THE POLITENESS STRATEGY USED IN TEACHERS' INTERACTION

AT SCHOOL

CHAPTER 1

INTRODUCTION

1 .1 The Background of the Study

There are so many strategies for people to make communication with another people. But, sometimes the different condition and background life of people create the different way to produce their language. Language is the most significant and colossal work that human spirit has involved. Interaction is commonly defined as a kind of action that occurs as two or more objects have an effect upon another. Brown (2001:165) stated that interaction is the heart of communication. When we interact with other people either face to face, via phone, or through social media, there are certain rules that concern with social interaction and keep to be maintained.

In interaction politeness is one such rule. As a human being polite is the important thing to make successful communication with other people. The phenomena dealing with politeness strategies come from different language users such as adults, teenagers, or children. In Indonesian language, for instance, the word

the one of pioneer of politeness strategy, politeness is defined as a redressive action counterbalancing the possible face damage of the face-threatening acts.

In producing utterances the speaker deals with pragmatics. According to Levinson (1983), he said that pragmatics is one of those words that gives the impression that something quite specific and technical is being talked about when often in fact in has no clear meaning. So, in pragmatics the speaker and listener have to concern with the study of how to find the utterances meaning is. Pragmatics also deals with utterances depends of the effects of context.

For example: In one condition the speaker said that *'it's hot here'*, so after hears that the hearer has to know what speaker means. There are some possibilities in this situation, the first: The speaker wants to say to the hearer literally that he/she feels hot in that room, and for the other possibility, the speaker wants to said to the hearer "*turn on the air conditioner!*" or "*open the door!*" , and that's what we called pragmatics.

Pragmatics has so many fields and politeness is one of them. Politeness is a universal and best expressed as the practical application of good manners or etiquette. According to Leech (1993) defines it as strategic conflict avoidance, which can be measured in terms of degree of effort and put into the avoidance of conflict, situation, maintenance and establishment of comity. The avoidance is represented as a conscious effort on part of the person to be polite.

Browns and Levinson in Goody (1978:74) devided politeness strategies into two, namely: *1) bald on-record strategy and 2) off-record strategy*. Bald on-record strategy could be divided also into two *(3) positive politeness strategy and (4) negative politeness strategy*. Bald on record strategy is a strategy used to say or act something in a direct way, for example: "*Give me your pen*": means that the speaker say the intention directly that one's need a pen. However, Off record strategy is the opposite one, a strategy used to say or act something in an indirect way, for example: " *I forgot my pen* ", means that the speaker did not say directly what he/she wants to, but he actually has the same intention as the "Bald on-record strategy" that he needs a pen. "Positive politeness strategy" means being complimentary and gracious to the addressee, here the researcher give the result

of preliminary data observation, for example: "*why don't we go out for the seminar?*" Meanwhile, "Negative politeness strategy" is to minimize requests without using the indirect forms by mitigating the imposition, for example: "*Would you mind if I asked you to go out for the seminar?*" In short, all people use politeness strategies in their communication that is why the researcher chooses politeness strategies to be analyzed.

Moreover, this study discusses about the politeness which comes from the utterances by teachers. As everyone knows in the school there are two important tools in the school. They are the teachers and the students. Ini this study the writer will discuss abou the politeness betweeen teacher to teacher and teacher to student. And the interaction of teacher to teacher will be taking in teachers meeting in school he interaction of teacher to the student will be taking in the calss . The politeness itself will identify by the expressing statement, question, idea, offering, etc.

As the examples, the writer gives the situation of the preliminaries data: It is on Saturday, 2nd January 2016 between teacher to teacher. The conversation is between principal *(P)* say to English teacher *(ET)* in the office before teachers meeting start.

P: * masuk kantor * **"Eh, Miss lagi sibuk Miss?"**

(*come in to the office* "Eh, Miss are you busy now?")

