

# POLITENESS STRATEGIES APPLIED BY TEACHERS IN EARLY CHILDHOOD EDUCATION

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## Abstract

Children tend to imitate adults such as teachers, not only in the way the teachers speak but also in the way the teachers think, behave, act, and solve problems. Politeness strategies that the teachers apply could be a way to motivate students to act and communicate politely. This study aims at analysing the positive and negative politeness strategies applied by teachers in early childhood education during the teaching and learning process, as well as analyzing the acts of teachers that threaten the students' negative faces and how the students respond to the teachers' face-threatening acts. The study involved three kindergarten teachers at an international school in Bali as the subjects. The data was collected during *circle time* activities. Circle time is when the teachers and children gather in a circle to discuss the day's activities. The finding showed that the kindergarten teachers dominantly and consistently applied positive politeness strategies to motivate the students and build a close relationship between teachers and students during the teaching and learning process, which is 91.2%, compared with negative strategies, which were only 7.9%. Furthermore, there were 52 utterances of face-threatening acts done by kindergarten teachers in the dialogue interaction with their students. It is suggested that teachers consciously choose the appropriate politeness strategies, either positive or negative, to suit the context as well as the objectives of the instruction.

**Keywords:** context, politeness strategy, face threatening acts, early childhood education, teacher

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## INTRODUCTION

People need to be aware of the utterance and the gesture allowed to be expressed in certain communities to maintain a good relationships, especially during teaching and learning activities. Students tend to imitate the teachers, not only in the way the teachers speak but also in the way the teachers think, behave, act, and solve problems. Aware of this situation, teachers applied politeness strategies to save the students' faces in order to make the teaching and learning process become meaningful and be a good model for the students in proper communication. Widiadnya (2018) states that politeness in education is important and relevant in the teaching and learning process to avoid rudeness that can create conflict among students and teachers. In addition, Rash (2004) states that politeness

strategies are used in avoiding conflict and developing a good relationship between students and teachers. According to Seken (2007), the use of politeness strategies brings a positive influence on second language learning. First, it is related to the teacher's role as a model, who is imitated by students in the teaching and learning process and the partner to communicate with. Being a good model for the students might be challenging. However, the impact is huge on students' future, especially their characters. Asjuh (2018) states that linguistic strategies become essential in the politeness aspect that makes relationships among humans. In addition, she states that children speak anything in their minds without consideration of being polite or impolite.

Politeness refers to the strategy in which people use their manners and attitudes in conversation by considering the norm,

ethnicity, respect, age, gender, social status, and cross-culture. Based on Brown and Levinson (1987), politeness is the basic social role in controlling aggression between interactional parties. Politeness is used as a role by humans in the social context to give boundaries in a conversation. Further, Brown and Levinson assume that politeness is concerned with the strategy to save the hearer's face in which the speaker avoids threatening the hearer, known as Face Threatening Act (FTA). Brown and Levinson propose politeness strategies that interlocutors can use to deal with FTA, such as Bald on-record politeness, positive politeness, negative politeness, off-record and saying nothing (don't do the FTA).

Moreover, Yule (1996) states that FTA refers to the public self-image of a person who will be respected, which refers to the emotional and social sense that belongs to everyone and expects everyone else to recognise it. In this regard, the politeness strategy aims to act efficiently with others and create and maintain social relationships. Sapoeira (2021) states that the success of the students' learning depends greatly on utilising FTA. The use of threats in the classroom, according to students, may depress them, increase tension in the classroom, and change the climate.

In addition, Leech (1983) states that politeness is avoiding disruption and maintaining social equilibrium and friendly relations. Politeness has a big role in avoiding the disruption between the speaker and interlocutors in the conversation, which is socially appropriate behaviour depending on the speaker's relation to the hearer. It is believed that as long as politeness is applied in the conversation, there are no parties who feel offended. Further, when all the disruption is avoided, the social equilibrium is automatically maintained where all the communities live in respect. Politeness also aims to preserve the communities in friendly relations.

