

**TEACHERS' POLITENESS STRATEGY IN GIVING
FEEDBACK ON THESIS PROPOSAL PRESENTATION OF
ENGLISH TEACHER EDUCATION DEPARTMENT OF UIN
SUNAN AMPEL SURABAYA**

THESIS

Submitted in Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd) in Teaching English



By:
Riyan Febriansyah
NIM D05214025

**ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA
2018**

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Riyan Febriansyah

NIM : D05214025

Jurusan/Program Studi : Pendidikan Bahasa / Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan saya sendiri.

Apabila kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 2 November 2018

Yang membuat pernyataan,



Riyan Febriansyah

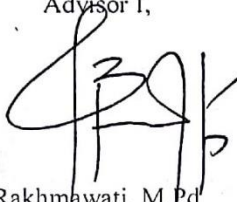
D05214025

ADVISOR APPROVAL SHEET

This thesis by Riyan Febriansyah entitled “*Teachers’ Politeness Strategy in Giving Feedback on Thesis Proposal Presentation of English Teacher Education Department of UIN Sunan Ampel Surabaya*” has been approved by thesis advisors for further approval by the board examiners.

Surabaya, October 29th 2018

Advisor I,

A handwritten signature in black ink, appearing to be 'Rakhmawati'.

Rakhmawati, M.Pd

NIP. 197803172009122002

Advisor II,

A handwritten signature in black ink, appearing to be 'Rizka Safriyani'.

Rizka Safriyani, M.Pd

NIP. 198409142009122005

EXAMINER APPROVAL SHEET


This thesis by Riyan Febriansyah entitled "*Teachers' Politeness Strategy in Giving Feedback on Thesis Proposal Presentation of English Teacher Education Department of UIN Sunan Ampel Surabaya*" has been examined November, 5th 2018 and approved by the board of examiners.



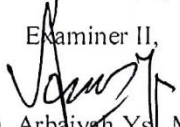
Dekan,


Prof. Dr. Ali Mas'ud, M.Ag, M.Pd.I
NIP. 1963011231993031002

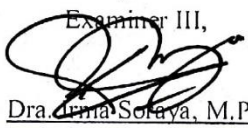
Examiner I,


Rahkmawati, M.pd
NIP. 197803172009122002


Examiner II,


Dra. Arbaiyan Ys, M.A
NIP. 196405031991032002

Examiner III,


Dra. Lina Solaya, M.Pd
NIP. 196709301993032004

Examiner IV,


Rizka Safriyani, M.Pd
NIP. 198409142009122005

SURAT PERNYATAAN PUBLIKASI



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Ryan Febriansyah
NIM : 005214025
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris
E-mail address : ryansyah.febri@uinsu.ac.id

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)
yang berjudul :

TEACHERS' POLITENESS STRATEGY IN GIVING FEEDBACK ON THEIR
PROPOSAL PRESENTATION OF ENGLISH TEACHER EDUCATION
DEPARTMENT OF UIN SUNAN AMPEL SURABAYA

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 16 November 2018

Penulis

(Ryan Febriansyah)
nama terang dan tanda tangan

ABSTRACT

Febriansyah, Riyan. (2018). *Teachers' Politeness Strategy in Giving Feedback on Thesis Proposal Presentation of English Teacher Education Department of UIN Sunan Ampel Surabaya*. A thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Rakhmawati, M.pd, Advisor II: Rizka Safriyani, M.pd

Key Words: *teacher's politeness strategy, corrective feedback, thesis proposal presentation.*

In teaching and learning process, interaction between the teacher and the students influence the quality of their relationship. One of the strategy that can be used by the teacher during the interaction is politeness strategy. But when the teacher uses politeness strategy in giving feedback toward students' presentation, not all of the students give the good response. Therefore, this research conducted to investigate what politeness strategy used by the teacher when giving corrective feedback in students' thesis proposal presentation and to describe how the students response toward teacher's politeness strategy. There are four politeness strategies based on Brown and Levinson's theory, there are: bald on record, off record, positive politeness, and negative politeness. The researcher uses qualitative descriptive method to describe the result. The participants of this research are the teacher and the students in thesis proposal presentation in year 2018. The researcher uses two research instruments, there are video recording and questionnaire. To analyze the data, the researcher uses coding. The result show that, during period of July until October 2018, there are four teachers who become the examiner of thesis proposal presentation. When giving the feedback to the students' presentation, the teachers use three of four of politeness strategy. From 37 teachers' utterance when giving the feedback, 24 utterances use bald on record, 6 utterances use off record, and 7 utterances use positive politeness strategy. Then, the result from the questioner which is given to the 40 students show that 71.2% of the students' response accept the teacher's politeness strategy. In conclusion, the teachers who become the examiner of thesis proposal seminar during period of July until October 2018 attend to use bald on record, off record, and positive politeness strategy. Those strategies are good to be used, because the fact show that 71.2% of students' response accept it.

ABSTRAK

Febriansyah, Riyan. (2018). *Teachers' Politeness Strategy in Giving Feedback on Thesis Proposal Presentation of English Teacher Education Department of UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Rakhmawati, M.pd, Pembimbing II: Rizka Safryani, M.pd

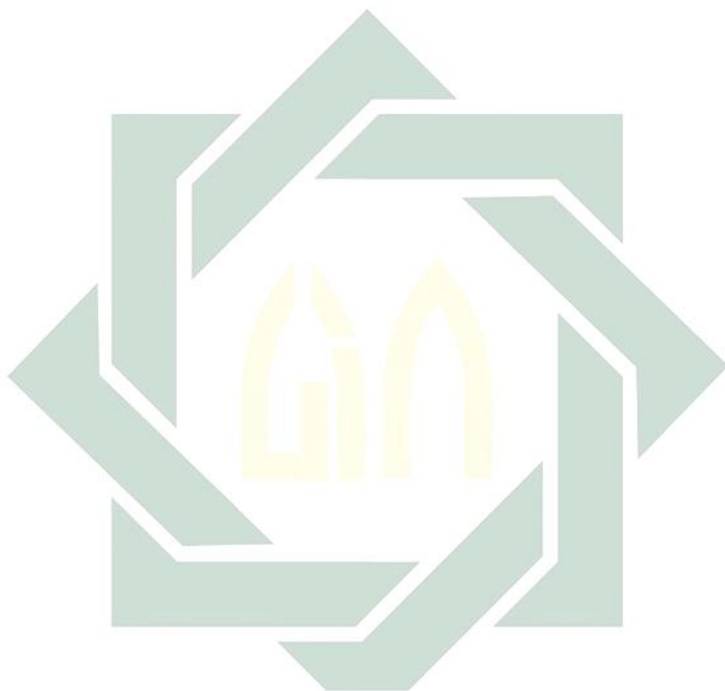
Kata Kunci: *strategi kesopanan guru, pemberian saran, presentasi proposal skripsi*.

Dalam proses belajar dan mengajar, interaksi antara guru dan murid mampu mempengaruhi kualitas hubungan mereka. Salah satu strategi yang bisa dilakukan guru ketika berinteraksi adalah dengan menggunakan strategi kesopanan. Namun ketika guru menggunakan strategi kesopanan dalam memberikan saran terhadap presentasi murid, tidak semua murid meresponnya dengan baik. Penelitian ini dilakukan untuk mengetahui strategy kesopanan apa saja yang digunakan oleh guru ketika memberikan saran dalam presentasi murid dan mendeskripsikan bagaimana respon murid terhadap strategi kesopanan guru. Ada empat strategy kesopanan berdasarkan teori dari Brown dan Levinson, yaitu: bald on record, off record, positive politeness dan negative politeness. Peserta dalam penelitian adalah guru dan murid dalam presentasi proposal skripsi tahun 2018. Peneliti menggunakan dua instrumen penelitian, yaitu rekaman video dan kuesioner. Lalu, peneliti menggunakan metode deskripsi kualitatif. Untuk menganalisa data, peneliti menggunakan koding. Hasil menunjukkan bahwa, selama periode bulan juli sampai dengan oktober 2018 terdapat 4 guru yang menjadi penguji dalam presentasi proposal skripsi. Dari 37 ucapan guru ketika memberikan saran, 24 masuk menggunakan bald on record, 6 menggunakan kriteria off record, dan 7 menggunakan positive politeness strategy. Lalu, hasil dari kuestioner yang diberikan kepada 40 murid yang menjadi audien menunjukkan bahwa 71.2% dari respon murid menyatakan setuju dengan strategi kesopanan yang dilakukan guru. Dapat disimpulkan bahwa guru yang menjadi penguji dalam presentasi proposal skripsi selama periode bulan juli sampai oktober 2018 cenderung untuk menggunakan bald on record, off record, dan positive politeness strategy. Strategy tersebut baik untuk digunakan, karena melihat fakta bahwa 71.2% dari respon siswa menyetujuinya.

