

POLITENESS STRATEGIES IN TEACHER-STUDENT INTERACTION IN EFL CLASSES

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Abstract

Since first proposed by Brown and Levinson in 1987, there have been many studies taking politeness strategies as their primary concern. Some of them were under an academic setting, which is understood as formal classroom basis research. On the other hand, since the formal classroom basis is stuck with the curriculum by the government, politeness strategies in an nformal classroom basis is worth-considering. Specifically, this study investigates politeness strategies in teacher-student interaction in an informal classroom basis of EFL classes. Through mixed-method research design, the manually transcribed data were analyzed based on Brown and Levinson's politeness strategies, all from bald on record, positive politeness, negative politeness, and off record strategies. The findings revealed the employment of four types of politeness strategies, with positive politeness becomes the most frequently employed, followed consecutively by bald on record, negative politeness, and off-record strategy. Teacher employed positive politeness the most often while students chose to use negative politeness the most frequently. Teacher's dominance in language production, students' passiveness in getting involved within the interaction, lack of vocabulary, and the unawareness of the existence of politeness strategies in the communication have contributed to the choice of politeness strategies in their interaction.

Keywords: politeness, politeness strategies, teacher-student interaction, Brown and Levinson

INTRODUCTION

Learning the basic rules of producing a language and applying these into meaningful sentences, clauses, or utterances cannot be considered as the main basis of learning a certain language. In conducting a communication, what the hearer understands from the speaker's utterances or sentences is found sometimes different from what the intended meaning the speaker has when communicating. Dealing with

the pragmatic competence, this is easily defined as the competence related to the process of determining what the speaker is saying and of understanding the intended meaning within the utterances through some attitudes involved. This competence allows the communication to happen by reducing the possibility for the speakers and the hearers not be able to understand each other which can reveal miscommunication. Pragmatic competence consists of some scopes, one of which is the politeness. Omar, Ilyas, and Kaseem (2018) proposed that politeness can be defined as the way to show respectful behavior for other parties within the communication. Dealing with the research on the theory of politeness strategies, since by Brown and Levinson first proposed it in 1987, there have been many studies conducted in relation to its employment in the communications, either written or oral, some of which under formal classroom basis, at school. Investigating politeness strategies in teacher-student interaction on an informal classroom basis is worth-considering. This current study tried to investigate the politeness strategies used by EFL teachers and learners on an informal classroom basis. Therefore, it was able to fill the gap and differed itself from some previous studies on politeness strategies previously conducted.

BROWN AND LEVINSON'S POLITENESS STRATEGIES

Blum-Kulka (1992:4) profounds the politeness theory taking the norms and the scripts in particular culture into account. In addition to it, Watts (2003:8) states that politeness is highly determined by the relationship between the behaviour and suitability convention, not by the specific linguistic forms. Brown and Levinson (1987:61) adopted the concept of 'face' to propose their idea of politeness strategies. Face here can be considered as the portrait of a self-image that exist in the social attributes. There are five classifications of the strategy of politeness proposed by Brown and Levinson (1987). They are bald on record which refers to what it says and shows the high degree of directness, performing the speech acts by using the positive politeness which can be referred to the positive face, performing speech acts by using the negative politeness applying to the negative face, the off record which represents the degree of indirectness or the indirect speech act, and do not conduct any speech act or not saying anything (do not do the FTA). Brown and Levinson (1987:60) describes the possible strategies for doing the FTAs, in its relation to the circumstances in determining the choice of strategy.

