

**The Politeness of Teacher's Utterances Inside and Outside Classroom**

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*Keywords: Politeness; Utterance; Pragmatic; Teacher.***Abstract**

This study is about politeness of the teacher's utterance entitled: The Politeness of English Teacher's Utterances Inside and Outside Classroom. The aim of this study is to find out the strategy and the dominant maxim of politeness that used by teacher inside and outside the learning process. This study was a descriptive qualitative study to describe the result of the analyzing of teacher's utterance. The writer used teacher's utterance inside and outside the learning process as the object of the study. In collecting data, the writer records the teacher's utterance inside the learning process then transcript the result of the record. After that, the data will be analyzed with the type of politeness and classified into the maxim of politeness. The result of the analyze teacher's utterance inside and outside the learning process contains of 73 utterances with ten maxims of politeness by Leech (2014). After going through data analysis process, it can be concluded that seven maxims of politeness used by English teacher inside the learning process. The maxims that used are Tact with percentage 47,95%, Obligation S to O with percentage 27,29%, Generosity with percentage 17,80%, Approbation with percentage 2,74%, Modesty with percentage 1,37%, Obligation O to S with percentage 1,37%, Sympathy with percentage 1,37%. Meanwhile, the result of the analyze teacher's utterance outside the learning process contain of 20 utterances with five maxims, the maxim that used are Tact with percentage 50%, Generosity with percentage 15%, Modesty with percentage 15%, Approbation with percentage 10%, Obligation of S to O with percentage 10%. Based on the result of the procedure, the writer can conclude that the dominant type of the maxim and politeness strategy that used by English teacher inside and outside the learning process. The writer also use analysis method to analyze the data so that can be found the reason of the classification result.

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INTRODUCTION

Education is essentially a human effort to humanize humanity itself, which is to civilize human beings. With education human can be directed to develop human basic potential to be real. Nababan (1984 : 68) said that the main tool in the teaching and learning interaction between student and teacher and material is language.

In the process of teaching and learning a teacher needs to pay attention to politeness. The politeness of teacher's utterance is very important as an good example for students to give an understanding of how ethics or character behave in interacting. The students need to be scouted and directed to be polite, because the students is the next generation who will live according to their time.

Today most of the teacher are not pay attention to the maxim that they used in teaching and learning process or when they talk to others outside the learning process. The maxim of politeness is very important in everyday communication. Maxim that teacher used when they taught to the student can be influence their behavior to the teacher self. If the students are left in impolite language it is not impossible that existing polite language can be lost and then born a bad generation that arrogant, rough, far from ethical values, religion and not character. Therefore, language politeness of teacher is necessary.

Language politeness of teacher allegedly can improve uncomfortable situation when the problems occur in students. However, it can't be denied that in reality there are still teachers who pay less attention to the principle of politeness in speaking.

Politeness behavior is closely associated with the culture and language of ethnic. Both of these cannot be separated from one another. Language is a reflection of culture. Instead, the culture is the values and principles that occurs in a speakers community of a language.

The study politeness is a part of pragmatic studies. According to Leech (1983) pragmatics is a branch of linguistics that studies the structure of the language externally, namely, how the language unit is used in communication. While Bublitz and Norick (201-1) stated that pragmatics is the study of the ability to connect and harmonize language sentence and proper context.

Based on some the opinion above, it can be affirmed that pragmatics is the branch of linguistics that studies the structure of language externally, which is related to with how the language unit is used in communication. Pragmatics basically investigates what is the meaning behind the speech related to the context. Generally, politeness is a way of behaving and speaking well in accordance with the rules which apply in the community and do not threaten other people's faces. Many linguists have formulated their politeness concept. All politeness concepts put forward by the expert vary. They have different views about the concept of politeness.

Study on politeness is closely related to Goffman (1967), Lakoff (1973), Leech (1983), Leech (2014), Brown and Levinson (1987). Those experts have proposed different theories about politeness. According to Goffman (1967), politeness relates to the rules about the things that are social, aesthetic, and moral. The typical features for this theory are showing formality, expressing apologies, and making a hedge. Politeness is showing awareness of the dignity of others in speaking. Lakoff (1973) stated that politeness is developed by the community members in order to reduce friction in the private iteration. There are three rules that must be followed to implement the politeness, namely the formality scale, indecision scale, and the similarity or equality. Formality scale means never pushy or arrogant. An arrogant utterance is considered less polite, conversely, if an utterance is not arrogant and does not force it is considered polite. Similarity means act as if you and the hearer to be the same. An utterance is considered polite if it makes happy the speech partner, on the other hands, if the speaker's utterance makes the partner speech unhappy, it is not considered polite.

