



## Politeness Principles Used by EFL Teachers in Classroom Interaction during Teaching-Learning Process

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### Abstract

Politeness is one of the main factors to achieve character education. The teacher should pay attention, show politeness, and consider themselves as part of parents. The purpose is to make some middle school teachers recognize how to criticize appropriately. This research was carried out to identify the types of politeness principles used by the EFL teachers during the classroom interaction, and to find out the effects of politeness principles in the classroom interaction during teaching-learning process. The researcher has chosen English teacher on the seventh and eighth grade at Lab School of UNISMUH Makassar. The researcher joined in the class and recorded the activities when teachers were teaching. The researcher applied descriptive qualitative method to analyze the data, by doing data reduction, data display and conclusion. The researcher used the theory of politeness by Geoffrey Leech (2016) about politeness principle, which consists of six maxims, namely tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The result of the observation showed that the EFL teachers used five maxims, namely tact maxim, generosity maxim, approbation maxim, agreement maxim, and sympathy maxim. Furthermore, the results of the interviews showed that the principle of politeness could create togetherness between teachers and students, build respect for students, create cooperative interactions between teachers and students, help students to have positive feelings towards lessons, motivate them to participate actively in class and also shapes the character and self-development of students to local culture.

Keywords: classroom interaction, politeness principles, teaching-learning process

### Introduction

The process of teaching and learning English in the classroom is influenced by the circumstances and linguistic conditions of the various local languages and multi-ethnic dialects they use to communicate. Teaching English in Indonesia cannot be separated from the differences in culture, values, customs, and beliefs of students and the government's political views on the language, which directly impact student learning outcomes. Language is also very influential between teachers and students in teaching and learning. Sometimes students speak impolitely, and they prefer to use slang or informal language at school. Therefore, a teacher is responsible for teaching their students how to speak politely and reprimand them if they talk disrespectfully at school, especially during class

interactions (Rahmi, 2020).

Communicative learning can be fostered in part through class discussions between instructors and students. Yule (2002) argues that social distance and social closeness are two of the most influential aspects of interpersonal relationships. It's not uncommon for people interacting with others to be of different ages, social classes, politeness levels, and general social standing from one another. These considerations affect how people express themselves verbally. An ideal English instructor serves as a role model for speakers of the target language in the classroom. The English professor can also use language to transmit linguistic content. Students' language skills will improve as a result of the interactions they have with teachers and classmates. The teacher's role as facilitator includes encouraging

maximum classroom interaction for language learning. Unfortunately, this is the reality of language study in schools. In both quality and quantity, student-teacher interaction in the classroom is still severely lacking. The learning process is impacted by these challenges.

Politeness principle played an important role in communication. Politeness principle might be formulated in a general way: minimize (other things being equal) the expression of impolite beliefs and maximize (other things being equal) the expression of polite beliefs which is somewhat less important. Leech (2016). In social interaction politeness principle has an important aspect when people do the conversation; they have to use proper language and polite language so they can avoid misunderstanding and conflict to create effective communication between speaker and the hearer. Unfamiliarity with the principle leads speakers to produce incorrect and awkward expressions. To maintain politeness in communication, we should consider the way how we talk and to whom we talk. Nowadays, students are undergoing significant changes related to values and morals as a result of the globalization era. Most of them act impolite to the elder, speak impolitely and they prefer to use slang or informal language as their daily language communication.

Government has taken immediate action by reorganizing the curriculum which emphasizes on good character building. In this process teacher's role is required in creating a good character for students. In teaching learning process, teacher acts as motivator and role model. The students will imitate teacher attitude. Therefore, a teacher should consider and be careful acting and interacting with her students especially during classroom activity. He also needs to speak politely in front of the students in order to influence them to speak politely too. The Teachers' attitude do important role in educating students. Moreover, He has responsibility to teach her students how to act and speak politely and admonish them if they speak impolitely. Therefore, the teacher is obliged to apply politeness principle in the teaching learning activities by language usage.

