

LAPORAN PENELITIAN



**POLITENESS STRATEGY IMPLEMENTATION IN TEACHING ENGLISH
FOR NON-ENGLISH DEPARTMENT STUDENTS**

Oleh:

Dr. Nanik Mariani, M.Pd /Ketua Tim Peneliti
Fahmi Hidayat, M.Pd/Anggota Tim Peneliti

**UNIVERSITAS LAMBUNG MANGKURAT
BANJARMASIN
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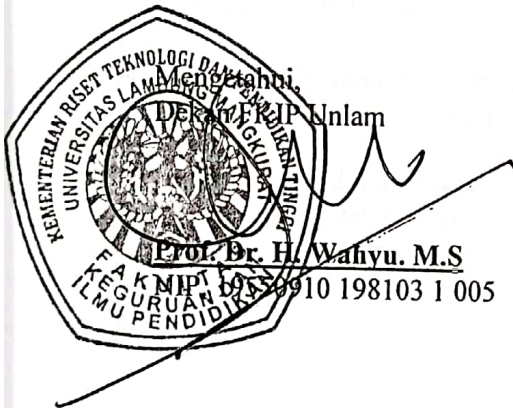
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TERDAFTAR DI PERPUSTAKAAN FKIP UNLAM BANJARMASIN		
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RINGKASAN

English Language Teaching (ELT) means the practice and theory of learning and teaching English for the benefit of people whose first language is not English. It means that the goal of English Language Teaching (ELT) is to have communicative competence in English. The communicative competence is not only about linguistic competence, but also socio-cultural, interactional, formulaic and strategic competence. In this study, the researcher works on classroom from a pragmatic perspective which is meant as knowledge of communicative action and how to carry it out, and the ability to use language appropriately according to context. One of the strategies which can be used in communicative action is Politeness Strategies. The researchers focuses on politeness strategies in teaching English for General Purposes. It is believed that English Language Teaching (ELT) is not only learning about content, but also the delivery to behave linguistically. Language is one of the most important aspects of succeeding the process. By knowing the knowledge of politeness strategies help teacher-student to do learning in English classroom teaching. Brown and Levinson's (1987) theory places politeness as a universal face-threatening strategy. Politeness strategies used by teacher and students are an important role in learning teaching process. This research aims to describe the application of politeness strategies in English for Specific Purpose classroom language. The participants of this study were the English lecturers and non-english department students of FKIP ULM. The data of this study was by doing observation and spreading questionnaire. Having done conducting the research, it was found that During teaching and learning process in English Department of FKIP in Lambung Mangkurat University, it was found the implementation of positive politeness strategies used by lecturers which is relevant to the theory of Brown and Levinson. The total use of positive politeness strategies is 427 utterances from three lecturers starting from pre-activity, while-activity, and post-activity. In pre-activity, the type of positive politeness strategies mostly used by the lecturers were Strategy 1 (Notice) and Strategy 5 (Seek Agreement), in while-activity the lecturer mostly used Strategy 5 (Seek Agreement) and Strategy 6 (Avoid Disagreement) and also in post-activity the lecturer mostly used Strategy 1 (Notice) and Strategy 15 (Give Gifts). The implementation also gave positive impacts to the students since they stated that the purpose of the politeness strategies implementation was achieved.

PRAKATA

Syukur Alhamdulillah dan Puji Sukur kami Panjatkan kehadiran Allah SWT karena berkat Rahmat dan HidayahNya kami dapat menyelesaikan laporan Penelitian ini dengan baik. Dalam laporan ini kami ingin mengucapkan rasa terima kasih kepada pihak – pihak yang membantu selama pelaksanaan kegiatan penelitian ini.

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Akhirnya saya berharap bahwa penelitian ini dapat dilanjutkan ke skala yang lebih besar dan berharap bahwa laporan ini dapat bermanfaat bagi semua pihak. Saran yang membangun tetap penulis harapkan untuk perbaikan penelitian selanjutnya.

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Peneliti

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English Language Teaching (ELT) means the practice and theory of learning and teaching English for the benefit of people whose first language is not English. It means that the goal of English Language Teaching (ELT) is to have communicative competence in English. The communicative competence is not only about linguistic competence, but also socio-cultural, interactional, formulaic and strategic competence (Celce-Murcia, 2007: 45). Socio-cultural, interactional, and strategic competencies are included to the knowledge of speaker's pragmatic. In this study, the researcher works on classroom from a pragmatic perspective which is meant as knowledge of communicative action and how to carry it out, and the ability to use language appropriately according to context. One of the strategies which can be used in communicative action is Politeness Strategies. It is believed that various functions of language to establish a communication system can contribute to students' language development (Consolo, 2006, p.34).

The researcher focuses on politeness strategies in teaching English for General Purposes. It is believed that English Language Teaching (ELT) is not only learning about content, but also the delivery to behave linguistically. Language is one of the most important aspects of succeeding the process. By knowing the knowledge of politeness strategies help teacher-student to do learning in English classroom teaching. Brown and Levinson's (1987) theory places politeness as a universal face-threatening strategy. Politeness strategies used by teacher and students are an important role in learning teaching process. This research aims to describe the application of politeness strategies in English for General Purpose classroom language.