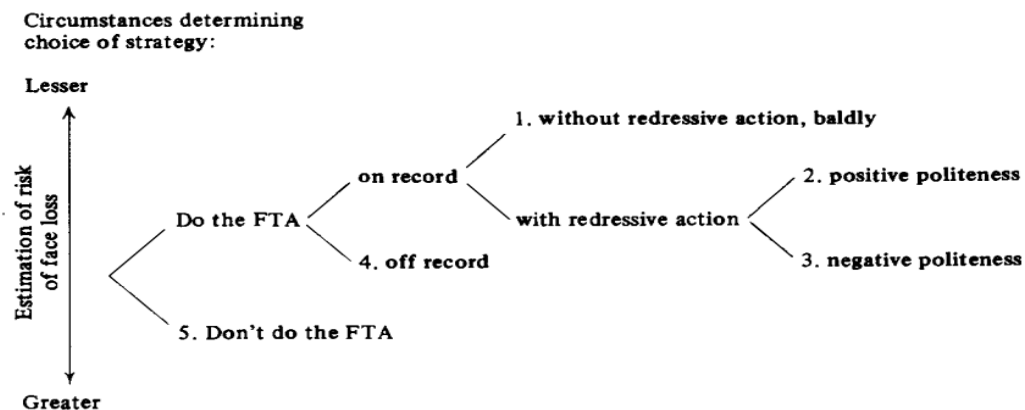


Figure 1. Possible Strategies For Doing the FTAs (Brown and Levinson, 1987:69)

METHODOLOGY

The mixed-methods were employed, i.e. the descriptive qualitative method to investigate what types of politeness strategies proposed by Brown and Levinson were employed in the interaction, and the quantitative approach to investigate the distribution of each type of strategy. The samples of this study were 1 English teacher and 18 students of class A of English program in Asrama Putri Sabilillah located in Sampang, Madura. The 18 students were chosen out of 56 students based their ability to use English, particularly in English speaking and vocabulary mastery. The Tape Video Recorder (TVR) was used to record all the spoken interactions or utterances during the data collection. To be considered, since there was a high possibility for a code-switching between the local languages and English to occur on the interaction, only utterances spoken in English with no code switching content were taken and further transcribed verbatim. The data collection was terminated when the data met the data saturation, indicating that the researcher believed no new data were found in this teacher-student interaction. The analysis of the data went through some steps as follows: transcribing, coding, classifying, analyzing, and discussing.

In the first step, which was transcribing, the researcher listened carefully to the recordings, and then the recorded spoken conversations which contained both teacher's and students' utterances were further manually transcribed into the written forms. The next step was coding. In this process, the researcher codified the sentences, clauses, phrases, or words which were used by both teacher and students during the interaction. The descriptive coding proposed by Miles, Hubberman, and Saldana (2014) was used. For example, code BOR represents Bald on Record, POS for positive politeness, POS 1 for positive politeness strategy 1, and so on. on the third

step, which was classifying, the researcher classified the data following every strategy that belonged to the four types of politeness strategies. Corresponding to the classifying step, the fourth step is analyzing. In this step, the researcher analyzed each data and added the scientific reason for each utterance to be in a specific categories of politeness strategies.

RESULTS

There are two kinds of research findings presented in this chapter. The first is the qualitative findings, in which the strategies produced within the utterances are presented in the forms of conversations, and the second is the quantitative findings, which provide clear description of the distribution of the strategies used within the utterances.

QUALITATIVE FINDINGS

The qualitative findings are presented to show the extracts taken from the written interactions produced between the teacher and the students. In these findings, some excerpts of each type of politeness strategies are presented randomly, presented clearly with the scientific reasons of why these utterances are regarded to contain an individual politeness strategy.

Results of Bald on Record Strategy

(Extract 1. BOR)

Teacher: What about Febi's opinion?

Student: Because we are entertained by listen to song

Teacher: OK, when you feel bored and you listen, you will be entertained.

Student: Yes

Teacher: What about other opinion? Please, **answer**, please **be more active**.

What do you feel after you listen to a song?

Student:(nobody answered)

In this Extract, the teacher was trying to motivate his students to get involved in the interaction. He felt that his power enabled him to command the students directly without thinking whether his command will threaten his students' faces. The teacher believed he got some respects from the students, and he found that commanding the students would be fine for them. By saying '*please answer, please*

be more active, the teacher directly showed the students what he was expecting to have. Although the use of *please* was believed to soften the utterance and was mostly used in negative politeness, the choice to command by using the imperative can be the obvious way to do this bald on record.

