

Exploring Teachers' Polite Requests in Indonesian EFL Classroom Interaction

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Abstract

This essay seeks to identify the courteous requests used by instructors and the variables influencing their utilization. Two English teachers from a private school in Makassar, South Sulawesi, Indonesia, participated in this study. An interview and an audio recording were used to get the data. The two teachers' instructional strategies were observed, documented, and then analyzed. According to the research's findings, teachers prioritized requests in order of politeness. The social distance, level of power, and socioeconomic situation all had an impact on these courteous inquiries. It is anticipated that this research's findings will be informative and helpful to the teaching profession both theoretically and practically.

Keywords: *Polite, Politeness, Request, Polite Requests, Classroom Interaction.*

INTRODUCTION

Studies on politeness still attract the attention of many scholars all over the world. Issues on politeness had been observed in many different languages and cultures. Politeness has a significant function as a very important strategy to build good communication and interaction (Nor & Aziz, 2010; Zena et al, 2012; Basthomi, 2014; Fenclova & Horova, 2017; Maros & Rosli, 2017; Mahmud, 2018).

Indonesia, a country which has various ethnic groups and numerous languages and dialects, also views politeness as an important aspect of communication. Politeness then became important objects of studies in Indonesia such in Javanese (Kartomiharjo, 1981, Errington, 1998, Berman, 1998), in Sasak language (Mahyuni, 2003), and in Bugis society (Mahmud, 2008;

2010). Politeness is also studied in relation to other usages of language (Izadi, 2013; Basthomi, 2014).

Politeness issues are not simply studied in the above sociolinguistics and cultural studies. Politeness indeed is also an important aspect of communication in classroom interaction. Plenty of study in this area suggests that it is urgent to study politeness in the class. Lo and Howard (2009) had studied the function of respect and politeness in the class which were found to “suffuse education encounters and mediate teacher’s identification of students as ready, willing, and able to learn”. Zander (2013) emphasizes the need of studying politeness in the classroom. Students exhibit both polite and disrespectful behavior. For instance, paying attention in class is regarded as polite behavior, yet arriving late is regarded as unfriendly conduct. These kinds of behaviors need urgent feedback since; otherwise, may lead to an unsuccessful process of teaching. It is also in line with Sun and Shek (2012) who had also examined the students’ misbehaviors in the classroom and found some types of misbehaviors which were unacceptable in the class.

In conclusion, politeness is important in the classroom. Jiang (2010) conducted research on the topic and found that politeness is believed to improve learning in the context of language teaching by creating a lively and welcoming environment in the classroom. A fresh approach of considering how teachers talk to students regarding behavior can be gained from Payne-Woolridge's (2010) study on facework in the classroom. Senowarsito (2013) found that politeness can be used as a method of character building in the classroom. The results of this study demonstrate how crucial civility is to student involvement.

Referring to the politeness theory, one of the languages uses that the teachers should do politely is making requests. It is a well-known fact that teachers in doing their roles in the class such as in teaching will employ a lot of kinds of language expressions to help them communicate their lessons. Directions refer to delivering directions, requests, or demands that pupils are expected to follow, such as guiding various drills; encouraging whole-class and small-group work (Brown, 2000). According to Mahmud (2018), kids expect their instructors to be pleasant and to be role models of character. Although teachers are expected to dominate class interactions, it is expected that they will use courteous terms. As a result, the language they use in requests should be respectful as w

A request is a type of verbal act that asks someone to do something. As an important way of communication, studies on the use of requests had also been flourished. Studies of requests, which were pioneered by Blum-Kulka and Olshtain (1984), drew the attention of numerous researchers, particularly in the field of pragmatics (Achiba, 2003; Byon, 2004, Winerta, 2007). Requests were noticed among learners (Jalilifar, 2009; Salveseen, 2015; Ting, 2018), and requests were also studied in classroom interactions (Zhang, 2008; Kääntä & Kasper, 2018; Derakhshan & Arabmofrad, 2018).

