

**ANALYSIS OF POLITENESS STRATEGIES USED AMONG
STUDENTS AND LECTURER OF ENGLISH EDUCATION
STUDY PROGRAM AT SRIWIJAYA UNIVERSITY IN
SPEAKING FOR FORMAL INTERACTION CLASS**

A THESIS

By:

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English Education Study Program

Language and Art Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2023

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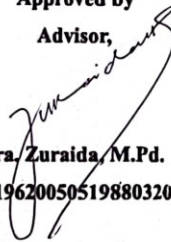
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DECLARATION

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Certify that the thesis entitled "*Analysis of Politeness Strategies Used among Students and Lecturer of English Education Study Program at Sriwijaya University in Speaking for Formal Interaction Class*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya,
The Undersigned



Arya Muhaimin
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DEDICATION

This thesis is dedicated to:

I dedicate this thesis to my parents, my father and my mother who always support me to finish my college and always be there for me. To my sister who also wish me to finish my thesis as soon as I can. Thank you for being such a supportive, caring, and loving family.

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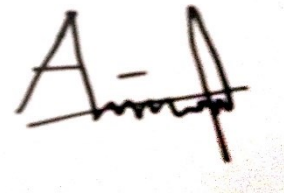
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Indralaya, May 2023

The Researcher

A handwritten signature in black ink, appearing to read 'Arya Muhaimin', with a stylized 'A' and 'M'.

Arya Muhaimin

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ABSTRACT

This thesis aimed to know how politeness strategy is managed by the students and lecturers at Speaking for Formal Interaction Class and what dominant kinds of politeness strategy is used by the students and lecturers at Speaking for Formal Interaction Class. The subjects in this research are the 2nd semester students of English Education Study Program in Sriwijaya University who participated in Speaking for Formal Interaction Class. The data were collected through observation and interview. The data were analyzed by using thematic analysis. The results of this observation showed that there are four strategies used by the students and lecturer in Speaking for Formal Interaction Class. The four strategies are Bald on-Record, Positive Politeness Strategy, Negative Politeness Strategy, and Off-Record Strategy. There were total of 506 utterances used by the students and lecturer in all observations. The utterance showed that Bald on-Record became the most used or dominant politeness strategy used by both the students and lecturer at Spekaing for Formal Interaction Class. The results of the lecturer's interview showed that the students managed the Positive Politeness Strategy at Speaking for Formal Interaction Class. From the students' interviews, it showed that the lecturers managed Bald on Record Strategy. Hence, the data from the interview support the data from observations.

Keywords : Politeness Strategies by Students and Lecturers, Positive Politeness Strategy , Negative Politeness Strategy, Off Record Strategy, Bald on Record Streategy and Speaking for Formal Interaction Class.

CHAPTER 1

INTRODUCTION

The chapter presents: (1) Background of the study, (2) Problems of the study, (3) Objectives of the study, (4) Significances of the study.

1.1 Background

Language is a tool that people use to communicate and appear to be happening everytime and everywhere. Language is defined as a tool that allows people to interact and communicate with one another. Interact and communicate with each other in order to obtain or share the information. Every region of the world has its own language, and a language also plays an important part in every aspect of life.

In the workplace, language ranges from information sharing to problem-solving, from leadership communication to group and team communication (Workplace Communication, 2020). People may communicate with one another and discuss their ideas in order to resolve and deal with a problem. And, in terms of leadership communication, language plays a role in transmitting information from the person in control to the others in order to organize their work. It means that communication can flow from one person to a group of people or the other way around.

This also appeared to be happening in the classroom communication between the teacher and students. In the classroom, language as communication should be clearly intended by teacher to the students. Teacher need to transmitting information from one to another for a particular purpose. The effective communication in classroom could be achieved when the process of transforming messages in the form of science and technology from educators to students, and students are able to understand the purpose of the message in accordance with predetermined objectives (Subandi et al, 2018).

