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CHAPTER I

**INTRODUCTION**

This chapter deals with the background, research questions, objectives, significances, and scope of the research.

1. Background

Interaction in English as a foreign language classroom is valuable to support teaching and learning process. Teacher and students definitely should interact to transfer and receive the lessons. It is accordance with Hedge (2000) who considered it as important factor, especially for students, to allow them to practice their language ability, to improve their language fluency, and to get feedback from their teacher. Interaction involves at least two persons to communicate their ideas and thought in a certain situation. In the classroom, interaction consisted of some patterns, such as teacher-learner, teacher-learners, learner-learner, learner-learners, and learners-learners. In short, it could happen in pairs, groups, or between individual to groups during teaching and learning process in the classroom.

Beside the status of a person, gender also played a role in interaction because the way of women’s speech differ from men’s (Lakoff, 1975). The role of gender could form interaction as male-male, female-female, and male-female. In the classroom, the interaction might occur between male teacher-male learner/learners, male teacher-female learner/learners, female teacher-male learner/learners, and female teacher-female learner/learners, male learner/learners-male learner/learners, male learner/learners-female learner/learners, female learner/learners-female learner/learners. These interaction patterns might contain various styles of communication because of gender differences in social and task behaviors, such as agreement, giving opinions, suggestions, and directions(Carli, 1989). By looking at the gender differences, the researcher assumedthat politeness shown by males also differ from females and could influence the interaction.

In interaction, the most important thing of communication is an understanding. However, misunderstandings sometimes occur in delivering thought because the intended meaning fails to be recognized by the partner of speech. Misunderstanding can bring miscommunication and may distract the learning and teaching process. It will make one or even both of them—speaker and hearer—feel ashamed or uncomfortable. This is called Face Threatening Acts introduced by Brown & Levinson (1987). In order to protect one’s feeling, speakers can use politeness strategies in communication. Brown & Levinson (1987) stated that *politeness strategies are developed in order to save the hearer’s ‘face’.* The word ‘face’ here refers to one’s self-image or self-esteem. It means the politeness strategies are used to avoid embarrassing to other person, or to make them feel comfortable. As the opposite and a parallel of politeness, impoliteness happens to attack other’s face which can also affect the interaction between interlocutors.

In the classroom context, some students were not aware of their own attitudes both in positive and negative ways. Speech acts performed by them might threat teacher’s face which caused misunderstanding. The teacher might think they were impolite but they did not realize. Therefore, the students were expected to be able to measure their own politeness behaviors in the classroom.

In terms of classroom interaction, Tsui (2008) assumed that besides specific aspects of classroom interaction, issues such as power, identity, culture, and gender are beginning to appear on the research agenda. It is highlighted that gender has got attention in its relation with some aspects of classroom interaction. Furthermore, Monsefi & Hadidi (2015) has observed about gender issue and its relation with politeness strategies in teacher-student interaction. He concluded that male teacher used more directive forms, gave more warning, used display questions more, and gave more evaluation. While female teacher used less directive forms, is more patient and supportive, used referential questions more, and gave more acknowledgement. In short, female teacher used more positive politeness strategies than male teacher. Unfortunately, this study was only taken from the point of view of the observer. Then, the researcher thought that it is also essential to observe students’ point of view of politeness and to find out the politeness differences between male and female students. This way, the misunderstanding of the interaction between students and teacher could be solved. Based on these considerations, the researcher of the current research was interested in conducting a study under the title *“Analyzing Gender-based Perspectives of the Students on Politeness and Impoliteness Strategies in EFL Classroom Interaction”*.

1. Research Questions

Based on the background, the researcher assumed that misunderstanding in the classroom interaction happened because the students did not realize their own attitudes. It also showed that gender and politeness can influence classroom interaction. By virtue of the problems, this thesis would examine two main research questions:

1. What are the differences between male and female students’ perspectives on the degrees of politeness and impoliteness strategies in reacting to EFL classroom interaction?
2. How are the different uses of politeness and impoliteness strategies based on male and female students’ perspectives as the reactions to the situations of EFL classroom interaction?
3. Objectives of the Research

This research aimed at two objectives as follows:

1. To find out the differences of gender-based perspectives of the students on the degrees of politeness and impoliteness strategies in reacting in EFL classroom interaction.
2. To describe the different uses of politeness and impoliteness strategies based on male and female students’ perspectives as the reactions to the situations in EFL classroom interaction.
3. Significances of the Research

The results of this research consisted of theoretical and practical significances.

1. **Theoretical significance**

This research was expected to provide valuable information and positive contribution for teachers and lecturers, students, and further researchers about gender-based perspectives on politeness and impoliteness strategies, particularly in EFL classroom interaction.

1. **Practical significance**

This research was expected to enrich the study about gender-based perspectives on politeness and impoliteness strategies in EFL classroom interaction which, included gender differences in the degree of politeness, and the politeness and impoliteness strategies of their reactions to the situations in EFL classroom interaction.

1. Scope of the Research

The scope of this research was limited by three items, namely discipline, content, and activity. By discipline, this research was under the study of pragmatics. By content, this research would focus on gender that consisted of male and female students, and also the degrees and the use of politeness and impoliteness strategies based on the students’ perspectives in certain situations. By activity, the researcher would firstly take a survey on politeness in the classroom, and then give Discourse Completion Tests (DCT) to the students. This research would be conducted in mixed-method procedure.

CHAPTER II

**REVIEW OF RELATED LITERATURE**

This chapter consists of previous related studies, some pertinent ideas, resume, and conceptual framework.

1. **Previous Related Studies**

A number of studies related to similar area of this research has been conducted previously, those are as follows:

1. Monsefi & Hadidi (2015) have studied about male and female EFL teachers' politeness strategies in oral discourse and their effects on the learning process and teacher-student interaction. The objective of this study is to explore the effect of gender and use of politeness strategies by teachers on the patterns of classroom interaction between teachers and students. Contrarily, the researcher will focus on the students’ politeness rather than the teachers’.
2. Peng, Xie, & Cai (2014) have studied about college teacher’s politeness strategy in EFL classroom. The researchers aim to reveal how the teacher applies politeness strategies to his teaching practice in the language use in general. Distinctively, the researcher aims to expose how male and female students use politeness strategies in EFL classroom interaction.
3. Bacha, Bahous, & Diab (2012) have studied about gender and politeness in a foreign language academic context. The researchers took the students of different year as participants. They conduct a survey and discourse completion tests as instruments of the research. The researcher of the present research will adapt the questionnaire and the discourse completion tests. However, the researcher will only take participants from the same year.
4. Mahmud (2010b) has investigated gender differences in language teaching context. The results of the study show that men and women have different styles in learning English. The present researcher will also observe gender differences in the similar context. However, in this case, the she will focus on gender differences in using politeness in EFL classroom interaction.
5. Dobs & Garcés-Conejos Blitvich (2013) has observed impoliteness in polylogal interaction in small-group and whole-class discussion. They used genre-approach in collecting the data. In contrast, the present researcher will not only observe the impoliteness, but also the politeness in the whole-class interaction by using gender-approach.
6. Aydınoğlu (2013) has analyzed gender differences in impoliteness acts. However, the data was taken from the speeches in one-act plays. It is different from the present research data which will be taken from the students’ speeches on discourse completion tests.
7. **Some Pertinent Ideas**
8. **Classroom Interaction**

In a classroom, there must be at least one teacher and one student. They have to communicate each other to transfer and receive the lessons. The teacher will speak up in teaching, and the student is allowed to ask the teacher if he/she find any difficulties in learning. This is called two-way communication. This two-way communication which is conducted in the classroom is also called classroom interaction. This definition is close to Dagarin (2004, p. 128) who defined classroom interaction as ‘a two-way process between the participants in the learning process.’ The participants here include teacher and learners.

For Hadfield & Hadfield (2008), interaction refers not only to put a message together, but also responding to other people, including turn taking, gesture, and expression used in talking. Studies of interaction have been conducted for years, specifically in educational areas. Interaction in Second Language and Foreign Language classroom has been studied since 1960’s as the implications of Flanders’ work (Tsui, 2008). Furthermore, classroom interaction is not only used to transfer and receive the lessons, but also to measure teacher and students’ closeness. This will be effective if they can cooperate to build a good interaction during the learning process.

1. **Students’ Perspectives**

Perspective is *a particular way of considering something* (“Cambridge Advanced Learner’s Dictionary 3rd Edition,” 2008). It has been studied for several years, particularly in terms of interaction. Students’ perspectives on interaction have been investigated by previous researchers (Amelink & Creamer, 2010; Chuah, Choo, Kaur, & Singh, 2013; Constantino, 2002; Cook-Sather, 2002; Robertson, Gibbons, & Carter, 2002). The students’ viewpoints should be considered because the interaction in EFL classroom does not only consist of a teacher but also the students. Knowing their perspectives will affect the interaction positively. Nevertheless, none of them investigated the students’ perspectives in selecting one of politeness and impoliteness strategies to be used in classroom interaction.

1. **Gender Differences**

According to "Cambridge Advanced Learner’s Dictionary 3rd Edition" (2008), gender is defined as *the physical and/or social condition of being male or female*, it can also mean *all males or all females, considered as one group*. Topics about gender are discussed in pragmatics and sociolinguistics. Many researchers have investigated gender differences in many fields, including EFL context (Hu, 2012; Monsefi & Hadidi, 2015; Rashidi & Rafieerad, 2010).

In interaction, gender plays a role in interaction because the way of women’s speech differed from men’s (Lakoff, 1975). Interaction patterns may contain various styles of communication because of gender differences in social and task behaviors, such as agreement, giving opinions, suggestions, and directions(Carli, 1989). The differences are also supported by Wood (1995)in her paper about gendered interaction that mentioned five differences between men and women’s speech. The first difference is men giving advice by focusing on instrumental activity, expressing superiority and maintaining control. But, women may interpret it as heartless and egotistic. If men and women interact, women may think men could not understand what they feel because the way of giving advice is different one another. The second one is men’s talk is instrumentality which is interpreted that men do not care about their feelings. The third feature is men dominate the conversation. In another study, Stewart, Stewart, Friedley, & Cooper (1990) found that men interfere to control the conversation, while women interrupt to reply and show excitement. A factor that may cause it is men tend to express themselves in fairly simple and confident ways compared with women (Wood, 1995). Lastly, men communicate more abstractly than women. In short, men’s speech tends to be ignorant, including about the relationship level of communication. Yet, women’s speech considers responsiveness and revelation to proof equality and support. It is in line with (Wood, 2009)who believed that females generally use speech to develop and maintain relationships because they use language to achieve intimacy. While Tannen (1990)stated that “women speak and hear language of connection and intimacy, while men speak and hear a language of status and independence”.

1. **Politeness and Impoliteness Strategies**

The most popular and principal theory on linguistic politeness comes from Brown & Levinson (1987). According to (Brown & Levinson, 1987, p. 61), everyone has a face, “the public self-image” that they want to maintain. The term face is divided into two different categories: negative and positive face. Negative face is, the need to preserve one’s own independence, while positive face is the need to be liked by others. Those faces change depending on the audience and the social interaction (Goffman, 1967).

Brown & Levinson (1987) mentioned that speakers want to maintain each other’s face in interaction. However, sometimes a speaker is forced to make ‘face-threatening-acts’ (FTAs) in order to get what he/she wants. It means that he/she will impose the hearer’s time, role, possession, or privacy. It will be unavoidable, but the speaker can minimize the FTA by different strategies.

There are four strategies according to the level of politeness and the importance to save the hearer’s face (Brown & Levinson, 1987). The first one is off-record, when the speaker has to do FTA but does not want to explain his/her thought directly. Off-record is the most polite strategy. In this utterance, the speaker’s intention will not be directly explained. It is related to the term of pragmatics called ‘implicature’ face (Brown & Levinson, 1987). This strategy can be used when talking to strangers. If the speaker decides to do the FTA baldly, this means that the FTA is in the most direct, clear, unambiguous and concise way possible. It is the least polite utterance. This kind of politeness is named Bald on-record strategy which is most found when speaking with the younger people or close relatives. The most dominant use of strategies is positive and negative politeness which have differences in uttering thoughts. Positive and negative politeness strategies are both in the middle of politeness level. Those are often used when talking to friends but not too close (negative politeness) and friends but not too strange (positive politeness). Both of these types still give the hearer’s chance to save his/her faces.