TABLE OF CONTENT

PERNYATAAN KEASLIAN TULISAN.....	ii
ADVISOR APPROVAL SHEET.....	iii
EXAMINER APPROVAL SHEET.....	iv
SURAT PERNYATAAN PUBLIKASI.....	v
ABSTRACT.....	vi
TABLE OF CONTENT.....	xi
LIST OF TABLE.....	xiii
LIST OF ABBREVIATIONS.....	xiv
CHAPTER I	
INTRODUCTION.....	1
A. Background of The Study.....	1
B. Research Questions.....	5
C. Objectives of The Research.....	5
D. Significance of The Research.....	5
E. Scope and Limit of The Study.....	6
F. Definition of Ket Term.....	7
CHAPTER II	
REVIEW OF RELATED LITERATURE.....	9
A. Theoretical Framework.....	9
1. Politeness Strategy.....	9
2. Feedback.....	15
3. Student's Response.....	18
4. Thesis Proposal Presentation.....	21
B. Previous Study.....	22
CHAPTER III	
RESEARCH METHOD.....	25
A. Approach and Research Design.....	25
B. Setting of The Study.....	25
C. Data Collection Technique.....	26
D. Research Instrument.....	28
E. Data Analysis Technique.....	31
CHAPTER IV	
RESEARCH FINDING.....	36
A. Findings.....	36
B. Discussions.....	47
CHAPTER V	
CONCLUSION AND SUGGESTION.....	52

A. Conclusion.....	52
B. Suggestion.....	53
REFERENCES.....	54



LIST OF TABLE

Table 2.1: Summary of Politeness Strategy by Brown and Levinson.....	18
Table 3.1: Example of The Questionnaire.	35
Table 3.2: Example Table of Teacher's Politeness Strategy Result.....	38
Table 3.3: Brief Description of The Research Methodology.....	39
Table 4.1: Observation Results on Teacher's Politeness Strategy.....	44
Table 4.2: Students' Response toward Teacher's Feedback.....	49
Table 4.3: Students' Response toward Teacher's Politeness Strategy	54

LIST OF ABBREVIATION

A large, light green watermark of the UINSA logo is centered on the page. It features a stylized geometric design with a central yellow sun-like shape and a green star-like shape, surrounded by a complex, interlocking geometric pattern.

BOR	Bald On Record
CMDA	Computer Mediated Discourse Analysis
EFL	English Foreign Learner
ETED	English Teacher Education Department
FTA	Face Threatening Act
NP	Negative Politeness
OR	Off Record
PP	Positive Politeness
RQ	Research Question
UINSA	Universitas Islam Negeri Sunan Ampel

CHAPTER I

INTRODUCTION

A. Background of The Study

Interactions between the teacher and the students, such as treating or responding to each other, are commonly found in teaching and learning process. Those interactions will develop a relationship between the teacher and the students. The way teacher interact to the students will influence the quality of the relationship between teacher and students. For the examples, the way teacher acts and talks to the students will influence the students' responses. According to Brown and Levinson, there are strategies that used by the teacher when she or he interacts to the students. Those strategies were used to develop the relationship between the teacher and the students. The strategies were used is the politeness strategy.¹

The purpose of doing those strategies is to develop the quality of the relationship between the teacher and the students. But when doing the preliminary research, the researcher found some problems related to the politeness strategy used by the teacher.

The researcher does the preliminary research in UIN Sunan Ample Surabaya, specifically in the Thesis Proposal Examination of English Teacher Education Department. In this examination the researcher found that the teacher who become the examiner uses politeness strategy when giving the feedbacks. The feedback is related to the students' presentation. There are some problems when the teacher gives the feedback. Some students feel uncomfortable with the teacher's strategy in giving feedback. The way teacher in giving the feedback make them feel nervous, afraid, and threatened. It worsening the relationship between the teacher and the students.

The problems happened only to the some students. There are students who accept the teacher's feedback well. They do not feel nervous or afraid. According to the problems, the type of feedback used by the teacher is equally corrective feedback. So the researcher assumes that the problem does not come from the type of feedback. The problem happened because the teacher's politeness strategy when giving the feedback. The teacher

¹ Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press.

usually uses different politeness strategy when giving the feedback, so it make different response from the students.

From those phenomenon, the researcher decides to do a research in Thesis Proposal Presentation in English Teacher Education Department of UIN Sunan Ampel Surabaya. The researcher does the research here because when the researcher does the preliminary research, the researcher found that the phenomenon also happened in Thesis Proposal Presentation. The researcher investigates what politeness strategy used by the teacher. The researcher also describes what the students' response toward teacher's politeness strategy.

There are some previous study related to the research. The previous proves that teacher's politeness strategies are important. Teacher's politeness become important after a study case done by Liu Peng. In his research on college teacher's politeness strategy in EFL classroom. He finds that in the process of teaching and learning activity, teachers' language plays a very important role in EFL classroom.² No exaggeration to say that teachers' language is indispensable to effective communication in class. He finds out that the college teacher conducts his class on term of politeness strategy in a practical way. Evidently the adoption of politeness strategies shortens the teacher-student social distance, makes the class interesting, and in turn facilitates English teaching and learning.³ As Liu Peng found, communication is always happened in teaching learning process. When the teacher's act in communication is delivered politely, the students will give a good response. Then it will shorten the teacher students social distance.

The previous study proves that the most of EFL college teachers use politeness strategy. Politeness strategy used by the college teacher influences the quality of student-teacher relationship. The reason why the researcher chooses college teacher politeness strategy is because this research had been done also in the univesity. Especially the research does in English Teacher Education Department (ETED) of UIN Sunan Ampel Surabaya.

English Teacher Education Department of UIN Sunan Ampel Surabaya is a course in UIN Sunan Ampel which learn English intensively as the

² Peng, L., Cai, L., & Tan, X. (2012). *Research on college teachers' politeness strategies in EFL classroom*. Journal of Language Teaching and Research, Vol.3.

³ Ibid. Page 114.

foreign language. Same as the previous study, here the researcher has found many politeness strategies used by teacher. Politeness strategy particularly found on the teacher who become the examiner of thesis proposal examination. It is an examination for the eighth semesters students of English Teacher Education Department before they take the thesis examination. This examination uses presentation method done by the students. In this examination, after the students' classroom presentation, the teacher will give some feedbacks related to it. When the teacher gives the feedback, the researcher found that the teacher frequently uses politeness strategy. The researcher then focuses only on the teacher's politeness strategy when giving feedback to make this research different with the previous research. the researcher focuses only on teacher politeness strategy when giving feedback during thesis proposal presentation.

This is important to do this research in UIN Sunan Ampel Surabaya according to the vision of English Teacher Education Department of UIN Sunan Ampel Surabaya. "Create a professional English graduate, who has intellectual property, spiritual maturity, behavioral wisdom, and high competitive."⁴ Politeness strategy is the one way of being the teacher who has the good attitude. After finishing this reasearch the teacher, the students, and especially the readers will know what is politeness strategy, how many types of politeness strategy, and how the students response toward teacher politeness strategy. By understanding teacher's politeness strategy, students who graduated from English Teacher Education department of UIN Sunan Ampel will be the teacher who have the rich of intellection, the maturity of spiritual, and the wisdom of behaviour.

The researcher does the research in UIN Sunan Ampel Surabaya, especially in Thesis Proposal Examination of English Teacher Education Department. This examination uses presentation and many audiences join the class. When doing presentation, students use English as foreign language. This examination also has a session after presentation where the teacher will give some feedbacks toward the students' classroom presentation. All of those variable are suitable with this research, including teacher politeness strategy in giving feedback on EFL Classroom presentation.

⁴ Official website of Faculty of Tarbiyah and Teacher Training of UIN SunanAmpel Surabaya. 23.07.2018. <http://ftk.uinsby.ac.id/jurusan/pendidikan-bahasa/prodi-pbi/visi-misi.html>

The researcher examines what politeness strategy used by teacher in thesis proposal examination when the teacher gives the feedbacks to students' classroom presentation. The Politeness strategies are based on David and Levinson's Theory. The main focus of Brown and Levinson's politeness theory was the notion of face.⁵ They mentioned that face refers to the public self-image that every member wants to claim for himself. It concludes type of politeness strategy and the characteristics of it. According to Brown and Levinson, there are four kinds of politeness strategy. The first is bald on-record, positive politeness, negative politeness, and off-record.

Some other previous studies have been done by another researchers, including by Jiang on Teacher's politeness in EFL class (a case study of Chinese EFL learners). She concludes that politeness does exist in EFL classroom and it does contribute to both teaching and learning. Politeness in classroom contributes to the effective relationship, create friendly and lively atmosphere and will affects the mutual understanding and the relationship between student and teacher.⁶ The other study conducted by Peng, Cai, and Tan on teacher's politeness strategies in EFL classroom claims that teachers in EFL classroom are highly aware of politeness strategies, and often used negative politeness and positive politeness as their strategies in classroom. They prefer to use positive politeness as it helps the students to develop their relation to the teacher.