(Extract 2. BOR)

Teacher: OK, to keep more spirit, *clap your hand like this one* (showing the way to clap). ***Clap your hand ...clap your hand ...clap your hand.***

Once, twice, three times, five times, a thousand.

Student: (doing what the teacher asked them to by clapping hands together)

In this Extract, the teacher urged himself to find a way of making his students motivated and enthusiastic in joining the program. By asking the students directly to clap hands, he showed his power on the students, and did not keep any distance between them. He didn't use any expression such as *please* since he wanted to speak in urgency. This reflected the fact that he did in bald on record because of his confidence that his students would do what he wanted them to do.

Results of Positive Politeness Strategy

As has been previously mentioned, Brown and Levinson (1987:101) proposed the positive politeness strategies to satisfy the hearer's positive face. In choosing this strategy, the hearer wants to have this wants to be desired. Positive politeness indicates that there is a similar want between the interlocutors.

(Extract 3. POS 1. POS 4. POS 12)

Teacher: Assalamualaikum wr wb.

Student: Waalaikumsalam wr wb

Teacher: OK. Good evening, ***everybody***?

Student: Good evening

Teacher: ***How are you getting on?***

Student: I'm very well. How about you?

Teacher: I'm very well. Thank you. So, ***let's*** start our program by saying basmallah together ...

In the situation when the teacher wanted to open his class, he employed the positive politeness strategy. In this Extract, there were three politeness strategies

employed, i.e. the strategy number 4, strategy number 12, and strategy number 1. The teacher employed strategy number 1 (Notice or Attend to H) by saying '*how are you getting on?*'. This was believed that by using this question, the teacher paid attention to the students' condition. He believed it was the right way to open as well as to start his class. The teacher also employed strategy number 12 (Include the S and H in the activity) through the use of *let's*. *Let's* is the inclusive form of *we*, stating his meaning that we wanted to include both him and his students. The teacher called upon the cooperative assumptions and this made him appear to redress the face-threatening acts (FTAs). The last strategy which was used is strategy number 4 (Use in-group identity markers). This strategy was shown through the use of the word *everybody*. The use of everybody was believed to soften the FTA and to confirm that the teacher didn't want to state *you* to his students directly.

(Extract 4. POS 10)

Teacher : It's nine, past eight. I think time is up.

But for tomorrow I want to have sing a song.

OK, I will give the songs to you. And also I want to discuss about the basic thing. When we, errr, after we listen to the song.

Student : What's the title?

Teacher : About the title? Just wait and see tomorrow.

Student : Yes, yes.

In this Extract, the teacher tried to satisfy his students' positive face by using the strategy number 10, by offering or promising something. Since this utterance was produced right before closing the program, and the situation in which the teacher was trying to awaken the students' interest. Choosing to build a promise, rather than an offer, would be beneficial for him because the students got some motivation after knowing they were going to have a song listening the next meeting. This awakened motivation showed what the students felt. Instead, by using this strategy, the teacher succeeded in talking in shadow that he knew what the students wanted, and he would make that happen.

Results of Negative Politeness Strategy

The research findings show that the negative politeness strategies were less frequently used compared to the preceding two strategies. i.e., bald on record and positive politeness. It may happen because the teacher dominated the interaction. Besides, the power the teacher was having allowed him to be more straightforward in

producing the utterance. The domination the teacher had allowed him to state what he wanted to report directly and clearly.

(Extract 5. NEG 1)

Teacher: The question is, OK, err, what do you thik after you listen to the song, will make you be better? Raise your hand, *please*.

Student: Yes

Teacher: When you feel bored, and you sing the song, you feel everything better?

Student: Yes.