However, there is still little study on the use of requests and civility in relation to classroom interaction, particularly in the field of English language instruction. Furthermore, teachers' demands and courtesy phenomena have been infrequently witnessed in the Indonesian environment, particularly in EFL classroom interaction. Because it makes a substantial contribution to the body of knowledge on politeness in classroom interactions, this study, which focuses on the use of requests and civility by EFL teachers in the Indonesian environment, merits consideration. In the setting of Indonesian classroom interaction, this study expands upon

existing theories of politeness from new and diverse angles. The results of this study are also meant to benefit the field of teaching English as a second language, both theoretically and practically.

Based on the explanation above, it is clear that politeness is important to be applied in requesting. Thus, the researchers are interested in investigating teachers' politeness strategies in requests in the Indonesian context. This article investigated the polite requests made by teachers during classroom interactions. The primary research questions are as follows. The first question is, what kinds of courteous requests do teachers make when teaching English? The second question is, what factors influence teachers' use of courteous requests when teaching English?

LITERATURE REVIEW

Politeness

Politeness is learned through social contact. Between an individual and society, politeness is a sort of social interaction that can be demonstrated through both verbal and non-communicative behaviors. Politeness is something that people learn via socialization rather than something they are born with. Furthermore, courtesy is a fundamental component of human connection or communication (Reiter, 2000).

Politeness develops through socializing. Because politeness is not something we are born with, but rather something we learn in social circumstances, courteous behavior and polite language must be taught (Watts, 2003). This contrastive analysis will center on linguistic politeness, one aspect of relational work that overemphasizes social behavior, especially when a speaker's use of linguistic expressions in particular contexts may lend themselves to a polite interpretation (Brasdefer & Felix, 2008).

Brown and Levinson's definition of politeness from 1987 reports that "redressive action taken to counter-balance the disruptive effect of face-threatening acts (FTAs)". They describe "face" as the public self-image that each member aspires to claim for himself and say that it comprises of two connected aspects: negative face and positive face. A face is the basis of civility. The negative face reflects the desire of every "competent adult member" for his actions to be unrestricted by others. Positive face is every member's wish for at least some others to find his desires desirable (Brown & Levinson, 1987). According to Ho's definition of face, it consists of "standards of behavior, personality, status, dignity, honor, and prestige" (Salveseen, 2015).

Brown and Levinson define politeness as "redressive action taken to counter-balance the disruptive effect of face-threatening acts (FTAs)" (1987). A face is the cornerstone of civility, and according to this definition, a person's "face" is their desired public self-image, which is made up of both positive and negative characteristics. Every "competent adult member" wants his acts to be unhindered by others, which is known as having negative face. Every member strives for positive face by wanting his desires to be appealing to at least some other members (Brown & Levinson, 1987). Ho (quoted in Salveseen, 2015) states face refers to "standards of behavior, personality, status, dignity, honor, and prestige." The use of courtesy in social situations will keep our faces intact. Yule, who is cited in Winerta (2007), defined politeness as showing awareness of another person's face and connecting with them on a personal level.

Both Levinson and Brown promoted civility techniques. The first is explicit friendliness on the record. This approach is said to be the simplest. It alludes to a behavior's most

straightforward manifestation. When there is an emergency or when people know one another well, it is used. Although it typically doesn't aim to diminish the harm to the hearer's face, there are instances in which overt on-record politeness can be utilized to subtly prevent face-threatening behaviors. When the speaker and listener are close friends or family members, this technique is most frequently used. This approach will also be adopted if the speaker has no concern about the hearer's retaliation. his approach will also be adopted if the speaker has no concern about the hearer's retaliation. That occurs when there is little danger to the listener's face or when the speaker has the upper hand, as it did in the situation between the supervisor and one of her teachers. Additionally, by using this technique, the requester runs the risk of shocking, embarrassing, or upsetting people (1987).

The second strategy, positive politeness, is to lessen the danger to the audience's pleasant appearance. The speaker realizes the friendliness in the speaker-hearer relationship and their wish to be appreciated in this method. Using this method demonstrates that the speaker wishes to become closer to the listener (Brown & Levinson, 1987). Positive methods, according to Meier (quoted in Salveesen, 2015), are demonstrations of solidarity, informality, and familiarity.

