

POLITE EXPRESSIONS USED BY TEACHERS IN TEACHING ENGLISH IN THE CLASSROOM

Masykur Rauf

*English and Literature Department, Faculty of Adab and Humanities,
Alauddin State Islamic University of Makassar, Indonesia*

Email:masykur.mpd@gmail.com

Abstract

The objectives of this research were to find out the kinds of polite expressions used by teachers in teaching English in the classroom and effects of polite expressions used by teachers to students. The researcher applied descriptive qualitative research and used purposive sampling in getting the data. The subject of this research was one English teacher of SMP 24 Makassar. The researcher did classroom observation by recording the teacher's activities and analyzed it through Brown and Levinson's theory of politeness strategies. The researcher found that some polite expressions of strategies that the teacher used is divided into two types. First, Positive Politeness (PP) such as greetings, notice and attend the hearer, exaggerate, intensify interest of hearer, use in-group identity makers, seeking agreement, presuppose/ raise/ assert common ground, include both speaker and hearer in the activity, giving or asking reasons, assume or assert reciprocity and giving gifts to hearer (goods, sympathy); and Negative Politeness (NP) such as Being conventionally indirect, Questions, Minimize the imposition, Giving deference, Apologize, Nominalize. The effects to students are: being motivated in their study, student's attitude (affective), respect to teacher, self-confidence, being active and attending in teaching learning process, and honest.

Keywords: Politeness, Strategies, Teacher, Students

Abstrak

Ekspresi Kesopanan yang Digunakan oleh Guru dalam Mengajar Bahasa Inggris di Kelas. Tujuan dari penelitian ini adalah untuk mengetahui jenis ekspresi kesopanan yang digunakan oleh guru dalam mengajar bahasa Inggris di kelas dan efek dari ekspresi kesopanan yang digunakan oleh guru kepada siswa. Ini adalah penelitian deskriptif kualitatif yang menggunakan purposive sampling untuk mendapatkan data. Subjek penelitian ini adalah salah seorang guru Bahasa Inggris SMP 24 Makassar. Peneliti melakukan observasi kelas dengan merekam aktivitas guru dan dianalisis menggunakan teori strategi kesantunan Brown dan Levinson. Peneliti menemukan bahwa ekspresi kesopanan yang digunakan guru dibagi menjadi dua jenis. Pertama, Kesopanan Positif (KP) seperti salam, pemberitahuan dan menyapa pendengar, membesar-besarkan, mengintensifkan kepentingan pendengar, gunakan pembuat identitas dalam kelompok, mencari kesepakatan, mengandaikan / angkat / menegaskan, mengikutsertakan pembicara dan pendengar dalam kegiatan, memberi atau meminta alasan, mengasumsikan atau menegaskan timbal balik dan memberikan hadiah kepada pendengar (barang, simpati); dan kesopanan negatif (np) seperti menjadi konvensional tidak langsung, pertanyaan, minimalkan pembebanan, memberikan rasa hormat, minta maaf, nominalize. Efek untuk siswa: termotivasi dalam pelajaran mereka, sikap siswa (afektif), sehubungan dengan guru, kepercayaan diri, aktif dan menghadiri proses belajar mengajar, serta jujur.

Kata kunci: Kesopanan, Strategi, Guru, Siswa

INTRODUCTION

Politeness is one of the most important and productive areas of the research. It can be seen from the concept of politeness of Penelope Brown and Stephen Levinson, which was first published in 1978 and then reissued, with a long introduction, in 1987. They define politeness as regressive action taken to counter-balance the disruptive effect of ‘face-threatening acts’ (FTAs) (Brown & Levinson: 1987).

It is clearly that the importance in cross-cultural communication is obvious and therefore, comparative studies of the conceptualization and manifestations of politeness in different cultures must be regarded as vital in an era of growing internationalization. Even Murni (2010) assumes that the roles of linguistic politeness in Indonesia cannot be denied. She states that since reformation era, many critics have been uttered when Indonesian people talk to each other especially in their daily life.

In other aspects, the necessary of being polite is required highly but politeness itself has been scrapped. Politeness is one way of people in being polite to construct a harmony in term of communication. Lakoff in Yule (2002: 60) states politeness as “a system of interpersonal relations designed to facilitate interaction by minimizing the potential conflict and confrontation inherent in all human interchange.” In other words, politeness assists us to avoid conflict which probable happens in our daily life. Therefore, it is very important to understand the norm of politeness and apply it well when talking with others. Therefore, it seems impossible for people to interact with others without language in their daily life. By language, people can express their feeling, opinion, ambitions, willing, etc. It means that language is one way to explore people’s idea that relates to the real life in their daily communication. Someone’s behavior can be seen by the use of language. The use of language flaccidity, politely, gentlemanly, systematically, regularly, clearly and simply can reflect the character of who says it. All of it can appear on their face. It is based on the argument of Brown & Levinson (1987) who can be found in their book about positive and negative face. It can be concluded that, all mankind in their lively need communication to socialize with someone else in society which can be formulated with two ways of communicating and interacting by using oral and written speech.

The English language is full of these little formalities, which can definitely determine whether you are going to make a good first impression on someone or not. Sometime, the unspoken etiquette appear when asking for information, or even when some people are offering something and they have to take into consideration how they are offering it. Using ‘please’ and ‘thank you’ is necessary in most situations. Fabio (2012) adds that being polite, it does not only rely solely on the use of “please” and “thank you” when talking to other people. He even suggests that it is very common for travelers who visit foreign countries to regard their people as rude or impolite that they have to pay attention and be careful there, because there is no universal model of politeness, and they might find and jump at unfair conclusions if it does not take that fact into consideration. Even though, in many situations, people expect a sort of indirect way of speaking to each other, which is a little silly.

Therefore, in case of communication, people need politeness strategy in order to get a good response from the hearers. Holmes (1992: 296-297) states that being polite involves speaking to people appropriately in the light of their relationship to us,

understanding the social values of a society, and understanding the dimension of formality.

Based on the researcher's experiences, one way of educating students in the classroom can be done and conducted through the use of polite expressions. Therefore, in communication in the classroom, teachers and students are quite aware about the ability to take a part in the communication process based on the ways in which the language usage. Schwarz et al (2009:1) state that classroom interaction is the process-product perspective helps correlating between teacher's action and students' further outcome. It means that classroom interaction is a process that is conducted by teachers in order to help the students for getting the good result at the end of teaching. In the same rhymes, it is included of their construction of sentences, their 'ways of getting their message across' (Schwarz et al: 2009) and also how they relate to each other in playing a very important role in the nature and quality of the interaction. Another aspect of education is the teacher. Teachers as a model, a motivator, an educator, and a facilitator have important roles in the classroom. All behavior, gesture and actions of the teachers give effect directly to students. It is the same rhyme with Stix & Hrbek's opinion (2006: 11) who states that the teacher is to set the stage by motivating students to engage enthusiastically in the day's activity. Therefore, it can be concluded that the effectiveness of using polite expressions must determine the students' attitudes. In communication process, the interaction as being built up of different expressions which may be used to attempt, establish and maintain social and professional relationships.

