

AN ANALYSIS OF THE POSITIVE AND NEGATIVE POLITENESS STRATEGIES PERFORMED IN ELT CLASSROOM INTERACTION

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ABSTRACT

The practices of pragmatic politeness strategies in ELT contexts have been considered as the today's important issues in ELT, what so-called as language in use in classroom discourse. Classroom interaction is the integral part of Classroom Discourse Analysis. This study aimed at finding what politeness strategies employed by the participants (lecturers) and the usage frequency of the politeness. This study was carried out by using a descriptive-qualitative research method. The data were obtained from the classroom conversation done in the ELT classroom; lecturers-learners, learners-lecturers, and learners-learners at the sixth semester of English Education department of Mandalika University of Education (the former IKIP Mataram). The data of research were analyzed through the process of identifying, classifying, grouping and making conclusion, then discussing. Of the two politeness strategies which are found are seven positive politeness consists of strategy 1, strategy 2, strategy 3, strategy 4, strategy 5, strategy 8 (claim common grounds) and strategy 13 (convey that S and H are cooperators). The negative politeness are strategy 1 (be indirect), strategy 2 (don't presume/assume), strategy 4, strategy 5 (don't coerce H), strategy 6, strategy 7, and strategy 9 (communicate S's want to not impinge on H). The most-frequently employed politeness strategies are positive politeness strategies within various (sub) strategies under ELT classroom contexts. The more usages of positive politeness suggest the situation of classroom must have been little bit egalitarian atmosphere amongs all the participants; lecturers-students in doing ELT process. Those feel comfortable, closed, friendly, and inclusive to the addressee in ELT contexts.

Keywords: *Politeness Strategies, ELT, Classroom Interaction*

INTRODUCTION

Politeness theory is a part of the functional linguistic study concerned with the meaning-based analysis, a pragmatics as a study of relation between language with its context which is the basic account to understand a language (Sulistyo, 2008). A Study of pragmatics is about meaning communicated by the speaker and even interpreted by the addressee or a language in use aiming at interpreting meaning classroom interaction utterances. Hereby, pragmatic politeness studies about functional language used in every social interaction, such as classroom activities in which many teachers and students mostly used the positive politeness strategies in ELT interactions (Adhari et al., 2022). In addition, several studies reported a number of the

school students as well as the tertiary students employed the positive and negative politeness strategies in the classroom (Khusnia, 2017; Umayah et al., 2018; Mahmud, 2019). There are several researches on politeness also were conducted in Indonesian contexts such as (Ambarwati et al., 2019; Nisa Khusnia, 2017; Widiadnya et al., 2018; Mahmud, 2019; -, J & Tanto, 2018; Umayah et al., 2018). A study on the uses of politeness strategies in SMS exchange done by the students and lecturers in UNIROW Tuban (Wardhono, 2013). Eshghirejad and Moini (2016), the politeness strategies across gender and their differences, the politeness strategy usages through whatsapp messages amongst the Sundanese students, Bandung and the lecturers (Eshghinejad & Moini, 2016; Farida & Yuliana, 2019; Mulyono et al., 2019). In addition, there are four types of politeness strategies can be used by the students in classroom interaction (Handayani et al., 2022).

Politeness is concerned with the study of the relation of sign to the interpreter (Brown & Levinson, 1987), in which the meaning is underlined on the pragmatically-rooted meaning and context. Politeness is close-related context in which it must exist in the rule of pragmatics as the context represents the topic of conversation (Adhari et al., 2022). Context is always embedded with the environment in which the language being used (Pranowo, 2020). It has a significant role to understand the meaning of speech in educational interaction as context is needed to limit someone's speech in interaction without misunderstanding in interpreting the speaker's intention and it is the very crucial component in interpreting the meaning and intention of the speakers' (Takkaç Tulgar, 2016).

Operationally, politeness is the common social phenomena which occurs in social interaction in the society or as the human's behavior to respect each other and as the attempt to decrease or to mitigate the something possible of having conflicts in the society (Fitriyani & Andriyanti, 2020). Theoretically, some linguists in pragmatics defined a politeness used to showcase the cognition of the people's face happening in the conversation between the addressor and the addressee (Yule, 1996). Basically the speaker's positive public image or self-esteem established in his or her social interactions is defined as face which can be seen, such as praise, honor, or self-esteem. However, face as the people's impression which they must be free (having a freedom) and desired in a certain respect. Thus, that is why every human tends to keep each other's self-image in the public to avoid getting offended or annoyed by

others. They additionally reveal that politeness theory is constructed to redress the affronts to face posed by FTAs to the addressee (Brown & Levinson, 1987).