The third tactic is to be impolite. It is "more specific and focused" and "the heart of respect behavior" (Brown & Levinson, 1987). This technique relates to an effort to demonstrate awareness without being coerced, that is, to avoid limiting the interlocutor's freedom of action. The speaker perceives friendliness but believes that whatever is stated in the conversation will most likely be an imposition on the listener (Brown & Levinson, 1987). Furthermore, Meier (quoted in Salveesen, 2015) defined negative techniques as displays of formality, remoteness, and restraint.

The fourth strategy is off-record. In this method, the speaker speaks to the listener indirectly. It is done to allow speakers to decipher the ambiguous verbal purpose. It suggests that speakers can employ the strategy and let listeners understand the intended message if they want to avoid having to engage in face-threatening actions (Brown & Levinson, 1987).

Requests

A request is a spoken act that directs someone to do something. Blum-Kulka and Olshtain (1984) described a request as an expression or segment(s) that may include address phrases, the head act, and adjunct(s) to the head act. This concept implies that the request could be a complex statement. To avoid the addressee's face-threatening, the speaker can assert his/her intention to the addressee by articulating a complex request.

A request is a specific kind of speech act in which the speaker (the requester) asks the hearer (the requestee) to carry out an action that will benefit the requester at the requestee's expense. According to Byon (2004), a request is a direction that expresses the speaker's attempt to persuade the hearer to do something. According to Trosborg (19 1995), "a request is a type of illocutionary act in which a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act that is beneficial to the speaker."

One of the most prevalent directive speech acts employed by teachers and students in classroom interactions is a request. When a request is made, the speaker may put the hearer's negative face at risk by attempting to restrict the hearer's freedom of action, according to Brown and Levinson (1987). According to this definition, a request is a directive utterance made by the

speaker in order for the hearer to fulfill the speaker's wish or goals or to alter the hearer's behavior during the interaction.

There are two approaches to requests: direct and indirect approaches. Both direct and indirect speaking acts are used. According to the speech act theory, utterances that are direct speech acts have propositional content (sentence meaning) that is compatible with the speaker's meaning. Direct requests are ones that are "syntactically marked as imperatives or by other verbal means that name the act as a request, such as performatives and hedged performatives," according to Blum-Kulka and Olshtain (1984).

Factors Affecting Politeness and Request Strategies

Three social characteristics influenced speakers' politeness and request strategies: power, social distance, and the Rank of imposition (Brown & Levinson, 1987). The power or status of the listeners in relation to the speakers is referred to as power. It is one person's power to impose their will on another. Age, education, occupation, and money (social and economic) are all examples of power. The second determinant is social distance. It relates to the level of comfort between speakers and listeners (Brown and Levinson 1987). Feeling, or liking, and interaction intimacy are also components of social distance. The degree of difficulty in satisfying a request in a specific social situation is referred to as the rank of imposition (Robert, 1992).

METHOD

The research used a qualitative approach. This study was designed to look at the courteous request strategies used by the EFL teacher in the classroom. Data was collected, organized, analyzed, and interpreted through the interaction process between teacher and students. The study was conducted by two English teachers from SMK Negeri 4 Makassar, Jl. Bandang No. 140, Parang Layang, South-Sulawesi, Indonesia. Due of their ability to serve as a representative and provide information on politeness and requests, the researchers only selected two teachers. Additionally, the researchers had previously kept an eye on both lecturers for early study. Additionally, they were picked because of their kindness and willingness to be observed.

In this study, two instruments were used. It was an audio recording and an interview. The researchers used audio recording to capture all of the teaching-learning processes. This tape was made in order to obtain precise and clear data about the teachers' civility tactics while making requests (nice requests). This study included two English professors. Each of them was recorded three times during class. As a result, six extensive transcriptions of the teaching process were obtained in this study.

Discourse Analysis, which is based on data recording, transcription, selection, and interpretation, was used to analyse the data in this study. According to Jones (2011), the process of discourse analysis is one of "entextualization, in which activities include transforming actions into texts and texts into action." This study involved the transcription of audio recordings of the instructional process into text, which was then translated into actions. To further elucidate and validate their conclusions from the data gathering, the researchers also performed an interview.

