POLITENESS STRATEGIES USED BY ELE PRE-SERVICE TEACHERS DURING CLASSROOM TEACHING PRACTICES

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ABSTRACT

Teaching practice (PLP II) is considered a compulsory subject for pre-service teachers (PSTs). This agenda is done to equip PSTs with experiences to teach in real-world settings. This study belonged to qualitative study which aimed at analyzing politeness strategies employed by ELE pre-service teachers (PSTs) of FKIP Universitas Mahasaraswati Denpasar in academic year 2024/2025 during their teaching practices in SMK Rekayasa Denpasar. There were two ELE PSTs being observed. The data were gathered through video recordings of ELE PSTs' teaching practices in classrooms. The utterances were analyzed using Brown & Levinson's politeness strategies. It was found that positive politeness strategies were the most employed, followed with negative politeness strategies. The ELE PSTs also used bald-on-record strategies. However, they rarely used off-record strategies. This study showed that ELE PSTs used politeness strategies to maintain social relationships with the students, create supportive learning environment, and encourage students' active participation.

Keywords: politeness strategies, ELE, pre-service teachers, teaching practices

ABSTRAK

Praktik mengajar (PLP II) dianggap sebagai mata kuliah wajib bagi calon guru. Agenda ini dilakukan untuk melengkapi calon guru dengan pengalaman mengajar di dunia nyata. Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk menganalisis strategi kesantunan yang digunakan oleh calon guru bahasa Inggris dari FKIP Universitas Mahasaraswati Denpasar pada tahun akademik 2024/2025 selama praktik mengajar mereka di SMK Rekayasa Denpasar. Ada dua calon guru yang diamati. Data dikumpulkan melalui rekaman video praktik mengajar di dalam kelas. Ujaran-ujaran dianalisis menggunakan strategi kesantunan Brown & Levinson. Ditemukan bahwa strategi kesantunan positif paling banyak digunakan, diikuti dengan strategi kesantunan negatif. Calon guru bahasa Inggris juga menggunakan strategi 'bald-on-record', namun jarang menggunakan strategi 'off-record'. Penelitian ini menunjukkan bahwa calon guru bahasa Inggris menggunakan strategi kesantunan untuk mempertahankan hubungan sosial dengan siswa, menciptakan lingkungan belajar yang mendukung, dan mendorong partisipasi aktif.

Kata Kunci: strategi kesantunan, pendidikan bahasa Inggris, calon guru, praktik mengajar

INTRODUCTION

In educational settings, effective communication is considered a key of successful teaching, especially in real classrooms where there is a mixture of different cultures, background, personality, learning styles, and authority at play to shape meaningful learning environment (Duta et al., 2015; Tilovatova, 2024). This meaningful learning environment allows students to actively engage with the learning content which is relevant, purposeful, applicable, and connected to their knowledge and experiences (Stikliene et al., 2017). One of effective communication strategies that can create such environment is the use of language politeness. Politeness is a regarded as a critical aspect of interpersonal communication which plays a crucial role to maintain social relationships (Hu & Zhou, 2024). Hence, in classroom settings, language politeness helps create positive relationships between teachers and students

to shape the meaningful learning environment.

Based on Brown & Levinson (1987), to mitigate face-threatening acts (FTA) which are defined as actions or utterances that have the possibility to harm someone' "face" or social value, politeness strategies function to preserve it. In educational settings, these FTAs are often unavoidable when having interactions, especially between teacher-student interactions. This is due to the responsible nature of the roles of the teacher and learning objectives in classrooms. The teachers are responsible for guiding the students' learning, managing the learning activities, facilitating students' diverse needs, adjusting to their learning styles, and ensuring academic and behavioral standards to be met (Fuadi & Suharto, 2022; Sapitri et al., 2023). These responsibilities often cause acts which unintentionally threaten the students' face. Thus, understanding of how to soften the impacts of FTAs by applying politeness strategies. may lead to more respectful and effective communications (Agustina & Cahyono, 2016).