Those previous studies are emphasizing more on communication in classroom. But so far, no one of those researchers take the focus on students' perspective. Knowing students' responses toward teacher's politeness strategy are also important. After reading this research, the reader will understand not only teacher's politeness strategy, but also students' responses. However, teacher's politeness, teacher's feedback, and students' response have the correlation to each other. Those things play an important role in classroom interaction but less attention was given in the previous study. Therefore, this study focuses on investigating the politeness strategy used by teachers in giving feedback on seminar class, not on the whole of teaching process but only on classroom presentation.

⁵ Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press.

⁶ Jiang, X. (2010). A case study of teacher's politeness in EFL classroom. *Journal of Language Teaching and Research*, Vol.1, No.5, pp. 651-655.

B. Research Questions

Based on research background above, the researcher formulates two research question to guide this research.

1. What are politeness strategies used by teacher in giving feedback during thesis proposal examination?
2. What are the students' responses toward teacher's politeness strategy in giving feedback?

C. Objectives of the Research

Based on the research question, the objectives of this study are:

1. To investigate the politeness strategy which is used by the teachers in giving corrective feedback during Thesis Proposal Presentation of English Teacher Education Department of UIN Sunan Ampel Surabaya.
2. To describe the students' response toward teacher's politeness strategy in giving corrective feedback during Thesis Proposal Presentation of English Teacher Education Department of UIN Sunan Ampel Surabaya.

D. Significance of the Research

To know more how the researcher gets the significance, here the researcher states below. This research is expected to give benefit for teacher, student, and also the next researcher.

- a. *For the teacher/lecturer*, the result of this study can be used for teachers to reflect their methods in giving feedback to their students and also as a media for student – teachers to develop their awareness to save their students' face by choosing the appropriate politeness strategy when giving feedback to the students. By developing awareness, teachers can help bridge the gap between teachers and students, also to create a relaxing and friendly atmosphere. If teachers are able to develop their awareness, hopefully it will help the students to receive more positive results.
- b. *For the students*, the result of the study can be used to help them to be wiser in giving opinion to any teachers they meet. Student will understand that in each teacher's feedback in their

presentation, there are always a reason to make them better in mastery the material or in their daily life.

- c. *For the next researcher*, after read this research the researcher hopes that there will be the next researcher who continuing the theme of this research. There are many types of feedback used by teacher during teaching learning process. In this reasearch, the reasearcher only takes teacher's oral feedback. Especially the researcher only does the research on the teacher's corrective feedback during classroom presentation. For the next researchers who will take the same theme, they can do the research on teacher's written feedback.

E. Scope and Limit of the Study

This research has the scope and limitation as follow:

- a. **Scope of the study**
The scope of this study is only on politeness strategy that be used by teacher of English Teacher Education Department in giving feedback to the students' oral presentation. Specifically, the classroom presentation is recorded in thesis proposal examination class. So the data is taken from eighth semester students of English Teacher Education Department (ETED) of UINSA Surabaya who are doing thesis proposal examination. Furthermore, the study will be limited to the eighth semester students who will be doing thesis proposal examination in English Teacher Education Department of UIN Sunan Ampel Surabaya in academic year 2018/2019.
- b. **Limitation of the study**
The researcher has the limitation for the students response in this research. The researcher only takes the students' response which related to teacher's politeness when giving feedback. This response will be taken after the class by giving the questioners to students who become the participants of classroom presentation. So that the researcher makes the questioner talking only how students response to teacher's politeness in giving feedback. The researcher also limiting the politeness strategy in this research based on Brown and Levinson's theory. Accroding to Brown and Levinson there are four kind of politeness strategies. There are Bald on-record,

positive politeness, negative politeness, and off-record strategy.

F. Definition of Key Terms

The researcher writes down some definitions of key terms in order to support the readers understand this study easily and have the same interpretation as the writer.

1. Politeness Strategy

Politeness strategy stands for the way people use the language while they are having interaction or communication.⁷ In meaning that, it shows how to use the language and conduct the conversation run well and go smoothly. In case of communication, however, everyone wants to be understood and not to be disturbed by others while communicating. In this research, politeness strategy means all the strategies that politely used by teacher in doing communication to student during classroom presentation. The strategy includes all of the teacher's statements and explanations when giving the corrective feedback.

2. Feedback

One way of understanding feedback is to see it as the information that students are given about their performance with the intention of guiding them in acquiring desired attitudes and skills".⁸ Hattie and Timperley, modestly say feedback to be "one of the most powerful influences on learning and achievement".⁹ Feedback in this research is meant as teachers' corrective feedback toward students' oral presentation in thesis proposal examination class. The feedback here is the oral feedback.

⁷ Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press.

⁸ Westberg, J. and Hilliard, J. (2001). *Fostering reflection and providing feedback: Helping others learn from experience*. New York: Springer Publishing Company.

⁹ Hattie, J. and Timperley, H. (2007). *The power of feedback. Review of Educational Research*. CA: Teller Road, Thousand Oaks.

3. Presentation

A presentation is a formal talk to one or more persons that “presents” ideas or information in a clear, structured way. All presentations have a common objective. They are given in order to inform, train, persuade or sell. The key factors of any successful presentation are the audience, the contents of the presentation itself, and the presenter. The starting point should always be the audience. If you consider their needs and interests you cannot get off to a bad start.¹⁰ In this research presentation means the activity of formally presenting thesis proposal. Doing by students in the classroom during the learning process. This presentation has a teacher as the leader of the presentation.

4. Students’ Response

Response is an act of responding. So student’s response means that it is the students act in replaying what the teacher done in classroom. It is including the teacher act, language, or strategy during teaching learning process.¹¹ In this research, student’s response is the students opinion of responding the teacher politeness startegy.

¹⁰ Normandy, Elizabeth, (2007) "Let Students Participate Actively ," Teaching and Learning Center, [www.allacademic.com p/ 2796-98-index.html](http://www.allacademic.com/p/2796-98-index.html)

¹¹ Osler, A. (2010). *Students’ perspectives on schooling*. England: Open University Press.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature which is used in the research. Related to the research, the researcher has divided the review of related literature into four parts. Those parts are politeness strategy, corrective feedback, the students' response, and thesis proposal presentation. Each part of review of literature has been explained briefly based on the theory which related to the research.

A. Theoretical Framework

1. Politeness Strategy

In everyday conversation, there are ways to use to get what we want. When we are with a group of friends, we can say to them, "Go give me a cup of tea!", or "Shut-up!" However, when we are surrounded by a group of adults in a formal setting, in which our parents are attending, we must say, "Could you please bring me a cup of tea, if you don't mind?" and "I'm sorry, I don't mean to disturb you, can you lend me fifteen dinars"? In different social situations, it is necessary to adjust our choice of words to fit the occasion. If we reverse the utterances above, it would seem impolite and unacceptable.

In other situation, the speaker may threaten hearer's face. The act to threaten hearer's face (conscious or unconsciously) is called Face Threatening Act (FTA). It is an act where the speaker tends to speak in ways that runs contrary to the face wants of the hearer in an interaction either an act to threaten positive or negative face wants.¹²

The term "politeness strategies" refers to verbal message strategies that satisfy the hearer's face. A politeness strategy is used to prevent a violation of the hearer's face. In order to avoid Face Threatening Act (FTA) or at least minimize a possible threat, speakers use various strategies.

Politeness strategies vary from language to language and

¹² Bou-Franch, P., & Conejos, P. (2003). *Teaching linguistic politeness: A methodological proposal*. International Review of Applied Linguistics in Language Teaching, Vol. 41, pp.1-22.

within each society. At times, the wrong strategies can have disastrous effects. This can occur when languages are used by non-native speakers. According to many linguists, the importance of politeness strategies lies in maintaining a social order and see it as “a precondition of human cooperation”. Lakoff said that the purpose of politeness is to avoid conflicts.¹³ Politeness strategies are learned when the mother tells her child to greet his uncle, or to thank someone who has, for example, given him sweets. It seems to be very important to stick to these conventions, which have developed since human being exist.

In an interaction, speakers will choose from a set of five strategies to avoid or mitigate FTAs, described by Brown and Levinson that sum up human “politeness” behavior: Bald on Record, Negative Politeness, Positive Politeness, and Off Record-indirect strategy.

a. Bald on Record

This strategy “bald on record” is ranked as the most direct strategy. It refers to the expression of an act in the most direct way. It requires no effort from the part of the speaker to reduce the impact of the FTA's. “Bald on record” covers strategies usually using the imperative form without any redress, and it is employed when the face threat is minimal. Using this strategy, it is likely to shock the persons to be addressed, embarrass them or make them feel a bit uncomfortable. However, this type of strategy is commonly found with people who know each other very well, and are very comfortable in their environment, such as close friends and among family members.