According to Brown and Levinson (1987), positive politeness strategies are used to minimise the threat to the hearer's positive face to reduce and avoid conflict to make the hearer feel good. This strategy is widely used between friends, acquaintances or parties in a close

relationship. In addition, Kamlasi (2017) states that positive politeness strategies avoid offending by highlighting friendliness and camaraderie between the speaker and the hearer. Furthermore, Stude (2007) states that an explicit focus of teaching politeness strategies in the classroom is to equip the students with the ability to be more sensitive to the pragmatics of speech and to engage in a more deliberate reflection on language and its use in the same line. In addition, Swain (1985) states that the language heard by learners in the English teaching and learning process will influence the product of their language. The students are learning the language by listening, imitating and practising. The process of listening takes an important role in getting the product. It can be used as a consideration for the teachers to apply the correct classroom language based on grammatical, pronunciation, and vocabulary choices to encourage students' best language product. This fact then influences the number of politeness strategies researched. Fitriyani & Adriyanti (2020), in their study, found that teachers and students used positive, negative and bald-on-record strategies in order to give instructions, encourage, ask for something, request, ask for confirmation, and address. This strategy contributed to the student's self-esteem and active participation in the English teaching and learning activities.

In the same line, Liu Peng, Fang Xie, and Lingling Cai (2014) found that the college teacher conducted his class in terms of positive and negative politeness in a practical way. Adopting politeness strategies shortens the teacher-student social distance, makes the class more interesting and facilitates English teaching and learning. Another research conducted by Fattah, Qalbi & Dewi (2022), found that male and female lecturers used four politeness strategies to create cooperative interaction and help the students to have positive feelings towards lessons as well as to motivate them to participate actively during class interaction. The previous study focused on what types of politeness strategies the teachers used and the reasons why they used politeness strategies during their interactions in the classroom. The subject of their research was only focused on

monoculture students as well as monoculture teachers who came from the same country. However, this research will be focused on multicultural students and teachers as the subjects of the research. It has recently become an interesting area to research because research on politeness strategies applied by kindergarten teachers in International Schools, where the class is categorised as multicultural, is rare.

This research study aimed to analyse positive and negative politeness strategies which are applied by the teachers in their interaction in the classroom. Furthermore, the researcher wants to analyse the acts of teachers that threaten the students' negative faces and how the students respond to the teachers' face-threatening acts. Moreover, this class can be categorised as a multicultural class because the teachers and students of this class came from different countries, which simultaneously brought their language and culture. This study was conducted during circle time, the time for teachers and students to gather in a circle to discuss the day's activity and choose the kindy helper. A Kindy helper is the student chosen to be the class leader. First, it investigates how teachers apply positive and negative politeness strategies. Second, acts done by the teachers may threaten the students' negative faces and the student's response to the teachers' face-threatening acts.

## RESEARCH METHOD

This research study is aimed to describe and analyse the positive and negative politeness strategies applied by teachers in early childhood education during the teaching and learning process, as well as analyzing the acts of teachers that threaten the students' positive and negative faces and how the students respond to the teachers' face threatening acts. The theory by Brown & Levinson (1987) was used as the method to analyzing the positive and negative politeness strategies applied by the teachers and the acts of teachers that threaten the students' negative face. This study is designed as qualitative research where all of the aspects related to the interaction between teachers and students involved and the strategy related to

politeness were investigated in depth and explained in detail (textual forms).

The study was conducted in a Kindergarten classroom at Green School Bali in the academic year of 2022/2023. Green School is located in Badung Regency, Bali province. In this research, the teachers and students of Kindergarten classes were selected as the subjects of the study since this class consists of children that come from various cultural backgrounds. Given the diversity of the children's and teachers' cultural backgrounds, it's fascinating to observe how teachers and children interact, particularly in terms of face-threatening acts used by teachers both verbally and nonverbally, as well as student responses. The chair of the Yayasan as well as the school's principal, have approved this study. Kindergarten students in this school consist of 22 students in one class, and they are around 5-6 years old. Three students are Dutch; three are American; three are Hungarian; three are Indonesian; two British; two are Chinese, a French, an Australian, a Ukrainian, a Lithuanian, a Canadian, and a Danish. Besides, the teachers handling the class are also from different nationalities. Three kindergarten teachers in Kindy Class were the participants of the study. The demographic information of the teachers can be seen in Table 1.