Leech (1983) defines politeness as a strategy to avoid conflict that can be measured by the degree of effort made to avoid conflict situations. Six maxims of politeness principle filed by leech (1983) are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. Whereas according to Leech (2014) there are ten maxims are tacht maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, sympathy maxim, Opinion retience maxim, Obligation S to O maxim, Obligation O to S maxim, Feeling retience maxim.

Brown and Levinson (1987), in their analysis, stated that politeness involves people showing an awareness of other people's face wants. Face refers to our public self-image. Brown and Levinson formulated the politeness principles into five strategies, namely bald on record strategy, positive politeness strategy, negative politeness strategy, off record strategy and do not do the FTA.

Classroom is a place of the interaction process which happens between a teacher and students (Hassini, 2006). It must be effective and polite. If in the classroom interaction runs well, the knowledge that will be delivered by the teacher will be received by students well.

Hartuti (2014) said that a study of politeness strategy in refusal used by English teachers in Madiun Regency. The study investigated politeness strategy in refusal conducted by the English teachers in Madiun regency relating to different social in refusal conducted by the English were elicited, using discourse completion tasks (DCT), from 38 English teachers, 14 male and 24 female who teach in Junior high school in Madiun regency. The collected data are analyzed by using Brown and Levinson's theory of politeness strategy. The refusal strategies were classified based on modified refusal taxonomy by Beebe et al (1990). The findings of the research are described in line with the problem statement as follows :

First, the English teachers of junior high school in Madiun regency applied two semantic formula indirect and direct strategies in conjunction to adjunct identified by Beebe et al (1990) across three refusals acts (invitations, offers and suggestions). The indirect strategy was the prominent refusal strategy especially in declining offers invitations.

Second, the English teachers used all four politeness strategies (Positive Politeness and Negative Politeness) of Brown and Levinson (1987) In declining invitations and suggestions, most of the English teachers applied positive politeness strategy and the dominant type was positive politeness 13 reasons. The influence of social distance on politeness strategy used by the English teachers in declining invitations, offers, and suggestions was not significant. The most prevalent strategy in declining three acts of refusals across status levels was positive politeness strategy. Positive politeness strategy mostly dominated the refusals to the refusals to collocutors of equal and lower status but in refusals to collocutors of higher status, most of English teachers used negative strategy. Last, gender differences virtually has no influence on the choice of politeness strategy in three refusals acts across status levels. Both male and female English teacher's conducted the same politeness strategies of Brown and Levinson (1987). They used positive politeness significantly the highest and off record was the least dominant strategy. Females used positive and negative politeness little bit more often than males but males used Bald on record or off record little bit more often than females.

In English learning, politeness can be a strategy according to Manik and Hutagol (2015) An Analysis on Teacher's Politeness Strategy and Student's Compliance in Teaching Learning Process. This study aims to find out the politeness strategy used by the teacher and how the politeness affects to the student's compliance. The focus is on directive and expressive speech acts. The subjects of this study were two teachers and students of class.

The data was gathered by video audio recording the teacher's utterances and the student's compliance to the teacher, in order to find the teacher's politeness principles and student's compliance to the teacher's utterances. In the data analysis, it is found that :

The teachers used four maxims in their communication to the students. They are tact maxim, generosity maxim, approbation maxim, and agreement maxim. It is not found that the teachers used modesty maxim and sympathy maxim.

The teachers were dominantly used tact maxim in their directive speech acts to the students. Children pragmatic competence and positive emotions were the factors that affected the student's compliance to the teacher's politeness utterances.

Peng and Xie (2014) A Case Study of College Teacher's Politeness Strategy in EFL Classroom. In the process of teaching and learning activity, teacher's language plays a very important role in EFL classroom, such as teacher's academic instructions, motivating the class and evaluating students. No exaggeration to say that teacher's language is indispensable to effective communication in class. Adopting Brown and Levinson's politeness strategies through class observation, the researcher aims to reveal how the teacher applies politeness strategies politeness strategies to his teaching practice in the language use. Through analyzing the data collected, the researcher finds out the college teacher conducts his class on term of positive politeness and negative politeness in a practical way. Evidently the adoption of politeness strategies shortens teacher – student social distance, makes the class interesting, and in turn facilitates English and teaching learning.