According to Faerch and Kasper (1984) as quoted in (Smith, 2003), there are two kinds of communication strategies: achievement strategies and reduction

strategies. Achievement methods provide students with an alternative approach to achieving their goals an innovative objective utilizing the resources that are available. Learners utilize reduction tactics to avoid solving a communication difficulty and giving up on expressing an original idea.

In the twenty-first century, English is used as an international language, the entire world has become narrow, accessible, sharable, and familiar for all people living on this planet, despite some differences in habits, cultures, traditions, regions, and idiosyncratic aspects. And since English has many similarities, it has been accepted as the global language by speakers of thousands of different languages (Sofyan, 2021).

In one aspect of life, such as workplace. English plays an important role in establishing international employment relationships. Within the context of tourism, tourist guides must be able to use English correctly and fluently in order to organize and provide accurate information that tourists can understand. In addition, English has a big role in some the aspects of life such as the business world and international cooperation between two large companies that would collaborate. English is the language used for communication and discussion in order to reach an agreement. As a result, a large company will make English one of the requirements for employment.

Since English is an international language, understanding English is challenging for Indonesians because of their limited awareness of the language's vocabulary, pronunciation, and sentence structure. According to Saragih (2021), English seems to have become the second language in Indonesia considering that today there are more and more speakers, there are even schools that make the language of instruction in education.

English has a significant influence on education in Indonesia since it is a subject that is required at all levels of education, with the intention of improving and educating the youngsters of the country. Due to the economy of Indonesia's rapid growth, it is predicted that by the year 2030, Indonesia would require 113 million workers who can speak English well (Agustin, Y. 2015).

English usage in Indonesian classrooms is implemented in a variety of ways. Since its commencement in 2006, the implementation of the English language curriculum in schools has run into a number of difficulties. English was already being used in several Indonesian schools' classrooms. However, this is not sufficiently widespread in the area, and difficulties in teaching English in Indonesia are caused by a lack of resources, insufficient support from the authorities, and teachers who are not prepared owing to a lack of understanding and expertise.

English as a language possesses a different four skills that need to be known. Actually, not only English but every language is built on four fundamental skills: reading, writing, listening, and speaking. Each individual could also have a varying levels of English communication skills (Haberman et al., 2020).

Speaking is one of the most important of the four basic language skills because people who learn a language are referred to as speakers of that language (Jafarpur, 1992). The real aim of English language instruction is to provide learners with the ability to communicate effectively and correctly in English (Byrnes, 2006).

According to Mazouzi (2013), learners' activities should be designed to achieve equivalence in fluency and accuracy. Fluency and accuracy are critical components of a speaking skill.

Fluency is the first characteristic of speaking performance, and it is the main objective of teachers in teaching speaking skill. According to Schilling, (2004), fluency is the ability of learners to speak in an understandable way so that communication does not start breaking down because listeners lose all interest.

The accuracy of speaking skill is the second characteristic. Learners must be fluent in a second language. As a result, teachers should prioritize accuracy in their teaching methods. According to Scott (2005), the length and complexity of utterances, as well as well-structured clauses, are required for learners to correctly use grammatical structures. Accuracy in vocabulary means using appropriate words in appropriate contexts. Learners may use similar words or expressions in

different contexts that do not mean the same thing. As a result, students must be able to correctly use words and expressions.

Also, according to (Scott, 2005), pronunciation is the lowest level of knowledge that students typically pay attention to. Learners must comprehend speech sounds and be aware of the various sounds and their pronunciations in order to speak English correctly. Learners should also understand stress, intonation, and pitch. All of these elements aid learners in speaking English effectively and easily.

Interaction happens automatically when people speak to each other. The interactions between students and lecturer are not entirely avoided despite all of the issues mentioned. People will constantly interact with one another by speaking and communicating. Nowadays, when it comes to the interaction between lecturer and students, many students think that the teacher is a friend, students are free to call or say anything to the teacher with any greeting (Kartika and Eryansyah, 2021). Students has to be cautious about who they speak to when this occurs. It is not a problem or a restriction for students and teacher to get along well and have easy conversations.