ET: *berhenti main hand phone dan menoleh ke kiri menghadap kepala sekolah* **"Enggak, kenapa Mi?"**

(*stop operating the mobile phone and turn left the head to face the principal* "No, what happen Mi?"*)

P: **"Enggak… Gini… Eh, Belum mau rapat kita kan?** *melihat jam tangan* **"Alhamdulillah 15 menit lagi rupanya"** *melanjutkan

pembicaraan* **"Miss, tolong nanti carikan anak anak yang bisa pidato untuk lomba pidato 17an ya."** *sambil menarik kursi dan duduk*

("By the way… Eh, it shouldn't we start the meeting, right?" *look at the watch* "Alhamdulillah, it still 15 minutes more" *continue the conversation* "Miss, please searching for the students who is be able to speech for speech competition in independent day event ,yeah." *take the chair and sitting down*)

ET: **"Oh gitu"** *tersenyum* **"iya Mi. Nanti saya carikan, Insyaallah. Kriterianya Mi? Saya yang tentukan?"**

("Oh I see" *smile to the principal* "Ok Mi. I'll be searching for them sooner, Insyaallah. How about the criteria? Is it according to me?")

P: *menyandarkan punggungnya ke kursi* **"Iyalah. Miss ajalah yang tentukan. Kan miss yang   tau apa-apa aja itu. Tapi kalau bisa tolong urutkan di atas kertas apa-apa aja itu, sekalian siapa aja anak yang terpilih untuk pidato."** *berdiri* **"Bisa miss ya?"**

(*laying down her back to the chair* "Yes, of course. I think it depends on you Miss. Because you know what it needs. But, if you don't mind, please write down on the paper the list of the students have been chosen by you and also the criteria." *standing up* "Could you?")

ET: *mengangguk dan menggapai handphone yang tergeletak di atas meja* **"Insyaallah Mi. Nanti saya serahkan sama Umi semua datanya."**

(*shake the head and take the mobile phone on the table again* "Insyaallah Mi. I'll send it letter to you")

P: *pergi beranjak*

       just go away

By the utterance above, it would indicate that:

(1) It is known by calling the name, the *P* called the *ET* with *"Miss"*, because she is an English teacher even the *P* is exactly not the student of *ET*. Why it happens? Because in that school the English teacher usually called by *"Miss"*, *"Mam"*, or *"Sir"*. It depends on the gender or the status of marriage. But on the other side the *ET* called the *P* with *"Ummi"*, because at that school every female teachers and the employees except English teacher called with *"Ummi"* and the male teachers called with *"Pak"* dan *"Ustadz"*. It is usefull to demonstrate the students how to call their teachers politely. And it is included with bald of record strategy.

2) Language is not only saying something literally using voice, it can be concluded the body language too. From the conversation above, there are some body language or gestures showed by them as politeness attitude.

3) From the conversation above, even though the *P* has high position in that school than *ET*, before she ordered the *ET* to do something she said *"Miss are you busy now?"*, it means she showed the her excusing and her politeness.

4) At the end of the conversation the *P* didn't say *"Thank you"* to the *ET*, she only goes away. Even though, as someone who asked some helping the *P* should say *"Thanks"* to the helper, in this case *ET*.

There for, form the conversation above it can be concluded that there are some utterances that indicated the value of politeness but at the last conversation actually there is impoliteness the *P* showed to the *ET* because of not saying *"Thanks"*.

In teaching Bills (2000) stated that teachers use language not only for classroom delivery process, but also to manage interpersonal relation, in away that the "face" needs of students will be taken care of. But in this case, the politeness value not only needs among teachers to students but also among teachers to

teachers too. That is why, it can be concluded that the different kinds of politeness associated and marked linguistically with the assumption of *relative power*, *social distance*, and *the ranking of the imposition* (Brown &Levinson, 1987).