Yusuf Al Arief (2014) in *Politeness Strategies Used by Mario Teguh in Handling Questions in MTGW Program* showed the result that there were ten strategies used by Mario to share the motivation. These made the audiences did not feel to be lectured when he shared it. In fact, they feel like a friend to him. Senowarsito (2013) studied about *Politeness Strategies in Teacher-Student Interaction in An EFL Classroom Context* showed teacher and students basically employed positive, negative, and bald on record strategies. Teacher and students' perception of social distance, the age difference, institutional setting, power, and the limitation of the linguistic ability of the students have contributed to the different choices of politeness strategies.

Brown and Levinson's theory of politeness is claimed to be universal which has been used by many linguists to study politeness in many different languages. Leech (1983) mentioned that politeness concerns a relationship between two participants that he called self and other. These two participants are demanded to

fulfill the concept of politeness, therefore the face-threatening acts can be minimized. Politeness itself is not a 'gift of birth' that is possessed by people when they are born. According to Watts (2003), politeness has to be acquired. People should learn and be socialized into, and after that, the politeness will be acquired.

Brown and Levinson (1987) in their book, "Politeness" classified fifteen strategies for creating positive politeness in our daily life: 1) Noticing, attending to hearer, 2) Exaggeration, 3) Intensifying interest to hearer, 4) Using in-group identity makers, 5) Seeking agreement, 6) Avoiding disagreement, 7) Presupposition/ raise/ assert common ground, 8) Joking, 9) Asserting or presuppose speaker's knowledge of and concern for hearer's wants, 10) Offering and promising, 11) Being optimistic, 12) Including both speaker and hearer in the activity, 13) Giving (or ask) reasons, 14) Assuming or asserting reciprocity, 15) Giving gifts to hearer (goods, sympathy, understanding, cooperation). These fifteen strategies will be the base for the researcher to analyze the data.

1.2 Research Question

How are the politeness strategies implementation in English Teaching and How is the students' perception on the implementation?

1.3 Objective of the Study

Based on the research problems questions, the objectives of this research is to find out how the politeness strategies application in English for General Purposes classroom is.

1.4 Scope of the Study

This study only deals with English Department Lecturers and Students of Lambung Mangkurat University as the subject of this research. Also, the researcher would limit this study only focuses on the theories of Positive Politeness Strategies by Brown and Levinson.

1.5 Significances of the Study

It is expected that the findings of the study will give benefits to the educational field. The significances of the study are:

1. to discover the linguistics technique in teaching to lecturers who teach linguistics, so the lecturer can increase his/her skill in teaching linguistically through politeness strategies.
2. to give valuable information for English Department students of Lambung Mangkurat University to find out the effect of politeness strategies in their English Language Teaching Classroom.
3. as additional information or reference for another researcher which is relevant to the topic of this research.

1.6 Definition of Key Terms

1. English Language Teaching is the practice and theory of learning and teaching English for the benefit of people whose first language is not English. (Collins English Dictionary)
2. English for General Purposes refers to the English language education at school levels where the students are made familiar with the structural/grammatical elements of English language to pass the exams (Hutchinson & Waters, 1987)
3. Pragmatics is the relationship between language and content (particularly the participants) that are basic to an account of language understanding because the content is the key element of pragmatic studies. (Mu'in and Mariani, 2007)
4. Politeness Strategies was a universal concept, which has created controversy within academia. Politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward the listener. (Brown and Levinson, 1987)
5. Perception can be defined as the process of extracting information. Their description is based on the perception of cognitive structures and according to them, "perceptions are the processes that determine how humans interpret their surroundings" (Forgus and Melamed, 1976:10).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

During teaching and learning process in English Department of FKIP in Lambung Mangkurat University, it was found the implementation of positive politeness strategies used by lecturers which is relevant to the theory of Brown and Levinson. The total use of positive politeness strategies is 427 utterances from three lecturers starting from pre-activity, while-activity, and post-activity.

In pre-activity, the type of positive politeness strategies mostly used by the lecturers were Strategy 1 (Notice) and Strategy 5 (Seek Agreement), in while-activity the lecturer mostly used Strategy 5 (Seek Agreement) and Strategy 6 (Avoid Disagreement) and also in post-activity the lecturer mostly used Strategy 1 (Notice) and Strategy 15 (Give Gifts).

5.2 Suggestion

From the analysis about the politeness strategies, the researcher has some suggestions as follows:

1. The Lecturers

The researcher suggests the lecturers of English Department students to keep implementing the use of positive politeness strategy in giving material in the classroom interaction to the students since it is believed to stimulate students' learning. In addition, the function of politeness strategy is very necessary to support the students' skill to be better. Moreover, how the way the teacher giving materials or giving motivations and managing the class through the language used by the teacher in the classroom is able to influence the students' characters in life.

2. The Students

This research can be an additional reference for the English Department students. It is suggested for the English students who take linguistics concentration for they have to learn more about pragmatics especially politeness strategy. In addition, the students also need to appreciate the lecturers' effort through the use of positive politeness strategies while teaching and learning process was conducted by paying attention to the lecturers seriously.

3. The Other Researcher

This research just focuses on what kinds of positive politeness strategies strategy used by teacher and student in English for General Purposes classes. This study can lead other researchers to conduct research on politeness strategies in another focuses. It is also hoped that the study on

politeness involves language other than English, therefore it can broaden the knowledge in applying linguistic aspects in various language.

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