

# EFL STUDENT'S POLITENESS STRATEGIES IN THE ANALYSIS DISCOURSE CLASSROOM

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## Abstract

This study aimed to explore pragmatic politeness by Brown and Levinson which was practiced by two English department students in the 6th semester in teacher college on the process presentation of discourse analysis classroom. Politeness is one of the most researched areas in contemporary pragmatics. Politeness studies which identify deeply about English students' strategies are still limited and therefore, need to be explored further. The data collection was compiled by observation and Data recording and the data analysis technic used data collection, data reduction, data display, and conclusion. In the opening activity, the findings showed that 2 presenters used positive politeness strategies in the form of greeting and thanking expressions. Bald on-record in the form of task-oriented, request, and alerting. The analysis showed that positive politeness strategies have the highest frequencies. Then, followed by bald on-record strategies in number 2, Negative politeness and off-record strategies did not use.

**Keywords:** Politeness Strategy, Pragmatic Classroom.

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## INTRODUCTION

Language is utilized in social interactions to express one's objective to one another. People utilize strategies in their communication to express purpose since it is part of the language user's communicative skill. The speaker communicative competence deals with pragmatics (Urbanov, 2015). Pragmatics governs our phrasing choices and our understanding of language in various situations. For examples the awareness of how we modify conversation when addressing different types of listeners. A speech act such as, "Dien, tolong bawakan ini ya!" ("Dien, help me bring this, ok?") is more likely to be uttered to your close friend, while "Maaf, ibu mau kan bantu saya?" ("Excuse me, would you like to help me, Ma'am?"), is uttered to a person that is older than you. Such speech acts called as knowledge of pragmatics. Pragmatics concerns with some fields and politeness is one of them. Politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say,

when to say and how to be with other people (Yule, 1996).

Now it is important to understand what "politeness" is. (Watts, 2003) states that politeness is determined by the relationship between behavior and the suitability convention, not by specific linguistic forms. Politeness is typically characterized as the ability to maintain positive social and interpersonal relationships, and it is essential for everyday conversation in an intercultural context. While this widely accepted definition is clear, study on politeness ranges from sociolinguistics to psychology. The essence of politeness is multifaceted, and while language educators seek for grammatical competence and communicative competence, there is no objectively measurable 'politeness competence,' as various persons may have different conceptualizations of politeness. (Mills, 2003) and may have different reactions to the same behavior in a given situation.

Currently, the element of Curriculum Merdeka supported pragmatics teaching in the

classroom and politeness is one of the most researched areas in contemporary pragmatics (O'Keefe, Clancy, & Adolphs, 2012). Politeness strategies are more likely to be used when a speaker of relatively lower power makes a larger request in a more distant relationship than when a speaker of relatively higher power makes a smaller request in a closer relationship (Brown, 1987). Politeness strategies are ways to convey the speech acts as polite as possible. To achieve that, there are some strategies that can be applied in specific context used by an individual in certain society.

Classroom is a place both teacher and students learning process so that it must be polite and affective. If the process runs well, the teaching by the teacher that deliver to the students will be received well. In Indonesia, Some students were also interested in research on courtesy in classroom interaction. (Senowarsito, 2013) had analyzed at politeness in EFL both teachers and students' interaction but did not particularly focus on the interaction among the English Students in university. A study by (Agustina and Cahyono, 2016) on Lectures and students' politeness just focus to raise the awareness of the English lecturers to use mannered language during the classroom interaction and to create effective communication through the dimension of politeness; however, the focus was not on the strategies of politeness. In another hand, (Mahmud, 2019) in his study had talked about strategies of politeness, but the study just explored both positive and negative politeness strategies. Politeness studies which identify deeply about English students' strategies are still limited and there for, need to be explored further.

This study then focuses on the use of politeness strategies and Bald on Record Strategies by English University students in the classroom context. The finding of this research were expected to contribute to the study of politeness pragmatics in EFL classroom interaction.

## **METHODS**

### **Research Design**

This Study applied a descriptive qualitative design. "The data collection was compiled by observation and Data recording and the data

analysis technic used data collection, data reduction, data display, and conclusion", as a descriptive qualitative research design, this study was intended to observe, to collect, to reduce, and display several data which were related to one particular phenomenon, that is politeness strategies to the students on the classroom interaction.

### **Participant**

This research was conducted at the undergraduate program at STKIP Al HIKMAH Surabaya, Indonesia. The participants were 2 students 6<sup>th</sup> semester. They were students English Education Program and took Analysis Discourse, course which is the students were assigned to give a presentation in that class. The presentations were recorded by the students themselves. They lasted for 30-45 minute for each student.

