Politeness Strategy Used by Teacher in Islamic Boarding School

Aisya Hartati

English Applied Linguistics of Post Graduate Program of State University of Medan
daulayqueen@gmail.com

ABSTRACT

This study deals with Politeness Strategies Used by Teacher in Learning Process at Islamic Boardingschool. This study aims to find out kind of politeness strategies and the way politeness strategies were usedby teacherin the classroom. This research is qualitative study. The data was teacher's utterances who teach in Islamic Boarding School, the data source was the English teacher. To get the data, the researcher uses tape recorder to record the utterances and transcribe the utterances to find the kind of politeness strategy that is used by the teacher. As the result, from the analysis the researcher found that there are four kinds of politeness strategy used by teacher when the teacher interact to the students. They are greeting, question, command and request. Realize to Brown and Levinson's theory, there are politeness strategies that always used by the teacher. They are bald on record and positive politeness strategy that are also the way to use politeness strategy in the classroom. Politeness strategies were used based on the situation and condition in the classroom. The teacher chose the kind of politeness strategies to save the time and try to minimize face threatening acts implicitly and also to communicate to the students for academic purpose and to make the students enjoyable and ease understanding the lesson in learning process.

Keywords: Politeness Strategy, Teacher, Islamic Boarding School

Introduction

Politeness is the reaction of someone to show his behaviour in relation to communicate for the people, because politeness is the attitude which is can not be seperated to the social phenomena. Politeness arises from social interaction. It can not stnd individually. However, the act of politeness is holding by individually as what Reiter (2003:3) said that politeness is thus a form of social interaction, a form that mediates between the individual whose choices for the instrumentality of such an act are based upon collective norms and whose motivation in performing the act is that of structuring social interaction. The politeness strategies are the way to keep the comfortable whe the communication is done between the speaker to the hearer. According to Lakoff (1990, 34) is the awareness of another person's face or the means employed to acknowledge the public self-image of a person. It is a system of interpersonal relations designed to facilities interaction by minimizing the potential for conflict and confrontation inherent in all human interactions and transactions.

According to Brown and Levinson (1987) there are several strategies of politeness, they are: (1) Bald on Record, it is usually do not attempt to minimize the threat to the hearer's face, although there are ways that bald on record politeness can be used in trying to minimize face threatening acts implicitly. (2) Positive politeness, Positive politeness startegies seek to minimize the threat to the hearer's positive face. (3) Negative Politeness, Negative Politeness startegies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. (4) Off the record

(indirect) uses indirect language and removes the speaker from the potential to be imposing.

The researcher lies some previous study that had been researched by some researcher. Firstly, Yabancı Dil Olarak Türkçe Konuşucularının and Rica Yapılarında Kullandığı Nezaket Stratejileri Aslı ALTAN2 did research about Politeness Strategy By Used L2 Turkish Speaker in Making Question (2015) . They told that the present paper investigates and evaluates sociolinguistic competence of non-native Turkish speakers. For this aim, the study analyzes the results of a questionnaire completed by adult speakers who already are advanced speakers of Turkish as a second/foreign language. The participants were asked to write what they would say in certain social situations. The same questionnaire was also given to native speakers of Turkish for comparison purposes.

The analysis reveals that adult speakers learning Turkish tend to be too polite and give more importance to apparent non-coerciveness over pragmatic clarity. The culturally specific contexts which require knowledge of culture and social roles causes some problems for L2 speakers as illustrated by their sociolinguistically inappropriate choice of second person formal/ informal distinction in Turkish. The analysis reveals that cultural differences play a crucial role in language use and sociolinguistic competence does not always mirror linguistic competence. Secondly, Luz Gil-Salom & Carmen Soler-Monreal showed Politeness Strategies in Engineering Research Article Discussions (2009). Their study showed that they explored the presence of face-redressive politeness strategies in the discussion sections of engineering research articles. The data are drawn from a corpus of 46 discussion sections in the fields of computing, telecommunications, nanotechnology and robotics.Related to the previous study above, it will be contrary with this study. At this study was found in

the observation when the teacher started for teaching :

Teacher : Assalamualaikum, goodmorning
Students : good morning mom
Teacher: ok any homework? Open your book page 21 in chapter I

It showed that the teacher start to teach without greet the students, as the realistics reason that the teacher doesn't realize what kind of the politenesss strategy that she was used in the class and the way to applied them. Based on this preliminary data, this study tries to find a new finding which this study is done at Islamic Boarding school when the teacher started for teaching : the researcher formulate (1) What kind of Politeness Strategies are used by the teachers at Islamic Boardingschool? (2) How are Politeness Startegies used by the teachers at Islamic Boardingschool to communicate with the students? (3) Why do the teachers tend to apply politeness strategies at Islamic Boardingschool the way they do?

This study aims to find out the kinds of politeness strategies used by teacher in Islamic Boardingschool, the way Politeness strategies are used by the teacher at Islamic Boardingschool and the reason of the teacher uses Politenesss Strategiesin Islamic Boarding School.

