POLITENESS STRATEGIES USED BY PRE-SERVICE TEACHERS IN TEACHING PRACTICUM

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* in English Education

By :

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ENGLISH EDUCATION DEPARTMENT
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STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

"Believe in yourself and don't let anyone bring you down. Negativity does not exist, it's all about positivity. So keep that in mind."

Mark Lee, NCT

"Life is long, life is beautiful. Don't stop right here because there are mean people, live for yourself, live happily and show them you are stronger than them. Thanks for being alive."

Johnny Suh, NCT

"Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu, dan boleh jadi (pula) kamu menyukai sesuatu, padahal ia amat buruk bagimu; Allah mengetahui, sedang kamu tidak mengetahui."

QS. Al-Baqarah: 216

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi kesopanan yang digunakan oleh guru-guru Praktik Pengalaman Lapangan (PPL) Bahasa Inggris dalam interaksi mereka di kelas dengan siswa selama praktik mengajar, serta alasan di balik penggunaan strategi tersebut. Penelitian ini menggunakan pendekatan naratif kualitatif, dengan fokus utama mengeksplorasi strategi kesopanan yang diterapkan oleh guru-guru Praktik Pengalaman Lapangan (PPL). Wawancara dipilih sebagai metode untuk menggali narasi pengalaman para guru Praktik Pengalam Lapangan (PPL) selama proses pembelajaran. Hasil penelitian menunjukkan bahwa strategi kesopanan yang digunakan oleh guru-guru PPL meliputi bald on record, positive politeness, dan negative politeness. Alasan di balik penggunaan strategi kesopanan tersebut antara lain untuk mengelola kelas secara efektif, menjaga hubungan baik, memberikan instruksi yang jelas, serta menghindari konfrontasi.

Kata Kunci: Guru Praktik Pengalaman Lapangan (PPL), Strategi kesopanan, Naratif

ABSTRACT

This study aimed to find out the politeness strategies used by English pre-service teachers during teaching practice, as well as the reasons behind the use of these strategies. This study used a qualitative narrative approach, with the main focus of exploring the politeness strategies applied by the pre-service. Interviews were chosen as the method to explore the pre-service teachers' narrative experiences during the learning process. The results show that the politeness strategies used by the pre-service teachers include bald on record, positive politeness, and negative politeness. The reasons behind the use of politeness strategies include managing the class effectively, maintaining good relations, giving clear instructions, and avoiding confrontation.

Keywords: Pre-service Teacher, Politeness Strategy, Narrative

PREFACE

Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day judgement, God almighty or all blessings and mercies so the researcher was able to finish this thesis entitled "Politeness Strategies Used By Pre-Service Teachers in Teaching Practicum". It is submitted to the English Education Department, UIN KH. Abdurrahman Wahid Pekalongan to fulfill one of the research Seminar Proposal course requirements studies can be accomplished because of several people's support. Therefore, on this occasion, I would like to express my sincere gratitude to:

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In their everyday lives, people frequently employ polite language to conceal their conversation. Being polite becomes essential for effective communication. People are considered to be polite when they adhere to social conventions, rules and norms as well as sustain positive interpersonal relationships. Politeness is a widespread social phenomenon that is viewed as a moral norm in interpersonal interactions. We all know that a supportive environment is motivating for both teachers and students. The extent to which teachers and students use politeness strategies in the context of English language learning, therefore, is very important to know. Politeness is not an innate quality, instead, it's something we need to acquire and learn through socialization. Politeness in classroom communication plays an important role in creating a positive and interactive learning environment (Brown & Levinson, 1987). These politeness strategies include various approaches, such as showing concern for students' interests, avoiding threats to students' faces, and providing support that encourages students' participation (Leech, 2014).

Recently, politeness has become one of the most significant challenges in Indonesian education. According to Nuh as reported in Sita (2016), Indonesia's education minister claims that students' politeness is declining. The majority of students speak impolitely and favor slang or casual language when speaking in class. Therefore, it is the duty of teachers to instill in their students the value of polite speech and to correct them when they behave impolitely in the classroom. In

the context of teaching practice, pre-service teachers often endeavour to use positive politeness strategies to build good relationships with students. This is important because supportive interactions can help students' motivate in learning activities as well as create an atmosphere conducive to learning (Bella et al., 2015).

Based on the researcher's experience in carrying out teaching practices, the researcher has observed that some students in the class tend to use impolite language when conveying something or when communicating. For example, when the researcher was explaining the material, one of them loudly asked, "What is that, Ma'am?!" without paying attention to the softness of tone or word choice. Based on the issue above, the researcher wants to explore politeness strategies within pre-service teacher-student interactions during teaching practicum. The primary objective is to analyze the types of politeness strategies employed by pre-service teachers when interacting with students. Additionally, the research seeks to uncover the reasons behind the selection of these strategies. By delving into these aspects, the study aims to provide insights into the dynamics of politeness in educational settings, shedding light on how pre-service teachers navigate and utilize politeness strategies during their teaching experiences.

This study intends to advance our knowledge of the elements that promote successful language learning in the classroom by examining the use of politeness techniques in pre-service teacher-student interactions. The researcher hopes the results of this study are useful for the pre-service teachers and future researchers.