Based on the explanation above, the researcher adopted the theory of politeness principles proposed by Leech (2016) entitled "Politeness Principles Used by EFL Teacher in Classroom Interaction during Teaching-Learning Process". The researcher tried to iden-

tify the types of politeness principles used by EFL teachers and to find out the effects of politeness principles in the classroom interaction during teaching-learning process.

## Literature Review

A communication process is not only a medium for conveying thoughts, feelings, and ideas, but also as a medium for expressing emotions. Through language, speakers are able to express the emotions they are experiencing, be it feelings of sadness, anger, or joy. In addition, communication is also a means to establish social relations. Therefore, in a communication process, the speaker and the interlocutor must be able to take care of each other's feelings.

Effective communication can be done using several strategies, for example by using the right choice of words (diction), polite expressions, pleasantries, and using good sentence structures. This strategy should be carried out by speakers and interlocutors so that the communication process can run well and the message to be conveyed can be achieved properly because there are no communication barriers. The opinion expressed by Chaer in Agustini (2017: 15) "the higher the language skills of the two parties who communicate, the more smoothly the communication process occurs". Thus, if the communication process has occurred smoothly, then the speaker and the interlocutor will have a deep impression of the conversation, for example: polite.

### 1. Politeness Principles by Leech

Leech's politeness principles consist of a series of maxims. Maxim is linguistic principles in verbal interaction. The principles are controlling the action, the language used, and interpretation of the act and the speaker's utterance. Besides that, maxim also can be defined as pragmatic based on the cooperative and politeness principles.

Leech's politeness principles are divided into six maxims, and to determine the degree of politeness each of maxims has five scales Shofi'ah (2017:10):

#### a. The Cost-Benefits Scale

It gives the detail about the cost and benefit to the hearer and addressee. If the cost is higher than the benefit, it is impolite. In the other hand, if the benefit is higher than the cost, it is polite.

#### b. The Optionally Scale

The speaker gives option to the

hearer to give responses toward speaker's utterances. It will increase degree of politeness if the speaker gives the option to the hearer to choose the response.

c. Indirectness Scales

The indicator of greater politeness is if the indirectness is high. The more indirect utterance will make the degree of politeness is higher because it will bring the beneficial toward the hearer and speaker.

d. Authority Scales

It is about the relationship between the speaker and hearer. The way the speaker talks to the hearer is representing the social status. When people have lower status, he or she will talk more polite to the person who has higher status.

e. Social Distance Scale

The familiarity of the participants is indicating the degree of politeness. This scale is about how well the participant knows each other. The person who has distant relationship will have low solidarity to each other.

Politeness principles which is reputed as the most comprehensive, and most complete is Leech's politeness principles in Shofi'ah (2017:12). There are six maxims in the politeness principles. Leech (2016: 79):

a. Tact Maxim

Tact maxim requires participants to minimize the cost to the other and maximize benefits. This maxim concerns the form of directive or positive and commission utterances. Leech (2016:104). When someone keeps applying the tact maxim in communication, he can avoid an envy, jealous, and rude attitude toward the hearer.

b. Generosity Maxim

Generosity maxim requires participants to minimize benefit to self and maximize cost to self (Leech, 2016:133). It is the maxim of magnanimous, which requires the speaker to respect other. The respect occurs when speaker can minimize the benefits for himself and maximize the benefits for others.

c. Approbation Maxim

Approbation maxim requires the

participant to minimize dispraise to the other and maximize praise to others (Leech, 2016:133). It is only applicable in illocutionary functions as 'expressive', e.g. thanking, congratulating, pardoning, blaming praising, condoling, etc., and 'assertive', e.g. stating, boasting, complaining, claiming, reporting, etc. (Watts, 2003: 66).

d. Modesty Maxim

Modesty maxim requires the speaker to minimize praise to self, and maximize dispraise of self (Leech, 2016:133).

e. Agreement Maxim

Agreement maxim requires participants to increase agreement and decrease disagreement (Leech, 2016:133). The agreement maxim required the speaker and the hearer to build compatibility in communication.

f. Sympathy Maxim

The sympathy maxim requires participants to maximize sympathy and minimize antipathy towards the other (Leech, 2016:133). Sympathy Maxim expects the speakers to maximize the sympathy between one with the other. If the other experience success or happiness, speakers must give congratulations.