Having teaching practices done during semester seven is a compulsory requirement for ELE pre-service teachers (PSTs) to enhance their professional training. They are often placed in different school levels and regencies based on the results of their pre-requisite subjects. This is caused by the urgency of having them experienced in real-world classroom dynamics that require them to apply not only their pedagogical knowledge but also their interpersonal skills (Kim et al., 2019). These teaching practices are done in approximately two months in which these practices often involve giving instructions, correcting mistakes, giving feedbacks,

managing conflicts, and encouraging students' participation. These classroom management tasks are especially sensitive and necessitate an application of politeness strategies to avoid misunderstandings, resistance from students and a loss of authority which then can create a comfortable learning environment (Rahayuningsih et al., 2020). Hence, the teacher-student interactions can be forged positively to create effective classroom environment which is beneficial not only for students but also for ELE PSTs who are still in the process of shaping their professional training.

In relation to Merdeka Belajar Curriculum which emphasizes on holistic and flexible learning approaches, the role of ELE PSTs in their teaching practices have become more complex (Irawati et al., 2022). They must be able to incorporate the content knowledge, pedagogical skills along with technology skills in classrooms in which these can enhance communication to make classroom interactions more dynamic and supportive to students' learning (Gupta & Fisher, 2011). The ELE PSTs who are still in training are also expected to create a save and supportive learning environment. This kind of environment involves not only physically save but also psychologically which the students feel respected, safe, and motivated to learn (Clapper, 2010). Thus, to successfully interplay these, they need to have adequate interpersonal skills in which politeness strategies have a considerable role. The PSTs can adapt their communication style to encourage the students' feelings of being respected, safe, and motivated during teaching-learning processes.

However, politeness in EFL teaching practices remains underexplored, especially

in the context of ELE PSTs. They can direct their politeness strategies during their teaching practices by considering factors such as culture, background, norms, language proficiency, self-confidence, and classroom atmosphere. They can adjust their politeness strategies to authority when dealing with behavioral issues or giving corrective feedbacks. Therefore, this study aims at investigating the politeness strategies used by ELE PSTs during their teaching practices which includes the type of strategies employed and the impacts of these strategies on classroom interactions. By analyzing these, the study can provide empirical evidence on the professional development needs for ELE PSTs related to interpersonal communication in diverse educational contexts.

RESEARCH METHODS

This research belonged to qualitative research. The data were taken from video recordings of teaching performances done by ELE PSTs of FKIP Unmas Denpasar in academic year 2024/2025 during their teaching practices in SMK Rekayasa Denpasar. The teaching practices were done in October 2024. There were two English PSTs being observed during their practices through video recordings.

The video recordings were then transcribed and analyzed using Brown and Levinson' politeness theory (1987) that consisted of four politeness strategies namely bald on-record, positive politeness, negative politeness, and off-record
.

FINDINGS AND DISCUSSION

After the data were gathered, they were then transcribed and analyzed. The transcriptions were analyzed using Brown and Levinson's politeness strategies. The findings were in the form of utterances said by the ELE PSTs during the classroom teaching practices. To give clear understanding, the transcript was written in original language and translated into English. The interactions between the PSTs (PST 1 and PST 2) and the students (S) were elucidated below.

Data 1.

S   : *Pada Asane. Panganjali.*
                  (*S*tand up. Greeting*)*
PST 1 & S: *Om Swastyastu.*

Data 2.

PST 2   : Good morning.
S   : Good morning. *Pada Asane.*
                  Panganjali. (Stand up.
                  Greeting)
PST 2 & S : *Om Swastyastu.*

In data 1, the class started at 7.30 am. The PST 1 entered the classroom on time and stood in front of the class. The class leader then greeted her using Hindu regard. However, in data 2, the class started at 10 am. The PST 2 entered the class on time and greeted the students first as she walked into the class to her table. The utterances above showed positive politeness strategy in which both PST 1 and 2 and the students used Hindu regard as greeting to show familiarity and inclusivity. This would create warm learning atmosphere and foster a sense of community.

Data 3.

PST 1 : Ok, guys. Sit down please. How
            are you today?
S   : Fine, Maam.