Besides Brown and Levinson theory mentioned above, there are also several strategies to express politeness. For example, markers of politeness that have been identified by Anggraini (2005) in her study. Mahmud (2010) also indicated that grammatical aspects can show speaker’s politeness, such as pronouns, participant avoiders, phonological alternations, and some linguistic softener. Both markers and grammatical aspects of politeness can be similar or different in one language to another. In another study, gender can also influence the variety of politeness strategies. The observation of the gender issue and its relation with politeness strategies, particularly in teacher-student interaction, shows that male teacher used more directive forms, gave more warning, used display questions more, and gave more evaluation (Monsefi, 2015).

As the opposite and a parallel of politeness at the same time, impoliteness happens to attack other’s face rather than to protect it. It can also affect the interaction between interlocutors. According to Locher & Bousfield (2008), impoliteness does not have valid consensus. However, they defined it as ‘behavior that is face-aggravating in particular context’ (Locher & Bousfield, 2008). It means that every behavior or speech act that threat other’s face can be considered as impoliteness. Other studies also proposed the definition of impoliteness. Bousfield (2008) proposed that it is intently reacted to threat the hearer’s face. It is supported by Culpeper (2008, p. 36) who stated that impoliteness will *cause “face loss” of the target*. In short, impoliteness was performed to show disrespectful to someone. On the other hand, Garcia-Pastor (2008) found that impoliteness might occur as an act to achieve goals, like in the political campaign debates. Here, impoliteness is used to attack the hearer’s face, but the intention is different from the previous definitions.

In 1996, Culpeper introduced a set of impoliteness strategies which are inspired by Brown & Levinson (1987). It consisted of four types of strategies which was revised into five strategies by Culpeper, Bousfield, & Wichmann (2003). Those five strategies are: (1) bald on record impoliteness which occurs when the speaker intends to attack the hearer’s face where there is much face to lose, (2) positive impoliteness which happens if the speaker intends to harm the recipient’s positive face pretensions, (3) negative impoliteness which *damage the addressee’s negative face wants*, (4) sarcasm or mock impoliteness where the speaker performs fake politeness strategies, and (5) withhold politeness when the speaker *keep silent or fail to act where politeness work is expected* (Culpeper et al., 2003, pp. 1554–1555). By considering the classification of the impoliteness strategies (Culpeper et al., 2003) and politeness strategies theory (Brown & Levinson, 1987), the researcher aimed to use them as the main theories of this research.

1. **Resume**

Classroom interaction happens between, at least, one teacher and one student. It is not only used to transfer and receive the lessons, but also to get teacher and students’ closer. This will be effective if they can cooperate to build a good interaction during the learning process. In this case, the students’ viewpoints should be considered because the interaction in EFL classroom does not only consist of a teacher but also the students. Knowing their perspectives will affect the interaction positively. The students that consist of males and females may obtain various styles of communication because the way of women’s speech differs from men’s (Lakoff, 1975) and there are also gender differences in social and task behaviors (Carli, 1989). In the interaction, politeness occurs as a strategy to maintain self-image to avoid Face-Threatening Acts between the speaker and the hearer. There are four strategies according to the level of politeness and the importance to save the hearer’s face (Brown & Levinson, 1987). Differently, impoliteness happens to attack other’s face rather than to protect it. It consists of five strategies (Culpeper et al., 2003). The different politeness and impoliteness strategies used by the interlocutors may be related to gender differences and can affect the interaction, particularly in EFL classroom situations.

1. **Conceptual Framework**

EFL classroom interaction happens between teacher and students or among the students. The students consist of male group and female group. Both of them have their own perspectives on politeness and impoliteness which may obtain different viewpoints of the degrees and the uses of politeness and impoliteness strategies between male students and female students as their reactions to the certain situations in EFL classroom interaction.

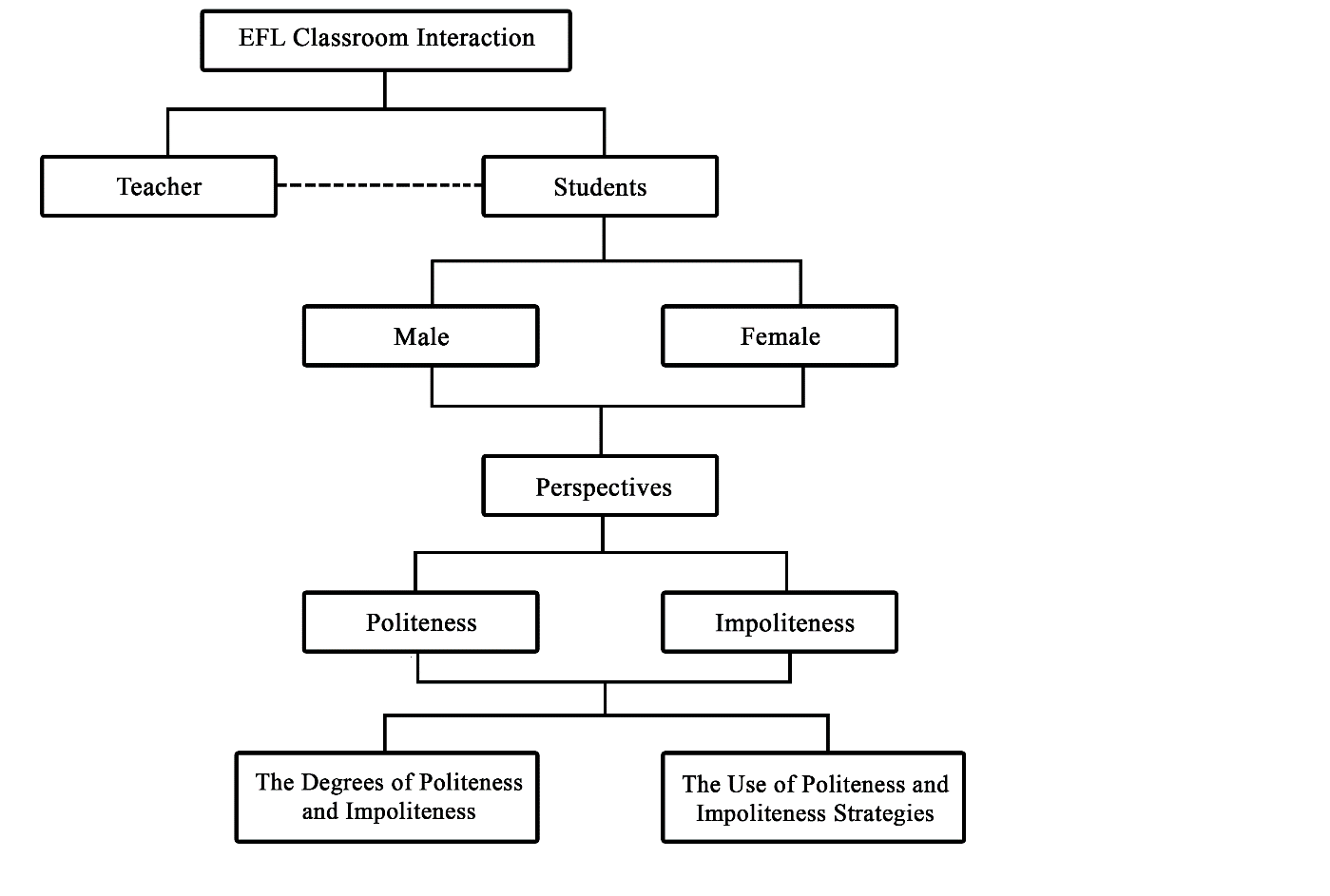


Figure 2.1 Conceptual Framework

CHAPTER III

**RESEARCH METHODOLOGY**

This chapter contains research design, subject of the research, instrument of the research, procedure of collecting data, and techniques of data analysis.

1. Research Design

This study used explanatory design of mixed-method procedure. The first question was designed quantitatively, and the second question was designed qualitatively (Gay, 2006). The results then would be explained descriptively about gender-based perspectives differences on the degrees and the uses of politeness and impoliteness strategies between male and female students in EFL classroom interaction.

Figure 3.1 Explanatory Design (Gay, 2006)

1. Operational Definitions
2. Gender-based perspectives mean male or female students’ particular ways of considering the degrees and the uses of politeness and impoliteness strategies.
3. Politeness strategies are defined as speech acts and/or behaviors performed by male or female students to save one’s face in reacting to certain situations in EFL classroom interaction.
4. Impoliteness strategies are speech acts and/or behaviors performed by male or female students to attack one’s face in reacting to certain situations in EFL classroom interaction.
5. Classroom interaction is two-way communication which is conducted between students and teacher and/or among the students in EFL classroom.
6. Population and Sample

The existence of the population is essential in a research. It might not be feasible to conduct a research without any sample from the population. The population of this research were the second year (fourth semester) students of English Department of State University of Makassar (UNM) where there were about 180 students that consisted of 30 males and 150 females. Because this study discussed gender, so the researcher took balancing number of sample as the representatives to avoid bias. She took 30 participants randomly that consisted of 15 male students and 15 female students as the sample of the research.

1. Instruments of the Research

In this research, the researcher employed 3 instruments which consisted of (1) the researcher herself as an independent observer, (2) questionnaire that consisted of 25 survey questions to find out gender-based perspectives’ differences on the degrees of politeness and impoliteness strategies which was adopted from Bacha et al (2012), and (3) discourse completion tests (DCT) that consisted of five situations to investigate the different uses of politeness and impoliteness strategies based on male and female students’ perspectives which was also adapted from Bacha et al. (2012).

1. Procedure of Collecting Data

The researcher collected data by following the procedure below:

1. Attending a class-meeting.
2. Giving the questionnaires and ask the students to rate the degree of politeness/ impoliteness of each question.
3. Collecting the students’ answers.
4. Giving Discourse Completion Tests (DCT) to the students and ask them to answer each question.
5. Analyzing the questionnaires quantitatively.
6. discourse completion tests qualitatively.
7. Discussing the entire results.
8. Techniques of Data Analysis

This research was conducted using mixed-method procedure begun with quantitative method and followed by qualitative method. The technique of data analysis followed the procedure below.

1. **Quantitative Analysis**

The questionnaires used Likert scale from 1 to 5 which stand for impolite (1), less polite (2), polite (3), more polite (4), and extremely polite (5). The questionnaires was analyzed by using SPSS.

1. **Qualitative Analysis**

In this part, the data from Discourse Completion Tests (DCT) was analyzed by using the interactive model of Miles and Huberman (Miles, Huberman, & Saldaña, 2014) which is described below:

1. Data Collection: the researcher as a nonparticipant observer provided Discourse Completion Tests (DCT) that were answered by the students in written.
2. Data condensation: data obtained from DCT were transcribed then condensed by selecting, focusing, and summarizing the data collection. Afterwards, the data were coded and categorized to five situations of DCT.
3. Data display: after conducting data condensation, the researcher applied data display by organizing, compressing, and assembling the data condensation. It was extracted based on the research focus and displayed in descriptive explanation.
4. Conclusions (drawing/verifying): data condensation and display brought the analysis to the conclusions. This stage involved the researcher’s interpretation to draw meaning from data display related to research question.

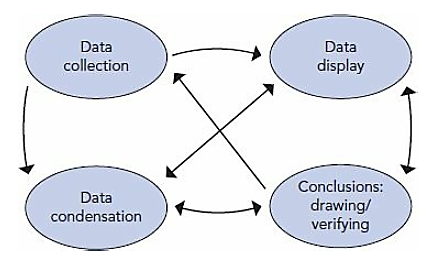


Figure 3.2 Interactive Model  (Miles et al., 2014)

CHAPTER IV

**FINDINGS AND DISCUSSION**

This chapter contains findings of the research and the discussions of the research findings.

1. Findings
2. **Questionnaire**

This part deals with the data which were collected from questionnaire.

Table 4.1 Sample by Gender

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Frequency** | **Percent** | **Valid Percent** | **Cumulative Percent** |
| **Valid** | **Male** | 15 | 50.0 | 50.0 | 50.0 |
| **Female** | 15 | 50.0 | 50.0 | 100.0 |
| **Total** | 30 | 100.0 | 100.0 |  |

Table 4.1 above showed that the total of the sample is 30 students. The sample is divided into male and female based on their gender. Based on the data, the frequencies consist of 15 males (50%) and 15 females (50%).

