

An Analysis on Teachers' Politeness Strategy and Student's Compliance in Teaching Learning Process at SD Negeri 024184 Binjai Timur Binjai –North Sumatra-Indonesia

Sondang Manik¹ & Juniati Hutagaol¹

¹ Language and Arts Faculty- HKBP Nommensen University, Medan, Indonesia

Correspondence: Sondang Manik, Language and Arts Faculty- HKBP Nommensen University, Medan, Indonesia.
Tel: 62-061-4522-922. E-mail: sondang_manik@yahoo.com

Received: March 17, 2015 Accepted: July 15, 2015 Online Published: July 26, 2015

doi:10.5539/elt.v8n8p152 URL: <http://dx.doi.org/10.5539/elt.v8n8p152>

Abstract

This study aims to find out the politeness strategies used by the teachers and how the politeness affects to the student's compliance. The focus is on directive and expressive speech acts. The subjects of this study were two teachers and the students of class II-A and II-B at SD 024184 Binjai Timur Binjai. The data was gathered by video audio recording the teachers' utterances and the students' compliances to the teacher, in order to find the teacher's politeness principles and the students' compliances to the teachers' utterances. In the data analysis, it is found that 1) the teachers used four maxims in their communication to the students. They are tact maxim, generosity maxim, approbation maxim and agreement maxim. It is not found that the teachers used modesty maxim and sympathy maxim. 2) The teachers were dominantly used tact maxim in their directive speech acts to the students. 3) Children pragmatic competence and positive emotions were the factors that affected the students' compliances to the teachers' politeness utterances.

Keywords: politeness strategies, students' compliance, teaching learning process

1. Introduction

Language is used for communication to convey one's intention to each other in social interactions. In conveying intention, people use strategies in their communication as it is a part of the language user's communicative competence. The speaker communicative competence deals with pragmatics (Glaser, 2009). Pragmatics determines our choices of wording and our interpretation of language in different situation. For example the awareness of how we modify conversation when addressing different types of listeners. A speech act such as, "Mak Grace, tolong bawakan ini ya!" ("Mak Grace, help me bring this, ok?") is more likely to be uttered to your close friend, while "Maaf, ibu mau kan bantu saya?" ("Excuse me, would you like to help me, Ma'am?"), is uttered to a person that is older than you. Such speech acts called as knowledge of pragmatics. Pragmatics concerns with some fields and politeness is one of them. Politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say and how to be with other people (Yule, 1996).

Politeness is a universal and best expressed as the practical application of good manners or etiquette. Leech: 1993 defines it as "strategic conflict avoidance, which can be measured in terms of degree of effort and put into the avoidance of conflict, situation, maintenance and establishment of comity. The avoidance is represented as a conscious effort on part of the person to be polite. Politeness strategies are more likely to be used when a speaker of relatively lower power makes a larger request in a more distant relationship than when a speaker of relatively higher power makes a smaller request in a closer relationship (Brown & Levinson, 1987 cited in Zhang, 2009). Politeness strategies are ways to convey the speech acts as polite as possible. To achieve that, there are some strategies that can be applied in specific context used by an individual in certain society. Yadi (2012) proposed how politeness operates in communication to others.

Classroom is a place of the interaction process which happens between a teacher and students. It must be effective and polite. If in the classroom interaction runs well, the knowledge that will be delivered by the teacher will be received by students well. Teacher professional role endows them with right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback, which unavoidably

poses threat to students' positive and negative face (Zhang, 2009). In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interaction.

Based on this phenomenon of teacher's speech acts to students' compliance in the context of politeness, it is believed that teacher's politeness has an indirect effect on student compliance intention so as to enhance desired outcomes in the classroom. As it is found in some researches that speaker's politeness relates to the hearer's compliance. According to Zhang (2009), teacher's high politeness were found to be more likely to elicit positive emotions such as happiness and lead to compliance and vice versa to the low politeness that evoked negative emotions and caused resistance.

Based on the opinion of Pinter (2006), there are four stages in the development of children as learners. They are sensory motor stage (from birth to two years of age), preoperational stage (from two to seven year of age), concrete operational stage (from seven to eleven year of age) and formal operational stage (from seven year onwards). There are different competences of language for each stage. The understanding of the students in elementary school to the teacher's politeness cannot be the same as the student understands in under-graduate level (Batable & Dart, 2007).

Politeness becomes one of important issues in Indonesian education recently. Nuh (2012), the education minister of Indonesia, asserts that politeness of Indonesian students is in a state of decline. Most students speak impolitely and they prefer to use slang or informal language at school. Therefore, a teacher has a responsibility to teach their students how to speak politely and admonish them if they speak impolitely at school especially during classroom interaction. Moreover, a teacher also needs to speak politely in front of the students in order to influence them to speak politely too. In addition, the implementation of politeness strategy is relevant which curriculum 2013 which emphasize on good character because politeness strategy deals with someone's ability to show his good character. Therefore, the teacher is obliged to implement it in the language learning activities along with language usage.

However, based on researcher's observation of teachers' utterances and students' compliances to them in one elementary school in Binjai, it is not as expected. Some of teachers use impolite utterances to their students and the impolite utterances affect to students' compliances. Being polite in classroom interaction is very important to create effective teaching learning process. It can be shown by using some principles of politeness. In this research, the effects of elementary school teacher's politeness on students' compliance were the focus of the study. Politeness has been proved as one thing that affect to students' compliance to under-graduate students.

That's why researcher is interested in analyzing the effect of teacher's polite utterances on students' compliance in elementary school level. This is the writer's reason to choose teacher's politeness to students' compliance in elementary school, to see whether there is an effect of teacher's politeness to students' compliance in politeness context.

The research questions is formulated as:

- 1) What are types of politeness principles used by the teachers to the students in teaching learning process at SD Negeri 024184 Binjai Timur Binjai?
- 2) What type of politeness principles is dominantly used by the teachers to the students in teaching learning process at SD Negeri 024184 Binjai Timur Binjai?
- 3) How does teacher's politeness utterances affect to students' compliance?

The teachers' utterances cover various principles of politeness. This principles contribute different students' compliance intention to the teachers' utterances. Therefore, this study is focused to analyze the politeness principles in teaching learning process. In this study the writer uses Leech's theory (1983) which introduces six maxims. There are tact maxim, generosity maxim, modesty maxim, agreement maxim, and sympathy maxim. To make the study more specific, the writer focused just on directives and expressive speech acts.

It is expected that the findings of this study are significant theoretically and practically. Theoretically, the research findings are useful for:

- 1) Linguists to enrich their knowledge about the theory of linguistic politeness, especially the use of politeness principles in classroom interaction
- 2) Other researcher to get information of what politeness principles used in teaching learning process, so that it can be reference in conducting relevant studies.

Practically, the research findings are expected to be valuable for:

- 1) Teachers especially and education practitioner generally to be wiser and be evaluating in giving speech acts to the students based on the politeness principles in order to get the students' compliance intention so as to enhance desired outcomes in the classroom by applying politeness principles.
- 2) Government, especially for Ministry of National Education and Culture to give some considerations about the importance of implementing politeness strategies in National Curriculum which emphasize on good character.

2. Pragmatics

Pragmatics deals with the study of the ability of natural language speaking to communicate more than one language than that which is explicitly stated. In philosophy of language, a natural language or sometimes called ordinary language is a language which is spoken, written, or signed by human beings for general purpose of communication.

Glaser (2009) states that pragmatics is study of contextual meaning. This type of study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. That is why it requires consideration of how speaker organize what they want to say and the hearer understand what they listen in accordance with who they are talking and listening to, where, when, and under what circumstances.

