



An Analysis of Students' Positive and Negative Politeness Strategies Conducted in Learning Process

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Abstract

The research is derived from the politeness issue happened during teaching and learning process in the research location. The researcher found out that the students showed lack of awareness on communicating and interacting politely and formally to the teacher. This research aimed to find out the types of politeness strategies of students at SMA Negeri 1 Tinambung in learning process. The researcher applied qualitative research in order to know the students' politeness strategies. The researcher focused on the students' 12 th-grade science at SMA Negeri 1 Tinambung. The subject of research consisted of 30–35 students from XII MIA 1 and one English teacher. The researcher did classroom observation who used politeness strategies in the classroom. In doing the classroom observation, the researcher took video to record all the activities in the classroom to see the types of politeness strategies based on Brown and Levison's theory of Politeness Strategies. The researcher found that politeness strategies appeared in the learning process, they were positive politeness strategies. Positive politeness strategies happened to minimize the distance between the teacher and the students.

Keywords: learning process; positive and negative politeness; politeness strategies.

1. Introduction

Politeness is a matter thing that relates to attitude and manners. It is something that really attached to people's way of life and live. In other words, it means that politeness might always seem on people's interactions to each other, whether it is good or bad. In Indonesia, politeness has been an interesting issue to discuss about, especially nowadays, regarding the gap between Gen-Z's way of communication and the Millennials'. The phenomena then trigger the researchers to seek and dig more about politeness in educational context. As Indonesians, the researchers believe good personalities are described through having a good politeness. The researchers believe that parents should be more aware of their children in this modern era. It is essential to give some knowledge about politeness because children can be affected by a foreign culture (Sipayung, 2019). Politeness can be divided into two categories; those are positive and negative politeness. Yule (1996) states that positive politeness shows solidarity with another, while negative politeness does not show solidarity with another. Politeness does not only encompass how people interact with others but also their gestures, closeness, and facial expressions, which reveal whether they appreciate it or not.

In some cases, a speaker uses a proper pronoun when in the presence of an older person, and sometimes a speaker uses a pronoun that indicates intimacy in the fact of someone the same age or younger age (Adel, 2016). One of the examples, in this case, is SMA Negeri 1 Tinambung. SMA Negeri 1 Tinambung students use pronouns in talking to their friends and teachers outside of class. Because of their closeness, they commonly

use informal language during a conversation. Discussions with a new person or in formal settings can affect how people use polite language. The use of negative politeness is very often used between teachers and students because they have a hierarchical relationship. Meanwhile, positive politeness between close friends can make them feel comfortable expressing themselves. Because of the closeness of students at SMA Negeri 1 Tinambung makes them feel more comfortable using the informal language to communicate among teacher to student, student to teacher, and student to student outside the classroom.

2. Method

The researcher used qualitative method to know the environment situation more specifically and to discover the facts about the students' positive and negative politeness strategies in the learning process of class. The subject of the research is being chosen using purposive sampling technique. XII MIA 1 class is chosen as the research subject by considering the interactions with the teacher and to know how the teacher to student, student to teacher, and student to student interactions during the learning process. The researchers conducted observations and interview to the subjects in collecting the data. The researchers observed the language use, verbally and non-verbally performed by the teacher and the students during the learning process. Then, the researchers interviewed the subjects by asking questions about the observations results and supporting discovery to find the concrete data.

3. Results

The final result was obtained by the teacher-student, student-teacher, and student-student interaction in the learning process. The researcher found that there were several strategies in their interaction. Those were:

3.1. Findings

3.1.1. Student-teachers' positive politeness strategies

This section conducted between teacher-student interaction. The student as a speaker and the teacher as a hearer.

a. Noticing and attending to the hearer

Example:

Student : *(doing presentation)*
Teacher : "Use | Bagus sekali inie, bagus. Bisa dimengerti"
 : "Use | Very good, good. Understandable"

The context of the utterance above was that the student was doing presentation and the teacher gave an attending to the student as a hearer because the students' pronunciation was good. The utterance above showed that the student noticed the student's condition. That was why this utterance was included in this strategy.

3.1.2. Student-students' positive politeness strategies

This section is conducted on student-student interaction. The student as a speaker, and the student as a hearer.

a. Exaggerating

Example 1:

Student 18 :“(doing presentation)”

Teacher :“Good”

Student 15 :“Ana’naurena guru Bu”

:“**She is the teacher’s niece, Miss**”

Student 15 :“ Sangana’na guru Bu | Lulluare’na Guru”

The context of the utterance above was that the other student told the teacher by exaggerating approval to the student 18 because her presentation was good. The utterance above showed that the student 15 expressed her interest to the student 18. That was why this utterance was included in this strategy.

