

THE TEACHER'S POLITENESS STRATEGIES IN ENGLISH CLASS AT THE FIFTH GRADE OF AL HIDAYAH ISLAMIC ELEMENTARY SCHOOL IN SINGGAHAN TUBAN

Moch. Syaiful Muna¹, Adinda Noviala Dwijayanti², Christina IT Panggabean^{3*}

^{1,2,3} Program Studi Pendidikan Bahasa Inggris, Universitas PGRI Ronggolawe

*Email: christina306.cp@gmail.com

ABSTRACT

The purpose of this study was to describe the politeness strategies teacher use with their students for EFL classroom interactions and their benefits (function) to the learning process. The researchers chose to get data from the fifth grade of Al Hidayah Islamic Elementary School, Singgahan Tuban in the academic year 2020/2021. The subjects was the the English teacher who taught at the fifth grade students Al Hidayah Islamic Elementary School, Singgahan Tuban. This research was descriptive qualitative research by collecting data and observation. The data of this research was taken in natural setting during classroom teaching learning process. The data analysis was done by applying several steps: transcribing, identifying coding, classifying, describing, interpreting and concluding. Researchers used four politeness strategies based on the theory of Brown and Levinson. Bald on record, positive politeness, negative politeness, off record (indirect)). The findings indicated that the teacher used 16 utterances of politeness strategies consisting of: 5 utterances of 4 different types in bald on-record strategy, 7 utterances of 5 different types in positive politeness strategy, 3 utterances in different types of negative politeness strategy and only 1 utterance in different type of off-record strategy.

Keywords: classroom interaction; politeness strategy; teaching learning process; english class

INTRODUCTION

If someone cannot speak well, it would be better if that person is silent. This does not mean that humans should be more silent, but humans should be wiser in choosing the language and words to be spoken and they do not know what they say whether polite or rude to others [1].

When people hear the word "*politeness*", what they think are related to good manners or respect to other people in our social life while politeness in pragmatic is about the rules to be polite when people are communicate to others. Politeness is about the rules to be polite in social interaction within a particular culture [2]. Besides that, politeness is a behavior that occurs in society to make them respect each other and reduce the possibility of getting conflict or dispute between members of the society [3].

Politeness strategy is a strategy which has an aim to show polite behaviour in communicating with other people [4]. Politeness strategy can contribute to the success of effective communication in the classroom. However, the concept of politeness varies from one expert to another [5] [6].

Four types of politeness strategies: bald on-record, positive politeness, negative politeness, and off-record (indirect) [7]. Bald on-record strategy occurred when speaker ignored to minimize threats to the hearer's face. For example in an urgent or effective matter; when the danger to the listener's face is very low, such as in an offer, request, or suggestion that is clearly in the listener's interest ("come in" or "sit down"); and when the speaker is superior to the listener..

Positive politeness strategy was oriented to enhance to the positive face of hearer. For example "*You look sad. Can I do anything?*" or "*That's a nice haircut you got, where did you get it?*"..

Negative politeness focuses on using this strategy is to assume that you may be imposing on the hearer, and intruding on their space. For example, "*Can you open the door, please!*"

Off-record (indirect), indirect language and removes potential of coercion for the speaker. For example, "*Perhaps someone did something naughty*".

In the community, such as communication activities between children and parents, students and teachers, or between two persons who do not know each other in communication activities, they need the way that can be done to revive language politeness patterns. One way is through teaching and learning activities, in which there is a lot of interaction. The interactions that may be found are the interactions between teachers and students in the classroom. Classroom interaction is two way process between the participants in the learning process, the teachers influence the students and the students influence in teaching and learning process [8]. Interaction among the teacher and the students must be critically and aware about language for the in interaction [9]. Teacher initiated interactions with the whole group of students and also with individuals, right from the beginning of a language course.

Students as young learners in the school has become part of an interaction in class. Young learners are those who are in the age of between five to twelve [10]. From this statement, the young learners are the children who are in pre-school and finish in primary school or elementary school.