On record includes: without repressive action, baldly; and with repressive action. To speak on record without repressive action involves speaking clearly and in a concise way. As Brown and Levinson state:¹⁴

... (a) S and H both tacitly agree that the relevance of face

¹³ Lakoff, R.T. & Ide, S. (2005). *Broadening the horizon of linguistic politeness*. John Benjamins Publishing Company.

¹⁴ Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press. Page 69.

demands may be suspended in the interests of urgency or efficiency; (b) where the danger to H's face is very small, as in offers, requests, suggestions that are clearly in H's interest and do not require great sacrifices of S (e.g., 'Come in' or 'Do sit down'); and (c) where S is vastly superior in power to H, or can enlist audience support to destroy H's face without losing his own.

From the excerpt above, it is understood that bald-on record strategies are adopted in the following cases. When the act performed demands or requires more efficiency for example in emergencies. When the act is addressed to someone who is well-known or familiar to the speaker, this is referred to as "weightiness" which is small in this case. When the Face Threatening Act (FTA) is for the benefit or the interest of the hearer. When a difference in power that is to say the powerful interactant will employ the most direct way.

On the other hand, doing an act with redressive action will attempt to reduce the face threat using modifications and additions for example the insertion of the word "please". Redressive action is also subcategorized into two types which are positive politeness and negative politeness.

b. Positive Politeness

The important feature of positive politeness is to share some degree of familiarity with people. It can be considered as the code or language of intimacy. It Aims to recover any threats to positive face, it treats the addressee as a member of an in- group, a friend, a person whose desires and personality traits are known and liked. It is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). Positive politeness is meant to establish a feeling of solidarity between the speaker and the hearer by choosing from number of strategies.

Brown and Levinson propose three broad strategies that convey positive politeness, the first one is claiming common ground with others and it means that the speaker and the hearer have many things in common, such as the same

interests and attitudes and group membership. Group membership is realized using address terms like "sister" and "honey". Sharing similar interests includes commenting on other's appearance and possessions. The second strategy of positive politeness is linked to cooperation between the interactants. It is to be aware and interested in the hearer such as taking his opinion. The third strategy is to accomplish the others wants and desires such as sympathy. According to Brown & Levinson, these strategies include the following:¹⁵

- 1) Notice, attend to hearer (his interests, wants, needs, goods)
- 2) Exaggerate (interest, approval, sympathy with hearer)
- 3) Intensify interest to hearer
- 4) Use in-group identity markers
- 5) Seek agreement
- 6) Avoid disagreement
- 7) Presuppose/raise/assert common ground
- 8) Joke
- 9) Assert or presuppose speaker's knowledge of concern for hearer's wants.
- 10) Offer, promise
- 11) Be optimistic
- 12) Include both speaker and hearer in the activity
- 13) Give (or ask for) reasons
- 14) Assume or assert reciprocity
- 15) Give gifts to hearer (goods, sympathy, understanding, cooperation)

According to these strategies, the conclusion is the positive politeness strategy makes the hearer feel appreciated by the speaker, and this can express solidarity and familiarity between individuals. Positive politeness strategy tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the Face Threatening Act).

¹⁵ Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press. Page 103-129.

c. Negative Politeness

Unlike the positive politeness strategies that aim at the realization of solidarity, Brown and Levinson's negative politeness strategies function to increase the social distance between interlocutors. It is essentially avoidance-based, it dictates that the speaker respects the addressee's negative face and will not interfere with his or her freedom of action. Brown and Levinson identify these strategies as follows:¹⁶

- 1) Be conventionally indirect
- 2) Question, hedge
- 3) Be pessimistic
- 4) Minimize the imposition
- 5) Give deference
- 6) Apologize
- 7) Impersonalize speaker and hearer
- 8) State the Face Threatening Act (FTA) as a general rule
- 9) Nominalize
- 10) Go on record as incurring a debt, or as not indebteding hearer

Here are the example and conclusion. Be indirect: "I'm looking for a comb." Forgiveness: "You must forgive me but...." Minimize imposition: "I just want to ask you if I could use your pen?" Pluralize the person responsible: "We forgot to tell you that you had to accomplish your work this week." This takes all responsibility off of only you, even if you were the person responsible for telling this to the hearer. In those situation you are hoping that you will not have to ask directly, so as not to impose on the hearer. Therefore, by using this indirect strategy, you hope they will find one for you.

The main focus for using this strategy is to assume that you may be imposing on the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation.

d. Off record

The fourth strategy of Brown and Levinson is the off

¹⁶ Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press. Page 132-211.

record which they mean that a certain act can be performed in an unclear and indirect way. Off-record indirect strategies minimize the pressure that is on the speaker by avoiding the direct Face Threatening Act (FTA), and thus, one becomes free from any imposition. Trying to explain how off-record strategies help the speaker avoid doing an FTA in the most direct way, Brown and Levinson state:¹⁷

... the actor leaves himself an 'out' by providing himself with a number of defensible interpretations; he cannot be held to have committed himself to just one particular interpretation of his act. Thus, if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off record and leave it up to the addressee to decide how to interpret it.

Here are some examples. Give hints: "It's cold in here." Be vague: "Perhaps someone should have been more responsible." Be sarcastic, or joking: "Yeah, he's a real rocket scientist!"

As a matter of fact, these strategies are not universal - they are used more or less frequently in other cultures. For example, in some eastern societies the off-record indirect strategy will place on your hearer a social obligation to give you anything you admire. So speakers learn not to express admiration for expensive and valuable things in homes that they visit. In fact, if one thinks of politeness, it is to think of 'negative politeness' more than "positive politeness", Leech claims 'negative politeness' is a more 'weighty' consideration than "positive politeness".

¹⁷ Sifianou, M. (2000). *Politeness phenomena in England and Greece : a crosscultural perspective*. Oxford: Clarendon Press. Page 79.

Table 2.1 Summary of Politeness Strategies by Brown and Levinson

Politeness Strategies	Characteristics
Off record	Indirect and ambiguous by using metaphor, irony, rhetorical questions or by giving many hints.
Bald on record	Very direct, concise and unambiguous. Usually used in an emergency situation or when speaker has greater power over the hearer where the tendency to perform FTA is very small.
Negative politeness	More to hearer's basic wants and self – determination. The speaker will not (or at least minimize) interfere the hearer's freedom of action.
Positive politeness	When the speaker has an orientation to make the hearer give positive face. The possibility of face threat is minimized by perform this strategy, as the speaker assume that in general the speaker's want is at least some of hearer's wants.

2. Feedback

Feedback is a term that has numerous definitions, and it has been proven relatively difficult to define precisely. Moreover, feedback can relate to several issues, and it can be used for different purposes. Here, however, the focus is on education and thus definitions related to that context are presented. One way of understanding feedback is to see it as “information that students are given about their performance with the intention of guiding them in acquiring desired attitudes and skills”.¹⁸

A dictionary defines feedback in the following way: “helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc.”¹⁹ From this statement,

¹⁸ Westberg, J. and Hilliard, J. 2001. *Fostering reflection and providing feedback: Helping others learn from experience*. New York: Springer Publishing Company.

¹⁹ Merriam-Webster Dictionary. 20.06.2018. <http://www.merriam-webster.com/>

one can already see that feedback can be given on multiple issues and with different approaches. What is important, however, is the fact that it is given in order to improve the receiver's performance in the future.

The definition that the researcher will use in the present study is Moss' and Brookhart's definition of feedback as "a teacher's response to student work with the intention of furthering learning".²⁰ This simple definition takes into consideration not only the fact that teacher's must often reply to students' work by giving suitable feedback, but also the issue of the usefulness of feedback. After all, a teacher's job is to make sure people learn the topics they are meant to learn, with the focus on effective learning and thus also effective feedback.

Related to the research, the researcher does not investigate all of type of teacher's feedback. As we know there are a lot of feedback's type. The researcher focuses only on the corrective feedback that used by the teacher during thesis proposal presentation.

Corrective feedback has received a significant amount of attention in the research field and it has been studied from different perspectives. Thus, the researcher consider this topic to be important also for this research and have covered corrective feedback relatively extensively here. There are previous researchers who find corrective feedback to be even unnecessary, and, in fact, feel people learn best without the focus on error correction. This field of research is based on Krashen's and Chomsky's views about learning: according to Chomsky, there is a Universal Grammar system build in us that helps us learn, and thus we do not need to specifically focus on errors.²¹

The theory of Universal Grammar supports the fact that positive evidence is sufficient for L1 acquisition. Even if proof for negative input was found by caretakers, they still believe negative

²⁰ Moss, C. M. and Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria Va.: Association for Supervision and Curriculum Development.

