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An Analysis of Politeness Rules in Teacher-Students Classroom Interaction

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ABSTRACT

The practical application of manners or etiquette to avoid offending and to make others feel comfortable is known as politeness. Since it is a culturally determined phenomenon, what is considered to be respectful in one society may occasionally be viewed as extremely impolite or strange in another. This descriptive qualitative study seeks to investigate the rules of politeness by Lakoff (1973) in teacher-students utterances during classroom interaction. However, an English teacher and 36 students of MAN 2 Kota Kediri became the sample of this research. As the data was a speech-shaped, it was obtained through several steps such as observation and data recording then it was analyzed trough data reduction, and data display, data validation, and drawing conclusion. The findings indicated that there were three rules used by the teacher and the students in their utterances namely *'Do Not Impose'*, *'Give Option'*, and *'Make the Hearer Feel Good'*.

Keywords: Politeness Rules, Students' Utterances, Classroom Interaction

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Introduction

When it comes to communicating, the pragmatic factor comes into play as well. Deeply, pragmatic events force people to behave in ways that are related to the context and situation in that communication. People in Indonesia interact with their interlocutor based on their social status, according to the rules of communication. In this case, the researcher is interested in investigating academic communication. When discussing communication, specifically in educational interaction, it was brought to the author attention that people who learn or are known as students do not always have good manner when speaking with their teacher in school. The way to interact is determined by the interlocutors during the interaction process. With a focus on social academic communication, the conversation between teacher and students becomes the subject of this study.

It sounds interesting to observe the classroom process that focuses on communication methods. Furthermore, in the Indonesian context, politeness, also known as manner or ethics, is extremely important. As a result, it is believed that ethics is a critical point in communicating with whoever the interlocutors are. The researcher intends to investigate a politeness phenomenon in a social academic reality using a theory of politeness as a guide. Based on the research questions, to learn about politeness rules and how politeness rules are used. The emphasis is on how students interact with their teacher about the language they use in the classroom. Because the theory of Brown and Levinson's (1987) politeness has been widely used in some cases, the researcher decided to use another theory, Lakoff's (1973) politeness rules.

Previously, Lakoff (1973) completed his investigation into how language is used differently depending on gender. His study, "Language and Woman's Place," investigates 'Woman's Language,' which has a foundation attitude when communication occurs. He examined the phenomenon of how interaction has a rule using the qualitative design model. Despite focusing on women's interactions, he eventually discovered all aspects of people communication. When discussing how to interact, he concluded that women were more polite than men. The considerations appeared after a while in that time, eventually leading to the idea of politeness rules that were thought to be used in all communications. Finally, the problems mentioned above motivate this research, which is titled "An Analysis of Politeness Rules in Teacher-Students Classroom Interaction".

In pragmatic area, Morris (1938) was the first developer of this term and he defines pragmatics as a study of the link between signs and interpreters. This definition is truly seeming still became the basic of the term 'pragmatic' for all people. It means that pragmatic plays very important role in human communication. Although it seems abstract, it can be explained in forms of written data when it has been analyzed using the model of certain approach. The second definition is confirmed by Crystal (1985), that Schauer (2009) took the view of him that defines pragmatics as a study of language about how the users' point of view, basically it based on the people choices, and the constraints that happen between each other when they meet then using language in social interaction, also the effects of their using of language has on other participants in the act of communication. From this definition, Crystal (1985) talks clearer about his view on pragmatic occur as he gives many considerations such as one's choice, their prohibition, and then the effect of communication for other participants.

The next explanation about pragmatic comes from Bublitz (2001). Similar with Crystal (1985), he said that pragmatic is the form of linguistic patterns that consists of an action and strategies used by the communicator in order to imply and to interrelates then leads both communicators to make consolidation of an abstract meanings. We can conclude that both thus action and strategies may be able to be seen but thus all result that not visible. The last view taken by Schauer (2009) is the description of Mey (2001). Shorter than thus all definition above, Mey (2001) stated pragmatic as the human language use to make communication that decided from human conditions of a society. It means that society have role in a communication that contain of pragmatic rules. It makes a view that pragmatic is very consider of a communication that never stop happen between human.

