The Importance of Politeness Utterancess Used by Teachers and Students in Classroom Interaction

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Abstract. This study aimed at analyzing the kinds of politeness strategies, types of illocutionary act, and the factors influenced the teachers and students' classroom interaction. The data of this qualitative study were taken from observed interactions in the teaching and learning process in the classroom. The result of the study show (1) politeness was conveyed through two strategies, namely; positive and negative politeness; in English Class and Ngoko (Low Speech) and Krama (High Speech) in Pondok Class. (2) The type illuciotionarry act used by teacher and student in the politeness have found two type illuciotinarry act, they are Representative and Directive (3) the researcher have found factor payoff in English class and factor age, factor status in Pondok class. The politeness used at classroom interaction at English Class was proven low because English teacher still do mistaken in using politeness and she don't uses politeness frequently, as a consequence many students are not active speaking English in classroom. The politeness are efficient teaching and learning, respect communication between teacher and students, togetherness between teacher and students, cooperating interaction between teacher and students, and the politeness can motivate students and also developing a meaningful teaching and learning process.

INTRODUCTION

Introductionshould clearly state the purpose of the paper. It includes review of related literature and research purpose in essay style. The introduction should include key

references to appropriate work. It states the significant contribution of the research. The introduction should consist of the background of the study, research contexts, literary review, research problem(s) and research objective (at the end of introduction). The introduction should show the scientific merit or novelty of the paper. All introductions should be presented in the forms of paragraphs, not pointers, and with the proportion of 15-20% of the whole article length.Introductionshould clearly state the purpose of the paper. It includes review of related literature and research purpose in essay style. The introduction should include key references to appropriate work. It states the significant contribution of the research. The introduction should consist of the background of the study, research contexts, literary review, research problem(s) and research objective (at the end of introduction). The introduction should show the scientific merit or novelty of the paper.All introductions should be presented in the forms of paragraphs, not pointers, and with the proportion of 15-20% of the whole article length.

Politeness Strategies is needed in the classroom interaction because the classroom interaction must be effective and polite. If in the classroom interaction runs well, the knowledge that will be delivered by teacher will be received by student well. Beside that they also can make a good relationship. As a consequence they can create a meaningful teaching and learning process in the classroom and students have good spirit when they learn in the classroom.

However, In fact politeness is rare used by student in the classroom. Many students contravene norms in the class room like student don't respect to teacher and student disturb others. As we know that recently many students fight others, many students oppose to teacher, school violence, students brawls, bullying and many more. Those all phenomena describes that without politeness, the character building cannot be done successfully.

Politeness of Javanese (one of Indonesian ethnic group) is showed by *Tatakrama*. *Tatakram* is one of tool to create the character building for student because Politeness of Javanese has the excellence. The excellence of Javanese, for example, can be found in *unggah ungguh* (the *speech level)*. Through this excellences, a Javanese speaker will humble himself while exalt the other and they have a good conduct or etiquette. Beside that with using politeness of Javanese, learner Javanese can implant norms of Javanese culture which have been well-rooted in the people of Javanese. Norm of Javanese culture is appeared by politeness and sensitiveness that based on principle to respect each other.

English is obligation lesson should be learner by student in Indonesia. So politeness English is great important uses in the interaction class in English lesson. By using politeness English, learner not only knowing how to speak and write, but also knowing how to behave linguistically; therefore, the speakers and users of the language must be equipped with politeness formulas in speaking and must be aware of how to use politeness in different communicative acts in their daily life.PolitenessEnglish is very different face work strategies. The Javanese uphold *tatakrama* is reflected by *unggah-ungguh* (speech level). The British tend to exercise face-saving strategies through four types of politeness strategies preserving individual freedom from imposition by others and respect individual privacy. In this research, writer want to observes politeness English used by Javanese

learners when they communicates each others with English politeness of Javanese when they communicates each others with Javanese language.

In English class, sometimes teachers and students need language of instruction to help them learning English. They used original language such as Indonesia or traditional language for instance Javanese but commonly in formal school use Indonesia as language of instruction. Thus politeness of Indonesia is very important also to uses in the interaction classroom like politeness Javanese and English.