Children have different characters than an adult in learning language so that the way of teaching should be different among those [11]. They still cannot control their words when they say language. Teacher had a responsibility to teach their students how to speak politely and admonished them if they spoke impolitely at school especially during classroom interaction. Moreover, teachers also need to speak politely in front of their students in order to influence them to speak politely too.

As we know that each teacher had different characteristics in their interactions at school, especially when they were in classrooms during learning process. When teachers spoke, they wanted to be understood and respected by their students. Therefore, the teachers used polite languages. Interaction between teacher and students in the teaching learning activity was influenced by the social role, where the teacher had higher place as in interaction between them.

Many scholars have done a research to reveal politeness strategies. The first research done by Hasanah, entitled "*An Analysis of Politeness Strategies Used by Teacher to Students in English Class at Grade 2 in Impress Kalang Tubung 1 Elementary School, Makassar*

– South Sulawesi" [12]. The interplay between teacher and students was conducted in Indonesian, the transcription in English. The findings showed that 14 utterances of politeness strategies were generally employed by teacher to the students. The teacher employed positive politeness (9 utterances in 4 different types), negative politeness (2 utterances in 2 types), and bald on-record strategies as well (3 utterances in 1 type). But in this research, the researcher didn't find off-record strategy at all.

The second research conducted by Kurniatin [13] entitled "*An Analysis of Politeness Strategies used by Teacher and Students in English Class at MTs NU Assalam Kudus - Central Java*" [13]. It found that all the types of politeness can be found in the teachers' utterances. The bald on record strategy noted as the high rank meanwhile negative politeness strategy is in the lowest rank. The study found that were 104 utterances contained politeness strategy used by teachers there were 64 utterances of bald on record, 15 utterances of positive politeness strategy and 4 negative politeness strategy and 21 utterances of off-record strategy.

The third research done by Widana [14] entitled "*An Analysis of Politeness Strategies Used by Teacher And Students of X IBB in SMAN 1 Sukasada during English Classroom Interaction*" [14]. The findings of the research were 216 utterances in three kinds of Brown and Levinson's theory used by teachers: 44 phrases of bald on-record, 78 phrases of positive politeness, and 94 phrases of negative politeness. Their research did not find off-record strategies because simple words, if the teacher wanted to perform or commit an FTA but did not want any responsibility of doing it, a teacher can do the off-record strategy and leave the judgment and interpretation to the addressee.

The differences between the current research with the previous researchs were the researchers faced different environments (Islamic environment), the subject is a male English teacher and also faced different ages (11 or 12 years old) and certainly this will give different results too for the research. The researchers also focus on politeness strategies used by teacher to students in classroom context. The researchers chose the English teacher and 30 students at this class as the subject because they use mixed language, *Boso Kromo (Java Language)* with Indonesian Language in their daily life.

This research aims at describing politeness strategies used by teacher to students in natural contexts. The reason of this study is to know the English teacher applied the politeness strategy of Brown and Levinson to create pleasant atmosphere in the classroom.). The researchers believe that this research can be beneficial for English teachers to to comprehend more about the use of *Boso Kromo (Java Language)* with Indonesian Language in the classroom.

Based on the background above, the problem statement will be specified as follow: How does the teacher use types of politeness strategies to the students in the classroom interaction?.

RESEARCH METHODOLOGY

This research uses descriptive qualitative research because the data presents in some word or some utterances from verbal conversation. It was in line with one of five qualitative research characteristics, that in qualitative research, there is a natural setting as the direct source of data and the researcher is the main instrument [15]. The result of the research in many utterances or written document from verbal conversations of observation, and the purpose of this research is to get deep understanding of politeness strategies in conversation especially politeness strategy that used by the teacher to the students.