2. Classroom interaction

Brown, as cited in Ginting (2017), classroom interaction is the communication between teachers and learners, so the interaction is the heart of communicative competence. It is what communication is all about. Aisyah (2017) state that Ellis views classroom interaction based on the language used in the EFL classroom discourse, namely mechanical, meaningful, pseudo-communication, and authentic communication.

According to Celce, as cited in Musdalifa (2016), classroom interaction is two ways process between the participants in the language process. The teacher influences the learners and vice versa. The study of classroom interaction may be a part of classroom discourse, teacher talk, and second language acquisition studies.

## Materials and Method

This research employed a descriptive quali-

tative method based on the quantitative percentage of teachers' utterances with natural setting as a direct data source, especially in conversation analysis. The researcher tried to obtain data in the form of words, which observed and analyzed based on the facts of existing data. This research was conducted at the Lab. School of SMP UNISMUH Makassar. The subjects in this research were the English teachers of VIII and VII grades at the Lab. School of SMP UNISMUH Makassar. The researcher used four kinds of instruments to collect the data including audio recorder, observation checklist, interview, and note taking. The data were analyzed based on Miles and Huberman (1994), consisting of three concepts; data reduction, data display, and conclusion drawing or verification.

## Findings

### 1. Types of politeness principles used by the teacher

#### a. Tact Maxim

Based on the data, the teacher used tact maxim in her communication to the students because she wanted to reduce or minimize her own benefit and maximize the benefit to students. The tact maxim used by the teacher when she started the class. The following conversation represents how the teacher's politeness principle appears when he started the class.

In the table 1 the data was taken from the first meeting of class observation. In this situation, the teacher asked the chairman to prepare the class which shows the teacher gave a command. The teacher expressed it indirectly to show her politeness by saying "could you please..." By using this utterance, the teacher tried to maximize the student's benefit. The teacher also commanded by using indirect speech. First utterance is categorized as tact maxim, in which the speaker tried to maximize the hearer's benefit. In this case, the teacher is the speaker, and the student or the chairman is the hearer.

#### b. Generosity Maxim

The teacher used the generosity minimize profits for himself, and to give option for students. The following conversation shows how the teacher

used generosity maxim to minimize profits for the teacher's self.

In the table 2, the teacher commanded the students to write some words she said. However, she saw that all of the students found it difficult to write the words that she mentioned. So, the teacher with minimizing profits for her finally wrote the words on the whiteboard.

This conversation showed the teacher used generosity maxim by saying "*Biar Mam tuliskan saja di papan tulis untuk kalian, agar semua bias lihat, nah, oke, sekarang tulis nomor dua dan seterusnya.*" (Let me write on the whiteboard for you, in order that everybody can see it, yah, well, okay, now write the number two and so on!"). The teacher was willing to write the words on the whiteboard in order to minimize her own benefit. Theoretically, the speech is considered more polite because the teacher minimized her own benefit, namely she was willing to help students. In addition, there is a marker of politeness, namely the words "let me", so that the utterance was seen polite.

#### c. Approbation Maxim

Approbation maxim was used by the teacher in every meeting. Approbation maxim occurred in eleven teacher's utterances.

In table 3 the data was taken from the second meeting. In that situation, the teacher asked to students about tenses. A student makes sentences. The teacher then appreciated the student's work by saying "I think it is very good". That utterance contains approbation maxim.