Example 2:

Student 20 :“(Doing presentation)”

Student 20 :“The third picture”

Teacher :“Nah.. The third picture I don’t agree because..”

Student 15 :“Ma’elongi kurnia ai | Mambacai puisi ai haha”

:“**Kurnia was like singing | She was like reading poetry haha**”

The context of the utterance above was that the student was doing presentation, and student 15 gave an interest by exaggerating to the student 20 because she had a soft voice. It showed that the student 15 expressed her interest to Kurnia by saying that. That was why this utterance was included in this strategy.

3.1.3. Teacher-students’ positive politeness strategies

This section is conducted on teacher-student interaction. The teacher as a speaker, and the student as a hearer.

a. Using in-group identity markers

Example 1:

Teacher :“Rindiani”

Teacher :“Pasti waktu nalahirkanko.. Nalahirkanko hhaha itu” (The teacher made a joke to Rindiani while she came in front of the class)

Student 15 :“Rindiani kekasihmu sayang..”

The context of the utterance above was that the teacher mentioned the other student to do presentation and the student 15 was singing by using identity marker “..**sayang**” means “..**honey**” to Rindiani. It showed that student 15 used identity marker was the way to claim common ground with the hearer. That was why this utterance included in this strategy.

Example 2:

Teacher :“...Siapa orang dalam e?”

The context of the utterance above was that the teacher asked to student who lived in a remote village. Geographically, most of the Polewali Mandar society live in remote areas and the people often called it as “orang bagian dalam”. It showed that the teacher used “*..orang dalam e?*” as identity marker in familiar address forms to the student who lived in remote area. That was why this utterance was included in this strategy.

b. Seeking agreement

Example:

Teacher :*“Eh Ardi.. siapa lagi ini? Asrina | Asrina.. Astuti?”*

Student 15 :*“Indangi pole Bu”*

Teacher :*“Hadir digena?”*

:**“Did she present earlier?”**

Half student :*“Hadir Bu”*

:**“Yes she did Miss”**

Teacher :*“Oke”*

The context of the utterance above was that the teacher filled the attendance list by mentioning the student’s name one by one. But, one of the students did not answered, so the other student answered directly to make a spesific statement if the student was absent. The teacher gave repetition by saying “oke” to make sure and it showed that both the speaker and the hearer was using repetition to seek agreement.. That was why this utterance was included in this strategy.

c. Joking

Example 1:

Teacher :*“...Kyara kehe-kehe mohabbat kehe”*

Half student :*“Ibu hahahaha aca nehi”*

The context of the utterance example 1 above was that the teacher made a joke using the Indian language. Then, several students noticed the teacher’s joke and vice versa. From the statement above, the teacher made a joke to make the student enjoy the class. That was why this utterance was included in this strategy.

Example 2:

Teacher :*“Pasti waktu nalahirkanko.. Nalahirkanko hhaha itu”*

Student 15 :*“Rindiani kekasihmu sayang..”*

The context of the utterance example 2 above was that the teacher and student 15 made a joke to Rindiani when she came in front of the class. From the statement above, the teacher made a joke to make the student enjoy the class. That was why this utterance was included in this strategy.

Example 3:

Student 22 :*“(Doing presentation)”*

Teacher :*“Kenapa mupilih punyanya Ardi?”*

:**“Why did you choose Ardi’s book?”**

All students :*“Eaaa whoo”*

Student 5 :*“Pilih juga orangnya”*

:**“Chooosed the person also”**

The context of the utterance example 3 above was that the teacher seen that the student 22 did presentation by using Ardi’s book and asked why did she choose that.

Then, all of the student shout each other because of the Ardi's book that Rindiani took, so the student made a joke to not just choose the book but also the person. From the statement above, between students made a joke to enjoy the learning process. That was why this utterance was included in this strategy.

Example 4:

Student 15 : "*Ana'naurena guru Bu*"

: "**She is the teacher's niece, Miss**"

Student 15 : "*Sangana'na guru Bu | Lulluare'na Guru*"

The context of the utterance above was that the other student told the teacher by exaggerating approval to the student 18 because her presentation was good. The utterance above showed that the student 15 made joke in the class. That was why this utterance was included in this strategy.