Yule (1996) also describes pragmatics as the study of the speaker meaning. This types and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when and under what circumstances. Pragmatics is the study of contextual meaning. From the explanation of pragmatics given, pragmatics is a study about language, meaning, and the context in a communication.

By studying language on the basis of pragmatics, we can get big advantages. We can talk about people's intended meanings, their assumptions, their goals, and the kinds of action (request, refusal, agreement, disagreement, thanking, apologizing, etc) when they are speaking. And to achieve the success in communication, a speaker from one language should understand the meaning and effects of utterances in relationship to the context and the speaker's intention. Pragmatics entails some fields and one of them is politeness. Those were interested to be investigated and the focus on this research is called politeness.

2.1 The Pragmatics Stages of Learners

According o Pinter (2006), stages of children developments into four stages. They are as follows:

- 1) Sensory-motor stage (from births to two year of age)

This stage is characterized by the interaction of a child with the environment. He/she learns to manipulate objects around him or her.

- 2) Pre-operational stage (from two to seven year of age)

In this stage, children are more dependent on perception and start to be more capable to logical thinking.

- 3) Concrete operational stage (from seven to eleven year of age)

When children become 7 year old, their thinking begins to resemble, logical and adult like thinking. But children cannot yet generalize their understanding at this stage.

- 4) Formal operational stage (from eleven year onwards)

Children are able to think in terms that are more abstract. They develop logical operations such as deductive reasoning.

In this research, the researcher focuses on the stage of concrete operational at the age of seven to eleven year of age. Furthermore, children of that age know there are certain rules but they are not aware of them. They understand situations, use language skill even they do not know about them and they need I physical response while learning a second language. They are very logical d also their attention and concentration span is very short (Situmeang, 2013). This is very important fact for teachers in teaching students at the age of this.

In addition, there are characteristics of the children at the age of eight to years old by Scott and Lisbeth (1990), they are:

Their basic concepts are formed. They have decided views of the world.

- They can tell the difference between the fact and fiction

- They ask questions all the time.
- They rely on the spoken words as well as the physical world to convey and understanding meaning.
- They are able to make some decisions about their own learning.
- They have definite views about what they like and don't like.
- They have developed sense of fairness about what happens in the classroom and begin to ask the teacher's decisions.
- They are able to work with others and learn from others.

Children at this stage can make decisions and acts in accordance with how events are interpreted, but they understand only a limited extent the seriousness and consequences of their choices and understanding. Children of this stage have already use and understand politeness strategies in their interaction as their competence capacities have increased as they grow up. The opinion is supported by Situmeang (2013), who said that it seems obvious that children master polite forms partly as a result of their increasing cognitive capacities and partly because they are motivated or even forced to be polite and hence socially accepted by the people around them. By these developments of the children's pragmatics competence in language especially in responding politeness strategies, hope by giving the polite request or utterance by the teacher to the students, it will invite the students' understanding of politeness and then cause compliance to the request. But, because of the limitation of pragmatics competence and still in the process of development of children at this stage, that's why the researcher interest to analyze the effect of politeness principles to their understanding in giving compliance.

2.2 *Speech Acts*

The speech act is the basic unit of language used to express meaning, an utterance that expresses an intention. When one speaks, one performs an act. In Jian (2010), Searle proposed that all acts fall into five main types: representatives, directives, commissives, expressive, and declarations.

1. Directives

Directives are speech acts that have an intention to get the addressee to do something. By ordering, commanding, requesting, begging, the speaker is trying to get the listener to carry out some action. For example:

"Sit down!"

"Can you pass the salt?"

2. Commissives, the speakers commit to course of action with verb such as guarantee, promise swear, undertake and it commit speakers to some future. For example

"I'll call you tonight."

"We're going to turn you in."

3. Expressive

This is one kinds of speech act that state what the speaker feels. The speaker expresses an attitude to or about a state of affairs, using such verb as:

apologize, appreciate, congratulate, regret, thank, welcome, etc, for example:

"I'm sorry to hear that"

"This cooked is disgusting"

4. Representative

Representative state what the speaker believes to be the case or not. The statements are about the facts, assertions, conclusions and descriptions. For example: "the earth is flat" or "it was a cold gloomy day"

5. Declaratives

In this speech act, the speaker alters the external status or situation, solely by making the utterance. For example:

"I hereby appoint you to be teaching assistant for today."

By those kinds of speech acts, this study will focus on the teacher's utterances on directives and expressive speech acts

2.3 *Politeness*

There are some theories deal with Politeness.

1) Robin Lakoff's theory (1972)

Lakoff (1972) as quoted by Richard J. Watts (2003), there are three rules in using the language so that the language can be said polite. These rules are introduced based on the strategy "How to use language politely" as follow:

Distance of Formality (in which formal/impersonal politeness strategy are used)

Do not impose or remain a lot.

Example: *"Excuse me, Could you open the window, please?"*

Deference or hesitancy (in which options are given to the addressee): Give the addressee his option.

Example: *"If you don't mind, please send this letter tomorrow!"*

Informality of camaraderie (where intimacy and intimate forms of politeness are displayed): act as though you and the addressee are equal or make him feel well.

Example: *"Just try to relax, dear".*

2) Grice's theory

It looks politeness based speaker and listener cooperation that said cooperative principle. According to Paul Grice as quoted by Richard J. Watts (2003:57), politeness can be defined from cooperative principle. There are divided into four maxims. They are the maxim of quality, the maxim of quantity, the maxim of relevance, and the maxim of manner

(1) Maxim of quality, in which interactants should keep their conversational contributions as informative as is required for the purposes of the conversational exchange, but not more informative.

Example: *The flag is white*

(2) Maxim of relevance, in which interactants should say only what they believe to be true or that for which they have adequate evidence.

Example: *A: Pass the salt, please!*

B: Here you are

(3) Maxim of manner, in which interactants should make their contributions relevant to the purposes of the overall conversation.

Example: *Open the door!*

(4) Maxim of quality, in which interactants should avoid obscurity of expression and ambiguity, should not engage in unnecessary verbosity and should present their contributions in an orderly manner.

Example:

1: What if the USSR blockades the Gulf and all the oil?

2: Oh come now, Britain rules the seas.

3) Brown & Levinson theory

On other hand, Brown and Levinson (1987), in their analysis, politeness involves us showing an awareness of other people's face wants. Face refers to our public self-image.

(1) Positive politeness

Positive politeness orients to preserving the positive face of other people. When we use positive politeness we use speech strategies that emphasize our solidarity with the hearer.

For example:

1. you look sad. Can I do anything?

2. I'll just come if you don't mind.

(2) Negative politeness

Negative politeness orients to preserving the negative face of other people. This is much more likely if there is a social distance between speaker and hearer. When we use negative politeness, we use speech strategy that emphasizes our deference for the hearer.

For example:

1. *It's not too much out of your way, just a couple of blocks.*
2. *I'm sorry. It's a lot to ask, but can you lend me thousand dollars?*

(3) Off-record politeness (Indirect)

The final politeness outlined by Brown and Levinson is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to be imposing.

For example:

1. *Wow, it's getting cold here*

The example is insinuating that it would be nice if the listener would get up and turn up the thermos without directly asking the listener to do so.

