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- Nama penulis : Maimuna, S.Pd, Chairuddin, M.Pd, dan Siti Maria Ulfa, M.Pd
- Judul artikel : The Representation on Politeness in EFL Classroom: An Investigation of Language used by Lectures and Students in STKIP PGRI Bangkalan
- Nama Jurnal : ETJ: A Journal of Language Literature, Linguistics and Education
- Vol/No/tahun : 9/1/2021

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# The Representation of Politeness in EFL Classroom: An Investigation of Language Used by Lectures and Students in STKIP PGRI Bangkalan

*by Chairuddin Chairuddin*

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**Submission date:** 03-Apr-2023 11:55PM (UTC-0400)

**Submission ID:** 2055306999

**File name:** Artikel\_12.pdf (355.32K)

**Word count:** 3768

**Character count:** 20307

## The Representation of Politeness in EFL Classroom: An Investigation of Language Used by Lectures and Students in STKIP PGRI Bangkalan

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### Article Info

#### Article history:

Received Jun 12, 201x  
 Revised Aug 20, 201x  
 Accepted Aug 26, 201x

#### Keywords:

First keyword  
 Second keyword  
 Third keyword  
 Fourth keyword  
 Fifth keyword

### ABSTRACT

Politeness is a person's politeness in speaking, so that between the speaker and the listener do not feel threatened (offended) in politeness, there are two opinions namely the politeness strategy and the politeness principle. Both are the same, only differ in classifying. Politeness strategy consists of off record, on record, negative politeness and positive politeness. The politeness principle, consist of the tact maxim, generosity maxim, approbation maxim, modesty maxim, sympathy maxim and agreement maxim. This study examined conversations between lecturers and students. The samples of this research were from screenshot of the teaching-learning conversation between lecturers and students via whatsapp. Collecting the data, analyzing and classifying were conducted word by word. The results of this study were students and lecturers often used language clearly and to the point, which is included on the record, namely using the sentence directly and also they used politeness principle.

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### a) INTRODUCTION

In our daily lives, we cannot avoid to interacting with other people. According to Aristotle (384-322 BC) in Salam (2002) humans are "Zoon Politicon" which means that social beings cannot live alone and live in a society that still needs other people. People communicate most of the day in daily activities. Language is a tool used to interact with other people. Using languages has arrangements of words and rules based on several points of view. Cowley & Andersen (2018) language is the way people communicate and get information in providing an understanding of what the speaker is saying to others. In communication there are many scientists who study languages such as sociolinguistics, semantics, and pragmatics.

Malyuga (2017) assumes that Lingua-pragmatics is the park of linguistics which studies the form of "fixed" language that has a fixed sociopragmatic meaning. Lingua-pragmatics is very useful in developing socialities through the specific politeness of culture in interpersonal communication. These "fixed" forms determine the attitude of the speaker to the listener who includes the norms of the speaker's language. The speaker can use the language to speak, ask, blame, contradict, interrupt or apologize with other members of their community. If the speaker fails to use the language order in accordance with these norms, it will be considered a pragmatic failure. All of these forms are within the scope of linguistic pragmatics. Speakers with similar cultural backgrounds and those who speak the same language can easily understand these pragmatic forms of linguistics, but non-native speakers face difficulties in understanding the messages carried by these forms. Thus, the lingua-pragmatic form can be said to be truly language specific and culture-specific. There are also expressions of modesty in various situations.

In communicating there needs to be politeness because when individuals communicate with other individuals there must be ethics in communication in order to establish good communication, especially the ethics of lectures and students is one of the problems in the world of education. In education, cannot be

separated from the teaching and learning process and interactions between students and lecturers. When they communicate there needs to be ethics. As Aditya (2020) stated that the students are afraid of making mistakes and interact each other in classroom. Firstly in the teaching and learning process between students and lecturers respect each other but in the present they have closeness that sometimes exceeds the limit. In addition as it is stated by Wahyudi (2018) that language can be also used by the students to communicate easily with native and non native speakers. For example, they are lecturers as friends, so they are free to do anything, say something or contact the lecturers using any greetings. In a certain sense nothing relationships seen between lecturers and students in their relationship. Status or their position is different, as a lecturer, and one as a student. But they did it does not make a barrier that prevents this communicate or socialize. In this case, there is a lot of disagreement or some people think it is fine, as long as they know the limitations. However, there are also those who forbid or consider it to be taboo, with reasons that could damage the image of the teacher. When a teacher is closed to students, students may no longer have respect with the teacher. Even when they meet, they greet the teacher at school like their friend. While Chairuddin and Aditya (2021) assume that in the interaction of social context, each speaker has ability and competence to shift a language by adding more attentions in language context where the language occurs. Thus, women and man have used different language in communicating with others (Wahyuningsih, 2018).