This study was conducted at Al Hidayah Islamic Elementary School Singgahan Tuban in the academic year 2020/2021. The research subject was the English teacher who taught English in the fifth grade students. The utterances which were uttered by the teacher during teaching and learning process in English class was taken on Thursday and Friday, 27 and 28 May 2021.

In this study, the researchers collected data through observation by conducting observation checklist and video recording. The researchers conducted the following procedures in order to get the data; first, the researchers used some sheets containing Brown and Levinson's theory and then used them as markers (observation checklist). The second the researchers also used a video recording to record the conversation in the classroom as the documents. Documents can be public records, textbook, letters, films, tapes, issues, themes, reports and so on [16]. In analyzing data, the data from the transcript was to find out the type of politeness strategies used by the teacher to the students; the data analysis was done by applying steps: transcribing, identifying, classifying, describing, interpreting and concluding by focusing the data into 4 categories (Bald on-Record, Positive Politeness, Negative Politeness and Off-Record).

FINDINGS

The following table showed the results of the teacher's politeness strategy to the students:

No.	Politeness Strategy	Indonesian/ Java Language	English Language	Excerpt
Bald on-Record				
1	Direct giving instruction	Ambilkan buku presensi di kantor!	Take a presence book at the office!	1
		Kalih pundutke tinta spidol sekalian!	And get the ink markers, too!	2
	Welcomes	Ya, masuk	Yes, come in	3
	Task-oriented	Kerjakan di buku tulis kalian!	Do it in your note book!	4
	Offers	Kersane, mengken disanjung	Leave it, just tell him later	5
Positive Politeness				
2	Use of Identity Marker	Mboten nopo-nopo, Le	It's okay, boy	6
		Sampean jos tenan eh, cah bagus	You're really really awesome, good boy	7
		Nduk, sampean beto mriki nggeh	You can bring it here, girl	8
	Be optimistic	Saya berharap kalian tidak lupa untuk mengerjakan PR nya	I hope you don't forget to do your homework	9
	Ask for Reason	Kenapa kamu terlambat?	Why do you come late?	10
	Avoid Disagreement	Jangan menonton televisi ketika kamu sedang belajar	Don't watch television when you are studying	11
Offers, Promise	Saya akan menjawab pertanyaan kalian lewat Whatsapp jika kalian belum faham dengan materinya	I'll answer your questions through Whatsapp if you don't understand with the material	12	
Negative Politeness				
3	Apologize	Saya minta maaf karena kita harus menyelesaikan materi kita hari ini	I'm sorry because we have to finish our material today	13
	Polite Expression "please"	Tolong, bersihkan papan tulisnya ya!	Clean the whiteboard, please!	14
	Use Questions	Bisakah menyebutkan kamu salah satunya?	Can you mention one of them?	15
Off-Record				
4	Be Vague	Nggeh, mungkin dia ada sesuatu di rumahnya	Yeah, probably she got something in her house	16

Explanation of the table above:

1. Bald on-Record

Direct giving instruction:

(excerpt 1) In the beginning of learning

Teacher: *Ambilkan buku presensi di kantor!*
(Take a presence book at the office!)

Alfian: *Enggeh, Pak. (Yes, Sir)*

The expression “*Take a presence book at the office!*” and while the teacher pointed at Alfian (one of the student who sat in front row), this utterance showed that the student’ face was not threaten by the teacher. It means that between the teacher and student had close relationship. (In this case between the teacher and Alfian), it was just like in excerpt (2).

(excerpt 2) When Alfian walked out of class to obey his teacher's order

Teacher: *Kalih pundutke tinta spidol sekalian!*
(And get the ink markers, too!)