At the school, there are so many position of worker that work in that place, among them: Principal, Administrator, Vice principal 1 (accountability field of curriculum), Vice principal 2 (accountability field of infrastructure), Vice principal 3 (accountability field of students), Classroom teacher, and Teachers. They all have the duty and resposibility in the school. And automaticaly it could be affecting the level of politeness between them. But on the other side, some possion such as Principal, Vice Principal 1, Vice Principal 2, and Vice Principal 3, they are also as a subject teacher in that school. Principal as Civics teacher, Vice Principal 1 as Biology teacher, Vice principal 2 as Art teacher, Vice principal 3 as Biology teacher. So that's why the researcher put the principal and the vice principal in this study as the sample of research.

There are so many researches that researched in school by many researchers. But there is no research about politeness strategies between teachers' interaction especially in that school. This research is different from the previous researches. It can be seen from the subjects which use teachers to teachers. The data are also collected from the natural utterance.

The most important reason, why the author choose teachers' interaction at school as the research material it is because of in teachers' interaction at school does not only talk about talking each other but as a teacher they have to express their opinions properly, correctly, and politely, especially when they want to ask, give an idea or reject the other opinions. But sometimes, there are the case when someone expresses the opinion with high voice, it does not mean they are not polite. Especially about the meeting situation to assess that the participants of that meeting must look the context or the speaker's gestures. This is accordance with Brown and Levinson (1978) Our acts are not only face-threatening but also face-boosting (Bayraktaroglu 1991) or face enhancing (Sifianou 1995).

On the other case, related to the previous example, sometimes the principal called the name of the teacher by the name, for example "Asih", she is a biology teacher at that school and the principal does not called her with "Umi Asih" only "Asih". it could happen because of interpersonal closeness between the principal and that teacher. And it means the positive politeness happe. It is related that Yule (1996:60) theory, Politeness, in an interaction, can then be defined as the means employed to show awareness of another person's face. In this sense, politeness can be accomplished in situation of social distance or closeness. Showing awareness for another person's face when that other seems socially distant is often described in terms of respect or deference. Showing the equivalent awareness when the other socially close is often described in terms of friendliness, camaraderie, or solidarity.

Especially in the context of work, usually about calling the names, it can happen between the leader to the employees. In Indonesia itself, calling the names only can do between the older to the younger and it does not apply to the contrary.

1.2 The Problem of Study

Based on the background of study, the problems are formulated as the following.

1) What types of politeness strategies are realized in teachers' interaction at school
2) How are those types politeness strategies expressed in teachers' interaction at school
3) Why are the types of politeness strategies expressed the way they are?

1.3 The Objective of the Study

In relation to the problems, the objectives of the study are:

1) to elaborate the types of politeness strategies used in teachers' interaction at school

2) to describe those types politeness strategies expressed in teachers' interaction at school

3) To explain the reason for using politeness strategies are expressed in the way they are.

1.4 The Scope of the Study

The scope of this study is to find out the politeness strategies used by teachers in daily activities especially at Al-Manar Islamic Senior High School. The researcher will use politeness strategies of Browns and Levinson in Goody (1978:74). Whether they tend to use the (1) *Bald on record strategy*, where the speakers do the acts of saying directly, it is regarded such as impolite way (2) *Positive politeness*, the speakers give any reasons or explanation in speech and attempt to do something (3) *Negative politeness*, refers to the acts done by the speakers without giving resons to their speech, and (4) *Off-record*, indirect strategy where the speakers do not directly what they want to say but with doing the obscure acts. The data are limited on two conditions, teachers meeting and picket table in the school. Researchers limited the data retrieved from the utterances of teachers based on: Directives acts , it is: urging, instructing, excusing, ordering, commanding, requesting, questioning, advising, pleading, admonishing, etc.

1.5 The Significance of the study

This research was expected to give both theoritical and practical contribution.

Theoretically:

1. The research findings of this study was expected to provide the theories of politeness strategies for other researcher who want to make a further research on the same area with different focus and object especially teachers' interaction at school.

2. To dicrease the knowledge of linguist about politeness theory especially teacher's interaction at school.

Practically:

1. This study focuses on the teachers in expressing statement, question, idea, critics, etc, for the other teachers and students. The aim of this study, hopefully it can be useful for teachers in understanding and applying about politeness strategies.