Politeness theory is a theory that explains the recovery of insults that must be canceled. In politeness consist: off record, on record-baldly, negative politeness and positive politeness. In everyday life people often do four levels either intentionally or unintentionally. Especially in EFL classroom, lecturers and students interaction when teach-study process who often forget their communication limits. Finally the researchers go to the statements of the research, those are: (1) how is the students' politeness in EFL classroom?, (2) how is the lecturers' politeness in EFL classroom EFL classroom?, and (3) what is the implication of politeness in EFL classroom of STKIP PGRI Bangkalan?. The objective of the research tries to investigate the students and lecturers' politeness and to draws the situation of teaching and learning process happened in EFL classroom.

#### b) RESEARCH METHOD

This research was descriptive qualitative in that this study analyzed data by classifying data in detail. At the same time, this research was qualitative because the data analyzed are not in the form of numbers (or numbers) but in the form of words, phrases, or words or sentences. Taguchi (2018) cites that using a qualitative approach is an open and exploratory approach that can be done by researchers in committing to getting an understanding of the reasons behind events. Data can be obtained through interviews, observations, and field notes which produce abundant information about behavior, views, and thoughts. This research used the case study method because the data are focused on one unit about a particular individual in the context that is being discussed. It is why the qualitative method is obviously appropriate to be applied in investigated the politeness in EFL classroom. The collections of data set are then further observed in order to select the data to be analyzed. Observation is used in this research in the form of data conversations representation students and lecturer in EFL classroom. This observation begins by paying attention to the teaching and learning process in the EFL classroom as a target of conversation between students and teachers that contain politeness. All of this data is observed to see whether or not they fit into the language usage categories suggested by Brown's theory. This research focused on EFL classroom in English Department of STKIP PGRI Bangkalan (online learning). After researchers got valid data, researchers chosen the data needed and analyzed based on the theory.

#### c) RESULTS AND ANALYSIS

In this part, the researchers explain the findings of the statement, those are: how is the students' politeness in EFL classroom, how is the lecturers's politeness in EFL classroom EFL classroom and what is the implication of politeness in EFL classroom of STKIP PGRI Bangkalan . The data of this research are then matched with politeness strategy of Brown Levinson and politeness maxims of Leech.

#### 3.1 The Students's Politeness in EFL Classroom at STKIP PGRI Bangkalan.

In this part explains about how students's politeness in EFL classroom via online especially in WhatsApp application on group or privasi chat. Teaching and learning are doing by via online because in this year there are an infection pandemi viral the namely is Covid-19. Thus, the researchers taken the dates from screen shot of group and private chat by lecturers. Thus, here there were classification of politeness strategy and politenes principle. Maxims of Politeness Used by Students

In politeness principle there are six maxims consist: tact, generosity, approbation, modesty, agreement and sympathy. This chapter talk about students's politeness in EFL class.



a) Tact maxim

Tact maxim is the conversation participants must always hold to the principle of reducing their own profits and maximizing the profits of others in communication (SAFITRI). People who hold and practice the saying will be considered as polite people. Likewise, the introduction given directly is more polite than spoken directly. Therefore, the more indirect a speech is, the more polite it is.

Extract

Context: (2 may 2020) Student wants to ask about the middle test linking task to teacher, while there were participants who had not yet agreed to their assignments and he wanted to ask for permission to delay his friends in the middle exam.

Student 1: "Assalamualaikum mr camp, saya mau tanya, ini saya pegang link mid test anak", cuman ada beberapayang2ijin telat karena jaringan di rumahnya lelet."

Lecturer 1: Walaikum salam Diko

1. Student 1 said "Assalamualaikum" first to start conversation to his lecturer. It is mean that Diko done tact maxim because The tact maxim outlines that every speaker is to maximize profits for the interlocutor, so Salam does not only function as a means of speech but it can be as pray and also an honor, this means because majority of people at STKIP PGRI Bangkalan are muslim so they used assalamualaikum to start the conversation.
2. Student 1 said "(2)", he as mediator between his friends and his lecturer to said permission because his friends could not collect to right time.

b) Generosity maxim

Generosity maxim generosity maxim is proposed as a pair of tact maxim. Tactmaxim is used on 'other-centered' then the generosity maxim is used on 'self-centered' the concept of this maxim is to minimize benefit to self and maximize cost to self (Watts,2003:66). In using this maxim, the speaker will tend to put the cost to herself rather than to the hearer such as tact maxim, the generosity maxim occurs in impositives e.g. ordering, requesting, commanding, advising, recommending, etc. and commissives e.g. promising, vowing, offering, etc.

Extract

Contact: (24 december 2019 ) today is free time, one of studentst gave a choise about meeting class.