The different expressions do not only include linguistic features such as words but also gestures, pauses and tone. In using these expressions, it is a good way choosing strategically relevant language to initiate and maintain interaction. It depends on the reason to communicate or interact that teachers and students may fulfill socially recognized and accepted ways of requesting, offering, suggesting, complaining for example. The language chosen in these instances would then include indirect expressions and implications. One of the main problems that make me attracted to analyze, is about the use of polite expressions which affected to students. Therefore, it needs to find out and to figure out the expressions that the teacher used in teaching English in the classroom. The students' character depend on the teacher's character especially in communication. Thus, the students directly imitate the teacher's utterance.

Unfortunately, the enjoyment of students studying and learning in the class, it is of course depending on teacher's performance in written and oral speech. Therefore, by concluding all of the problem above, I am going to try to observe polite expressions which is usually used by teachers in teaching English in the classroom and the effects to students which can happen while the teachers teach English in the classroom. It is because the researcher believes that there must be some polite expressions used by English teacher of SMP Negeri 24 Makassar. Moreover, in order to make it in a good title of thesis, the researcher is interested in conducting a research under the title: "Polite Expressions Used by Teachers in Teaching English in the Classroom".

In relating to the problem statements above, the objectives of the research were to identify and to analyze the kinds of polite expressions used by teachers in teaching English in the classroom, to describe the effects of the polite expressions used by teachers to students in teaching English in the classroom.

It was based on the study of pragmatics. The scope of the research would be limited to the use of polite expressions in teaching English in the classroom which were used verbally in oral speech by teachers. By content, the researcher was going to emphasize two strategies of Brown and Levinson, they were positive politeness and negative politeness (Brown and Levinson: 1987). In this part, the researcher not only focused on English expressions but also in Bahasa expressions.

This research was expected to all of the teachers to know how to use the kinds of polite expressions in teaching English in the classroom because teachers as a model will be imitated by their students. It would teach them how to communicate well. Therefore, it is not only teaching students to be smart but also teachers teach about attitude and behavior as their guidance when they socialize in outside of the school. Furthermore, the urgency of character's education in Indonesia is needed and be important as motivation's need to students. Polite expressions must be considered when teachers teach in the classroom. Therefore, the findings of this research were expected to enrich the pragmatics study about Face Threatening Acts (FTA) (Brown and Levinson: 1987) especially the kinds of polite expressions used by teachers and its effects to students.

1. Politeness Concepts

In the past two decades, there have been written and different theories have emerged about "Politeness". One of them is Penelope Brown and Steven Levinson (1987) that are known as the expert of politeness who had discussed politeness in any aspect and formulated into four strategies. Mahmud (2010) states about the most important idea of politeness is Brown and Levinson's argument. It is mentioned that politeness essentially means satisfying communicative and face-oriented ends, in a strictly formal system of rational practical reasoning'. In the same page, Brown and Levinson stated this theory is the concept of 'face' in the sense of 'reputation' or 'good name'. The display of respect or deference in student-teacher relationships is one example of awareness of face, based on the fact that a person who is a teacher will automatically have some authority and therefore social distance to a student. The student on the other hand, places the teacher in a certain position which demands some amount of authority. Grundy (1995) even writes about politeness in terms of language use among non-educational speakers and addressees. According to him, politeness strategies can be a way of encoding distance between speakers and their addressees.

Therefore, it can be assumed that between Leech's politeness principle (1983), Brown and Levinson's face theory and politeness strategy (1987), Austin and Searle's speech act theory are mainly employed in analyzing the teacher's politeness of English classroom. Politeness in an interaction can be mentioned as the means employed to appear awareness for another person's face. The important face in interaction has been mentioned by Yule (2002:40-42) who writes "face refers to our emotional and social sense of self that everyone has and expects everyone else to recognize". Mey (2001) poses the question whether 'inherent' and 'universal' politenesses exist. According to him, universal politeness can be put in the same framework of what Brown & Levinson (1987) define as 'face'. Mey further points out of how prioritizing 'face' whether negatively or positively depends on our differences. These differences have their background in individual cultures. The humans who do not want to be imposed by others has been state by Yule which she add that this is referred to as negative face.

The human's need to be liked and accepted also forms an important part of our conversation needs. This is referred to as our positive face. In addition, when performing a face saving act or negative politeness such as apologizing for imposing or interrupting someone, it is appealing to the person's negative face.

On the other hand, when showing solidarity with the next speaker appealing to the person's positive face that there needs to be an awareness of how 'face' is usually defined. It has the same Mey's statement that 'face' is usually defined and discussed in a somewhat limited way which could be understood to mean that 'face' exclusively reflects the individual position. Here again

our cultures define what could be a generally accepted model for a 'perfect conversationist', defined in a limited way as someone who waits their turn in a society defined orderly and acceptable fashion.

Moreover, he points out that "obeying the rules of any game both marks you as a decent kind of person (one who doesn't cheat) and may even give you a chance of coming out a head of the others".

Being polite in social settings or displaying appropriate etiquette in different ways is depending on our cultural backgrounds or the culture which happen at the time and it may function as a concept of politeness. People who are modest, respectful, tactful etc. are often referred to display politeness. It can be displayed these characteristics in everyday situations, however, when conducting a conversation or participating in different interactions; there are other more specific types of politeness involved. Politeness' meaning can be connected to the behaviour that someone who being polite is alike showing respect. In polite language usage, it can be described it as the usage of language by avoiding being to direct, respect or considerate the receiver (Watts, 2003:1). There is a politeness phenomena that in order to be polite, usually the use of "Sir" or Madam' to respect interlocutor. Furthermore, in requesting, the use of 'please, or excuse me' is polite in asking a request (Watts, 2003:1). Politeness in an interaction is the means employed to show awareness of another person's face (Yule, 1996:60). In analyzing politeness, Brown and Levinson as the founder of politeness theory say that everyone has to acknowledge and show awareness of the 'face', (Cutting, 2002:45). In the same rhyme, they analyzed politeness of the human beings who need to be valued respected, appreciated in social groups and the self image of the wants that must be accepted by other. Moreover, they also say the universal right is to be free in thought and action (Watts, 2003:101). Leech (1983:81) also state that politeness is seen as a maxim and politeness is defines as the degree of being inderecteness to the heare, mitigation or other politeness the speaker does (Black, 2006:73).