In this study, a researcher carried out an analysis on the usages of two mainstream politeness strategies, positive politeness and negative politeness under Brown and Levinson's theory and the further one, that is Yule's theory on politeness theory which is based on the particular culture. He suggests the reasons why Brown and Levinson's theory is used hence it shows the existence of a concept of both positive face and negative face. Thus, a researcher was interested in investigating the both positive strategies and negative strategies employed in the contexts of ELT. The usages of those of politeness strategies contributed to the availability of power and solidarity created under particular circumstance in doing the FSAs (Face-Saving Acts). Moreover, Yule's theory focussing on the use of politeness strategies within the particular cultures is paid attention in this study. However, the analysis of both positive politeness and negative politeness was not fully based on the Indonesian cultures; norms, cross-culture communication as well as cross-culture understanding, ways of expressions, and speakers' attitudes as the main theory used as the instrument to analyze the ELT interaction is Brown and Levinson's theory. In short, the use of Brown and Levinson's theory is still relevant and beneficial to use as the theoretical basis to analyze the social discourse in Classroom Discourse Analysis (CDA) area.

Language as the device to show up or to communicate the speakers' intention which is performed for self-expression, thinking, and writing. It is possibly relied on the linguistic strategies, in order to have the good communicative purpose. It indicates the communication strategy as the good way of achieving the successfulness of communication. Politeness strategies is regarded as the strategic choice to keep the addressee's face or the addressee's face wants. Politeness strategy is oriented to show polite behavior in social social communication in society (Fitriyani & Andriyanti, 2020). The concept of politeness is different for some experts, however in this study a researcher uses the theory of Brown & Levinson. In Fitriyani and Andriyanti, this theory reveals that every person has positive face and negative face. Positive face is the urgency or hearer to be appreciated and be desirable in social interaction while the negative one is the freedom which is needed by them or it is as the independent face which might be made free by others (Brown & Levinson, 1987). So, there are politeness

strategies to save the faces, namely bald on record, positive, negative, and off record. The speaker must determine which one she/he should choose in the purpose of avoiding FTAs. It is admittedly to exert particular strategy, in favour of minimizing face-threatening. In doing the FTAs by means of softening the participant's face. So, self must conform himself on the particular rational assessment belonging to other's face condition. The strategic choices considered to be employed in purpose to do FTAs by using the politeness strategies. One must acknowledge and observe the relation of particular strategy-used relevant with the ends which can satisfy the other's face wants. The speaker might have figured out the strategy related to the particular circumstances by either solidarity strategy or difference strategy (Yule, 1996).

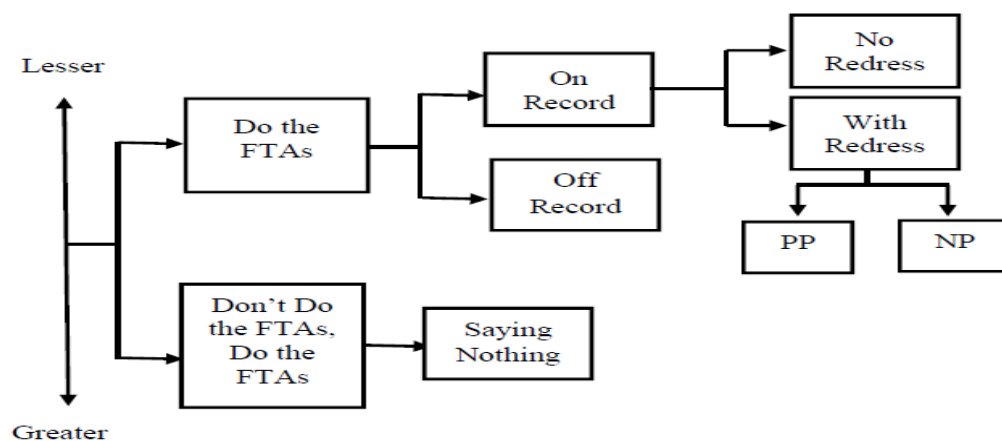


Figure 1. The Strategies for Reducing the FTAs

Poliness acts and impoliness acts or face-threatening acts can be employed through do the FTAs or don't do the FTAs, namely On Record, Off Record, Positive Politeness Strategies, Negative Politeness Strategies, and Say Nothing Strategy. Bald On Record with Redress can be either PP or NP to do the FSAs. While the Bald On Record with No Redress in order to be with maximum efficiency to communicate more than he wants to keep the hearer's face wants and this is mostly performed via imperative forms. In addition, it has been in keeping with the Grice's maxims (Yule, 1996). From the five strategies, positive politeness strategy can be exerted by the Model Person having closed relationship and feeling very comfortable in his environment. Based on the research problems such study aimed to identify the politeness strategies employed by the ELT classroom's participants (lecturers and students) and to investigate the dominant politeness strategies employed.