Student 3: I follow you all

Student 4: "Change tomorrow, my home is far from campus".

The student did expressing the generosity maxim because she is to minimize benefit to self and maximize cost to self.

c) Approbation Maxim

Approbation maxim consist agreement, praise and confession. This research, researcher have finded:

Student 1: baik mr, tugas kami hari ini, bagaimana mr?

Lecturer 1: Di tunggu versi vidionya

Santai.

Student 1 : wah, the best mr camp memang

The student gave apraised to the lecturer because the task made him Interesting and easy to do it.

d) Modesty Maxim

Extract

Context: (24 December 2019) one of students could not come to meeting for prepare English Camp Program.

Student 3: "But tomorrow I will go back to my house. Hehehe.. because I have an assignment that I have to do. Sorry"

Student 4: "so, we waiting for you brother, when you'll back to campus?"

Student 3: "okay it's doesn't matter. My suggestion for you all. Make a meeting for your preparation, without me it's okay the important one is a togetherness to make tou more solid".

e) Agreement Maxim

the concept of agreement maxim is to minimize disagreement between self and other and maximize agreement between self and other (Watts,2003:67). This maxim is only applicable in assertive e.g. stating, boasting, complaining, claiming, re-reporting, etc.

Extract

Contact: (December 2019) Students are Prepare to English Camp Program.

Student 3: "We will face ECP that will give us a best experience. So do it as well as possible. Never want to be the best but di the best because the best things will come for us if we do the best."

Student 4: "Alright brother, we must try hard to do the best, exactly in our group"

The both students are polite because the declaration of justification is considered polite.

- 1 Aprilia agrees with the Jeffrey's suggestion so that a maximal fit exists between them.

f) Sympathy Maxim

The concept of sympathy maxim is to minimize antipathy between self and other and maximize sympathy between self and other (Watts, 2003:67)

Extract

Context: Students made schedule to discuss about ECP.

Student 4: okay, tomorrow in our class. I've contact kak Fuad to join us tomorrow but he didn't respond, maybe he's busy.

Student 5: Be patient Ricu, maybe he still get problem in his family.

The student 4 have sympathy to student 5, he made her calm down and positive thinking.

### 3.2 The Lecturers's Politeness in EFL Classroom at STKIP PGRI Bangkalan

In this section explain about lecturers's politeness. Teacher or lecturer are the same profession of educating students in science, norms, and good character. In this regard, a teacher or lecturer has a role in teaching and educating and cannot be replaced by computers and other technologies. There are many humane things that a teacher or lecturer must pass on to their students such as norms, motivations, courtesy and so forth. Then if teacher or lecturer's speech is good and polite, then it is an example to their students. Maxims of Politeness Used by Lecturer

In politeness principle there are six maxims consist: tact, generosity, approbation, modesty, agreement and sympathy. This chapter talk about lecturers's politeness in EFL class.

a) Tact maxim

Tact maxim is minimizing cost to other and maximizing benefit to other (Watts, 2003:66). Thus, this kind of maxim concerns with the use of politeness strategy to 'other'. On the other hand, in the tact maxim, the speaker concerns more with giving benefit to the hearer. This maxim is applied in illocutionary functions classified by Leech as 'impositive', e.g. ordering, requesting, commanding, advising, recommending, etc. and 'commissive', e.g. promising, vowing, offering, etc.

Extract

Context: (December 2019) In English Camp Program (ECP) group, Mr. Hafid has given them instructions to prepare for ECP and search for various references about their own language.

Student 4: "It's so many agenda, maybe we can discuss about that later when we meet together".

Lecture 2: "Please, prepare the determined topic well from various references before. Then, share what have you learned to make a point of view of those references in your own language".

Please is a word to entreat which the lecturer tries to maximize benefit the students and that statements, the lecturer recommended the students to be preparing.

b) Generosity Maxim

The generosity maxim is proposed as a pair of tact maxim. When the tact maxim is used on 'other-centered' then the generosity maxim is used on 'self-centered'. The concept of this maxim is to minimize benefit to self and maximize cost to self (Watts, 2003:66). In using this maxim, the speaker will tend to put the cost to herself rather than to the hearer. Like tact maxim, the generosity maxim occurs in impositives e.g. ordering, requesting, commanding, advising, recommending, etc. and commissives e.g. promising, vowing, offering, etc.

Extract

Context: (2 May 2020) several students late to collect the tasks.

Lecture 1: sampaikan ke teman-nya di kirim ke mr sekarang sesuai instruksi.

Student 1: iy sudah mr.