²¹ Smith, N. (2004). *Chomsky: Ideas and Ideals (2nd edition)*. Cambridge: Cambridge University Press.

evidence is not necessary. When it comes to learning an L2, some researchers believe Universal Grammar is available during the learning process here as well, while others see negative evidence as essential to learning. However, there is a middle line to these opposite views, where the effect of negative evidence and the importance of it is acknowledged, but it cannot have any effect on L2 interlanguage grammar.²²

As for Krashen, he sees correcting as unnatural and unnecessary, arguing that children should learn languages naturally, without interference and error correction from an adult. Related to this is Krashen's theory of comprehensible input, which is a factor making foreign language learning or second language learning easier for people.²³ However, most researchers nowadays have acknowledged the important role of corrective feedback, and the next paragraphs seek to present the issues relating to it.

Lyster and Ranta have divided corrective feedback into six categories, and their definitions have been used on several studies later on.²⁴

- 1) First, according to them, explicit correction occurs when a teacher provides a correct form, indicating that what the student said was incorrect.
- 2) Second, recasts refer to reformulation of all or part of the student's utterance, except the error.
- 3) Third, clarification requests indicate that there is something wrong in the student's utterance, or that it has been misunderstood.
- 4) Fourth, metalinguistic feedback occurs when a teacher does not explicitly provide the correct form, but uses comments, information or questions in order to help a

²² Profozic, M. N. (2013). *The effectiveness of corrective feedback and the role of individual differences in language learning: A classroom study*. Frankfurt: Peter Lang GmbH, Internationaler Verlag der Wissenschaften.

²³ Usó-Juan, E. and Ruiz-Madrid M.N. (2006). *Pedagogical reflections on learning languages in instructed settings*. Cambridge: Cambridge University Press.

²⁴ Lyster, R. and Ranta, L. (1997). *Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. Studies in second language acquisition*. Page 37-66.

student.

- 5) Fifth, elicitation refers to the ways teacher can directly use to get the correct form from a student. It can be done by pausing the speech, asking to reformulate, or asking questions to get the correct form.
- 6) The sixth and final type of corrective feedback is repetition, which occurs when a teacher repeats a student's erroneous utterance, often using intonation as help.

Moreover, it always depends on the situation and the case when deciding what corrective feedback type to use. For example, if the goal of the task is to simply produce the right form of the word, then a teacher can simply repeat the incorrect form or even provide the correct form. Time, unfortunately, is often in short supply in classrooms, and thus it is not always possible to spend a great amount of time trying to get students to correct their mistakes. Thus, explicit correction is often used when correcting errors.

3. Students' Response

Students' views and their feedback to teachers and to each other should be taken into account in every class.²⁵ A teacher surely knows the basis for teaching, and what is considered to be effective, but it is also essential to hear the students' ideas. Moreover, with the help of the students, teachers can improve their teaching to meet the needs of a certain class or a group of people.

People are different, and thus one cannot teach everyone in the same way using the same methods. Moreover, even though the teacher has a clear message or an action plan, it is the learners' interpretation that matter in the end.²⁶ That is why teachers should observe the class and change their ways if necessary.

²⁵ Askew, S. and Lodge, C. (2000). *Gifts, ping-pong and loops – linking feedback and learning*. In Askew, S. (editor). *Feedback for learning*. London; New York: Routledge/Falmer

²⁶ Reitbauer, M., Campbell, N. and Mercer, S. (2013). *Feedback matters: Current feedback practices in the EFL classroom*. Frankfurt am Main: Peter Lang AG.

In addition, students' experiences about certain comments can be divided into information and judgement.²⁷ One should always avoid judging people, and the role of the teacher is to provide information and help students form a mindset of their own. Judging often leads to motivation problems or, unintentionally or not, given statements. Overall, students need to actually understand the feedback they get in order to succeed and for it to have an effect on their self-assessment.

According to Osler, several schools lack the capability to include students in the decision-making process.²⁸ It seems strange that schools are specifically designed for children, but children do not have a say in the development processes. Moreover, this ruling of schools makes students frustrated, because they feel that their opinion does not matter at all.

A study conducted in the mid 1980's by Preston et al, already gave some insights into what students' find to be effective oral feedback.²⁹ They recorded speeches given by students along with the instructor's oral feedback. Students were then asked what aspects of the feedback they find helpful and whether some of the feedback would increase or decrease their self-esteem.

Personally directed feedback and feedback that focuses on certain features of the speech was found to be most helpful by the students. Complements were said to make them feel good, but not significantly improve their skills. Negative feelings were sometimes caused by critique from the instructor. Most of all, this study shows that students want to receive quite specific feedback and feedback that they can relate with or understand. They also state that teachers should use both positive and negative feedback, because critical but constructive feedback is seen as helpful, and positive feedback promotes good self-esteem.

²⁷ Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria Va.: Association for Supervision and Curriculum Development.

²⁸ Osler, A. (2010). *Students' perspectives on schooling*. England: Open University Press.

²⁹ Preston, T. L. and Todd-Mancillas, W. R. (1985). *A grounded ethnographic inquiry into teacher oral feedback*. Denver/Colorado: U.S Department of Education.

A survey studying students' perceptions about how to improve schools and how to learn effectively was conducted in English Midlands, and 13 schools participated in the study, forming the data. The results show that there is indeed a great deal one can improve in schools.

First of all, students often requested more innovative teaching and the use of multiple teaching styles. Relating to this, they wanted to get more positive feedback and encouragement instead of error correction. This is an essential remark. Since some studies also point out that students want their errors corrected.

Second of all, teachers should listen to students more when giving feedback. Again, the feedback and the signs from students are vital and every teacher should be willing to notice the requests and change his/her behavior accordingly. Third of all, students in this study were worried about the pressures they felt from the teacher to succeed and perform well.

In other words, the students felt that they could not always fulfill their teachers' wishes. This is an interesting remark, since it should not be about what the teacher wants, but about what the student feel is useful and important to learn within the guidelines. Finally, students expect teachers to treat them with respect, since they are also respecting the teacher in return. Overall, fair and equal treatment is valued.

Noora Pirhonen finds that it was not surprising that nearly every student quite agreed or totally agreed that getting feedback is important to them. This supports the fact that feedback clearly is appreciated and wished from the students' side.³⁰ She also adds that the overall usefulness of oral feedback was asked by stating that oral feedback is not useful.

Here, the results were not surprising, since the large majority answered to slightly or totally disagree with the statement. Relating to this, another question was asked if oral feedback makes students feel anxious. This is, naturally, a feature one would not hope to achieve when providing feedback. Instead, feedback should be

³⁰ Pirhonen, Noora. (2016). *A Master's Thesis: Students' perceptions about the use of oral feedback in EFL classrooms*. University of Jyväskylä

anything else but that, such as motivating and inspiring. Again, the majority disagreed that feedback makes them feel anxious.

4. Thesis Proposal Presentation

According to Baker, presentation is like a formal conversation, speaking to group as a natural activity.³¹ The purpose of this practice is to communicate. It is design to inform or persuade the audience. Presentation should have been structured and planned carefully. In addition the presenters can support their presentation with visual aids. Meloni and Thompson state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to EFL students in all their education subject and later in their work.³²

According to Chivers and Shoolbred, doing presentation is very good learning experience.³³ In the end of oral presentation, the presenters give their audience the opportunity to ask about things that are not clear to them. The speakers answer them to complete their work.

In relation with thesis proposal presentation, the researcher found a theory conducted by Gunn.³⁴ Gunn state that an thesis presentation should not cover everything in the thesis written report. Basic background material, key findings, and the conclusions are sufficient. The presentage of information retained by someone listening to an oral presentation is very small, which is why it can never take the place thesis written report.

Gunn then adds an excellent list of what is required in order to speak well in thesis proposal examination. As follow:

- a. Directing your words as often as possible to distant parts of the room.
- b. Talking clearly in an unaffected or conversational manner without shouting.

³¹ Baker Macimllan. (2000). *Improve your Communication Skill*. Kogan. Page 115.

³² Thompson & Meloni. (1980). *Oral Reports in the Intermediate ESL Classroom*. TESOL Page 503

³³ Chivers B & Shoolbred . (2007). *A Students' Guide to Presentation Making your Count*. SAGE Publications Los Angeles: London, New Delhi, and Singapore. Page 5

³⁴ Gunn, S. J. (1975). *How to Write and Speak Better*. Reader's Digest. Sidney.

- c. A pleasantly varied voice that readily expresses shades of meaning.
- d. Direct appeal or challenge, the speaker looking at as many of the audience as possible in the eyes as often as he conveniently can.
- e. Facial expression that show an interest in the matters being talked about.
- f. Responding, as far as possible, to the way in which the audience is receiving the talk.
- g. Avoiding mannerisms such as fidgeting with clothing or object.
- h. Avoiding using many of the fillers such as er, ah, or you know.
- i. Not apologising for yourself. The audience will find faults readily enough without you advertising them.

Although these lists will probably not be a problem for the presentator, it is good to remember generally that whenever we are planning to present a report, try to check beforehand and do the techniques above.