MATERIALS AND METHOD

1). The Design of Research

Here is the research design to show a research methodology used as the formal framework to the data collected. It is what Blaikie (2000) said a research design as the integrated decision as well as the justification for the more technical decisions consisted of planning a research project. This study was conducted by using a descriptive qualitative method hence this meets the requirements of the qualitative characteristics. The reason why this study used a qualitative method is to describe the social phenomena in the social settings in which it is oriented to delivering the research findings that are not decided in advance (Mack et al., 2005). A qualitative method includes the procedures of data gathering producing primarily open-ended, non-numeric information then these are primarily analyzed with non-statistical analysis method. In line with the role of a researcher under a qualitative design, he or she is as a key instrument in considering and judging the data types, the instrumentation, data gathering methods and data analysis methods (Bogdan & Bilken, 1992).

2). Data and the Subjects of Study

As the subjects of the this study, there are 3 lecturers and 45 students of the sixth semester in the department of English education, Mandalika University of Education, Mataram.

3). The Technique of Data Gathering

The researcher gathered data by using a participant observation technique by starting with the natural research settings while he observed as well as documented the social phenomena, events, behaviors being researched. He included himself in the on-going activities with all the subjects of this study by taking as well as doing the descriptive fieldnotes and reflective fieldnotes. Then, he documented all as the complementary technique in data gathering process. The use of a participant observation is the mostly-used technique in a qualitative design (Mack, et al., 2005). A participant observation was used along with video-recording which had been settled (Derry, 2007). The instrument used was semi-fieldnotes; a descriptive fieldnote and a reflective fieldnote to gather the important information, the detailed, accurate, and extensive objects belonging to ELT details.

4). The Technique of Data Analysis

All the descriptive fieldnotes, reflective fieldnotes, and video-recordings were inductively analyzed. The technique of analysis to find the meaning of the classroom discourse through the systematic process of data analysis, namely data reduction, data display, and conclusion or/and verification. A researcher used Miles and Huberman's (1994), technique of qualitative data analysis, the interactive analysis model. The process of data analysis started from the time of data collection to the ends of data collection process. There are two data analysis process, namely the informal data analysis process (field-based analysis) and the formal data analysis process (outside field-based analysis). The researcher systematically analyzed the all the qualitative data by reducing all the related information; to select, to focus, and to abstract all the data appearing in the forms of written fieldnotes came from the descriptive fieldnotes, the reflective fieldnotes, and the recording transcriptions. Then, he focused and selected or sorted out all the relevant data. Those data must have been identified, classified, and grouped into some categories, then the researcher finally did the conclusion and verification.

RESULTS AND DISCUSSION

Based on the two research questions, that is on what positive politeness and negative politeness strategies employed by the all participants; lecturers and learners in the contexts of classroom interaction in English Language Teaching and the frequency of politeness strategies used in that classroom interaction.

Positive Politeness

There are some sub-strategies of the positive politeness employed. The data were collected and transcribed in the classroom interactions in the purpose of providing the shared or grounded attention to the addressee's interests, as the positive politeness strategy. Using the strategy of attending of Hearer's interest is oriented for lessening the Face-threatening Acts of the hearer. Positive politeness can contribute to make social relationship wide as speaker had endeavoured to rear what hearer has, namely feelings, minds, goods. Positive politeness can evoke the psychological interest towards the hearer. In an academic context, the speakers used positive politeness as the strategic choices for fostering the addressee's motivation or to put trust in them, so they can grow. From the three general groups of positive politeness employed,

namely claiming common ground, conveying that speaker (H) and hearer (H) are cooperators, and Fulfilling hearer's (H) want for some X. Meanwhile from fifteen sub-strategies on how to do positive politeness, there are some dominant sub-strategies of politeness strategies performed by the classroom participants.

1). Notice, attend to H (his interests, wants, needs, goods): Strategy One

The use of positive politeness are used to indicate to tend to the hearer's positive face by using noticing strategy as the attention giving for doing something. This strategy can be used by paying attention towards what is addressee's desire, interest, physical participation, her/his goods to do what he/she wants to do.

Context: Asking a student to give response about a particular case

*Lecturer : I think that it's very essential,,it's really related to what you said just now, **then i'm giving you an opportunity to address on this case.** So, what's about you? you're so good in dealing with this case...*

Here, this piece of conversation suggests the use of noticing strategy done by giving an interest of addressee can provide to pay attention on what the addressee's want. The stretch of classroom conversation produced by the lecturer that is, that he attempted to claim to notice the students' interest in participating in a discussion shows as a desirable strategy. In classroom discourse, it is a lecturer's approbation expressions or approval set to provide a learner opportunity to take it via noticing her/him then the lecturer gave the appreciation on what she/he told about.