Table 1. The Participants' demographic information

Participants	Gender	Nationalities	Years of teaching experience	Years of teaching experience in Green School	Years of teaching experience in Green School Kindergarten
Teacher 1	female	Indonesian (Balinese)	14 years	14 years	5 years
Teacher 2	female	British	14 years	3 years	2 years
Teacher 3	male	Indonesian (Balinese)	5 years	5 years	3 years

In analysing the data, the present study analysed the utterances in classroom interactions among kindergarten teachers during the teaching and learning process. The data were collected during circle time because the three teachers and students were in a group to start the morning session. The teachers were

taking a turn leading the morning session. The techniques used in this study were observation and documents. In conducting the observation, the researcher used observation sheets to take notes of the teachers' and students' interactions. Besides field notes, Phone Oppo A7 was used to record the teachers-students interaction. A checklist of types of Face Threatening Acts by Brown and Levinson (1987) was used to analyse the positive and negative politeness strategies applied by the teachers and the acts of teachers that threaten the students' negative face. The data were analysed following these steps: First, the interaction video-recorded between kindergarten teachers during teaching and learning activities. Second, the voice records were transcribed to analyse; 1) the types of politeness strategies and classroom language used, 2) acts done by the teachers that may threaten the students' negative face, and 3) the students' response toward the teachers' face-threatening acts. The data were coded, transcribed, interpreted, and then narrated.

## FINDINGS AND DISCUSSION

This present study revealed that teachers used positive and negative politeness, as seen in Table 2. The kindergarten teachers dominantly and consistently applied positive politeness strategies to motivate the students and build a close relationship between teachers and students during the teaching and learning process.

Table 2. Types of politeness strategies applied by the teachers

Types of politeness strategies applied by kindergarten teachers			
Frequency of politeness strategies		Positive Politeness Strategy	Negative Politeness Strategy
Observation (Teacher 1)	I	6	0
Observation (Teacher 2)	II	24	4
Observation (Teacher 1)	III	10	0
Observation (Teacher 3)	IV	8	1

Observation (Teacher 2)	V	25	1
Observation (Teacher 3)	VI	9	1
Total		82	7
Percentage of total politeness strategies applied		92.1 %	7.9%

Table 2 reveals that teachers employ far more positive politeness methods than negative politeness strategies.

### The Positive Politeness Strategies Applied by Teachers in the Kindergarten.

Kindergarten children aged between 5 to 6 years old and children in this age group are categorised as young learners who still need extra attention and support from the teachers to develop in all areas of learning. Table 2 shows that kindergarten teachers frequently used positive politeness strategies, which is 92.1% of their interaction with the children happened during circle time. The examples of positive politeness strategy with its indicators applied by kindergarten teachers are:

- a. notice and attend to the hearer (interests, wants, needs and good), which can be seen in Example (1).

Example (1) :

Teacher1: I can tell that K20 is not ready. K20, were you not ready because of your friends or because you yourself are not ready?

K20 : Because, look...look. K5 wants to sit next to me

Teacher1: **Ooo K5 wanting to go next to you.**

K20 : No K5 stop it K5.

Teacher1 : Okay. K5 you heard that now and I hope he understands what K20 is saying. Alright, It's important to remember. Right now you are very interesting in your friends because your friend has already asked you to stop a hundred times. And now you are actually better.

Example (1) showed that the teacher used positive politeness strategies by noticing her students needs and wants. The teacher being aware that the student needed help and she helped to reminded other student to listen to his friend. Brown and Levinson (1987) state that the notice or attend to hearer strategy deals with the speaker who should notice aspects of the hearer. Another study by Saramuha, Ringo and Silitonga (2020) also found that noticing the hearer's wants or needs shows positive politeness that can make the hearer's positive face because the speaker conveys what the hearer wants.

- b. Exaggerate (interests, sympathy with hearer by giving intonation and stressing through his pronunciation) which can be seen in Example (2).

Example (2):

Teacher3 : Can you believe it? Look this...aa eeeaa we have chosen the kindy helper.

Students : K17!!

Teacher3 : Okay, again. Look??

K20 : K3, hahaha

Teacher3 : oooohhh we have to pick the new one.

Teacher3 : Okay, let's pick the new one because K1 is not here. Poor K1 (*lowering his voice*)

K19 : Sorry K1

In Example (2), the teacher showed his sympathy to their students that one of his students had been chosen to be the kindy helper, but he was not at school. The Kindy helper is the class leader of the day, and most of the students are excited to wait for their turn to be the kindy helper. This strategy was used to show that the teacher wants to build a close relationship with the students by showing the expression of sympathy by lowering his voice. According to Brown & Levinson (1987), using exaggerated intonation, stress, and other aspects of prosody to convey politeness is a common feature of positive speech. A study by Tantri (2020) also found that the speaker

uses this strategy to direct their emotions towards the listener to make them feel excited. The speaker arouses the listener's interest by exaggerating the utterances.