Classroom Interaction

Classroom interaction is the most one related education phenomena that should be examined. The term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom. Talking, or conversation, is the medium through which most teaching takes place. In this case, focused on politeness used by the teacher and the students, it will still need to view the responses from the students to the teacher and the opposite of it or even we can say as the interaction. In classroom interaction, there are several sub actions such as when the section of question and answer

between the teacher and the learners. Based on Macbeth's (2003) that says as the analysis of discourse in classroom that naturally occurring also will lead to the natural approach so that can be the central innovation in classroom studies.

Analyzing the social occurs in academic area, the two focuses subject of this study are the teacher and the students. We can assume that "what the teacher said is what the students learned" (White, 1989). The students may have a view how to use language to have communication with their teacher. As the thought of students that a teacher had higher social status than them, it is believed that they already had their own way that decided to interact with the teacher. We can imagine if both the teacher and the students having polite classroom interaction, they will have a very good situation to learn in classroom. In other perspective, being polite becomes the obligation for students to the teacher because the teacher has the same position as their parents in the area of school. So, they have to be polite as they do it to their genetic parents in the home.

Despite of that, teachers have many characters to teach that may leads to the student's response. The students have their rights to decide the response in classroom interaction with the teacher. We can take the example of the reality in which the students may dislike with the teacher who had inappropriate model teaching in classroom. In this case, the students could not refuse whatever technique used by the teacher to be applied in classroom learning. But in other condition the still be able to refuse it in another way such as being impolite to the inappropriate teacher. This happens should be vanished considering the influence will be deeper if this character had stuck in student's selves. To make them being more aware to the importance of being polite, this study also hopefully has the good side-effects for them.

Theoretical Framework of Robin Lakoff (1973) Politeness Rules in Cooperative Competence

This study used the theory of politeness by Robin Lakoff (1973) to guide the research and to investigate the kind of politeness rules and how its rules become employed by the teacher and the students of MAN 2 Kota Kediri in English classroom interaction. Robin Lakoff (1973) correlated the development of a semantic based model of generative in the

area of grammar that commonly refers to as 'generative semantics' and also the combination between speech act theory and the generative models of language.

The positive impact of Grice's cooperative is replaced by Lakoff's linguistic interest under Gricean Pragmatic rules. Then Lakoff (1973) mixed it up with the American feminist movement in the late of 1960-1970 and it led her to the publication of language and gender entitled "Language and Women's Place". At that time, politeness started to become a famed term and took an eminent place (Fauziati, 2013). In addition, Margetan, Ratih, and Ratri (2014) stated that the fundamental theory of Lakoff (1973) to create this Politeness Principle is what we state as Pragmatic Competence that is the way how we able to use language rightly wondering to whom is our interlocutor (Tenor), the topic we are discussing about (Field), and the way how we are talking (Mode). From Lakoff's (1973) pragmatic competence, it sets the rules of it namely the rules of clarity and the rules of politeness.

Lakoff's rules of politeness are seen as part of a system of pragmatic rules, which she makes the same to that of syntactic rules which belong to the area of linguistic theory, so politeness rules are primarily seen as a linguistic device to take the systematic of the process. So, the rules are known as a part of the scientific way of taking the language use systematic (Watts, 2003). Not only that, Watts (2003) also argued that when people chat orally, they generally follow the culture norm, demonstrating that they are competent speakers. She proposes two thoroughly rules of pragmatic competence, both arranged a set of sub rules which are called be clear and be polite. In this case, she counts a set of politeness rules.

The first rule is 'Be clear', that is really the Grecian CP in which she recalls the rules of conversation. It was the maxim that dominated by the rules of politeness. CP simply defines that when people gained in a conversation, they will say something appropriate at that point of the growing of the conversation. When talking, barterhappens between our talk that do not normally consist of an arrangement of disconnected words. They are cooperative struggles. Each participant identifies some common purposes at each place. The second rule is 'Be Polite' that consists of a sub set of three rules: (1) don't impose, (2) give options, (3) make the hearer feels good – be friendly.