2). Exaggerate (interest, approval, sympathy, with H): Strategy Two

In this strategy, exaggerating is a part of saving positive politeness strategy which is often used by the speaker to the addressee in order to save the positive face. Based on the the extract of the ELT classroom interaction below, the lecturer tried to exaggerate his praise or admiration to his student responding the question delivered directly and conveniently. The use of positive exaggerating politeness strategy is the proper way to save the learner's positive face by giving admiration as well as approval.

Context: A lecturer gave a feed-back as well as delivered some questions at the end of the class

Student : Teaching methods and teaching instruments should be appropriate with the teachers' interests and their knowledge on ho to use them. But we have to know on that the use of new methods integrated with technology must be evaluated nationally because most of region schools lacked of technology usage and the awareness of the teachers to use it.

*Lecturer : **You are good.** It reflects the existing condition in today's situation in rural regions' schools. **You did it, thank you.** Any one else?*

The indication of the use of positive politeness in the form of exaggerating the the student' self-esteem can be shown by using the expression of *You are good* (Utterance 1), *You did it* (Utterance 2), and *thank you* (Utterance 3). The addressing utterance 1 is to admire as well as to appreciate what the learner did in terms of responding the question given. So, this strategy always be effective to motivate the ELT learners to be always participating in learning activities and even interactive agagement. The second utterance means synonymously *Incredible, superb, or good job*. This kind of expressios can be applied to set the positive politeness by making student prised of something he/she had done. The last is the gratitude expression done to close the interaction. The gratitude is the closing approving statement towards the addressee in order to exaggerate the lecturer's saving acts to his positive face.

3). Intensify Interest to H: Strategy Three

The following excerpt delineates that a speaker sometimes makes the intensive interest, admiration or approval towards the addressee. It is done because of doing FSA (Face-Saving Acts) towards the positive face. This piece of intercation made by lecturer intensified his interest by producing several phrasal or sentencial expressions, such as *Wow, your are so superb, ma man* (Utterance 1), *I truely appreciate what you did* (Utterance 2), and the literal sentences, namely *so keep it* (Utterance 3) *and then improve yourself!* (Utterance 4). The lecturer was very impressed of what the learner did in a proper way, so he lets himself intensify

his interest deeply towards the learner by rewarding with utterance 1. Then he appended his impression by conveying an appreciation in utterance 2 and this appreciation symbolizes deep gratitude. Last, the lecturer added his admiration by delivering advise to the student by saying two sentences in utterance 3 and 4. See the excerpt of the conversation below.

Context: The lecturer gave a deep appreciation to the student responding the question correctly.

Lecturer: Wow you are so superb, ma man. I truely appreciate what you did now, so keep it and then improve yourself!

Such a extract of interaction in ELT class shows that the participant always consider to take a strategy to avoid to corce or impinge the addresse's face wants. In this case, the speaker tried to maximize his positive politness strategy by intensifying his interest on the addressee's perenial desire or his wants should be tought as something desirable. Saving the addressee's positive face contributes to necessarily redress the positive face want which can be infringed.

4). Use in-Group Identity Markers: Strategy Four

The excert of ELT interaction below shows that the students merely performed some identity makers to interact with the others. These types of pharse symboloze that the speaker needs to include himself/herself or to include his/her addressee's satus as a group. Thus, the expressions of *Excuse me mom* (Utterance 1), *No, Buddy!* (Utterance 2), and *Thank you dude* (Utterance 3). The two untterances used by the students is intended to making a permission to his/her lecturer to interrupt or make the another student's statement up. Before the student dilevered what is siad, he or she asked a permission by appending with a phrase *mom* as the identity maker to include himself or herself to the leacturer's zone or group. Moreover, the use of utterance 2 and utterance Indicates that the second student needed to clarify again what the first student revised on what said before by using *No, Buddy!*. This pharse shows the presence of great difference between the two studnets, but the second student must have always dealt with the second student properly or the speker must keep his/her good relationship by using a group identity maker to the addressee. The last phrase *Thank you dude* expressed by the lecturer aimed at appreciating his students under their active participation, then he used the expression

showing a in-group identity maker *dude*, very intimate relationship or a trial to make the the social distance of lecturer and students much more near.