- c. Intensify interest in the hearer.

Example (3):

Teacher2 : ready ready.. whooosshh whiishhh.. Can you follow my ocean motion?! What is this?

K8 : jellyfish

K7 : shark

Teacher2 : a shark?? What is this? What is this one? What animal is this in the ocean?

K17 : angler fish

Teacher2 : oo angler fish, K17 tell me about an angler fish. What is an angler fish?

In Example (3), the teacher tried to get the students' attention by showing them an animal she made from her hands and then asking them to guess it. She also encouraged the students to create animals from their bodies or hands. The teacher used this strategy to engage the students in the activity slowly. Concerning Brown and Levinson (1987), this example of an expression is how a teacher communicates with students by sharing her wants to intensify their interest and contribution to the conversation by making a good story. In this study, the teacher used some expressions to drag the student's interest to start the morning circle, be involved in the conversation, and be active in the activity. Furthermore, Atmowardoyo, Weda and Nurmawati (2020) state that politeness encourages an effective and friendly relationship between teachers and students. It can improve teaching outcomes, make the students feel comfortable, and create a good class atmosphere.

- d. Use in group identity makers (addressed forms, dialect, jargon or slang)

Example (4): okay Pam para pam pam...

Example (4) showed that the teacher used jargon to get the students' attention and encourage them to listen to the teacher. When the teacher said, "Pam para pam pam..." the students promptly responded by saying, "pam pam". Brown and Levinson (1987) introduced this strategy to convey such in group membership, including generic names and use in group language or dialect as well as using jargon or slang in a request stresses on speaker and hearer to share a reliance on the required object. This strategy aims to minimise the distance between the speaker and the hearer and build a good relationship with the hearer. William (1997) states that the politeness strategy tries to minimise the threat to the hearer's positive face and make the hearer feel good. Speakers use positive politeness strategies, such as friendship, solidarity, and compliment statements, to avoid conflict and create a favourable environment.

e. Seek agreement (safe topics, repetition)

Example (5):

Teacher2 : okay K3. I love the way we are helping each other. K10, do you have "e" no? I can see. Are you ready K16?  
K20 : Does the kindy helper have long clothes? Like long hands or a long shirt?  
Teacher2 : So, either long pants or a long shirt. Does the kindy helper have long pants or a shirt? *Tidak*

In Example (5), the teacher repeated the student's question to ensure the meaning of the question that the student delivered was correct and to build the sentence structure without judging the student's utterance. According to Brown and Levinson (1987), this strategy involves the speaker allowing his agreement with the hearer and satisfying the hearer's desire to be right or to be corroborated in his opinions. Njuki and Ireri (2021) state that seeking agreement is when the speaker wants to gain the hearer's agreement so their opinion will be accepted and they will be right. The speaker is trying to show

politeness by seeking agreement. Seek the speaker's consent to make the listener feel comfortable. The listener feels appreciated by the speaker.

f. Joke

Example (6):

Teacher1 : Alright so we are going to divide you in half as we said before, but do we need to choose the Kindy Patih today??

Students : Nooo, K7! K7 K7 K7

Teacher1 : Oooo..How is Jehan turning six today and not five? (*hahaha*)

K7 : I already five, (*hahaha*)

Teacher1 : *hahaha*, Let's sing happy birthday. (*everyone sings happy birthday song to K7*)

Example (6) shows that the teacher made a joke to cheer the birthday girl and get other students' attention to sing a birthday song for their friend. This example occurred during the end of "circle time" as they do not need to choose the kindy helper of the day because when someone has a birthday, they will automatically be the kindy helper. As Brown and Levinson (1987) state, the joke strategy stresses shared background knowledge and values. A joke can break the tension that can sometimes occur in a classroom by providing some background information. It was found that Kindergarten teachers use different types of jokes, often using their gestures. Another study by Senowarsito (2013) found that the teacher uses a joke strategy to make the students feel comfortable and have a close relationship.

g. Offer, promise

Example (7):

Teacher2 : I see that friends have animals on all of their clothes today. Does the kindy helper have animals in their clothes? *Tidak*. Okay last question! So kindy friends, remind

me that when we get our kindy helper, do we run over and hug them?

Students : Noo

Teacher2 : We know we still would like to feel, so what we do instead K20?

K20 : You do a thumbs up and don't run and hug them

K1 : another smile and happy for your friends

Teacher2 : And maybe later we can hug them. Okay, I think we'll have K15 for the last question.