The expression to soften the imperative such as *please* basically can be used to show negative politeness, to show that the speaker was conventionally indirect. As it was found in the Extract above, the degree of imposition was felt decreasing when the command was added with *please*. Another situation in which the speaker tried to conventionally indirect in his utterance was by employing the modal such *would* or *could*.

(Extract 6. NEG 4)

Teacher: So, we as the teacher, we *just* want to give the best for you, so that you will, err, you can reach your dreams because of your hard work, because you study hard right now.

OK, let's continue. What about Ovi's opinion?

Student: In my opinion, teacher always help us when we have problem.

In this Extract, the teacher only showed the distance and the power between them, which caused the students to take the weight. Here, the teacher was trying to correlate what teachers generally do to their students, supposing that he was the real Extract to be considered. The degree of imposition would remain high for the students if he insisted on avoiding using *just*. To some extent, this word gave a notion about the honesty and concerns the teacher was having dealing with the students' futures. In this case, the word *just* was used by the teacher to refer to *exactly*, which notably showed how significant his intended meaning was. This *exactly* was meant to delimit the FTA for the students.

Results of Off-Record Strategy

Compared to the previous three politeness strategies afore-mentioned, the off-record strategy was the least frequently employed within the interaction. It was due to

the fact that between the teacher and the students had known each other previously that they tended to be straightforward in the utterance. The employment of off-record strategy was also found by being incomplete with the utterances, making the intended meaning hanging on the air. This urged the hearer to correlate with the appropriate context to still go in line with the interaction.

(Extract 7. OFF 15)

Teacher: Why do you learn English?

Come on, answer my question.

Because of come on.

Student: Because we can speak to tourists from, errr,

Teacher: Native speakers.

Student: Yes

In this Extract, the teacher employed strategy number 15 by not finishing his sentence. He intentionally made his sentence incomplete to invite the students to answer the rest of his sentence. This made students think and guess what the best answer to utter. In making his sentence incomplete and the intended meaning 'hung in the air', the teacher would violate the quantity and the manner Grice's maxims.

(Extract 8. OFF 10)

Teacher: I think it's enough.

What time is it?

It's nine past eight.

I think time is up.

In this Extract, it can be seen that the teacher employed the rhetorical question. This happened because he didn't expect any answer from the students, which could be found from directly answering his question, without even waiting for the students to respond. Besides, the teacher was looking at his watch as he was asking about the time, indicating that he had already got the answer for his question. This was used because he wanted to give the students information about ending the meeting.

QUANTITATIVE FINDINGS

Table 1 - Types of Politeness Strategies Employed in the Interaction

No	Types of Politeness Strategies	Data Coding	Teacher (f1)	f		f2 %	Σf (f1 + f2)	Σf %
				f1 %	Student (f2)			
1	Bald on Record	BOR	344	36.09	4	2.94	348	31.9
2	Positive Politeness	POS	400	41.97	59	43.38	459	42.1
3	Negative Politeness	NEG	195	20.46	72	52.94	267	24.5
4	Off-Record	OFF	14	1.47	1	0.73	15	1.37
Total			953	100	136	100	1089	100

Table 4.1 shows there were 1.089 utterances containing politeness strategies produced, some of which belonged to 953 teacher's utterances. This number of statements was almost eight times bigger than the number of utterances produced by the students. This happened because during the class sessions, the teacher was found more dominant in providing the languages. On the other hand, students were proved to put themselves in more passive situation. They only produced as many as 136 utterances during these four-meeting programs. This was evident to be the lowest number of utterances considering the fact that the four meetings were held for nearly 240 minutes.