According to Bargiela-Chiappini (2003), Goffman is acknowledged as a distinct influence on Brown and Levinson's work. In the revised edition of their 1978 essay, which they dedicate to Goffman's memory, the authors write: "our notion of face is derived from that of Goffman and from the English folk term" (Brown and Levinson, 1987: 61). 'Face to face' (Goffman: 1967) refers to a person's public selfimage which is derived, in part from everyday use of the term in expressions such as 'losing face'. As Brown and Levinson distinguish two aspects of face: 'positive face', as the desire for appreciation and approval by others; and 'negative face', the desire not to be imposed on by others. In interacting, speakers need to balance a concern for other people's face with a desire to protect their own. Speakers will draw on politeness strategies as a means of paying attention to another person's face and avoiding 'face threatening acts' (FTA). Furthermore, it can be assumed that positive politeness (PP) strategies involves the expression of friendliness or approval (an example might be explicitly including someone in a conversation) and 'negative politeness' strategies involves not imposing on others or threatening their face (an example might be phrasing a request indirectly: 'Could you possibly close the door?'). Politeness, as depicted by Brown and Levinson, is an admixture of both formal and functional features (nominalize, passivize, use certain lexical items, give deference, be indirect, etc.) which accompany an inherently face-threatening speech act, such as requesting or interrupting, in order to lessen its threat. However, there is no guarantee that formal features have the same value across languages (i.e., they are functionally equivalent).

2. Politeness Strategies

Positive politeness strategy is shown while the speaker requests the goal, and even makes friendship via expressions. The speaker makes himself or herself to be liked as having closed friendship to the hearer. It also can be stated that positive politeness as a solidarity strategy to make a closer relationship with the hearer. For example, when you want to asking somebody to lend their pen for you or asking politely by using ‘appreciate’ word to borrow pen (Yule, 1996: 64-65).

Therefore, the founders of politeness have formulated politeness in five strategies in accordance with the greater of FTA risk. The first strategy is doing the FTA without repressive action or bald on record which deals with the minimal FTA. The second strategy is doing the FTA with repressive action with positive politeness. Then, the third is negative politeness aimed to deal FTA in medium level. The fourth is off record for dealing high level of FTA. The last is ‘do not the FTA’ for its higher risk. The possible sets of strategies may be schematized and described on figure 1.

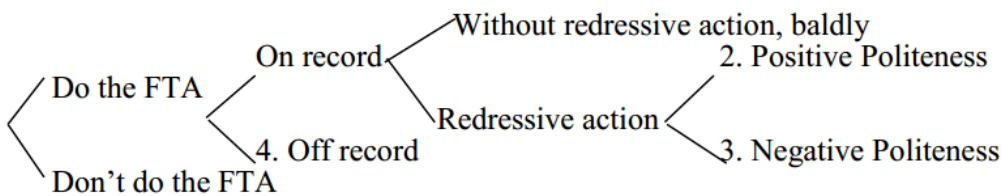


Figure 2.1. Possible strategies for doing FTAs (Brown and Levinson, 1987)

Furthermore, Brown and Levinson list possible strategies in the taxonomy of positive and negative politeness. The table 1 shows 16 positive politeness strategies, 10 negative politeness ones, 3 Off Record strategies, and 4 Bald on Record.

METHOD

The method used in this research was qualitative descriptive design. It was based on Sugiyono’s (2010: 30) statement about qualitative research was descriptive, which means that collected data is the form of words rather than number. Furthermore, it was based on the title of this thesis which was observed. The researcher intended to find out the kinds of polite expressions used by teachers in teaching English in the classroom and the effects to students that may happen while teaching-learning process in the classroom.

This research applied the purposive sampling in getting the data. The subject of this research was one of the teachers of SMP 24 Makassar who still teaches English in the classroom. Furthermore, there were ten students interviewed and other students filled the questionnaire (open ended questions).

Unfortunately, it is because all students did not want to be interviewed, that is why only ten students were ready interviewed and other students decided to fill the questionnaire.

The instruments which are used in this research, as follow;

- a. Observation

Observation was used by the researcher to obtain the valid data by simply watching the participants (teachers and students) during the teaching and learning process taking place. Marshall in Sugiyono (2009:226) says that through observation, the researcher learns about behavior and the meaning attached to those behaviors. In this research, the researcher watched the activity from outside of the classroom and recorded teaching-learning process by giving the audio recorder to the teacher and asking her to let the teaching learning process taking place. In conducting observation the researcher only used audio recorder as the observation device.

b. Recording

In this session, recording was done as a primary source data. The researcher recorded the activity by audio recorder in order of taking data be more specific. It was meant that the researcher only focused on verbal communication just like conversation and expressions that were done by teachers.

c. Open ended questions (Questionnaire)

In theory, there are two form of questions, they are 'open ended question and closed ended question'. In Cresswell (2008: 225) "Ask open ended question so that the participant can best voice their experiences unconstrained by any perspective of the researcher of past researcher findings"

In this part, open ended question also consist of two categories, they are free response question and directed response question. In free response question, this

question gives all respondents to deliver their answer freely. It is commonly used to gain the answer about ideas and specific aspect from respondent. In addition, this questions give respondents authorship to answer of what they know and what they think which will rise lot of varieties of answer. In directed response question, it also give respondents a freedom to deliver their answer, but the question is more specific. So, the respondent would give the answer with more specific ideas and aspects. Directed response questions has benefit that it can gain, respondent's ideas, their wish and their expectation (Agenta, 2009).

Therefore, The researcher used open ended question 'directed response questions'. It is based on consideration that in open ended question, respondents have freedom to answer the question. The researcher used open ended questions to several students who did not want to be interviewed. The researcher decided to use 'open ended questions' questionnaire to the rest of students, because I found that some students did not want to be interviewed and they felt comfortable if they wrote in a letter, it is meant that they only wanted to give their ideas by saying it in the written text.

The audio recording as a form of the data. The data was collected by using audio recorder. The data was taken in two meetings in the class. The detailed transcription of recordings was worked out in the form of a comprehensive written record to be analyzed. The procedure of collecting data covered several steps. First, the researcher came to school and asked permission and explained to school officers (head master of SMP 24 Makassar) about the purpose of this study and the procedures which were involved. Second step, the researcher visited the classroom where the teacher teach English. Third step, the researcher met the English teacher to decide the time when the researcher could observe the teaching and learning process and conduct the observation. The fourth step, the researcher observed the teaching and learning process in the classroom only for two meetings. In conducting observation, the researcher used

audio recorder as the observation device. The fifth step, the researcher interviewed ten students and the other students were given 'open ended question' that they had answered it in essay form which related to the use of polite expressions in teaching English in the classroom in order to find out from them about the effects of polite expression which used by teachers in teaching English in the classroom. Unfortunately, some students did not want to be interviewed and it certainly made the researcher get difficulties to get data from the students. Therefore, I gave them open ended question to students who did not want to be interviewed.

