# THE POLITENESS STRATEGIES APPLIED BY STUDENTS IN THE CONTEXT OF CLASSROOM IN VOCATIONAL SCHOOL

N. Rini Muliadi[1], N. M. Ratminingsih[2], N.P. Era Marsakawati[3]

[123]Universitas Pendidikan Ganesha

Email: nyomanrinimuliadi@gmail.com, made.ratminingsih@undiksha.ac.id,
era.marsakawati@undiksha.ac.id

**Abstract**

This study has the purpose to explore the politeness strategies of students in a vocational school, how the teachers and students apply the politeness strategies, and the implication of politeness strategies applied to the student's good character improvement. Descriptive qualitative research was applied in this study which explored the phenomena of politeness in the teaching-learning process. There were 16 classes which consisted of 464 students of XI grade in one of the vocational schools in Buleleng Bali as the participants of this research. 140 students from the hospitality department and 10 teachers were taken as samples for this study. The sources of the primary input were the teachers' and students' interactions in the classrooms which were observed and recorded. Ten transcriptions were collected from the observations of ten teachers observed when they taught in the Tourism Department. These transcriptions then were analyzed and reviewed according to Brown and Levinson's politeness theory in 1987. This research showed that the vocational students applied some types of expressions such as greetings, thanking, addressing, apologizing, and filling. Some expressions or terms were derived from the daily language, which was applied to soften the students' and teachers' interactions. All the expressions were grouped into politeness which is positive and negative. The results of this research could be applied as a recommendation for the teachers and students to make the interaction in the classroom effective.

**Keywords**: interaction, language, politeness strategies, teaching-learning process

**INTRODUCTION**

Communication and language are two sides that cannot be separated. Communication needs appropriate strategies to create more effective interactions. Mahmud (2019) pointed out that to make the interaction more effective, the speaker and listener must build effective communication. Effective interaction is meant to transfer the messages well and make them comfortable among them.

Related to communication and language in the education field, success or failure in teaching-learning is related to how the communication is done, whether by the face of interpersonal or social. Applying it in the school community or interpersonal face between teacher and student also student to student is expected to improve communication more effectively. Nurjanah (2017) found that the findings have shown generally, there were different strategies of politeness applied in the class which made the process of teaching-learning effective. Nurmawati, et. al (2019) found that the more positive politeness applied in the classroom in the teaching-learning process resulted in more effective communication between teacher and students. Meanwhile, Mahmud (2019) found that there were problems in the teaching-learning process related to achieving effective communication

which must be improved. Mahmud (2018) pointed out that one of the strategies to improve the quality of the teaching-learning process is by creating more effective also efficient interaction in the classroom. The success of the interaction in the classroom could give affect the success of the teaching-learning process holistically.

Mahmud (2019) suggested that effective communication can be achieved by applying politeness strategies. Some theories related to politeness are stated as the face. Goffman (1959) states that there are two terms for the face such as the face interpersonal and social. The face of interpersonal is done by both a speaker also a hearer in the communication. The social face is about a specific community or group within the communication. Both faces must be thought of and maintained to get the harmonies of interpersonal and social.

Politeness is expected to be applied in all contexts of communication as well as in the classroom context. As recapitulated by Mahmud (2019) there are some studies done in the education field. Politeness is considered to improve learning. It can be done by providing an atmosphere of lively also friendly in the class. Politeness is also a good alternative, especially for teachers who talk about the topic of behavior. Maintaining politeness is good to be applied so that we can get effective interaction in the classroom.

Studies about politeness have been done widely, which resulted that politeness being focused on the interaction of teachers also students in the classroom. Khusnia (2017) found that 40 % of utterances used positive strategies of politeness, 30 % applied negative strategies of politeness, and 30 % applied strategies of bald on record in a university level. Susanti (2018) found that the communication among students to students and between lectures and students through acts of the speech concerned a speech of event impartial in university grade. Mahmud

(2019) observed politeness in a university classroom interaction which resulted there were some different forms of expressions such as greeting, expressing gratitude, labeling terms, saying sorry, and also filling applied in the teaching-learning process communication. Pasaribu, et.al (2021) pointed out that the strategies of politeness applied between lecturers-students were various. In this interaction, they applied verbal and nonverbal languages to show politeness. Good interactions were resulted to maintain effective communication.