Table 2 – Positive Politeness Strategies Employed in the Interaction

N o	Data Coding	Strategies	Teach er (f1)	f1 %	Stude nt (f2)	f2 %	Σf (f1+f2)	Σf Percent age (%)
1	POS 1	Notice, attend to H	5	1.25	4	6.78	9	1.96
2	POS 2	Exaggerate	1	0.25	29	49.12	30	6.53
3	POS 3	Intensify Interest to the Hearer	5	1.25	0	0	5	1.09
4	POS 4	Use in-group Identity Markers	22	5.5	0	0	22	4.79
5	POS 5	Seek Agreement	128	32	1	1.69	129	28.1
6	POS 6	Avoid Disagreement	6	1.5	1	1.69	7	1.52
7	POS 7	Presuppose/Raise/Assert Common Ground	0	0	0	0	0	0
8	POS 8	Joke	15	3.75	0	0	15	3.26
9	POS 9	Assert or Presuppose the Speaker's Knowledge of and Concern for the Hearer's Wants	9	2.25	0	0	9	1.96
10	POS 10	Offer, Promise	20	5	0	0	20	4.35
11	POS 11	Be Optimistic	5	1.25	18	30.5	23	5.01
12	POS 12	Include Both Speaker and Hearer in the Activity	6	1.5	1	1.69	7	1.52
13	POS 13	Give (or Ask for) Reason	1	0.25	0	0	1	0.21
14	POS 14	Assume of Assert Reciprocity	0	0	0	0	0	0
15	POS 15	Give Gifts to H	171	42.75	4	6.78	175	38.1
Total			400	100%	59	100%	459	100%

Dealing with the employment of positive politeness in general, these research findings (as shown in Table 4.2) show that there were 459 utterances produced by both the teacher and the student, which were considered containing the positive

politeness strategies. From this number of utterances, positive politeness strategy number 15 (Give Gifts to H) was the strategy employed the most frequently. This strategy was found in 175 statements from both, which was equal to 38.1 %. The second most chosen strategy was strategy number 5 (Seek Agreement), which was used by both parties in their 129 utterances (28.1 %). Meanwhile, strategy number 13 (Give or Ask for Reason) was found the least frequently employed in the interaction. This strategy was only used once by the teacher, but none of which by the students, which was equal to 0.21 %. Furthermore, the research findings in Table 4.2 also figures out that there were two positive politeness strategies that were not used even for once. These were the strategies number 7 (Presuppose/Raise/Assert Common Ground) and number 14 (Assume of Assert Reciprocity).

Table 3 – Negative Politeness Strategies Employed in the Interaction

N o	Data Coding	Strategies	Teach er (f1)	f1 %	Stud ent (f2)	f2 %	Σf (f1+f2)	Σf Percent age (%)
1	NEG 1	Be Conventionally Indirect	96	49.23	0	0	96	35.95
2	NEG 2	Question, Hedge	18	9.23	11	15.3	29	10.5
3	NEG 3	Be Pessimistic	0	0	3	4.17	3	1.12
4	NEG 4	Minimize the Imposition	7	3.58	0	0	7	2.62
5	NEG 5	Give Deference	62	31.8	57	79.2	119	41.6
6	NEG 6	Apologize	1	0.51	0	0	1	0.37
7	NEG 7	Impersonalize S and H	11	5.64	3	4.2	14	5.24
8	NEG 8	State the FTA as a General Rule	0	0	0	0	0	0
9	NEG 9	Nominalize	0	0	0	0	0	0
10	NEG 10	Go on Record as Incurring a Debt, or as not Indebting H	0	0	0	0	0	0
Total			195	100%	72	100%	267	100%

The research findings shown in Table 4.3 portrayed the numbers of negative politeness strategies employed by the teacher and the students. The table shows that there were 267 utterances from both parties which were found to contain the negative politeness strategies. From these findings, in general it can be said that negative politeness strategy number 5 (Give Deference) was the strategy which was

the most frequently used within the interaction. This strategy was employed for 119 times, or equal to 41.6%. It was nearly half usage of the whole numbers of utterances found. The findings in Table 4.3 also figures out that strategy number 1 (Be Conventionally Indirect) was the second most frequently used in the interaction. This strategy was employed on 96 occasions, equal to 35.95%. Besides, the other strategies used were the strategy number 2 (Hedge, Question), strategy number 3 (Be Pessimistic), strategy 4 (Minimize the Imposition), strategy 6 (Apologize), and strategy 7 (Impersonalize S and H. From the research findings, it can be seen that the strategy number 2 was employed in the interaction in 29 occasions, equal to 10.5%. Besides, the strategy number 3 was used in 3 occasions or equal to 1.12%, while the strategy 4, which was employed in 7 utterances (2.62%).