This research used descriptive analysis technique. The researcher listened to the recording in its entirety before a transcription of the interaction between a teacher and student but the researcher only focused on teachers' speech. Then, the transcription was examined by several strategies of polite expressions based Brown and Levinson's Theory which is called "Face Threatening Act". Furthermore, the researcher only focused on Positive and Negative Politeness of Brown and Levinson's Theory. The actual words of the teacher were transcribed, analyzed and included of punctuation marks. An analysis of the transcribed material was one in order to identify and categorize a number of linguistic devices which can be interpreted as politeness expressions and structures in interaction in a classroom teaching learning environment communication. The scope of this paper was not allowed for the analysis of all factors involved in conversations. The data was analyzed by using conversational analysis, which is required to the analytic exploration. In analyzing and interpreting the data, the writer did reduction, and display data. In data reduction, the data was sorted out and classified into polite expressions. Therefore, the data was identified, analyzed and discussed in this essay comprises a limited number of expressions which may be classified by several strategies of polite expressions based on Brown and Levinson's theory.

DISCUSSION

It is based on Brown and Levinson's theory that positive politeness, the speaker recognizes the friendliness in the relationship with the listener or listeners and their desire to be respected. Furthermore, the politeness strategy is needed to avoid the FTA when the teacher is talking to the students. The use one of varieties strategy of politeness aim to counterbalance the behavior and actions of the teacher to the students.

It can be formulated when teacher talk to the students, the teacher should consider all of the aspects of what the teacher is going to be uttered. So, the aim of the conversation would be clear and be understood and it does not contain of forcefulness to the interlocutor. The way of appreciation of students and teacher, is one of the strategies in politeness. The teacher has responsibility of educating the students' character by using the polite expressions in every conversations that happened in the classroom. Therefore, the students also will position the teacher as the guide that must be respected and appreciated when communicate. Therefore, I as the researcher base the strategy on Brown and Levinson's theory (1978) which can be the alternative expressions that the teacher can use in daily conversation in the classroom. Yule (2002) believes that the shape of face and the expressions that the teacher used, it can reflect the emotion, behavior, and feeling of the teacher. It has the same rhyme with Mey (2001) who has stated the polite expressions as the reflection of teacher's cultural background. It has the same rhyme with Fujii and Inoguchi (2012) who assumed that the teacher's respective background had affected the classroom instruction as well as expectations of student performance. It is because the teacher

used almost the expressions of positive and negative politeness that be influenced by teacher's historical. I as the researcher have the same opinion about Yule's statement and have the same opinion with Fuji and Inoguchi (2012) that the teacher will not be wanted to fall down her self-esteem based on the way of teacher utters the expressions. However, it can be said that the behavior of teacher almost influenced of the historical cultural background.

Talking about the use of expressions that the teacher used in teaching English in the classroom, which can be seen in every meeting. Teacher has used all of the expressions based on the conditions. I as the researcher have seen the strategies that teacher used in the first meeting and second meeting which has significant difference. It is such as the use of greeting. Furthermore, it is assumed that the regular use of simple polite expressions will make the daily interactions more pleasant and leave people encountered feeling respected and appreciated. Politeness is often presented to language learners implicitly, as things they should or should not say and do when interacting in English. The communicative language structure should be related to greetings, so the teacher could introduce social context and have the students explore the various forms of greetings in their own cultural and context. Mom Yuli (46), has stated that the use of greeting in the Opening session in the classroom at the beginning of the meeting that must consider the environment and the student's background. Mom Yuli as a Moslem who accustomed to use "Assalamualaikum" (peace be upon you)".

Not all the time, this greeting must be used. It can be seen in first meeting and the second meeting. Teacher also stated that in SMP 24 Makassar, consisted of varieties of religion. So, I believe that teacher has already known and comprehended that the use of "Assalamualaikum" in her greeting on the beginning of the class. She used it because all of the students at the time are Moslem. In the second meeting, teacher did not used the greeting of "Assalamualaikum", but she used "Good Afternoon" as the common greeting expressions when someone greet the interlocutor. It is because, teacher had already known that not all the students are Moslem. It can be proved when I directly ask to the headmaster of SMP 24 Makassar that SMP 24 Makassar accepted any religions who wanted to study in that school. I as the researcher have concluded that Bu Yuli has high tolerance and comprehension to student's background. It is supported of Brown's statement (1980) about the primary tenets which should be the highest respect for the languages and cultures of the students. It is because not all teacher aware this condition. Some of teacher in fact is irresponsive when they teach the students. Even though, the use of greeting expressions "Assalamualaikum" are good of starting the conversation. But, in other religion aspects, it can be one of imposition to students who have different religion. Therefore, she believes that all of the teacher must know the time the use of greeting expressions such as the greeting of Moslem use when they meet each other. So, the students will enjoy the teaching learning process when the teacher knows the atmosphere of the class such as undiscriminating in each student. Fortunately, by this way, it can help teacher to create a positive atmosphere in each student. So, the students will pay more attention and be more active in every activity in the class. In addition, it is indirect suggestions to students about the respect to other students. It is conformity with Schmidt and Richards' statements (1980) about teachers have authority of guiding the students to recognize behavior and speech acts which are not comparable across cultures.

Many aspects that teacher must consider when she/he teaches lesson in the class. Teacher must be careful of using lot of expressions that may be uttered in teaching-learning process. Teacher as a guide, those students will follow all of teacher's attitude and utterance. So, it is important that teacher must show positive attitude in the behavior and the words. The use

of polite expressions in teaching-learning process must have pay attention from teacher. It is also can be seen in two meetings on how teacher used lot of expressions with lot of varieties of strategies. It has been discussed about the greeting that teacher used. In this time, it is also going to be discussed about the use of polite expression in Main Learning. There is multiple diverse of strategies of politeness strategy has been used. Even though not all teacher will have deep comprehension about the strategy. But Brown and Levinson's theory really suggest to all teacher to know the use of expressions. Brown and Levinson (1978) believed that if teacher have already known the time to use right expressions, it can create positive environment to students. It such as can be seen about the use of expression (Notice and attend to Hearer (the 2nd strategy of positive politeness)). This expression was used by teacher in the first meeting. This expression was used by the teacher when the teacher asked some of her students to notice about the lesson that the students must analyze.

This 2nd strategy in brown and Levinson theory itself was mentioned that the expression suggests that teacher should take notice of aspects of H's conditions. In addition, it also have found out about seeking agreement such as "The question. Is that right?" it was appeared on how teacher did brainstorming, review previous lesson or made sure that all of her students still pay attention and understand the lesson that she introduced the topic of the lesson. In the next conversation, teacher also almost used of exaggerate (PP) "Clap Hand for him". It is always happened in teaching-learning process. This expression was used by teacher when one of her students answered the correct answer. The teacher invites all of her students to give applause to Fadel. It is often done with exaggerated intonation, stress, and other aspects of prosodic. Both first and second meeting. In previous finding, it has been showed that, teacher used lot of expressions to review the previous lesson. When teacher introduced the topics, until she asked the students to practice and did exercise of the lesson.