Table 4.2 Median and Mode of Male and Female

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Median** | | **Mode** | |
| **Male** | **Female** | **Male** | **Female** |
| **P1** | 3 | 2 | 2a | 2 |
| **P2** | 2 | 2 | 2 | 2 |
| **P3** | 1 | 1 | 1 | 1 |
| **P4** | 2 | 2 | 2 | 2 |
| **P5** | 2 | 2 | 2 | 2 |
| **P6** | 2 | 3 | 2 | 2 |
| **P7** | 5 | 4 | 5 | 5 |
| **P8** | 4 | 4 | 4a | 4 |
| **P9** | 2 | 2 | 2 | 2 |
| **P10** | 3 | 3 | 3 | 3 |
| **P11** | 2 | 3 | 2 | 3 |
| **P12** | 2 | 2 | 2 | 2 |
| **P13** | 3 | 3 | 3 | 3 |
| **P14** | 3 | 3 | 3 | 3 |
| **P15** | 3 | 3 | 3 | 3 |
| **P16** | 3 | 3 | 3 | 3 |
| **P17** | 1 | 1 | 1 | 1 |
| **P18** | 3 | 3 | 3 | 3 |
| **P19** | 3 | 3 | 3 | 3 |
| **P20** | 3 | 3 | 3 | 3 |
| **P21** | 4 | 3 | 4a | 3 |
| **P22** | 2 | 3 | 2 | 3 |
| **P23** | 2 | 2 | 2 | 2 |
| **P24** | 3 | 3 | 3 | 3 |
| **P25** | 3 | 4 | 3 | 4 |

Based on table 4.2, 7 of 25 statements of the questionnaire had different median between male and female students. Median is used to show the central tendency of respondents’ answers. The statements were from number 1 (P1), 6 (P6), 7 (P7), 11 (P11), 21 (P21), 22 (P22), and 25 (P25). In P1 “You come in late and walk silently to your seat”, median of males was 3.00 and females was 2.00. In P6 “Then a student calls out that you are disturbing the class”, median of males was 2.00 and females was 3.00. In P7 “You focus on what the teacher is explaining”, males’ median was 5.00 and females’ was 4.00. In P11 “You tell the student to stop calling out the answer”, males got median 2.00 and females got 3.00. Median of P21 “The late-coming student in 1. apologizes privately for being late” between males and females were 4.00 and 3.00. P22 “A student tells the teacher that she should be stricter” resulted median of males 2.00 and females 3.00. While in P25 “The teacher listens attentively and says she will investigate”, males got 3.00 and females got 4.00 as the median.

The data also presented mode of each number of the questionnaire. There were 4 of 25 statements that showed different modes between males and females. The first statement is number 11 (P11) that stated, “You tell the student to stop calling out the answer”. The male students most answered “less polite” (2), while the females answered “polite” (3). For statement number 21 (P21) which stated, “The late-coming student in 1. Apologizes privately for being late,” the males mostly answered “more polite” (4) and the females mostly answered “polite” (3). In statement “A student tells the teacher that she should be stricter” (P22), the males responded it as “less polite” while the females answered “polite”. Another difference came from the last statement (P25) which stated “The teacher listens attentively and says she will investigate”. The males thought of it as “polite” (3) while the female responded “more polite” (4) to this statement.

In males’ condition, multiple modes existed in three numbers, those were from number 1 “You come in late and walk silently to your seat” (P1 = 2), 8 “The teacher asks the class a question and you raise your hand” (P8 = 4), and 21 “The late-coming student in 1. apologizes privately for being late” (P21 = 4), but only the smallest values were shown. It can also be seen at appendix 4 and appendix 5 to see the frequency table of males and females.

Based on the data collected during the research, it indicated that only few numbers of behaviors and speech acts in the questionnaire which had different reactions as politeness and impoliteness degrees between male and female students.

The data collection was analyzed then by using one kind of nonparametric tests called Mann-Whitney Test for analyzing two independent samples (Santoso, 2014). The researcher used this type of test because the samples consist of less than 30 participants of each.

Table 4.3 Test Statistics

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **P1** | P2 | P3 | P4 | P5 | P6 | P7 |
| Mann-Whitney U | 51.500 | 78.500 | 97.500 | 93.500 | 99.500 | 88.000 | 107.000 |
| Z | **-2.678** | -1.750 | -1.056 | -.838 | -.696 | -1.105 | -.248 |
|  |  |  |  |  |  |  |  |
|  | P8 | P9 | P10 | P11 | **P12** | P13 | P14 |
| Mann-Whitney U | 111.000 | 96.000 | 99.500 | 107.000 | 70.000 | 109.500 | 81.500 |
| Z | -.068 | -.777 | -.607 | -.241 | **-1.973** | -.139 | -1.427 |
|  |  |  |  |  |  |  |  |
|  | **P15** | P16 | P17 | P18 | P19 | P20 | **P21** |
| Mann-Whitney U | 66.000 | 85.000 | 108.000 | 92.000 | 86.500 | 93.500 | 63.500 |
| Z | **-2.253** | -1.634 | -.222 | -.989 | -1.225 | -.882 | **-2.233** |
|  |  |  |  |  |
|  | P22 | P23 | P24 | P25 |
| Mann-Whitney U | 94.000 | 86.500 | 93.500 | 101.000 |
| Z | -.824 | -1.234 | -.907 | -.519 |

Based on the test statistics, the researcher found the results as shown in the table 4.4 above. The hypothesis for this research were H0 which stated that gender-based perspectives of the students on politeness and impoliteness strategies are not different in reacting to EFL classroom interaction, and H1 which stated that there are different perspectives between male and female students on politeness and impoliteness strategies in reacting to EFL classroom interaction. The results of the data were categorized in five situations and were analyzed one by one.

1. **Situation 1: This focused on a student coming late to class and what ensued in the classroom as a result** (Bacha et al., 2012).

There are seven statements of the questionnaire that is related to this situation as shown below.

Table 4.4 Percentage of Gender Reactions on Situation 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Male** | | **Female** | |
| **N** | **P (%)** | **N** | **P (%)** | |
| **P1** | Impolite | 2 | 13.3 | 6 | 40.0 | |
| Less Polite | **5** | **33.3** | **8** | **53.3** | |
| Polite | **5** | **33.3** | 1 | 6.7 | |
| More Polite | 1 | 6.7 | 0 | 0 | |
| Extremely Polite | 2 | 13.3 | 0 | 0 | |
| **P2** | Impolite | 1 | 6.7 | 5 | 33.3 | |
| Less Polite | **12** | **80.0** | **9** | **60.0** | |
| Polite | 0 | 0 | 1 | 6.7 | |
| More Polite | 2 | 13.3 | 0 | 0 | |
| Extremely Polite | 0 | 0 | 0 | 0 | |
| **P3** | Impolite | **14** | **93.3** | **12** | **80.0** | |
| Less Polite | 1 | 6.7 | 3 | 20.0 | |
| Polite | 0 | 0 | 0 | 0 | |
| More Polite | 0 | 0 | 0 | 0 | |
| Extremely Polite | 0 | 0 | 0 | 0 | |
| **P4** | Impolite | 5 | 33.3 | 4 | 26.7 | |
| Less Polite | **7** | **46.7** | **6** | **40.0** | |
| Polite | 3 | 20.0 | 3 | 20.0 | |
| More Polite | 0 | 0 | 1 | 6.7 | |
| Extremely Polite | 0 | 0 | 1 | 6.7 | |
| **P5** | Impolite | 2 | 13.3 | 3 | 20.0 | |
| Less Polite | **11** | **73.3** | **11** | **73.3** | |
| Polite | 2 | 13.3 | 1 | 6.7 | |
| More Polite | 0 | 0 | 0 | 0 | |
| Extremely Polite | 0 | 0 | 0 | 0 | |
| **P6** | Impolite | 1 | 6.7 | 1 | 6.7 | |
| Less Polite | **9** | **60.0** | **6** | **40.0** | |
| Polite | 4 | 26.7 | 5 | 33.3 | |
| More Polite | 1 | 6.7 | 3 | 20.0 | |
| Extremely Polite | 0 | 0 | 0 | 0 | |
| **P7** | Impolite | 0 | 0 | 0 | 0 | |
| Less Polite | 0 | 0 | 0 | 0 | |
| Polite | 4 | 26.7 | 4 | 26.7 | |
| More Polite | 3 | 20.0 | 4 | 26.7 | |
| Extremely Polite | **8** | **53.3** | **7** | **46.7** | |

*P1. You come in late and walk silently to your seat.*

There are 33.3% of males and half of females (53.3%) who thought this behavior is less polite. Some other male students found this is polite (33.3%), more polite (6.7%), and even extremely polite (13.3%). One of female students also thought this behavior is polite (6.7%), but none of them found this is more polite or extremely polite. Those who selected this as impolite behavior are two males (13.3%) and six females (40%). Based on the frequency table, multiple mode existed on male’s reaction, but only the smallest value was shown on the statistics. By looking at these differences, Z-test showed that there is different reaction between male and female students’ politeness and impoliteness strategies to EFL classroom interaction (Z = -2.678).

*P2. You sit quietly in your seat and then talk to your friend.*

More than half of both male (80%) and female (60%) students believed that this behavior is less polite. One male (6.7%) and five females (33.3%) found this is impolite. One female (6.7%) found this is polite, while two males (13.3%) thought of this as a more polite behavior.

*P3. The teacher looks at you and you keep talking.*

Most of male (93.3%) and female (80%) students categorized this as impolite behavior. Another male (6.7%) and three other females (20%) found this is less polite. None of both genders thought this behavior is polite.

*P4. Then you ask the teacher “What are we doing today?”*

Seven male students (46.7%) and six female students (40%) found this is less polite. Five males and four females thought this is impolite. 20% of male and female students believed that this is still polite. However, none of the males classified this as more polite or extremely polite. While each of two females chose more polite (6.7%) and extremely polite (6.7%) for this.

*P5. The teacher does not answer you.*

Both male and female students considered this is less polite (73.3%). While two males (13.3%) and three females (20%) thought this is impolite. On the other hand, two males (13.3%) and a female found this is polite.

*P6. Then a student calls out that you are disturbing the class.*

Nine males (60%) and six females (40%) regarded this as less polite behavior. Another student of each gender (6.7%) found this is impolite. In contrast, 4 males (26.7%) and 5 females (33.3%) thought this is polite. In addition, a male (6.7%) and three females (20%) recognized this as more polite behavior.

*P7. You focus on what the teacher is explaining.*

Most of both males (53.3%) and females (46.7%) considered this as an extremely polite behavior. Four students for each gender (26.7%) thought this is polite, while 3 students of males (20%) and 4 students of females (26.7%) found this is more polite. In short, none of both genders found this behavior is less polite nor even impolite.

1. **Situation 2: This focused on turn taking in answering questions in the classroom** (Bacha et al., 2012)**.**

There are four statements of the questionnaire that is related to this situation as shown below.

Table 4.5 Percentage of Gender Reactions on Situation 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Male** | | **Female** | |
| **N** | **P (%)** | **N** | **P (%)** |
| **P8** | Impolite | 0 | 0 | 0 | 0 |
| Less Polite | 0 | 0 | 0 | 0 |
| Polite | 3 | 20.0 | 2 | 13.3 |
| More Polite | **6** | **40.0** | **8** | **53.3** |
| Extremely Polite | **6** | **40.0** | 5 | 33.3 |
| **P9** | Impolite | 3 | 20.0 | 0 | 0 |
| Less Polite | **7** | **46.7** | **11** | **73.3** |
| Polite | 5 | 33.3 | 1 | 6.7 |
| More Polite | 0 | 0 | 3 | 20.0 |
| Extremely Polite | 0 | 0 | 0 | 0 |
| **P10** | Impolite | 0 | 0 | 0 | 0 |
| Less Polite | 0 | 0 | 0 | 0 |
| Polite | **9** | **60.0** | **8** | **53.3** |
| More Polite | 5 | 33.3 | 4 | 26.7 |
| Extremely Polite | 1 | 6.7 | 3 | 20.0 |
| **P11** | Impolite | 1 | 6.7 | 3 | 20.0 |
| Less Polite | **7** | **46.7** | 4 | 26.7 |
| Polite | 6 | 40.0 | **5** | **33.3** |
| More Polite | 1 | 6.7 | 3 | 20.0 |
| Extremely Polite | 0 | 0 | 0 | 0 |

*P8. The teacher asks the class a question and you raise your hand.*

Eight female students (53.3%) preferred to consider this as more polite behavior. However, 80% of male students are separated into two kinds of reactions. Six of them (40%) found this is more polite, as most of the females said. The six other of them (40%) found this is extremely polite. On the other hand, 3 males (20%) and 2 females (13.3%) thought this is polite. Neither of them found this is impolite nor less polite.