According to Yule (1996), politeness in an interaction could be defined as the means employed to show awareness of another person's face. Furthermore, he said that being polite means getting the linguistic expression of social right as far as your getting addressee is concerned. Politeness becomes one of important issues in Indonesian education recently. Nuh (2012), the education minister of Indonesia, asserts that politeness of Indonesian students is in a state of decline. Most students speak impolitely and they prefer to use slang or informal language at school. Therefore, a teacher has a responsibility to teach their students how to speak politely and admonish them if they speak impolitely at school especially during classroom interaction. Moreover, a teacher also needs to speak politely in front of the students in order to influence them to speak politely too. In addition, the implementation of politeness strategy is relevant which curriculum 2013 which emphasize on good character because politeness strategy deals with someone's ability to show his good character. Therefore, the teacher is obliged to implement it in the language learning activities along with language usage

2.4 Politeness Principles

Politeness principles are a series of maxim which Geoffrey Leech has proposed as a way of explaining how politeness operates in communication to other. According to Leech (1993), there are six maxims used in politeness in analyzing politeness that namely: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

(1) Tact Maxim

Tact maxim is meant that the speaker tries to be tactful in communication by minimizing the expression of beliefs which imply cost to other and maximizing the expressions of beliefs which imply benefit to others. The tact maxim is adhered to the speaker minimizing the cost to addressee by using two discourse markers, one to appeal to solidarity and the other as a modifying hedge. On the other hand, the speaker maximizes the benefit to the addressee. The tact maxim is the most important kind of politeness in English speaking society. The tact maxim focuses more on the hearer/receiver.

Examples:

- (1) *Could I interrupt you for a second to help me?*
- (2) *Please take your dinner, I have prepared for you.*

In this tact maxim, the speakers try to minimize cost to others and maximize benefit to others.

(2) Generosity Maxim

The intent of this maxim of generosity is making the advantages of you as small as possible; make oneself loss as big as possible. In maxims charity or generosity maxim, the participants are expected substitutions being respectful of others. Respect for others will happen if people can reduce profits for himself and maximize profits for others. For example:

- (1) *"Let me wash your clothes too. I just have the same thing to be washed, really"*
- (2) *"No, Mom. I will wash them later today."*

From the speech delivered above, it can be seen clearly that he is trying to maximize profits by adding cost for himself.

(3) Approbation Maxim

This approbation maxim is expressed by expressive sentence by minimizing the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other.' It is preferred to praise others and if this is impossible, to sidestep the issue, to give some sort of minimal response (possibly

through the use of euphemisms), or to remain silent. The first part of the maxim avoids disagreement; the second part intends to make other people feel good by showing solidarity.

For example:

- (1) *"What a marvelous meal you cooked!"*
- (2) *"I heard your English just now. You are good in English"*

In this maxim, the speakers try to dispraise of others and try - others.

(4) Modesty Maxim

In the maxim of simplicity or modesty maxim, participants are expected humble by reducing the praise to him. In the Indonesian language community, simplicity and humility are widely used as parameter assessment of one's modesty. If the maxim of generosity or appreciation centered on others, modesty maxim is self-centered. This maxim requires each participant o maximize dispraise of self and minimize praise of self. For example:

- (1) *"How stupid I am!"*
- (2) *"I don't think I will do it well. I am still learning."*

In this maxim, we try to minimize the expression of praise of self and maximize the expression of dispraise of self.

(5) Agreement Maxim

In this maxim is emphasized that the participants are able to develop agreement on the speech acts. If there is a match between themselves or speaker and hearer in the speech acts, each one of them will be said to be polite. For example:

- (1) *"Let's have dinner together, ok?"*
- (2) *"Good idea, I will wait for you at Bambu restaurant."*

In this conversation, we can infer that the speakers are able to build their agreement so that they will be polite each other.

(6) Sympathy Maxim

Leech (1993) says in this maxim it is expected that the participant can maximize sympathy between the parties with the other party. Antipathy toward of the participants would be considered as impolite act. People who behave antipathy towards others, let alone to be cynical about the other party and will be considered as people who do not know manners in society. For example:

- (1) *"I was sorry to hear about you father."*
- (2) *"I take a pity on hearing you didn't pass the exam."*

In this maxim, the speakers try to minimize antipathy between self and ethers and try to maximize sympathy between self and others.

2.5 Emotions as a Mediator

Since speech acts especially directives are inherently imposing, they often trigger emotional reactions (Hunter & Boster, 1987 as cited in Zhang, 2009). Emotions differ from moods in that emotions tend to occur in response to specific causes or stimuli and are relatively short-lived and more intense, whereas moods are more diffuse, longer lasting, and less connected to triggering events. Emotions can be valence positively (e.g., happiness, joy) or negatively (e.g., anger disappointment) (Zhang, 2009). For example, depending on the request strategies employed, a hearer could feel excited, flattered, surprised, disappointed, angry, resentful, or other emotions (Zhang, 2009).

The emotional responses, in turn, prompt behavioral reactions or actions from the hearer, with different motions eliciting different action tendencies (Lazarns, 1991). For example, anger tends to arouse attack while guilt tends to evoke making amends. An emotional experience can be characterized as a sequence of reactions occurring over time, comprised of an antecedent or stimulus, a physiological or emotional reaction, an expression or regulation, and a behavioral reaction or outcome (Lazarus, 1991). Thus, emotions potentially mediate the effects of the external stimulus on one's behavioral tendencies.

2.6 Students' Compliance

Compliance refers to a particular kind of response—acquiescence—to a particular kind of communication—a request (Cialdini, 2000). The request may be explicit, as in the direct solicitation of funds in a door-to-door campaign for charitable donations, or it may be implicit, as in a political advertisement that touts the qualities of a candidate without directly asking for a vote. But in all cases, the target recognizes that he or she is being urged to respond in a desired way.

Although students may respond to teachers' compliance-gaining requests by resisting, generally teachers expect that their requests result in student compliance because of their role-related authority and because resistance tends to be seen as counter-productive or disruptive in classroom settings. Despite teachers' best efforts to generate compliance, sometimes their requests incur resistance from students. Thus, it is important to examine how to enhance compliance and reduce resistance in teacher requests.

Many factors (e.g., linguistic, contextual, and relational) may influence students' responses to teacher requests, such as what the request is, how the request is made, and whether the teacher is perceived by their students as credible. With these questions in mind, we examined how request politeness and legitimacy, teacher-student relationship distance, and teacher credibility affect students' intention

Students could comply with or resist teachers' requests. Student compliance refers to students' going along with teachers' compliance-gaining attempts, whereas student resistance refers to students' opposition to teachers' requests. Given the asymmetrical teacher-student relationships, students are more likely to comply or partially comply with teachers' requests even if they feel resistant. (Zhang, 2009) Teachers' authority in the classroom has boundaries, so their requests can be perceived as legitimate or illegitimate, which is largely norm-based. A legitimate request is one that is perceived as the same as or better than students' expectations, whereas an illegitimate request is one that is perceived as worse than students' expectations. We found that students' perceptions of teacher request legitimacy help reduce student resistance intention.

Relationship distance is also an important factor affecting politeness strategies' requests of students. People tend to be more direct and less polite in close relationships than they are in distant relationships. We found that students who describe their relationship with a

The tact maxim states: 'Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other.' The first part of this maxim fits in with Brown and Levinson's negative politeness of minimising the imposition, and the second part reflects the positive politeness strategy of attending to the hearer's interests, wants, and needs:

Could I interrupt you for a second?

If I could just clarify this then.

The Generosity maxim

Leech's Generosity maxim states: 'Minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self.' Unlike the tact maxim, the maxim of generosity focuses on the speaker, and says that others should be put first instead of the self.

You relax and let me do the dishes.

You must come and have dinner with us.

The Approbation maxim

The Approbation maxim states: 'Minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other.' It is preferred to praise others and if this is impossible, to sidestep the issue, to give some sort of minimal response (possibly through the use of euphemisms), or to remain silent. The first part of the maxim avoids disagreement; the second part intends to make other people feel good by showing solidarity.