Mahmud (2019) suggested doing further research on language and politeness. that the research about strategies of politeness in the classroom is still limited. The previous research has been done mostly in universities. So, then the next research is proposed to be done in a vocational school to see what strategies are applied by the teachers and students in the classroom at the level of a vocational school.
This research is concerned with the application of strategies of politeness in the context of interaction in the classroom. The results of this research are recommended to hand out to pragmatics politeness study in the classroom, provide input which is useful for teachers in the interaction of classroom also make the connection among teachers and students more effective.

There were 3 (three) questions in this study. They are: a. What politeness strategies are applied by the teachers and students to communicate in the teaching-learning process? b. How do the teachers and students apply the politeness strategies? c. What implication of the politeness strategies applied to the student's good character improvement?

From the questions of the study above, the purposes of this study were to find out what politeness strategies are applied by teachers and students to communicate in the teaching-learning process in the classroom, to find out

how the teachers and students apply the politeness strategies in the teaching-learning process in the classroom, and to find out what implication of the politeness strategies applied for the students' good character improvement.

## LITERATURE REVIEW

There are 3 (three) main literature reviews applied in this study. They are politeness, face-threatening Acts (FTA), and politeness strategies. They are described as follows.

## Politeness

Politeness has been analyzed widely in connection with face by many scholars who defined politeness as maintaining the hearers' face process. Some scholars such as Brown and Levinson (1987) and Leech (1983) focused on the politeness of linguistics. Lakoff (1973) and Fraser (1975) contributed their study about politeness in the areas of linguistics and the world of culture. Each person in interaction is established as what is mentioned as a face. The face is representative of the self-picture in the community characteristics. By using other terms, the face has a meaning of self-respect, self-regard, and social self-picture.

Grundy (2000) states that principles of politeness have a vast power of description in honour of language application, to be primary factors of linguistic habits, and to own social or professional positions. This means that politeness has an important wide role in the community. By seeing one who communicates with other person or people, he can be shown by his attitude to interact with others. Other people can see his linguistic behaviour as representative of his position in the community. As polite as he speaks, others will predict that he is from a higher societal position although he does not state his position to the listeners.

## Face Threatening Act

Brown and Levinson (1987) explained that Face Threatening Act (FTA) is an action in which menacing faces can affect the speaker's or the listener's face and threaten positive or negative faces. The Face Threatening Act covers gratitude, apologizing, promising, and even actions of non-verbal as well as tripping, falling, or any words that intrinsically threaten other people's faces (positive or negative). This also includes disagreements, criticisms, orders, sending bad news, and requests. For example, a simple request threatens the opposing face of the target because the target's compliance with the request interferes with his desire to remain independent. Definitely, FTAs are actions that challenge the desires of other people's faces. Brown & Levinson (1987 in Yusuf and Anwar, 2019) propose that when faced with the need to carry out FTAs, individuals must choose between conducting FTAs directly and efficiently or trying to reduce the effects of FTAs on the positive/negative faces of the listener. Mitigation strategies are what Brown & Levinson label as politeness strategies.

## Politeness Strategies

Yusuf and Anwar (2019) explain that strategies of positive politeness are performed while the speaker asks for targets also even builds friendship via expression. The speaker chooses himself because he owns a close relationship with the listener. It might be also be said that positive politeness is a strategy of solidarity to make a closer relationship with the listener. For instance, if someone wants to lend a pen, he would ask to borrow his pen politely with respect. So, the founders of modesty have formulated modesty in five strategies according to the greater risk of FTA. The first strategy is to conduct an FTA without repressive or bald actions on records relating to minimal FTA. The second strategy is to carry out FTAs with repressive measures with positive politeness. Then the third is negative politeness which aims

to handle FTA at the middle level. The fourth is a record for handling high-level FTA. The latter is „don't FTA" because of the higher risk.

## METHOD

This study was the research of descriptive qualitative. It involves aspects of classroom interaction, especially the act of speech done by vocational students, which include face-threatening and face-saving acts in the event of speech. The data were in the form of speech done by students in the classroom conversation.

The research was done in one of the vocational schools in Buleleng regency Bali Province. it is one of the vocational schools in Buleleng, Singaraja city. It is one of the schools which adopts the Merdeka curriculum since the academic year of 2021/2022. It has 9 (nine) vocational concentrations such as Wood carving, Textile, Arts, Communication, visual design, Multimedia, Karawitan (Gamelan), Traditional dancing, Housekeeping, and Culinary. There are 47 (forty-seven) classes overall.