Alfian: *Enggeh, Pak. (Yes, Sir)*

(excerpt 3) When the lesson will begin, there was a male student came late, like in the following excerpt

Teacher: *Sambil kita menunggu Mas Alfian mengambil buku presensi dan tinta spidol di kantor, ada yang tidak masuk hari ini? (While we waited for Mas Alfian to take a presence book and the ink markers in the office, is there anyone who doesn't join class today?)*

Suddenly someone knocked on the door and he said,

Althof: *Assalamualaikum (assalamualaikum)*

Teacher: *Walaikumsalam ya, masuk*
(Walaikumsalam yes, come in)

This strategy above (excerpt 3) was used when speaker (the teacher) showed the **welcome** feeling to the hearer (Althof). Because in this section, the power of the teacher as a speaker has a stronger position, then Althof who as a hearer followed what his teacher said directly. Likewise with the excerpt (4) below, this was one type of **task-oriented** strategy, because the teacher gave a task to students directly. And in excerpt (5) was also included bald on-record strategy as **offers** type because from the utterance showed that the teacher wanted to tell student directly.

(excerpt 4) When in the middle of the learning process

Teacher: *Setelah saya menjelaskan materi tadi, sekarang tugas kalian adalah menjawab pertanyaan dan kerjakan di buku tulis kalian!*
(After I explained the material, now your task is

answering the questions and do it in your note book!)

Students: *Enggeh, Pak (Yes, Sir)*

(excerpt 5) At the end of the learning process

Bagus: *Pak, yen wonten sing mboten ngerjakne tugas pripun? (Sir, if there is a student doesn't do his task, what about it?)*

Teacher: *Siapa dia? (Who is he?)*

Bagus: *Aqil, Pak. Dia izin. (Aqil, Sir. He took a permission)*

Teacher: *Kersane mengken disanjangi. (Leave it, just tell him later)*

2. Positive Politeness

There were 7 excerpts of positive politeness strategies in 5 different types we found and they were used by teachers during English learning process in the class.

(excerpt 6) During learning process

Rama: *Pak, misale mengken jawaban kulo enten sing salah mboten nopo-nopo enggeh. (Sir, if later my answer is wrong, is it okay?)*

Teacher: *Mboten nopo-nopo, Le. (It's okay, boy)*

(excerpt 7) During doing the task

Nayaka: *Pripun, Pak? Jawaban kulo sampun leres dereng niki? (What about my answer, Sir? Is it correct?)*

Teacher: *Sampean jos tenan eh, cah bagus. (You're really awesome, good boy).*

(excerpt 8) During doing the task

Nilna: *Pak, kulo sampun ba'do. (Sir, I've done)*

Teacher: *Sampean beto mriki enggeh, Nduk. (You can bring it here, girl)*

Based on 3 excerpts above, excerpt (6), (7) and (8). All of them can be said that the teacher used politeness strategy. This strategy was included in **use of identity marker** type. Why we called them as use of identity marker because there were the words *boy, good boy* and *girl*. They showed that the teacher kept positive face of students by said those words. By using this strategy will give a good impression and a very pleasant learning atmosphere.

(excerpt 9) When the teacher has given a homework for students

Teacher: *Saya berharap kalian tidak lupa untuk mengerjakan PR nya (I hope you don't forget to do your homework)*

Students: *Insya Allah, Pak. (Insya Allah, Sir)*

Excerpt (9) was one example of positive politeness strategy. This strategy assumed that students will be cooperate with the teacher because they were obedient and respected their teacher. It was type of positive politeness that included in **be optimistic** strategy. In this case

the teacher was very optimistic that the students will do what he said to them.

(excerpt 10) When the teacher asked a student who came late

Teacher: *Kenapa kamu terlambat? (Why do you come late?)*

Althof: *Kulo ndek wau tangine telat, dadose kulo akhire nggeh telat Pak. (I woke up late that's why I also come late, Sir)*

The conversation above, there was an utterance that used by the teacher like in excerpt (10). Based on Brown and Levinson theory, it was included in positive politeness for **ask for reason** type. The teacher used this strategy to students in the class during the learning process. (excerpt 11) Before closing the class

Teacher: *Baiklah, selesai untuk materi hari ini ya. Pesan saya ke kalian ketika kalian mengerjakan PR di rumah, jangan sambil menonton televisi ketika kalian sedang belajar. (Well, we've finished the material today. My message for you, when you do your homework at home, don't watch television when you are studying)*

Students: *Iya, Pak. (Yes, Sir)*

The excerpt (11), it called as **avoid disagreement**. It was one type of positive politeness strategy, because in this case the teacher tried to avoid disagreement with the student and of course the student will say "Yes, Sir". It indicated that the students agreed with what their teacher said to them.