Example (7) showed that the teacher offered another solution to the students to be more gentle with those chosen as the kindy helper of the day. Instead of the students running and hugging the kindy helper during circle time, the class has the rule to give them a thumbs up or a big smile. Brown and Levinson (1987) state that the offer or promises strategy refers to the speaker and hearer cooperating to achieve goals or deals. The teacher used this strategy to remind the students not to run around and hug the kindy helper during circle time because it could distract the class and hurt the kindy helper when everyone tried to hug him. The teacher offered the students the opportunity to give a hug to the kindy helper after circle time by saying, "And maybe later we can hug them". The teacher showed a good interest in satisfying students' positive faces by offering them another solution that made both teacher and students a good deal.

h. Be optimistic

Example (8):

So K12 and it's a Monday. Oo wow that's both start with "M" you gonna go with Mrs D. Mrs D, sometimes they like to go to the lunch table to do it. He usually does it with K11 every Monday, but K11 is not here today, so he's gonna do it just with you today. K22 can you get the whiteboard and a marker and an eraser. Okay everybody standup. We are going to do phonics, standing with one foot like a flaming Can

you do it? You can do it!

Example (8) occurred during the transition of circle time to phonics activity. The teacher used this strategy to drag the students back to the next activity by showing them the movement of being a flamingo. The teachers asked if the students could do the movement like what she had done by saying, "Can you do it?" and then followed by using the optimal strategy in the utterance of "You can do it!" which can motivate and encourage students to try standing with one foot like a flamingo. Brown and Levinson (1987) state that optimal strategy implies that it is nothing to ask or that cooperation between speaker and hearer means such small things will be taken for granted. By being optimistic, the cooperation between the teacher and students led to the student's perception that the task was a small thing to do.

i. Include both the speaker and hearer in the activity

Example (9):

Let's stand up and find out the kindy helper for this time. So ready? We gonna do.. *Chir gobang go chir haaa chir gobang go chir huuu*

Example (9) shows that the teacher invited the students to stand up and sing the morning song together. This also referred to the solidarity of the teacher by including herself as part of the activity. Brown and Levinson (1987) state that including both speaker and hearer in an activity deal with the use of the pronoun 'we' and 'let's' in which sometimes the speaker means 'you' or 'me' in an activity to show solidarity. From that example, it can be seen that the teacher includes herself in the activity they are going to do by using the pronoun 'we' and 'let's' consistently in every meeting to show solidarity among students. By including both speaker and students in the activity, it was able to create a safe environment in which the students felt that

the teacher always accompanied them in the activity.

- j. Give or ask for reasons.  
Example (10):

Alright, let's get ready. Okay Kindy today we are going to be super super busy because we have two activities running at one. So, we are going to divide you into a half. Half cooking and half is going to finish their clock and they are going to finish their nature drawing. Another thing Kindy, you know sometimes we forget to say no to our friends when we don't want them to do something right? So for example, I am hugging Ibu K without asking her and then she doesn't feel comfortable because she feels hot and everything but she just doing this (*uncomfortable movement*) but she didn't say no and then later on Ibu K tell Teacher3. "Teacher3, Teacher1 hug me and I don't like it" ...

In Example (10), the teacher explained to her students to use their words when they don't like somebody to do things they don't like and explained some reasons for discussing the topic. Brown and Levinson (1987) explained that this strategy deals with the speaker explaining why she wants what she wants and assuming cooperation. This Example occurred during "circle time" when the teacher frequently noticed that some students had forgotten how to play gently and nicely with each other. The teacher reminded them by giving examples of how some students usually act and play. This strategy was used to give the students an understanding of their actions, and the teacher assumed cooperation between teachers and the students.

- k. Assume or assert reciprocity  
Example (11) :

ooohhh K3 today. Kindy friends, we have something very important to do and we are going to be just in time if we can get ourselves ready nice and quickly. So..Are we

ready kindy??

Kindergarten teachers also used the assuming or asserting reciprocity strategy to cooperate with the students. Brown and Levinson (1987) state that assuming or asserting reciprocity deals with the declaration of cooperation between the speaker and hearer. From that example, the teacher assumes that students can be on time for the next activity if they can prepare themselves quickly. The clause 'if' in the utterances is considered polite because the goal is to save the students' faces and encourage the students to listen and be ready for the next activity.

- l. Give gifts to the hearer (goods, sympathy, understanding, cooperation)  
Example (12) :

K5 you are waiting nicely with your hand up and you're waiting quietly. What ocean animal can you show us with your hands?

