POLITENESS STRATEGIES USED BY ENGLISH TEACHER TO MOTIVATE STUDENT IN ENGLISH LEARNING

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Abstract: *This research politeness strategy used by an English teacher at Smp Islam Nurus Syamsi to motivate student in English learning. This research used pragmatic theory Politness and Interaction by George Yule. The method that is used in this research is Qualitative Description Analysis Method by theory of Sudaryanto, meanwhile for searching or searching and analyzing the data this research used theory by Mile and Huberman. The results of the study shows that the total of occurrences is 52 data which comes from 4 sub-strategies. Positive politeness, Negative Politenes, Bald On Record, Off Record and Say Nothing. Bald On Record is the most dominant politeness strategy used by the teacher than the other politeness strategy.*

Keywords: *Politeness strategies, English Teacher, Motivation, Student*

INTRODUCTION

Teacher and students who communicate to have good relationship in the teaching and learning process need also to concern the strategies that they used to communicate one another in order to create good learning atmosphere. However, someone mostly talk spontaneously. Sometimes, someone say something without noticing the other's response. The politeness strategies can be chosen as politeness behavior to the students by teacher or by the students to their teacher as the function of the politeness strategy is to make a good relationship.

The teachers have to avoid saying something that threat student's face to make good interaction in the learning process. "If speaker says something that represents a threat to another individual regarding self image, it is a face threatening act" (Yule, 1996:61). In other to minimize the threat, a teacher need to use politeness strategy. also mentions that, "Politeness, in an interaction, can be defined as the means employed to show awareness of another person's face" (Yule, 1996).

According to Yusri (2016), there are several things that affect motivation to learn, one of them which is the way a teacher speaks. A teacher should have good interaction in the learning process. When teacher give awards and polite speech, it will build comfort in the learning process in the classroom. So students are motivated to study harder.

This research place in SMP Islam Nurus Syamsi Alassapi-Banyuanyar Kabupaten Probolinggo. Especially in ninth class. One class consists of 16 students only and have 1 teacher English. This research focus on the teacher's utterance politeness strategies and find the dominant politeness strategies that used by the English teacher in the learning

process. The place is taken for the research because most of student have financial problem, afterwards most of them too late to continue their study. So that, their ages are older than students as usual. The students are not interested in English lesson also . The students sometimes do not pay attention to the teacher and they talk with their friend also they ask the teacher for permission to leave the class go to toilet, but they go to canteen. They are usually talk to their teacher as they talk to their friend. Actually this is the anxity of the teacher because the students ignores about the politeness to the teacher and they do not have motivation to learn English. Even though English is one of the lessons in National Examination.

This research used politeness strategies based on the theory of George Yule to analyze politeness strategy uses by English teacher in SMP Islam Nurus Syamsi. According to Yule "politeness is an interaction which can then be defined as the means employed to show awareness of another person's face"(2014). It is possible to treat politeness as a fixed concept, as in the idea of 'polite social behavior'. or etiquette, within a culture. It is also possible to specify a number of different general principles for being polite in social interaction within a particular culture. Some of these might include being tactful, generous, modest, and sympathetic toward others. There are assumption that participant in an interaction are generally aware that such norms and principles exist in the society at large. Within an interaction, however, there is a more narrowly specified type of politeness at work. In order to describe it, the concept of face is needed.

Politeness involves how one can make other feel more pleasant. It also includes the appropriate linguistic choice in accordance with a certain social and situational context. The discussion of politeness cannot be separated from the discussion of face.

Face wants refers to the expectation dealing with one's face or public image (Yule: 2014). Face is devided in two types, namely threatening act face and face saving act. Face threatening act is if a speaker says something that represents a threat to another individual's expectations regarding self – image because there are assume that the participants involved in interactions are not living in a context which hascreated rigidly fixed social relationships. Within their everyday expectations concerning their public self – image, or their face wants, will be respected. Face saving act is the speaker can say something to lessen the possible threat (Yule, 2014).

He also add that there are two type of face saving act, such as positive face and negative face. Positive face is need to have the solidarity and the face wants, will be respecte between speaker and hearer. Negative face is need to be freedom and not pressured by others have social distance between speaker and hearer.

