POLITENESS STRATEGIES USED BY ENGLISH NATIVE TEACHER: A CASE STUDY IN BILINGUAL PRE-KINDERGARTEN

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ABSTRACT

The study aimed at describing types of politeness strategies used in Bilingual Pre-Kindergarten in Denpasar-Bali. The research was designed as a qualitative study by employing four instruments which included the researcher as the main instrument, observation sheets, video recorder and interview guide. The finding showed that the English-Native-Speaker (ENS) teacher dominantly used positive politeness strategy in order to motivate the students in teaching and learning process with the closer relationship compared with bald on-record strategy, off-record strategy and negative politeness strategy. However, saying-nothing strategy (Don't do the FTA) could not be found due to the age and the needs of the students in which they needed an active communication environment because it influenced their social-emotional development.

Keywords: Billingual; English-Native Speaker; Politeness strategies

INTRODUCTION

A communication is done by using a language whether it uses verbal language or non-verbal language. Each language produces different sounds, characters, and grammars but they have similarities in which a language use could not be separated from human life. Consequently, language in a social interaction context is a primary tool in order to maintain the relationship with others. Another factor that needs to be considered in maintaining the relationship is culture. Language and culture are unity which means language and culture cannot be separated, when the people learn a language automatically they learn its culture. It becomes a challenge when a teacher especially English-Native-Speaker (ENS) teacher teaches English as instructional language to the students with varied nationalities and multicultural backgrounds in Bilingual School.

The language heard by learners in the process of teaching and learning will influence the product of their language (Swain, 1985). In relation to this fact, polite communication should be applied on a very young age when the imitation occurred effectively mainly on their early grade in Pre-Kindergarten. Pre-Kindergarten is used as a microcosm place where children learn a same dynamic of interaction compared to outside of the school. Whitebread in relation to psychology of teaching states that teaching process should involve a deeper understanding of a communication as the learning and not just a neutral medium to transmit the knowledge (Whitebread, 2001). Interpersonal relationship and communication are critical to both the teaching learning process and the social-emotional development of students (American Psychological Association, 2015). Furthermore, according to Sari et al, the classroom interaction tends to be dialogic increased students' achievement in teaching and learning process (Sari, I. D. A. J. et al., 2016). Classroom interaction that provides multi-ways of communication, teacher to students, students to teacher, and students to students is a critical context in to develop social

skills through clear communication, and non-violent conflict resolution through the use of politeness strategies (Riton, Y. & & Sutrisna, 2021).

Politeness is a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interactions and transaction (Lakoff, 1973). Politeness has been conceptualized as strategic conflict avoidance or as strategic construction of co-operative social interaction (Inderasari & Dkk., 2021). Brown and Levinson (1987) states that Politeness concerns on the concept of face in which face is taken to be the public self-image (Brown, P., & Levinson, 1987). The use of politeness strategies also brings positive influence toward second language learning(Seken, 2007).

Abundant of researches especially related to politeness strategies have been conducted in the upper grade such as, Institution or College, High School, Middle School, Primary School and Kindergarten in the context of EFL or ESL. However, a research related to politeness strategies in Pre-Kindergarten of Bilingual School was hardly found. Therefore the formulation of the research problem can be stated as follows: What are the types of politeness strategies used by ENS teacher of bilingual Pre-Kindergarten? The purpose of this article are identifying and describing the politeness strategies used by ENS teacher of Bilingual Pre-Kindergarten that can be used as a reference to teach young leaners especially Pre-Kindergarten students by using politeness strategies in order to encourage students' achievement in teaching and learning process.

METHOD

In this present study, the data were analyzed by using politeness theory proposed by Brown and Levinson in 1987. This politeness theory is the most influential theory on politeness. It is also claimed as universal theory which are applicable to cross-linguistic and cross-cultural contexts. Furthermore, Brown and Levinson (1987) politeness theory deals with five politeness strategies such as: a) bald on-record strategy; b) positive politeness strategy; c) negative politeness strategy; d) off-record strategy; and e) saying nothing (Don't do the FTA) strategy.

In line with this present study, the ENS teacher of bilingual Pre-Kindergarten was selected as a subject with six years experience in teaching. There were twenty-two students on the age of four to five years old in bilingual Pre-Kindergarten grade. The class was consisted of fifteen females and seven males with various background in term of nationalities such as America, England, Australia, China, French, Holland, Brazil, Korea, Indonesia, Japan, and Lithuania. It can be assumed that the way students achieved communication strategies especially politeness strategies from the ENS teacher was varied.

This research was designed as qualitative study which employed four instruments included the researcher as the main instrument, observation sheets, video recorder and interview guide. The data was gathered from the interaction among the ENS teacher to the students of Pre-Kindergarten by video-recording then it were transcribed. After transcribing, the data were selecting, focusing, simplifying, abstracting, and transforming that appeared in written up field notes as transcription or called as data reduction. Then the data was displayed that referred to the determining process of the data on each sub-strategies of politeness strategies. The final process was conclusion drawing. From the data display, the conclusion was drawn into description.