This example showed that the teacher complimented the student for being a good listener and waiting nicely for his turn, and then the teacher gave him a gift. According to Brown and Levinson (1987), the Give gifts strategy is related to how the speaker may satisfy the hearer by giving gifts, not only actual gifts but there are also human relations wants, such as the wants to liked, admired, adored, care about and so on. The teacher frequently used this strategy to respect her students and encouraged other students to follow their friends who were listening well and being involved during the activity.

### **The Negative Politeness Strategies Applied by Teachers**

Besides the positive strategy, the negative politeness strategy was also applied by kindergarten teachers during the teaching and learning process to soften the imposition and being indirect on the task and exclude the students from the activity in a nicer way. The table above shows that the percentage of



teachers who applied negative politeness strategies in class interaction was 7.9%. The examples of negative politeness strategy can be seen below:

- a. Be conventional indirect  
Example (13):

Zzztt!!! Kindy remember when we find out who kindy helper is, we give them a big thumbs up and a big smile. Let’s see. I love the way that K7 and K22 and K14 are sitting carefully with their hands up and not talking. Thank you. K7, what is your last question?

In Example (13), the teacher indirectly told the class to listen to the teacher. Instead of saying to be quiet or not talk, the teacher took a sample of some students who were listening well and sitting carefully to motivate other students to do the same. Being conventionally indirect strategy was the highest indicator used than other indicators from negative politeness that occurred consistently in each meeting. According to Brown and Levinson (1987), conventionally indirect strategy deals with using phrases and sentences with contextually ambiguous meanings that are different from their literal meaning, and another way to produce conventionally indirect strategy is by criticising.

- b. Apologize  
Example (14):

Teacher2 : Ooh, I am sorry, I love that question, but I couldn't hear. Lots of talking. Are we ready K15 with that question?

K15 : Do the kindy helper have animals on all of their shirts?

Apologising is another strategy of negative politeness used by kindergarten teachers. Brown and Levinson (1987) state that there are four ways to show regret: admitting the impingement, indicating reluctance, giving overwhelming reasons, and begging for forgiveness. Based on that Example, the

teacher indicated reluctance that she wanted to hear the student's question, but she could not hear the question due to other students also talking simultaneously. She apologised to that student, gave the reason, and complimented that student by saying, "I love that question". The teacher used that utterance to draw the other student's attention to listening to their friends and reminded them not to talk simultaneously.

**The Acts Done by the Teachers That May Threaten the Students' Negative Faces and The Students' Response to The Teachers' Face-Threatening Acts**

In this study, the researcher found some acts by the teachers that threatened the student's negative faces. There were 52 utterances of face-threatening acts found in this research, as seen below in Table 3.

Table. 3 The Frequency of Acts was done by teachers that threatened students' negative faces during the teaching and learning process.

Acts have been done by teachers that threatened students' negative face	Utterances	Percentage
Acts predicting a future act of the student, e.g. orders/requests, suggestions/advice, reminding, threats/warnings/dares	41	78.9 %
Acts predicting a future act of the teacher towards the student, e.g. offers/promises	2	3.8%
Acts expressing a desire of the teacher towards the student or his/her goods, e.g. compliments, expressions of emotions.	9	17.3 %
Total/ Percentage of total acts were done by teachers that threatened students' negative face	52	100 %

Table 3 shows that the kindergarten teachers frequently used the acts that predicate a future

act of the student, such as orders/requests, suggestions/advice, reminding, threats/warnings/dares, which is 78.9%. However, acts that predict a future act of the teacher towards the student, such as offers/promises, were also found at 3.8%, whilst the acts of expressing a desire of the teacher towards the student or their goods, e.g. compliments, expressions of emotions were used 17.3% to motivate and give the appreciation to students in increasing their motivation and interest in joining the class activity.

The Example of acts done by teachers that threatened students' negative faces can be seen below, as well as how the students responded to the teachers' face-threatening acts.

1. Acts predicting a future act of the student, e.g. orders/requests, suggestions/advice, reminding, threats/warnings/dares  
Example (16):

Teacher1 : Put it away please.

K2 : *(shake her head and refused to put her doll away)*

Teacher1 : You know what K2, Ibu K also has a baby at home and she left it at home. She didn't bring it to school. Come on, put it in your cubby!

K2 : Is your babysitter there? To keep your baby safe.