1.2 Identification of the Problem

The problem identified in this study relates to the politeness strategies used by pre-service English teachers during teaching practice and the reasons behind the use of these strategies. Pre-service teachers, as individuals who are in the process of learning to be effective teachers, often have to interact with students in various classroom situations. These interactions not only involve delivering subject matter, but also building positive and supportive relationships between teachers and students. Politeness strategies are important because they can help pre-service teachers create a conducive learning environment, increase student motivation, and reduce the potential for conflict or misunderstanding.

This study aimed to identifiy what politeness strategies were used by pre-service English teachers in their interactions with students, as well as the reasons behind the use of these strategies. In the teaching context, pre-service teachers may use a variety of politeness strategies, such as giving compliments, asking politely, or avoiding direct criticism. The reasons behind using these strategies can vary, ranging from the desire to maintain good relationships with students, to boosting students' confidence, to fulfilling existing social and cultural norms. In conclusion, understanding politeness strategies and their rationale can help pre-service teachers become more effective in managing the classroom and creating a positive learning atmosphere.

1.3 Research Limitations

In this study, there are several limitations that need to be considered so that the scope remains focused and does not extend to irrelevant aspects. First, this study only involved three pre-service teachers as participants, so the findings may not be generalizable to a wider population. This limited selection of participants was done to explore the interaction in depth. Secondly, this study used a qualitative method with narrative analysis, which means that the data collected is subjective and depends on the perceptions and interpretations of individual participants. This method allows researchers to gain in-depth insights into the politeness strategies used and the reasons behind their use.

Lastly. the focus of this study is on the politeness stratgeies used by pre-service teachers in the context of English teaching practicum. This study does not address other aspects such as interactions with fellow teachers, school administration, or other external factors that might influence the use of politeness strategies. Thus, the findings of this study are more relevant to the context of in-class English teaching during the teaching practicum.

1.4 Formulation of the Problems

1. What are the politeness strategies used by English language pre-service teachers in teaching practicum?

2. Why did the pre-service teachers choose these strategies?

1.5 Operational Definitions

To prevent confusion about the terms used in this research, the researcher gives some explanations about the study's terms as follows:

1. Politeness strategy : According to Spencer (2017) views politeness as a way to manage relationship harmony, with attention to aspects of identity and interactional rights.

2. Reasons : According to *Kamus Besar Bahasa Indonesia* (KBBI), there are four points of explanation about reasons. The first is the basis, principle, essence. The second is the basis of evidence (information) used to strengthen opinions (denials, estimates and so on). The third is the thing that motivates (to do). The fourth is the thing that justifies the treatment of criminal offences and removes the defendant's consciousness.

3. Teaching practicum : A learning process that involves motor skills or movement in the workplace or field (Hamzah, 2008).

1.6 Aims of the Study

The aim of this study has two main objectives, there are:

1. To find out what politeness strategies that pre-service teachers used in teaching practicum.
2. To understand why the pre-service teachers choose these strategies.

1.7 Significance of the Study

1. Theoretical : This research is expected to add the theory of Brown and Levinson about

2. Empirical : This study can provide empirical insights into politeness strategies used by pre-service teachers while interacting with students in teaching practicum.

3. Practical : The findings from this research offers valuable information to readers, especially future pre-service teachers who can use it as a helpful guide in teaching practicum.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher found that English pre-service teachers employed three main politeness strategies during their teaching practicum: bald on record, positive politeness, and negative politeness. Bald on record was used for clear and direct communication, positive politeness helped foster friendly relationships, and negative politeness respected students' independence and softened potential discomfort during instructions or corrections. These strategies allowed teachers to balance directness with maintaining a respectful and supportive classroom environment. Clear and direct instructions improved time efficiency and reduced misunderstandings, allowing students to start tasks without confusion. Additionally, offering praise and personal attention built strong relationships and boosted students' confidence, creating a comfortable and safe learning atmosphere where students felt valued and motivated to participate actively.

On the other hand, the pre-service teachers avoided using off-record strategies because of their indirectness and potential to cause confusion. In the classroom, clarity and efficiency are critical, especially when dealing with students who might struggle with interpreting indirect messages. Off-record strategies could also hinder the development of a structured and supportive environment, which is key for building students' confidence and promoting active engagement in learning.

5.2 Suggestion

Based on these conclusions, the researcher offers several suggestions for pre-service teachers and future researchers. For pre-service teachers, incorporating a range of politeness strategies can greatly enhance the learning environment. By balancing direct strategies like bald on record with more indirect ones such as positive and negative politeness, teachers can manage classroom time efficiently while ensuring clear communication. This reduces misunderstandings and helps build strong relationships with students, who feel valued and respected. By focusing on praise and creating a supportive atmosphere, pre-service teachers can motivate students to actively participate and express themselves freely, fostering creativity and engagement in class discussions.

Lastly, for future researchers, further studies could explore the impact of politeness strategies on different aspects of student learning, such as motivation, participation, and academic performance. Research could also examine how cultural backgrounds influence the effectiveness of these strategies in the classroom. Additionally, it would be valuable to investigate how teachers' use of politeness strategies evolves with experience. By expanding the research in this area, future studies can provide greater insight into how politeness strategies contribute to teaching effectiveness and student success.

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