Talking about the Closing session, is about how teacher controlled and thanked to students about their attention while the teaching-learning process happened. Both the first and second meeting had shown that on how teacher said thankful and greet student. While the teacher wanted to end the lesson, she said to all her students by saying "Thank you for your coming, thank you for your attention and see you." This conversation is about greetings as the 1st strategy of positive politeness (PP) which is signed by saying thank you for her students coming. Even though, it is the regular use of simple polite expressions. But it will make your daily interactions more pleasant and leave the students that teacher encountered feeling respected and appreciated. It certainly be one of the important thing in teaching-learning process. It is of course to students' motivation on how teacher respected and appreciated students' attendance in the classroom. It is of what I mean that, sometimes teacher are unawareness by uttering the polite expressions. But, I repeat the Yule's statement (2002) that the use of polite expressions in teaching-learning process are rely on how teacher can control herself in facing the students who almost have different characters. The teacher's personality in controlling this situation, it is certainly depended on teacher's cultural background.

Talking about the aspect of negative politeness that happened in teaching learning process in two meetings. It is based on Brown and Levinson's theory who stated that Negative politeness is somewhat similar to positive politeness; however in this situation the speaker recognizes friendliness but assumes that whatever is said in the conversation would most likely be an imposition on the listener.

It had been known that the expressions of negative politeness was not much more than positive politeness expressions. Negative politeness that happened in teaching learning process

could be seen in two meetings. Furthermore, it had shown the significant different. It is because in the 1st meeting of Opening session, teacher used negative politeness when she did brainstorming to her students directly about the lesson that would be learnt by saying “Have you ever listened about ‘Present Perfect’?”

Brown and Levinson (1978) categorized this expressions as the 1st strategy (NP) to be being conventionally indirect to her students. Even though, it was different on the result of the finding in the 2nd meeting. It appeared that teacher did not use negative polite expressions in Opening session at the 2nd meeting. Unfortunately, the expressions of negative politeness had just only started and happened in Main Learning and Closing.

In the 2nd meeting, teacher said “Could you stand up and then read it your activity” directly to Anggraesih. It was said without asking students whether she was ready or not. Brown and Levinson named it as as the 1st strategy (NP) to be being conventionally indirect. The 2nd strategy of Question in negative politeness also

happened in 1st meeting. It is such as “What lesson here? What lesson?”. According to Brown and Levinson, they stated that the expressions of questioning can be marked by the use of the questions form with a particular particle such as “It was amazing, wasn’t it” or ‘Do I favor, don’t you?’. There were varieties strategy of negative polite expressions that happened in the 1st meeting and the 2nd meeting. In between each meeting, the 1st strategy of negative polite expressions had high frequency and sometimes used by teacher in teaching English in the classroom. Moreover, teacher taught English often doing indirect expressions to all her students. Brown and Levinson (1978) also formulated about giving deference to other people. Talking about giving deference, it had been stated that there were two sides to the coin in the realization of deference: one in which S humbles and abases himself and another where S raises H (pays him positive face of a particular kind, namely that which satisfies H’s want to be treated as superior). In both cases what is conveyed is that H is of higher social status than S. For example: “Excuse me sir, but would you mind if I close the window?” It also can be seen in the first meeting at Main Learning session in how teacher used negative politeness. It is because, Marulin as one of her students was only dare to replied the teacher’s invitation by raising his hand and wrote down the question and the answered on the whiteboard. The teacher thanked to Marulin by saying “Thank You Marulin”. In negative politeness, it is named as deference. Teacher stated thanks to her student (Marulin). Teacher gave deference because he was the only one who had braveness to come to front of the class and answered the questions. In every situation of teaching-learning process, the use of this expression should only be used by teacher.

Therefore, it can be one of motivation that can make students having self-confidence to express and be active in the classroom. The result of findings in both 1st meeting and the 2nd meeting also had shown about the use of negative polite expressions of apologizing as the 6th strategy. It can be avoided that, teacher sometimes did mistake while did teaching-learning process. And none of teachers are perfect and cleared of mistakes. So, it must be comprehended that the teacher apologized to her students when she did mistake, it will not make teacher losing her sense of honor to her students. But it certainly make all students giving respectful because teacher can aware the mistakes that she did.

In closing session, teacher had stated in each meeting. In the 1st at the end of the meeting, teacher saying “thank you for your attention”. It was also had been found out that teacher used the same expressions in the end of the 2nd meeting by saying “Thank you for your coming, thank you for your attention”. In the previous explanation, Brown and Levinson (1978) formulated that those expressions are categorized as giving deference in negative politeness. Teacher usually

comprehend that, the use of this expressions is important. Thus, teacher said thanks to all her students for their attention, and coming to the class. It is also remarkable utterance from teacher to say the expressions. And it certainly will not affect to her sense of honor in the class. But all of the students will be motivated and think that they are respected because of their coming. In making clear and obvious, the researcher were trying to formulate all of the expressions that teacher used in teaching English in the classroom.

In view of positive and negative politeness, all of the polite expressions that the teacher used in teaching in the classroom. It is absolutely almost influenced by teacher's historical background. It is based on Yule statements (2002) about teacher acted and communicated in the classroom and almost show the attitude based on their cultural. In addition, in consideration to Yule's statement that all of the teachers' utterance and personalities can be appeared clearly in how they control themselves while doing teaching learning process in the classroom.

Positive politeness and negative politeness that can be found out in two meetings which were already done in SMP 24 Makassar by Mom Yuli. Although, it had indicated that teacher is unawareness using varieties of expressions. The use of positive and negative polite expressions depends on how the atmosphere of the class.

This study also showed about the important thing to teachers to pay more attention and comprehend the employing of the expressions politely. It is because, teacher as a model and a guide to her students must give the best manner such as in communication aspects. Moreover, teacher must also have self-control while teaching English and be wise when she found some naughty students in the classroom. Facing naughty students, it will examine the teacher's emotion and it sometimes certainly can cause some teachers losing control. Once again I emphasize that teacher must have already understand and comprehend on how they communicate well and use varieties polite expressions in every conditions and situations especially in teaching-learning process at junior high school. The importance of culture and character education for rationale, attitudes, and behavior of learners who departed from education values, morals, manners, and character given by teachers who become as educators. An educator must be known having character if he has the values and beliefs which are based on the nature and purpose of education, as well as used as a moral force in carrying out his duties as an educator. The politeness of teacher's speech act in character education must have the values which are very important to understand in how ethics or character of a teacher interaction in the learning process. Language mannered is the most appropriate tool used in communication. Thus, the students need to be nurtured and directed to use language mannered, because students are the next generation that will live up to his time. If the students are allowed to speak impolite then it will cause the polite language can be lost and the next generation born arrogant, rude, far away from the values of ethics, religion and no character.