Methodology

This research was qualitative research. Best (2002:156) said that "Qualitative method are those in which the description of observation is not ordinarily expressed in quantitative terms, it is not suggested that numerical measures are never used, but that other means of description are emphasized". The data of this research was from teacher's utterances when the teacher taught the students in the classroom until finish to study and the data source was from the teacher.

The instrument of this study was tape recorder which tape recording was used for

collecting the data by recording the teacher utterances then the data were transcribed. For analyzing the data, it used Seidel analysis (1998). This analysis was called noticing, colllecting and thinking model.

Result And Discussion

As the result of this study, this study shows there are kinds of politeness strategies that were used by the teacher in Islamic boarding school when the researcher taught in the classroom and the way to used politeness startegies.

a. Kinds of Politenesss Strategy

This paper shows there are four kinds of politeness strategies used by the teacher in Islamic Boardingschool they are : greeting, question, command and request. they are also realized with the Brown & Levinson theory that mention several strategies of politenesss strategies, they are : bald on record, positive politenesss, negative politens and off the record. Nevertheless, all these strategies are not used by the teacher in the Islamic Boarding school. All the strategies can be seen in this table below:

Based on this result, the researcher explained that these strategies were used different from the expectation to the reality in communication between the teacher and the students. In addition the researcher also showed the result in communication between the teacher to the students from the data one to data eight that concern with kinds of politeness strategies.

Data I to VIII, the teacher tried always to used politeness strategy to help the student be enjoayble in learning process. In data I the teacher accosted the students directly, she did not show other action to show that the teacher cared of the students beside the teacher was seen to start studying quickly without making small talks, but this result was so different with data II and III that showed the diffrent result. In Data II and III the teacher greeted the students and give other responds to the students, it made the

students be more closed with the teacher and the students are more responded what teacher said. In data IV it was the result from request categorize, from the result here the teacher showed her anger with her question because one of the students did not care with her and tried to annoye one of her friend. In data V From the result showed that the teacher started to asked the students about their attendance who the students did not come in that date besides the teacher wants to know what happened with their students.

In command categorize Data VI and VII showed that the teacher asked the students to do something such as to open book, to take the boardmarker and the secretary to write the question in whiteboard the teacher asked them directly. However, it's different in data VIII the tecaher asked the teacher directly meanwhile the teacher did small talk in this converstation by giving little explanation before command the students for something. In addition request categorized it's almost same with command categorized but the diffferent were immediately and not immediately. In command categorized the teacher asked the students directly and immediately meanwhile in request the teacher used it in positive categorize.

Kinds of Politeness Startegies	The expectation	The Reality
Greeting	Good respond and friendly Doing Small talking	Lack of friendly Depend for good situation and mood
Question	The question should be clear	Directly and clear
Command	Polite and clear	Polite not clear
Request	Politely	Politely

598

b. The way of politeness strategy were used by teacher in Boardingschool

From the explanation above, it was seen that the teacher used four categorizes of politeness strategy, they are greeting, command, question and request in which they were applied to the Brown & Levinson's framework as bald on record and positive politeness.

Besides it was found that the way used politeness strategy by using bald and record and positive politeness strategies. They were caused condition and also the situation in the classroom. If the teacher was in good mood or good condition because she looked the good condition in the classroom the teacher would be more enjoyable in teaching process. Sometimes the students' attitude made the teacher be bored and showed her anger.

c. The reason of the teacher used the Politeness Strategies

The reason why the teacher used bald on record is try to minimize facethreatening acts implicitly and to save the time effectively and also the teacher used thpositive politeness strategies because school is the education environment which educate many students who have distinctive characteristic and the mental. Beside that it is to make closed with the students in the classroom, in other to make the students enjoy and be confortable in learning process.

Conclusion

As the result of this study, the paper concludes to summarize kind of politeness strategies are used by teacher in Islamic Boardingschool. There are four kinds of politeness strategies: greeting, question, command and request.In greeting, the teacher greet the students positively by making small talk to the students. It is diffrent in question, the teacher asks the students to know that the students still focuss on the learning process or not, on the

other hand in command and request the teacher asks to the student to do something. The teacher orders politely and directly. It is realize to Brown & levinson's theory, they are bald and record and positive politeness strategy that are also the way to use politeness strategy in the classroom. Politeness strategies are used based on the situation and condition in the classroom. The teacher chose the kind of politeness strategies to save the time and try to minimize face threatening acts implicitly and to communicate to the students for academic purpose and to make the students enjoyable and ease understanding the lesson in learning process.

References

Brown, P. & Levinson, S. 1978. Universals in language use: Politeness phenomena. *Questions and Politeness: Strategies in Social Interaction*. E. Goody (ed.) 56-289. Cambridge: Cambridge University Press.

Best, Roger J, 2009. Ma

Brown, P. and S. Levinson. 1987. *Politeness: Some universals in language usage. Cambridge:* Cambridge University Press.

Seidel, J V. 1998 Qualitative Data Analysis. Qualis Research,Qualis@qualisresearch.com