I heard you singing at the karaoke last night. It sounded like you were enjoying yourself!

Gideon, I know you're a genius - would you know how to solve this math problem here?

The Modesty maxim

Maxim of modesty is one of the six maxims proposed by Leech (1983) in his PP (politeness principle) meaning to minimize praise or to maximize dispraise of self. The Modesty maxim states: 'Minimize the expression of praise of self; maximize the expression of dispraise of self.'

Oh, I'm so stupid - I didn't make a note of our lecture! Did you?

The Agreement maxim

The Agreement maxim runs as follows: 'Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other.' It is in line with Brown and Levinsons positive politeness strategies of 'seek agreement' and 'avoid disagreement,' to which they attach great importance. However, it is not being claimed that people totally avoid disagreement. It is simply observed that they are much more direct in expressing agreement, rather than disagreement.

A: I don't want my daughter to do this, I want her to do that.

B: Yes, but ma'am, I thought we resolved this already on your last visit.

The sympathy maxim

The sympathy maxim involves minimizing antipathy and maximizing sympathy between self and other. The sympathy maxim is only applicable in assertives. Sympathy maxim can be found in polite speech acts as to congratulate, commiserate or express condolence.

The sympathy maxim criteria are:

1. Minimize antipathy between self and other
2. Maximize sympathy between self and other

For example:

I'm was sorry to hear about your father

I'm was sorry to hear your father's death (impolite)

In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interaction. But as it is found in some researches that speaker's politeness relates to the hearer's compliance and also according to Zhang : 2009, teacher's high politeness were found to be more likely to elicit positive emotions such as happiness and lead to compliance and vice versa to the low politeness that evoked negative emotions and caused resistance, and also because of the different stage of pragmatic to learners, the researcher will try to find what politeness strategies that the teachers use and how they affect to tudents' compliances to the teachers

Most of the active resistance techniques found in hypothetical scenarios (e.g., teacher advice and blame, disruption, and hostile defensive etc.) were not used in actual classrooms. A compliance-gaining request is inherently an emotion- eliciting act. Different request strategies could evoke different emotional responses, which, in turn, could engender different behavioral reactions. Low politeness requests are found to be more likely to provoke reactance and resistance than high politeness requests (manuscript under review, identity is concealed for anonymity). Conversely, we assume that a high politeness request will be more likely to mitigate reactance and elicit positive emotions (e.g., happiness) from hearers, who would then be more likely to comply with the request (Zhang, 2009).

3. Research Design

Research design refers to overall plan for a piece of study, including four main ideas: the strategy, the conceptual framework, the question of who or what will be studied, and tools to be used for collecting and analyzing empirical materials.

The study is a descriptive qualitative research. According to Bogdan and Bikien (1992), the design used in the research refers to the researcher's plan of how to proceed. Design decisions made throughout the study-at the end as well as the beginning.

Information about teachers' politeness principles to students' compliance is best approached using descriptive qualitative method which generally involves studying real world settings, activities of people, whole picture, user's own view (perspective), and the literature.

This study thus carried out by applying a descriptive qualitative method intended to describe, describe of how and explain the phenomenon of teacher's politeness principles to students' compliance.

3.1 Subjects

The subjects of this study are two teachers and their students in one elementary school in Binjai, that is SD Negeri 024184 Binjai Timur Binjai. In this research, the researcher will use two classes of elementary school

level at SD Negeri 024184 Binjai Timur Binjai. They are the second grade; IIA and IIB. The researcher will choose two classes; II-A and II-B. They are determined based on purposive sampling technique — a choice particular subject as they were believed to facilitate the provision of maximum information for complete data collection.

3.2 The Procedure of Analysing Data

In qualitative research, collecting the data can be done in various setting, various resources and various techniques. Based on the setting, this research use natural setting as the location is at school. The researcher observe the subjects inside the class naturally when they communicate. Based on the resource, this research used the data directly got from the subjects. The research be conducted until the researcher gets enough data which started from the end of January. The following chronological steps will be undertaken to obtain the data of this study:

1. Recording the teacher's utterances in the classroom and also the students' responses to the utterances or the request
2. Transcribing the recording.
3. Identifying the teacher's directives and expressive speech acts and also politeness strategies that are used.
4. Identifying students' compliance to the teacher polite utterances
5. Analysing the effect of politeness strategies used by the teachers to students' compliance
6. Concluding the analysis

4. Data Analysis

Data analysis is the process of systematically searching and arranging the observation transcripts, audio visual transcripts, fieldnotes and other materials that the researcher accumulate to increase her own understanding of them and to enable her to present what she has discovered to others (Bogdan & Bilden, 1992). The analysis involves three concurrent flows of activity, namely, data reduction, data display, and conclusion.

The researcher first carefully selected the data, which are relevant LO the researcher, summarizing the data which is in the form of words, subsuming which means grouping the data into the similar category. Afterwards the researcher displayed the data as an organized assembly of information that permits conclusion and action taking (Bogdan & Biklen, 1992). The last activity is conclusion which was done through deciding what the data means of finding pattern or regularities after reading the matrices or display.

The data of this research is the transcription of audio visual recorded observation. The data was analyzed by identifying and classifying using the theory as a temporary category of data analysis. Based on the research which was conducted in two days, it was found that the subjects produced politeness principles.

Types of Politeness Principles used by the Teachers at SD Negeri 124184 Binjai

According to Leech (1993), there are six maxims used in politeness principle in analyzing politeness. Politeness involves minimizing the cost and maximizing the benefit to speaker. Theoretically, the politeness consists of six maxims namely' tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim. Tact maxim is a strategy when the speakers try to minimize cost to others and maximize the benefit to others. The generosity maxim is used when the speakers try to maximize profits by adding cost for him. Approbation maxim is to dispraise of others and try to maximize praise of others. Modesty maxim is to minimize the expressions of praise of self and maximize the expression of dispraise of self. Agreement maxim is used by the speakers to build their agreements so that they will be polite each other. And the last is sympathy maxim. This is used to minimize antipathy between self and others and try to maximize sympathy between self and others. The teachers used Politeness principles in their speech. From the observation conducted at SD Negeri 024184 Binjai, it was found that the teachers used four types of politeness strategies in their communcation. The following are the frequency of the four types of politeness principles used by the teachers according to the theory of politeness principles by Leech (1993).

Table 1. The Occurrence of different types of politeness principles of the teachers at SD Negeri 024184 Binjai

Types of Politeness Principles	Class II-A's Teacher	Class II-B's Teacher	Total
Tact maxim	8	12	20
Generosity Maxim	3	-	3
Approbation Maxim	2	2	4
Modesty Maxim	-	-	-
Agreement Maxim	1	2	2
Symphaty Maxim	-	-	-

To be more details, there was data presented on the table about which politeness principles used by each subject and how many times they used each politeness principles which was delivered according to the sequence of number of all data. By this table, it was automatically found which type of politeness strategy was dominantly used by the teachers to the students.

Table 2. The occurrence of compliance to the teachers' utterances at SD Negeri 024184 Binjai

Types of Politeness Principles	Compliances		Resistance	
	II-A	II-B	II-A	II-B
Tact Maxim (20 utterances)	7	8	1	4
Generosity Maxim (3 utterances)	3	-	-	-
Approbation Maxim (4 utterances)	2	2	-	-
Modesty Maxim	-	-	-	-
Agreement Maxim (3 utterances)	1	2	-	-
Symphaty Maxim	-	-	-	-

There were data presented on the table about how much compliance that the students gave to the teachers' utterances in politeness and which politeness strategies didn't get the compliances from the students.