Context: The two students interrupted as well as argued each other on the issue of the history of <i>Pejanggik</i> Kingdom.
<i>Student 1 : Excuse me mom, can I interrupt you. I want to revise what Jalal said on the background of Sasaknese kongdom in Sasaknese tribe.. Kerajaan Pajanggik was in....</i>
<i>Student 2 : No, buddy! One agian, I need to inform you that....</i>
<i>Lecturer : a nice discussion, give applause! Thank you dude.</i>

All the speakers must have done the politeness strategy in the form of the in-group identity maker aiming at implicitly claiming the common ground with the addressee. The speaker always use this strategy to convey in group membership with the hearer in order to include himself/herself as a part of his or hers. This positive politeness strategy can be used in the forms of in-group usage of address forms, in-group usage of languages, in-group usage of local dialects, or sociolects, the usage of jargons, ellipsis within various kinds of religious, cultural, and social terms.

5). Seek Agreement: Strategy Five

Seeking agreement can be made as a politeness strategy in communication in every type of social circumstance. This positive politeness strategy had been employed by the ELT students in an educational setting. The extract of the students' interaction can be shown below done by two students in the context of shared argement in a group presentation between them on the use of a current national curriculum. The second student responded the first one on curriculum which is must be in accordance with the the learners' needs. Then the second student used the sentence used the particular verb *agree* in which it indicates directly as well as very abviously that it is agreement to the hearer. Thus, the speaker tried to use seeking agreement to save the the hearer's positive face want. In other words, the student one must avoid the impinged positive face wants to be threatened. In addition, the speaker expanded his

agreement statement by adding the following descriptive information which can supports his first statement on agreeing on a curriculum.

Context : The two students agreed on an issue of national curriculum's weakness
<i>Student 1: Learning curriculum must be relevant with the students' needs and the prospective jobs that students prepare. So, national curriculum must reformed and fixed.</i>
<i>Student 2: I agree with Manda. Our curriculum now is very abstract and focuses only on concept and something difficult to study. So I agree that the curriculum must be reformed.</i>

Many students used this politeness strategy in discussion during the presentation session in ELT class. Thus, this strategy can be appropriate way to show respect the the others in discussing about a particular issue. Agreeing about the issue can avoid the speakers not to coerce the hearer's positive face in a conversation. Thus, agreement expression above is used to respond hearer foresaid statements (students 1) by using seeing agreement expression. The purpose of doing Face-Saving Acts through seeking agreement is to claim the common ground with the addressee by finding the way in which it is possible to agree with him and to satisfy the addressee's desire or face want by allowing the speaker to emphasize his agreement with the addressee.

6). Joke: Strategy Eight

In Every language learning and teaching should have been embedded with joke in order to soften as well as make the ELT convertable not under pressure. Thus, joke is part of a strategy to make the social circumstance valuable and even impactful in tems of doing the FSA (Face-Saving Acts). Joke is a part of politeness strategy which can be used by the students in the contexts of educational setting. In this extract of conversation done by the students, some admiring English phrases, such as *You good, beautiful, charming and funny* inform that the speaker (student 2) wants to make joke by expressing the admiring phrases in which thoses expressions would not respond the question asked by the hearer. Fortunately the speaker

implicitly joked the hearer with the admiring English phrases in order to not coerce and threaten the addressee's positive face.

Context: Two students discussed on the types of Sasaknese dialects usage in particular contexts and different situations.
<i>Student 1: What do you think about me?</i>
<i>Student 2: You good, beautiful, charming and funny. So I like it.</i>
<i>Student 1: No, I mean what type of language I use in taking a conversation with my elder brother or elder sister or someone is older than me?</i>

A joke strategy can function to keep the hearer's positive desire by allowing him not to be infringed. Joke is the mutual shared-background knowledge as well as mutual values, so it can be employed by the speaker to claim the same understanding between the speaker and hearer. Joke is the basic positive strategy which can be employed by the speaker for keeping the addressee's face want.

7). Giving (or Ask for) Reasons: Strategy Thirteen

The lecturer as the speaker open ELT class on teaching media issues in which he tried to include all students to take part in an open discussion by asking them with *so, what do you think?* (Utterance 1) as well as he added with the use of the common phrase *common!* (Utterance 2). Asking for reason or argument is very important in ELT process to support what is so called as Students-Centered Learning (SCL) by allowing the participants of ELT class to participate in active engagement. Thus, the use of giving and asking for reason strategy is used by the lecturer to ask for the students to take part. So the utterance 1 shows the inclusive way employed by the speaker in allowing the hearer in the activity.

Context: The lecturer opened a discussion session on learning media topic.
<i>Lecturer: Teaching media are the main instruments in learning-teaching proces, We always need to use media. In the form of only books, LCD projector, sound system, but</i>

also other audio-visual learning aids can be as media. So, what do you think? Common!

