduate program at State University of Makassar and got her master degree in 2017.