The population in this research was the teachers and students. There were 91 teachers overall. There were 1327 (one thousand three hundred and twenty-seven) students from grades X, XI, and XII. Those students were from the class members of the 9 (nine) competencies departments such as Wood carving, Textile, Arts, Communication, visual design, multimedia, Karawitan (Gamelan), Traditional dancing, Housekeeping, and culinary.

The sample of the research was the students and teachers of the hospitality department. They were selected as the samples. There were 10 (ten) teachers chosen from the hospitality department to be observed when they teach in the classroom. There were 4 (four) classes observed in the research. Each class mainly consisted of 34-36 students. Additionally, the researcher applied observation of non-participatory. It was due to the researcher's participation not as a subject in this study but just placing the observer's role as the effort to get the conversation data.

There were some instruments of research prepared for this research, such as an observation list, survey questionnaire, smartphone or video camera, and a notebook. The Observation list was applied to lead the researcher to see how the students and teachers interact in the classroom. This observation was targeted to the theories of each politeness strategy which has been explained before, so the speech uttered by the teachers and students could be indicated precisely. The survey questionnaire was given to see the students' responses about their politeness in the classroom. A smartphone or video camera was used to record classroom interaction. The notebook was used to note the things that happened in the classroom interaction and also conversations among the students and teachers.

The procedure of data collection was done in some steps. First, the classroom interactions were recorded by smartphone or video camera. The next step was the researcher made a transcription of the subjects' utterances done in the classrooms from the recorded classroom interaction. The utterances will be in Bahasa Indonesia or the Indonesian language and Balinese language because the teachers and students were mostly Balinese. The data were collected from the questionnaire of a survey on the implications of the speech uttered and also related to the politeness strategy applied.

The procedure of data analysis was done to make the utterances data in the classroom among teachers and students in the classroom interactions. It was done by some steps such as:
1. Determining politeness strategies and the implication
The recording was transcripted and administered to see the politeness strategies and their implication.

2. Selecting the data to get the answer to the research problems

The data were chosen based on which can be the answers to the research problems. Those data were not necessary and could be thrown. Then the data were identified as the implications of politeness.

3. Presenting the result of the analysis

The analysis of data was presented according to questions research so they can be used to explain the politeness strategies and implications of the politeness strategies applied in this study. The questions of the study were responded to based on the data from the behavior of linguistics, especially the aspect of pragmatics, which targeted the implication of the politeness strategies. The data then were interpreted based on the context spoken under the analysis. The interpreted data was analyzed by techniques of interpretative by the technique of coding. As a guideline, the definition of politeness stated by Brown and Levinson (1987) that politeness is the goodness of each thing that has been spoken, such as done by the one who speaks to one who hears or listens in a specific context to sustain their face of interpersonal also face of social, was applied to assess also interpret their face of interpersonal, the face of social and the connection with the theories of verbal politeness. The conclusion was drawn from the data description and interpretation acquired by the analysis.

**FINDINGS**

The findings it is going to be explained the strategies of politeness done by the teachers and students in the classroom when the teaching-learning process was running. There were some expressions applied in the classroom interactions as can be seen from the table below.

**Table 1. Expressions in the classroom**

| Features | Utterances | Frequencies |
|---|---|---|
| Greeting | Om swastyastu | 10 |
| | Selamat pagi | 6 |
| | Selamat siang | 10 |
| | Om Shantih, Shantih, Shantih, Om | 10 |
| | Pagi | 5 |
| | Siang | 9 |
| Thanking | Terima kasih | 8 |
| | Makasi | 15 |
| | Suksma | 17 |
| Addressing | Names | 40 |
| | Bapak | 8 |
| | Ibu | 6 |
| | Pak | 10 |
| | Bu | 5 |
| | Buk | 25 |
| Apologizing | Sorry | 4 |
| | Ampure | 15 |
| | Maaf | 11 |
| Filling | Hmm | 16 |
| | Aa | 10 |
| | Ee | 10 |
| | Silent | 20 |
| | Kok | 1 |
| Language of Vernacular | Nok | 3 |
| | Ti (gati) | 8 |
| | Nggih | 15 |
| | Nae | 2 |

Strategies of politeness done by the teachers and students

From the table, the expressions applied by the teachers and students were greeting, thanking, addressing, apologizing, filling, and vernacular language.