Giving and asking for reasons strategy is used to see what the hearer wants. Giving reason strategy used by expressing *Teaching media are the main instruments in learning-teaching proces, We always need to use media* as the way to imply the speaker (lecturer) wants to help the hearers' (students) understanding on teaching media being discussed. Moreover, this strategy is used to show the cooperation between the speaker and hearers.

Negative Politeness

It is oriented to be desired independently to do the Face Threatening Acts (FTAs), or the availability of freedom for doing something, and it needs not to be imposed by the others (Yule, 1996). This strategy can be employed in *being conventionally indirect* via being a direct mechanism. The negative politeness strategy can be divided into five types of strategies, namely being direct, don't corce H, don't presume or assume, redressing other wants of H's, and communicating S's want to not impinge on H. Each five types of negative politeness' strategies has some sub-strategies which have been found in the ELT conversation performed by the classroom participants.

1). Be Conventionally Indirect: Strategy One

It is used to give the hearer out by being indirect and on record (Brown & Levinson, 1987). The use of being conventionally indirect shows that the speaker can use the conventionally indirect utterances or the indirect conventions in which the the speake and the hearer have compromisably known each other.

Context: The discussion held the students in ELT classroom.

Student 1 :Well, I say thank for the moderator who gives me what.. the chance for me em..m I want to ask about..

Students :... (some students were making a noise)

*Lecturer : Hello, everyone! **Could you mind to pay attention, please!***

The analysis of the conversation stretch above that is, the lecturer employed the negative politeness. The used strategy by using modal auxiliary verb *can/could* was basically motivated by the relative power belonging to addressor while he must have maintained her students' negative face want in order to avoid the FTAs. So that is why, this strategy must be conventionally compromising between the speaker and the hearer.

2). Question, Hedge: Strategy Two

Hedging is one of the alternative strategies in avoiding the Face-Threatening Acts in politeness strategy in ELT interaction, a formal setting, as well as is usually employed by lecturer and students. This strategy is employed by using indirect order or indirect sentence in the form of question. A form of question structured implies a polite request to the addressee to do something or what the speaker wants the hearer does. The hedging politeness strategy which is used the lecturer in the context of English Language Teaching (ELT) classroom discourse can be presented in the following extract, as in:

Context: The lecturer did a quiz for his students.
Lecturer : What time is it now? Can we go much faster?

This extract shows how the hedging politeness strategy employed in order to make the students do something by asking them to be much quicker in the context of class exam. He used a polite speech by forming questions *what time is it now* (utterance 1) in which it implies that all the students taking the exam must use the time efficiently without extending the exam time. Then the utterance two *Can we go much faster* which can be altered within an imperative form, *be quick* by forming an imperative sentence by using *be* with *an adjective* functioning to order his students do much more rapidly. The utterance two can also be altered with an interjection, *hurry up!* meaning an imperative sentence. So, the use of hedging politeness strategy can avoid the FTAs.

3). Minimize the Imposition, Rx: Strategy Four

In this strategy, the speaker does a strategic politeness by saving the addressee's negative face want by minimizing the loading or imposition even he did an interruption toward the addressee's zone. As (Brown & Levinson, 1987) argue on the use of this strategy by encoding the potentially perceived danger of the Face-Threatening Act (FTA). Minimizing the addressee's

imposition is the invisible or soft way to do FSA by using the modal request to not coerce the negative face wants.

Context: A discussion about a final project
Student: Excuse me sir, can I interrupt you?
Lecturer: Sure, what's that?
Student: Could you please see my idea about our final project?
So, what do you think about our project is not the result of interviewing the school teachers? I mean the project is just reviewing the the other paper.

Based on the extract of the conversation done in ELT classroom discourse, it shows that the student asked the lecturer to check out his own final project by using a modal request as the grammatical property in the form of a request to do FSA of the negative face wants belonging to his addressee. The aim of the speaker's using minimizing the imposition is to do the strategic way to bother or to interfere the addressee's ongoing activity because he really needs a help in which his own final project needing reviewed. Thus, the way to do the politeness strategy is by minimizing his lecturer's imposition in order to keep doing Face-Saving Act towards the lecturer's negative face want.

4). Give Difference: Strategy Five

Initially this strategy is not only employed to humble as well as to abase himself and also the speaker needs to raise, satisfy, and pays the hearer with the positive face of a particular kind by treating the hearer as the superior (Brown & Levinson, 1987). This strategy is mostly employed by the speaker having a social status is lower than his addressee's one is. In this context, the lecturer with a high social status is heavily treated as superior by giving the great chance to do a particular thing kindly. Giving difference strategy is the important one to raise the hearer's want.