Data 4.

PST 2 : How is your feeling today?
S   : Happy, Maam
S   : Full, Maam. After breakfast.
            Hahaa.

PST 2 : That's great. Ok. Let's continue our lesson, ya.

In data 3 above, the use of "guys" by PST 1 showed positive politeness strategy to show friendliness and approachability. The PST 1 placed herself not only as a teacher but also a friend so that the students did not feel nervous and more open around her. It brought a meaning that the PST 1 was not scary and students could approach her. Seeing from the different questions used by both PSTs in data 3 and 4 which were to ask the students' well-being, these questions were to show friendliness and inclusive atmosphere. This was also categorized as positive politeness strategy.

In addition, in data 3, the PST 1 said "Sit down, please" which showed bald-on-record strategy. She used direct language to the students when giving instruction. This was a straightforward request to indicate a clear authority in the classroom. However, in data 4, PST 2 showed positive politeness strategy to start the lesson. It was shown in the utterance "Let's continue our lesson." Here the PST 2 showed inclusivity in which she invited the students to learn together with her.

Data 5.
PST 1 : Fine? Ya Okay. So, today, before we start our lesson, I would like to check your attendance first. *Ada yang tak masuk hari ini*? (Is there anyone absent today?)
S : *Ada.* (Yes)
PST 1 : *Siapa?* (Who?)
S : Nelson.
PST 1 : *Kemana?* (Where?)
S : *Gak balik lagi, Bu.* (He won't return to class, Maam.)
PST 1 : *Ini serius?* (Is this serious?)

In data 5, it could be seen that PST 1 used negative politeness strategy. She asked the students, "*Ini serius*? (Is this serious?)" in which this question was to address the absence and issue related to the students. This showed concern without challenging the students' answer directly. This would allow a soft approach to the students' sensitive topic or issue.

Data 6.
PST 1 : Ok, *ya uda deh*. (Ok, fine then.) Ok guys, so, today, now we're going to study about composing narrative texts ya. *Bawa buku paket semuanya?* (Did everyone bring their textbooks?)
S : *Bawa.* (Yes)
PST 1 : Please open your book page 27. *Ketemu*? (Find it?) Can you find it?
S : Yes.

Data 7.
PST 2 : Ok. Last weeks, we learned about descriptive texts. Now, we will learn about? *Ada yang tahu?* (Who knows?) Raise your hand, please.
S : Narrative?
PST 2 : Yes, that's right, Agus. Today we will learn about narrative texts. Ok. Open your book and find page 27, please. Found it?
S : Yes.

In data 6, the PST 1 said, "*Bawa buku paket semuanya?* (Did everyone bring their textbooks?)" which showed negative politeness strategy. In data 7, the PST 2 also showed negative politeness strategy in which she said, "*Ada yang tahu?* (Who knows?)". Here, the PST 1 and 2 used indirect phrasing to check the students' readiness without commanding. This

strategy showed deference and respect for students' learning autonomy.

In data 6 and 7, both PSTs also showed negative politeness strategy when they asked the students to open the book and find the page number 27, and asked them to raise their hand. They used direct command to start the lesson and had the students follow their instructions by adding the word "please" which made the command polite and respectful. This would make the students feel respected when learning.

In data 7, the PST 2 also used positive politeness strategy when she said "Yes, that's right, Agus." Here, she praised the student's answer and encouraged them with affirmation like "that's right" to validate their answer. This would increase their motivation and confidence in learning.

Data 8.
PST 1 : *Secara keseluruhan* what is narrative text? (Overall, what is narrative text?) The definition of narrative text. Check your book. Yes, Angga?
S   : Narrative text is a text that tells us about a story.
PST 1: Ok. Good. Narrative text is a text that tell us about a story. *Jadi narrative text itu adalah sebuah text yang menceritakan atau memberitahukan kita tentang sebuah cerita* (So, narrative text is a text that tells us about a story). What kinds of narrative texts? The types, please.
S   : Legends.
PST 1 : Yes, what's more?
S   : Fable.
PST 1 : Yes. Good. Fable is about?
S   : Animals.
PST 1 : Yes. Correct. What's more?
S   : Mystery.