*P9. A student calls out the answer.*

Most of female students (73.3%) considered this is less polite. However, neither of them found this is impolite nor extremely polite. Seven males (46.7%) also found this is less polite. Unlike the females, three males (20%) thought this is impolite. Contrarily, five males (33.3%) and a female (6.7%) found this is polite enough. Although none of the males thought this is more polite nor extremely polite, but 20% of the females thought this is more polite.

*P10. The teacher asks the student to raise her/his hand.*

More than 50% of male and female students believed this is polite. Five males and four females thought this is more polite. A male and three females even found this is extremely polite. Neither of both males and females regarded this as less polite nor impolite.

*P11. You tell the student to stop calling out the answer.*

Seven male students believed this is less polite, while a third of females thought this is polite. Six males also thought this is polite but four females thought this is less polite. The differences are just slight. Besides, a male and three females found this is impolite. Oppositely, another male and three other females thought this is more polite. However, the result does not prove different reactions between genders.

1. **Situation 3: This situation focused on students not paying attention to the class lecture due to talking to each other** (Bacha et al., 2012)**.**

There are four statements of the questionnaire that is related to this situation as shown below.

Table 4.6 Percentage of Gender Reactions on Situation 3

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Male** | | **Female** | |
| **N** | **P (%)** | **N** | **P (%)** |
| **P12** | Impolite | 6 | 40.0 | 2 | 13.3 |
| Less Polite | **8** | **53.3** | **9** | **60.0** |
| Polite | 1 | 6.7 | 2 | 13.3 |
| More Polite | 0 | 0 | 0 | 0 |
| Extremely Polite | 0 | 0 | 2 | 13.3 |
| **P13** | Impolite | 1 | 6.7 | 0 | 0 |
| Less Polite | 5 | 33.3 | 6 | 40.0 |
| Polite | **8** | **53.3** | **8** | **53.3** |
| More Polite | 1 | 6.7 | 1 | 6.7 |
| Extremely Polite | 0 | 0 | 0 | 0 |
| **P14** | Impolite | 0 | 0 | 2 | 13.3 |
| Less Polite | 0 | 0 | 1 | 6.7 |
| Polite | **8** | **53.3** | **8** | **53.3** |
| More Polite | 7 | 46.7 | 3 | 20.0 |
| Extremely Polite | 0 | 0 | 1 | 6.7 |
| **P15** | Impolite | 1 | 6.7 | 0 | 0 |
| Less Polite | 6 | 40.0 | 1 | 6.7 |
| Polite | **7** | **46.7** | **12** | **80.0** |
| More Polite | 1 | 6.7 | 2 | 13.3 |
| Extremely Polite | 0 | 0 | 0 | 0 |

*P12. A few of the students start talking to each other.*

More than half of both genders considered this is less polite. Six of the males (40%) even found this is impolite, but only two females agreed. A male (6.7%) found this is polite, but none of them thought this is more nor extremely polite. Two females (13.3%) also found this is polite, and two others (13.3%) thought it is extremely polite. According to Z-test (Z = -1.973), it is found that there is gender-related politeness and impoliteness differences in reacting to this behavior in EFL classroom interaction.

*P13. The teacher asks the students to leave the class.*

Both gender dominantly found this behavior is polite with percentage 53.3% of each. One student of each gender thought this is more polite. However, five males and six female students found this is less polite. A male and none females considered this is impolite.

*P14. The teacher lectures the students on paying attention.*

About 53.3% of males and females found this is polite. Neither of the males thought this is impolite nor less polite. On the other hand, two females thought this is impolite and one female found this is less polite. Seven male and three female students considered this is more polite. There is a female student even thought this is extremely polite.

*P15. One student tells the teacher to continue the class lecture.*

Most of both genders believed this is a polite action. However, more females thought so more than the males. One male found this is impolite, but another one found this is more polite. Six males and one female thought this is less polite. Two other females thought this is more polite. But none of both genders regarded this as an extremely polite action. The results of Z-test (-2.253) showed that there is difference between male and female students’ politeness and impoliteness in reacting to this action.

1. **Situation 4: This situation focused on the students’ reaction on how the teacher deals with the talkative students** (Bacha et al., 2012)**.**

There are six statements of the questionnaire that is related to this situation as shown below.

Table 4.7 Percentage of Gender Reactions on Situation 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Male** | | **Female** | |
| **N** | **P (%)** | **N** | **P (%)** |
| **P16** | Impolite | 0 | 0 | 0 | 0 |
| Less Polite | 2 | 13.3 | 0 | 0 |
| Polite | **12** | **80.0** | **12** | **80.0** |
| More Polite | 1 | 6.7 | 2 | 13.3 |
| Extremely Polite | 0 | 0 | 1 | 6.7 |
| **P17** | Impolite | **10** | **66.7** | **9** | **60.0** |
| Less Polite | 4 | 26.7 | 6 | 40.0 |
| Polite | 1 | 6.7 | 0 | 0 |
| More Polite | 0 | 0 | 0 | 0 |
| Extremely Polite | 0 | 0 | 0 | 0 |
| **P18** | Impolite | 1 | 6.7 | 0 | 0 |
| Less Polite | 2 | 13.3 | 2 | 13.3 |
| Polite | **10** | **66.7** | **9** | **60.0** |
| More Polite | 2 | 13.3 | 3 | 20.0 |
| Extremely Polite | 0 | 0 | 1 | 6.7 |
| **P19** | Impolite | 0 | 0 | 1 | 6.7 |
| Less Polite | 2 | 13.3 | 3 | 20.0 |
| Polite | **9** | **60.0** | **9** | **60.0** |
| More Polite | 3 | 20.0 | 2 | 13.3 |
| Extremely Polite | 1 | 6.7 | 0 | 0 |
| **P20** | Impolite | 0 | 0 | 1 | 6.7 |
| Less Polite | 4 | 26.7 | 4 | 26.7 |
| Polite | **8** | **53.3** | **9** | **60.0** |
| More Polite | 3 | 20.0 | 1 | 6.7 |
| Extremely Polite | 0 | 0 | 0 | 0 |
| **P21** | Impolite | 0 | 0 | 0 | 0 |
| Less Polite | 1 | 6.7 | 0 | 0 |
| Polite | 4 | 26.7 | **12** | **80.0** |
| More Polite | **5** | **33.3** | 2 | 13.3 |
| Extremely Polite | **5** | **33.3** | 1 | 6.7 |

*P16. The teacher continues the lecture.*

About 80% of male and female students considered this is a polite behavior. None of them thought this is impolite, but two males thought this is less polite.

*P17. There is a lot of talking in the class.*

Ten males and nine females found this is impolite. Four other males and six other females thought this is less polite. However, there is a male who thought this is a polite behavior. None of both genders thought this is more nor extremely polite.

*P18. The teacher continues the lecture.*

More than half of the students thought this is polite. Two males and three females even found this is more polite. There was also one female found this is extremely polite. However, two other students of each gender thought this is less polite. In addition, one of male students thought this is impolite.

*P19. The teacher asks the talkative students to meet with her alone.*

There was 60% of males and females who found this is polite. Three males and two females thought this is more polite. One male believed this is extremely polite. However, two males and three females thought this is less polite, while another female found this is impolite.

*P20. The teacher dismisses the class giving them an assignment.*

More than half of male and female students thought this is polite. Three males and one female thought this is more polite. On the other hand, four respondents of male and female students found this is less polite. One female even found this is impolite.

*P21. The late-coming student in 1. apologizes privately for being late.*

Although 80% of females believed this is polite, 33.3% of males thought this is more polite, and the other 33.3% even found this is extremely polite. Unlike the females, there was only 26.7% of males who thought this is polite. Contrarily, 13.3% of the females found this is more polite, and only 6.7% of them found this is extremely polite. Distinctively, there was one male who thought this is less polite. As a result, Z-test showed that gender-related politeness and impoliteness strategies is different in reacting to this speech act (Z = -2.233).

1. **Situation 5: This situation focused on the reaction of the students to the teacher’s responses toward their suggestions** (Bacha et al., 2012)**.**

There are four statements of the questionnaire that is related to this situation as shown below.

Table 4.8 Percentage of Gender Reactions on Situation 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Male** | | | **Female** | |
| **N** | **P (%)** | **N** | | **P (%)** |
| **P22** | Impolite | 0 | 0 | 2 | | 13.3 |
| Less Polite | **10** | **66.7** | 4 | | 26.7 |
| Polite | 3 | 20.0 | **6** | | **40.0** |
| More Polite | 2 | 13.3 | 3 | | 20.0 |
| Extremely Polite | 0 | 0 | 0 | | 0 |
| **P23** | Impolite | 6 | 40.0 | 2 | | 13.3 |
| Less Polite | **7** | **46.7** | **11** | | **73.3** |
| Polite | 2 | 13.3 | 2 | | 13.3 |
| More Polite | 0 | 0 | 0 | | 0 |
| Extremely Polite | 0 | 0 | 0 | | 0 |
| **P24** | Impolite | 0 | 0 | 0 | | 0 |
| Less Polite | 5 | 33.3 | 7 | | 46.7 |
| Polite | **9** | **60.0** | **8** | | **53.3** |
| More Polite | 1 | 6.7 | 0 | | 0 |
| Extremely Polite | 0 | 0 | 0 | | 0 |
| **P25** | Impolite | 0 | 0 | 0 | | 0 |
| Less Polite | 1 | 6.7 | 1 | | 6.7 |
| Polite | **9** | **60.0** | 6 | | 40.0 |
| More Polite | 2 | 13.3 | **7** | | **46.7** |
| Extremely Polite | 3 | 20.0 | 1 | | 6.7 |

*P22. A student tells the teacher that she should be stricter.*

Even though two third of males thought this is less polite, six of fifteen females thought this is polite. Unlike two females, none of the males found this is impolite. However, two males and three females agreed that this is more polite although none of them considered this is extremely polite.

*P23. The teacher answers that this is not the students’ business.*

Most of females (73.3%) and males (46.7%) found this is less polite. Six of male students even thought this is impolite, and two female students also had the same reaction. Oppositely, two males and two females considered this is polite enough.

*P24. A few students complain to the teacher about other students.*

More than half of male (60%) and female (53.3%) students agreed that it is polite. One of male students thought this is more polite. Contrarily, five males and seven females believed this is less polite to do.

*P25. The teacher listens attentively and says she will investigate.*

About 60% of male students regarded this as a polite behavior, while 46.7% of the females thought this is more polite. There was one male and one female (6.7%) who thought this is less polite, but none of them found this is impolite. Three males and one female even found this is extremely polite.

1. **Discourse Completion Test**

This part deals with the data which were collected from discourse completion test (DCT).

Table 4.9 Frequency of DCT

|  |  |  |
| --- | --- | --- |
|  | **Male** | **Female** |
| **Situation 1** | 15 | 15 |
| **Situation 2** | 13 | 13 |
| **Situation 3** | 15 | 15 |
| **Situation 4** | 15 | 15 |
| **Situation 5** | 14 | 14 |

In Discourse Completion Test (DCT), each situation was answered by 30 respondents which consists of 15 male students and 15 female students. However, for situation 2, there are only 26 answers that will be analyzed because 2 answers from males and 2 answers from female were error. It seems they misunderstood the illustration. In situation 5, there is 1 data error from a female student and another one from a male student because their answers contained ambiguity.

Based on data collection, the researcher discovered various kinds of male and female students’ reactions to five situations that was provided as Discourse Completion Test (DCT). Every type of the reactions was analyzed and categorized into politeness and impoliteness strategies.

1. **Situation 1: This focused on a student coming late to class and what ensued in the classroom as a result** (Bacha et al., 2012)**.**

*Illustration: You are coming late to class while the teacher is explaining the lesson.*

*What will you say to the teacher?*

There are three kinds of extracts found in the students’ reactions.

**Extract 1: Say greetings to the teacher**

In this extract, the students greet the teacher when they come late.

M02: I will ask for *permision* [permission] to enter the class. Actually, some teachers made rules in [the] first meeting. For example, we could just enter the class while the teacher is teaching. But for common situation, I will use the first way above.

M04: I would say ***“Assalamualaikum”*** then have a seat. I would do that because we had a rules class [class rules] that we make [made] in the first meet [meeting].

M05: ***“Assalamu alaikum,*** sir/ma’am, **may I** come in to [into] the class?”

M06: I’ll wait till teacher stop talking and say, **“Excuse me. May I** enter your class?”