FINDINGS

Polite Requests Used by the Teachers

The researchers found that the teachers (T) used various polite requests from least to highest politeness when interacting with the students (S). They were in the form of positive politeness, bald on record, and negative politeness. The first type of request was in the form of positive politeness that can be seen in the following four extracts:

Positive Politeness

Extract 1: Opening the class

T: *Okay, how are you this morning?*

S: *I am fine. And you? And you?*

T: *Good, I am fine too, thank you. Okay before we start our meeting today, okay, where is the leader of our class, **Please prepare your class!***

S: *okay. Attention, please! Stand up!*

In extract 1 above, the teacher was about to start the class. He first greeted the students. Next, he was looking for the chairman of the class who was always in charge of preparing the class at the beginning. He then asked the chairman to prepare the class. He said: **"Please prepare your class"**. In this extract, the teacher applied direct request (mood derivable) but he modified it by using internal modification or politeness marker **"please"** at the beginning of his request. This refers to "on record politeness" or lead to "positive politeness". In this way, the teacher tried to avoid the most direct way or made his request softly and leads to be more polite. The teacher gave a face and good impression to his students at the opening of class. He also showed his respects to his students.

Extract 2: Asking questions

T: *okay, who is your favorite singer? What is your favorite song?*

S: *Anu, penyanyi yang nu suka
"That is. The singer you like"*

T: *Okay, how about you? **Ahh, ha a yah please speak up, speak up please because others want to listen to your favorite song...***

In extract 2 above, the teacher was asking some questions to the students. One of the topics was about the students' favorite songs and singers. The students seemed to show their interest by mentioning some of their favorite singers. That was one of the ways for teachers to encourage students to speak English in the class. In the last turn, the teacher said: **"ahh, ha a yah please speak up, speak up please"**. This expression was meant to ask the students to state their opinion by using English. In order to be polite in his request, he used the term **"please"**. This shows that the teacher employed on record politeness by using politeness marker **"please"** in his request. The teacher placed the politeness marker **"please"** at the beginning and at the end of the main request and repeated his same request twice. It can be interpreted that the teacher wanted to clarify his intention to his students in order that the student was willing to perform the request

without an imposition. The use of request by using *“please”* in this extract marked the teacher’s polite expression during the teaching process.

Extract 3: Asking students to use an English dictionary

- T: *Because this is our first meeting, I want to make specific rules. The first one is “do not put your cell phone on the chair!”, “do not use your cell phone when we are learning!” if you have a problem with your words or if you have difficulty in understanding some words, **please bring your own dictionary!** Do not use your cell phone! Ok?*
- S: *Okay*

In extract 3 above, the teacher was starting the class. It was the beginning of the whole meeting in the class. After greetings to each other, the teacher started to explain the rules to be followed by the students in the class. Usually, the teacher mentioned several rules in order that the students did not make any troubles in the class. In this extract, the teacher mentioned one of the rules, that is to use an English dictionary instead of using the students' cellphone to find the difficult words. The teacher said: *“please bring your own dictionary”*. This extract shows the use of request by the teachers to the students. This was categorized as on record because he redressed his direct request to be more polite by using politeness marker *“please”*. It can be seen that the teacher kept the face of the students to maintain the harmonious atmosphere or relationship in the class because of the rules that were informed to the students at the opening of the class.

Extract 4: Asking students to do the assignments

- T: *Okay for today I give you tolerance, so if you don’t do your assignment for today, never mind! No problem! You can submit it next week. But if you have finished your homework, you may submit and put it on my desk.*
- S: *Sir, It’s my homework*
- T: ***The chairman, please collect all the homework! Hurry up please! Listen to your name please!** Abdul Karim*
- S: *Present Sir*

In extract 4 above, the teacher was asking students to submit their assignments. On that day, there were no students who were ready for their assignments. The teacher tolerated the students. When some students, in fact, wanted to submit their assignment, the teacher ordered the chairman to collect the assignment. The teacher said: *“The chairman, please collect all the homework! Hurry up please! Listen to your name please!”*. The teacher employed three requests at the same time. Two requests were addressed to the chairman of the class and one request was addressed to all of the students. All of the requests were modified by using politeness marker *“please”*. From this extract, it can be seen that the teacher tried to keep the student’s face. Furthermore, in the first request, *“the chairman, please collect all the homework”*, the request was preceded by a more alert in term of a formal address. It can be interpreted that the teacher respected the position of the student as the chairman in the class and it also points out that the teacher shows his politeness.