S   : Fiction.
PST 1 : Yes. Okay. Narratives text can be classified into two ya, fiction and non-fiction. Understand?

Data 9.
PST 2 : *Biasanya narrative text itu tentang apa?* (Usually, what is narrative text about?) Anybody knows? Yes, Guna.
S   : It's about story.
PST 2 : Yes. Correct. What else?
S   : Fable?
PST 2 : Yes, fable.
S   : Horror?
PST 2 : Yes, horror.
S   : *Drakor, Bu.* (Korean Drama, Maam) Haha.
PST   : Hmmm Okay drakor. *Suka juga ya nonton drakor?* (You like watching drakor too?) Haha. Yes, all of your examples are correct.

In data 8, the PST 1 used bald-on-record strategy in when she had the students check their book to find the definition of narrative text in the book. This showed the authority in the classroom and the students must follow her instruction. The PST 1 also used negative politeness strategy when she said "The types, please." in which she wanted the students to tell the types of narrative text. She added the word "please" to make the direction polite. The PST 1 also used off-record strategy when she asked the students "What is narrative text?" and "What kinds of narrative texts?". It meant that she opened the discussion to engage the students without directly explaining the materials first.

In data 9, PST 2 used off-record strategy when she said "*Biasanya narrative text itu tentang apa?* (Usually, what is narrative text about?)" She invited the students to

think and respond, instead of directly explaining it. This would encourage students' active learning. The PST 2 also used off-record strategies when she said "*Suka juga ya nonton drakor?* (You like watching drakor too?) Haha." Here, she used humor to hint the answer and reduce the pressure on the students.

In data 8 and data 9, it could be seen that both PSTs used positive politeness strategy when they acknowledged the students' contribution in the classroom. For example, when they said "Yes, Good.", "Yes. Okay.", "Yes. Correct.", "Yes, fable.", "Yes, horror.", and "Yes, all of your examples are correct.". They encouraged the students with affirmation. This would increase students' motivation and confidence in participating in the learning process. They also used positive politeness strategy when calling the students' names. This would give the students a sense of community and made them feel acknowledged when learning.

Data 10.

PST 1 : *Arek Suroboyo nengdi?* (How about those from Surabaya?)

S : *Gak tahu, Bu.* (I don't know, Maam)

PST 1 : *Lho yang dari Jawa Timur koq gak tahu. Surabaya gak tahu. Calonarang dari Kediri gak tahu. Ok itu contohnya ya, ada legenda, misteri, fable. Fable contohnya apa?* (Huh? How come you don't know? You're from East Java. You don't know Surabaya either. You don't know Calonarang from Kediri either. Ok, fine. Those are the examples, yes. There is legend, mystery, fable. What about example of fable?)

S : *Si kancil, Bu kayak si Obri.* Haha

(The deer, Maam. Like Obri hahaha)

PST 1 : *Oh pantes ini Obri jarang sekolah wong diejek terus oleh teman-temannya. OK guys, tadi kita sudah belajar tentang narrative texts. Ok sekarang buat project buat cerita. Silahkan tentukan kelompoknya masing-masing. Silahkan dikumpulkan minggu depan. Minggu depan, kita akan belajar tentang drama. Semua harus ngomong. Tidak ada yang hanya jadi pohon. Topik narrativenya bebas.* (Oh this is why Obri rarely comes to school, because he got ridiculed by his friends. Ok, guys. Just now, we learned together about narrative texts. Ok, now, make a story project. Please choose your group. Please submit it next week. Next week, we will learn about drama. Everybody must speak. None becomes trees only. The narrative topic is free) Do you have any questions?

S : No

Data 11.

PST 2 : Other than Malin Kundang. *Nah, apa lagi ya contohnya dari narrative text ini?* (So, what other examples you can give about narrative text?) What about us? *Yang di Bali coba.* (Those in Bali, try to tell.)

S : *Selat Bali?* (The Bali Strait?)