M12: Firstly, I will knock [at] the door and **say greetings** to my teacher. And if he/she permits me to enter the class, I will **approach** him/her and **explain** why I come late.

F05: *Jika saya terlambat, pertama saya* ***ucapkan salam*** *jika dosennya mengizinkan masuk maka saya akan masuk dan jika tidak saya akan menungu di luar sampai jam pelajarannya selesai.*

[If I am late, I will **say greeting** first. If the lecturer permits me to come, I will come. But if he/she does not, I will be waiting in front of the class until the class is over.]

F08: Say ***salam* [greeting]** and knock [at] the door. “Excuse me Sir/Mam, I (am) late.”

F09: I will say ***salam* [greeting]** and say sorry to my teacher because I am late.

F11: Firstly, I will knock [at] the door while saying ***salam* [greeting]** and I will looking [look] for my seat, and **I will not explain the reason why I came late if the teacher doesn’t asks (ask) [about] it.** I think it is better than *say* [doing] other actions.

Based on the Extract 1, there are five males and four females who would like to greet the teacher in front of the class if they are coming late. They express greeting to make the teacher acknowledge their presence. It is also followed by **knocking at the door** (M12 & F11). In addition, both male and female use politeness markers to the teacher, such as ***“Assalamu alaikum”***, **“May I …”**, and **“Excuse me”**. It seems the students try to save the hearer’s negative face because they impose the teacher’s action during teaching and learning process. It is supported by Brown & Levinson (1987) who stated that it is the want to be unobstructed by others. So, to keep the teacher’s territory, the student would like to greet as a kind of **negative politeness strategy**.

A male (M02) states that he would greet the teacher except that the teacher has already made an agreement to let the students **enter the class directly** when they come late. In this case, the male wants to respect the teacher by following the rule. This can be defined as **negative-politeness strategy** which is supported by Sifianou (1995) who claimed that “this is the kind of silence used to demonstrate deference to socially superior or older people”. On the contrary, a female student (F11) prefer to **sit directly and keep silent** because she thought that it is better than saying something**.** According to Nahrkhalaji, Khorasani, & Ashjerdi (2013), F11 used silence as a **“Face-Saving Act”** strategy to avoid loss of face after making mistake.

**Extract 2. Apologize to the teacher**

In this extract, the students apologize to the teacher because they are coming late.

M01: I will say "**I'm sorry** that I (am) late". (It is) to apologize for late.

M07: First, I (will) **say** **sorry** and tell him/her why I’m late.

M09: I will enter the class quietly and I will **make an apologies [ask for apology]** directly but I will wait the teachers until he/she stop the explanation. Because if I not enter the class, saya menganggap diri saya tidak sopan dan jika saya masuk dan langsung memotong pembicaraan, itu benar-benar tidak sopan.

[I will enter the class quietly and **apologize directly**, but I will wait until the teacher stop the explanation. Because I think it is impolite if I do not enter the class. But, if I enter the class and cut the explanation, I am really impolite.]

M10: I will say, “**I’m sorry** for coming late.” And I will explain the reason why I came late.

M11: First I will *knock… knock…* [knock at] the door and then (saying), “**Excuse me. Sorry, Sir.** I’m late *cause* [because] I have a problem.” And then, *tell* [telling] the truth about the accident or the problem that *we* [I] got and do not come to (the) class if the teacher doesn’t give you *permition* [permission].

M13: “**Sorry** for being late and disturbing the class.”

M14: “**Maaf pak/ibu** saya terlambat karena macet di jalan.”

[“**I am sorry, Sir/Ma’am.** I’m late because there was traffic on my way.”]

M15: I will answer, “**I’m sorry Sir,** I come late.”

F03: Saya akan menjelaskan alasan mengapa saya terlambat, lalu **meminta maaf** kepada guru dan berjanji tidak akan terlambat lagi.

[I will explain the reason why I am late, then **asking for apology** to the teacher and promise that I will not come late anymore.]

F04: I’ll say, “**I am sorry Sir/Ma’am.** I come late.” Then **I will explain the reason why I come late if she/he asks me the reason.**

F06: Saya akan **bilang** **maaf** terlebih dahulu karena terlambat dan kemudian saya akan menjelaskan alasan saya terlambat. Jika guru saya sedang menjelaskan pelajaran, saya akan menunggunya berhenti menjelaskan terlebih dahulu.

[Firstly, I will **say sorry** for coming late and then I will explain the reason. If my teacher is explaining the lesson, I will wait until him/her stop talking first].

F07: I’ll say “**I’m sorry Sir,** because I’m late.” And **if the teacher *ask* [asks] me about the reason, I’ll say it honestly.** I mean, I’ll say the reasons that caused me late.

F08: Say salam [greeting] and knock [at] the door, “**Excuse me Sir/Mam,** I (am) late.”

F09: I will say salam [greeting] and **say** **sorry** to my teacher because I am late.

F12: “**Excuse me, Sir/Ma’am.** **I’m sorry** for coming late, ban motor saya kempes di perjalanan tadi.” Saya bilang begitu agar dosen mengerti kenapa saya datang terlambat agar dosen mengerti dan mengizinkan saya mengikuti kelas.

[“**Excuse me, Sir/Ma’am. I’m sorry** for coming late, my tire was deflated on my way here. I said that to make the lecturer know why I come late so he/she will allow me to join in the class.]

F13: (Knock knock) **excuse me, Sir/Ma’am. I’m sorry** for coming late. **Could I** join your class? Alasannya supaya sopan dan menghargai dosen yang sudah ada di kelas dan juga menjelaskan alasan mengapa saya datang terlambat.

[(*Knocking*) **excuse me sir/ma’am. I’m sorry** for coming late. **Could I** join your class? It is to be polite and to appreciate the lecturer that already came to the class and also to explain why I come late.]

F14: I’ll say, “**I’m sorry Sir** because I’m late.” And I {will) tell the reason why I coming late. May be (it is) because a problem.

Based on the Extract 2, there are eight males and nine females that would apologize to the teacher by using Illocutionary Force Indicating Device (IFID), such as “sorry”, “excuse me”, etc. (Ogiermann, 2009). Some students would also explain the reasons. For example, a male respondent (M14) would say, **“I am sorry, sir/ma’am.** **I’m late because there was traffic on my way.”** Another male student (M09) prefers to **wait the teacher stops explaining the lesson before entering the class and apologizing to the teacher** because he thought that it is really impolite if he enters the class while the teacher is still talking. These students want to save the teacher’s negative face like in the Extract 1, so they used **negative politeness strategy**.

On the other hand, based on the females’ responses, one female would politely ask for permission to join the lesson (F13), and one another would make a promise to not come late anymore (F03).They also used the type of **negative politeness strategy.**

When most of the students in the extract 2, either males or females, would explain their reasons of coming late, there are two females that **would only explain the reasons if they are asked** (F04, F07). It seems that they want to save their own positive face by remaining silent because as Brown & Levinson (1987) said, confessions or admissions would damage speaker’s positive face. So, both of the females use silence as a “**Face-Saving Act” Strategy**.

In the extract 2 above, most students would apologize directly. Meanwhile in the following extract, it is revealed that some students would admit their faults for coming late without saying apology first.

**Extract 3. Admissions of Guilt**

In this extract, the students approach the teacher to admit their faults for coming late.

M03: Say nothing and directly take a sit. **After the class is over, I’ll explain (to) the teacher about the reason** why I come late.

M12: Firstly, I will knock [at] the door and say greetings to my teacher. And if he/she permits me to enter the class, **I will approach him/her and explain why I come late.**

F01: Saya akan **memberitahu guru (tentang) alasan** kenapa saya terlambat.

[I will **tell the teacher** why I am late.]

F02: Jika saya datang terlambat saya akan **mengatakan alasan** saya kenapa saya terlambat.

[If I come late, I will **tell the reason** why I am late].

F15: I will tell why I’m late. I **will explain the reason**.

In Extract 3, there are two males and three females that explain the reasons without expressing an apology explicitly. Even though they did not say sorry, but the way they admit their faults proves that they regretted it. Holmes (1990) counted this strategy as the second main category of apologies after IFID. According to Brown & Levinson (1987), it is a kind of **negative politeness strategy** which isused to minimize the imposition employed by both males and females in this extract.

1. **Situation 2: This focused on turn taking in answering questions in the classroom.**

*Illustration: The teacher asks the class a question and you raise your hand. However, another student calls out the answer. The teacher asks the student to raise her/his hand. What will you say to the student?*

There are three categories of extracts found by the researcher by the students’ DCTs.

**Extract 4. Saying Nothing**

In this extract, the students would not want to say anything about the student’s act.

M01: I will **say nothing**.

M07: I’m not **say anything**. Because what the teacher’s do is exact.

[I do not **say anything**. Because what the teacher does is exact.]

M10: I **don’t want to say anything**. Biarkan guru yang mengambil tindakan.

[I **don’t want to say anything**. Let the teacher take an action].

M12: I will ignore that student and **don’t say anything**. Because it’s less polite if I interrupt that student in learning process.

M13: **Nothing**. Better not to start another ruckus.

By looking the extract 4 above, five male students prefer to **say nothing** about the problem in situation 2. They entrust their teacher to solve the problem (M07, M10). It means that their silence implied **ignorance to the students’ act**. Some of them thought that it is not good to react in such condition (M12, M13). For M12 and M13, their silence indicated that they **wanted to avoid expressions of complaints** or to say something negative(Jasim & Fatima, 2010).According to Sifianou (1995) both kinds of silence is called **positive politeness**. Surprisingly, none of the female students would say nothing about this situation.

**Extract 5. Giving Suggestion to the student**

In this extract, the students would suggest another student who did not follow the instruction.

M02: I will **tell him to** raise her/his hand when he/she has the answer next time. I (will) **tell him/her {on the) outside (of) the class,** because inside the class is the teacher’s duty to tell him/her.

M03: “**Please**, be quite. *Rise* [Raise] your hand **if you want** **to** answer it.”

M04: “Hey, **please** be a good student, obey what the teacher’s instruction so the class in going to be well and under control.”

M06: “Raise your hand before answer the question **please**!”

M08: “Raise your hand **if you want to** answer the question, **please**.”

F04: I will **say to** that student that **(it is) better if** she/he raise her/his hand before call out the answer because if she/he answers the question without raise her/his hand, it is impolite.

F11: I will **say sorry first** and I will **explain to him/her to** do the teachers instructions. Because I think it is quite polite to tell them without *rise* [raise] my voice.

F14: I will say to the student, “**I’m sorry, if you want to** answer the question, **please** raise your hand.”

The extract 5 above contains expressions of giving suggestions performed by five males and three females to face a student who did not follow the teacher’s instruction. This will threat the addressee’s face (Brown & Levinson, 1987). In order to minimize the threat, the students used politeness markers, like **“please”** (M03, M06, M08, F14), **“sorry”** (F11, F14), **“it is better if …”** (F04), and one of them even saved the hearer’s negative face by **talking to him/her after the class over** after the lesson is over (M02). In sum, they used **negative politeness strategies** to face this situation. Contrarily, rather than giving suggestions, some students preferred to complain directly to the student who answered without raising hand like the following extract.

**Extract 6. Complaining the student’s act**

In this extract, the students would complain another student’s act.

M09: I will say that **if you want (to)** answer the question, **you have to** (ask for) permission first, and if you get an opportunity from the teacher, you (may) answer the question. Because if you *calls* [call] out the answers without raise up the hand, **you are impolite person**.”

M11: “**Sorry friend**, **but** you didn’t follow the rules so **you don’t have right** to answer the question.”

M14: **It’s impolite**. Karena sebelum menjawab (siswa) harus mengacungkan tangan. Itu salah satu etika kesopanan.

[**It’s impolite**. Because before answering, (the student) should raise hand. It’s a kind of politeness.]

F01: **Seharusnya** murid itu mendengar instruksi dari guru. Hal tersebut tidak **terlalu sopan**.

[The student **should** listen to the teacher’s direction. That is **less polite**.]

F03: Saya akan **mengkomplain** kepada siswa tersebut bahwa **saya yang pertama mengangkat tangan** dan memberinya nasihat bahwa jika ingin menjawab pertanyaan yang diberikan guru sebaiknya mengangkat tangan terlebih dahulu.

[I will **complain** to the student that **I raised my hand first** and give him/her advice that if he/she want to answer the teacher’s question, he/she should raise your hand.]

F05: Saya akan **mengatakan kalau siswa itu tidak sopan** karena menjawab tanpa mengangkat tangannya padahal aturan sebelumnya harus mengangkat tangan.