Example 5:

Student 21 : "(Doing presentation)"

Student 15 : "*Jama'ah..*"

The context of the utterance above was that the student made a joke while listen the student 21's presentation. That was why this utterance was included in this strategy.

d. Offering and promising

Example:

Teacher : "*Pamacoai pronunciationmu a! | pambaca-bacao*"

: "**Fix your pronunciation okay! | read some books**"

Student 11 : "*Iye Bu*"

The context of the utterance above was that the teacher offered suggestion to the student as cooperation after the student did presentation in front of the class. That was why this utterance was included in this strategy.

e. Including both the speaker and the hearer in the activity

Example:

Teacher : "*Ya dengarkan namanya dulu...*"

: "**Okay listen to your name first...**"

The context of the utterance above was that the teacher intended to cooperate with the student in the activity. From the statement above, the teacher. The words "**Okay listen to your name first...**" showed that all students should participate in the absence activity. That was why this utterance was included in this strategy.

f. Telling or asking the question

Example 1:

Student 22 : "(Doing presentation)"

Teacher : "*Kenapa mupilih punyanya Ardi?*"

: "**Why did you choose Ardi's book**"

The context of the utterance above was that the teacher tended to ask "why" to the student 22 that used Ardi's book when she was presentation in front of the class. It showed that the teacher tended to know the reason from the student 22. That was why this utterance was included in this strategy.

Example 2:

Teacher :*"Kurnia Ramadani || Kurnia Ramadani? || Kyara kehe-kehe mohabbat kehe"*
Half student :*"Ibu hahaha aca aca nehi nehi"*
Teacher :*"Macaia' digena rekeng di'e..."*
 :**"I was pretending to be angry last time..."**

The context of the utterance above was that the teacher made a joke using the Indian language. Then, several students noticed the teacher's joke and vice versa. From the statement above, the teacher asked the reason why she made a joke. It showed that she pretend to get angry by using Indian language to make the students enjoy the class. That was why this utterance was included in this strategy.

g. Giving gift to the hearer (sympathy, understanding and cooperation)

Example:

Student :*(doing presentation)*
Teacher :*"Use | Bagus sekali inie, bagus. Bisa dimengerti | Good"*
 :**"Use | Very good, good. Understandable | Good"**

The context of the utterance above was that the teacher gave a gift to the student who did the presentation because her pronunciation was good. That was why this utterance was included in this strategy.

3.2. Discussions

According to Nugrahanto & Hartono (2020), the Politeness strategy includes someone's basic knowledge about norms and beliefs he/she learned from his/her culture. Different cultures have different ways of expressing consideration for others. Thus, every culture has its ways or strategies of showing politeness to others.

Based on the results of the research conducted on September 2022 at SMA Negeri 1 Tinambung. It can be seen that there were various positive politeness strategies that students and teachers used in their interaction through observation and interview processes. Classroom observation was conducted for one meeting in Students' 12th-grade science two. The classroom observation successfully dealt with the interaction between student-teacher, student-student, and teacher-student politeness strategies in English learning. The politeness strategies were identified through their interaction in the classroom. It was performed in classroom observation when the students responded to their teacher or friend. There are two types of politeness strategies, and those are positive politeness and negative politeness. According to Yule (1996), the tendency to use positive politeness forms, emphasizing closeness between speaker and hearer, can be seen as a solidarity strategy, while the tendency uses negative politeness forms, emphasizing the hearer's right to freedom, can be seen as a deference strategy. So, these strategies can be seen in the interaction between the speaker and the hearer.

In terms of student politeness strategies, this research investigates the various influencing student-teacher, student-student, and teacher-student politeness strategies in classroom interaction. Through this research, it identified that there were eleven types of positive politeness, those are: noticing and attending to the hearer, exaggerating, using in-group identity markers, seeking agreement, joking, offering and promising, including both the speaker and the hearer in the activity, telling or asking the reason, and giving a gift to the hearer (sympathy, understanding, and cooperation) influencing the student's

politeness in classroom interaction. The findings of politeness strategies in this research showed that positive politeness strategies emerged in student-teacher interaction. It was contrary to what Rahmat (2020) said. The students used this type to show politeness, minimize the distance between the speaker and the hearer, and reduce the hearer's disappointment by expressing friendliness. It showed that the closeness between teacher and student made them feel more comfortable using positive politeness strategies than negative politeness strategies in their interaction. However, the word "negative" here does not mean "bad", and it is just the opposite of the pole of "positive". In simple terms, the negative face is the need to be independent, and the positive face is the need to be connected (Yule, 1996).