Subsequently, Hidayatullah (2010) says that the teacher character, who is not only capable to teach but he is also capable to educate. He was not only capable of transferring knowledge (of transfer of knowledge), but he also capable of instill the values which is necessary for wade his life. He not only has the ability having the character of intellectual but also has the ability in basis emotions and spiritually so that teacher is capable of open eyes of the heart students to learn, then he able to live well in the middle of society. Therefore, in order that teachers capable of organizing education and learning which allows embed the character on their students. Moreover, the figure of teachers is needed. The main values that characterize the teachers that they must have it in polite speech act such as tolerance, exemplary, maximum care, emotional and intellectual transformation of traditional values and the importance of local or indigenous culture through

the process of education is considered being important in politeness. When the teacher interacts with students in teaching-learning process, the tolerant speech acts should be reflected in the follow of what she said, because the teacher must be able to understand and accept students in the stage of maturity who has different in character formation then the teacher should not be prejudiced negative thinking before he really get a definite answer. In the context (conditions) as anything in teaching-learning process, teachers should provide maximum service to students, should remain emotionally controlled so that students can understand what the basis of the speech. So, the students will please their teachers and their students will understand the lesson, and the teacher can be an exemplary for student in speech act toward others.

Therefore, I as the researcher have concluded that teacher used the expressions of positive and negative politeness in different situations. Although, one of them are unawareness of using these strategy. But, it is obvious that teacher as a model. Teacher must show some polite expressions in their communication. Therefore, the students are happy and not afraid. The teacher must also know that the use of polite expressions in teaching English in the classroom are really needed. It is because the students have the characteristic of being honest and they will act and prefer like the teacher who teach them in the right situation.

In nowadays, the traditional methods in teaching lesson in the classroom cannot be applied in treating the students anymore which was just like in our previous educations when we were children. Building the students' character, the classic method that teacher already has, it must be changed. Furthermore, children and students are easy to be angry and offended. Teachers who command and ask the students rudely which will usually get rebellion from them. In these days, students have lot of reference and information. Their frame thoughts have almost been influenced by many aspects.

Their feelings are easy to being brittle. Moreover, there are many cases that happened in nowadays. It is between students and teachers' cases which these cases must be brought to the law domain. One indication is about the rudeness of utterance of teacher which has triggered the rebellion and offended from students. Teacher must actually pay attention to this problem because the past and the present is not just the same anymore. It is supported with Mahmud (2010) in her book 'Politeness in Bugis' she assumes that the changes such as the decrease of politeness between older and younger people is caused by the increasing importance of modern forms of social status also by the situational context of conversations in an urban setting (school or offices).

Furthermore, teacher-students' problems often happen in education problems; teacher felt that the students have excessive actions. So, there is sometimes a case of hitting and kicking the naughty students while teaching learning process happen. This statement has been supported by the finding of Fukushima and Iwata (1987) when they conducted the research about "Politeness in English" that they found the advanced students also have difficulties in producing polite expressions in speech. It means that in every level of students' acknowledgement will be influenced by teacher's action in the classroom. Therefore, that is why it cannot be denied that students are easy to judge and sentence the rude teachers which can be seen when they states their argument in filling the questionnaire (May, 31st 2014). Furthermore, the students' suspicions really affect to the teaching-learning process and cause the students keeping silent and hiding away their problems rather than tell the teachers on what they have got. Furthermore, I have assumed this statement when I conducted the interviewed to students (6th June 2014). In other way, many students stated that they could not feel enjoyable about teachers' personalities. Students feel teachers are egoist and do not care about the students. Unfortunately, it causes gaps between

them because the teacher cannot facilitate the students with good communication and make sure to students that they are safe to tell their problems and grudges about their lesson. Based on my experience when I was junior high school that sometimes the students get rude utterance and incongruous when they want to state their opinion about unsatisfied in learning process.

They even think that they will get intimidation from teacher. They are afraid that the teacher will speak rudely, reprimand and offended which I experience when I conduct the interviewed to students that I feel that they are be careful in telling their problems while teaching learning process happened. Therefore, it is one reason of why, I had difficulties in getting information from them. It happened when I ask them to be interviewed and recorded them one by one. Unfortunately, they even decided not to tell their matters on learning process at the classroom. Then, they decided to write an essay rather than speak up in front of me when I wanted to interviewed them (interviewed on June 6th 2014).

Therefore, the teachers must solve these problems. They have to pay more attention about them and not let it happened in forth. Almost matters that the students met, one of it, is about the way of teacher teach lesson and teacher communicate with them in the classroom (some students stated that the teacher are always angry despite of other students giving the specific reasons on why teachers did that – interviewed June 6th 2014). The students' assumption also have the same rhyme with Senowarsito (2013) who believes that teacher and student's perception on social status distance, the age of difference, institutional setting, power and the limitation of the linguistic ability of the students have contributed to the different choices of politeness strategies. Even Grundy (1995) believes that politeness strategies can be a way of encoding distance between speakers and their addressees. Moreover, the students even assumed, if only the lessons are their favorite subject, but the teachers who handle the class being rude and impolite, they decided to just listen and be afraid of asking unclear explanation rather than they are active in the class and not involved in teaching-learning process. It makes Brown (1980) believes that one of the primary tenets should be the highest respect for the languages and cultures of our students. So, teachers should introduce politeness in a non-judgmental manner and they do not judge or put value one culture's socially accepted norms above the other. In other ways, it really impacts to students, such as their motivation, being active and their frequency of attending the class, their self-confidence, their attitude (affective), their skill (psychomotor), their knowledge (cognitive), and admiration to teachers. All of these attainment will be influenced that teacher willy-nilly must care about it. Even Ratnawati (2014) in her research believes that the close relationship, being respect, status and important topic were the main factors measurement to students to differentiate between the teacher who used polite expressions. Relating to the constitutions, according to the regulation of the Minister of State for Administrative Reform and reform of the bureaucracy in number 16 2009, teacher performance assessment (PKG) is the assessment made against every grain of the main task of the teacher activities in the framework of coaching career, line, and office. Teachers as professional educators have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners early childhood education on the formal education, elementary education, and secondary education.