On the other hand, the strategy number 6 was used only once (0.37%), while strategy 7 was employed in only 14 utterances, which was equal to 5.24%. The research findings shown on Table 4.3 also show that out of 10 strategies of negative politeness, there were 3 negative politeness strategies which were in no use. These were strategy 8 (State the FTA as General Rule), strategy 9 (Nominalize), and strategy 10 (Go on Record as Incurring a Debt, or as not Indebting H).

Table 4 – Off-Record Strategies Employed in the Interaction

N o	Data Coding	Strategies	Teach er (f1)	f1 %	Stude nt (f2)	f2 %	Σf (f1+f2)	Σf Percenta ge (%)
1	OFF 1	Give Hints	-	-	-	-	-	-
2	OFF 2	Give Association Clues	-	-	1	100	1	6.67
3	OFF 3	Presuppose	-	-	-	-	-	-
4	OFF 4	Understate	-	-	-	-	-	-
5	OFF 5	Overstate	-	-	-	-	-	-
6	OFF 6	Use Tautologies	-	-	-	-	-	-
7	OFF 7	Use Contradictions	-	-	-	-	-	-
8	OFF 8	Be Ironi	-	-	-	-	-	-
9	OFF 9	Use Metaphors	2	14.3	-	-	2	13.3
10	OFF 10	Use Rhetorical Questions	2	14.3	-	-	2	13.3
11	OFF 11	Be Ambiguous	-	-	-	-	-	-
12	OFF 12	Be Vague	-	-	-	-	-	-
13	OFF 13	Over-generalize	-	-	-	-	-	-
14	OFF 14	Displace H (the Hearer)	-	-	-	-	-	-
15	OFF 15	Be Incomplete, Use Ellipsis	10	71.4	-	-	-	66.7
Total			14	100%	1	100%	15	100%

Table 4.4 shows that there were only 15 out of 1.089 utterances that contained this type of politeness strategy. The findings also showed how dominant the teacher in employing this strategy compared to his learners. The teacher used off-record strategies in only 14 occasions, while the students used the strategies only in once occasion. The research findings show that the off record strategy number 15 (Be Incomplete, Use Ellipsis) appeared to be the most frequently used in the interaction. This strategy was in used for 66.7%, and only teacher used this strategy while the students didn't. Although there are 15 strategies in off record, both parties employed only 5 out of 15 strategies. It was one utterance found in strategy number 2 (Give Association Clues), which was equal to 6.67%. Meanwhile, the strategy number 9 and 10 were used in similar occasions. They were used in 2 occasions both, which was equal to 13.3% each. To sum up, out of the 5 strategies used in off-record, four strategies were employed by the teacher, while only one strategy was found in use by the students.

DISCUSSION

Research Findings Compared to the Theory of Politeness Strategies

Based on these research findings, there were only 24 strategies employed within the interaction. In conclusion, the research findings of this research employed fewer numbers of strategies compared to the whole numbers of strategies proposed by Brown and Levinson (1987). Related to the employment of fewer numbers of politeness strategies afore-mentioned, it was believed that this was related to how the data got saturated. Related to the data saturation, the researcher believed that although the data collection was conducted in longer duration than this current research was, it was predicted that no new data would be found. This possibly happened due to some of the following possible reasons.