(excerpt 12) Before closing the class

Teacher: *Dan saya selalu mengatakan ini, saya akan menjawab pertanyaan kalian lewat Whatsapp jika kalian belum faham dengan materinya. (And I always say this, I'll answer your questions through Whatsapp if you don't understand with the material).*

And the excerpt (12) we found an utterance for **offers or promises**. It was also as one type of positive politeness strategy. This strategy was referred when the teacher offered promise to the student after did something with considered students want and could safe positive face.

3. Negative Politeness

This strategy was used by the teacher for negative face. Remember that negative politeness doesn't mean that it was something wrong or bad, but it used by teacher depends on the state in which negative faces feel free to act and the coercion of interaction between teachers and students in the classroom and this learning process, we found 3 excerpts of negative politeness strategies in different types. The

teacher used it during learning process in the classroom.

(excerpt 13) Before the teacher ended the class

Teacher: *Saya minta maaf karena kita harus menyelesaikan materi kita hari ini. (I'm sorry because we have to finish our material today)*

Bella : *Kenapa, Pak? (What's going on, Sir?)*

Teacher : *Karena pada Hari Kamis nanti, kita akan mulai ujian akhir tahun atau ujian semester dua. (Because on this Thursday, we will start the final exam or our second semester).* The utterance in excerpt (13) was included in negative politeness strategy. It was a type for **apologize**. This strategy was used by the teacher to show that he can indicate the reluctance to impinge students negative face. That's why he used the word "sorry".

(excerpt 14) During learning process

Teacher: *Tolong, bersihkan papan tulisnya nggeh! (Clean the whiteboard, please!)*

Faruq: *Enggeh, Pak. Siap. (Yes, Sir. I'm ready)*

The excerpt (14) was utterance that used by the teacher to one of his students, Faruq. The teacher used the type **polite expression "please"**. He used this strategy because it could make the Faruq felt ruled by his teacher, but then the teacher softened his direct expression with the conventionally polite expression "please". Negative politeness also occurred in teacher's utterance when the learning process in class. This was said by the teacher when he pointed at his student, Widia to answer the oral question from the teacher to her. It was like in excerpt (15). It was included in negative politeness because it was a **question type, hedge**.

(excerpt 15) During the learning process

Teacher: *Apakah ada yang bisa menyebutkan contoh transportasi air dengan pengucapan dan arti yang benar? Jika kamu bisa, angkat tanganmu! (Anyone can mention example of water transportation with the correct pronunciation and meaning? If you can, raise your hand!)*

Widia: *Kulo, Pak. (Me, Sir)*

Teacher: *Oke. Coba bisa kamu sebutkan salah satunya? (Can you mention one of them?)*

Widia : *Ship artinya kapal laut. (Ship, the meaning is kapal laut).*

4. Off-record

Off-record is stating something indirectly, the teacher used hints or clues that need to be guessed or interpreted by the students. The teacher did off-record to express the feeling and purpose by using indirect language such as gave a clue, hints that students need to interpret the

language by themselves. The teacher allowed the students to give more than one interpretation of what the teacher said to them. During the learning process, we just found 1 utterance in different type that used by the teacher. Look at the excerpt (16) below:

(excerpt 16) During the learning process

Anggi: *Pak, Mbak Shinta kenapa kok sering izin tidak masuk ya? (Sir, why did Mbak Shinta often take permission not to go to school?)*

Teacher: *Nggeh, mungkin dia ada sesuatu di rumahnya. (Yeah, probably she got something in her house)*

The utterance in excerpt (16) is a type of off-record politeness strategy. It was *be vague* type. The teacher used off-record strategy by being vague about what is something happen to Shinta. He used the word “*something*”, because he didn’t know what he had to tell to his student, Anggi. He lets Anggi to guess by herself.

