
The Analysis of Teacher Politeness during Learning Process in Bilingual Community School

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ABSTRACT

This study aims to analyze the politeness strategies employed by teachers during the learning process at the Bilingual Community School. Teacher communication in the classroom is significantly influenced by the use of polite utterances, especially in a bilingual setting where both linguistic and cultural differences shape the dynamics of interaction. This research uses a qualitative method, with data collected through direct observation and audio recordings of teacher utterances during classroom activities. The subjects of the study were reception class teachers actively engaged in bilingual instruction. The findings identified 12 teacher utterances applying various politeness strategies, such as positive politeness, negative politeness, bald on-record, and off-record strategies. These strategies were not used arbitrarily but were adapted to align with learning objectives, classroom management goals, and situational context. The study highlights how politeness strategies enhance teacher-student rapport, classroom engagement, and the overall effectiveness of communication in a multilingual educational environment, providing insight for educators in similar contexts.

Keywords: Politeness, English, Learning Process.

INTRODUCTION

Language skills are the basis of communication used by a group of people to interact, collaborate, and identify themselves, especially in the field of education (Lamri & Lubart, 2023; Poudel, 2022; Su & Zou, 2022; Thornhill-Miller et al., 2023). As a teacher, speaking skills can be seen from the way they receive and pronounce their utterance. Therefore, teachers must have language skills and abilities such as listening, reading, speaking, and writing (Puspita & Hidayat, 2023). This can also show how the teacher's ability to listen and understand the message conveyed. These skills will show how a teacher is a good example for students. Lack of teacher skills when communicating with students will cause students to feel uncomfortable and unappreciated (Smith & Lee, 2022). In addition, poor communication will disrupt the relationship between teachers and students, making learning conditions not conducive and the learning process ineffective (Brown & Zhao, 2021). This is very important to note because communication carried out by teachers will indirectly shape the character of

students (Johnson & Patel, 2022). Therefore, teachers must have politeness in every utterance made during the learning process (Nguyen & Wu, 2023).

Politeness is important in communication between speakers and listeners (Hakim & Novitasari, 2022; Zakaria et al., 2022). This is because politeness can show attitude and respect for the interlocutor when performing a utterance act (Joys et al., 2022). Good speaking skills can avoid disputes between speakers and utterance partners which indicate politeness (Mukharomah & Sumanto, 2023). Brown & Levinson (1987) stated that there are four types of politeness strategies, namely positive politeness, negative politeness, bald-on record and off-record which are used to respect speakers and listeners. In terms of education, the politeness of utterance carried out by teachers should create a positive and comfortable learning environment. In addition, the politeness of the teacher's utterance will be used as a learning model for students. On the other hand, the politeness of the teacher's utterance can also be a model for learning student character. Students will imitate and apply the utterance they get from their teachers or their school environment. The teacher's utterance will also show his authority as an educator. This is what can later increase students' respect for their teachers during the learning process so that they are able to actively increase student participation and self-confidence.

The interaction between teachers and students that occurs during the learning process is often not as expected (Hikmah et al., 2024). Several phenomena that occur during the learning process show that not all teachers are able to use appropriate utterance towards their interlocutors. Students' inability to understand instructions or explanations given by teachers is very often found in learning. This is influenced by the tone of voice used by teachers, which is high or shouting, insulting students, using harsh words that belittle students' abilities, embarrassing students in front of the class and not respecting students' opinions. Thus, teacher utterance is very important for the success of the teaching and learning process and the formation of students' character themselves. In line with this, Hikmah et al., 2024 have conducted research related to the analysis of forms of politeness in language in the school environment which focuses on students' utterance to teachers during the learning process. The novelty of this research is fills a gap in the literature by exploring impressions of teacher utteance at the early grade level (reception grade), a crucial stage where teacher interactions greatly influence students' social and language development. This study aims to determine the extent to which teachers' utterance politeness skills support the learning process. Therefore, this study intends to analyze the politeness of teachers' utterance during the learning process at the Bilingual Community School.

METHOD

This study uses a qualitative descriptive method that emphasizes the collection of qualitative data and is presented in a descriptive form. The approach to this study is text analysis by analyzing how language is used in a certain context to create the meaning that the

speaker wants to convey. This study was conducted at the Bilingual Community School, Badung Regency, Bali. This study was conducted on one hour lesson which focused on the Letter and Sound subject. The subjects of the study were teachers who had bilingual skills (Indonesian and English) during the learning process. Based on the results of the observations made, there were 5 teachers who taught young learners. To focus the study, the researcher chose 2 teachers as research samples using a purposive sampling technique that was adjusted to the research objectives. In addition, the data that will be collected will be analyzed using the politeness theory of Brown and Levinson (1987). In theory, each utterance will be categorized into four politeness strategies, namely positive politeness, negative politeness, bald on record and off record. This politeness is determined based on the context of the utterance and the potential threat to the face of the interlocutor during communication.