Teacher1 : Yaa see. Okay K2.

From that dialogue between the teacher and a student, the teacher asked the student to leave her doll in her cubby regarding the class agreement of circle time. The student responded by shaking her head and refusing to put her doll away. So the teacher tried to give her an example from another teacher who left her baby (*referring to a baby doll*) at home and didn't bring it to school. This was the way the teacher gave her suggestion by comparing one thing to get the student's interest. When the student kept not listening, the teacher warned her by saying, "Come on, put it in your cubby", to encourage the student to accept the class agreement. The

student felt interested to hear the story that the teacher offered and promptly asked by saying, "Is your babysitter there? to keep your baby safe". The teacher agreed with her by nodding her head, and then the student went to her cubby and kept her baby doll. Brown & Levinson states that people perform some actions that are inherently rude and therefore threaten their facial needs; for example, commands, requests, suggestions, threats, and warnings that threaten the addressee's negative face, or disapproval, disagreement, or criticism. Moreover, Chen (2017) states that to reduce the face-threatening effect on the listener, we can use positive politeness, where the speaker tries to keep the hearer's positive face by reducing the distance between them, or negative politeness, where the speaker tries to keep the negative face of the hearer by using the personal territory of the hearer is valued.

2. Acts predicting a future act of the teacher towards the student, e.g. offers/promises  
Example (17):

Teacher3 : Do you need help, K14?

K14 : *(He wasn't listening to the teacher, kept giggling and tried to make a joke by putting his head on the cushion's cover).*

Teacher3 : Ooo K14 is not ready. It means he is not ready to be the kindly helper.

K14 : *(tried to put the cushion into the cover)*

Teacher3 : Okay, I think K14 needs help. Let me help you K14. It's cushion is too big for this cover. So you're going to use mine

Example (17) shows that the teacher tried to offer help to his student when he saw his student trying hard to put his cushion into its cover. Instead of listening to his teacher, the student made a joke by putting the cushion cover on his head, which made most of his friends laugh. The teacher

threatened him by saying, “Ooo K14 is not ready. It means he is not ready to be the kindy helper”. I heard this statement from the teacher, he directly changed his act by trying to put the cushion into its cover, but he couldn't, so the teacher nicely offered him help by saying, “Okay, I think K14 needs help. Let me help you K14”. The teacher also stated that the cushion was bigger than its cover, and he agreed that it felt hard to put the cushion inside, so he requested the student to use his cushion. According to Brown & Levinson, this expression predicates some future acts of the speaker toward the hearer and forces the hearer to accept or reject those acts.

3. Acts expressing a desire of the teacher towards the student or his/her goods, e.g. compliments, expressions of emotions.  
Example (18):

Teacher2 : More last one.... and we can play this game again later. K5 you waiting nicely with your hand up and you're waiting quietly. What ocean animal can you show us with your hands?  
K5 : (*showing his ocean animal*)  
Teacher2 : Wooww. What is that one??  
K21 : snake?  
K5 : No  
K16 : electric eel  
K5 : yes. electric eel  
Teacher2 : ooo okay good guess K16! Okay, so Kindy as you might have realized today.  
Students : ready for trash walk!!

The dialogue between the teacher and students in Example (18) referred to the acts of compliment from the teacher to her students. The teacher complimented the student while waiting nicely and quietly for his turn. The teacher also motivated other students to do the same thing as K5 did when she noticed some students forgot to wait for their turn and shared their ideas simultaneously. The other students tried to guess the ocean animal shown by K5. The teacher gave another compliment to other

students who were able to guess it correctly. According to Brown & Levinson (1987), this act expresses the speaker's desire to do something to the hearer or something that the hearer owns. In addition, Elisdawati (2018) states that the teacher has an awareness of motivating students to learn by giving praise to the students and expressing a desire to make a good interaction between student and teacher during teaching and learning activities; thus, the student feel close to the teacher but still being respectful to the teacher.