PST 2 : Yes. True. *Yang dari Lombok apa?* (*What about those from Lombok?*) Yoga? *Yoga dari Lombok. Coba, Yoga.* (Yoga is from Lombok. Try to tell, Yoga)

S : Putri Mandalika?

PST 2 : Yes. Correct. What about from North Sumatra?

S : Toba Lake.

PST 2 : Yes. Correct. Now, a group work for you. Please prepare a role play using narrative text. Perform it next two weeks ya. Find your own group members. One group consists of 6 students. *Semua harus ngomong. Gak ada yang jadi tumbuhan-tumbuhan aja, ya. Semua harus berdialog. Bisa dipilih sakah satu cerita legenda.* (Everybody must speak. None becomes trees only. Everybody must perform a dialogue. You can choose one of the legends) Do you understand?

S : *Durasinya berapa lama, Bu*? (How long is the duration, Maam?)

PST 2 : *30 menit maksimal. Dan tidak harus menggunakan property. Yang penting alur cerita narrative dan semua berbicara.* (It lasts 30 minutes maximum. And you don't need to use property. The most important one is the plot of the narrative story and everybody speaks) Understand?

S : Yes.

In data 10, it could be seen that the PST 1 used positive politeness strategy when she said "*Arek Suroboyo nengdi?* (How about those from Surabaya?)" which showed a sense of community. Even though the PST 1 was a Balinese, she presented herself as being tolerant and understanding of students' diverse geographical background. She also said this in humorous tone which would make the students feel welcome and ease the tense. She also used satire in humorous tone to relate to the students as a response to the students' joke when she said "*Oh pantes ini Obri jarang sekolah wong diejek terus oleh teman-temannya* (Oh this is why Obri rarely comes to school, because he got ridiculed by his friends)". This satire was used to connect to the students' jokes and ease the tense.

In data 11, it could be seen that PST 2 used positive politeness strategy when she said "What about us? *Yang di Bali coba.* (Those in Bali, try to tell)" to show a sense of community and belonging. Beside encouraging the students to participate, it would also increase students' sense of security in learning. The PST 2 also used positive politeness strategy when confirming the student's answer. It would increase students' motivation in participating in classroom discussion.

In data 10 and 11, it could be seen that both PSTs used negative politeness strategy when they gave directions to the students to make a project. They used the word "please" to make the directions polite and respectful. They also used bald-on-record strategy when commanding the students to speak in their project performance. It was to show the authority that the students must follow the command.

Data 12.

PST 1 : Do you have any questions?

S : No.

PST 1 : *Jika tidak ada pertanyaan mari kita akhiri pertemuan hari ini.* (If you don't have any questions, let's end today's meeting)

S : *Padaasane. Paramasanti.* (Stand up. Greeting)

PST 1 & S: *Om Santih, Santih, Santih, Om.* Take care ya everybody. *Siapa yang bertanggung jawab terhadap kelasnya? Tolong sampahnya, Elang, lagi sedikit di belakang dibuang di luar.* (Who's responsible for today's

class? Please throw the rubbish, Elang, a bit more at the back. Please throw it outside.)

S : Baik, Bu. (Okay, Maam)

Data 13.

PST 2 : Do you have any questions?

S : No.

PST 2 : Okay, then. Next week, *kita bahas isi cerita dari legend ya. Agar kalian bisa nanti merancang role play nya seperti apa. Silahkan dipilih satu cerita legenda dan kita bahas minggu depan.* (We will discuss the content of legends. So that, you can arrange what the role play will be. Please choose one legend and we discuss it next week.) Let's end the class then.

S : *Padaasane. Paramasanti.* (Stand up. Greeting)

PST 2 & S : *Om Santih, Santih, Santih, Om.*

PST 2 : Have a good day, everyone.

S : Have a good day too.

In data 12, the PST 1 used negative politeness strategy when she asked the student to throw the rubbish outside. In data 13, the PST 2 also used negative politeness strategy when she asked the students to choose one project. They added the word "please" to show respect for the students' willingness and effort.