#### d. Agreement Maxim

Agreement maxim was used by the teacher for building agreement, fulfilling the students' request, and making agreement will students. The speaker should be able to develop agreement in the speech acts. In inference, when the speakers are able to build agreement to the hearer, they will be polite each other. It was showed in the following data:

In table 4 the data was taken from the second meeting. In this situation, the teacher asked the students about who don't know the meaning. However, she wanted to check out the students understanding about the material. Therefore,

**Table 1.** Conversation 1

Teacher	: (only smile) ok. Let's start our lesson! (with a high tone, and all students focus on the teacher).
Chairman,	could you please get the class ready?
Student	: Attention, please! (all students are silent) Stand up, please! (all students stood up) Greeting to our teacher!
All students	: Good morning, Mam! (all students greeted to the teacher)
Teacher	: Good morning, students.

**Table 2.** Conversation 2

Teacher	: Ya sudah, kalian sudah menulis? Sudah berapa kata tadi? sudah lima kata, ya. Oke, ini tulis ya... Biar saya tuliskan saja di papan tulis untuk kalian, agar semua bias lihat ya, nah, oke, sekarang tulis nomor enam dan seterusnya.
Student	: Mam, lanjutannya yang tadi ini, Mam?
Teacher	: Iya, ini lanjutannya.

**Table 3.** Conversation 3

Student	: Ini, Mam. Benar ji tensisnya kalimat ku ini, Mam? (He offered his book to the teacher)
Teacher	: (looked at the book) ini sudah sepuluh kalimat. Yang nomor berapa nak?
Student	: Yang nomor sembilan, Mam, ragu-raguka Mam.
Teacher	: Hmm..I think it is very good. Bagus sekali kalimat yang kita buat ini, mmm.oke.

**Table 4.** Conversation 4

Teacher	: ada yang mau ditanyakan? Yang tidak tahu artinya mungkin? (who don't know the meaning you may write down. Or you want to ask something?)
Student	: Tidak ada Bu (there is no Mam)
Teacher	: Kalau begitu Mam yang baca vocabnya kalian yang menerjemahkannya? (ok then I will read the vocab and you should translate it)
Student	: [Translate what the teacher said]

**Table 5.** Conversation 5

Teacher	: "I am so glad you can do your assignment well"
Student	: " <i>Tapi ada satu yang susah sekali</i> , Mam." ["But there is one that is very difficult, Mam."]
Teacher	: "But finally, you all can answer it, can't you? It shows that you all have been tried seriously to finish your task. I like your seriousness."

**Table 6.** Conversation 6

<p><i>"Yaaa, apa dii, eeee, karena Mam selalu bicara dengan bijaksana sama kita di kelas, jadiii, saya merasa dekat sama beliau, kayak tidak ada kerenggangan itu, terus, mmm, ada kurasa kebersamaan dalam setiap pembelajaran dengan beliau"</i></p> <p>("Yeah, how to say, eeee, because Mam always speaks wisely to us in the classroom, so, eee, I feel close to her, it seems there is no gaps, and then, mmm, I feel there is togetherness with her in every learning activity.")</p>
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**Table 7.** Conversation 7

<p><i>"Ada kuli atsebagiantemankunaremehkanki. Tapisayatambahkuhormatiguruku yang selalu nasehatika dengan kata-kata yang sopan"</i>.</p> <p>"I see some of my friends underestimate him. However, I am more respectful to my teacher who always gives advice by using polite utterances."</p>
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**Table 8.** Conversation 8

<p><i>"Iya, saya kadang-kadang tidak kerja tugas tapi perasaanku Mam tidak marah-marahki biasa"</i></p> <p>("Yes, I am the person who sometimes does not finish the assignment, because I feel that, my teacher usually does not get angry.")</p>
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**Table 9.** Conversation 9

<p><i>"Iye, karena kalau guru bicara dengan santun, kita akan kerjakan perintahnya dengan senang hati dan nyaman"</i>.</p> <p>("Yes, because if the teacher speaks politely, we will perform her command happily and comfortably.")</p>
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**Table 10.** Conversation 10