From the classroom observation, the researcher found that twenty-one students and one English teacher gave utterance conduct in the learning process. The use of positive politeness strategies conducted in the learning process can be seen in the teacher's interview that the teacher did not control the use of language while teaching in the classroom "...no, because the students need attention, so I use many languages". From the teacher's interview, it was known that the teacher and the student had a close relationship. It is justified in the statement by Zaenul (2016). The strategy was to reduce students' threat of face (of dignity). The students gave respect and felt close to the teacher as well. This data indicates that the two parties have an excellent emotional relationship. In addition, Rahayuningsih et al. (2020) said that through positive politeness, teachers could establish a respectful teacher-student relationship and comfortable classroom atmosphere, which motivated the students to engage in classroom activities without the fear of embarrassment for their mistakes.

One of the visual aspects of their interaction was that the teacher and the student used plain language to communicate with each other. It can be seen why almost all interactions in the learning process used positive politeness strategies. In classroom observation, there were 132 dialogues that and 24 students and one English teacher participated in the interaction. It showed that several students did not participate in the interaction. The researcher also interviewed the student and the teacher to get information about their communication habits as a daily language.

The researcher concluded that the student and teacher used Mandarese language to interact with others. Student AWA proved it "...I usually used Mandarese and Indonesian language in the classroom", the same also stated by the teacher "...Mandarese language". So, it can be concluded that the teacher and students felt free to express what they wanted to say because they had the same daily language. All of the students tended to use positive politeness strategies instead of negative politeness strategies. Because the teacher and the student came from the same communities, so they often used pronouns to interact with each other.

Tables and Figures are presented center and cited in the manuscript. The figures should be clearly readable and at least have a resolution of 300 DPI (Dots Per Inch) for good printing quality. Table made with the open model (without the vertical lines) as shown below:

Table 1. Social situation.

Place	In the School	At	SMA	Negeri	1
			Tinambung		

Actors	Surianti, S.Pd.I., M.Pd. (English Teacher)	<ul style="list-style-type: none"> • Age: 42 years old • Gender: Female • Address: Pambusuang
	Students' 12 th -grade science	<ul style="list-style-type: none"> • Age: 17-19 years old • Gender: Male, Female • Address: Pambusuang, Lamasariang, Palece, Karama, and Bala.
Activities	<p>The English learning process had some activities. The English teacher explained the material and then pointed out every student to come forward. Thus, students are expected to give feedback about the material and read the task result given at the previous meeting. During the presentation, the English teacher corrected their pronunciation. They used some languages in their communication during the learning process, such as Mandarese, Indonesian, and English.</p>	

Source: *sidratul muntahas' thesis, 2023* .

4. Conclusion

Based on the findings and discussions above, the objective of this research aimed to find out the students' positive politeness strategies taken various utterances conducted in the learning process. In the classroom observation interaction, the students used different types of politeness strategies to make a good conversation; students tried to communicate well by using types of politeness strategies. However, not all of the strategies appear in the classroom. The researcher found that the students performed nine positive politeness strategies in responding to the teacher's instruction, question or friend comment.

From the interview question, the subject tended to use pronouns to interact with others because they were from the same town. Mostly the subject tended to use positive politeness strategies because of the closeness between teacher-student, student-teacher, and student-student.

In order that, the reseacher hoped that this research also suggested the other researcher use the other theory of politeness, and it can be politeness strategies on speech using the theory of lack of to understand more about the implicit meaning from the interaction. Each strategy had a different purpose and meaning; even though some strategies looked similar, they still looked different. It must be examined deeply so the students know using the right words in the right situation. Then, The students should consider politeness as an important aspect of student-teacher's character building in

classroom interaction. Furthermore, the researcher knew what research was, so the researcher was interested in studying politeness strategies. Therefore, it also suggested finding out more strategies.

Acknowledgements

Alhamdulillah Rabbil Alamin, the researchers would like to express their gratitude for the presence of Allah SWT, thanks to His Mercies and Blessings for the researchers have finished writing the article entitled "**An Analysis of Students' Positive and Negative Politeness Strategies Conducted in Learning Process**". Sholawat and salam are always poured out to the Prophet Muhammad SAW as a role model that we look forward to. The success in writing this article is supported by many people who have helped and provided invaluable guidance. May all our efforts always be blessed by Allah SWT. *Aamiin ya Rabbal Alamin*.

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