Students learn to be respectable people and to care about their surroundings in schools. A student needs to respect their teacher and maintain a positive attitude. One of the way to maintain the positive atitude is being polite to other people, or politeness. Politeness is an important aspect of human behavior (Waziana, 2021). Politeness is described as socially acceptable behavior with correct manners and etiquette. politeness is the action, linguistic or otherwise, that redresses the speaker's and the hearer's 'face' in situations whereby 'face' is threatened (Brown & Levinson, 1987).

According to Locastro (2006), politeness is important in teaching and learning. In language studies, politeness refers to the manner in which lecturer speak with their students when the lecturer is the major character in the education. Teacher tends to deliver the way of their explanation to the students politely, in order to make them convenience in learning and teaching activity. More importantly, to guide the students properly, the interaction between the students

and the teacher should achieve smooth communication (Waziana, 2021). Maintaining politeness in social contact is maintaining harmonious and seamless social interaction and avoiding the use of potentially face-threatening or destructive speech behaviors. It is necessary to categorize politeness as the use of a proper word or phrase in the appropriate situation, which is governed by societal conventions.

In fact, the application of politeness strategies is critical in teaching and learning. Furthermore, by thoroughly analyzing the lecturer's politeness strategies, the most often employed politeness strategies in teaching-learning engagement may be efficiently examined and modified for future benefit in teaching-learning interaction. Some researchers have proposed studies on politeness in the classroom. Senowarsito (2013) specifically studied the politeness strategies used by EFL (English as a Foreign Language) teachers and students in the classroom. According to classroom research, the positive politeness strategy is used mostly by the teacher and students in the class.

Journal & Alinda (2021) carried out the research in order to include politeness strategies in all teaching and learning activities at SMAN 1 Nita. The goal of this research is to promote students' and teacher comprehension of the benefits of politeness in classroom teaching and learning activities.

The research conducted by Lia et al., (2021) showed the politeness strategies used by the six-semester students of English education study program at Sriwijaya University in asking request. The results revealed that students preferred to utilize negative politeness approaches while making requests.

Therefore, this study attempted to explore and analyze politeness strategies used in the teaching-learning interaction at Sriwijata University, in Speaking for Formal Interaction Class, particularly on how a students and lecturer manage politeness in the teaching and learning process.

1.2 The Problems of the Study

The following questions will represent the problems which is discussed in the study:

- 1) What are politeness strategies used by the students in speaking for formal interaction class?
- 2) What are politeness strategies used by lecturer in speaking for formal interaction class?
- 3) What is the dominant politeness strategies that use among the student and lecturer in speaking for formal interaction class?

1.3 The Objectives of the Study

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

- 1) To know what politeness strategies are used by the students speaking for formal interaction class.
- 2) To know what politeness strategies are used by lecturer in speaking for formal interaction class.
- 3) To know what the dominant politeness strategies is used among the students and lecturer in speaking for formal interaction class.

1.4 The Significance of The Study

Hopefully, the findings of this study later on could be strategies for the students or English teacher that want to know or have the interest in the use of politeness strategies in the communication, not only in the classroom interaction but also in other occasion and situation. This study is intended to be utilized as a resource for educators and future academics as they attempt to enhance the research. This research is also intended to provide relevant information to the study program or any educational institution in order to improve educational outcomes and student performance.

1.4.1 For Teachers

Hopefully, the findings of this study later will benefit for the teacher and lecturer who want to know more about the politeness strategies that frequently use when teaching the students. Politeness is important in teaching and learning. In language studies, politeness refers to the manner in which teacher speaks with their students when the teacher is the major character in the education.

1.4.2 For Students

For the students it will be something new for those who have not heard about it before, because in english education. This topic of politeness will be introduced and taught when the students are in the 6th Semester, and more precisely, in the subject of Semantics and Pragmatics course. It will be good for them if they know it before it is introduced to them. And for those who considering to also take a better understanding about this material.

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