Context: The moderator closed the presentation session.
Student: We are from the second group want to say thank you for all. Then the last, we will hear the suggestion and

<p>conslusion from our honorable lecturer Pak.....time and place for you, sir.</p>
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The utterance *we will hear the suggestion and the conclusion from our honorable lecturer...* suggests the expression of politeness which done through giving difference strategy affects positively in which the students must save the lecturer's negative face want. The context of this extraxt of conversation was done when he wanted to close the discussion in ELT class by giving opportunity to his lecturer to give several suggestion, feed-back, and reviews on the ongoing process. Fortunately in giving the oportunity to his lecturer, he must use negative politeness strategy by employing giving strategy. The aim of giving difference strategy is to pay his great attention, respect to him by rasing him conveniently to coerce the lecturer's negative face want.

5). Apologize: Strategy Six

Apologizing strategy is done when the speaker has done FTA. He can indicate his objection to impinge on the addresse's negative face want and to redress the impingement done towards the addressee. This strategy is the way to be reluctant to do FTA (Levinson, 1987). He suggests there are four ways to communicate to avoid the reluctance to do FTA, namely (1). *I'm sure that you must very busy, but.....* (2). *I know that this is a bore, but....* (3). *I'd like to ask you a big favour....* (4). *I hope this isn't going to bother you too much...* These expression can be used to not impinge the hearer's negtive face want. Basically the use of apologizing strategy as the way for softening the conversation in the context of social status issues, social distance or power-relations. In addition apologizing is mostly used to open the interaction in variety of forms, such as making a question, interrupting, commenting or suggesting, and ordering.

Context: The lecturer explained about material in the discussion session.

Student: Sorry mom , can repeat again please?
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The extracted conversation above reveals that the use of apologizing as the important negative polineteness strategy to do Face-Saving Act. The student used utterance *sorry mom, can repeat again please?* This expression *Sorry mom*, used by aiming at soften the following

expression consisting of the possibility of impingement to the lecturer's negative face. Apologizing, *sorry* meant regretting to do something or regret to do FTA since he tried to coerce his lecturer by asking him to repeat the explanation. However the student attempted to do a strategic politeness in the form of apologizing to the hearer.

6). Impersonalize S and H: Strategy Seven

The negative politeness's sub-strategy by impersonalizing the speaker and hearer in expressing the language must tend to consider about the role of speaker in interaction in which the speaker must be impersonalized or as if he or she were the addressee than the him or her in uttering something. The linguistic features mostly used in the forms of the usages of personal pronouns *I* and *you* and some uses of performatives with subjects.

Context: The announcement of a final project submission
Lecturer: So a final project must be handed in before the deadline , then don't forget it!

One the strategic choices to intrinsically avoid the FTAs is by changing the grammatical structures of the sentences from affirmative with subject *I* or *you* followed by the performative verbs to performative passive forms. Simply the lecturer used impersonalizing strategy by including himself of the hearer in the purpose of not impinging the hearer's negative face want. Based on the extract of the ELT interaction the lecturer preferred using the passive voices to active ones.

7). Nominalize: Strategy Nine

Nominalizing the sentences tends to be used as a politeness strategy to redress the hearer's negative face want. In every context of social interaction, the speaker tends to or preferred employing complete sentences constructed by nouns, adjective and verbs or verbal sentences rather than nominal sentences. However nominalizing strategy can be used instead of verbal sentences in redressing FTAs. Nominalization or using nominal sentences are preferred to be used in every circumstance of social interaction.

Context: The lecturer gave the conclusion of the class in the ends.
Lecturer: the use of media is the effective supporting element in language learning.

Here the lecturer chose the nominalized sentences to share information or to suggest materials in ELT classrooms. He preferred to using the nominal sentences in some ELT class discussion. The use of nominal sentences can make the message of the sentences unique and soft, so nominalizing strategy is the best choice to redress the negative face want. Furthermore nominalization can strategically be opted to avoid the FTAs.

The Frequency of the Positive and Negative Politeness Usages

Here is the presentation of most frequent usage of the two politeness strategies, positive and negative politeness, which were employed by the ELT participants. It is thought that the classroom interaction transcribed as well as recorded at particular occasions pertaining to the pedagogical processes or ELT activities lively being executed by the ELT classroom participants, at which it is led-in by the lecturers-students. To possibly show the overall frequencies of the two politeness strategies, namely 144 items of the positive politeness strategies usage and 128 items found of the negative politeness strategies. These two politeness strategies have been utilized by the several classroom participants in ELT classes. The items produced by the classroom participants were indicated or shown through the use of words, phrases, simple sentences, compound sentences and complex sentences. Of the two politeness strategies, those have been employed through all sub-strategies. The positive politeness had been used within seven sub-strategies as well as the negative one had been used within seven sub-strategies.