[I will **say that the student is impolite** because answering the question without raising hand though the rule said to raise hand before answering].

F06: Saya akan mengatakan bahwa **saya duluan yang mengangkat tangan** daripada dia dan jika dia ingin menjawab silahkan angkat tangan terlebih dahulu. Karena menurut saya lebih sopan jika seperti itu dan hal itupun dapat membuat siswa menjadi disiplin.

[I will say that **I raised my hand earlier than he/she did.** And if he/she wants to answer, please raising hand first. Because I think it will be more polite and can make the students discipline.]

F07: I’ll say, “**Another student *have* [has] to raise their *hand* [hands]** and it means they obey the *role* [rule] in the learning process if they raise their *hand* [hands] and **it is more polite.**”

F08: “**You have to** listen (to) what the teacher said.”

F09: I will **tell him/her to** be a good student so he/she **has to** raise his/her hand.

F12: “**You shouldn’t do that.** If you want to say something, raise your hand.” Saya berkata begitu agar kita sebagai siswa bisa saling menghargai dan supaya kita lebih disiplin di dalam kelas. Selain itu, agar proses belajar mengajar lebih tertib.

[“**You shouldn’t do that.** If you want to say something, raise your hand.” I say it to make us respect each other and be more discipline in the class. Besides, to make the learning process more systematized.]

F13: Saya akan **menegur** orang itu karena itu tindakan yang **tidak sopan**.

[I will **remind** him/her because **it is impolite**.]

F15: Saya akan **menegur teman saya** bahwa harus mengikuti peraturan, yaitu mengangkat tangan jika ingin menjawab pertanyaan.

[I will **tell my friend** that we **should** follow the rule, that is to raise hand **if we want to** answer the question.]

There are several types of complaints on the Extract 6 above. Some of the respondents **tell the student directly that he/she is impolite** (M09, M14, F01, F05, F13). This way will cause much face to lose (Culpeper et al., 2003) which can make the hearer’s feel ashamed. It is named a kind of **bald on record impoliteness**. Some speakersprefer to **defend their rights** to answer the question (F03, F06, M11). It can damage the hearer’s positive face wants (Culpeper et al., 2003) because the speakers rejected the hearer’s want to answer the question. This is called **positive impoliteness**. The others would use modal verbs **“have to/ should/ should not”** to complain (F08, F09, F12, F15). These sound more polite than the others although they are containing disagreement. It can be counted as **bald on record politeness** because the speakers decided to do the FTA baldly (Brown & Levinson, 1987).

The researcher discovered unusual strategy among the speech acts in the Extract 6. A female student (F07) tried to criticize the student by doing over-generalize statement. Instead of blame the student directly, F07 used an example as the opposite act of what the student did. She said that another student who follows the rule is more polite. It is contradictory to the student’s act. By looking at the statement, the researcher claimed this as an **off-record politeness strategy** which is supported by Brown & Levinson, (1987) who said that such advice may serve as criticism but it is still acceptable on the hearer’s face.

1. **Situation 3: This situation focused on students not paying attention to the class lecture due to talking to each other.**

*Illustration: A few of the students start talking to each other. The teacher asks them to leave the class and lectures the students in the class on paying attention. What will you tell the teacher?*

According to the students’ DCT, the answers are classified into agreement and disagreement.

**Extract 7. Agree with teacher’s decision**

In this extract, the students agreed to teacher’s decision to ask the talkative students to leave the class.

M01: I will **say nothing**. The teacher *controll* [control] the class.

M02: If it is the first time they do it. I will ask for exception for this time but if they always do it, I will **say nothing** because they *diserve* [deserve] to get it.

M03: I will **say nothing** because it is teacher’s right.

M04: I would **appreciate and agree** with that. The student must be polite inside or outside the class. It is *unpolite* [impolite] when the teacher is explaining and the student is talking each other too. The students are not allowed to do that.

M05: If I *was* [am] in that situation, I **won’t talk nor speak** and focus on what he/she said.

M06: I have **nothing to say**.

M07: **Nothing**. Because what the teacher’s do is exact.

M08: I **don’t say anything** and keep focus.

M09: I will **say nothing** because it’s the better way to reduce the impoliteness student and the others can focus.

M10: **Nothing**. Karena guru yang punya otoritas dalam hal ini.

[Nothing. Because it is the teacher’s authority.]

M11: **Nothing** because tidak ada masalah ketika mereka dikeluarkan karena mereka sendiri yang salah.

[**Nothing**. Because there is no problem if they are told to leave because it is their own faults.]

M12: **I won’t say anything**.

M13: **Nothing**. The teacher *have* [has] the right to lecture the class.

M15: I will **tell** the teacher that **it is okay**.

F01: **Mungkin ada baiknya** kalau begitu, dengan demikian siswa tersebut tidak lagi mengganggu siswa lainnya. Tapi di sisi negatifnya, siswa yang keluar itu ketinggalan pelajaran.

[**I think it is good**, because the student will not disturb the others by doing that. But, in contrast, the student will miss the lesson.]

F02: Mungkin saya **tetap diam** dan **memerhatikan** materinya.

[I think I will **keep silent** and **pay attention** to the materials.]

F03: Saya **tidak akan mengatakan apa-apa** karena apa yang dilakukan guru tersebut sudah benar karena, jika siswa tersebut dibiarkan maka akan mengganggu jalannya pelajaran.

[I **will not say anything** because what the teacher did is right. If he/she let the student be, it will impose the learning process.]

F04: May be I **keep silent** only, and **paying attention** to the teacher.

F05: Saya akan **mengatakan pada guru** itu bahwa tindakan yang dilakukannya benar.

[I will **tell the teacher** that what he/she did is right.]

F06: Menurut saya, saya **tidak berbicara apa-apa** dengan guru saya karna apa yang guru saya lakukan itu menrut saya sudah benar. Hal itu dapat menjadi pembelajaran bagi siswa agar ia tidak berbicara lagi ketika guru sedang menerangkan pembelajaran.

[I think I will **say nothing** to the teacher because he/she was doing right. It can be a lesson for the students to stop talking while the teacher is explaining the materials.]

F07: Maybe if the teacher asks my friends to leave the class, *may be* [maybe] I’ll **keep quiet** and just **pay attention** to the lectures.

F08: I’ll **not say anything** because what teacher does is right.

F10: Saya akan **tetap memperhatikan** pelajaran dan m**engabaikan** hal-hal yang mengganggu pelajaran

[I **will keep focus** on the lesson and **ignore** disturbance things.]

F11: I think I **will not say anything b**ecause I think it **will be impolite** for me to say something when the teacher is not in good mood.

F12: I will **say nothing**. Saya tidak akan berkata apapun karena saya khawatir akan **memperkeruh suasana** dan membuat guru/dosen tambah kesal.

I will **say nothing** because I’m afraid it would **worsen the situation** and make the teacher/lecturer angrier than before.]

F13: I will **say nothing**. Karena itu adalah keputusan dari dosen dan saya juga setuju karena jika mereka terus berada di dalam mereka akan mengganggu teman yang lain.

[I will **say nothing**. It is the lecturer’s decision which I do agree because if they are still inside, they will disturb the others.]

F14: May be I will **say nothing**, and I **keep quite**.

F15: Saya pikir ini **cara yang bagus** untuk melatih kedisiplinan siswa dan agar ini menjadi pembelajaran bagi siswa lain.

[I think it is **a good thing** to practice students’ disciplinary and to be a lesson for other students.]

Based on the Extract 7 above, about 93% of male and female students would agree of the teacher’s action. Twelve males and twelve females would **say nothing** and listen to the teacher’s lecture about paying attention. They do not want to interrupt the teacher and keep focus on what he/she said. Their silence is indicated to save the teacher’s positive face by letting the teacher say as much as he/she wanted (Jasim & Fatima, 2010) which refers to a kind of **positive politeness**. There are two males and two females that would express their agreement to show that they also want what their teacher wants (Brown & Levinson, 1987). It is also a **strategy of positive politeness**.

**Extract 8. Disagree with teacher’s act**

In this extract, the students disagreed with the teacher’s act.

M02: If it is the first time they do it. I will **ask for exception** for this time but if they always do it, I will say nothing because they *diserve* [deserve] to get it.

M14: **Sebaiknya jangan langsung menyuruh keluar ruangan**, sebaiknya ditegur terlebih dahulu.

[**It is better** not to ask them to leave the class directly, but to remind them beforehand.]

F09: I will **tell the teacher to continue the studying process** in the class.

Different from previous extract, two males and one female disagree with the teacher’s act. One of them (M02) stated that it depends on the situation at the moment. M02 would ask for a chance for his friends if it is the first time they do it. M14 also prefers to suggest the teacher to give first warning to the talkative students. These can be counted as **negative politeness strategy** because they used expressions of request and suggestion. Meanwhile, The female’s request (F09) to the teacher can be considered as **bald on record politeness** because she wants to express her desire to learn which cause her to do the FTA without minimizing the threat to the teacher as the hearer (Brown & Levinson, 1987).

1. **Situation 4: This situation focused on on the students’ reaction on how the teacher deals with the talkative students.**

*Illustration: There is a lot of talking in the class but the teacher keeps lecturing. He/she asks the talkative students to meet her alone. The teacher dismisses the class by giving the whole class an assignment. What will you tell the teacher?*

This situation consists of three types of extracts.

**Extract 9. Agreement**

In this extract, the speakers agreed to the teacher’s decision to deals with the talkative students by dismissing the class and giving assignment.

M01: I will **say nothing**. It’s the **teacher’s right** to control the class, including counseling their students or ending the class.

M02: I will **say nothing**. I **agree** if the teacher meet her/him alone. It will give bad effect to the class if he/she is mad in the class.

M03: Same to my previous answer (**say nothing**), it is **teacher’s right**.

M04: I **would** **not say anything**. Because I have no idea about that.

M05: I **don’t mind** it as long as the teacher/lecture has the reasons of it.

M06: I think there is **no problem** with the teacher it he/she wants to give an assignment and dismisses the class. But the reasons should be logical.

M07: **Nothing**. Because what the teacher’s do is exact.

M08: I will **tell to the teacher** that she/he have to be more discipline to her/his students and it is okay to give assignments if she/he has another *bussiness* [business] and dismiss the class.

M09: I will **say nothing**, because each lecturer has their own ways to teach effectively.

M10: **Nothing**. Karena sebelum mengambil keputusan, pasti sudah dipertimbangkan.

[**Nothing**. Because the teacher must have considered it before taking decision.]

M12: I **won’t say anything**. Because it’s their business. I will let them to solve their problems.

M13: **Nothing**. Every class ideally ended with assignment.

M14: Sebaiknya guru **berhenti memberi materi** jika kondisi kelas tidak kondusif (ribut).

[The teacher should **stop giving the lesson** if the class’ atmosphere is not conducive.]

M15: Sir, **please say to the student *that* [to] pay attention**.

F11: I will say nothing, because that is the teacher and she/he own *besness* (business), I will not come between them. And I think that’s a good choice to meet the talkative students after the class.

In the Extract 9, about 10 of 14 males and one female consider to say nothing about the teacher’s decision. Most of them think that the teacher has rights to decide things in the class. Some of them agree to dismiss the class as long as there is a reason behind the action. It seems that their silence means they respect the teacher. It means that they employ silence as **negative politeness strategy** (Jasim & Fatima, 2010). Distinctively, none of the females remain silence in this case. Meanwhile, M05 would say he do not mind which means he stands on the teacher’s side. It would be counted as **positive politeness**. M08 also agree with the teacher’s decision by telling the teacher straightly with some suggestions. It is same as M14 and M15 because they do not intend to attack the teacher’s face. It shows that they perform **bald on record politeness strategy** (Mohammed & Abbas, 2015).

**Extract 10. Disagreement**

In ths extract, the students showed various speech acts as disagreements with the teacher’s act.

M11: **Can you** meet the talkative student while [when] the learning process (is) over?

F01: Sebaiknya guru tersebut **tetap melanjutkan pembelajarannya** sampai selesai dulu baru memanggil siswa tersebut. Guru itu juga harus sedikit tegas menegur siswa itu.

[The teacher **should continue the lesson** and call the student at the end. The teacher should also be strict to reprimand the student.]

F03: Saya akan bertanya kepada guru saya **mengapa ia tidak melanjutkan saja** **pelajarannya**. Kalaupun ada siswa yang ribut saat pelajaran berlangsung guru sebaiknya menegur siswa tersebut dengan baik-baik dan melanjutkan kembali proses belajar-mengajar.