The expressions were applied in the sentences as follows:

Greeting

Data 1: Religious Greeting for Opening class

Teacher: Om swastyastu

(I wish you get many blessings from God and have much happiness, and you are always in a healthy life as God's best gift)

Students: Om swastyastu

(I wish you get many blessings from God and have much happiness, and you are always in a healthy life as God's best gift)

The teacher opened the class by saying Pangenjali (Hindu Balinese greeting). The students replied to the greeting by saying Om Swastyastu, too. In Bali especially, this greeting is usually expressed by teachers and students in the classroom. By expressing Om swastyastu, the teacher and students performed politeness. The students and the teachers who were mostly Hindus uttered Pangenjali (greeting of Hindus as the opening) to show politeness to each other. Another greeting was also uttered in the classroom, such as:

Data 2: National Language Greeting for Opening class

Teacher: Selamat pagi. Bagaimana kabar hari ini? (Good morning. How are you today?)

Students: Selamat Pagi Bu. Baik. (Good morning Ma'am. Fine)

Or

Data 3: National Language Greeting for Opening class

Teacher: Selamat siang anak-anak. (Good afternoon children)

Students: Selamat siang Pak (Good afternoon Sir)

Selamat pagi or selamat siang was expressed based on the time of the session of the teaching-learning process. The teachers expressed their greetings with complete expression. The teachers performed formal situations in the classroom. These formal greetings were uttered by the teachers and students as a nice way of showing politeness and made the process of teaching-learning a formal situation. From data 2 and 3, the greetings were uttered in completely without any reducing words like Pagi only or siang only as in the informal situation. These data showed that the teachers and students applied politeness in the classroom by greeting with Bahasa. Besides, it was also done to greet the students who were not Hindus.

The closing greeting was also uttered by the teachers and students. It could be seen from data 4.

Data 4: Religious Greeting for Class Closing

Class leader: Berdiri. Parama Shantih ngawit.

(Stand up. Start to say Parama Shantih)

Teacher and students: Om shantih, shantih, shantih, Om

(Om shantih, shantih, shantih, Om)

When the teachers and students closed the teaching-learning process, the class leader asked the other students to stand up and uttered Parama Shantih which means "Om, peace, peace, peace, Om. The word Om is a concept to represent God in sound form. Another definition of Om shantih, shantih, shantih, Om is May peace be upon the gift of  God (Ida Sang Hyang Widhi). Santih means peace. It is also the closing greeting of Hindus (especially) Balinese uttered to close the conversations or dialogues which are formal such as meetings, wedding proposal speeches, and conferences or seminars.

Data 5: Thanking

Student 2: Nggih Bu. Suksma.

(Yes, Ma'am. Thank you.)

Teacher: Suksma mewali Gus. Ada yang bertanya lagi sebelum kita mengakhiri pembelajaran?

(You are welcome. Anyone wants to ask before we end the learning?)

The expression of "Suksma" was used by the student to express his gratitude to his teacher. "Suksma" in Bali is used when someone thanks other people whose higher social position. The teacher responded the students with the same expression of "Suksma" and continued with "mewali" to show rethanking for his politeness. "Gus" is the common label for a young boy/man in Bali. The teacher was not sure about the name of her students. So, because the student was a boy, then she called him "Gus".

Data 6: Thanking

Student 4: Nggih Bapak. Makasi.

(Yes, Sir. Thank you.)

Teacher: Baik, untuk minggu depan kita akan lanjutkan pembelajaran dengan presentasi dari grup 2.

(Well, for next week, we will continue the learning with a presentation from group 2)

"Makasi" is the abbreviation of "terima kasih" which means thank you. The student whose habit to thank by "makasi" used it to express his gratitude to his teacher who must be respected or has a higher position socially. "Makasi" is used generally in informal situations.

Data 7: Addressing and Apologizing

Teacher: Satria, coba kalau berkomentar yang sopan ya.

(Satria, try if comment which is polite yes. The real meaning is Satria, apply polite comment, please)

Student 4: Ampure Bu. Nak mecande yang.

(Sorry Ma'am. person joking I. It means Sorry Ma'am, I am just joking)

The teacher mentioned the name of the student who joked too much to his friend next to his seat. The teacher indirectly suggested to her student not to make a joke too much by uttering the word "coba" and "ya" at the last part of the sentence. She tried to use politeness in warning the student. The student responded by saying "ampure" or sorry then continuing to state that he was just joking when stating his comment. The student performed his politeness by saying sorry in high language

Data 8: Addressing

Teacher: Bapak berharap kalian dapat mengikuti pembelajaran dengan baik walaupun ini jam terakhir.