DISCUSSION

The finding showed that there were four types of politeness strategies that were used by the ENS teacher during the dialogic interaction occurred in English teaching and learning process such as, bald on-record strategy, positive politeness strategy, negative politeness strategy, off-record strategy but saying nothing strategy could not be found as can be seen from table 1.

Table. 1. The Frequency of Politeness Stratégies Used by the ENS teacher to the Pre-Kindergarten students.

Types of Politeness Strategies used by the ENS Teacher	Total	Percentage (%) of total politeness strategies used
Bald on- record strategy	96	34%
Positive politeness strategy	115	41%
Negative politeness strategy	33	12%
Off-record strategy	37	13%
Saying nothing strategy	0	0 %

Positive politeness strategy was dominantly and consistently used by the ENS teacher in order to build a close relationship and motivate the students in teaching and learning process. The students on this age, four to five years old are categorized as young learners who still need an extra attention from the teacher as the closest adult who can help them at school. By being close with the students, it can support their development through facilitating their needs. The example of positive politeness strategies with its indicators used by the ENS teacher are:

(1) a. Notice, attend to hearer strategy refers to the speaker who should notice hearer's aspect.
Ex: I know sometimes we get tired of sitting so you can stand at the back.

b. Use-in-group-identity strategy deals with the redress forms used to convey such in-group membership which is divided into four indicators such as; a) address forms, b) use of-in-group language or dialect, c) use jargon or slang, d) contraction and ellipsis. Below is the example of address forms of 'darling'.
Ex: Thank you, beautiful listening Starling darling.

c. Seek agreement strategy refers to speaker stresses an agreement and satisfy hearer's desire to be right in his opinion which can be done in two ways such as safe topic and repetition. Below is the example of ENS teacher showing her agreement by doing a repetition of student's opinion.
Ex: Yes, that is the fashion right now, some people like to have half blue.

d. Avoid disagreement strategy refers to speaker who hides a disagreement by token agreement or twisting the utterance, pseudo agreement or using a conclusion to a line of reasoning carried out cooperatively with the addressee, white lies or prefer to choose lie than damage hearer's positive face and hedging opinion or choosing to be vague about his opinion. Below is the example of token agreement used by the ENS teacher in the classroom.
Ex: An anchor might catch things by accident but it does something else.

e. Joke strategy emphasizes on sharing background knowledge and values.
Ex: Are you sure? Is she my mommy?

f. Offer or promise strategy deals with speaker who claims that anything hearer wants, speaker will help to obtain in order to redress the potential treat of some FTA.
Ex: And we can eat it at snack time, it is going to be ready at snack time.

g. Be optimistic strategy deals with the cooperation between speaker and hearer is small deal to be granted.
Ex: S20 can throw, S20 to Ibu R

h. Include both S and H in the activity strategy refers to the use of an inclusive 'we' form when the speaker means 'you' or 'me' to show solidarity.
Ex: And today we have mindfulness class and art with Ibu C

i. Assume or assert reciprocity strategy is used to declare the cooperation between speaker and hearer in a soften way.
Ex: S17 and S7, if you are talking at circle time, we separate you.

j. Give gifts to H strategy deals with speaker may satisfy hearer position face by giving gift such as true gift, or the wants to be liked, admired, adore, care about, etc.
Ex: Wowow so much, beautiful.

It can be seen from the example (1a) the ENS teacher noticed the students' needs followed by a solution to help the students with their seat position. Example (1b) showed that

the ENS teacher used the term 'darling' in order to smaller the status difference between the teacher and students. Furthermore, example (1c) referred to the way ENS teacher showed her agreement by repeating students' utterance. On the opposite, example (1d) showed the teacher hid the agreement by using token agreement or twisting the utterance. Example (1e) showed the joke strategy that was made by the ENS teacher related to share the background knowledge of somebody's profile. Example (1e) showed that the ENS teacher had a good attention in satisfying students' positive-face. Example (1g) showed the ENS teacher was being optimistic about students' ability that encouraged the students to do the task. Example (1h) referred to solidarity among the ENS teacher and students by using the word 'we' in order to include both, teacher and hearer in the activity. Example (1i) showed that both, ENS teacher and students cooperated by giving reciprocal or obligation with the clause 'if' that was considered as polite. In addition, example (1j) showed that the ENS teacher gave gifts as the human relation to be liked, admired, adore, care about that can satisfy students' positive-face.

Bald on-record strategy is used in the situation where the people know each other fairly well (Brown and Levinson, 1987). Bald on-record strategy is divided into two types, firstly, where the face threat is not minimized, secondly, doing the FTA baldly on-record. The bald on-record strategy was used by the ENS teacher during English teaching and learning process in order to be direct with the instruction or task given which can be seen as below.