These three rules are the theoretical foundation to guide this research. To be specific, the explanation below will clarify more about the three rules. These rules are briefly deluded,

but those are actually complex because language has multiple forms for expressing those all. Finally, in the last rule, 'make the hearer feel good – be friendly' is the most variable in terms of cultural meanings. It implies that co-participants share similar models and norms for behavior and that they evaluate speech accordingly to the same presupposed notions. Lakoff (1973) clarified that praising and using white lying can make the hearer feels comfortable in a communication. In addition, using the phrase "please" in American accent or in Indonesian accent as "*silakan*" also can be included to make the hearer feel good to have a conversation with. To sum up, Lakoff's pragmatic competence can thus be represented schematically in the table below.

Table 1. *Lakoff's (1973) Pragmatic Competence of Politeness Rules*

Pragmatic Competence (PC)	
Rule of Politeness	
Be clear Rules of conversation:	Be Polite Rules of Politeness:
R1. Quantity • Be as informative as required • Be no more informative than required R2. Quality • Only say what you believe to be true R3. Relevance • Be relevant R4. Manner • Be perspicuous • Don't be ambiguous • Don't be obscure • Be succinct	R1. Don't Impose R2. Give Options R3. Make a (addressee) feel good – be friendly

To be clearly described each rules of politeness by Lakoff (1973), the first rule that is 'don't impose' or as known as formal style of an expressions happens when students will meet their teacher and say as "pardon me, may I come in to have discussion about the assignment?". Although the teacher cannot have a discussion with, it has been clear that using thus expression has the sense of refusing that does not make the hearer being imposed. So, the teacher will not be hampered because the students utter the polite words.

Secondly rule namely 'give options' or as known as deference. Being polite, we cannot urge our need or request to other people. In other phrase, being hesitant is also

needed in a conversation. Whereas, everyone should give a chance for the interlocutor to response accepting or refusing the information. The example of sentence such as "I wonder if you could possibly lend me money because I have just lost my money to buy lunch". In that sentence, whether the listener will lend or not, it has clear signs of it. So, both communicators will be comfortable in having a communication.

The third rule called 'make audience feel good'. This rule clearly stresses the nearness relationship between the two communicators. Really believed that being humble and friendlier when interacting will make the communication run well and appear the good going talks between the speaker and the hearer. For this rule we can see in the example of the communication between the teacher and the student;

S:"*Miss, so sorry that my written is still bad*"

T:"*Oh no problem exactly. It is good that I still can read all your written*"

Those talks are exactly had the sense of the closeness between the teacher and the student. The student still in his/her attitude to face the teacher, and the teacher still has good manner to response the students. Discussing the theory of politeness, it can be drawn that the first and the second Lakoff politeness rules namely "Don't impose" and "Give option" has similar essence with Brown and Levinson Negative Face in their politeness strategies. While the last rule called "Make the hearer feel good" leads to Positive Face Politeness.

Methods

This research is descriptive qualitative research. Based on Moleong (2011), qualitative method refers to the natural background or based on the whole context. As he quoted from Linclon and Guba (1985), a natural occurs can not be separated from the context because it will change the totality that should be understood based on the whole context. This research design used to develop the description about human or social phenomena in the condition of context. Denzin and Lincoln (2009) state that "*Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter*" (p. 2). This means that qualitative researcher study in their natural setting. The researcher collected the data, and then descriptively reported the findings. The condition of the object of the research should be natural, so that the research could get a representative result. The representative result would be the source of the conclusion of the research.

Included to the qualitative design that focus on social occurs, the participants of this study is a teacher and a class of Indonesian EFL learners in MAN 2 Kota Kediri who are in the firs grade students. In this case, the chosen class is the class of X-Agama MAN 2 Kota Kediri in the year of 2018-2019. The class consists of 36 students and the researcher comes to the class when doing the practice of teaching in that class.

Due to some explanations above, the instrument used to finish this research is the researcher herself. Moleong (2011: 9) explains as in qualitative approach, the researcher herself and can be helped by the partner is the instrument to collect the data. The reason is that this approach is based on natural condition that happen in several time whether it is individually or in a group.

The researcher used descriptive qualitative method in this research, so in conducting the study, the researcher has to do an observation to get the data. As the question research that to investigate the kind of politeness rules used by both the teacher and Indonesian EFL learners and to know how it is employed. According to Gay and Mills (2012: 381-382) as quoted by Kurniatin (2018), observation is watching the participants with emphasizing to understand the natural environment as lived by them without altering or manipulating. In observational study; the current status of phenomena is determined not by asking but by observing. This technique used to investigate the use of politeness rules in teacher and student interaction of English class.