Politeness also used to interaction in the classroom. Shofi'ah and Aimah (2017) The Politeness Principles of Teachers and Students in English as A Foreign Language Classroom Interaction this study was conducted to find out the Politeness Principles in EFL classroom interaction. Consisting of six maxims : tact maxim, approbation maxim, generosity maxim,

agreement maxim, modesty maxim, and sympathy maxim. There were one English teacher and one classroom of eight grade students of Junior high school that became the subject of this study. In depth, this study was to explore use of politeness principles of students and teacher in the EFL classroom interaction. A mix method research with the domination of qualitative research, were used as the instruments of the data collection. The result of the study shows that violation of politeness principles has the higher position with the percentage 41% rather than fulfillment with the percentage 31.5% , while other utterance becomes the lowest utterance with 27.5%. The highest maxim fulfilled was generosity with the percentage 38% and the lowest maxim fulfilled was modesty maxim with 1%.

Then politeness as second language has been deliver by Subertova (2013) Aspects of Politeness in A Classroom of English as A Second Language. This thesis deals with politeness and its realization in a classroom discourse. The theoretical part describes the most influential politeness theories and also the findings on the topic of teaching pragmatics and linguistic politeness. The research in the thesis focuses on analysis of teacher's verbal realization of politeness as found in the recordings of four English lessons. The research was designed to verify the two hypotheses:

Teachers are basically polite in a classroom of English as a second language.

Politeness strategies of Czech teachers of English differ from those of native speaking teachers.

The politeness can be used to promote the interaction as has been delivered by Sulu (2015) Teacher politeness in EFL class is considered to promote effective interaction between people. In the context of language teaching, it is believed to enhance learning by providing a lively and friendly atmosphere in classroom (Jiang, 2010). This study investigates an EFL classroom in terms of interaction between English learners and native English speaking teacher. The aim of study is to see whether the effects of politeness strategies differ when students and teacher do not share the same culture and native language. Two hours of classes were observed and tape-corded by the researcher. The recordings were transcribed and analyzed by making use of related politeness strategies and function of speech. Also, three randomly chosen students were interviewed after the class. The findings showed that politeness existed in that EFL classroom and it helped students to have positive feelings towards the lesson and motivated them to participate more in classes.

The previous study that discuss about politeness in environment outside the learning process is Politeness Strategy in Everyday Communication (Ryabova, 2015) The culture of contemporaneity present itself through various concepts and discourses that constitute the category of everyday life, which they reveal and portray. In linguistic terms, the category of everyday life is manifested in different forms of communication, and first of all in the system of norms and models of speech behavior , known as speech etiquette. The goal of the article is to analyze the use of some models of English speech etiquette, specifically the use of politeness forms typical of the English. Politeness strategy present itself in various types, as absolutely, relative, negative or positive politeness. The type of politeness presuppose a definite from of etiquette speech act. Politeness strategy is analyzed in speech acts of apologies and condolences through their pragmatic structures.

The previous study that related to this topic and discuss about politeness of speech is Politeness of speech acts in academic interaction (Baharman, 2012) This study aimed to describe and explain the propriety of speech act in academic interaction. This study include the type of qualitative research using ethnography of communication design theory, speech act theory, and the theory of linguistic politeness. The research data consists of data conversation and fields notes. Data collected through recording techniques, observation, interviews, and transcriptions. Data analysis was carried out through four main procedures, namely: data collection, data reduction, data presentation and conclusion or verification. Based on data analysis. Politeness of speech act are classified into four, namely: Civility in act assertively, acts of civility in the directive, civility in com missive act, civility in expressive act. Here is the previous study that related with the topic about speech act politeness. Nashruddin and Haryanto (2017) Politeness principle used by EFL teacher in classroom interaction and its implication toward teaching learning process. This is a case study of an EFL teacher's politeness in classroom interaction which applied qualitative method. Based on observation, recorded data and interview. The result of classroom observation showed that politeness existed in that EFL classroom and the teacher used five maxims there are tact maxim, generosity maxim, approbation maxim, agreement maxim and sympathy maxim. Tact maxim was used by the teacher in classroom communication most dominantly.