MTs *(Madrasah Tsanawiyah)* are base level on formal education in Indonesian and it is equal with junior high school. MTs are managed by religion ministry and have as a base of Muslim boarding school (*Pondok*). *MTs Al-Falah* is deferent with other MTs in *Wuluhan* because large part of student still uses language is learned by their grand great parents and keeps norm their culture (Javanese).

Based on the brief explanation above, the researcher is interested in analyzing this phenomenon of politeness strategies is used by teacher and student utterances in the interaction classroom at MTs *Al-Falah.* Hopefully, politeness strategies of Javanese, Indonesia and English will consistently implemented in their interaction classroom with point of view of Javanese culture because of that all the background, the researcher will presents it as a thesis entitled *"The Importance of Politeness Utterances in the Classroom Interaction.*
Problem that the writer would like to analyze are:
1. What kind of the politeness utterances are used by teacher and student in the classroom interacttion at MTs Al-Falah Kepel?
2. What the type meaning illocutionary acts are used by teacher and student in the classroom interacttion at MTs Al-Falah Kepel?
3. What the factors influence the teacher and student uses politeness utterances in the classroom interaction at MTs Al-Falah Kepel?

Sociolinguistics

Fishman (in Dias Astuti, 2011:10) says that, 'sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of language varieties, the characteristics of their function, change and chance one another within a speech community'.

Politeness

Richard Watts (2003: 4-9) points out that the linguistic definition of politeness is usually different from the general perception of the term politeness. According to Watts, we should differentiate first-order politeness andsecond-order politeness.

Politeness is the notion of *face*. Being polite, therefore, consists of attempting to save face from another, *Face Saving Act* (FSA). These attempts are realized into what they call politeness strategies. Brown and Levinson outline four main types of politeness strategies from the least to the most politeness: bald on-record, negative politeness, positive politeness, and off-record.

Factors Influencing the Use of Politeness Strategy

The employment of politeness strategy is influenced by several factors. According to Brown and Levinson (1987:71) there are two factors that influence the speaker to employ positive politeness strategy. The factors are payoff and circumstances.

Discourse Analysis

Learning is a process whereby knowledge is created through the transformation of experience. The interaction of the experience and environment takes a role in developing the content of learning and instruction. Understanding language implies the understanding of pragmatics. Even the young children have to learn the pragmatics of language if they want to communicate effectively.

Speech Act

The definition of Speech Act, The idea of speech act is stated firstly by an English philosopher John L Austin (in Levinson, 1985:236). Austin notices the fact that when a speaker says something, he is doing something. In every utterance, the speaker performs an act such as stating a fact or opinion, confirming or denying something, giving advice, asking a question, thanking, greeting, etc. The condition of doing something in saying something is what the expert calls as speech act.

1. Austin (in Levinson, 1985: 236) proposes three basic acts in saying an utterance. Among them are locutionary act, illocutionary act and perlocutionary act. Locutionary act (producing an utterance)
2. Illocutionary act (doing something in the utterance)
3. Perlocutionary act (doing something to the hearer by producing the utterance)

Meaning Type of Illocutionary Acts

"A theory of language is a part of theory of action" (Searle 1969: 17). When one speaks, one performs an act. Searle proposes that all acts fall into five main types: declarative, representatives, directives, commissives, and expressives.

Politeness of Javanese Language

Politeness in the Javanese language in the show by using *unggah - ungguh* (speech level) is appropriate because errors in choosing the variety of language when speaking will bring irregularities and considered impolite (*ora ngerti tata krama,ora ngerti unggah-ungguh*).

In Javanese language, there are three speech levels. Namely *Ngoko* (low speech), *Madya* (Midle speech), *Krama* (High Speech) (Wedhawati et al, 2006: 11).
1. Ngoko (Low Speech)
   According to Carita (2005: 4) who use Ngoko are :
   • People who are already familiar
   • People who are older to younger peoplE
   • Teacher to students

- Parents to children
- Owner to employer

Ngoko language can be divided into three, namely:

a. *Ngoko Lugu,* is Javanesse language consist of ngoko lexical item only.
   For example: *aku, kowe, dheweke, mu.*
b. Antya Bases, is Javanesse language consist of ngoko lexical item and krama lexical item.
c. Bases Antya, is Javanesse language consist of ngoko lexical item, krama lexical item and krama Inggil lexical item.