1) Politeness Strategies in Tact Maxim Used by the Teachers to the Students

Based on the data, the teachers used tact maxim in their communication to the students because they want to reduce or minimize their benefit and maximize the benefit to others. Because of the researcher focused on the directive speech, the teachers used tact maxim when they are commanding, questioning, begging, and instructing, requesting, warning to the students. It can be seen in the data below.

The examples of tact maxim used by the teachers are follows:

Guru: "*Bisa kasih tau ibu contoh lingkungan yang ada di dalam ruangan kelas kita ini? Ada apa di kelas kita nak?*" ("*Could you please tell me the examples of environment in our classroom? What are they in our classroom?*").

Siswa: "*Bunga, Bu.*" ("*Flowers, Ma'am.*") (Class II-A)

In the conversation above, the teacher taught about ironment around the school. She asked the students about the examples of environment in the ciassroom. She used tact maxim when she was questioning to her students. The teacher expressed it indirectly to show her politeness by saying "*Bisa kasi tau ibu contoh lingkungan....*" ("*could you please tell me the examples....*"). By using this strategy, the teacher tried to minimize her cost and maximize the students benefit.

Situation: The teacher asked the students but the student kept chatting each other and some of them also sang-the song" Lihat Kebunku."

Guru: "*Halo! Nak, lihatlah dulu tolong ya.*" ("*Hello! Attention please students.*")

Siswa: Siswa tetap mengobrol dan beberapa bemyanyi. (the students kep chatting and singing). (Class II-A)

In this situation, the students were too noisy and didn't pay attention to the teacher. So, the teacher asked the

students' attention by saying "*Halo! Nak, lihatlah dulu tolong ya.*"

("Hello! Attention please."). In this conversation it is found that the teacher used tact maxim to the students. The teacher minimize her cost and maximize the students benefit by uttering "*Halo! Nak, lihatlah dulu tolong ya.*" ("*Hello! Attention please.*").

Guru: "*Bisa enggak kasi tau ibu olah raga itu supaya apa, nak?*" ("*Could you tell me what the function of sport is, please?*")

Siswa: (a student answer) "*sehat!*" ("*Healthy.*") (**Class II-A**)

(other three students answered altogether) "*Sehat Bu, sehat.*" ("*healthy, Ma'am.*")

Guru: "*Ayo nak semuanya, olah raga itu supaya apa?*" ("*Come on all, what is sport for?*")

Siswa: "*Sehat, Bu.*" Semua murid menjawab serempak.

("for health, Ma'am.") All students answered together.

In the conversation, it is found. that the teacher used tact maxim in order to maximize benefit for others and minimize her own benefits. The utterance produced by the teacher "*Bisa enggak kasi tau ibu olah raga itu supaya apa, Nak?*" ("*Could you tell me what the function of sport is?*") showed tact maxim as the teacher expressed indirectly that usually more polite than the speech acts expressed directly.

2) Politeness Principles in Generosity Maxim Used by the Teachers to the Students

Based on the phenomena, the researcher found that the subjects also used generosity maxim. The intent of this maxim is to make the advantages of the speaker as small as possible. In this maxim, the participants are expected substitutions being respectful of others. Respect for others will happen if people can reduce profits for himself and maximize profits for others. The data are as the following:

Guru: "*Oke, apalagi Nak? Ini biar Ibu angkatin bunga-bunganya ke atas meja untuk kalian. Jadi sudah tau kan Nak warna apa saja yang ada di sini?*" ("*Ok, anything else? Well, let me lift these flowers on this table for you. So, have you known what colors are here?*")

Siswa: "*Warna putih kan, Bu?*" ("*It is white, right Ma'am?*") (**Class II-A**)

In this conversation, the teacher tried to ask the students about the colors of the flowers. In getting the students' compliance, the teacher used generosity maxim by lifting the flowers to the table so as to the students were able to know the colors. The teacher lifted the flowers to her table showed that she tried to reduce profits for her and maximize profits for the students.

Guru: "*Ya sudah, ini tulis ya Nak. Ibu tuliskan saja di papan tulis untuk kalian biar semua bisa lihat ya. Sekarang tolong tulis nomor satu.*" ("*Well, please write down this, ok. I'll write on the blackboard for you so that all of you can see it. Now, please write number one*")

Siswa: "*Bu, dibuku apa bu?*" ("*Ma'am, in which book should I write, Ma'am?*") And another student asked, "*Bu, ditulis bu?*" ("*Ma'am, should I write it down?*") (**Class II-A**)

In this conversation, the teacher commanded the students to write what she said. But she saw that not all the students paid attention to her. So, the teacher with minimizing profits for her finally wrote the task on the blackboard. This conversation showed the teacher used generosity maxim by saying "*Ya sudah, ini tulis ya Nak. Ibu tuliskon saja di papan tulis untuk kalian biar semua bisa liat, ya.*" ("*Well, please write this, ok. I write on the blackboard for you in order you all can see it*"). The teacher was willing to write the task on the blackboard in order to get respect from the students and their compliances to write the task.

Siswa: "*Bu. pohon mangga bisa kan Bu?*" ("*Ma'am, how about mango tree?*") (**Class II-A**)

Guru: "*Iya, bisa. Ayo apa lagi Diki*" ("*Yes, It can. What else, Diki?*")

Siswa: "*Gak tau lagi lah Bu. Pening pun Bu.*" ("*I don't know, Ma'am. It makes me confused, Ma'am.*")

Guru: "*Inilah Ibu kasi tau saja satu lagi untuk Diki ya, biar enggak bingung lagi. Pohon pisang ada kan Nak? Pohon kelapa, ya kan?*" ("*Let me tell you one more Diki, so you will not get confused anymore. Banana tree, isn't it? Coconut tree, right?*")

Siswa: "*Bu, Pohon kelapa ditulis di sini Bu?*" ("*Ma'am, should I write coconut tree here, Ma'am?*")

Guru: "*Iya, tulis dua saja ya Nak*" ("*Yes, please write two only, ok?*")

In this conversation, the teacher tried to reduce her profit and to maximize profits by saying "*Inilah Ibu kasi tau saja satu lagi untuk Diki ya, biar enggak bingung lagi*" ("*Let me tell you one more Diki, so you will not get*")

confused anymore). In this situation, the teacher reduced her profits to Diki by willing to tell him the answer of her own question so as to help Diki to answer it.

3) Politeness Principles in Approbation Maxim Used by the Teachers to the Students

After analyzing the data, the researcher also found that the subjects also used approbation maxim as their politeness principle. This approbation maxim is to maximize respect for others and minimize the disrespect to others that expressed by expressive speech such as congratulated, thanked, praised, and express condolence (Isdianto, 2008). There were found four utterances produced by the teacher using this kind of maxim. The data were showed below:

Guru: *"Ayo Radit, apa jawabannya?"* ("Come on Radit, what is the answer?") Radit: *"Pohon mangga sama pepaya, Bu."* ("Mango and papaya trees, Ma'am.") (Class II-B)

Guru: *"Iya benar, bagus sekali jawabannya. Terus selanjutnya, semuanya, tuliskan dua warna bunga yang ada di sekolah kita ya Nak"* ("Yes that's right, it's very good answer. Next, all students, please write down two colors of flowers in our school.")

It is found that the teacher used approbation maxim. In this conversation, the teacher tried to maximize respect to Radit by using approbation maxim in her utterances. She produced an utterance, *"iya benar, bagus sekali jawabannya"* ("yes that's right, it's very good answer"). Teacher's utterance in this conversation was to praise Radit's answer and with the purpose of minimizing disrespect for him.