Other previous study that related to politeness according to Stranovska and Durackova (2013) Analysis of Politeness Speech act in Slovak and Foreign Language Text of Request in the context of Cognitive style. Our paper deals with the comparison of request formulation in politeness speech act

of narrow and broad categories in English, German and Slovak languages. We focus on the analysis of social influence on speech production of narrow and broad categorizations in terms of different information processing in different languages. A remarkable finding is the use of more advanced politeness element in the speech act of broad categorizes in German language in situation of social distance and social dominance.

The previous study that related to the topic about politeness inside the learning process. The teaching of politeness in the Spanish as a foreign language (SFL) classroom (Gonzalez and Martin, 2014) This work takes its starting point the importance of appropriately incorporating politeness into the teaching of any foreign language so as to educate speakers to be capable of maintaining an effectively interaction with its native speakers. This aim examine the treatment of communicative politeness in SFL teaching manuals and particular in two key documents from this fields. The Common European Framework of Reference for Language and the Cervantes Institute Curriculum. In the second part, methodological guidance is offered for teaching politeness in a reflexive way in the SFL classroom. The previous study that related to this topic about politeness of communication is Positive Politeness and Negative Politeness in Didactic communication (Hobijilaa, 2012) Didactic communication involves the usage of positive and negative politeness at all levels (verbal, nonverbal and para verbal) concerning the interaction teacher – student. This reality is reflected in the present paper by the answers provided by a group of teachers and students from “Alexandry Ioan Cuza” University of Iasi, Romania, at an interview focused on the topic of communication with preschool/primary school students. Therefore, the aim of the analysis is the main forms of manifesting positive and negative politeness in this particular framework of didactic communication (as part of teaching methodology) at a preschool and primary school level.

In this study, the writer analyzed the politeness based on the theory by Geoffrey Leech (2014). In order to analyze the data finding, the researcher uses analytic procedures as follows:

1. Recording the English teacher teaching and learning process also recording the utterance when the English teacher outside the learning process.
2. Transcribing the data into the written form by English teacher.
3. Listening the recording again to check the accuracy of the data.
4. Selecting the data from the recording which are in according with the objectives of the study.
5. Recording the data into the data sheets, and
6. Classifying data.

The researcher intended to find out the politeness of the teacher’s utterance. To be more specific, three research questions are addressed as follows:

1. How is the type of politeness used by English teacher inside and outside learning process?
2. How is the dominant type of politeness that used English teacher inside and outside the learning process?

METHODS

Research Approach

The politeness of teacher’s utterances will affect on learning process in the classroom. English teacher’s politeness also influence beyond the learning process. Teacher’s utterances also affect on the communication between the teacher and some people outside the learning process.

Research Site and Research Participants

This study was conducted at MTS Mimbarul Huda, Desa Menggala, Kecamatan Bumiayu. The research participants of this study were the English teacher of MTS Mimbarul Huda, Desa Menggala, Kecamatan Bumiayu.

Object of the Study

The object of the study is the English teacher’s utterance.

Procedures

The steps in collecting the data are as follows:

1. Recording the English teacher teaching and learning process also recording the utterance when the English teacher outside the learning process.
2. Transcribing the data into the written form by English teacher.
3. Listening the recording again to check the accuracy of the data.

4. Selecting the data from the recording which are in according with the objectives of the study.
5. Recording the data into the data sheets, and
6. Classifying data.

In classifying the data, the data will be classified as ten categorizes based on Leech's book. They are generosity, tact, approbation, obligation S to O, obligation O to S, agreement, opinion reticence, sympathy, feeling reticence.

FINDINGS AND DISCUSSION

Analysis of Teacher's Utterances inside the Classroom

In learning process, the activities were divided into three categories. They are opening activity, core activity and closing activity. In opening activity, there are 8 utterances. Those could be categorized as 5 types of politeness. They are tact, sympathy, Approbation, Obligation S to O and modesty. It can be seen in the table below.

Table 1 Types of Politeness in Opening Activity

Activity	Type of Politeness	Frequency
Opening	Tact	2
	Sympathy	1
	Modesty	1
	Approbation	2
	Obligation S to O	2
Total		8

Based on table above, there are five types of politeness in eight utterances in learning process in opening activity.

Table 2 Types of Politeness in Core Activity

Activity	Classification of Activity	Type of politeness	Frequency
Core activity	Exploration	Tact	21
		Generosity	6
		Obligation S to O	9
	Eaboration	Tact	8
		Generosity	3
		Obligation S to O	6
		Obligation O to S	1
	Conformation	Tact	3
		Generosity	4
Obligation S to O		3	

Based on table above, the researcher found 64 dialogues that pronounced by the teacher during teaching and learning process. Those dialogues contain of 3 types of politeness during core activity. They are Generosity, Tact, Obligation S to O. Those dialogues were classified based on the activity Exploration, Elaboration and Conformation.