To be appropriate with this study, the researcher used the source or data triangulation. In source triangulation, the researcher uses many sources or participants to get the accuracy of data. It should be underlined that the participants of sources here was the chosen expert that knowledgeable about the theory of politeness used in this study.

Result and Discussion

a. Politeness Rules in Teacher Utterance during learning activities in English Class

The researcher found 21 teacher utterances that are classified into the rule of politeness in the whole of observation. The detail is explained based on the types of politeness as Rule 1 (R1) that stated as Do Not Impose (DNI), Rule 2 (R2) namely Give Option (GO), and Rule 3 (R3) that stated as Make the Hearer Feels Good (MTHFG). The analysis as below:

1. Rule 1 (R1) called 'Do Not Impose'. In this case, the researcher found 7 utterances that are included to the first rule of Lakoff (1987) politeness rule. Before, remaining the theory that in R1 has the characteristic of using a question tag and suggestion. So, the explanations below will be presented based on the characteristic of R1. The details as below:

   a. Using Question Tag

      DATUM 1/R1/DNI/01:06:16/01:25:00

"Hmm lebih baik ditutup kali ya pintunya"

"Hmm, it is better to close the door, isn't it?"

The utterance above indicated as the first rule of politeness called as 'Do Not Impose'. This utterance shows that the teacher did not force as she suggests closing the door. The statement *"Hmm lebih baik ditutup kali ya pintunya"* as in English "*Hmm, it is better to close the door, isn't it?"* clearly shows that it should be included to the first rule.

This utterance, as Lakoff (1987) claimed that using question tag is one of the ways to show politeness when having a talk. Not only that, the teacher also uses suggestion to make the utterance sound better as giving the sense of imposition.

The teacher uttered this statement when suggesting the students to close the door as they would hold listening section using LCD projector. As the consequence, the students may have their respond to close the door or not. It can happen because the teacher did not use a modal verb like *should* or *have to* the students as it will give the sense of a must. As the addition, using suggestion and question tag in this case is to say for asking help in another sense that is politer.

   b. Using Suggestion

DATUM 2/R1/DNI/01:19:10/01:25:00

"Iya, tapi nggak perlu yang bawa barang-barang dan pakai atribut gitu!"

"Yes, but it does not need to bring any equipment and attribute!"

The statement above is included to the first rule of Lakoff's politeness model. It gives the clue that the teacher does not obligate the students to bring some equipment and wear attribute in the day they would perform a simple drama as the sample of narrative text.

When the teacher said, '*nggak perlu yang bawa barang-barang dan pakai atribut gitu*' or in English '*but it does not need to bring any equipment and attribute*' it is clear thatthe teacher does not want that the students would be burdened to bring many equipment to the class. But it is okay if the students still wanted to bring their equipment as they wanted to perform better. Using the phrase *but*added by an explanation to have conversation that more comfortable to be held.

The indicated utterance above is employed when the teacher gives the guidance in explaining students' assignments to be done in the next meeting. The utterance above also can be called as a suggestion in the form of explanation.

According to Lakoff's determination about the important of being polite, this is better utterance than giving a judgement immediately to the hearer's comprehension about the given order. So, both the speaker and the hearer can mix and complete the information that needed to get the clear talks.

The indicated oral sentence above is employed when asking the students' comprehension and makes sure those their less information. This strategy should be always applied in order to create a beneficial conversation.

2. Rule 2 (R2) namely 'Give Option'. As the style of utterance that can be included to this kind of rule is should be the utterance that has the sense of giving a choice and allow the addressees to their options. In this situation, usually people use the modal *'may'* or and *'can'* to have the sense of giving a choice. The researcher found 5 oral statements that examined as the second rule of Lakoff (1987) politeness adjustment. The details as below:

   a. Using the modal verb *'may'*

   DATUM 8/R2/GO/12:21/01:25:00

   "Bentar Miss boleh pilih salah satu dari kalian atau kalian yang…"

   "Wait a moment, may I choose one of you all or it is up to you who…"

   The previous utterance has the sense of the second rule of politeness or is called as R2. This sense is aimed to give the chance for the hearer in appreciating when having communication. It means that the hearer can have his/her consideration to respond the speaker.

