**The Student’s English Politeness Expressions in Classroom Interaction of English Learning at SMA Neg. 2 Takalar**

Syafriwana

English Education Program

Faculty of Languages and Literature

State University of Makassar

daengsuaedsa@gmail.com

***Abstract\_*This research is qualitative research. This research is done in SMAN 2 Takalar, which located in Ranggong Daeng Romo street Takalar, South Sulawesi, Indonesia. The participants of this research were the last grade students of Exact one at SMAN 2 Takalar consist of 37 students, divided into 18 Male students and 19 Female students academic year 2015/2016. To collect the data the researcher use audio and video recording to the students. In analyzing the data, the researcher used qualitative method. Then a conclusion is drawn that politeness does exist in EFL classroom and it does contribute to both teaching and learning.**

**Index Terms—politeness, politeness principle, politeness strategy**

1. INTRODUCTION

Teaching is sometimes assumed as a usual thing done by a teacher in the classroom, but teaching is exactly not as easy as people think. Mullock in Fauziah Sriyuliana (2014) stated that there are seven kinds of knowledge that should be known by the teachers themselves for sure. In the daily conversation, however, this ideal communication does not always occur for some reasons. When a conversation does not seem to be going well, making minor adjustments in volume, pacing or pitch – speeding up or slowing down, leaving longer pauses or shorter ones - can enable us to get closer to a shared rhythm, which conveys collaboration and synergy rather than antagonism and competition. In addition to this, there are two levels of speeches that are normally used when we are doing conversation in daily communication, namely polite speech and familiar speech. Generally, polite speech is used in social situations such as conversations between acquaintances or strangers. This is usually used in formal situations such as at work or offices. Familiar speech is used in familiar conversations between good friends or family members. This is sometime less polite and less formal (Mahmud: 2010). In other side, being polite is crucial to successful communication with other people and impoliteness negatively influences the way a person is perceived, bringing judgments of being “rude”, “uncooperative” or “offhand” (Watts, 2002:2).

1. Previous Related Studies

Firstly, Jiang (2010) conducted a case study of a Chinese EFL teacher’s linguistic politeness in classroom based on observation, recorded data and interview with both the teacher and the students. Second, Peng, et al. (2012) conducted research about politeness in China EFL classrooms. The research was Based on Brown and Levinson’s Face Theory and applying a series of research methods like class observation, survey questionnaires and semi-structured interviews in a case study, the researcher tried to find out: how students’ gender and level of English proficiency influence their understanding of teachers’ politeness strategies, what attitudes they had towards the application of teachers’ PS, and how students valued politeness strategies in EFL classrooms. Third, Bacha, et al. (2012) explored research through a survey and a discourse completion test the degree of politeness the genders in an L1 Arabic context indicate to certain situations. Fourth, Zhang (2012) investigated the effects of students’ expressions politeness on student positive emotions and compliance intention. Students’ high politeness expressions were found to be more likely to elicit positive emotions, such as happiness, than low English politeness expressions. The last is Senowarsito (2013) explored politeness strategies used by teacher and students in the classroom. The data were video-recorded from two different classroom settings where English is the object and the medium of teaching learning process.

1. METHOD OF THE RESEARCH
	1. Research Design

This research will be a descriptive qualitative which addresses to find the students English politeness expression in learning English classroom interaction. In this research, the researcher will not manipulate or provide specific treatments to variable or design something that is expected to occur in the variables, but all the events, circumstances, events, aspects, component or variable run as it is. This research will be conducted in 90-minute.

* 1. Research Site and Participants

This research will be conducted in SMA Negeri 2 Takalar. The research site is in Jl. Poros Takalar - Jeneponto, Takalar Regency, South Sulawesi. Postal Code 92211

To know the students’ English politeness expression in learning English classroom interaction, the participants of this research will be the students in SMA Negeri 2 Takalar. There is only one class in SMA Negeri 2 Takalar as participants or subject of this research, the class will be XII Exact 1 (one) of SMA Negeri 2 Takalar, which is this class consist of 18 (eighteen) Male students and 19 (nineteen) Female students, so the total of participants will be 37 (thirty seven) participants.

* 1. Research Instrument

The instruments of this research will be field note, video-recording. The researcher will observe the students when they are learning in the classroom and conduct the field note about the students English politeness expressions they produce in their learning process. The researcher will also record their classroom interaction, for re-identifying their English politeness expressions by watching the video.

* 1. Procedure of Data Collection

The data of this research will be collected during 90-minutes English lesson in one class of SMA Negeri 2 Takalar by using the following procedures:

The first procedure in this research is using video-record, this video will be taken from the first activity until the end of this classroom activity in every meeting in classroom interaction, and the second procedure is using fill note where the second procedure is taken by the researcher while classroom interaction is running and the last procedure will taken after classroom activity, the researcher will ask the students or a group of the students to find more about students politeness expressions.

* 1. Technique of Data Analysis

Brown and Levinson theorize that face must be continually monitored during a conversation because it is vulnerable. Brown and Levinson therefore argue that there two kinds of face, which reflect two different desires presents in every interaction that are: negative face (desire to express one’s idea without resistance), positive face (desire to have one’s contributions).