Positive politeness is a face saving act which is concerned with the person's positive face will tend to show solidarity, emphasize that both speakers want the same thing, and that have a common goal. A positive politeness strategy leads the requester to appeal to a common goal, and even friendship, via expressions.

Negative politeness is a face saving act which is oriented to the person's negative face will tend to show deference, emphasize the importance of the other's time or concerns and even include an apology for the imposition or interruption". However, in most English – speaking context, a face saving act is more commonly performed via a negative politeness strategy.

METHOD

This research uses qualitative descriptive method to get an obtained data which is the politeness strategy used by English teacher. This research classifies, describes and explains about the types of politeness strategy of English teacher used in the learning English process and this research concludes about the indexical information, the context and the situation or the condition from each uttarance and the dominant used of the teacher also. There are two data source that has been taken in this research. The primary data used in this research is sentences of the utterance English teacher at SMPI Nurus Syamsi. The Secondary data of this research is taken from some books and jorrnals which consist of the theories description and statements from some experts related to this research. The secondary data of this research is taken from internet also.

This research uses an object of the study data as population. According to Sugiyono (2015: 117) population is generalization region that consists of object, subject that have quality and certain characteristic who prescript by researcher for study to pull the conclusion Sugiyono (2015: 117). The population used in this research is some of the utterance that used by English Teacher in learning process with the student at the ninth class in SMP Islam Nurus Syamsi. The sample used in this research is politeness strategy of the utterance that used by English Teacher in learning process with the student at the ninth class in SMP Islam Nurus Syamsi. The data collection method is his research uses an observation method to get the data, and the observation method used in this research is a theory of metode simak by Sudaryanto (2015:203) "*Metode dan Aneka Teknik Analisis Bahasa*" with three kinds continuance technique. The researcher only tried to act as naturally as possible in order that he did not participate in the classroom communication. The role researcher here was only as an observer.

ANALYSIS AND FINDINGS (Cambria 11 Capital Bold, Space 1,15) (no numbering)

This research analyzes about politeness strategy uses by English teacher in SMP Islam Nurus Syamsi based on the conversation script. The researcher found are data indicating politeness strategies propose by Yule, namely Self and Other Say: Says Nothing, Positive Politeness, Negative Politeness and Saying Something: Off Record and Bald on record.

From the object of the research, there are 52 data found by the researcher. The researcher did the observation three times, so the research finding was presented into several parts: first meeting until thirth meeting.

Positive Politeness Strategy
First Observation
1.Teacher:*"Assalamu'Alaikum Warahmatullahi Wabarakatuh"*
The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am. Before starts the learning process the teacher give salam.

The utterance above show the teacher use of Islamic greetings in the opening class. The teacher wants to show familiarity and solidarity will make the athmosphere of learning process warm. This utterance is categorized as Positive Politeness Strategy

Second Observation

Teacher : *Kalau kamu belajar seperti ini terus, Nurus Syamsi bisa number ini ada di sepuluh besar (If you study hard like this, Nurus Syamsi could be in the top ten)*

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am.

The utterance above show the teacher give motivation because the student will take the national exam. The utterance above show the teacher gives appreciation to the students because they have studied diligently and remind the students to always be diligent. The teacher want to show the students and the teacher already have the same goal. This utterance is catagorized as Positive Politeness Strategy.

Third Observation

Teacher: *Kita meneruskan yang kemaren. Pembahasan yang kemaren ya. (we continue our last lesson)*

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am The teacher give learning material about discussing national exam question.

The utterance above show the teacher wants to continue the last lesson. The teacher uses Positive Politeness Strategy because the teacher wants to show the same thing " Want to continue the last lesson " by using " Kita".

Negative Politeness Strategy
First Observation

Teacher : *Kamu itu harus tau kapan harus bertingkah ya, biasakan berfikir seperti itu ya.(You must be able to behave, get used to thinking like that)*

The context of situation from the conversation above explains about the English Language teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am.