According to Lakoff's rule of politeness, the oral sentence like '*Miss boleh pilih salah satu dari kalian atau kalian yang'*or in English '*may I choose one of you all or it is up to you who…'* is clearly has the sense of giving choice to the hearer in deciding the action. The action in this situation will be still in line of the order.

The researcher found it as being employed when giving a choice to point the students for answering the question in reviewing the past lesson. Whatever, it is in the opening of classroom activity.

b. Using clarifying question

DATUM 9/R2/GO/22:12/01:25:00

"Oke ini selesai selama 30 menit bisa?"

"Okay, is it possible to finish in 30 minutes?"

The oral sentence above included to the rule two (R2) based on Lakoff's theory. The way of the speaker ask, in this case is aimed to give an option whether the students can finish the test in 30 minutes or not. It also leads to the answer that in the hand of the speaker, the speaker may choose whatever the answer.

Examined using Lakoff's politeness concept, this pronunciation belongs to the second rule or even stated as R2. The speaker utters this to break the idea of the hearer. By that way, the hearer can optimize the decision to do the command.

When the speaker said *'…ini selesai selama 30 menit bisa?'*or in English '*Okay, is it possible to finish in 30 minutes?',* it means that the speaker still allows the hearer to finish more than 30 minutes, or even less than it. So, the hearer can choose the possible time to do the task from the speaker. The hearer in this case may agree or disagree but still do the task based on the rule.

This pronunciation is employed when asking the agreement to make sure of students' ability to pass the test in 30 minutes. It is based on the attitude to be the speaker in having a communication that also related to role giving choice for the interlocutor.

The words included to the second rule above employed when making free the students to choose in determining to make the video. The politeness here involves an absence of a strong statement of speaker to give the freedom for the students' reaction.

3. R3 (Rule 3) named 'Make the Hearer Feels Good'. The researcher in this rule style found 9 utterances that are categorized as the last rule of Lakoff (1987) politeness concept. This kind of rule such as using the term *'please'*, praising, motivating, and expressing white lying. The explanation as below:

   a. Praising

   DATUM 13/R3/MTHFG/10:17/01:25:00

   "Oh, nggak kok. Itu artinya kalian aktif di kelas. Miss nggak mempermasalahkan itu kok"

   "Oh, not at all. It means that you all are active in a class. I never set it as a problem anyway"

   The first indicated word above belongs to the third rule of politeness by Lakoff. The applied rule this is to emphasis closeness between both the speaker and the hearer. So, the communication can walk as well as needed. Not only that, it will imply to the easy understandable information that shared in a communication.

   This kind of statement as Lakoff had ever stated, consists of a sense of white lying like the word *'itu artinya kalian aktif di kelas'* or in English **'***it means that you all are active in a class'*. In fact, the students as the hearer are noisy but the speaker creates the good communication in the manner of using white lying. The implication is that the hearer feels more closely andmaybe motivated to be more active. As the addition, when the speaker utters '*Miss nggak mempermasalahkan itu kok*' or in English*'I never set it as a problem anyway'*will also add the positive respond as the hearer may feel calm.

   The utterance above is employed whenpraising the students with white lying of their activity in the class. This way may have the sense to motivate the students to be really active of their learning process.

   DATUM 21/R3/MTHFG/01:05:06/01:30:42

   "Hmm udah banyak yang bener gitu lo, udah pinter semuaya"

   "Hmm it almost correct, you all are already diligent"

   The way of speaker commends above is related to the third rule of politeness in Lakoff's theory. The effect of that utterance is exactly a happy feeling caused of the work that being appreciated.

There are two sentences that really support each other. The whole is *'hmm udah banyak yang bener gitu lo, udah pinter semuaya'* in English *'hmm it almost correct'* (a), *'you all are already diligent'* (b). The sentence as the speaker says based on the reality that the students' works are almost correct. Not only that, the utterance also has the sense of appreciating. Then, the *b* sentence is exaggerating the students work in order to give them motivation through praising.

The speaker employed this rule when appreciating students' work to make them become more spirit to do another work in all lessons. As this rule is employed in main classroom activity, the speaker in that time may hopes that the students will be more active and communicative in a later lesson.