The first possible reason was associated with the teacher's dominance in producing the language, i.e. expressions or words, during the interaction. As has been previously mentioned in the previous chapter, the teacher's language production which contained the politeness strategies was approximately 7 times as many as the students' language production. This dominance possibly resulted in the homogeneity of the politeness strategies used. In this research, the teacher's dominance in producing the language was partly because he kept his power over the students, i.e., trying to show his position as the teacher and thus his students must have demonstrated great respect or attention to his words. This situation made the students put themselves in a more passive portion. The teacher negotiated this students' passiveness through the use of some motivational and invitational expressions, yet it failed to raise the students to be more active within the interaction. Only on few occasions did the students initiate the questions, while on more occasions they preferred to wait and answer the teacher's question as what was being asked, with no elaborative effort to show more activeness.

Related to the teacher's dominance in producing the language in employing the politeness strategies and in keeping his power, this dominance resulted in the employment of bald on record. The research findings showed that the bald on record strategies were particularly employed by the teacher in giving the command, requesting the students' activeness and participation, and giving advice. Nearly all the time did the teacher use the expression of command or request, such as *be more active, come on, raise your hand, don't be afraid*, etc the most frequently in each data collection. These expressions of commanding, etc, were predicted to be the possible expressions used by the teacher in every occasion where he found the similar situation related to the students' motivation and activeness.

The teacher's dominance was also evident in the case of inviting students' participation by seeking agreement, which was the second-highest employed positive politeness strategy. To make students more active, the teacher was found very frequently to raise structured questions that were expected to share agreement between both parties. This frequently happened and was predicted to appear similarly despite the longer duration of data collection. Thus it would easily reach the data saturation.

Another feature that portrayed the data saturation was how frequently the teacher gave appreciation towards the students' answers, responses, etc. In providing this appreciation, the expressions like *that's good, nice, nice answer*, etc were found to be the common expressions used by the teacher during the data collection, and the research findings showed how homogeneous the words the teacher chose in showing this appreciation or reward. Thus, inspite of lengthening the duration of data collection to have the new data appeared, it was predicted no new data would appear.

The next reason which possibly made the research findings saturated was the expressions used by the teacher in warming or softening his commands. This was achieved by the expression *please*. The use of *please* was predicted to appear as frequently as it appeared in the previous data collection. From the data collection which was conducted through video recording, it was no other expression the teacher would use other than *please*, and in fewer occasions the use of *would, could*. This might happen because of either teacher's awareness for not making students imposed by commanding or his lack of vocabulary made it the most possible expression to be used. In reflecting on how frequent this expression was in use, it was predicted that this could be the regular possibility in making his commands softened.

Another unique finding was how the use of *come on* almost dominated the research findings, particularly in bald on record employment. During the data collection through video recording, this expression was employed by the teacher to invite students to be more active. The teacher's preference to employ this expression indicated that the teacher met some difficulties in raising the students' participation, or because he felt it was the easiest way of having students involved in the interaction. Thus, employing this expression was expected to help the teacher to invite this participation more quickly and more effectively. In relation to how the data met the saturation, it was predicted that the teacher would possibly employ this expression as frequently as in the previous section.

The teacher and the students' close distance could also become the reason which made the data saturated. The preference to be straightforward in the utterance was the typical consequence of this small or close distance. This resulted in the slight

possibility for both parties to employ the off-record strategy. As has been mentioned previously, the off record strategy was the least frequently used politeness strategy. Thus, it was predicted for this strategy to not appear in a more usual way even though the duration of data collection was lengthened. Another possible reason making the data got saturated quite quickly is students, as well as the teacher, were not aware about the existence of politeness strategies in the communications. This resulted in the quite many repetitions, the inability to choose the more appropriate words, expressions, or utterances.

To sum up, based on the research findings and what the researcher had observed during the data collection, the homogeneity of the word choices was the primary factor underlying the data saturation. This was found by the regular uses of expressions such as *please, come on, raise your hand, etc*, and from some regular structured questionings by the teacher to invite students' participation. In conclusion, due to some of the underlying factors which made the data saturated, employing all politeness strategies under the Indonesian context, particularly under the academic highlight which posed the teacher-student interaction, would be quite impossible to achieve. Any research intended to investigate the appearance of 41 strategies would become a difficult task to conduct.