Another form of request applied by teachers in the class was in the form of “bald on record and mood derivable” which can be seen in the following extracts:

Bald on Record and Mood Derivable

Extract 5: Asking students to listen to their name

T: *Okay, thank you, Okay, please listen to your name firstly, Afdal!*

S: *ihh bukan kelasta, Sir*
“it is not our class, Sir”

T: *Okay, sorry kelas X (tenth grade) Okay, sorry! **Listen to your name firstly**, Anita?*

S: *absent*

Extract 6: Asking students to pronounce the word correctly

T: *Ok next, if you don't know the manager is man or woman, you can put in here Sir or Madam, nah **repeat after me** “madam”*

S: *madam*

T: *all of you “madam”*

In extract 5, the teacher said: “**listen to your name**”. In extract 6, the teacher said: “**repeat after me**”. These kinds of requests were expressed in imperative forms or indirect ways. These types of requests were known as mood derivable strategy or imperative strategy of the request. The teacher made his request most direct and clear which were categorized as bald on the record because the request was made without redressive action. It can be interpreted that the teacher treated the students face’ because he wants their students fulfilled his intention. As a teacher, he needs to manage the class so the teaching process can run well. Other examples can be seen in the following extracts:

Extract 7: Asking students to speak loudly

T: *The second one.*

S: *Why don't you see a doctor?*

T: *The third one. **Raise your voice!***

S: *I advise you to see a doctor*

Extract 8: Asking students to look at their book

T: *Let me take a look at your homework! listen! You need to prepare one book for homework only. Nurfadil, what's the title of your story? **Look at your book! Read it!** Okay, Fernia, what's the title of your story? **Tell me about it!***

In extract 7, the teacher was asking students to answer the question. The student answered it in a low voice. The teacher asked the student by saying: “**raise your voice**”. This is a kind of direct request. The same case can be seen in extract 8 where the teacher also requested the students to do something indirect way. The teacher said: “**Look at your book! Read it!**”. He then said again in the next turn: “**Tell me about it!**”.

Based on the extract 7 and 8, all of the teacher’ requests were formed in the most direct way or mood derivable without modification or addition. These kinds of requests were categorized as

bald on record. These kinds of requests showed a low level of politeness. The statement: **“raise your voice, look at your book, read it, tell me about it”** can be interpreted that the teacher gave imposition to his students or tried to threaten the students’ face and made the student shocked. These requests were expressed by the teacher directly in order to run the explanation of the material quickly and clearly. Also, it aimed to get the students’ attention toward the activities in the class.

Bald on Record and Want Statement

Extract 9: Asking students to listen to a song

- T: *Good, thank you yah. Okay well, yeah, the students who sit in the corner, ok what is your favorite song?*
- S: *(mentioning the name)*
- T: *Yeah, and then the singer? The favorite singer?*
- S: *(mentioning name)*
- T: *Okay good... Ok now please look at here. okay, today **I want you to listen to the song "Everything I do, I do it for you"** yeah, okay, the singer is Bryan Adam yah. Bryan Adam, is this your favorite song?*

In extract 9, the teacher said: **“I want you to listen to the song "Everything I do, I do it for you”**. At the time, he was asking students to explain their favorite songs in the class. The request was clear and unambiguous. However, it pointed out more polite than mood derivable or imperative strategy in which the teacher clarified the addressee of the request by saying **“You”**. The word **“you”** referred to the all of the students in the class. In this case, the teacher tried to minimize face threatening acts by carried out the action for all of the students. The teacher did not impose one of the students to do the action. He wants his will was done by all of the students. In addition, the teacher tried to seek agreement by saying **“yeah”** and **“okay”**. From this statement, it can be indicated that the teacher wants the students fulfilled his desire without a great imposition. He employed direct request in the type of want statement.