(Father expect you (in plural) can join the learning well although this is the last hour. It means I expect all of you can join the learning well although it is the last session)

Student 1: Be kiap pak.

(Already sleepy Sir. It means that I have been sleepy, Sir)

The teacher mentioned all the students by saying "kalian" to include all the students. the teacher applied politeness to state all the students to feel the teacher's attention. It was continued by giving suggestions to be attentive in the teaching-learning process although it was the last session and had been 12 0'clock in the afternoon. One of the students responded by saying he had been sleepy. At this point, the student considered the teacher as a friend so he

stated the expression. Although the teacher had shown politeness to suggest to students to be attentive there was a student who performed informal language which should be uttered to his friends, not to the teacher.

Data 9: Addressing

Teacher: Pertama, Agus Sastrawan wakili grup 1 untuk presentasi.

(First, Agus Sastrawan represent group 1 for presentation.)

Student 4: Pak yang nu bedik-bedik ngae laporan. Konden lengkap sampai delivery. Dadi monto gen tiang presentasi?

(Sir, I still little little to make the report. Not yet completed until delivery. Can I just only I present? It means Sir, I have not done the report. It has not been done until the delivery part. Can I present those parts only?)

The teacher asked the student to present in front of the class about the laundry process which has been tasked a week ago. The teacher addressed the student whose name Agus Sastrawan to present the report. The student reported that he and his group have not done yet the report completely. So he asked his teacher whether he could report until the steps before the delivery process. He used Balinese to show his regrets because he has not done the task on time. By saying it in Balinese, he found it easier to state his mind about his regrets. By using Balinese, he felt comfortable expressing his politeness and felt a closeness with his teacher.

Data 10: Apologizing

Student 3: Maaf Bapak saya boleh bertanya?

(Sorry Sir Can I ask?)

Teacher: Ya, silakan.

(Yes, please)

"Maaf" was used by one of the students when she wanted to ask about the topic of learning. She performed politeness when asking the teacher to explain the point of the material of learning. She applied the expression formal in the classroom. The teacher responded formally also by saying "Ya. silakan" to please her to ask. Both the teacher and student showed politeness in the formal situation in the classroom.

Data 11: Apologizing

Student 4: Bapak sorry ya saya belum mengerjakan tugas dengan lengkap karena ga ada paket.

(Sir sorry I have not done my task completely because I did not have data (in this point for internet network))

Teacher: Kalau gitu kerjakan sekarang

(If so do it now)

The student uttered "sorry" to the teacher before confirming that he had not finished his task completely. He also stated the reason he did not finish his task was because he did not have internet data to be online. He was honest to state his mistake of not finishing his task on time. By saying "sorry" and the reason, he performed politeness in the classroom. The teacher with his understanding of his student's condition, let him continue to finish the task by saying "Kalau gitu kerjakan sekarang" because in the classroom there was WiFi so that he could continue doing and finishing his task. Both of them performed politeness in the classroom.

Data 11: Filling

Student 3: Hmmmm. Bu, kalau tamunya datang jam 10 malam, kita pakai good night kan ya Bu?

(Hmmmm Ma'am, if the guest comes at 10 at night, we can use good night, isn't it right Ma'am?)

Teacher: Kalau tamunya datang pada malam hari, kita pakai Good evening sebagai salam ya.

(If the guest comes at night, we use Good evening as the greeting yes)

"Hmmm" was used by the student to fill the break before asking the teacher. It was like giving time for the student to think for a while before asking the teacher. The expression "kan ya" was also a type of filling. It was used to confirm whether it was correct or not. It was used also to intend that the information was correct. The teacher responded by giving the complete statement for the information based on the student's question and then continued to give the correct information with the expression of "ya" to focus on the correct answer. Both teacher and student performed politeness to ask and answer by using filling for a while to make sure the meaning was accepted.

Data 12: Filling

Student: ………Kedua adalah ………(silent) yaitu menyeleksi pakaian dari bahannya sampai warnanya agar tidak kena lunturan.

(……….. Second is …….(silent) is selecting clothes from the material until their color so that they do not get fade.)

Being silent for a while before starting the presentation was chosen by the student when recalling the information from his memory. He tried to focus and make sure that the information which would be correct was uttered in front of other students and the teacher.

Data 13: Language of vernacular

Student 1: Aaaaa. Konden Bu. Keweh ti nge download.