Situation: The teacher asked the students about how to do prayer for Muslim.

Guru: *"Coba kasih tau Ibu, Nak sebelum kita shalat, apa yang kita ucapkan?"* ("Please tell me before we pray, what should we say?")

Siswa 1: *"Doa Iftitah Bu."* ("doa iftitah, Ma'am.")

Siswa 2: *"Al-Fatihah Bu."* ("Al-Fatthah, Ma'am.")

Guru: *"Sebelum itu?"* ("Before that?")

Siswa: *"Niat Bu."* (murid-murid lainnya menjawab serempak)
(*"Niat, Mam."* other students answered altogether)

Guru: *"Bagus sekali anak Ibu. Iya, benar jawabannya. Niat itu di luar shalat."*

Setelah niat baru kita shalat ya. Lalu pas shalat, setelah takbir, apa yang Dibaca?" ("That's very good, my student. Yes, that is the right answer. Niat is done before shalat. After that, we can do shalat. Then when doing shalat, after Takbir, what should we say?") (Class IIB)

Siswa: *"Doa, bu."* ("Doa, mam.", the students answered altogether)

After analyzing this utterance, it was showed that the teacher used approbation maxim to praise the students' right answer by saying *"Bagus sekali anak Ibu. Iya, benar jawabannya"*. In this conversation, the teacher tried to maximize respect to the students in order to get respect which then caused compliance for the next command from them.

Guru: *"Sudah? Kita baca sama-sama ya? Satu... dua... ya!"* ("Ready? We read together, ok?") (Class II-B)

Siswa: (semua siswa membaca pertanyaan satu per satu bersama-sama) (all students read the questions one by one together).

Guru: *"Bagus sekali anak Ibu! Sekarang, tulis jawabannya di buku masing-masing ya!"* (That's very good, my students! Now, write the answers on your books!)

After analyzing this conversation, the teacher used approbation maxim by saying, *"Bagus sekali anak Ibu!*. In this conversation, the teacher tried to praise the students because they were able to read the questions one by one together well. By using this maxim, the teacher maximize 1 praise of others in so as to maximize respect for others.

4) Politeness Principles in Modesty Maxim Used by the Teachers to The Students

After analyzing the data, the modesty maxim was not found. ilk this maxim, the speakers try to minimize the expression of praise of self and maximize of dispraise of self. For example, *"How stupid I am"*. Modesty maxim is self centered. And in this research, the teachers did not be humble by reducing the praise to them. They did not dispraise themselves to their students in directive and expressive speech acts.

This kind of politeness was one principle of politeness which was not used by the teachers of second grade of SD

Negeri 024184 Binjai. They did not use modesty maxim as their politeness principles when they communicated with the students in directive and expressive speech acts at school.

5) Politeness Principles in Agreement Maxim Used by the Teachers to the Students

Agreement maxim was found by the researcher after analyzing the data. This kind of politeness used by the subjects, in this case the teacher used agreement maxim to her students. In this maxim, the speaker should be able to develop agreement in the speech acts. In inference, when the speakers are able to build agreement to the hearer, they will be polite each other. It was showed in the following data:

Guru: *"Sebelum kita lanjutkan pelajaran, marl kita bernyanyi dulu, setuju?"* ("Before we continue our lesson, let's sing a song, do you agree?") (Class II-A)

Siswa: *"Hore, nyanyi apa Bu?"* ("Hurray, what song, Ma'am?")

Guru: *"Lagu Kebunku, setnua berdiri ikut Ibu yuk!"* ("A song "Kebunku", Follow me, come on!")

Siswa: (Semua murid patuh dan ikut berdiri dan beryanyi bersama) (All students complied and sing together)

After analyzing this conversation, it was found that the teacher used agreement maxim. The utterance produced by the teacher who said *"Sebelum kita lanjutkan pelajaran, man kita bernyanyi dulu."* was agreement maxim. This occurred when the students keep noisy in the classroom. So, the teacher tried to get the student's attention and compliance by using agreement maxim because if there is a match between themselves or speaker and hearer in the speech acts, each one of them will be said to be polite.

Situation: It was the time for sport lesson, but the teacher didn't come. So, Mrs. Maliana asked the students to learn another subject but the students didn't agree. So, the teacher made an agreement to invite the students to do some exercise in the school yard.

Guru: *"Mau sama Ibu kita keluar?"* ("Do you want to go out of this class with me?")

Siswa: *"Iya, Bu."* ("Yes, Mam.") (Class II-B)

Guru: *"Ya sudah, ayo semua keluar sama Ibu ke lapangan."* ("Well, let's go out all with me to the school yard.")

Siswa: (Murid-munid keluar kelas dengan gembira) (The students went out of the class happily)

In this conversation, it was found that the teacher used agreement maxim by saying, *"Ya sudah, ayo semua keluar sama Ibu ke lapangan."* ("Well, let's go out with me to the school yard"). The teacher tried to invite the students to have the lesson out of the classroom. And the students agreed and followed the teacher happily. By looking at the respond, the teacher succeeded in using the politeness principles to get the students' attention and responses.

Situation: The teacher asked the students to finish their task at home as their homework and it should be collected the next day.

Siswa: *"Iya Bu, tapi jangan besok lah Bu."* ("Alright Ma'am, but please don't collect it tomorrow, Ma'am.")

Guru: *"Oke sebentar! Ibu tambah dua soal lagi dan kalian boleh kumpul dua hari selanjutnya, oke?"* ("Ok wait! I will add two more questions and you may collect the next two days, ok?")

Siswa: *"Oke Bu, Setuju Bu!"* ("Ok Ma'am, deal Maa'am")

After analyzing this data, it was showed that the teacher used agreement maxim by saying, *"Oke sebentar! Ibu tambah dua soal lagi dan kalian boleh kuinpul dua hari selanjutnya, oke?"* ("Ok wait! I will add two more questions and you may collect the next two days, ok?"). This teacher's utterance was able to develop agreement on the speech acts and produced a match between the teacher and the students so as to be polite each other.

6) Politeness Strategies in Sympathy Maxim Used by the Teachers to the Students

After analyzing the data, sympathy maxim was not found. In this maxim, the speakers are expected to maximize the sympathy each other. Antipathy toward one of the participants would be considered as impolite act. According to this maxim, people who behave antipathy towards others will be considered as the ones who do not know manners in society.

Based on the data found in this research, the teachers did not show antipathy to the students and also not to minimize it. In other words, the teachers did not try to minimize antipathy between self and the students and also did not try to maximize sympathy between self to the students. This kind of politeness was the second strategy of politeness which did not found by the teachers of class II-A and II-B at SD Negeri 024184 Binjai.

Type of Politeness Principle Dominantly Used in Teachers' Utterances

There are six maxims as the types of politeness strategies. They are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim. In this study, the researcher analyzed the data and found one kind of those politeness strategies was dominantly used in the teachers' utterances in directive and expressive speech acts. The researcher tried to show the dominant Politeness Principle by using percentage of each maxim. It was showed in the table as the following: Table 3. The Percentage of Politeness Principles' Occurrences in Teachers' Utterance of Class II-

Table 4. The percentage of Politeness Principles in teacher's utterances of Class II-B

Politeness Principles	The Occurrences	The Percentage
Tact Maxim	8	54.14%
Generosity Maxim	3	21.42%
Approbation Maxim	2	14.28%
Agreement Maxim	1	7.14%
Total	14	100 %

The matrixes above showed that tact maxim was dominantly used in teachers' utterances in directive speech when communicating to their students. This was because the teachers were easier and felt more appropriate of using this type in directive speech as the researcher mostly focused.