B. Previous Study

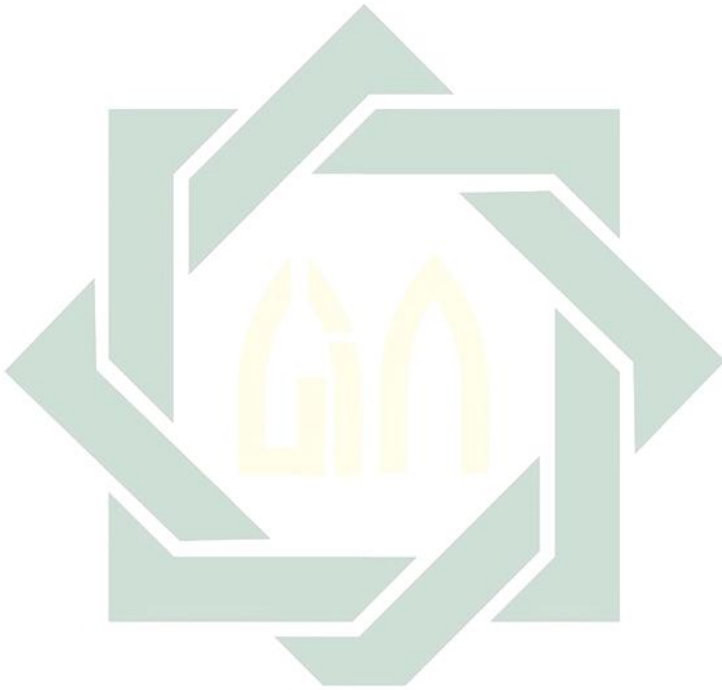
To support and to prove the originality of his research, the researcher uses some relevant previous study. The first is a qualitative study of politeness strategies used by Iranian EFL learners in a class blog, written by Mohammad Davoudi. This paper aims to analyzing politeness strategies including negative politeness, positive politeness, bald on-record, and bald-off record strategies in posts written by Iranian EFL learners in a class blog as an opportunity for asynchronous interaction in response to their teachers and peers. The participants of the study were 14 Iranian EFL learners selected based on their level of language proficiency. There were 1520 politeness utterances across all posts including 800 politeness utterances used when learners were interacting with their instructor and 720 politeness utterances used when learners were interacting with their peers. The collected data were analyzed using content analysis as well as Computer-Mediated Discourse Analysis (CMDA). The results revealed that learners frequently used positive strategies as signs of psychologically close relationship, reciprocity and friendship in a group.

The second is “Politeness in EFL Classroom Interactions and Its Implication towards EFL Teaching-Learning” written by Putu Yoga Purandina. The result of this study is to show (1) politeness was conveyed through five strategies, namely; bald-on record, positive politeness, negative politeness, off record, and saying nothing; (2) the functions of the politeness can be divided into three, namely, expressive, directive, and representative function; (3) the implication of the politeness used at the EFL classroom interaction performs in five aspects where those aspects are very influenced in the process of teaching and learning. The five aspects are efficient teaching and learning, respect communication between teacher and students, togetherness between teacher and students, cooperating interaction between teacher and students, and the use of less imposition and indirectness expression. Those aspects can motivate students and also developing a meaningful teaching and learning process.

Then a case study with the title politeness and Impoliteness Strategies used by lawyers in the Dover trial, written by Piia Kuntsi. The subject of this study was linguistic politeness and impoliteness in the speech of lawyers. The politeness theory used in this study was proposed by Brown and Levinson. According to Brown and Levinson, a person always has a positive and a negative face, a public self-image, and that he/she wants to maintain. Positive face wants entail being liked by others and negative face wants entail remaining independent. When a request or a command occurs, it is always thought of as a Face Threatening Act (FTA). According to Brown and Levinson, the speaker also wants to maintain the hearer’s face and when the speaker performs a FTA, he/she uses different negative or positive politeness strategies to tone down the request and minimize the face loss of the recipient. The impoliteness theory used in this study was formed by Culpeper. Culpeper used the theory of Brown and Levinson as a base for his impoliteness theory. According to Culpeper, the speaker does not always want to protect the face of the recipient but wants to attack the face. Culpeper then created five impoliteness super strategies that are actually opposite of the politeness super strategies of Brown and Levinson.

For the last is the study written by Akutsu Yuka with the title “Positive Politeness Strategy in Oral Communication”. This paper will provide a description and analysis of address terms in Oral Communication I textbooks, which are high school English textbooks approved by Japanese Ministry of Education, Culture, Sports, Science and Technology. The focus of the paper is on how many and what kind of

address terms are presented, which is one of the important positive politeness strategies. The ways of presentation also be examined seeing if they are suitable for the learners in the light of the findings of previous studies on teaching of pragmatic skills.



CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

This study is a qualitative study. Qualitative study is defined as a research method that focuses on obtaining data through open-ended and conversational communication. This method is not only about “what” people think but also “why” they think so. The qualitative research method allows for in-depth and further probing and questioning of respondents based on their responses, where the researcher also tries to understand their motivation and feelings.

This research is counted as qualitative study because the design, the data collection technique, and the data analysis are based on the characteristic of qualitative study. The study was conducted at English Teacher Education Department (ETED) of UIN Sunan Ampel Surabaya, East Java, Indonesia. This study was done when the eighth semester students of English Teacher Education Department of UIN Sunan Ampel Surabaya doing classroom presentation in thesis proposal examination class. ETED’s teachers are required to give oral feedback in English to their students. Thus, the context is suitable, considering that the focus of this study is to investigate the politeness strategy used by teacher in giving feedback. The main focus of the study is to determine the domain of politeness strategy used by teachers when giving feedback to students’ presentation and how students’ response are.

B. Settings of Study

The research location of the study was conducted on the thesis proposal examination. It is an examination before the thesis examination for the students of English Teacher Education Department of UIN Sunan Ampel Surabaya. The participants for the study were the nonnative teachers and nonnative students of English Teacher Education Department who become the examiner of thesis proposal examination class. According to the statement above, the participant are the teachers who become the examiner on those examination during the period from august until October. The use of non-native teacher as the participants was because both the teachers and the students were nonnative. Thus, they share the similar politeness value with other nonnative speakers. The

researcher chooses those class because all the aspects which needed is ready in thesis proposal presentation. The aspects in this research mean that there is the teacher who gave the feedback to the students' presentation, the teacher also use politeness strategy when giving the feedback, and there are students who become the audiences of the thesis proposal presentation.

This examination uses presentation which is done by the students. When doing presentation, students use English as foreign language. In those examination also has a session after presentation where the teacher will give some feedback toward classroom presentation. All of those variable are suitable with the research, including teacher politeness strategy in giving feedback on thesis proposal presentation.

The researcher investigates four class of thesis proposal presentations. Those class are investigated during period of july until october 2018. Those months are the period of thesis proposal presentation for the students who want to graduate in november 2018. Specifically, the thesis proposal presentation was done on 20th of july 2018, 23rd of august 2018, 24th of august 2018, and 2nd of october 2018.

C. Data Collection Technique

The researcher get the data based on two data collection techniques as follow:

1. Observation

According to Gay and Mills, observation is watching the participants with emphasis to understand the natural environment as lived by them, without altering or manipulating.³⁵ In observational study; the current status of phenomena is determined not by asking but by observing. By observing the classes, the researcher obtained much more objectives information.

The researcher uses video recording when doing observation. The reseracher comes to the class, then the researcher starts recording the thesis proposal presentation from the begining until the end session. The reseacher repeat it four times in the different thesis proposal presentation to get the data of observation.

³⁵ Gay, L.R., Mills. Geoffrey E. & Airasian, Peter. 2012. *Education Research: competencies for analysis and applications*, 10th Ed. New York: Pearson Education, Inc.

This technique is to investigate the politeness strategies that used by teacher when giving feedback to the students' classroom presentation. The observation was done at thesis proposal examination of English Teacher Education Department of UIN Sunan Ampel Surabaya. The researcher comes to the classroom then starts recording when teaching learning process is started. During observation, the researcher takes a seat at the back to investigate the politeness strategies during classroom presentation. The researcher records the conversation between teacher and students during learning process by using a recorder.

After get the data, the researcher writes the script from the video record to make easy in collecting data and determining the parts of the dialogues which contain the certain forms of politeness strategies used by teacher. The last, the researcher identifies the data by giving code on each data based on politeness strategies theory by Brown and Levinson.

2. Questionnaire

The quetionnaire was finished to get the data from students' response toward teacher's politeness strategy when giving the feedback. After the teaching-learning process was finished, The researcher comes infront of the class then starts asking the students that there is a questionnaire. The questionnaire was done by giving it to all of the students one by one. It asks about the students' responses toward teacher's politeness when giving the feedback to students presentation. After get the data, the researcher analyzes it then determining the average of students' responses which they feel from politeness strategies used by the teacher.