(Aaaa. Not yet Ma'am. Difficult very to download. It means It's very difficult to download))

Teacher: Kok gitu?

(Why so?)

Student 1: Sing ngelah kuota yang Buk.

(No have data I Ma'am means I did not have data for internet Ma'am.)

Teacher: Nggih. Jani coba nae' download. Kan be ade WiFi.

(Yes. Now try nae' to download. Kan already there WiFi. The meaning here is alright, now try to download. There is WiFi in the classroom).

Language of vernacular used in this conversation was "ti" which means "gati" (very), "nge" which means mixing the verb of Balinese word with the English word "download", "Kok" which means why, "nae'" which means intended the meaning of asking the student to do something, "Kan" which means the teacher gave focus that there was WiFi in the classroom and it was free to be used. Those languages of vernacular were the Balinese words, and Indonesian words which focused to give the intention to something very hard to do ("ti" "nge"), easy things to do by using "kan", and something which could be possibly done by expression of "nae'".

## DISCUSSION

The data have shown how the politeness strategies in the classroom. Brown and Levinson (1987 in Mahmud (2019)) describe that there are 2 (two) significant politeness strategies as the outcomes in the politeness application as well as positive and negative.

Results perform the positive politeness strategies use in the greeting of opening the teaching-learning process also closing class (data 1,2,3,4). The types of utterances were applied as

strategies to show politeness in the communication and so, the class situation would be formal. Politeness of positive was focused to reduce the space between the speaker and listener or hearer and also minimize the disappointment of the hearer by friendliness expressing. Tan et.al (2016 in Mahmud (2019)) found that greetings have important functions as well as interlocutors' acknowledging. Soo et. al (2011 in Mahmud, 2019)) and Hei et.al (2013 in Mahmud (2019)) described in their findings that greetings are a good social way feature. This research found that greetings were applied by teachers and students to be close also friendly. It performs that although the classroom activities in a formal situation, the greetings application made the classroom activities friendly.

The thanking utterance use (Data 5,6) was positive politeness classification, too. Brown and Levinson (1987 in Mahmud (2019)) explain that thanking or gratitude is reviewed as an honor or polite means which avoids acts of face-threatening, so it is able to be applied to utter solidarity or gratitude. The previous research of Ozdemir and Rezvani (2010 in Mahmud (2019)), found that thanking application is considered an important thing to show politeness in communication. In this research, thanking is applied in the classroom which has a function to be one of the politeness strategies for interaction in the teaching-learning process. Terms of addressing are also reviewed as one of the positive politeness strategies. It can be seen from data 7 and 8. The words "kalian" or mentioning names of the students show politeness to the interlocutors along the teaching-learning process. Brown and Levinson (1987 in Mahmud (2019)) state that terms of addressing were mentioned as markers of in-group identification which has an objective to reduce the space among speakers and hearers also minimize the hearers' displeasure by showing a friendly attitude. Susanto (2014 in Mahmud (2019)) found the addressing term is applied to show the manners of formal and informal possession.

The apologizing term was applied in this study. Brown and Levinson (1987 in Mahmud (2019)) state that the function of apologizing is to show respect. It does not show friendliness and solidarity/intimacy. That shows a negative politeness strategy. It dues to reducing the effect of impolite attitude or action which have done such as joking too much until hurt someone's feeling or shouting or questions asking. Some studies (Al-Sobh (2013); Banikalef et. al (2015) in Mahmud (2019))) support Brown and Levinson (1987 in Mahmud (2019)) that apologizing has a function to be a politeness strategy that minimizes less polite/impolite behavior like bullying friends by joking too much and laughing at friend's mistake when presented in front of the classroom.

Filling terms, as well as aaa, hmmm, or silent for a while, were done in the classroom in this study. Filling terms assisted the students to be more formal and also show students politeness (Data 11, 12). Fraser (2010 in Mahmud (2019) states that filler use in interaction can be modals words and expressions, fillers' types, and questions of the tag which are able to attenuate the acts speech force and express the uncertainty grades toward the utterances proportions. Ahmed and Maros (2017 in Mahmud (2019)) support this concept by stating that it is classified as markers of discourse or particles of discourse that have significant functions as tools of communication. Brown and Levinson (1987 in Mahmudh (2019)) state that the fillers are able to become strategies to be indirect conventionally which possibly makes politeness in the interaction.