The data analysis is based on the framework of discourse analysis which relief on data recording, data reduction, data display, and conclusion.

### **Research Instrument**

The instrument used in this research was a recording that conducted by the researcher at the presentation both students in the discourse analysis class. In another instrument, the research did observation using the observation guideline before recording has been taken.

### **Data Collection Techniques**

#### **Observation**

Observation is an activity to collect data through observation of symptoms, phenomena, and empirical facts related to research problems

#### **Data Recording**

This course which is the students were assigned to give a presentation in that class. The presentations were recorded by the students themselves. They lasted for 30-45 minute for each student.

## **RESULTS AND DISCUSSION**

This Part describe the finding of the analysis of politeness strategies used by 2 students in their

presentation. the strategies can be seen in the form of beginning process. Table 1 below provides the descriptions of politeness strategies used by the students.

**Table 1.** Politeness Strategies Used

	<b>Bold on-Record</b>	<b>Positive</b>	<b>Negative</b>	<b>Off-record</b>
Frequency	2	8	-	-
Total	11			

Politeness strategy refers to any approach employed in human contact to either reduce FTA or save another person's face. Brown and Levinson offer four sorts of politeness tactics aimed at mitigating the effects of the FTA. On bold-record, good politeness, negative politeness, and off-record are the techniques. The data suggest that just two strategies are used in the presentation. They are the bald on-record, and the positive politeness strategy.

#### *Positive Politeness Strategy in Greeting*

##### *Presenter 1*

Presenter: *Assalamu' Alaikum Warahmatullahi Wabarakatuh* (Peace be upon you).  
 Audience: *Waalaikumsalam Warahmatullah Wbarakatuh* (peace be upon you too)  
 Presenter: Good morning, guys!  
 Audience: Morning  
 Presenter: How are you today?  
 Audience: Fine, thank you!

In greeting the presenter 1 starts the presentation by saying "*Assalamu' Alaikum Warahmatullahi Wbarakatuh*" (peace be upon you). Then the audience answered by "*Wassalamualaikum Warahmatullahi Wabarakatuh*" (peace be upon you too). This way is kinds of Islamic greetings which is usually uttered in Muslim community. The use of Islamic greetings showed that the student used indicator of politeness.

#### *Positive Politeness Strategy in Thank*

##### *Presenter 2*

Presenter: *Assalamu' Alaikum Warahmatullahi Wabarakatuh* (Peace be upon you).  
 Audience: *Waalaikumsalam Warahmatullah Wbarakatuh* (peace be upon you too)  
 Presenter: Okey, thanks for the chance that has given to me, Today would like to present my material ...

In thanks, after the presenter said Islamic integration, he said "*Thank you very much*". Both greeting expressions marked the politeness of the students in the formal situation of the class.

#### *Bald On-Record Strategy*

Bald on record is the most direct strategy as the speaker does nothing to minimize the FTA. This type of strategy is performed directly, clearly and unambiguously. Therefore, this strategy is commonly applied by people who closely know each other very well, such as between either close friends or families. The following dialogue contains the example of this strategy based on the presentation

##### *Presenter 1*

Alerting : "You always loss when I ask the opinion".  
 Task oriented : "You have no self-confidence"

##### *Presenter 2*

Task oriented : "Give me your idea",  
 Request : "Mute your microphone!"  
 Alerting : "Set your camera on!",

The findings showed 2 presenter used positive politeness strategies in the form of greeting and thanking expression. Bald on-record in the form of task oriented, request, and alerting.

## **CONCLUSION**

From the discussion and result above we can conclude that several strategies of politeness of Brown and Levinson (1987) were used by two students in their presentation. The finding showed that the idea of politeness is applicable in Classroom context. The finding also showed that a pragmatic related with politeness strategies used by students in the form of biggining of presentation The analysis showed that positive politeness strategies have the highest frequencies. Then,

followed by bald o record strategies in number 2. Negative politeness and off-record strategies did not use.

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**Ahmad Zaqqi Fuad** is a student 6<sup>th</sup> Semester in English Education Department at STKIP Al Hikmah Surabaya. He is active in Campus organization and focus to finish his bachelor. He has experience to join Government program, namely *Kampus Mengajar*. It is a program of the Ministry of Education, Culture, Research and Technology by fielding selected students from all over Indonesia to become shadow teachers who assist teachers in the process of teaching and learning activities.

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