<p>"Ehmm, actually English is the most difficult lesson for me, because it is very confusing. However, because of my teacher's teaching method, also supported by the way he speaks, that, how to say, is very nice, I feel comfortable, so I am very enthusiastic toward English lesson."</p>
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the teacher asked the students' agreement for asking some questions. The utterance produced by the teacher who said *Kalau begitu Mam yang baca vocabnya kalian yang menerjemahkannya* (ok then I will read the vocab and you should translate it) It was agreement maxim.

d. Sympathy Maxim

The teacher used sympathy maxim for showing happiness and giving advice. The teacher expressed three utterances containing sympathy maxim. This maxim occurred three times in the second meeting in the VIII grade. It was shown in the following conversation.

In table 5 the data was taken from the second meeting. In this situation, all students were successful in finishing their task. The teacher was happy and said, "I am so glad you can do your assignment well", and also said, "I like your seriousness". It indicates that the teacher showed her sympathy for her students.

2. The effects of politeness principles in the classroom interaction during teaching-learning process

According to Ulya (2017), to avoid misunderstanding and keep cooperative communication politeness principle is needed to rescue a serious trouble. It is related with the previous researcher Nashruddin (2018) said that the implication of the politeness principle used at the EFL classroom interaction performs in four aspects, namely efficient teaching and learning, respect communication between teacher and students, togetherness between teacher and students, and cooperating interaction between teacher and students.

To answer the second research question, the researcher conducted ten of 23 students at Lab School SMP UNISMU Makassar were randomly chosen to interview after observing the classroom interaction. Based on the result of interview conducted the effects of politeness principles in the classroom interaction during teaching-learning process following are:

a. Teachers' politeness principle creates togetherness between teachers and students

Ten students who were randomly chosen asked "From the politeness of your teacher's utterances, what effect do you feel toward the relationship between you and your teacher?". Mostly, they also answered that the teacher's politeness can create togetherness between them with their teacher. The data is shown in the following conversation.

In the table 6 The student said that, when she was with their teacher, they felt that the teacher was like their own mother. It indicates that there is a close relationship between them. It also can be said that, the condition of togetherness was built between them. The analysis shows that when a student was asked about the effect of her teachers' politeness toward their relationship in learning, they answered that they found the togetherness between them and their teacher.

b. Politeness principle builds respect behavior of the students

The researcher also interviewed to the students by asking "When your teacher speaks politely, do you underestimate or respect to him?" The result of the interview conducted to the students shows that teacher's politeness principle can create respect behavior of the students. The data is shown as follows.

In the table 7 this is an interview conducted to a student. He said that he was more respectful to her teacher if her teacher delivers the lesson material by using polite utterances. The data indicates that the teacher's politeness principle can build respect behavior of the students to the teacher. However, from nine students interviewed with the same question, a student answered differently. It can be seen in the table 8.

The student said that, as the effect of her teacher's politeness, their sometimes did not perform the assignment given by the teacher. It means that, the student sometimes underestimated the teacher. However, generally, the students said that they respected to their

**Table 11.** Conversation 11

*"ya, saya rasa begitu. Karena Mam sering memberi nasehat, baru jarangki marah, dan kalau menjelaskan pelajaran-pelanki, bijaksana juga, jadi itu semua yang bikin kita termotivasi untuk terus belajar, terutama dalam pelajaran Bahasa Inggris".*

"Yes, I think so, because our teacher always gives advice, she is seldom angry, and she explains the lesson material slowly, she is also wise, so that's all that make us more motivated in learning particularly in English lesson."

teacher as the effect of the teacher's politeness in teaching.

- c. Politeness principle creates cooperating interaction between teacher and students.

The result of the interview toward students supports this data. The researcher asked them, "Do you like if your teacher speaks politely?".

In the table 9 the students' answers indicate that the teacher's politeness principle can create the cooperating interaction between teacher and students.

- d. Politeness principle helps students to have positive feelings towards the lesson.