The Current Research Findings in Relation to the Previous Studies Taking Politeness Strategies as the Major Discussion

On the classroom basis, most studies compared to this current research mostly took the four politeness strategies by Brown and Levinson, while fewer took only in examining the use of positive and negative politeness. As has been presented in the previous chapter, in this chapter, the research findings showed that the positive politeness dominated the employment of the strategy, followed consecutively by bald on record, negative politeness, and off-record. The result was similar to the research findings found by Adel et.al. (2016), Wijayanto (2013), Senowarsito (2013), Elisdawati et.al (2018), Karimkhanlooeei and Vaezi (2017). The research findings of these studies similarly showed the domination of positive politeness within the interaction.

On the other hand, a quite different result with the current research findings was found in the studies conducted by Sugini, Djatmika, and Maryadi (2016), Sijabat (2016), and Widiadnya, Seken, and Santosa (2018). Although these similarly took the four politeness strategies as the primary focus of inquiry, the result showed the bald on record dominated the employment. However, there were two studies conducted which showed the domination of positive politeness within the interaction, i.e., the studies by Eshghinejad and Moini (2016) and Kamlasi (2017). Although these studies showed similar result findings with this current research, both only focused on

comparing the employment of positive and negative politeness, neglecting the bald on record and off-record strategies.

To relate with the previously mentioned discussion, there were some other numbers of studies that took the politeness strategies by Brown and Levinson (1987). However, these didn't reveal any discussion about the domination of a particular strategy. Thus, this current research could not be compared to these studies. Some of these were the studies by Christianto and Monita (2016), Rica, Statejieri, and Altan (2015), Mahmud (2019), Ramadhani, Gurning, and Sibarani (2014), and Pariera (2006). These all took the focus on politeness strategies in analyzing the data, revealing that the four politeness strategies by Brown and Levinson were in employment within the interaction. There were also some underlying factors discussed related to this employment. What made these findings differ from the current research findings was that these studies but didn't make any conclusion of which politeness strategy dominated the results.

CONCLUSION

This research was conducted to investigate whether the politeness strategies proposed by Brown and Levinson (1987) were employed within the teacher-student interaction among non-natives. The research findings revealed that the four types of politeness strategies were all employed by both the teacher and the students within their interactions, i.e. the bald on record, the positive politeness, the negative politeness, and the off-record strategies. The research findings also showed that the positive politeness was the most frequently used strategy employed within the interaction, followed consecutively by the employment of bald on record, negative politeness, and off-record. The close distance between the teacher and the students was believed to be the primary factor underlying the preferences in using a certain strategy.

On the other hand, the research findings also revealed that among the 41 sub-strategies proposed by Brown and Levinson (1987), only 24 strategies were employed. This posed some factors underlying, such as the dominance of the teacher and the passiveness of the students, and the lack of vocabulary mastery which resulted in the homogeneity of the word choice. As a result, the strategies chosen tended to appear homogeneously. This homogeneity resulted in the data to get saturated easily. Besides, the research findings also showed that this research employed fewer numbers of strategies compared to the theory of politeness strategies proposed by Brown and Levinson (1987).

The future researchers can consider the result of the current research to produce and conduct a study with a broader point of view, which is not covered by

the current analysis due to some limitations. Although the research on politeness strategies, particularly related to the pedagogical context in Indonesia, is not as many as the other pedagogical topics, the politeness strategies can also become one of the interesting part. Related to this, the future researchers are expected to conduct the studies on politeness strategies in, for example, comparing the employment the politeness strategies between the native and non-native speakers. This can be achieved by comparing the politeness strategies employed by non-native students to their non-native teachers and by non-native students to their native teacher. Furthermore, this can become a more interesting topic of discussion since the non-native and the native speakers have some differences, particularly in words choices. In this case, the research can determine whether the different vocabulary mastery influences the employment of politeness strategies used within the interaction.

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