Table 3 Types of Politeness in Closing Activity

Activity	Type of politeness	Frequency
Closing	Tact	1

In closing activity the researcher only found one utterance which produced by teacher that contain of politeness.

Table 4 The Overall Types of Politeness in Teacher's Utterances inside the Classroom

No	Type of Politeness	Frequency	Percentage
1.	Tact	35	47,95 %
2.	Obligation S's to O	20	27,29%
3.	Generosity	13	17,80%
4.	Approbation	2	2,74%
5.	Modesty	1	1,37 %
6.	Obligation O's to S	1	1,37%
7.	Sympathy	1	1,37 %
8.	Opinion retience	0	0
9.	Agreement	0	0
10.	Feeling retience	0	0
Total		73	100 %

Based on finding above, the researcher found 72 utterances of politeness during teaching and learning process by English teacher of MTS Mimbarul Huda Menggala Bumiayu. The teacher also used seven types of politeness they are Generosity, Tact, Approbation, Modesty, Obligation S's to O, opinion retience, Sympathy. The researcher did not found Ageement, Obligation S to O's and feeling retience used by English teacher. From 72 utterances tact was used 34 times, Obligation S to O used in 17 times, Generosity used in 16 times, Approbation used in 2 times, then modesty, Opinion retience, sympathy each used only one time. Therefore, tact is dominant used by English teacher of MTS Mimbarul Huda Menggala Bumiayu.

Analysis of Teacher's Utterances outside the Classroom

In the process of outside learning, the researcher found 20 utterances that produced by english teacher of MTS Mimbarul Huda Bumiayu. From the 20 utterances clasiffied into 5 type of politeness according to Geoffrey Leech's theory. The type of politeness that used by english teacher are generosity, tact, approbation, modesty and obligation. It can be seen below as follows:

Table 5 Types of Politeness outside Classroom

No	Type of politeness	Frequency
1.	Tact	10
2.	Generosity	3
3.	Modesty	3
4.	Approbation	2
5.	Obligation of S to O's	2

Based on the data analysis above, the researcher foundthat 20 teacher's utterance that could be classified into 5 type of politeness in 20 times when the researcher talk to the teacher outside the learning process. The type of politeness dominant used by the English teacher when he talk to other is Tact.

CONCLUSION

In this research, the researcher discusses about the utterance used by the teacher inside and outside the classroom at MTS Mimbarul Huda Menggala Bumiayu.

The first question in this study is to describe type of politeness used. Based on the findings above, it shows that there are seven types of politeness used by the teacher. They are generosity, tact, approbation, modesty, obligation S to O, sympathy, obligation O to S. Tact was mostly dominant used by English teacher in learning process.It is the most performed utterance by the teacher during teaching and learning process which occured in 35 times which reprecent 47.95 %.Obligation S to O were found to be the most performed utterance in teaching and learning activities which occurred 20 times which represent 27.29%.Generosity were found to be the most performed utterance in learning activities which occurred 13 times which represent 17.80%. Approbation were found in 2 times which represent 2,74%.Modesty, sympathy, obligation O to S also used by the teacher in teaching and learning process. Those types only appeared in 1 time, each type only represents 1.37%.

The researcher also can conclude that tact maxim is the most usually used in communication. Tact was mostly dominant when the teacher talk to the researcher. Tact was found in 10 times which represent 50% from the utterance. Generosity was found in 3 times with 3 utterance from 20 wich represent 15%. Then, Modesty was found in three utterance from 20, which represent 15%. Approbation was found in 2 times from 20 utterance which represent 10%. Obligation S to O's used by teacher when they ask about the result of the research, the teacher also ask about clarity when he teach to be easily when the researcher analyze. The type of obligation S to O's was found in 2 times from 20 utterance which represent 10%. When the teacher was talking to the researcher, the researcher only found 5 types from 10 types of politeness according to Leech 2014. After comparing the result with the previous study, the researcher conclude that tact maxim is the most usually used by the teacher in teaching and learning process. On the other hand, generosity maxim, approbation maxim, modesty maxim, sympathy maxim also generally used by the teacher although not as often as tact maxim.

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