2. Madya (Middle Speech)

According to Carita (2005: 4) who use Ngoko are :

- People in the market
- Old people to young people

Ngoko language can be divided into three, namely:

a. Madya Ngoko
b. Madyatara
c. Madya Krama

3. Krama (High Speech)

According to Carita (2005: 4) who use Krama are :

- Children to Parents
- Students to teachers
- Young people to old people
- Employer to owner

Ngoko language can be divided into three, namely:

a. Mudha Krama Speech
   According to Purwadi, et all (2005: 13) JawaMudha Krama Speech is smoothest language than others Javanesse language.
b. Kramantara Speech
   According to Purwadi (2005: 13) Kramantara Speech is Javanesse language consist of Krama lexical only
c. Krama Inggil Speech
   According to Purwadi (2005: 13) Krama Inggil Speech is Javanesse language consist of Krama lexical item and Krama Inggil lexical item.

Classroom Interaction

In Communicative Language Teaching (CLT), classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction will make the students interested in communicating at the classroom. The classroom interaction makes the students participating in the teaching and learning process. It means that classroom interaction encourages students to involve.

Equally important, students are not the only participant in the classroom interaction since the teacher is also a participant. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create

interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

In addition, classroom interaction will help students-students to share the information that they get from materials at each other, through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other.

It means that classroom interaction make the students brave to share what they have known and learn at each other. On the other hand, Dagarin (2004) contends that there are four types of interaction that occur in the classroom, as the follows:

1. Teacher-whole class
2. Teacher-a group of students
3. Student-student
4. Students-teacher

METHODS

In this study, the writer will be analyzing the data descriptively. The writer use the steps of analysis data which suggested by Matthew B miles & Michael Huberman (1994:10). It is called Flow Model. The component of Data analysis includes:

1. Data reduction: Data reduction refers to the process of selecting, abstracting, and transforming the data that appear in written-up field notes or transcription.
2. Data display: The displays help us to understand what is happening and to do something either analyze further or take action base on that understanding.
3. Conclusion drawing: This is the last step of analysis data. The researcher holds these conclusions from the result of analysis and verified as the analyst proceeds with lengthy argumentation.

FINDINGS

These are the result of Analysis of Utterances teacher and students in the classroom interaction. From the result of the analysis above, the reseacher found two type illucutionary acts.

Teacher's Utterances

First Meeting
1. *Sumpammi sampean wangsul, niku kedah ngrantos Ustadz. Ngeros nggih?*
   (If we want to go out from class, we should ask permission to the teacher)
2. *Kalih cara sing "Mustaqimata" napa maksude iki?* (What is the meaning by
    "Mustaqimatan"way?
3. *Yaiku dalan sing lurus, napa maksude?* (it is a straight street, what does it mean?)
4. *Seumpami sampean badhe khundur niku kedah sopan, tenang, mboten angsal pencilak an,*
    dadose sampean saged khundur khanti slamet. Ngertos nggih?
   (You should back home in a good attitude, no joking all the way home, so we can arrive at
   our sweet home savely)

5. *Wonten mriki aku -kaliyan sampean di utus rencangan kaliyan tiang sing kagungan pendidikan, utawi sing kagungan adab, nopo maleh lare setri. Nopoo to cah?* (here, we is given suggest, to choose a friend, they should have education or have good attitude. Especially for a girl. Why should we do like this?)
6. *Sakumpami nggadah rencang kados ngonten, sampean mboten angsal tumut-tumut nggih?* (If we have a friend doing something bad. We shouldn't follow it, is it true?)
7. 7. *Niku maksude, seumpami sampean thindak dugi griya, sampean kedah saged jaga wektu mboten angsal keakhiren* (it's mean, we were going out from our home, we should remeber the don't too late")
8. 8. *Sampek mriki pundi sing mboten ngertos?*
   (So far, which part you still do not understand?)