Data collection in this study used interview and documentation methods. Each type of data collection method used has a technique that supports the success of data collection. The interview method uses note-taking and recording techniques. This is because when researchers conduct interviews, recording important points will make it easier for researchers to remember the results of the interviews conducted, and the results of the recording can support more detailed results and can be used as research evidence. In addition, the documentation method is carried out using note-taking and taking pictures at the location. This can be used as an image that can provide an overview of the research location. Data analysis was carried out using the Padan Method and PUP technique. First, the researcher collected all data in the form of recordings and transcripts of data from interviews that had been conducted with teachers. Second, the data will be analyzed using the Padan method with the PUP (Pilih Unsur Penentu) technique. Third, the analysis results will be reprocessed by deleting duplicate data, correcting writing errors and ensuring data quality. Fourth, conducting analysis of all data that has been determined. Fifth, presenting research data that has been conducted in descriptive form supported by charts or tables.

RESULTS AND DISCUSSION

Researchers have conducted research at Bilingual Community School by recording and noting teacher interactions during the learning process in the Elang class. After that, the data obtained was then transcribed and analyzed, to find out how polite the teacher's utterance was during learning. The results of the study showed that there were politeness strategies used by teachers during the learning process. The following are the results of the utterance that has been analyzed based on the context and strategies used by the teacher:

1. Positive Politeness

Positive politeness strategy is a politeness strategy used by speakers to maintain closeness, solidarity and a sense of togetherness with their interlocutors. The utterance used is usually more relaxed and there is no distance between the speakers.

Utterance (1)

Teacher : "Would you like to help me grab the pencil color?"

Student : "Yes, Of course ms."

The utterance was found when the teacher asked for students' help to put pencils on each table. From the data, it was found that the teacher used a polite question utterance form. "Would you like to help..." which shows concern for the comfort of the students by giving them a choice between wanting to help them get the colored pencils or not. The utterance used by the teacher is also not a command sentence that must be carried out by the students. Thus, students can provide a response that there is a sense of respect and familiarity by using utterance "Yes, of course, Ms." In addition, student responses also show students' readiness to help, which reflects a positive attitude.

Utterance (2)

Teacher: "Wow, look at this, your writing is so neat, I love it!"

Student : "Thank you ms"

The above utterance was found when the teacher saw one of the students' very neat writing and praised it. The data shows that the teacher admired and praised the student by saying "Your writing is very neat." Giving praise also shows a warm and supportive relationship that the teacher wants to create during the learning process. In addition, in the utterance "I love it!" the teacher seems to have an informal and warm tone, indicating familiarity. This can be seen from the positive response by warmly accepting the praise given by the teacher by responding "Thank you Ms." The dialogue shows that the teacher and students use language that is not too formal and have a close relationship. The teacher's utterance also shows that there is a reduction in social distance without ignoring respect in it.

Utterance (3)

Student : "Ms, I can't make it"

Teacher : "Come on, you can make it, I trust you!"

Student: "Alright Ms."

This utterance was found when one of the students was not confident in doing the worksheet given by the teacher. Here the teacher provides emotional support and motivation to the student. This is shown in the utterance "Come on, you can do it, I trust you!" which shows the teacher's recognition of the student's ability to complete his/her assignment. On the other hand, this utterance also shows a reduction in social distance which can strengthen the student's positive face. This is shown to be successful when the student responds with "Alright Ms!" which shows the motivation and confidence that emerges from within him/her to complete his/her assignment.

2. Negative Politenes

Negative politeness is a strategy used to respect the speaker's right not to be disturbed, not to be forced, and to have the freedom to determine his actions. In its implementation,

the speaker will maintain social distance to avoid the threat of "negative face" from the speaker. The teacher's utterance that shows negative politeness, namely:

Utterance (4)

Teacher : "Who read this book before, why it so messy here?"

Student : "It's me ms, sorry. I'll tidy up"

This utterance was found when the book reading activity was finished, but there were still many books that had not been tidied up. The teacher used an utterance that did not directly blame and point at anyone. This was done to accuse innocent students and provide an opportunity for students who did it to admit it voluntarily. This was also used to avoid threats to the negative face of students who felt embarrassed in front of their friends. This shows a response from students who feel guilty and apologize and immediately act to tidy up the books that are still messy.

Utterance (5)

Student : "I'm finished ms, its to easy for me."

Teacher: "Good job, maybe you can read a book in the book corner, what do you think?"

Student : "Okay Ms."