DISCUSSIONS

The researchers found all types of politeness strategies by Brown and Levinson’s theory: bald on-record, positive politeness, negative politeness and off-record (indirect).

The first dominant type of politeness strategies used by the teacher to his students was positive politeness strategies, there were 7 utterances of 16 utterances (*3 uses of identity marker type, 1 be optimistic type, 1 ask for reason type, 1 avoid disagreement type & 1 offer or promise type*). It can be said as the dominant because among 16 utterances divided by 4 types of politeness strategies: 7 of positive politeness, 5 of bald on-record, 3 of negative politeness and 1 of off-record. Besides being influenced by their daily habits at school, it was also because the influence of the using *Boso Kromo (Java Language)* with Indonesian language in their daily communication. This was also reinforced by the results of the interview with the English teacher. He said that all students in this school had been taught *Boso Kromo (Java Language)* since they entered the first grade. In addition, the teacher used positive politeness type polite language during English teaching and learning process because he tried carefully to use it correctly and to make the students have good habit and learn how to respect their teachers and their friends at school. He also said that maintaining good communication was influenced by Islamic teachings will become a way to show good human relations. It was appropriate to Brown and Levinson’s theory

(p:60) that positive politeness strategies was intended to minimize the distance between speaker and hearer and to reduce the hearer’s disappointment by expressing friendliness.

Hasanah [12] conducted her research in the second grade of Elementary School with a different mother tongue, Bugis language of Makasar. She also found that the most dominant politeness strategy was positive politeness, there were 9 of 14 utterances. Another researcher, Murni [14] conducted her research in one of universities in Makasar. She found that the most dominant was also positive politeness strategies. There were 11 of 20 utterances.

In addition, another researcher Kurniyatin [13]. They conducted their research in Islamic Junior High School with the same language, *Boso Jowo (Java language)*. They found that positive politeness was not the most dominant politeness strategy. They only found 15 utterances of positive politeness from 127 utterances used by a teacher in her research.. The difference in the number of utterances of the previous research and the current research are because it is possible the data taken were not a lot enough to find the other type of politeness strategies and it is also possible by the levels of students. The findings showed that politeness will have different linguistic realizations in different cultures and different circumstances. One culture may regard one behaviour as polite while others may not. What is polite in one situation may not be regarded as polite in another situation.

The second dominant type of politeness strategy applied by the teacher was bald on-record (*2 direct giving instruction type, 1 welcome type, 1 task-oriented type & 1 offer type*). By the result of interview, the English teacher said that he sometimes used these type because it depends on the condition which was direct or personal. He also said that he used bald on-record type to straightforwardly address the students to express his needs. It is appropriate to Brown and Levinson that there were different reasons why the bald on-record was used for various circumstances since the speaker can also have different reasons or motives for the FTA with maximum efficiency and the use of bald on record happened when the teacher gave an order and an advice to the students. This findings was the same as the research by Widana [14] who found that bald on-record strategy was the most dominant in their research. The similarity to the current research used the same theory by Brown

and Levinson, but the differences include many aspects: they used 97 students of Senior High School in Singaraja as the subject of the research and also their culture was very typical in Balinese language. It was possible if the findings were different from the current researchers. Kurniyatin [13]. also found 64 phrases of bald on record strategy from 104 phrases used by a teacher.