The finding showed that the teachers dominantly applied positive politeness strategies while interacting with the students. The kindergarten teachers consistently applied positive politeness strategies to motivate the students and build a close relationship between teachers and students during the teaching and learning process. This finding was on the same line as the study of Rahmawati (2018) that, which found the most prominent strategy used by the teachers during class interaction was the positive politeness strategy. The teacher wanted to make the students become comfortable in sharing their ideas and feeling since they felt of being approved in the class. In addition, she stated that the teacher assumed that the students should know that he/ she cared about them. From fifteen indicators of positive politeness strategies proposed by Brown and Levinson (1987), the teachers applied twelve indicators, with the most frequently used indicator being 'Include both the speaker and hearer in the activity. It referred to the teachers showing solidarity with the students by including themselves as part of the activity. The teacher consistently used 'we' and 'let's', which means teachers and students will do the activity. By including both speaker and students in the activity, it was able to create a safe environment in which the students felt that the teacher always accompanied them in the activity. Moreover, Brown and Levinson (1987) stated that positive politeness strategies are used to minimise the threat to the hearer's positive face to reduce and avoid conflict to make the hearer feel good. Furthermore, positive politeness promotes mutual understanding and a harmonious relationship

between the teacher and the students and improves the teaching outcome (Atmowardoyo, 2020).

Negative politeness was also applied by kindergarten teachers during the teaching and learning process to soften the imposition and being indirect on the task and exclude the students from the activity nicer way. There was found 7.9% of negative politeness strategies were found, which means only seven utterances from the total of 89 utterances of politeness strategies. According to Brown and Levinson (1987), Negative politeness strategies are intended to avoid offending by showing deference. In this study, the researcher found that being conventional indirect was dominantly used in terms of negative politeness strategies during classroom interaction. The teachers choose this strategy mostly to motivate students to be involved in the activity by giving the sample of the other students as a model of being a good listener. In addition, the teachers consistently used this strategy during the discussion session when the students forgot to listen or were talking simultaneously. Instead of telling those students directly, the teachers prefer this strategy to avoid conflict and imposition on the students. Furthermore, Rahmawati (2018) stated that the teachers used negative politeness strategies to give the students the freedom to act without any obstacles and to make the students high respect and discipline as well as make them able to manage or control themselves.

There were 52 utterances of acts done by the teachers that threatened the student's negative face. They were acts predicting a future act of the student, e.g. orders/requests, suggestions/advice, reminding, threats/warnings/dares, which is found in 41 utterances. Acts predicting a future act of the teacher towards the student, e.g. offers/promise, were found in two utterances and nine utterances of Acts expressing a desire of the teacher towards the student or his/her goods, e.g. compliments, expressions of emotions. The teachers frequently remind their students to take a turn in sharing their opinions or ideas. Requesting was usually done by the teachers during the games session in a nicer

way, such as 'stand up, please, 'okay question, please, which are examples of some rules in the games of the day 'kindy helper game'. Another utterance that the teachers mostly used was giving compliments to the students to motivate and give appreciation to students in increasing their motivation and interest in joining the class activity. Brown and Levinson (1987) stated that Those acts that were indicating the speaker (S) did not have any intention to avoid stopping H's freedom of action. In addition, students were cooperative enough to respond to their teachers' requests by listening to the teachers and openly communicating their feelings during their interaction with the teachers. From the explanation above, the teacher has the responsibility to educate the student's character by using polite utterances as well as the expression of the teachers during their interaction with the students as they tend to imitate adults such as teachers, not only in the way the teachers speak but also in the way the teachers think, behave, act, and solve problems.

## CONCLUSION AND SUGGESTIONS

The study reveals that positive politeness strategies were the most frequently used (92.1%) by kindergarten teachers to build closer relationships and motivate their students, which can be seen through noticing wants or needs, showing sympathy, intensifying interest, using jargon, seeking agreements, making jokes, offering, being optimistic, giving gifts as human relation wants. In addition, showing solidarity was also represented by including both teachers and students in the activity to create a feeling of safety for the students. Using positive politeness showed that the teachers were good models for students' development, especially in social-emotional development. However, negative politeness strategies were also applied during the teaching and learning process to soften the imposition on the task and exclude the students from the activity. It was found that kindergarten teachers used this strategy for 7.9% of the total politeness strategies by using only two indicators from negative politeness strategies. They were being conventionally indirect and apologised. The face threatening acts were done by teachers mostly applied by

the teachers to give suggestions or advice regarding the activity that they were doing, reminding the students of the class agreements in a nice way when the students forgot to listen as well as reminding them what they were already agreed to as the class rules. The teachers also frequently gave compliments to the students to motivate them and get the students' attention. The students were cooperative enough to respond to their teachers' requests by listening to the teachers and openly communicating their feelings during their interaction with the teachers. It is suggested that teachers consciously choose the appropriate politeness strategies, either positive or negative, to suit the context as well as the objectives of the instruction.

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