Students' Compliance in Teachers' Utterances by Using Politeness Principles

Compliance refers to a particular of response to a particular communication (Cialdini, 2003). After receiving a request or command, targets use their feelings as cues for effective responding. According to Zhang. (2009), the more polite someone's request, it will elicit positive emotions (e.g. happiness) then cause compliance and the more impolite someone's request, it will elicit negative emotions (e.g. anger, sad) the cause resistance. The data are as the following:

Situation: The teacher and the students go out from the classroom to study outside.

So, the teacher asked the students to make a line in the school yard.

Guru: "*Anak-anak Ibu yang ganteng dan yang cantik, buat barisannya yang lebih tinggi di belakangnya, yang pendek di depan sini ayo.*" ("My handsome and beautiful students, please make a good line. For the higher students please go behind and the shorter ones come in front, come on.")

Siswa: Murid-murid mulai sibuk mengatur barisan dengan memperingati teman-teman lainnya. (The students are busy to set the line by warning each other).

"*Kau tinggi, belakang sana!*" ("You're taller, go behind!") (a student said). Another student said, "*Sanalah.*" ("go there.") Sambil menarik lengan temannya ke belakang. (Pull his friend's arm behind).

The politeness was shown by the utterance produced by the teacher. She noticed her students to make a good line by saying "*Anak-anak ibu yang ganteng dan yang cantik, buat barisannya yang lebih tinggi di belakang ya, yang pendek di depan sini ayo*". This conversation also showed that 48% of the students in class II-B complied with the teacher's instruction to make a good line with their own way by putting the taller students behind and the shorter students in front. These students asked other students to comply as well by saying: "*You're taller, go behind!*". These students showed positive emotions to the teacher and they do not show the same to other students who are resistant.

Guru: "*Sudah. sudah, tenang sernuanya. Bisa mendengarkan Ibu Nak?*" ("Keep silent all. Could you listen to me, please?")

Siswa: "*Bu, si Awi gangguin aja Bu.*" ("Ma'am, Awi keeps bothering me, Ma'am.")

The utterance, "*Bisa mendengarkan ibu dulu nak?*" ("Could you listen to me, please?") is responded by one of the students by informing something happen to him. The teacher's utterance was responded by "*Bu, si Awi gangguin aja Bu.*" This also showed compliance. The student tried to minimize the factor which made him was not able to comply with the teacher by saying "*Bu, si Awi gangguin aja Bu*".

Guru: *“Ya sudah, tulis ya Nak. Ibu tuliskan saja di papan tulis untuk kalian biar semua bisa lihat ya. Sekarang tolong tulis nomor satu “(“Well, please write this, ok. I will write on the blackboard so that you can see it. Now, please write number one “*

Siswa: *“Bu. dibuku apa, Bu?” (“Ma’am, in which book should I write,?)”* And another student asked, *“Bu, ditulis, Bu? “(“Ma’am, should it be written, Ma’am?)”*

The teacher’s utterance of giving a command to the students to write down the question on their books was responded by some students by asking questions. It showed that the students comply to the teacher’s utterance by saying, *“Bu, dibuku apa bu?”* and *“Bu, ditulis bu?”*. These students’ utterances expressed compliances that the students were willing to write as what the teacher has said.

4. Research Findings

After analyzing the teachers’ utterances in using politeness strategies to the students’ compliance and based on the data analysis above, the research found some findings as the following:

1. Based on the data analysis which has been displayed that the teachers of class II-A and II-B at SD Negeri 024184 Binjai used four of politeness strategies in communicating with the students in directive and expressive speech acts. The Principles used were Tact Maxim, Generosity Maxim, Approbation Maxim and Agreement Maxim. The researcher found that the teachers used these four politeness strategies in directive speech acts such as requesting, commanding, questioning, instructing, warning, and suggesting. In this study, the researcher also found the teachers used expressive speech acts such as greeting and appreciating. In this study, the researcher did not find that the teacher used modesty maxim and sympathy maxim in their directive and expressive speech acts.

2. In the data of teachers’ utterances in using types of politeness principles, it was found that the teachers of class II-A and II-B at SD Negeri 024184 Binjai were dominantly used tact maxim in communicating to the students in directive speech acts. All the teachers’ utterances after selecting and reducing based on the types of politeness strategies were thirty utterances. The percentage of the maxims as the follows:

The tact maxim was 57, 14% with 8 utterances (Class II-A)

The tact maxim was 75% with 12 utterances (Class II-B)

The generosity maxim was 21,42% with 3 utterances; (Class II-A)

The generosity maxim was not found in this class (Class II-B)

The approbation maxim was 14.28% with 2 utterances; (Class II-A)

The approbation maxim was 12.5% with 2 utterances (Class II-B)

The agreement maxim was 7.14% with 1 utterance. (Class II-A)

The agreement maxim was 12.5% with 1 utterance. (Class II-B)

So, it is inferred that the dominant types of politeness that used by the teachers of grade of elementary school class II-A and II-B was the tact maxim with the highest percentage 66,7% (total 20 utterances).

3. Teacher’s politeness principles didn’t guarantee in achieving students’ compliance of second grade of one Elementary School in Medan class II-A and II-B with the range of age seven to nine. This was because of their limitation of pragmatics competence. In this stage of age, children have limited extent the seriousness of understanding, a short of attention and concentration. Children in this stage also were already able to use and understand politeness principles in their interaction as their competence capacities have increased as they grow up. The students showed compliance and force to other students by;

a. Asking the students to do so

b. Reporting the in-compliance students to the lecturer.

The other factor that also effects the students’ compliance is their emotions. According to Zhang (2009), high politeness is likely to elicit positive emotions (e.g. happiness) and mediates to compliance and low politeness is likely to elicit negative emotions (eg. anger or sad) then causes resistance. So, when teachers communicated to the students by using politeness strategy, it caused positive emotions and then mediated the students to comply with the teachers’ utterances. This pragmatics competence and emotions as the mediator made the students able to comply with and to use politeness and some students ignored the politeness and didn’t comply with what the teachers said.

5. Discussions

After analyzing the data, there were some points that were considered as the important things to be discussed.

First education is started at home, education that given to the kids is not the same to all level of society. Parents build their kids' character indirectly, like it or not. The attitude of students subsequently not only build by teachers, but also depend on how parents educate their kids, and how the students compliance to the teacher in class is also part of character building. The types of politeness principles were uttered by the teachers of second grade of Elementary School class II-A and II-B. The types of politeness principles were uttered by the teachers of second grade of Elementary School class II-A and II-B at SD Negeri 024184 Binjai. Those types namely tact maxim, generosity maxim, approbation maxim, and agreement maxim. These types of politeness principles were uttered by the teachers to the students in their communication in directive speech acts and expressive speech acts. There are two other types of politeness principles that were not found in this study. They were modesty maxim and sympathy maxim. Based on the data, the teachers did not utter those two types of politeness principles. It is similar to Yadi (2012) in his paper that he also found four types of politeness strategies in his study, namely tact maxim, generosity maxim, approbation maxim and agreement maxim. These types of politeness have their own functions when they were uttered. In Yadi (2012), tact maxim was usually used in giving command in daily conversation at home. Agreement maxim was used to propose a deal or agreement. Generosity and approbation maxim were used in giving suggestion in daily conversation.

In line with the previous study) in. this research the researcher found that tact maxim was used when the teachers commanded, instructed, requested and questioned the students especially in directive speech acts. Agreement maxim was used to propose and suggest something to the students through making an agreement. The approbation and generosity maxim were used in praising and giving suggestions to the students.