In data 12 and 13, it could be seen that both PSTs used positive politeness strategy to end the session together. The positive politeness strategy was also shown when they ended the meeting using Hindu regard. This could give a sense of inclusivity and solidarity which tightened their relationship.

Overall, the ELE PSTs used various politeness strategies during their classroom teaching practices. The summary of the politeness strategies used could be seen in the following table 01.

Table 1. The Summary of the Politeness Strategies used by ELE PSTs

No.	Politeness Strategies	Frequency
1	Positive Politeness Strategy	18
2	Negative Politeness Strategy	10
3	Bald-on-record Strategy	4
4	Off-record Strategy	3

Based on the table 01 above, it could be seen that ELE PSTs used these four strategies. The most dominant strategy used was positive politeness strategy during their classroom teaching practices. They mainly used this strategy to make efforts to create inclusivity, solidarity, and familiarity. This strategy could increase students' sense of welcome, secure, and respect during learning process. This is due to the reasons that politeness strategies could be rooted from the teachers' characters that were fun, care and friendly, so that the students also showed respect to their teachers and became relaxed around them (Fikri, 2016). This strategy is also well aligned with the

Merdeka Belajar Currciulum which emphasizes on the students and their environment. This environment is expected to lead to their behavioral changes (Latifa et al., 2023). This aim of Merdeka Belajar Curriculum can be positively supported by employing positive politeness strategies which support these changes including students' active engagement while feeling respected and supported.

In addition, the ELE PSTs frequently used negative politeness strategies in scenarios which required them to give directions to soften the command. This strategy was used when they addressed sensitive issues such as absences or students' books. These strategies showed how PSTs balanced their authority with respect for students' autonomy and readiness. This was essential to maintain a cooperative learning atmosphere. Hence, PSTs who aimed at creating a supportive learning environment which promotes motivation, active participation, and confidence in learning while at the same time tightening the positive relationships between teachers and students can consciously use positive and negative politeness strategies to suit the context and learning objectives (Diyani et al., 2023). These positive and negative politeness strategies could also lessen the face threatening acts (Njuki & Ireri, 2021)

Beside positive and negative politeness strategies, the ELE PSTs also occasionally used bald-on-record strategies. These strategies were employed when they demanded clarity and directness. They used these when giving explicit instructions so the students could not disobey. These strategies could also assert the teachers' authority by balancing it with politeness to avoid negative reactions. This was crucial to keep the students in track with the

learning objectives. It was due to the reasons that teachers must hinder communication failures in mixed-ability classroom, so that they employed politeness strategies to manage the classroom and achieve the learning objectives (Awang et al., 2017). These strategies also could shape students' characters including respect to the teachers and local culture (Dewi et al., 2023).

However, the ELE PSTs rarely used off-record strategies. Here, the teachers hoped that the students knew what they meant without explicitly explaining their intention. These strategies were still effective especially when encouraging students' critical thinking, active participation in the class through open-ended questions, and students' self-development (Fattah et al., 2022). They also used humor to ease the tension and build rapport. These strategies are important to show the PSTs' creativity in engaging the students without imposing pressure. Considering the level of the students and their background, politeness strategies they employed could remind the students and make the class more interesting (Wijayanti et al., 2020).

CONCLUSION

Based on the findings and discussion above, it can be concluded that the ELE PSTs used various politeness strategies in managing their classrooms. Viewing from Brown and Levinson's politeness strategies, the PSTs used positive politeness strategies the most, followed by negative politeness strategies, bald-on-record strategies, and off-record strategies. As PSTs are still learning to teach, they tend to feel nervous when teaching real-world classrooms. The politeness strategies they did help them to get closer with their

students to understand how the students study so they could learn how to teach them. They could learn this by applying politeness strategies in classroom as these strategies could promote positive relationships between teachers and students, create a supportive learning environment and promote students' active participation. The students can become more relaxed and secured when learning. This would benefit both ELE PSTs and the students. This empirical evidence shows that politeness strategies used by PSTs have impacts to teaching-learning processes.

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