Implementation of the key tasks of teachers cannot be separated from the ability of a teacher in the mastery and application of the competencies, as mandated in the regulation of the Minister of national education No. 16: 2007 about the Academic Qualifications and competency standards for teachers, it is particularly at the pedagogic competence and mastery of professional competence. These regulations have supported my previous ideas that one of teacher performance assessment (PKG) must communicate well, wisely and politely. Therefore,

mastery and application of the competencies is crucial to achieve the quality of the learning process, learners, and in pursuit of the implementation of the relevant additional duty in accordance with the functions of the school/madrasa. Moreover, it must be ascertained whether the teachers are doing their job in a professional manner then it needs to be developed performance assessment system for teachers (PKG). I reiterate my ideas that one of the most important things that teachers must have in accordance to PKG is about teachers are able to communicate well. It means that all of the teachers are not only speaking well but also speak politely. So, I emphasize that all of the teachers must have understand a good communication. It is related to the regulation of the Minister of national education No. 16 of 2007 about the Academic Qualifications and competency standards for teachers which is one of qualifications is social competence. One of the crucial points in social competence is about being inclusive, acting objectively, and not discriminatory because of considerations of gender that is race, background, physical conditions, family background and social status of the family. It is also required that teacher communicate effectively, empathetic, and politely with the fellow educators, educational personnel, parents and community. It also required to communicate in oral and written. The duties of teacher in teaching-learning process is stated by Richards and Schmidt (1980) assume that teacher must guide the students to recognize behavior and 'speech acts are not comparable across cultures. I actually believe that talking about the effect to students in an interesting field on how students perceive the teacher's utterance in teaching English in the classroom. Even, Ogawa and Gudykunst (2000) assumed that politeness cannot just focus on culture, it must take the individual level into consideration. In learning the language is not only taught about the language, but teacher teaches of how the real language in the sense of the use of language to communicate with others. Paradigm politeness speech acts is functionally in the learning process by looking at speech acts as a social identity of the speaker. Therefore, through character education, teachers have a strategic role in shaping students' politeness speech acts. The teacher must be a model in character which is from the beginning to the end of the lesson that what he said about speech acts, attitudes, and actions of teachers should reflect the values of the characters that must be embedded.

Teachers should provide rewards to students who demonstrate the desired character and give punishment to students who behave in the desired characters. Reward and punishment are intended form of verbal expression involving speech acts are good and polite. Teachers must show their limitless with "heart", in this way the attitudes of mutual appreciate and respect, critical, creative, confident, polite which will flourish.

The wrong perception of teacher who always think that they are afraid of being polite to the students because they believe that the students will even disrespect and be naughty. This perception is the same on what Mahmud (2013) found about the social distance in which she states that the more polite they talk which depend on the distance, and the more familiar they talk, the less polite they talk. In nowadays, it can be denied the fear perception and frame thinking of teachers about students' character and attitude in daily school. Furthermore, it can answer this misunderstanding by based on AlQur'an al-Karim, a story about Luqmanul Hakim and his son. It is remarkable about the chosen of words in their conversation when he advised his son about morality, reality and religion. Thus, the teacher must take an example from the way of Luqmanul Hakim taught his son. In Al-Qur'an al-Karim, Luqmanul Hakim always use "Oh My Son" is just like Luqman's saying (Q.S. Luqman, 31: 13) "O my son, do not associate [anything] with Allah. Indeed, association [with him] is great injustice." which can predict as a man who wants to teach politely and by heart.

So, the education is not only through utterance directly to protege but also, the teacher can educate their protégé through indirect utterance by always using polite expressions in his daily life. Luqmanul Hakim is the one of example man that Allah SWT perpetuate his name as one of surah in Al-Qur'an al-Karim. Furthermore, In Islam, All of Moslems have known that Rasulullah SAW is the best character in this universe. He is known as The Living Quran. It is based on Hadis from Aisyah R.A. as Rasulullah's wife, "The Character of Rasullullah Saw. is based on Al-Qur'an". In addition, the naughty and rebellion of students that actually must be handled and solved their problems. Their moral, attitude and behavior must be guided and taught based on Akhlaqul Karimah from Rasulullah SAW's fulfillment. In my conclusion about the effects of polite expressions to students that teacher is a special profession that requires its own expertise. Teachers must be professional in teaching-learning process where to determine the direction of students' future are engraved. There are four competencies that must be mastered, i.e. teacher pedagogy, professional, social, personality which is obtained through the education profession. If teachers have already mastered the competencies, it is expected of all students to become responsible, involves students, successful in education, being polite and appreciative of all given Allah Swt to His people. Furthermore, it is also make students become confident, growing their nature of leadership. Moreover, the educators who have strong character will not only have the ability to teach in the narrow sense by just transferring knowledge or knowledge to learners, but also they have the ability to educate in the broad sense (Hidayatullah, 2010: 14). Mahmud (2010) supported my ideas that she assumes about the important roles of parents, especially mothers, to guide their children to be polite by modelling and showing them the use of polite expressions when speaking to their children.

Therefore, every person, especially parents and teachers have responsibility in children/ students' development in cognitive, aptitude, attitude and skill. If the teacher is bad, the youngsters are worse (like father, like son; like teacher, like student).

Therefore, it is important to control every word in communication, because words are reflection of ourselves.

CONCLUSION

There are two main results of finding in this part. First, it was the result of the some extracts of polite expressions that teacher used in teaching English in the classroom which were consisted two meetings.

Furthermore, it is then divided into two types, such as positive and negative politeness. In addition, the learning activities were divided into three categories namely Opening, Main Learning, and Closing. In this part, it could be found out the kinds of polite expressions which were used by teachers in teaching English in the classroom.

Based on the result of the finding, it could be formulated some polite expressions of strategies that the teacher used. Positive politeness based on 1st and 2nd meeting can be drawn out such as (Greetings, Notice and attend the Hearer, Exaggerate, Intensify interest of hearer, Use in-group identity makers, Seeking agreement, Presuppose/ Raise/ assert common Ground, Include both Speaker and Hearer in the activity, Giving or Asking Reasons, Assume or assert reciprocity and Giving gifts to Hearer (goods, sympathy)). Negative politeness based on 1st and 2nd meeting can be drawn out such as (Being conventionally indirect, Questions, Minimize the imposition, Giving deference, Apologize, Normalize). It is said that teachers have authority

of guiding the students to recognize behavior and speech acts which are not comparable across cultures. Many aspects that teacher must consider when she/he teaches lessons in the class. Teacher must be careful of using lot of expressions that may be uttered in teaching-learning process. Teacher as a guide, those students will follow all of teacher's attitude and utterance. Teachers are also really suggested to know and comprehend the use of expressions. Therefore, the teachers must already have known the time to use right expressions in order to guide student's personality which certainly can create positive environment to students. Second, the result of finding has shown that there are some significant effects because of the use polite expressions by teacher in teaching in the classroom. Moreover, in this reality of nowadays, traditional (classic) method in teaching and communicating the students cannot be applied in treating the students which was just like in our previous education when we were children. Therefore, some significant had been found out about the effects to students, such as; being motivated in their study, student's attitude (affective), respect to teacher, self-confidence, being active and attending in teaching learning process, and honest. Therefore, Teachers must be professional in teaching-learning process where to determine the direction of students' future which are engraved. If teachers have already mastered the competencies, it is expected of all students to become responsible, involves students, successful in education, being polite and appreciative of all given Allah Swt to His people. Furthermore, it is also make students become confident, growing their nature of leadership.