The third finding type of politeness strategy applied by the teacher was negative politeness. The researcher 3 utterances (*I apologize type, I polite expression "please" type, and I use questions type*). The teacher used negative politeness strategies to his students because it can be used to maintain the action that was wanted by the interlocutor to not impinge the listener negative face and give a choice to do something. When the teacher said "*I'm sorry because we have to finish our material today*". The utterance was used when the teacher has a specific want that the students should do and it indicated that the teacher gave the students a choice by being indirect to do not impinge students' negative face. It was appropriate to Brown and Levinson's theory about negative politeness that the main focus for using this strategy is to assume that you may be imposing on the hearer, and intruding on their space.

Meanwhile, the finding of negative politeness was the most dominant by Widana [14]. They found 94 utterances of 216 utterances that were used by the teacher to the students of X IBB in SMAN 1 Sukasada but they did not find off-record type at all. The teacher used negative politeness in his utterance to redress the action in communication. One of the the factors was circumstances. The influence of circumstances occurred when the teacher gave instruction to the students and it made the students do command from their teacher. This is different from the present researchers findings. It was because the English teacher in this class actually does the opposite. He rarely gives orders or instruction that consist of a choice in doing it for his students.

The last finding of politeness strategy applied by the teacher was off-record, there was only 1 utterance of 16 utterances, it was *be vague type*. The teacher used off-record strategy by being vague is because something happen to one of his students. He used the word "*sesuatu*" it means that "*something*" in English, because he didn't know what he had to tell to his student. He lets his student to guess by herself. Based on

Brown and Levinson's theory, in this off-record strategy, the utterances are essentially indirect.

The previous research by Kurniyatin [13] found 21 utterances of off-record strategies from 104 utterances used by a teacher. The differences are Kurniyatin used not only a teacher but also students in Junior High School level as her subject and for 4 times meetings.

Based on the findings and the discussions above and from all of the findings of our research confirmed that politeness was important in the EFL classroom interaction. Practices of politeness strategies used by the English teacher in Al Hidayah Islamic Elementary School Singgahan Tuban are proved to be influenced by religious and cultural aspects of the interlocutors. It also indicated that the teacher attempted to be fun and friendly to the students. The teacher attempted to reduce the distance between the teacher and the students to make close relationship in the classroom. The students were not awkward, nervous, and strained. They enjoyed and respected their teacher during the teaching and learning process in the classroom.

CONCLUSIONS

Based on the findings and discussions above, the researchers comes up with the following conclusion. In the classroom interaction, the teacher used different types of politeness strategies in order to make a good conversation with the students and also the students try to make a good communication to their teacher. But, not all of the Brown and Levinson politeness strategies appear in the classroom when the teacher did the activities during English teaching and learning process. The researchers found 16 utterances that used by the teachers to the students and divided into several parts, 5 utterances of 4 different types in *bald on-record strategy*, 7 utterances of 5 different types in *positive politeness strategy*, 3 utterances in different types of *negative politeness strategy* and only 1 utterances in different type of *off-record strategy*. From the analysis above and also from our observation, a conclusion can be drawn that politeness strategy does exist in Al Hidayah Islamic Elementary School Singgahan Tuban. Politeness promotes the mutual understanding and harmonious relationship between teacher and students. It also contributes to the effective interaction and friendly, lively atmosphere in the classroom.

SUGGESTIONS

Considering the result of this research, the researchers offers some suggestions as followed; the first is each strategy has different purpose and meaning, even some strategies look similar but it still looks different and it must be examined deeply to make a teacher know using the right words in the right situation. The second is a teacher should consider politeness as an important aspect of student's character building in classroom interaction and the last is if the students sometimes speak impolitely because they are not aware or do not realize, the teachers were expected to understand the students' background because they come from different family. They also have different characteristics and also because they are unique and it is possible that they do not understand yet. Based on the results of the observations and research above, by looking at the most dominant results was positive politeness and the fact was also influenced by daily habits and feedback as a positive response as well. Therefore, when a teacher says a positive word, students listen and understand easily. When a teacher takes positive action, students respect the teacher. It means that always implementing positive politeness strategies will make students do the same thing to their teachers. So that, English teaching and learning process can run well

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