The questionnaire consisted of 15 statements, in which the questions are multiple choice options. Those options are strongly disagree, disagree, neutral, agree, and strongly agree. The students finished the questionnaire by marking "V" on the questionnaire. The data was taken from the students who become the participant of thesis proposal presentation. The students answer all the statements based on their opinion.

D. Research Instruments

This research used four instruments to gain the data. The instruments can be seen below:

1. The Researcher

In a qualitative research, the researcher is the key instrument. As the main instrument, the researcher plans the research, collects the data, classifies the data, analyzes the data, makes the interpretation and finally reports the result of the research.³⁶ In identifying the research, the researcher needs some supporting instruments like video recorder and note. It is used to collect the data so that the researcher can collect the data easily and the data can be accurate.

2. Video Recorder

The researcher used video recorder to document all the situation and condition during thesis proposal examination. This data collection technique was used to enable the rich data. Video recorded gives the opportunity to concentrate on one individual continuously. In this research, the researcher gives more focus on examiners when they give the feedbacks toward students' classroom presentation.

3. Field Note

The researcher used field note to describe the data on the spot. The data related to what politeness strategy used by teacher in giving feedback. This data provide the evidence of common politeness strategy used by teacher. When taking the field note, the researcher noted the teacher's utterance. Then the researcher related it to the type of politeness strategy. The type of politeness strategy is based on the Brown and Levinson theory. The table below is the example of the instrument that guided the researcher when taking the field note.

³⁶ Sugiyono. 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitative, Kualitatif, dan R & D*. Bandung: CV. Alfabeta.

Table 3.1 The Example of Field Notes Guidelines

Field Note Guidelines
<ul style="list-style-type: none"> • When the presentation begin. • How many students who become the audience. • Identify teacher's utterance when giving feedback. Then relate it with the characteristic of politeness strategy. • How many teacher's utterance when giving corrective feedback. • What type of politeness strategy that be used by the teacher when giving corrective feedback.

4. Questionnaire

The researcher used questionnaire as the data collection technique to find out about the students' responses toward teacher politeness strategy. The questionnaire gave to the students directly after the course.

The questionnaire was related to students' response about teacher's politeness strategy when giving feedback. There are 15 statements used by the researcher. The students finished the questionnaire by marking "V" on the questionnaire. There are 15 statements and each statement has 5 option. Those option are strongly disagree, disagree, neutral, agree, and strongly agree. Based on Noora Phirnoen, strongly disagree and disagree means that the students do not accept the statement. In this research, it means that the students do not accept the teacher's politeness strategy. On the other hand, agree and strongly agree means that the students accept the statement. So in this research, it said that the students accept the teacher's politeness strategy.

The researcher has some indicator related to the 5 options on the questionnaire. When the students do not feel comfortable with the teacher's politeness strategy, they can choose disagree option. When the students truly do not feel comfortable and do not like the teacher's politeness strategy, they can choose strongly disagree option.

On the other hand When the students feel comfortable with the teacher's politeness strategy, they can choose agree option. Then when the students feel comfortable and they truly like the teacher's politeness strategy, they can choose strongly agree option. However, there are also students who do not listen to the teacher when giving feedback. So that for the students who do not have any idea about teacher's politeness strategy, they can choose neutral option. The table below is the example of the questionnaire which is used by the resresearcher.

Table 3.2 The Example of The Quetionnaire

No.	Question	Point				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	After listening the teacher's feedback, i understand the feedback or the problem					
2	After listening the teacher's feedback, if i get the same problem, i know how to correct it in the future					
3	I understand the feedback because of the way teacher utters the feedback					
4	I feel comfortable during the teacher gives the feedback					
5	I remember teacher's feedback well					
6	I like to listen the way teacher in saying the feedback					
7	I found that the way teacher extends the feedback is useful					
8	I have a good impression to the way the teacher extends the feedback					
9	When the teacher gives the feedback, sometime she/he does smile					

10	When the teacher gives the feedback, she/he explains it roughly					
11	When the teacher gives the feedback, she/he does some jokes					
12	When the teacher gives the feedback, she/he said the feedback clearly					
13	The teacher sometime involves the audiences when giving the feedback					
14	The teacher has never said bad words when giving the feedback					
15	The teacher is polite when giving the feedback					

E. Data Analysis Technique

The researcher used coding to analyze the data. Coding is the organization of raw data into conceptual categories. Each code is effectively a category or 'bin' into which a piece of data is placed. As Miles and Huberman note: Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study. Codes are usually attached to 'chunks' of varying size – words, phrases, sentences or whole paragraphs. These data analysis technique will be followed by some procedures. According Miles and Huberman, suggest that qualitative data analysis consists of three procedures.³⁷

1. Data Reduction

This refers to the process whereby the mass of qualitative data researcher may obtain – video observation transcripts, field notes, etc. – is reduced and organized. At this stage, researcher tries and discard all irrelevant information, but do ensure that researcher have access to it later if required.

2. Data Display

To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a

³⁷ Matthew B. Miles and Michael Huberman. (1994). *Qualitative Data Analysis*. London: SAGE.

continual process, rather than just one to be carried out at the end of the data collection.

3. Conclusion Drawing / Verification

Researcher begin to develop conclusions regarding to the study. These initial conclusions can then be verified, that is their validity examined through reference to your existing field notes or further data collection.

After those three procedures is done, researcher conducted the data coding. These are the stages of data coding according to Miles and Huberman:

- a. All statements relating to the research question are identified, and each is assigned a code, or category. These codes are then noted, and each relevant statement is organized under its appropriate code. This is referred to as open coding.
- b. The researcher rereads the qualitative data, and searches for statements that may fit into any of the categories. Further codes may also be developed in this stage. This is also referred to as axial coding.
- c. Once the first two stages of coding have been completed, the researcher should become more analytical, and look for patterns and explanation in the codes.
- d. The last stage is that of selective coding. This involves reading through the raw data for cases that illustrate the analysis, or explain the concepts.

According to data collection techniques, the researcher elaborated the data analysis technique become two parts. The researcher related the theoretical framework in the data analysis techniques. The first is observation. When doing observation, the researcher recorded all the presentation. The researcher also wrote some field notes. In analyzing the data, the observation recording was transcribed. Then, the data coded by highlighting the teachers' utterances only when giving the corrective feedback. Then the researcher classified the teacher's politeness strategy in giving feedback based on Brown Levinson and Lister theories. There are two theories that were used by the researcher, theory of politeness strategy by Brown Levinson and theory of corrective feedback by Lyster.

Before categorizing the politeness strategy, the researcher investigates the types of corrective feedback which given by the teacher. After knowing the type of corrective feedback, the researcher investigated what politeness strategy was used by the teacher when giving those corrective feedback. According to Brown Levinson, there are four kinds of politeness strategies. Then the researcher divided the teacher's politeness strategies into each kinds of politeness strategy. The data was arranged in the table which explaining what type of corrective feedback and what type of politeness strategy was used by the teacher when doing those types of corrective feedback.

Table 3.2 Example Table of Teacher Politeness Strategy Result

Teacher	Kinds of Corrective Feedback	Kinds of Politeness Strategy	Frequency
Teacher A	Metalinguistic Feedback	Bald on Record	1
		Positive Politeness	1
		Negative Politeness	2
	Explicit Correction	Bald on Record	2
Teacher B	Elicitation	Positive Politeness	1
	Repetition	Off Record	1
		Positive Politeness	1
	Metalinguistic Feedback	Bald on Record	2
		Positive Politeness	1

The researcher investigated what strategy that used by the teacher in Thesis Proposal Presentation. In the researcher's hypothesis, there are some politeness strategies which do not found. For the example, the teacher in Thesis Proposal Presentation only uses bald on record and positive politeness only. But related to the

research question, the researcher only concluded what politeness strategy used by teacher.

The classification of teacher's politeness strategy is based on Brown and Levinson's theory. The politeness strategy is identified from the teacher's utterances. The researcher identified the teacher utterance and related it with characteristic of each kind of politeness strategy. The brief explanation of the characteristic of each kind of politeness strategy is as below.

According to Brown and Levinson there are four politeness strategy. There are bald on record, off record, positive politeness and negative politeness. Bald on record on record strategy is related with directness. The characteristic of bald on record happen when there are urgency or desperation, when efficiency is necessary, when doing task oriented, when there are little or no desire to maintain someone's face.

Off record is related with indirectness. The characteristic of off record happen when the teacher using the indirect strategy. This strategy relies heavily on pragmatics to convey the intended meaning while still utilizing the semantic meaning as a way to avoid losing face.

Positive politeness strategy is related with doing what the hearer wants. The characteristic of positive politeness happen when teacher noticed to hearer, intensify interest to hearer, seek agreement, doing some jokes, and giving gifts to hearer (goods, sympathy, understanding, cooperation).

Negative Politeness negative politeness strategies function to increase the social distance between interlocutors. The characteristic of negative politeness happen when teacher be conventionally indirect, minimizing the imposition, giving deference, nominalizing.