REFERENCES

- Agenta. 2009. Merancang Kuesioner. Available website on <http://agenta08.wordpress.com/2009/01/24/merancang-kuesioner/>. Accessed on September 16, 2014.
- Al-Qur'an al-Karim.
- Bargiela-Chiappini, F. 2003. Face and Politeness: New (insights) for old (concepts). *Journal of Pragmatics* 35: 1453–1469. Accessed on May, 11th. 2013.
- Black, E. 2006. *Pragmatics Stylistics*. Edinburgh: Edinburgh University Press Ltd.
- Bayles, R. 2008-2009. An Investigation into Politeness, Small Talk and Gender. University of Nottingham. *Leading Undergraduate Work in English Studies, Volume 1 (2008-2009)*, pp. 10-17. Accessed on May, 11. 2013.
- Brown, H. D. 1980. *Principles of Language Learning and Teaching*. New Jersey: Englewood Cliffs.
- Brown, P., & Levinson, S. 1987. *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Cameron, D. 2007. *Working with Spoken Discourse*. SAGE Publications: London.
- Cresswell, J. W. 2008. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. California: Sage Publications, Inc.
- Cutting, J. 2002. *Pragmatics and Discourse: A Resource Book for Students*. New York: Routledge.
- Fabio, Teacher. 2012. How to be Polite in English. <http://teacherfabio.com/2012/09/19/how-to-be-polite-in-english/>. Accessed on December 25, 2014.
- Fujii, K. & Inoguchi, E. 2012. *Teaching Politeness: ESL/EFL and JSL/JFL teachers'*

- attitudes in comparative perspective. Proceedings of the Conference of PanPacific Association of Applied Linguistics.
- Fukushima, S. & Iwata, Y. 1987. 'Politeness in English' JALT Journal. Volume 7. No. 1. Pp: 1-14.
- Givon, M. Lisa. 2008. The Sage Encyclopedia of Qualitative Research Methods. SAGE Publication, Inc. USA. California.
- Goffman, E. 1976. Interaction Ritual: Essays on Face to Face Behavior. Garden City, New York: Anchor Books, Doubleday and Company, Inc.
- Grundy, P. 1995. Doing Pragmatics, Edward Arnold, London.
- Hård af Segerstad, Y. 2002. Use and Adaptation of Written Language to the Conditions of Computer Mediated Communication. Gothenburg University, Gothenburg.
- Hidayatullah, F. 2010. Pendidikan Karakter: Membangun Peradapan Bangsa. Kadipiro Surakarta: Yuma Pustaka.
- Holmes, J. 1992. An Introduction to Sociolinguistics. England: Longman Group UK.
- Ide, S. 1989. Formal Forms and Discernment Two Neglected Aspects of Universals of Linguistic Politeness. *Multilingua Journal*. Volume 8-2/3. P.223-248. Available website on: <http://www.deepdyve.com/lp/de-gruyter/formal-formsand-discernment-two-neglected-aspects-of-universals-ofSRIYsqTtV9/6>. Accessed on February 24, 2014.
- Kementrian Pendidikan Nasional. 2011. Panduan Pelaksanaan Pendidikan Karakter. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum dan Pembukuan.
- Lakoff, R. 1973. Language and Woman's Place. Cambridge: Cambridge University Press. *Language in Soceity*, Vol. 2, No. 1. Pp 45-80.
- Leech, G. 1983. Principle of Pragmatics. London: Longman Inc.
- Levinson, Stephen C. 1983. Pragmatics. Cambridge: Cambridge University Press.
- Mahmud, M. 2008. Politeness in Bugis. A Thesis. Canberra, Australia: The Australian National University.
- Mahmud, M. 2010. Politeness in Bugis: A Study in Linguistic Anthropology Volume I and II). Makassar: Badan Penerbit Universitas Negeri Makassar.
- Mahmud, M. 2011. Grammatical Expression in Bugis Politeness. *LiNGUA Journal*. Vol. 5, No. 1.
- Mey, Jacob L. 2001. Pragmatics: An Introduction. Oxford: Blackwell Publishers Ltd.
- Sacks, Schegloff & Jefferson (1978) in Levinson, Stephen C. (1983). Pragmatics. Cambridge. Cambridge University Press.
- Murni, S. Minda. 2010. The Role of Linguistic Politeness in the Process of Democratizing Indonesia. Paper presented at KOLITA 8 (Konferensi Linguistik Tahunan ke 8). Jakarta: Atma Jaya University. (available website on: <http://mindamurni.blogspot.com/2012/01/role-of-linguistic-politenessin.html>), accessed on February, 2nd 2014.
- Ogawa, N. & B. Gudykunst, W. 1999-2000. Politeness Rules in Japan and the United States. *Intercultural Communication Studies IX:1* Accessed on May, 11 2013
- Quran Online. Accessed on January 30th, 2015. Available website on: <http://www.quran.com/31>.

- Ratnawati. 2014. An Analysis of Students' Politeness Strategies in Classroom Interaction. (Thesis) English Graduate Program, State University of Makassar.
- Schmidt, R., & Richards, J.C. 1980. Speech acts and second language learning. *Applied Linguistics*, 1, 129-157.
- Schwartz et al. 2009. Transformation of knowledge through classroom interaction. London and New York: Routledge.
- Senowarsito. 2013. 'Politeness Strategies in Teacher-Student interaction in All EFL Classroom Context', *TEFLIN Journal* Vol. 24, No. 1. Pp: 82-96.
- Stix, A., & Hrbek, F. 2006. Teachers as Classroom Coaches: how to motivate students across the content areas. Association for Supervision and Curriculum Development. Alexandria. Virginia USA.
- Stranovská, E., Fráterová, Z., Munková, D., & Múglová, D. 2012. 'Politeness Factors In Requests Formula Ted In The 'Category Width' Cognitive Style'. *Studia Psychologica*, Vol. 54. No. 2. Pp: 111-124.
- Sugiyono, 2009. Metode Penelitian Kuantitatif dan Kualitatif dan R & D. Bandung: Alfabeta.
- Sugiyono, 2013. Memahami Penelitian Kualitatif. Bandung: Alfabeta.
- Wardraugh, R. 2006. An Introduction to Sociolinguistics (5th editon). United Kingdom: Blackwell Publishing Ltd.
- Watts, Richard J. 2003. Politeness. Cambridge: Cambridge University Press.
- Yule, G. 1985. The Study of Language. Cambridge: Cambridge University Press.
- Yule, G. 2002. Pragmatics. Oxford: Oxford University Press.