In this study, the researcher found that the teachers used politeness principles namely tact maxim, generosity maxim, approbation maxim and agreement maxim. But in this study, tact maxim was dominantly used by the teachers in communicating with the students in class II-A and II-B second grade of Elementary School at SD negeri 024184 Binjai. The tact maxim was uttered by the teacher of class II-A with the total 12 utterances and also uttered by teacher of class II-B with the total 8 utterances. The generosity maxim was uttered by the teacher of class II-A with the total 3 utterances and there was not found in the teacher's utterances of class II-B. The approbation maxim was uttered by the teacher of class II-A with the total 2 utterances and also uttered by the teacher of class II-B with the total of 2 utterances. The agreement maxim was uttered by the teacher of class II-A with the total 1 utterance and also uttered by the teacher of class II-B with the total 2 utterances. And all the utterances that belong to politeness strategies, directive speech acts and expressive speech acts were with the total 30 utterances. The total has been shown that the teachers of class II-A and II-B were dominantly used tact maxim than the other maxims.

The teachers used politeness strategies in their utterances in order to get respect and compliance from their students at school. By using politeness, the students mostly comply with the teachers' utterances in directive speech acts and expressive speech acts. It is similar to Zhang (2009) in her paper suggest to use high politeness then caused compliance. She stated that giving request or utterance to the students with high politeness will evoke positive emotions then caused compliance and vice versa, giving request or utterance to the students with low politeness will evoke negative emotions and then caused resistance. Her study also indicates that positive emotions mediate the effects of teacher request politeness on student compliance intention. In other words, teachers' request politeness first elicits positive emotions from students, which then affect their compliance intention. While, strong and impolite languages are found to evoke negative emotions (e.g., anger), which then cause resistance.

The result of the research, shows that the students did not comply with all the teachers' utterances although the teachers used politeness strategies in their utterances. This means that not only characters, positive emotions of the students that caused compliance, but also their competence whether the students understood the teachers' speech acts. After analyzing the data, it is found that their compliances were also affected by their pragmatic competence. The students are in second grade of elementary school with the range age of seven to nine years old. In this stage, children begin to think logically and adult like thinking but they cannot generalize their understanding. They know there are certain rules but they do not aware of them and they have very short attention and concentration. The children in this stage are already able to use and understand politeness principles in their interaction as their competence capacities have increased as they grown up. This limited pragmatic competence affected the students' compliance to the teachers' politeness utterances.

6. Conclusions

After analyzing the data, the conclusions were stated as follows:

- 1) The teachers of class II-A and II-B of one school in Binjai used four out of six types of politeness principles in directive and expressive speech act to communicate with the students at school. They were tact maxim, generosity maxim, approbation maxim and agreement maxim.
- 2) The dominant type of politeness principles used by the teachers of class II-A and II-B was tact maxim as the teachers were easier and felt more appropriate in using this type in directive speech acts as mostly focused on by the researcher.
- 3) The students of class II-A and II-B at SD Negeri 024184 Binjai didn't comply with all the teachers' utterances although they were already in polite way. They gave their compliances to some teachers' utterances or commands but in other way they ignored other teacher's utterances. This was because of the influence of positive emotions and also strongly affected by their lack of pragmatic competence.

7. Suggestions

Based on the conclusions above, this research has some suggestions to the readers especially teachers and parents who have important role in teaching children as follows:

- 1) Teacher should learn and know the students personally. Compliance can be gained by teachers by using maxims. So it is advice to teachers of English to teach based on their age psychological competence, and use politeness
- 2) There should be some specific enrichment for teacher of Primary, Secondary, and senior high school or even College for who wants to teach English.
- 3) The students are in second grade of elementary school with the range age of seven to nine years old. In this stage, children begin to think logically like adult. Parents still play an important role to build students characters, so it is suggested to parents to give love and education for good attitude.

References

- Austin, J. L. (1962). *How to Do Things with Words*. Cambridge Mass: Harvard University Press.
- Bogdan, C. R., & Bikien, K. S. (1992). *Qualitative Research for Education. An Introduction to Theory and Methods*. United States of America: Allyn and Bacon.
- Burroughs, N. F. (2007). *A reinvestigation of the relationship of teacher Nonverbal immediacy and student compliance-resistance with learning*. *Communication Education*. <http://dx.doi.org/10.1080/03634520701530896>
- Cialdini, B. R., & Noah J. G. (2003). *Social influence: compliance and conformity*. Arizona State University: Arizona. <http://dx.doi.org/10.1596/1813-9450-4965>
- Gibson, E. K. (2009). *Would you like manners with that? A study of gender, polite questions and the fact food industry*. Giffith Working Papers.
- Glaser, K. (2009). *Acquiring Pragmatic Competence in a foreign language- mastering preferred speech acts*. Chemnitz University of Technology.
- Guerrero, L. K., & La Valley, A. G. (2006). *Conflict, emotion, and communication*. In J. G. Oetzel & S. Ting-Toomey (Eds.), *The Sage Handbook of Conflict Communication*. <http://dx.doi.org/10.4135/9781412976176.n3>
- Hunter, E., & Boster, F. J. (1987). *A model of compliance-gaining message selection*. *Communication Monographs*. <http://dx.doi.org/10.1080/03637758709390216>
- Jiang, X. (2010). *A case of study of teacher's politeness in EFL class*. Academy Publisher Manufactured: Findland.
- Jin, S. A. (2007). *Korean ESL learner 'pragmatics competence: motivation, amount of contact and length of residence*. Texas A & M University.
- Kulka, B. (1987). *Indirectness and politeness in request. same or different*. *Journal of Pragmatics*: North Holland.
- Lamria, M. E. (2012). *Kesantunan Verbal dan Nonverbal pada Tuturan Direktif dalam pembelajaran di SMP Taman Rama National Plus Jimbaran*. Universitas Pendidikan Ganesha.

- Lazarus, R. S. (1991). *Emotion and adaptation*. New York: Oxford University Press.
- Leech, G. (1993). *Prinsip-Prinsip Pragmatik*. Jakarta: Universitas Indonesia Press.
- Markus, M. (2011). *Politeness in Interaction*. Journal of Politeness Press.
- Miles, M., & Huberman, A. M. (1984). *Qualitative Data Analysis*. Beverly Hills: California Sage Publication.
- Pinter, A. (2006). *A Review of Teaching Young Language Learners*. Oxford University Press.
- Regan, T. D. (1971). *Effects of a favor and liking on compliance*. Cornell University. [http://dx.doi.org/10.1016/0022-1031\(71\)90025-4](http://dx.doi.org/10.1016/0022-1031(71)90025-4)
- Reyes, F. (2008). *Polite Request in the Classroom: Mixing Grammar and Pragmatic Instruction*. University de Los Vandes: Venezuela.
- Scott, A. W., & Lisbeth, H. Y. (1990). *Teaching English to Children*. New York: Longman.
- Situmeang, C. (2013). *The Politeness Strategies of Seven Years Old Children*. University of Medan: Medan
- Yadi, A. (2012). *Kesantunan berbahasa Mandailing dalam tindak tutur direktif anak kepada orang tua di Nagari Ujung Gading Kecamatan Lembah Melintang Kabupaten Pasaman*. Universitas Negeri Padang.
- Yuka, A. (2009). *Positive Politeness strategies in oral communication I text books*. Takasaki City University.
- Yule, G. (1996). *Pragmatik*. Yogyakarta: Pustaka Pelajar.
- Zhang, Q. (2009). *Teacher Request Politeness: Effect on students' positive emotions and compliance intention*. Fairfield University: Mexico.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).