The frequencies of usage can be converted into percentages. The use of percentage to represent the two politeness strategies usages, in purpose of facilitating the readers to pick up the information on the those of the frequencies, in order to know what politeness strategies are more dominant between positive politeness and negative politeness in ELT contexts. Here are the types of both politeness strategies, positive politeness and negative politeness, namely claim common ground which consists of notice, attend to H, exaggerate (interest, approval, sympathy with H), intensify interest to H, use in group identity markers, seek agreement, joke and the type of convey that speaker and hearer are cooperators. While the positive politeness strategies can be a type of be direct which consists of be conventionally indirect, type of don't presume/assume consists of question and hedge, type of don't coerce hearer consists of minimize the imposition R_x and give difference, and the last type is communicate speaker's

want to not impinge on hearer consisting of apologize, impersonalize speaker & hearer and nominalize.

Positive Politeness	Frequency	Negative Politeness	Frequency
Claim Common Ground: S1. Notice, Attend to H (His Interest Wants, Needs, Goods)	10	Be Indirect: S1. Be conventionally indirect	25
S2. Exaggerate (Interest, Approval, Sympathy with H)	31	Don't presume/assume: S2. Question, hedge	10
S3. Intensify Interest to H	13	Don't corce H: S4. Minimize the imposition, Rx	2
S4. Use in Group Identity Markers	20	S5. Give difference	15
S5. Seek Agreement	35	Communicate S's want to not impinge on H: S6. Apologize	22
S8. Joke	9	S7. Impersonalize S & H	26
Convey That S And H are Cooperators: S13. Give (or Ask for) Reasons		S9. Nominalize	28
Total	144	Total	128

The table shows that the number of prequencies of the two politeness strategies employed by the ELT classroom participants can give information about what politeness strategies frequently used in ELT contexts, then it can uncover as well as suggests the more or mostly-used strategies in classroom contexts. Based on the data tabulated in the table above that the positive politeness strategies are more frequent than negative politeness strategies are in which the positive strategies had been chosen to use are 144 frequencies of variety of types within a number of sub-strategies of politeness are employed and the negative politeness strategies which are employed 128 frequencies found in the number of items which is in the forms of words, phrases, main clauses, and some dependent clauses. It reveals the more frequent usages of the overall sub-strategies of politeness are positive politeness strategies which are employed within some sub-strategies under two types, namely claim common ground and convey that speker and hearer are cooperators.

The most frequently-used strategies employed under the classroom discouses in English Language Teaching contexts can suggest that the participants likely-most used the positive politeness in communicating or doing the pedagogical interactions as well as ELT transactions in the classroom contexts in the forms of questioning, arguing, claimming, commenting,

making negatives, making imperatives, making performatives, etc. Those ELT interaction can be analyzed that the uses of strategic positive politeness is seen as the appropriate strategies to redress the hearers' positive face wants. All positive politeness strategies had been used are aimed at avoiding the Face-Threatening Acts (FTAs) towards the students or lecturers. Of the seven strategies of positive politeness, use in group identity markers (strategy 4) were the most frequently-used by the classroom participants (students and lecturers) which consists of 35 times found in various types of language units. The use of using in group identity markers shows that the speakers mostly intended to be much nearer by including himself/herself to the hearers by uttering the inclusive phrases, identity markers, and the uses of partial form of group member. In addition, the speakers might use some forms of in-group usage of address forms, in-group usage of languages, in-group usage of local dialects, or sociolects, the usage of jargons, ellipsis within various kinds of religious, cultural, and social terms. Additionally the other six strategies employed show that the positive politeness strategies were opted to be used in communication in ELT contexts in purpose of doing communication with the hearers by redressing their positive face wants which are wanted to be thought and desirable. All in all, the use of positive strategies conducted hence the participants considered to be inclusive to the addressee.

Whereas the negative politeness strategies had been used 128 frequencies. The participants used all types of the strategy, namely be indirect, don't presume or assume, don't coerce H, and communicate S's want to not impinge on H. There are seven strategies under negative politeness strategy had been performed and the strategy of nominalize (strategy 9) consists of 28 frequencies, the strategy of impersonalize S and H 26 frequencies (strategy 7), and be conventionally indirect strategy (strategy 1) is 25 frequencies. Those are the top three most frequently used and the other four strategies had also been employed to do FSAs (Face-Saving Acts) by respecting the hearers with their own freedom to do something without impinging them. However, the participants of classroom would have used these strategies (negative politeness) by redressing the negative face wants by not coercing the hearers to do something, because the speakers keep distant to the addressee.

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