[I will ask the teacher **why she does not just continue the lesson**. If there are talkative students during the lesson, the teacher should kindly remind them and keep the learning process going on.]

F06: Menurut saya, hal yang dilakukan oleh guru saya juga **benar**. Agar siswa yang bersalah tersebut tidak malu dengan bertemu pribadi. Tetapi saya rasa sikap guru saya menghentikan kelas dan memberikan tugas itu kurang bagus karna proses belajar dapat tertunda hanya karna 1 siswa.

[I think what the teacher did is **correct**. So the student who has problem is not ashamed to meet in personal. But I think i**t is not good to dismiss the class and to give an assignment** because the learning process should be postponed just because of one student.]

F08: Excuse me sir/mam. I am not focus with my study about it. **But can we continue this lesson** without meet with her/him?

F09: I will say that **I *am* [do] not understand** the assignment.

F10: Menurut saya hal tersebut **bisa dibicarakan setelah jam pelajaran selesai**. Karena akan mengganggu pelajaran.

[I think it could be discussed after the lesson is over because it can disturb the learning process.]

F12: **Why don’t we continue the class, Sir/Ma’am?** Saya berkata begitu karena menurut saya hal itu kurang adil hanya karena beberapa orang yang berbuat salah, bukan berarti semua siswa harus mendapat akibatnya.

[**Why don’t we continue the class, Sir/Ma’am?** I said that because I think it is **less fair**, just because some of us made mistakes, it does not we all have to get punishment.]

F13: Saya akan mengatakan **“kenapa kelas tidak diselesaikan terlebih dahulu?”** saya akan complain terhadap guru itu karena bagaimanapun seharusnya guru itu menyelesaikan kewajibannya dulu sebelum menghadapi siswa yang ribut.

[I will ask, **“Why don’t we wait until the lesson is over?”** I will complain to the teacher because he/she should settle the his/her duty before meet the talkative students.]

F15: Dosen **seharusnya menegur dalam kelas**. Agar siswa lain dapat mengetahui jika hal tersebut tidak sopan.

[The lecturer **should remind the students in the class** to let the others know that it is impolite.]

In the Extract 10, one male and nine females disagree with the teacher’s decision. They want the teacher to keep teaching in the class. Their disagreements are stated by asking the reasons (F03, F12, F13), request (M11, F08), giving suggestions (F10), and complaining (F01, F06, F15). According to Brown & Levinson (1987), asking the reasons is a form of **positive politeness strategy** because they do not threaten the teacher’s wants even though they actually disagree with the teacher’s act. Meanwhile, according to Brown & Levinson (1987), F08 used **negative politeness** because she pluralizes the ‘you’ pronoun into ‘we’. It is similar to F10 that gives suggestion by using passive voice. M11 also uses negative politeness in forms of indirect speech. Students’ complaints could threaten the teacher’s positive face. Because the students want to express their enthusiasm to learn, they do not minimize the threat to the teacher. That is why they used **bald-on record** as the strategy to express their feelings. Differently, a female student (F09) prefers to say that she does not understand about the assignment. This statement could mean the student does not want to do the assignment if the teacher stops the learning process because she may get confused in doing the assignment later. According to Brown & Levinson (1987), she uses **off-record politeness strategy** because her statement was vague.

**Extract 11. Apology**

In this situation, the students represented the talkative students to apologize to the teacher.

F02: Menurut saya, saya akan **minta maaf** dan **tak akan mengulangi kembali**.

[I think I will **apologize** and **will not do it again**.]

F04: I will **say sorry** to the teacher and say we **will not repeat it again**.

F05: Saya akan menyatakan kepada guru tersebut **maaf** karena telah melakukan hal yang kurang sopan di mata pelajarannya.

[I will **say sorry** to the teacher because doing less polite during the lesson.]

F07: I’ll **say sorry** to the teacher and **do not repeat that things again**.

F14: I’m **sorry**. I **never repeat again.**

Five female students in this situation would apologize to the teacher even though they are not the one to blame. Contrarily, none males apologize for this situation. The female students who would beg forgiveness, as Brown & Levinson (1987) mentioned, use **negative politeness strategy** to soothe their teacher.

1. **Situation 5: This situation focused on the reaction of the students to the teacher’s responses toward their suggestions.**

*Illustration: A student tells the teacher that she should be stricter. The teacher answers that this is not the students’ business. A few students complain to the teacher about other students. The teacher listens attentively and says she will investigate. Do you agree with the teacher’s reaction? How polite is it?*

This situation consists of agreement and disagreement as the types of extracts.

**Extract 12. Agree with the teacher’s responses**

In this extract, the students agreed with the teacher’s responses.

M03: Yes, I do agree. It is **quite polite**.

M04: It is **polite enough**. But, it is better to tell it outside the class, I mean in another time or in free time.

M05: Agree, if students want complaining about the teachers or lecturers act/behavior in class, **it has to be discuss in private or personal place**. We have to **respect** them no matter how bad they are, not tell them what he had done in public.

M07: I agree, *its* [it is] **more polite.**

M08: Yes, I do. This is **extremely polite** for the teacher listens to his/her students’ suggest.

M10: (1) No. I think its impolite because the student also *have* [has] a right.

(2) Yes, I think it’s **polite** because he/she appropriate the student’s complain.

M13: Yes, it’s **polite** because the teacher *do* [does] not immediately take side.

M15: Yes, I agree, it’s **polite**.

F04: I think, as student, it is not polite to *ask the state to* [tell the] teacher about that. And *to* [for the] teacher, [it is] **better** if she/he can investigate and *answer* [response] the student’s *state* [suggestions] with **nice word.**

F07: I think, it is impolite if we as a student tells the teacher that she should be stricter and I agree with the teacher’s reaction because **a teacher already know what they have to do.** We as a student should *be know* [know] the things that we have to do and which one is not.

F08: Yes, I agree. **I don’t like student who [is] bothering** while teacher explain or keeps lecturing.

F09: **Yes, I do.**

F10: Agree. Karena setidaknya **guru bicara dengan sopan terhadap siswanya**, karena dialah yang menjadi contoh.

[Agree. At least, the teacher **talks to his/her students politely** because he/she is the example for the students.]

F11: I think it is **quite polite**, because the teacher gives a right answer with different situations. The students don’t have any *laws* [rights] to *complane* [complain] the *teachers* [teacher’s] personality, but the teacher have *law* [rights] to control their students.

In situation 5, the respondents were asked to react to the teacher’s responses. They were asked to consider whether they agree with the teacher’s act or not and how polite it is. Based on extract 12, it is found that 8 males and 6 females agree. For males, there are six who think that the teacher is **polite**, one of them think that he/she is **more polite**, and another male think that he/she is **extremely polite**. On the other hand, five female students also thinkt that the teacher is **polite** and one of them think that the teacher is **less polite** even though she agrees with the teacher’s responses.

**Extract 13. Disagree with the teacher’s responses**

In this extract, several students showed disagreement to the teacher’s responses.

M01: No, it is i**mpolite** to ignore your students’ situation.

M02: It is a good thing if a student gives suggestion to teacher. Tell the teacher face to face is more polite. **I do agree if the teacher appreciate the students’ opinion by take their suggestion.**

M06: I **disagree with the first reaction**. I think the first (response from the) teacher (that is he/she) **should *listens*** [listen to] what student want and *opinion* [think].

M09: I **disagree** with teacher reaction, because it’s a learning process that include the teacher and student, so there *are directly* [is direct] connection between them, so the both of them must listen each other.

M10: (1) No. I think its **impolite** because the student also *have* [has] a right.

(2) Yes, I think it’s polite because he/she appropriate the student’s *complain* [complaint].

M11: This is **not polite** and I didn’t agree.

M12: In my opinion, it’s **impolite**. Since, the *teachers* [teacher] **doesn’t appreciate students’ opinion** and make the students afraid to convey their opinion anymore.

M14: Itu perbuatan yang **tidak sopan**. Seorang tenaga pendidik harus bersikap **ramah** kepada peserta didik dan **tidak berkata kasar**.

[It is an **impolite** response. A teacher **should act friendly** to the students and **should not speak harsh**.]

F01: Menurut saya, guru itu **tidak sopan** bila menjawab, “this is not the student’s business”. Sebab, guru harus menjaga ucapannya kepada siswa.

[I think the teacher is **impolite** if she answers, “This is not the student’s business.” Because a teacher should be careful with his/her statements to the students.]

F02: Menurut saya, saya **tidak setuju** dengan reaksi guru tersebut karena **harusnya *kita* [mereka] siap menerima kritikan** tersebut.

[I think I **disagree** with the teacher’s reaction because he/she **should accept the complaints**.]

F03: *I’m not disagree* with the teacher. Karena sebagai seorang guru kita harus bisa menerima kritik dan saran dari orang lain.

[I **disagree** with the teacher, because as a teacher, **we should receive the critics from others.**]

F05: Saya **tidak setuju**, karena dari awal saat siswa mengatakan pada guru itu bahwa ia harus bersikap tegas dan pada saat salah satu siswa complain guru itu berkata harus menyelidiknya **padahal tadi adalah salah dari guru tersebut**.

[I **disagree**, because the students have told her to be strict, and when a student complained, he/she promised investigate even though **it was his/her faults** from the beginning.]

F06: No, I do not. Karna menurut saya **sebagai seorang guru kita harus siap menerima kritik atau saran dari siapa saja.** Terutama dari siswa yang kita ajar. Agar guru tau letak kesalahannya saat mengajar dan bagaimana menjadi tenaga pengajar yang baik. Saya pikir itu adalah hal yang sangat penting.

[No, I do not. I think**, as a teacher we should prepare ourselves to receive such critics and suggestions from anyone**. Especially from the students to help us know our mistakes in teaching and to be a good teacher. I think it is important.]

F12: No, I disagree with the teacher’s reaction because itu berarti **sang guru tidak menerima kritik dan saran** dari siswanya. Seorang guru tidak seharusnya seperti itu. Menurut saya, reaksi guru tersebut **kurang sopan**.

[No, I disagree with the teacher’s reaction because it means **that the teacher does not want to take the critics and suggestion** from the students. A teacher shouldn’t do that. I think he/she is **less polite**.]

F13: I’m **totally disagree** with the teacher’s reaction. Karena guru seharusnya menerima kritik dan saran yang dilayangkan kepadanya bukannya bereaksi seperti itu. Reaksi seperti itu bisa membuat siswa down.

[I’m totally disagree with the teacher’s reaction. Because the teacher should take the critics and suggestion for him/her instead of reacting like that. It would make the student down.]

F14: I think I **disagree** with the teacher. **The teacher must listen [to] the students**. Selama itu masih masukan yang dari siswa. **Mungkin sopan jika siswa bicara secara baik-baik.**

[I think I **disagree** with the teacher. The **teacher must listen to the students** as long as it is a good suggestion. **It would be polite if the student speaks well** to the teacher.]

The respondents in the Extract 13 disagree with the teacher’s responses. About 8 males disagree to the teacher. Most of them disagree to the first response about approving suggestions from the students. Seven of them think that the teacher is **impolite**. On the female’s perception, seven of them think that the teacher is **impolite**, and one of them implicitly says that the teacher was **less polite** because she thinks the student’s way of talking influenced the teacher’s response.

Based on the extracts that are mentioned above, male and female students preferred to use several strategies in their responses of Discourse Completion Test (DCT) as displayed in table 4.10 below.

Table 4.10 Data Display of DCT

|  |  |  |  |
| --- | --- | --- | --- |
| **Situation** | **Strategy** | **Gender** | |
| **Male** | **Female** |
| **Situation 1** | Negative Politeness | 15 | 12 |
|  | Face-Saving Act | - | 3 |
| **Situation 2** | Bald on Record Politeness | - | 4 |
|  | Positive Politeness | 5 | - |
|  | Negative Politeness | 5 | 3 |
|  | Off-Record Politeness | - | 1 |
|  | Bald on Record Impoliteness | 2 | 3 |
|  | Positive Impoliteness | 1 | 2 |
| **Situation 3** | Bald on Record Politeness | - | 1 |
|  | Positive Politeness | 14 | 14 |
|  | Negative Politeness | 2 | - |
| **Situation 4** | Bald on Record Politeness | 3 | 3 |
|  | Positive Politeness | 1 | 3 |
|  | Negative Politeness | 11 | 8 |
|  | Off-Record Politeness | - | 1 |
| **Situation 5** | Impolite | 7 | 7 |
|  | Less Polite | - | 2 |
|  | Polite | 6 | 5 |
|  | More Polite | 1 | - |
|  | Extremely Polite | 1 | - |

Table 4.10 above shows that negative politeness and face-saving act were used in situation 1. Then, bald on record politeness, positive politeness, negative politeness, off-record politeness, bald on record impoliteness and positive impoliteness were applied in situation 2. Meanwhile, in the situation 3, bald on record politeness, positive politeness, and negative politeness were used by the students. In situation 4, the students employed bald on record politeness, positive politeness, negative politeness, and off-record politeness. For the last situation, male students thought that it is impolite, polite, more polite, and extremely polite, while the female students found it impolite, less polite, and polite.