4. Expressing trough white lying

   DATUM 15/R3/MTHFG/01:03:41/01:25:00

   "Mana jelek. Ahh eggak kok, Miss masih bisa baca ini"

   "Where's the worst. No at all. I still can read it well"

   The statement talked is aimed to make the addressee feel better of what his/her does. That cause brings the statement can be categorized as R3.

   As R3 statement, using Lakoff's politeness concept, it is included to the manner of white lying in order to disabuse the addressee. The words *Mana jelek* (a)*ah heggak kok* (b), *Miss masih bisa baca ini* (c)has three senses that completed each other. The *a* statement stress the sense to make sure that what has the addressee done is not as bad as he/she thinks. Added by *b*, white lying to cover addressee's mistake. Finally, *c* is to recover by praising the addressee's work.

   The speaker employed it when giving opinion of students' writing to make them having self-confidence. The value in this case is to urge the students that hoped can be more pay attention of their job and can improve their writing skill.

5. Clarifying

   DATUM 14/R3/MTHFG/19:42/01:25:00

   "Iya its okay. Miss kan nggak melarang buka buku tadi diawal"

   "Yes, it is okay. I did not forbid to open the book before

   The utterance above included as the third rule of politeness. It is caused of the utterance that has the sense of giving a comfortable situation when the

conversation occurs. It also avoids misunderstanding between both speaker and the hearer. Not only that, this utterance has the implication to make the hearer being not regret as he/she has a fault.

In Lakoff politeness adjustment, the statement such as *"Miss kan nggak melarang buka buku tadi diawal"* or in English *'I did not forbid to open the book before'* gives the significance of being friendly in a conversation. Even better, to make the hearer feel good, this situation is also to develop better communication.

The utterance above is employed when clarifying the student statement to explain that opening the book is not forbidden. It means that to give a clarification is also should has the manner to utter for developing the understandable talks between both speaker and hearer.

6. Appreciating

DATUM 16/R3/MTHFG/01:20:11/01:25:00

"Okey because the time is up,"*kalian juga harusistirahat"*,bisa diakhiri sekarang ya"

"Well, because the time is up, you all guys have to take a rest too, can we end now?"

The pronunciation above is included in R3 of Lakoff (1987) politeness category. It is because the pronunciation consists of some phrases to emphasis politeness sense. It can be mean as the speaker really keeps the closeness between each other.

The chosen word like "*kalian juga harus istirahat"* or in English *'you all guys have to take a rest too'*, means that the speaker appreciates the time to have resting. In other words, the speaker notices to the hearer.

The mentioned utterance above that is categorized as R3 is employed to make the hearer feel good or even comfortable. It is when giving the students' time to have a resting time to let them having it in the last section of learning activity.

7. Motivating

DATUM 19/R3/MTHFG/07:44/01:30:42

"Justru kita harus semangat lo biar member kesan pertemuannya"

"But we must keep spirit then the moment will be impressed"

The cause and effect sentence that uttered by the speaker above is included to R3. The cause here is having spirit and the effect is giving the impression in a

meeting. In this case, the sentence is stressed to convince someone as the hearer. The hearer also will feel better to hear that kind of respond.

In order to explain clearer, the word *"justru kita harus semangat lo biar member kesan pertemuannya"* implies the hearers' understanding that he/she should be spirit. The hearer also will think that if he/she spirit, the situation will be better. As the hearers' feeling before is worrying of the leave-taking, through this kind of way to communicate will give the comfortable atmosphere between the speaker and the hearer at that time.

The sentence is employed when giving motivation to the students in order to make them become more spirit in classroom. This way is quite similar with the previous data but still have the difference in the way it uttered.

b. Politeness Rules in Student Utterance during learning activities in English Class

The researcher examined 15 student utterances that are classified into the rule of politeness in the whole of observation. The detail is explained based on the types of politeness as Rule 1 (R1) called Do Not Impose that is stated as 'DNI', Rule 2 (R2) namely Give Option as 'GO', and Rule 3 (R3) named Make the Hearer Feels Good that is wrote 'MTHFG'. The analysis as below:

1. Rule 1 (R1) called 'Do Not Impose'. In this case, the researcher found 9 utterances that are included to the first rule of Lakoff (1987) politeness rule. Before, remaining the theory that in R1 has the characteristic of using a question tag and suggestion. So, the explanations below will be presented based on the characteristic of R1. The details as below:
   a. Using Question Tag

      DATUM 22/R1/DNI/05:34/01:25:00

      "Jadi Miss nda kbosen di kelasini kan?"