(2) a. Maximum efficiency strategy deals with the face redress is not required from both, speaker or hearer, it happens in urgency or emergency condition.
Ex: Stop it S12, don't touch it!
b. Channel Noise strategy refers to the difficulties occurs in communication such as calling across the distance, consequently speaker speaks in maximum efficiency.
Ex: Come back please S7, S7 come back please!
c. Task-oriented strategy deals with the redress is not relevant to be used.
Ex: Ok, everybody is showing me their mindful body, if you were not in here last week, that is ok, mindful body means your body is still, still means not moving but please keep breathing and please heart beating
d. Permission that H has requested strategy refers to the speaker grants the hearer's permission.
Ex: Sure, thank you for using your beautiful words and talk so nicely, so nice.
e. Greeting/ Welcoming/ Farewell strategy refers to the speaker does the FTA baldly on-record.
Ex: Good morning Starlings, good morning S9, welcome to Starlings.

From the example (2a), it can be seen that the ENS teacher used her superior power with maximum efficiency in order to instruct the student to stop touching the insect on the floor and pay attention to the activity. Example (2b) showed there was difficulty related to the place of a communication occurred, the ENS teacher was required to listen to the opinion from the students but on the other side one student ran outside to get drink without asking that derived the ENS teacher to use channel noise strategy. Example (2c) showed the ENS teacher gave a task to the students that required the students to sit down properly. Example (2d) referred to the permission granted by the ENS teacher which was followed by giving gifts or positive reinforcement. Consequently, some others students asked the same permission. In addition, example (2e) showed that the ENS teacher greeted the students in the morning baldly on-record

Besides those strategies, off-record strategy was also used by the ENS teacher which indicated more indirect instruction and required the students to interpret the meaning behind the utterances. Off-record strategy was used in the classroom in order to let the students think their action consciously and required the student to do the action intended by the teacher. Below are the examples of off-record strategy occurred in English teaching and learning process.

(3) a. Give hints strategy refer to the speaker who says something that is not relevant

and invites hearer to find the intended meaning of the possible relevance.
Ex: You are not raising your hands S3. Yes S6.

b. Over-generalize strategy deals with the general rule contained in the statement makes hearer has the choice of deciding whether the general rule applies to hearer in that case.
Ex: Ok, when we are feeling sick we don't like to talk a lot so Ibu C will only give you the direction one time.

From the example (3a) showed that the ENS teacher gave the students a hint to raise his hand before sharing the idea. It was applied in order to let the students think about their action which was also related to be respectful towards others. Example (3b) showed that the ENS teacher used the over-generalize strategy in order to raise students' sympathy and attention toward others.

In addition, negative politeness strategy was used by the ENS teacher in order to soften the imposition on the task as well as excluded the students from the activity in the nicer way. The examples of negative politeness strategy can be seen as below.

(4) a. Be conventionally indirect strategy is the use of the sentences that have contextually ambiguous meanings that are different from the literal meaning in order to give hearer an 'out' by being indirect and desire to go on-record.
Ex: Now take that hand and can you please put it on your belly.

b. Minimize the imposition, Rx strategy indicates the intrinsic seriousness of the imposition which leaves only distance and power as possible weighty factors.
Ex: Beautiful listening everybody, just a little bit longer.

c. Apologize strategy refers to the speaker indicates reluctance to impinge on hearer's negative face and partially redress the impingement by apologizing which can be done in four ways such as admit the impingement, indicate reluctance, give overwhelming reasons, and beg forgiveness. Below is the example that the ENS teacher beg forgiveness indicator.

Ex: Uh Sorry S2, maaf.

The example (4a) showed that the ENS teacher softened the imposition on the task by being conventionally indirect. The intended message was hidden in the form of question. Furthermore, the example (4b) referred to the minimize the imposition by using the word 'just a little bit longer'. It derived the students' perception that the task was such a small deal to do. In addition, example (4c) showed that the ENS teacher begged forgiveness about the accident occurred in the classroom and the apologize strategy was also used to exclude the students from the routine games of choosing a helper of the day.

In this present study, the saying nothing (Don't do the FTA) strategy deals with doing nothing in order to avoid the imposition and threat. On the observation, saying nothing strategy could not be found due to the age and the needs of the students in which they needed an active communication environment because it influenced their social-emotional development.

CONCLUSION

This present study aimed at identifying and describing the types of politeness strategies used by the ENS teacher to the students with multicultural backgrounds of bilingual Pre-Kindergarten in Denpasar-Bali. The data were analyzed by using Brown and Levinson theory (1987). The finding showed that the ENS teacher dominantly and consistently used positive politeness in English teaching and learning process in order to motivate the students in teaching and learning process with the closer relationship. In addition, bald on-record strategy was also used in order to be direct considering the time limit on the activity. Off-record strategy was used in order to let the students think about their consciously without always telling the studnets the appropriate action. Next, negative politenses strategy used in English teaching and learning process in order to soften the imposition on the task as well as to exclude the students from the activity. The saying nothing (Don't do the FTA) strategy could not be found due to the age and the needs of the students to be in an active communication

environment because it encouraged the students' social-emotional development.

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