Bald on Record and Obligation Statement

Extract 10: Asking students to write

- T: *Not too old yeah. Because this old song but there are many students likes to select my class before. Jadi (so), that's why I choose this song for our listening practice today but please we have to be careful because we have a lot of activities. Okay, the first one, okay, the first one, **okay you have to write down as many as words that you can.***
- S: *Okay*

Based on extract 10, the teacher employed his request in the type of obligation statement by saying: **“you have to write down as many as words that you can...”** This request was categorized as bald on record. However, this request is more polite than mood derivable in which the addressee of the request was clear by saying **“you”**. The word **“you”** referred to all of the students in the class. It is possible to infer that the teacher lessened the impact of the principal request made by the head actor because he wanted to emphasize that all students were required to participate in the activity without it being unduly burdensome or because he did not completely

humiliate the students in front of the class. In addition, the teacher seemed to offer an agreement by uttering "**okay**" at the end of the request so that the teacher redressed his request to be more polite and led their request to positive politeness.

Extract 11: Asking students to write a story

T: *Alright. Can anyone tell me the title of her/his story? And tell me about it? Or the summary of the story. Anyone?*

S: *(silent)*

T: *No one? Oh, come on! Okay, **I will give you one week more**, you have to write down your story well in Indonesia, and write the synopsis in English. For the next week, you have to tell me about your story and the synopsis too. You need to tell me orally in front of the classroom. Okay?*

S: *Okay Sir*

In Extract 11, the teacher uttered three requests at the same time and also showed the same ways in making the request in extract 10 by applying obligation statement strategy. In this extract, the teacher tried to alleviate the students' imposition in doing the obligation. It can be seen from the ways of teacher uttered the requests by seeking agreement. He said "**Okay**" after he did all of the requests and also gave a chance by saying "**I will give you one week more**". It can be interpreted that the teacher tried to build a good cooperation with the students in the class. That's way, his request led to being more polite and it oriented to positive politeness because of the modification.

Negative Politeness and Query Preparatory

Extract 12: Asking students to repeat the activities

T: *Good Great! What kinds of the letter? What kinds of business letter besides that you already listened beforehand?*

S: *(noisy)*

T: *Surat?*

S: *Congratulation and appreciation letter*

T: ***Can you repeat once more?***

S: *Congratulation and appreciation letter*

T: *Good! Congratulation and appreciation letter. Ok, how to say in Indonesia?*

S: *penghargaan
"Respect"*

T: *Good! Great! Next, last week I have explained about layout or writing style of business letter. Okay, **can you tell me the layout of the business letter?***

Based on extract 12, the teacher applied conventional indirect request strategy in term of query preparatory. This strategy was categorized as negative politeness in which when the teacher uttered the request, he made it in questioning ways by uttering: "**Can you repeat once more?**" and "**can you tell me the layout of the business letter?**". It can be interpreted that the teacher attempted not to impose his students. In other words, he maximized the freedom of his student in fulfilling the teacher' desire. In this case, the student may regard it as a question, not

as a request. Furthermore, the teacher tried to create comfortable learning by giving praise after the students do the request.

Extract 13: Asking students to repeat the material

T: Okay, our next item which is our topic today. It is about "giving suggestion". Can anybody tell me what the suggestion is?

T: Okay remember our first rule. Do not use your cell phone! Can anyone tell me what the suggestion is?

In extract 13, the teacher also employed request in term of query preparatory strategy and it led to negative politeness. The teacher' request was uttered by softening mechanism or in questioning ways in which it can be interpreted as a question or a request. It can be seen that the teacher kept the face of the students. That was because he wanted the students to carry out the teacher' intention without anxiety.

Factors that Affect the Teachers' Polite Requests

To investigate the factors that affect the teachers' polite request, the researchers conducted an interview session for both of the teachers. The answers can be seen in the following extracts of the interview:

My students are always my partner, my friend in the teaching-learning process because I am a friendly teacher but there are some situations I am as a teacher and they are a student but mostly I am as a friend for them to make our teaching and learning process running smoothly

[It] depends on the condition. If the students are noisy, sometimes I can't control my polite but in a normal situation, sometimes I ask them politely.