1. FINDINGS AND DISCUSSION

From the table below, the researcher identifies and classifies the student’s politeness expressions. The researcher found 13 expressions used by the students, consists of, Positive Politeness strategy, and Negative Politeness strategy.

In the first meeting of observation, the lecturer applied classroom discussion where the students were invited to present their argument with the topic were discussed, in this meeting, it was identified that politeness strategies were applied differently by each student. There were students responded positively, negatively and even bald on record. The following excerpt above also represents how the students‟ politeness strategies appear in classroom interaction.

**Male and Female politeness strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NO**  | **Meetings**  | **Types of Politeness Strategies**  | **The students categories produeced** | **Expressions**  |
| 1.  | First  | Positive politeness  | Male | We agree with the topic about  |
| 2.  | First  | Positive politeness  | Male | Excuse me, I disagree with your statement |
| 3.  | Second | Positive politeness  | Male | Sorry before, are you sure...? |
| 4.  | Third | Positive politeness  | Male | Ok *pendapat anda bagus* but *bolehkah saya*... |
| 5.  | First  | Positive politeness  | Female | I disagree living overseas because  |
| 6.  | Third | Positive politeness  | Female | Ok, thank you  |
| 7.  | First | Positive politeness  | Male | Thank you very much.... thanks |
| 8.  | Second  | Positive politeness  | Female | I disagree with your statement because i think  |
| 9.  | Third  | Positive politeness  | Male | I am so sorry guys....  |
| 10. | Second  | Positive politeness  | Male | Ok thank you for your disagreement about our statement, but could you tell us.... |
| 11.  | Second  | Negative politeness | Female | Sudahmako..????  |
| 12.  | Second  | Negative politeness | Male | Ah apa nubilang itu |
| 13. | First  | Negative politeness | Female | Kamu salah |

The first type of PS is called positive politeness. Positive politeness is an appeal to solidarity towards others, that is how to make hearer feel good or to make him feel that his values are shared. Positive politeness utterances are used to extent intimacy, to imply common ground or to share wants. By using positive politeness strategy, it shows that speaker wants to come closer to hearer. There are 15 strategies for doing positive politeness (Brown & Levinson, 1987: 102). The researcher only found the strategy 1 (notice) and 5 (seek agreement).

The second type of PS is called negative politeness. Negative politeness strategy refers to an attempt to demonstrate awareness not to be imposed on, that is, to avoid interfering the interlocutor's freedom of action by using hedge, apology, etc. Brown and Levinson consider this strategy as the heart of respect behaviour because it performs the function of minimizing the imposition over the hearer.

In addition to this, in terms of male negative politeness, it is shown in Excerpt 10 where one male student stated to her friend saying “*Ah, what are you talking; sure, we are really sure’*.*”* This expression is considered negative politeness because according to Trosborg (1995) in point 5 (five) of several strategies of instruction stated “want statement: utterances which state the speaker desire that the hearer carries out the act”.

Furthermore, it seems that the politeness strategies used by the teachers in their expression has been influenced by the culture where this research is conducted. This research took place in Makassar community and it is commonly found that people there speak with their dialect even when they speak in national language, Bahasa Indonesia. It si shown in excerpt 3, the student gave expression to the interlocutor in Bahasa Indonesia.

1. CONCLUSION

This research reports the study about the students’ English politeness expression. In this research, it has been found that the students just used two politeness strategies in the classroom interaction; they are, positive politeness strategies, and negative politeness strategies. Then, in the classroom interaction, the students came from different background social situation. They did not come from one classroom interaction can influence the choice of students politeness strategies. It can be seen from the fourth observation and the result of students classroom interaction, the students often used the last strategy of politeness, they just talked the simple things in the classroom, and they never talked or discussed something serious in the classroom, means that the classroom situation is one of influences that can affect the factor and politeness strategies of students. Community. It can be concluded that individual members may have different assessments of politeness and this research found that the situational or cultural setting in the

1. REFERENCE

[1] Bacha, Nahla Nola., Bahous, Rima., and Diab, Rula L. 2012. *Gender and Politeness in a Foreign Language Academic Context*. International Journal of English Linguistics, 2 (1), 79-96.

[2] Brown, P., & Levinson, S. 1987. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

[3] Mahmud, Murni. 2009. *Bahasa dan Gender dalam Masyarakat Bugis.* Pustaka Penerbit: Makassar.

[4] \_\_\_\_\_\_\_\_\_\_\_\_\_, 2010. *Politeness in Bugis: A Study in Linguistic Anthropology Vol. I*. Badan Penerbit UNM: Makassar.

[5] Senowarsito. 2013. *Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Contents*. Teflin Journal: Vol. 24 (1) 82-96 [online]. Retrieved on April 31th, 2014 from

<http://journal.teflin.org/index.php/teflin/article/viewFile/316/255>

[6] Wierzbicka, Anna. 1991. *Cross-Cultural Pragmatics: The Semantics of Human Interaction.* Berlin, New York: Mouton de Gruyter.

**Syafriwana,** was born in Takalar, Indonesia in 1989. He received his M.Pd degree in Faculty of Languages and Literature from State University of Makassar 2015

He is currently a freelances and English language teacher in Takalar

His research interest include to applied politeness expressions in classroom interaction of English Classroom.