      "So, you do not feel bored in this class, do you?"

      The utterance above is classified into the first rule of Lakoff politeness. The reason is that the utterance consists of a question tag in order to make the sense of covering the force. In this situation, the speaker may feel worried about the possible from the hearer so it appears the mentioned question.

Here, the utterance like 'Miss ndak bosen di kelas ini *kan?*' or in English '*you do not feel bored in this class, do you?*' is the question tag that becomes the indicated cause of R1.

The utterance that is classified into R1 is employed when asking the teacher opinion to stay in class. The question is employed by the speaker in order to know what the hearer's feeling when teaching in the class.

b. Suggesting

DATUM 27/R1/DNI/09:22/01:30:42

"Miss biar semangat alangkah baiknya kita ice breaking dulu"

"Miss, to get spirit, it is better to have an ice breaking first rights"

The suggestion above is classified into the first rule of Lakoff politeness. This utterance seems like an asking statement but it quite leads to the suggestion too. This reason brings to the characteristic of R1 that to implies the meaning of not forcing the hearer. Suggestion itself is the softer statement to change the order.

The utterance consists of two supporting phrases each other like the first is '*to get spirit*' and the second "*it is better to have an ice breaking first rights"*. The first phrases can be stated as the effect and the second is the effect. This utterance is commonly interesting to be heard. Remaining the student as the speaker, this way to communicate is employed when asking an ice breaking to the teacher before starting the learning process.

2. Rule 2 (R2) namely 'Give Option'. If there are the utterances that consist of the modal verb such as 'may' and 'can', it should be classified into second rule of Lakoff politeness model. This model, as ever mentioned before, the utterance that has the sense of giving a choice and allow the addressees to have their own options. The researcher found 5 utterances that are examined as the second rule of Lakoff model of politeness. The details as below:

a. The use of modal verb 'may'

DATUM 29/R2/GO/16:54/01:25:00

"Sebentar Miss. Boleh pakek Bahasa Indonesia Miss?"

"Wait a minute, Miss. May I use Indonesian language?"

The statement above is examined as the second rule of Lakoff politeness rules. The use of modal verb that is 'may' in the statement becomes the cause of this statement indicated as the second rule. As this statement is aimed to let the hearer has his/her own respond. The speaker in this case also should receive whether the hearer allow or not to use Indonesian language.

The bold statement in statement *"boleh pakek Bahasa Indonesia Miss?"* or in English '*May I use Indonesian language?'* is the examined cause to be included in R2. The theory is used to view this statement, therefore, clearly the use of term 'may' in this statement is the way how people being polite to other. The student as the speaker in this situation also can be indicated that the social status may be the other factor to support politeness.

Important to R2 in Lakoff model politeness, this indicated statement is employed when requesting to teacher in the case of asking permission to use Indonesian language. However, the answer still in the side of the hearer and the feedback should be agreed by both talkers in that conversation case.

b. Giving clue to allow the hearer on his/her own consideration trough question

DATUM 31/R2/GO/06:43/01:20:32

"*Umm yang lain yang lain mungkin Miss?"*

"Umm it may be the other one Miss?"

Different with the classification of using modal verb, this kind of utterance is classified into R2 based on the clue that is given by the speaker to let the hearer think his/her chosen action. Through question, the speaker utters this because he/she still appreciate what the hearer's choice to be the respond.

The question like "*Umm yang lain yang lain mungkin Miss?"*or in English "*Umm it may be the other one Miss?"*shows to give the space to the hearer in having the choice of him/her. The utterance in this case is also to show respect as the student becomes the speaker. Again, to show respect is also to do polite.

The utterance is employed when questioning to the teacher to have another idea of doing ice breaking. Although the answer is still in the first idea or even new idea, the respond will be still based on the agreement. It means that the final respond is still can be received both communicators.