Yes, I consider my tone and my voice. [It] depends on the situation of the class. If the situation of the class enjoys, I speak with low tone/volume but when the class is crowded, sometimes I use a high tone of voice, to remind them.

The first teacher mostly regarded his students as a partner or his friends in the most meeting in the teaching-learning process. His relationship with his students was very close. He confirmed that he was a friendly teacher either in or outside the class. Become a partner or a friend for his students can make his students feel happy, enjoy the class, free interacting and communicative in teaching-learning process and also establish the familiarity in the class.

It might be argued that social distance had an impact on the teachers' courteous demands in the classroom. The teacher's demands were typically expressed in more courteous ways by employing internal modification, which was revealed through transcription analysis. This was a result of the teacher's familiarity and closeness with his students. However, there are other instances, such as when the class was overcrowded or the pupils didn't perform their duties well. The instructor acknowledged that on sometimes he made demands openly or without considering their decency in order to draw attention to his authority as a teacher. In order for the pupils to quickly fulfill the request, it was done. The study of the transcription, which revealed some requests made in the most direct manner or bald on record in terms of mood-derivable method, also backed it.

The second teacher treated his students as his young brother and on the other hand as his friends. He stated as follows:

I used high voice when the class is crowded to make clear my request or when the participants in the class are mostly the boys.

In some conditions, I treat them as my young brother but in some condition, I am as their friend.

He made it clear that his goal had always been to build a sense of community and familiarity among his students. The teacher demonstrated his ability to establish a positive atmosphere in the classroom by fostering a sense of familiarity and togetherness. In the classroom, he could help the children feel less anxious. It can be argued, in light of the teacher's comment, that the social distance had an impact on the teacher's courteous request in the transcription analysis. He also acknowledged that, in some cases, he had to stress the students' obligations, particularly in the case of male pupils, by using his authority as a teacher.

DISCUSSIONS

The findings of this study demonstrate that teachers used a variety of polite request techniques, from those that indicated low politeness to those that indicated high politeness. The strategies that took place when teachers made requests were on record without redressive action or those were called bald on record and on record with redressive action, which led to the positive politeness and negative politeness, among the politeness strategies proposed by Brown and Levinson (1987) and requests proposed by Blum-Kulka and Olshtain (1984).

Internally, "please" was used as the most typical courteous request, and corrective action was recorded. Both before and after the inclusion of the politeness marker "please," the most straightforward request or mood-derivable request approach was employed. In order to lessen the severity of a direct request, the lexical mitigator or politeness marker "please" was frequently used internally. This was regarded as a sign of gracious behavior (Bradesfer & Felix, 2008). By doing this, the professors highlighted his courtesy and respect for his students and lessened the pressure on them to carry out their wishes or intentions. by adding the politeness marker "please" to a request, a speaker can show courtesy and inspire collaboration from his or her listeners. A speaker can convey courtesy and encourage cooperation from the person they are speaking to (Achiba, 2003). Additionally, according to Sifianou, the politeness marker "please" is one of the most obvious and serves to lessen the impact of the imposition that the request is making. As a result, he made his request to keep their pupils' faces more gently in this instance because the teacher saw them as his buddies or his partner (quoted in Flor, 2009). This tactic also produced positive politeness. The politeness marker "please" has the same meaning as the words "tolong" or "mohon" in Indonesian. Indonesians use these terms to express their respect or politeness toward their listeners.

The second tactic was mood-based politeness or blatant on-record kindness. In this case, the teachers made the request in a direct, simple, and less formal manner. According to Brown and Leech (quoted in Bradesfer & Felix, 2008), direct solicitations appear to be fundamentally disrespectful and face-threatening since they invade the addressee's space. Teachers approach students' faces in this way, which may make them feel a little uneasy while they are learning. It is implied that teachers adopt this method because they have a lot of status or influence in the

classroom, making it simple for them to direct student conduct and communicate their intentions. According to Brown & Levinson (1987), power is the capacity of one individual to force their will on another. Additionally, because the teachers are so familiar with the pupils, it is more comfortable for them to fulfill the request in an open-and-shut manner. However, in a teaching and learning setting, teachers are required to use more formal language since pupils frequently mimic what they hear their teachers say, especially when it comes to everyday or easy expressions. Additionally, the teaching-learning process is a formal setting, thus the teachers must use more polite language. Additionally, in the Indonesian context, adopting mood-derived requests can come across as disrespectful or unpleasant, especially in a formal setting. Indonesians always refrain from using direct language in formal settings.