Second Meeting
1. *Dinten niki sinten seng mboten mlebet?* (Who is absent today?)
2. *Pundi absen ne? Di beto nopo mboten?*
   (Where is the attendant list? do you bring it)
3. *Biyuh kok katah seng mboten mlebet kados tiang sibuk sedoyo.* (Wow, why there is so student absent? looks like everyone is busy)
4. *Hayoo pelajaran seng dek wingi di waos maleh* (please readthe previou lessons together) *Pelajaran seng awalikhatakafsi ...* (the lesson which started by Khatafsi ...)

Student's Utterances
First Meeting
1. *Inggih Tadz* (Yes, Tadz)
2. *Mboten ngertos Tadz* (I don't know Tadz)
3. *Mboten menggak menggo langsung khundur mawon* (We go home directly)
4. *Inggih* (Yes, Understand)
5. *Awit gampil nilar*
   (Because we can influence each ohter)
6. *Inggih* (Yes,it is)
7. *Ustadz, maksude "hafifi alimii idaa"?* (What is the meaning of "hafifi alimii idaa"?)
8. *Niku tadz, kaca pungkasan.* (In the last, *tadz*)

Second Meeting
1. *Dinten niki sinten sing mboten mlebet?*
   (Who is absent today?)
2. *Pundi absen ne? di beta napa mboten?*
   (Where is the attendant list? do you bring it)
3. *Biyuh kok katah sing mboten mlebet kados tiang sibuk sedaya.* (Wow, why there is so student absent? looks like every one is busy)
4. *ayo pelajaran seng dek wingi di waos maleh* (please read the previou lessons together) *pelajaran seng di awali khatakafsi ...*(the lesson which started by *Khatafsi* ...)

There are Representative and Directive. All of teacher's utterances is Directive, because when every teacher do interaction with student. he wants his student to do something like teacher's wish. All of student's utterances is Representative, because when every teacher do interaction with student. Student describes response to teacher.

This situation is suitable with Malcom Theory. According (Malcolm; 1998:24)., Directive is attempt that is done by the speaker to get the hearer to do something; the speaker "wants" to achieve a future situation in which the world will match his words. Such as ordering, command, requesting, advising, recommending, inviting, begging, bidding, demand, forbidden, and asking and suggestions belong to this category

The employment of politeness strategy is influenced by several factors. According to Brown and Levinson (1987:71) there are two factors that influence the speaker to employ positive politeness strategy. The factors are payoff and circumstances. From the result of the analysis above, there is a one main factors, it is payoff.

- Payoff, Politeness in English, by

Employing positive politeness strategy the teacher can get any advantages. The teacher can minimize the FTA by assuring the student that the teacher likes the student. It is found in the entire of the data except negative politeness. Out of all negative politeness strategies that were analyzed in the preceding part, the most commonly used strategy was indirectness. This strategy enables learners to feel unimpeded by action in a classroom, and allows teachers to give learners the opportunity to decide on the learning process themselves. Through negative politeness, teachers can emphasize the magnitude of the student's role in learning collaboration, and thereby minimize the student's dependence on the teacher to accomplish his/her educational goals.

Basically, there are three factors which influence the choice of using a certain speech level in Javanesse, which are, age, social status, and formality. Teachers and Students use politeness in Javanesse langguage in classroom interaction because they consider factors age, and social status. In factors age, teacher want to show intimacy to their student and student want to show their respect to their teacher. in factors social, teacher and student want to show accuracy in using politeness.

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs).

This section deals with the research findings. The findings obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part. The findings section consists of description of the results of the data analysis to answer the research question(s). The findings should summarize (scientific) findings rather than providing data in great detail. Please highlight differences between your results or findings and the previous publications by other researchers.

DISCUSSION

Related to the politeness utteran ces used by teacher and student in the classroom interaction, the implementation of various politeness strategies was proven lowat

classroom interaction of seven grade teacher and student of MTs Al-Fallah because English teacher still do mistaken in using politeness like data 3 in the first meeting and English teacher still don't uses politeness frequently,As a consequence many students isn't active speak English in classroom interaction at English class.