1. **Discussion**

In EFL classroom, students have to interact their teacher and their classmates. Based on the questionnaire and discourse completion test provided by the researcher, it is found that there are only a few differences in terms of politeness and impoliteness strategies between male and female students’ perspectives in each situation.

1. **Gender-based Perspectives of the Students about Late-Coming**

The reaction toward the situation which focused on *a student coming late to class and what ensued in the classroom as a result* mostly similar between male and female students. The data analysis showed that both genders thought that it is less polite to *sit quietly and then talk to friend when they were coming late*. It is also impolite to *keep talking when the teacher looked at them*. Most of them also found it less polite to *ask the teacher “what are we doing today?”*. Even though it is less polite to ask, the students thought it is less polite if *the teacher did not answer them*. Yet, if *another student calls out them that they are disturbing the class*, they thought that it is also less polite. However, when they *focused on what the teacher is explaining*, most of them agreed that it was obviously polite.

Among the behaviors shown in the questionnaire, there is one different reaction between male and female students, that is about *coming late and walking silently to the seat.* Although mostly males and females thought it is less polite, but the total shows significant differences. The females thought it is impolite and even less polite. While the males have several reactions to this. Some of them still thought that this is polite, more polite, and even extremely polite. It is different from Bacha et al. (2012) who found that most of males and females found this behavior very polite with no significant different.

Based on DCT, there are some teachers who has made agreement in the beginning of the semester to let the students enter the class directly when they come late. That is why a male student would say greeting and then have a seat and another male student would say nothing and directly take a seat. It is supported by Bacha, Bahous, & Diab (2012) who stated that *the students are aware that the tardiness is looked upon unfavorably at the university which should be continuously reinforced by teachers as it institutes discipline and mutual classroom respect.* In sum, it would be counted polite if the teacher and the students has made an agreement at first.

Meanwhile, two females among the students would use face-saving act strategy if they are coming late. They did not want to explain the reasons if the teacher did not ask them. One of them thought that it is better than doing something. They tried to avoid the situation in which it could threaten their faces or their teacher’s face. If they said something, they might be scolded or their teacher might be imposed. That is why they chose to save their face by doing nothing.

1. **Gender-based Perspectives of the Students about Turn-Taking**

Turn-taking is important in the classroom interaction, especially in question and answer session. According to the questionnaires, there is no significant difference of politeness and impoliteness between male and female students concerning the turn-taking. Both males and females shared perception in considering a behavior which *the teacher asked the class a question and they raised their hand* as a more polite behavior. When *another student called out the answer*, most of male and female students thought that this is less polite. In a situation where *the teacher asked the student to raise her/his hand*, both genders also shared the same perception, namely polite. However, a behavior to *tell the student to stop calling out the answer*, the students had different responses. For males, they thought that this is less polite, but the females thought this is polite. Since it does not show much difference in frequencies, it is not counted as a significant difference related to the politeness and impoliteness degrees of the behavior.

Meanwhile, according to DCT, the researcher discovered that both genders preferred to use negative politeness, bald on record impoliteness, and positive impoliteness. The differences occurred in the use of bald on record politeness, positive politeness, and off-record politeness. Some females would use bald on record politeness and off-record politeness. Contrarily, some males tended to use positive politeness strategy which was performed by saying nothing. The male’s silence implied ignorance and avoidance expressions of complaints. Contrastively, the female students mostly complained to the student instead of remained silent. The students’ discourses also showed that most of the male students said “please” as politeness marker in giving suggestion, while the female students said “sorry” before suggesting.

1. **Gender-based Perspectives of the Students about Teacher’s Decision**

According to the questionnaires, the researcher discovered that the behavior which *a few of the students started talking to each other* was mostly considered less polite by male and female students. However, the difference was found in this behavior because the frequencies showed that there were female students who thought this as extremely polite behavior when there was no male did, and six male students thought that this is impolite when there was only two female did. It is different from (Bacha et al., 2012) who mentioned that both genders found it to be very impolite because in this research, there were a few of students who found this to be polite. Meanwhile, about the moment when *the teacher asked the students to leave the class and lectured the students on paying attention*, the results from male and female students found it is polite. In case of *one student tells the teacher to continue the class lecture*, although most of both genders agreed that this is polite, the comparison of the frequencies showed much difference. In this research, some of male students thought this is less polite or even impolite when there was only one female thought it is less polite. It is different from similar study conducted by Bacha et al (2012), they discovered that males and females in their research did not think this is polite.

Furthermore, the researcher discovered two kinds of extracts from students’ DCT’s responses. For the students who agreed to the teacher’s decision, most of male and female students would say nothing which indicated that they used positive politeness strategy to react to this situation. However, three students who disagreed were divided into bald on record politeness which is used by one female students, and negative strategy which is used by two male students.

1. **Gender-based Perspectives of the Students about Class Dismissal**

The researcher discovered that in a situation which focused on how the teacher deals with talkative students, male and female students have similar reactions in most of all the actions which is operationalized the politeness degrees. Both genders considered *the teacher continued the lecture* is polite, *a lot of talking in the class* is impolite, *the teacher continued the lecture when there was a lot of talking* is polite, and *the teacher asked the talkative students* *to meet with her alone* is polite. Nevertheless, there is an action which was perceived differently between males and females, that is when *a late-coming student apologized privately for being late*. Almost all of the females agreed that this is polite, but the males thought it is more polite and even extremely polite. It is different from Bacha et al (2012) who mentioned that both males and females viewed this as very polite behavior with no significant differences.

In DCT, the researcher identified three kinds of politeness strategies that was used by both genders. Those are bald on record politeness, positive politeness, and negative politeness. Unusually, there was a female who used off-record politeness in this case. Even though they used same strategies, but the discourse forms were different. Most of male students agreed to the teacher’s decision to dismiss the class and give assignment. Among the males, most of them would say nothing as a sign of agreement. There was only one male who disagreed to the teacher’s action. Along with some females, he wanted the teacher to continue the lecture in the class. Among those who disagreed, one female used implicit disagreement by saying that she did not understand about the assignment. Meanwhile, other females preferred to apologize to the teacher to represent their talkative mates in the class to soothe their teacher.

1. **Gender-based Perspectives of the Students about Teacher’s Responses toward Students’ Suggestions**

Although there were two different reactions related to the politeness degree in the situation which focused on students’ reaction to the teacher’s responses, the researcher did not find significant difference between males and females. When a student told the teacher that she should be stricter, the males mostly thought this is less polite, but some of the females thought this is polite. When the teacher answered that this is not the students’ business, the males and females found this is less polite and even impolite. Only two males and two females who thought this is polite enough. Half of both genders also agreed that it is polite if a few students complained to the teacher about other students. Regarding the teacher’s responses that listened attentively and said she will investigate the other students, mostly males thought this is polite, and the females thought this is more polite.

According to DCT, most students thought that the teacher’s response is impolite, especially when the teacher does not take the student’s suggestion to be stricter, and the others thought that it is polite especially when the teacher would take their complaints. Meanwhile, a few of the students thought that it is less polite, more polite, or extremely polite. However, the difference is not too much. Eight of males agreed with the teacher’s response, while seven of the females disagreed with the response. Unusually, a female who agreed thought it was less polite because the words was not too nice for the students. Among those who disagreed, there was also another female who thought that it was less polite though the others thought it was impolite. It is because she thought the student did not tell his/her opinion in a good way which caused the teacher reacted less politely to him/her.

1. **Gender-based Perspectives of the Students on Politeness and Impoliteness Strategies in EFL Classroom Interaction**

Politeness and impoliteness strategies of the students’ perspectives in reacting to EFL classroom interaction did not show much differences between the males and the females. Among the situations, there were many similarities of the students’ reactions. The significant differences only existed in some cases. They are when *a student came late and walked silently to the seat, a few of the students started talking to each other, one student told the teacher to continue the class lecture, and the late-coming student apologized privately for being late.*

In terms of the use of politeness and impoliteness strategies, males tended to be mostly similar to females. The differences only laid on some strategies. They are in the use of face-saving act strategy by a few of females when *they came late*. In the use of bald on record politeness and off-record politeness by the females, and in the use of positive politeness strategy by the males when *their friends did not follow the teacher’s instruction*. In the way of showing disagreement to *the teacher’s decision of asking talkative students to leave the class* were also different. The males used negative politeness, but the female used bald on record politeness. In a situation where *the teacher dismissed the class and gave assignments to the students*, the different strategy only occurred in off-record politeness which was used by a female student. The number of reactions to *the* *teacher’s responses regarding the politeness degrees* were different in some degrees. Two females thought it is less polite, but two males thought it is more polite and extremely polite. Meanwhile, impoliteness only occurred when they complained to their friends during the teaching and learning process. Both male and female students used bald on record impoliteness in that situation.

Although there were more similarities than differences, the researcher discovered that most of the male students would use more silence in most cases and tended to agree to the teacher’s decision than the females. This finding is in agreement with Hu's (2012) finding which pointed out that the males generally did not respond to the teacher actively like the females did. On the contrary, most females preferred to express their opinion bluntly even though it showed disagreement to the teacher. It was contradicted with Wood (1995) who stated that females tend to avoid criticizing. Some females also used silence in some cases though it is not used as much as the male did. The silence used by male and female students contains various strategies, such as positive politeness strategy and face-saving act strategy. By looking at the variety of silence, the researcher thought that it could stand as an independent strategy, either in politeness or impoliteness. That is why the researcher claimed that the silence could be considered as silent politeness or silent impoliteness which depends on its use in interaction. Meanwhile, some other females would beg forgiveness to calm the teacher down when their friends’ acts annoyed the teacher. It is supported by Wood (1995) who mentioned that the females would likely react to others’ feelings sensitively. Overall, the gender-related politeness and impoliteness of the students in EFL classroom interaction showed slight differences between males and females both in the degrees and in the use of politeness and impoliteness strategies.

CHAPTER V

**CONCLUSION AND SUGGESTION**

This chapter contains conclusion and suggestion of the research.

1. **Conclusion**

Based on the findings and discussion in the previous chapter, the most obvious finding to emerge from this study is that there are a few of different perspectives on the degrees and the use of politeness and impoliteness strategies between male and female students in reacting to EFL classroom interaction. It is found that among the situations of interaction, the different viewpoints regarding the degrees of politeness and impoliteness occurred in four cases: (1) one student came late and walked silently to the seat, (2) a few of the students started talking to each other, (3) one student told the teacher to continue the class lecture, and (4) the late-coming student apologized privately for being late.

The results of this investigation also show that the uses of politeness and impoliteness strategies based on male and female students’ perspectives of the situations of EFL classroom interaction are mostly similar. However, the differences are found in certain strategies. Firstly, in the use of face-saving act strategy when they came late. Second, in the use of bald on record politeness, off-record politeness, and positive politeness strategies when their friends did not follow the teacher’s instruction. Next, in the use of negative politeness and bald on record politeness in the way of showing disagreement to the teacher’s decision of asking talkative students to leave the class. Fourth, in the use of off-record politeness when the teacher dismissed the class and gave assignments. Lastly, the researcher claimed that the silence used by male and female students could be considered as silent politeness or silent impoliteness depend on its use in interaction.

1. **Suggestion**

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. The EFL teacher should discuss and arrange an agreement with the students in the first meeting regarding the rules in teaching and learning process, so they will have the same perspectives about polite and impolite behaviors and speech acts to minimize the gap between them in EFL classroom interaction.
2. Since this research only focused on the students, a future study investigating the perspectives of the students as younger generation and the teachers as older generation on politeness and impoliteness strategies would be very interesting, so the results can be compared and correlated each other in EFL classroom interaction.
3. Classroom observation would be useful in further research to obtain natural speech from male and female students’ reactions in terms of politeness and impoliteness strategies in EFL classroom interaction.

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