The utterance above shows the teacher asks the student to know how to behave in front of the principal and guests. The teacher uses face-saving act (FSA) with negative face to save the teacher's public self-image or teacher's face-esteem because the students crowded when the principal and guests entered the classroom. This utterance is categorized as Negative Politeness Strategy

Second Observation

Teacher : *Meskipun tidak di number one atleast number seven lah bisa nanti ya. (even though we do not get number one, we can get number seven)*

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning

English Language in the first subject at 08.00 – 09.00 Am. The utterance above shows the teacher asks the student to get rank in the national examination even though the student do not get number one atleast the student get number seven so that SMPI Nurus Syamsi is ranked in the top ten. The teacher uses Negative Politeness to save the students public self-image or student's face-esteem by minimizing the imposition by attempting to soften it. In this strategy, the threat to face is relatively high.

Bald On Record Strategy
First Observation Data

> Student: Tugas apa pak ? (What is the task sir?)
> Teacher : *Translate Vocabulories*

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am. The utterance above shows the student ask to the teacher what assignments should be submitted immediately. The teacher directly responds to the student's question. This is categorized as Bald On Record strategies because the teacher respond is directly mentioned the tasks without any explanation.

Second Observation Data

> Teacher : *Bajunya dimasukkan! (Tidy up you uniform !)*

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am. The utterance above shows the teacher saw the students were not wearing uniform neatly. He gives a command or offers the students to tidying up his uniform. The teacher uses Bald On Record because the teacher wants the students directly tidying up his uniform.

Third Observation Data

> Teacher : *Ayo di baca dari rizal.(let's read from rizal)*

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am. The utterance above shows the teacher give material about discussing national exam question. The teacher asks the students to read the book one by one from Rizal. The teacher uses Bald On Record because the teacher wants the students to directly follow the command.

Off Record Strategy
First Observation Data

> Teacher : *Tinggal yaqin sama jefri, kapan mau buat? (Only Yaqin and jefri ? When will you do your taks ?)*

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am.   The teacher asks " Tinggal Yaqin sama Jefri, kapan mau buat? " The teacher means to command the students who haven't finished her tasks to finish it soon. The students know that the meaning of that question is the command. Actually, they know that it is time for students to collect the assignment. The teacher uses Off Record because wants to disguise the meaning, it is asking and commanding

Second Observation Data

       Teaher : *Sudah macaknya* [mɑcɑʔɲɑ] *sudah? (have you finished do make up?)*

The context of situation from the conversation above explains about the English Language teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am.

       The utterance above shows the teacher asks the students to stop doing something because the learning will be started. The students know that the meaning of that question is command. He wants to disguise the meaning, it is asking and commanding. The utterance is categorized as Off Record Strategy.

Third Observation Data

       Teacher : *Kamu ini tinggal 3 bulan menikmati kelasmu. Duduk yang tenang. 3 bulan lagi kamu sudah jarang ngomong disini kalau sudah selesai ujiannya.* (You have 3 month left to enjoy your class. Sit properly. When you have finished the exam. You will rarely speak here)

The context of situation from the conversation above explains about the teacher and the students of the ninth class in the classroom during the process of teaching and learning English Language in the first subject at 08.00 – 09.00 Am.   The utterance above shows the teacher asks the students to sit properly and study for three months. After the National Exam, the students can do what they want. The teacher uses Negative Politeness because the teacher uses Negative Politeness to save the students public self-image or student's face-esteem by minimizing the imposition by attempting to soften it. In this strategy, the threat to face is relatively high.

CONCLUSION

       This research is concerned with politeness strategies used by English teachers at SMP Islam Nurus Syamsi to motivate students in English learning. The data indicating politeness strategies propose by Yule, namely Self and Other Say: Says Nothing, Positive Politeness, Negative Politeness, and Saying Something: Off Record and Bald on record. There are some politeness strategies used by the English teacher in SMP Islam Nurus Syamsi. The data showed the total of occurrences is 52 times that come from 4 sub-

strategies. Positive politeness used (23%), Negative Politeness (10%), Bald On Record (48%), Off Record (19%), and say nothing (0%).

The most dominant politeness strategy used by English teacher is Bald On Record. The function of Bald Record is to minimize face-threatening act (FTA) by conveying speech clearly without any ambiguity and convey the statements directly address the other as a means of expressing are needed. The last the teacher used Bald Record because the teacher wants the student to pay attention more the teacher explain. the teacher wants the students to study hard because they will take the national examination. The teacher also wants to minimize the student's face-threatening act (FTA) by conveying speech clearly without any ambiguity.

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