According Aneta Subertove: 2012, she says that Students generally learn the language in order to be able to communicate, and their goal is to be able to express any type of speech act, including requests or apologiesthat are essential for the topic of politeness. Politeness is a part of communication, and therefore plays a vital part in the process of language learning and in a classroom of English.

In islamic lesson (Muslim boardingschool),the reseacher found *Krama Inggil* (high speech) from student's utterances dan *ngoko alus*(low speech) from studen's utterances. From the research above, it shows that unggah-ungguh/speech level was used by teacher and student in classroom interaction although paramasastra (grammar) isn't appropriate. By usingngoko alus, student still show politeness because they have used

Unggah-ungguh basa/speech level is appropriate beside that the teacher can show a sense intimacy to their student. According to Carita (2005: 4) who use the language Ngoko langguage are: Friends to friends, parents to children and teacher to students

Meanwhile, Kinds of student's utterances is *Kromo Lugu*(high), becuase all of data show that student choose kromo lexical item.By using kromo lugu, student show politeness because they haveusedUnggah-ungguh basa or speech level is appropriate beside thatthestudent can show a sense their respecttotheir teacher. According to Carita (2005: 4)who use the language Jawa Ngoko are:student to teacher, younger to older, student to parents, and employer to owner.

Using politeness utterances in the classroom interaciton can make a good relationship between teachers and students. As a consequence they can create a meaningful teaching and learning process in the classroom and students have good spirit when they learn in the classroom. In this matter the reseacher tries to uses politeness utterances in the classrrom interaction

CONCLUSIONS

Based on the results of the data analysis the following conclusions are drawn:In the first study, The reseacher have finded a several positive politeness, two negative politeness and two politeness in Indonesia is used by teacher in English class. Beside that the reseacher also have finded politeness in Javenesse langguage is reflected by *unggah-ungguh* (speech level) in the classroom interaction at *pondok class* (Muslim boarding school), it is showed by teacher's utterances uses *ngoko* alus (middle speech) and student's utterances uses *kromo lugu* (high speech). As a result it can be concluded that many teacher and student don't uses politeness uterances in the classroom interaction frequently in English class but in *pondok class* (Muslim boarding school), teacher and student always uses politeness in Javanesse langguage although paramasastra (grammar) is not appropriate. They much emphasis on the application of politeness utterances of Javanesse langguage in the classroom interaction at pondok class

In the second study, the research found two Meaning type of Illocutionary Acts used by teacher and student in politeness. The teacher uses Directive, when they attempt to

ask their student to do something like teacher's wish. The student uses representative, when they are stating their responds to their teacher.

In the last case study, reseacher can found several factors influencing the use of pollitenes. In this research, the reseacher found faktor payoff in polliteness of English. In the payoff, Byemploying politenessutterances,the teacher can get any advantages. The teacher can minimize the FTA by assuring the student that the theacher considers himself to be the same kind, that they likes the student. Another possible payoff is that the speaker can avoid or minimize the debt implications of FTA such as request and offer. It is found in the entire of the data.

In politeness of Javanesse language, the reseacher found several factor, such us: they consider factors age, and social status. In factors age, teacher want to show intimacy to their student and student want to show their respect to their teacher. In factors social, teacher and student want to show accuracy in using politeness.

A result it can be concluded that Politeness is very importance used in the classroom interaction because it can creating a comfortable language learning environment and it can create a meaningful teaching and learning process in the classroom and students have good spirit when they learn in the classroom.

Considering the result of the research, the researcher was suggested to use the politeness utterances in the classroom interaction because it can creating a comfortable language learning environment and it can create a meaningful teaching and learning process in the classroom and students have good spirit when they learn in the classroom. In addition, the student should be aware and habituate their selves to uses politeness utterances in the classroom interaction to support creating a comfortable language learning environment. The researcher also recommended to other researchers analyse about politeness utterances. This research can be references if they need. So, they can do research based on another point of view in future.

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