The result of the interview conducted to the students shows that teachers' politeness principle helps students to have positive feelings towards the lesson. The researcher asked the students "How do you feel toward the English lesson in relation with your teacher's utterances in classroom interaction?". The following data shows the students answer.

c. In the table 10 show this is an interview conducted to a student. The student said that English was the most confusing lesson for her. However, because her teacher always speaks politely, her feeling toward English changed into positive. The teacher's politeness principle makes her enthusiastic toward English. Therefore, the teacher's politeness helps students to have positive feelings towards the lesson.

- e. Politeness principle motivates the students to participate more in learning.

The result of the interview conducted to the students also shows that teacher's politeness principle can motivate the students to participate more in learning. The data below shows the students' response when the researcher asked "Do you think that your teacher's politeness in teaching affects your motivation in learning?".

d. In the table 11 The student said that, her teacher's politeness principle made him more motivated in learning. Generally, students answered that the teacher's politeness principle in teaching made them more motivated in learning.

- f. Shapes the character and self-development of students to local culture.

The result of the interview conducted to the students also shows that teachers' politeness principle can shape the character and self-development of students to local culture. The data below shows the students' response when the researcher asked and the students answer ".....iyek".

The results of data analysis showed that the politeness of teachers in the EFL class greatly affected students such as creating togetherness between teachers and students, being able to build respect for students, creating cooperative interactions between teachers and students, helping students to have positive feelings towards lessons, motivating them to be more motivated and also Participate in class and shape students' character and self-development towards local culture.

## Results and Discussion

This part deals with the interpretation of findings where it explored and elaborated. The maxims of the politeness principle used by the teacher and the effect are elaborated and linked with the theories and other research findings on the field of teacher's politeness.

1. Types of politeness principles used by the teacher

Through this study, it is identified that the teacher used five types of the politeness principle. Those five maxims occurred in 55 teacher's utterances.

- a. Tact Maxim

Teacher used this maxim by using indirect speech. By using this utterance, the teacher tried to maximize the student's benefit. This utterance is categorized as tact maxim, in which the speaker tried to maximize the hearer's benefit. It is in line with

Leech (2016) who stated that the utterance expressed indirectly is more polite than the utterance expressed directly. The teacher commanded and asked to the student by using indirect speech to maximize the student's benefit. The use of indirect speech can also minimize cost to the hearer.

A speaker who commands by using indirect expression also indicates the speaker does not force or the speaker is not arrogant. It corresponds to the first scale of politeness proposed by Lakoff (1973), namely formality scale or "Don't impose" According to this rule, a speaker is considered being polite if she asks permission or apology for making her interlocutor do something. If an utterance does not force, it is considered polite. In terms of politeness, the teacher applied this type because she wanted to make no gap between herself and the students.

a. Although a teacher has powerful position in the classroom, the teacher should not be arrogant in commanding to the students. Conversation 1, and 3 show that the teacher expressed her instruction indirectly to show her politeness by saying "could you please.. By using these utterances, the teacher tried to maximize the student's benefit. This utterance is categorized as tact maxim, in which the speaker tried to maximize the hearer's benefit. In this case, the teacher is the speaker, and the student or the chairman is the hearer. Conversation 2 shows that in questioning, the teacher used tact maxim in order to maximize benefit for students and minimize her own benefits. The utterance produced by the teacher "could you tell me ...showed tact maxim as the teacher expressed it indirectly, which is usually more polite than the speech acts expressed directly. The whole conversation above showed that the teacher used tact maxim in some occasions or some situations, generally in giving instruction and asking question. In overall, the teacher used tact maxim in 32 utterances for three meetings each grade of classroom interaction.