This utterance is found when students complete assignments faster than the time given so that the teacher gives other activities that they can do. The teacher's utterance in the form of "You might be able to ..." shows a softening of the suggestion given by the teacher which gives the meaning of a direct order, but not in the form of coercion and there is still room for students to accept or reject the suggestion. In addition, the teacher also openly asks for students' opinions on reading books with the utterance "what do you think?" This is done to maintain students' negative face and show respect for their decision choices. This utterance shows the response of students who accept the suggestion given by answering "Okay Ms".

3. Off-record

Off-record is a politeness strategy used to convey the speaker's intention indirectly and vaguely so that the speaker does not feel forced or threatened. The speaker will use implicit cues or instructions, so that the speaker can interpret the meaning of the utterance or ignore it. This utterance is used to maintain harmony between the speaker and the listener without demanding a direct response or action from the speaker. Here are some teacher utterances that show the off-record strategy used during the learning process, namely:

Utterance (6)

Teacher : "Can anyone help me to close the door?"

Student : "Let me do it Ms."

This utterance is found when the classroom door is still open and the teacher wants to ask for help to close it. The intention is conveyed indirectly in the utterance "Can anyone help me to close the door?". In this case, the teacher does not directly tell one of the students to close the door but gives a general statement to all of his students. This provides an opportunity for anyone who wants to act voluntarily and avoids the threat of negative face

because they feel forced or ordered. This can certainly allow students to respond without pressure and maintain harmony between teachers and students.

Utterance (7)

“I’m so tired to remind you how our class rules!”

This utterance appears when the class situation starts to get out of control, where students start to lose focus and talk to their friends. This utterance actually contains an implicit meaning where the teacher wants to reprimand students who do not obey class rules and tell them to obey them. The teacher does not reveal what rules have been violated, but with this utterance the teacher indirectly informs that there are class rules that have been violated. Based on this utterance, the teacher expects students to be able to obey class rules again and focus on the lesson again without having to embarrass one of the students who violated the rules.

Utterance (8)

“I think some of you have not written your name yet.”

This utterance appears when there are still many students who have not written their names on their worksheets. This will certainly make it difficult for the teacher when checking the assignment later, but in this case the teacher does not reprimand them directly. The teacher uses the utterance "I think some of you haven't written your name yet" which is a general statement for all students. This makes students aware and take action by checking the worksheet again and writing their names. On the other hand, this utterance also avoids the threat of negative face from students who do not want to be forced to write their names again.

4. Bald on Record

The Bald on Record politeness strategy is a strategy in which the utterance is delivered directly, straightforwardly, and without any politeness sub-packaging. This is often used when the speaker wants to convey his/her meaning directly without softening his/her words, so that he/she tends to ignore the speaker's face. This type of utterance is usually delivered in urgent situations, close relationships and efficiency of communication. Here are some polite utterances of teachers who use the bald on record strategy during the learning process, namely:

Utterance (9)

“Pencil monitor, please do your job!”

This utterance occurs when the teacher reminds the students who as the monitor pencil do not do their assignments. This is conveyed directly and firmly by the teacher to tell the students to do their assignments. The utterance is delivered explicitly to make the communication efficient. In this case, the teacher also has the authority to give orders so that learning can run effectively.

Utterance (10)

“You play with that, Give it to me!”

Utterance (11)

“Listen to me!”

This utterance occurs when the teacher reminds students who are not focused on listening to his explanation and instead play with small pieces of paper that they find. The utterance is delivered firmly without being refined so that students can understand it directly. This utterance is also done by considering the situation that requires quick action even though there is the potential to make the speaker feel pressured or less appreciated.

Utterance (12)

“Raise your hand if you want to ask something!”

This utterance is found when the teacher gives students the opportunity to ask questions and the students feel very excited, but this actually makes the classroom atmosphere very noisy. This is what causes the teacher to say the utterance "Raise your hand if you want to ask something!". This utterance is conveyed firmly to students so that they are able to understand that they must raise their hands if they want to ask a question. The purpose of this utterance is for students to refocus and follow the teacher's instructions clearly. This utterance is used in situations that require clarity and effective utterance.

CONCLUSION

Politeness is a communication strategy used by speakers to maintain the face of the interlocutor during communication. This is also important to implement in the field of education, especially in teacher utterance during the learning process. From the results of the analysis used, 12 teacher utterances were found that showed politeness in the form of positive politeness strategies, negative politeness strategies, off-record and bald on record. Teachers apply positive politeness utterance to build a friendly classroom atmosphere and motivate students. In addition, negative politeness is used to respect students' freedom and feelings. On the other hand, teachers use off-record to give students the opportunity to realize the mistakes they make and reduce students' negative faces. Lastly, bald on record is used when teachers need assertiveness and clarity so that the learning process runs smoothly. With the ability to manage politeness flexibly and adaptively, teachers can create a conducive learning environment and support successful learning during the learning process in the classroom.

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