Language of vernacular was also found in the study. There were some language of vernacular found in the study as well as "nak", "nae", "kan" which were in data 13. According to Brown and Levinson (1987 in Mahmud (2019)),

the vernacular language is considered the native dialect in particular areas which can be slang or everyday language which has the main purpose of using the language vernacular to soften the expressions and create it to be indirect. These terms are reviewed as indirectness idea which is a strategy to show politeness.

## IMPLICATIONS

The results of this study performed that the teachers and students adopted some terms of politeness strategies such as greeting, addressing, thanking, apologizing, filling, and using the language of vernacular. The politeness strategies applied were based on the culture and circumstances which were used by the teachers and students in the realization of linguistics. Kadar and Mills (2011 in Mahmud (2019)) found in their study that culture set particular norms to evaluate the behavior of polite/impolite. Geerts (1960 in Mahmud (2019)) mentions culture as an etiquete. Scupin (1988 in Mahmud (2019)) and Agha (1994 in Mahmud (2019)) called the different practices of politeness honorification and Mahmud (2010 in Mahmud (2019)) mentions it as understanding of mutual. So, the implication of this study is the terms used in the classroom by the teachers and students were done based on the context of a culture which is valid in the study place. There were 2 (two) types of politeness strategies applied in this study such as positive and negative. All the results of the study targeted the improvement of good character building which could be seen in the improvement of impolite students' behavior which changed when the teachers suggested or warned the students to be better in uttering their behaviors. So, it can be stated politeness is significant in classroom interaction and so some of the politeness strategies to contribute the effectiveness of classroom communication.

## SUMMARY

There were some expressions applied by the teachers and students in the vocational school as well as greeting, thanking, addressing, apologizing, filling, and vernacular language. The results also found that local culture influences the application of politeness strategies in the classroom. Religious aspects also affected the interaction of the classroom in the teaching-learning process.

## SUGGESTION

A significant contribution has been given to the process of teaching-learning in the classroom. It also can be input to other schools in Indonesia, particularly teachers, and students about how they should apply the politeness strategies in the classroom to get effective strategies of communication in the teaching-learning process while also improving the good character of the students. However, another research related to the politeness strategies for teachers and students which affected by age, gender, and social power is needed to be developed to see the choice of language they are going to apply when interacting.

## REFERENCES

Arora, S., Joshi, K., Koshy, S., & Tewari, D. (2017). Application of Effective Techniques in Teaching/Learning English. English Language Teaching, 10(5), 193. https://doi.org/10.5539/elt.v10n5p193

Bae, Y., & Strome, D. (2019). Is Politeness Instruction Being Neglected? Student Perceptions toward the Use of Politeness in the Language Classroom. The Journal Of Linguistics Science, 88, 203-226. https://doi.org/10.21296/jls.2019.3.88.203

Betti, M., & Hasan, A. (2020). The Iraqi EFL Learners' Ability to Use Speech Acts in MA and Ph.D. Theses Defense. Education,

Language, And Sociology Research, 1(2), p41. https://doi.org/10.22158/elsr.v1n2p41

Ceriyantina, D. (2019). The Politeness of English Teacher's Utterances Inside and Outside Classroom. ELT Forum: Journal Of English Language Teaching, 8(2), 143-151. https://doi.org/10.15294/elt.v8i2.31809

Darwis, M. (2018). Politeness Language Analysis in Teenagers Reviewed from Sociolinguistics. Budapest International Research And Critics In Linguistics And Education (Birle) Journal, 1(1), 15-22. https://doi.org/10.33258/birle.v1i1.79

Fitriyah, F., Emzir, E., & Ridwan, S. (2019). CULTURAL VALUES OF POLITENESS IN EFL CLASSROOM: A STUDY OF ETHNOGRAPHY OF COMMUNICATION. Language Literacy: Journal Of Linguistics, Literature, And Language Teaching, 3(2), 207-216. https://doi.org/10.30743/ll.v3i2.1965

Fitriyani, S. and Andriyanti, E., (2020). Teacher and Students' Politeness Strategies in EFL Classroom Interactions. IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics), 4(2), p.259.

Fortinasari, Paulina & Asmara, Rangga. (2020). Teachers and Students Politeness Strategies Observed in Inclusive Elementary Classrooms. 10.4108/eai.12-10-2019.2292210.