#### b. Generosity Maxim

Conversation 4 shows that the teacher used the generosity maxim to minimize benefit to self. In addition, conversation 5

shows that the teacher used the generosity maxim to give options for students

The use of generosity maxim to minimize profits for self is related to theory of politeness principle by Leech (2016). Conversation 4 shows the teacher was willing to write the words on the whiteboard in order to minimize benefit for the teacher's self. Theoretically, the utterance, which is minimizing profits for self, indicates generosity maxim.

b. Generosity maxim also means giving options for others or the hearers. It corresponds to the second scale of politeness proposed by Lakoff (1973), namely Indecision or optional scale. This rule contains suggestions that the speaker should speak in a way that her speech partner can determine the choice. An utterance is considered polite when the speaker gives option to the speech partner. Conversation 5 shows that the teacher utterance contains optional scale. Generosity maxim occurred in five teacher's utterances for six meetings of classroom interaction.

#### c. Approbation Maxim

The teacher also used approbation maxim for appreciating the students and forgiving gifts to the students. For appreciating, the teacher respected the students work. According to Leech (2016), this maxim expects all participants to be able to respect for others. Leech explained this maxim as avoiding saying unpleasant thing about others. Conversation 6 shows that the teacher praised the students work.

b. In giving gift, the teacher used approbation maxim to praise the students because they were able to answer the questions well. It can be seen in conversation 7. After the student delivered the correct answer, the teacher praised the student. It indicates that the teacher used approbation maxim.

#### d. Agreement Maxim

Agreement maxim was used by the teacher for building agreement, fulfilling the students' request, and mak-



ing agreement with students. The speaker should be able to develop agreement in the speech acts. In inference, when the speakers are able to build agreement to the hearer, they will be polite each other. It is in line with Leech (2016), who said that if there is agreement between the speaker and the hearer, it shows that they behave politely. This maxim can be seen in conversation 8 and 9.

Each conversation shows different utterances in the classroom interaction. Conversation 8 shows that the teacher fulfilling the students' request. It means that the teacher wants to build agreement between them. It indicates that the teacher used agreement maxim. Conversation 9 shows that agreement maxim also occurred when the teacher asked the student's understanding about the topic. The teacher fulfilled their request by saying "OK".

b. Theoretically, it is a kind of politeness principle, particularly agreement-maxim. Fulfilling the others request is also the application of the agreement maxim. By looking at the respond, the teacher succeeded in using the politeness principles to get the students' responses. The teacher used the agreement maxim in seven utterances within three meetings in VIII grade and VII grade.

e. Sympathy Maxim

The teacher used sympathy maxim for showing happiness and giving advice. It occurred in 3 utterances for three meetings. The teacher showed her happiness or sympathy for students. She expressed her happiness because her students worked seriously. Conversation 10 shows that all students were successful in finishing their task. The teacher was happy and said, "I am so glad you can do your assignment well", and also said, "I like your seriousness". It indicates that the teacher showed her happiness or sympathy for her students. It is related to Leech (2016) who stated that in maxim sympathy, it is expected that, if the collocutor gets success or happiness, the speaker is required providing congratulations. Conversation 11 shows that the teacher used sympathy maxim for showing her happiness and giving advice. In that situation, the teacher said "alright, I think it's no problem if

only one kind". Most of the students also actively participated.

Also, the teacher gave advice to the students. It indicated that the teacher cared for all students. It means that the teacher wanted all of her students have good behavior. If a teacher does not care of her students, it indicates that the teacher does not apply sympathy maxim in teaching. In Macassarese ethnic, caring for other is mentioned as sipakalakbirik. Theoretically, sipakalakbirik attitude corresponds with sympathy.

2. The effects of politeness principles in the classroom interaction during teaching-learning process

The second finding of this study is the occurrence of the effects of politeness principle in the classroom interaction during teaching and learning process. Politeness principles, which are used by the teacher in the classroom interaction, give some effects during teaching and learning process. From the interview, the researcher found that the effects of politeness principles in teaching and learning process performed in five aspects. In this part, those aspects are elaborated and corresponded with the theories and previous findings.

a. Teacher's politeness principle creates togetherness between teacher and students.

The first effect found by the researcher is that politeness principle can create togetherness between teacher and students. It can be seen clearly from the conversation of the teacher's response while the teacher was interviewed.