The lecturer minimize benefit to his self and maximize cost to self. He want the tasks all of students finish in that day.

c) Approbation Maxim

The concept of approbation maxim is to minimize dispraise of other and to maximize praise of other (Watts, 2003:67). This maxim is only applicable in illocutionary functions classified by Leech as 'expressive', e.g. thanking, congratulating, pardoning, blaming, praising, condoling, etc., and 'assertive', e.g. stating, boasting, complaining, claiming, re-reporting, etc.

Extract

Context: The lecturer invited one of students to come in BUKBER event.

Student 8: Insya Allah mom

Lecturer 3: Siap, trims ya sup.

The mean of lecturer said "trims", she want to say thanks to his attentionn. This word include with Leech said "This maximis only applicable in illocutionary functions classified such as 'expressive', e.g. thanking, congratulating, pardoning, blaming, praising, condoling, etc.

d) Modesty Maxim

Modesty maxim is proposed as the pair of an approbation maxim. Similar to generosity maxim, the concept of modesty maxim is focused on 'self-centered'. The modesty maxim involves a concept to minimize praise of self and maximize praise of other (Watts, 2003:67). On modesty maxim, the speaker adhere the rules to minimize praise for self and maximize dispraise of self. The researcher have not found expressing modesty maxim in the communicated between lecturers and students.

e) Agreement Maxim

The concept of agreement maxim is to minimize disagreement between self and other and maximize agreement between self and other (Watts, 2003:67). This maxim is only applicable in assertives e.g. stating, boasting, complaining, claiming, re-orting, etc.

This result the researcher have not found expressing agreement maxim in the communicated between lecturers and students because communication in chatting is different with when face to face.

f) Sympathy Maxim

The concept of sympathy maxim is to minimize antipathy between self and other and maximize sympathy between self and other (Watts, 2003:67). This maxim is only applicable in assertives e.g. stating, boasting, complaining, claiming, reporting, etc. The example is shown below.

Extract

Context: Guidance to the lecturer

Lecturer 1: "Assalamualaikum Fausen". "1Thesismu sampai mana?"

Student 2: "Mohon maaf sir". "Td ada kegiatan". "Bab 4 sir"

Lecturer 1: "2Alhamdulillah Aman"

1. The lecturer asked about his student's thesis because he simphathy with the student and the lecturer want to his student finished the thesis.

2. The lecturer is grateful because his thesis a little more will be completed.

### 3.3 The Implication of Politeness in EFL Classroom

In politeness was needed to be implemented since rudeness creates conflict between lecturers and students. Politeness also used in order to teaching and learning process the way of being polite and redress the conflict in conversation. This reaserch found that implication of politeness, the lectures and students fulfill the efficient communication in teaching learning in the term of interaction in communication by using bald on record because the conversation they used commonly found in people who know each other very well. Thus, the prime reason for its usage is that whenever a speaker wants to do the FTA with maximum efficiency more than he wants to satisfy the hearer's face or the reader's face.

Example:

Lecturer1: Diko, ini materi hari ini.

Student1: baik mr, jadi tugas kami bagaimana mr?

Lecturer1: santai.

Student1: wah, the best Mr.Camp memang

The lecturer said "santai". He want to the students relax to get and do the task.

The student said "wah, the best". He felt happy and excited when chatting and get task from his lecturer.

Student1: mau tanya mr, saya dengar tanggal 27 itu UTS ya mr? Kalo benar UTSnya bagaimana ya mr?

Lecturer1: santai Diko

Student1: hehehe, oke siap mr

Lecturer1: nanti yang g<sup>11</sup>ang" aja.

The lecturer said "aja" in order to minimize the imposition or intrinsic of the seriousness of student and to make student relax.

Student 5: ya, lately Fuad seldom present in our class

Student 4: we're so bored to him, hahahha

The student said "we're so bored" that is statement kidding to made chatting with their friends felt fun and enjoy in group. Thus, the implication of politeness in EFL classroom comprise

politeness strategy and politeness principle. The lecturer and students in STKIP PGRI know the way of polite or impolite etiquette, norms. Teaching and learning used via whatApp, it does not prevent lecturers-students bonding. If the teaching and learning conducted in face to face situation, the researchers would find more language interactions related to politeness principle and politeness strategy.

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#### 4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there are several implications of the politeness principle and politeness strategy. However, in this study the researchers only discuss the politeness principle. Those are tact, generosity, approbation, modesty, agreement and sympathy.

The researchers found all kinds of politeness principles of the lecturers, the researchers found several kinds of politeness principles because the lecturers answered messages from short students and the researcher found that students were more active in communicating, especially in whatsapp group.

The recommendation of the research for the next researchers can be stated that politeness is one of the unique aspects to be investigated in linguistics perspectives. In hence, other researchers have to give their idea to this aspect as their knowledge and research. While the limitation of the research is only focus on the interaction of students and the lecturers on language teaching in EFL classroom.

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