Jumanto, J., Rizal, S., & Nugroho, R. (2017). Acting the Intangible: Hints of Politeness in Non-Verbal Form. English Language Teaching, 10(11), 111. https://doi.org/10.5539/elt.v10n11p111

Kamlasi, I., & Sahan, A. (2022). An Analysis on Politeness of Non-Verbal Communication in an English as a Foreign Language Classroom. VELES Voices Of English Language Education Society, 6(1), 258-

270. https://doi.org/10.29408/veles.v6i1.5190

Mahmud, M. 2018. The use of politeness strategies in the classroom context by English university students. Indonesian Journal of Applied Linguistics, 8, 597-606. doi:10.17509/ijal.v8i3.15258

Nurjanah, O. W. Santosa, R.1, Rochsantiningsih, D.1. 2017. Male and Female Linguistic Politeness in Speaking Classroom. International Journal of Pedagogy and Teacher Education (IJPTE) (Vol.1 Issue 2 | October 2017) DOI: http://dx.doi.org/10.20961/ijpte.v1i2.14510

Pasaribu, Arsen & Saragih, Erikson & Gea, Agustinus. (2021). Politeness in Thesis Consultation by WhatsApp: Do Lecturers and Students Apply Different Strategies?. Elsya : Journal of English Language Studies. 4. 10.31849/elsya.v4i1.6376.

Rahayuningsih, D., Saleh, M., & Fitriati, S. (2020). The Realization of Politeness Strategies in EFL Teacher-Students Classroom Interaction. English Education Journal, 10(1), 85-93. https://doi.org/10.15294/eej.v10i1.33822

Rika Ningsih, Endry Boeriswati, & Liliana Muliastuti. (2020). LANGUAGE POLITENESS OF STUDENTS AND TEACHERS: AN ETHNOGRAPHIC STUDY. Getsempena English Education Journal, 7(1), 159-169. https://doi.org/10.46244/geej.v7i1.1063

Risal, R., Hanna, H., & Tambunan, T. (2021). An Analysis of Politeness in Teacher's Utterances in an English Classroom. Journal Of Language Education And Educational Technology (JLEET), 6(1), 27. https://doi.org/10.33772/jleet.v6i1.17583

Sapitri, P., Chasanah, A., Putri, A., & Paulima, J. (2020). Exploring Brown and Levinson's

Politeness Strategies: An Explanation on the Nature of the Politeness Phenomenon. Reila: Journal Of Research And Innovation In Language, 1(3), 111-117. https://doi.org/10.31849/reila.v1i3.3801

Sunra, L., Nengsi, S., & Halim, A. (2022). Politeness Strategies used by the First Semester EFL Students in Online Classroom Interaction at UNISMUH Makassar. Celebes Journal Of Language Studies, 99-106. https://doi.org/10.51629/cjls.v2i1.85

Sugitariani, N.W, et.al. 2016. An Analysis Of Politeness Strategies Used By Female And Male Students In XI IIS Of SMA Bhaktiyasa Singaraja To Talk To Their Teachers Inside And Outside The Classroom. Lingua Scientia Vol. 23 No. 2 December 2016. https://doi.org/10.23887/ls.v23i2.16071

Suparna, I Gede Wayan. 2018. Politeness in Balinese and English. Lingua Scientia Vol. 19 No. 1, June 2012. P-ISSN:0854 – 9125. **DOI:** https://doi.org/10.23887/ls.v19i1.16058

Redmond, Mark V., "Face and Politeness Theories" (2015). English Technical Reports and White Papers. 2. http://lib.dr.iastate.edu/engl_reports/2

Umbar, K. (2019). Concept of language politeness and building character education. Utopía y Praxis Latinoamericana; ISSN 1315-5216; ISSN-e 2477-9555 Año 24, n° Extra 5, 2019, pp. 379-390387 https://orcid.org/ 0000-0002-8896-8117

Widiadnya, I Gusti Ngurah Bagus Yoga, Seken, Ketut and Santosa, Made Hery. (2018). The Implications Of Politeness Strategies Among Teachers And Students In The Classroom. SHS Web of Conferences. doi.org/10.1051/shsconf/20184200067

Wong, L., & Esler, J. 2020. A Review of Teaching and Learning Linguistic Politeness. Journal of Critical Studies in Language and Literature, 1(4), 13-21 DOI: https://doi.org/10.46809/jcsll.v1i4.38

Yusuf, R., & Anwar, A. (2019). An Article Review on "The Use of Politeness Strategies in the Classroom Context by English University Students". Elsya : Journal Of English Language Studies, 1(2), 69-73. https://doi.org/10.31849/elsya.v1i2.3530