According to the teacher, her polite utterances close the distance between him and her students. She also said that the togetherness was also created in the teaching and learning process because of politeness principle she used in teaching. It indicates that the teacher's politeness principle can create togetherness between the teacher and the students. The teacher's statement was supported by result of the interview conducted to the students. All of them also answered that the teacher's politeness can create to-

getherness between them and their teacher. The result of data analysis shows that when a student was asked about the effect of her teacher's politeness toward their relationship in learning, they answered that they found the togetherness between them and their teacher.

e. According to Ulya (2017), politeness principle used by EFL teacher in classroom interaction has great influence toward teaching and learning process in creating efficient interaction.

- b. Politeness principle builds respect behavior of the students.

The researcher also interviewed the teacher by asking "When you give advice or guidance to your students with polite utterance, do you find that they respect to you as their teacher?". The teacher answered, that she found that, "If a teacher speaks politely, commands wisely, care of students, the students would respect to the teacher, because they finally realize that a teacher is a person we must respect."

The teacher's utterance above indicates that, if a teacher speaks or commands politely, all students will respect to the teacher. It was also supported by the students respond while they were interviewed. The result of the interview conducted to the students shows that teacher's politeness principle can create respect behavior of the students. The students said that she more respect to her teacher if the teacher delivers the lesson material by using polite utterances. The data indicates that the teachers' politeness principle can build respect behavior of the students to the teacher.

- c. Politeness principle creates cooperating interaction between teacher and students.

The result of the interview conducted to the teacher and the students shows that teacher's politeness principle could create cooperating interaction between teacher and students. The teacher said that if she gave indirect instruction to the students, they were very easy to cooperate. Indirect instruction is a part of politeness principle. It indicates that the teacher's politeness principle can create the cooperating interaction between teacher and students.

The result of the interview conducted to students supports this data. The students' answer indicates that the teacher's

politeness principle can create the cooperating interaction between teacher and students. It is in line with Ulya (2017), who stated that politeness principle applied by teacher in EFL classroom has great influence toward teaching and learning process, namely creating efficient interaction. Cooperating interaction between teacher and students is also a part of efficient interaction.

- d. Politeness principle helps students to have positive feelings towards the lesson.

The result of the interview conducted to the students shows that teachers' politeness principle helps students to have positive feelings towards the lesson. The students said that English was the most confusing lesson for them. However, because their teacher always speaks politely, their feeling toward English changed into positive. The teacher's politeness principle makes them enthusiastic toward English. Therefore, the teacher's politeness helps students to have positive feelings towards the lesson. It is related to the research conducted by Sülü (2015) who found that politeness existed in the EFL classroom and it helped students to have positive feelings towards the lesson.

- e. Politeness principle motivates the students to participate more in learning.

The result of the interview conducted to the students also shows that teachers' politeness principle can motivate the students to participate more in learning. The students said that, the teacher's politeness principle made them more motivated in learning.

- f. Shaped students' character and self-development towards local culture.

The result of the interview conducted to the students also shows that teachers' politeness principle can shape the character and self-development of students to local culture. The data below shows the students' response when the researcher asked and the students answer ".....iyek".

## Conclusion

Based on the research findings and discussion in the previous chapter, the researcher can draw two conclusions.

1. The EFL teacher used five types of politeness principle, namely tact maxim, generosity maxim, approbation maxim, agreement maxim, and sympathy maxim during three meetings of the classroom interaction. From the data also showed that within three meetings in the seventh and eighth grade of classroom observation, the teachers used 55 utterances and tact maxim most dominantly in teaching and learning process.
2. The effects of politeness principles used by the EFL teacher's in the classroom interaction during teaching-learning process performs in six aspects. The six aspects are creating togetherness between teacher and students, building respect behavior of the students to the teacher, creating the cooperating interaction between teacher and students, helping students to have positive feelings towards the lesson, motivating the students to participate more in learning and instill character values in Makassar culture to the students.

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