The third tactic was blatantly documented in terms of the request for an obligation declaration. Since the request's address terms were explicit, it was perceived as being more courteous than mood-related. By managing their speech and communicating properly, speakers can retain the formality and intimacy of the exchange by using address phrases (Mahmud, 2017). Furthermore, the majority of this request was changed by conversation generators or agreement words like "ok" and "yah," which may have lessened the students' load of responsibility. The lecturers also made explicit or highlighted the obligations of the students in this request.

The fourth tactic, known as negative politeness or inquiry preparation, was documented. It belonged to the category of typically indirect, and among the alternatives, this tactic was the most courteous. The politest English strategies, according to Blum-Kulka and Olshtain (1984), are those that are often indirect. In this case, the request was made by asking a question or softening the request. It appears that the teacher gave his students the freedom to carry out the action, or, to put it another way, that the teacher did not make clear his intentions to his students. In order for the pupils to infer it as a query rather than a request, this method was created in the form of a question. By doing this, the teachers demonstrate their admiration for him.

In terms of a want statement, the most recent was bald. It was a specific kind of direct request tactic. The use of "you," which addressed to all of the children, made it clear who the request was for, making it more polite than mood-based. In this instance, the instructor makes his intentions clear so that the pupils would know what to accomplish without feeling overly burdened.

This dialogue demonstrates that teachers followed courtesy guidelines when making requests for teaching English. Teachers, who are the major actors in the classroom, used courteous requests to keep the class's interactions and relationships positive. Despite having the upper hand, teachers prioritized their pupils' sense of community by making courteous requests. The professors make a less polite request in terms of bald on record, and the most courteous request was in terms of negative politeness, according to all of the aforementioned samples. Applying a bald on record request, particularly for the term of mood derivable, looks to demonstrate rudeness or impoliteness, especially in a formal setting. Indonesians always refrain from using direct language in formal settings. Despite the speaker's greater influence over the hearer, it is done as a courtesy.

Overall, the key goal is to keep the class conversations flowing smoothly. Since it takes a lot of work to teach English to pupils, the courteous requests made it easier for them to keep the lines of communication open. Through requests, teachers and students in the English class can establish respect, which facilitates engagement. Additionally, a study by Kääntä and Kasper

(2018) demonstrates that requests for clarification have an impact on the teacher's instructional process and provide insightful feedback on the effectiveness of the teacher's explanations. Zhang (2008) asserts that teachers who are extremely polite in their demands are more likely to inspire positive feelings from students. They ought to encourage the pupils to express their requests subtly or informally. Therefore, teachers can reduce the burden placed on the students by making polite requests. This can foster the kind of respect that is necessary for productive classroom engagement between teachers and students.

The results of this study show the value of requests as a communication tool, and they are supported by other studies in the same area. This study demonstrates the requirement for English teachers to make courteous requests in order to connect effectively with students in EFL classrooms.

CONCLUSION

It is anticipated that this research's findings will be informative and helpful to the teaching profession both theoretically and practically. According to theory, this study should provide insight into the input teachers provide when speaking with students during the teaching and learning process. Since they serve as role models for pupils' language usage, competent teachers should be aware of the proper language to employ in the classroom. Practically speaking, it is anticipated that this research will significantly benefit English teachers' understanding of the teaching and learning process in general, particularly as it relates to their students' speech. However, further elaboration in the study of requests is still needed in the future. This study only focused on teachers' utterances and students' perspectives. The viewpoints of the teachers in this study regarding the usage of those requests were not shown. Future research on it is required, particularly in relation to some social factors including teachers' subject matter expertise and gender.

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