DATUM 33/R2/GO/06:43/01:20:32

"Miss kenapa nggak sekalian ngelamar jadi guru disini Miss?"

"Why you do not propose to be the teacher in this school, Miss?"

Questioning in this case, examined using Lakoff's rule of politeness is categorized as the second rule. Considering the different argument that may be owe between the speaker and the hearer, the speaker utters this. It also to create the meaningful communication so becomes the speaker is also should appreciate the interest of the hearer.

The example context utterance is such as "*Miss kenapa nggak sekalian ngelamar jadi guru disini Miss?*'"or in English '*Why you do not propose to be the teacher in this school, Miss?'*. This kind of question, using the term *'why'* to know the reason of the hearer. It means that the speaker needs the opinion as the choice in dealing the respond. Allowing the hearer's own opinion is in order to give option whether the hearer interest or not with the context that being discussed. The detailed utterance employed when asking the reason and the idea to be the part of school.

3. R3 (Rule 3) named 'Make the Hearer Feels Good'. The researcher in this rule style found just 3 utterances that are categorized as the last rule of Lakoff politeness idea. This kind of rule such as expressing white lying and promising. The explanation as below:

   a. Giving respond trough white lying

      DATUM 34/R3/MTHFG/17:51/01:30:42

      "Ya nggak apa-apa Miss sekalian olah raga kecil oe Miss"

      "It's no problem Miss, we"

      The meaning of the utterance above is the cause to be classified into R3 in Lakoff's politeness rule. In order to emphasis closeness between the speaker and the hearer, this utterance is appropriate to give the sense of R3. The speaker intends to make the hearer feels better in having the communication with.

      Based on Lakoff's politeness rule, the use of informal expression also can be the factor to support this kind of R3. The example is like "*Ya nggak apa-apa Miss sekalian olah raga kecil oe Miss"*. Considering the speaker is the students, using

informal as *"Ya nggak apa-apa Miss*is to appear closeness. As the addition, to make the hearer feel comfortable and to cover worrying as the utterance like *"sekalian olah raga kecil oe Miss"* is such kind of white lying. Although the students feel tired, they cover it using that expression.

The utterance above is employed when giving respond to the teacher's worry trough white lying. The hearer surely will have the sense of solidarity when having a conversation with.

b. Promising

DATUM 35/R3/MTHFG/25:55/01:30:42

"Iya Miss tapi insyaa Allah bisa kok Miss"

Yes Miss, but with God Willing we can

Despite of the first characteristic, this utterance that is aimed to make the hearer becomes surer to give the order. Not only that, this utterance consists of speech that reflects a trust in Indonesian culture.

The speech that is intentioned before is "*iya Miss tapi insyaa Allah bisa kok Miss"*or in English "*Yes Miss, but with God Willing we can"*. The evidence of this utterance is to appear the good behavior and get more strongly intention from the hearer. This expression anyway, can be indicated as the way to do an order. It is the way how a student obeys the teacher's command.

This kind of rule is employed when promising the ability to finish the teacher's order. Here again, then, the behavior becomes the internal factor to make the communication can be received by both communicators.

Conclusion

Maintaining the first research question, both variables that are the teacher and the student utterances are indicated in using the three rules of politeness. However, the amount of frequency is different between each other. Considering the result, the dominated rank is owned by third rule of teacher utterance called 'Make the Hearer Feel Good'. It is interesting that the researcher found the similar result of the utterance that is classified into R1 as it has 7 frequencies of both utterances. Equally with the second rule called 'Give Option', both teacher and student utterances have the same 5 frequency of each data, while the last rank

is the third rule of student utterances. Based on those frequencies, the rules of politeness that mostly used by the teacher is the third rule called 'Make the Hearer Feel Good'. While the students often used the first rule namely 'Do Not Impose' in classroom interaction.

In addition, the second research question is taken based on the characteristic of each rule. The utterance that is classified into R1 usually employed when people use question tag and suggesting in order avoiding imposing. Then the second rule is the utterance that employed when questioning and can be the question that consists of the modal verb such as 'may' and'can' to allow the hearer in his/her choice. While the third rule is often employed when people do motivating, praising, appreciating other's work and expressing white lying to have the sense of closeness between the speaker and the hearer.

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