After doing the observation, the researcher also did survey. To describe the students' response toward teacher's politeness strategy, the researcher used questionnaire. The data on student's response toward teacher politeness strategy, which is gathered through questionnaire, were transcribed. The questioner was given to the students who become the audience in the Thesis Proposal Presentation. There are five points checklists who can be chosen by students. After finishing all the questionnaire, the researcher accumulated all the checklist. Then the researcher concluded the data and described wheather the teacher's politeness strategy is

acceptable or unacceptable. Later, the response of students would be used in the result of the study. The result of the study was finished by making a conclusion based on the combination of the analysis of politeness strategy that the teacher used when they giving feedback and the students' response toward teacher's politeness strategy. The table below is the brief description of the research conducted by the researcher.

Table 3.3 The Brief Description of The Research Methodology

Research Question	Source of data	Data Collection Technique	Research Instrument
RQ 1: What are politeness strategies used by teacher in giving feedback during Thesis Proposal Examination?	The Videos of Classroom Presentation	Documentation, Obsevation	The Researcher, Video Recorded, Field Note
RQ 2: What are the students' responses toward teacher's politeness strategy in giving feedback?	Students' Respondent	Survey	Questionnaire

CHAPTER IV

RESEARCH FINDING

This chapter presents the result of the research and it is divided into two sections. The first section presents and describes the examined data from classroom observation, field note, and questionnaire. The data found are related to the teacher's politeness strategies in giving feedback and the students' response toward teacher's politeness strategy. The data found during Thesis Proposal Presentation process was ongoing. The second section consists of discussion of the data found in the first part. This section provides a deep explanation on the teacher's politeness strategies and the students' response toward teacher's politeness strategy. There are some examples for the analysis to make the explanation clear.

A. Findings

This section consists of two parts. The first part describes the findings for the types of politeness strategies used by teacher in giving feedback during Thesis Proposal Presentation. The second part describes the students' response toward teacher's politeness strategy. From the object of the research, there are 637 data found by the researcher. The data consist of 37 data uttered by the teacher and 600 data responses from the students.

1. Teacher's politeness strategy in giving feedback during thesis proposal presentation

The researcher did the observation four times, each observation had a different teacher. The teacher became the examiner in thesis proposal presentation. So the data was taken during thesis proposal presentation. The research finding was presented into several parts; first meeting of Thesis Proposal Presentation until fourth meeting of Thesis Proposal Presentation. The data was classified into six categories of corrective feedback by Lister; Explicit Correction, Recast, Clarification Request, Metalinguistic, Elicitation, and Repetition. The detail explanation is as below:

Table 4.1 The Observation Results on Teachers' Politeness Strategy in Giving Feedback

Kinds of Corrective Feedback	Kinds of Politeness Strategy	Teacher A		Teacher B		Teacher C		Teacher D	
		Data Number	Frequency	Data Number	Frequency	Data Number	Frequency	Data Number	Frequency
Explicit Correction	Bald on Record	-	-	11	1	20	1	32, 33, 34	3
	Off Record	-	-	-	-	-	-	-	-
	Positive Politeness	1	1	12, 13	2	21	1	-	-
	Negative Politeness	-	-	-	-	-	-	-	-
Recast	Bald on Record	2, 4	2	14, 15, 16, 17	4	-	-	-	-
	Off Record	-	-	-	-	22	1	-	-
	Positive Politeness	3	1	-	-	-	-	-	-
	Negative Politeness	-	-	-	-	-	-	-	-
Clarification Request	Bald on Record	5, 6, 7, 8, 9	5	-	-	23, 24, 25, 26, 27, 28, 29, 30	8	35, 36, 37	3
	Off Record	-	-	-	-	-	-	-	-
	Positive Politeness	-	-	-	-	-	-	-	-
	Negative Politeness	-	-	-	-	-	-	-	-

Metalinguistic	Bald on Record	-	-	19	1	-	-	-	-
	Off Record	10	1	-	-	-	-	-	-
	Positive Politeness	-	-	-	-	-	-	-	-
	Negative Politeness	-	-	-	-	-	-	-	-
Elicitation	Positive Politeness	-	-	-	-	31	1	-	-

The table above is the result of the observations. There are four teachers who became the examiner of thesis proposal presentation. Those teachers gave the corrective feedback to the students using politeness strategy. The researcher identified the teachers' corrective feedback first. Then the researcher identified politeness strategy that used by the teacher when giving those corrective feedback. In identifying teachers' corrective feedback, the researcher used the theory of Lister.

Based on the observation, the researcher found 37 data of teachers' utterances in giving corrective feedback. When giving the corrective feedback, the teachers in thesis proposal presentation use explicit correction, recast, clarification request, metalinguistic and elicitation feedback. The detail of explanation of each type of corrective feedback is as below.

a. Explicit correction

The researcher found 9 data of teachers' utterance who used explicit correction. Explicit correction occurs when the teacher provides the correct form explicitly. Related to the teacher's politeness strategy when giving explicit correction, the teachers used bald on record and positive politeness strategy.

The example of teacher's utterance that used positive politeness is from Teacher A utterance on feedback data 1. Then the example of bald on record strategy is from Teacher D utterance on feedback data 30.

Feedback data 1: "I'm sure that you have change it. You need to find more literature on perception. It will be easier for you to finishing this thesis. ok?"

Feedbak data 32: “you need to find more original indonesian resource to explain more what is repetitive error.”

To find what politeness strategy used by teacher when saying those statement, the researcher uses the theory of Brown and Levinson. According to them, the teacher possibly uses positive politeness in feedback data 1. Positive politeness attend to minimize the distance of the student-teacher relationship by expressing friendliness. Related to the data, there is a teacher’s statement who establish a feeling of solidarity between the teacher and the student. *“It will be easier for you to finishing this thesis. Ok?”*

The teacher also used bald on record on feedback data 32. The teacher possibly uses bald on record because it states directly. Those sentence are the point of what the teacher want to say. So the politeness strategy use by the teacher is bald on record strategy.

b. Recast

The researcher found that the teacher also uses recast. Recast refers to reformulated of the students’ utterance. According to Lister’s theory, recast feedback will do a lot of explanation because teacher tries to reformulate student’s utterance. There are 9 teacher’s utterance that used recast. 7 utterances used bald on record, 1 utterance used off record, and 1 utterance use positive politeness. Here is the the example of teacher’s utterances.

Feedback data 2: “you don’t have to present all the things in your proposal, you only need to tell me about student’s perception, schoology, and your research question.”

Feedback data 3: “you should be one hundred percent in preparing your questionnaire. Don’t be hesitate, ok?”

Feedback data 4: “I’ll repeat it. The population should be those students who enroll in classes using schoology. You have to sure.”

The politeness strategy used by the teacher on the statement above are bald on record and positive politeness. The teacher uses bald on record in the feedback data 2 and feedback data 4. Then the teacher uses positive politeness on the feedback data 3. On the data 2 and 4, the teacher said the statement directly and briefly without any ambiguous sentences. It is the characteristic of bald on record. For the data 3 the teacher try to state something interest in the student's need and also by doing smile. "*Don't be hesitate, ok?*"

c. Clarification request

When giving the corrective feedback, the researcher found many clarification request also used by the teacher. This type used when the teacher ask some questions to the students to know the students understanding or to clarify something which unclear. Based on the data for the clarification request. The teachers state 16 utterances used clarification request. All of those statement used bald on record strategy here is the exmple from Teacher A utterance who used Bald on record strategy.

Feedback data 5: "which perception. What kinds of perception did you mean?"

Feedback data 6: "did you have the literature about perception?"

Feedback data 7: "did you bring your questioner?"

Feedback data 8: "are you going to use e-survey or paper based survey?"

Feedback data 9: "what application do you use in doing e-survey?"

Related to the data, the teacher asks the student to clarify her understanding about her proposal. In politeness strategy, the strategy used by teacher is bald on record. The questions above are directly ask to the student.

d. Metalinguistic

When giving the feedback, the researcher found that the teacher also uses metalinguistic feedback. This feedback occurs

when the teacher provides the correct form inexplicitly. The teacher uses comments and information to help students. There are two utterance that used metalinguistic feedback. Two of them used off record. Here is the example of using off record when giving metalinguistic feedback.

Feedback data 10: "the instruments of the research can be put on both of data collection and data analysis technique. But there are something you need to know. Now listen to me."

Feedback data 19: "i always say to my students when they write the data analysis and collection technique, they must be inline, then... So it is also relate with your data collection technique, do you get what i mean?"

The data above prove that the teacher uses metalinguistic feedback. The teacher doesn't show the correct form of the student's mistakes directly. But the teacher tries to help the student by using an example explanation. The teacher use the other students as the example, then presuppose to follow her students.

For the politeness strategy used in feedback data 10 is off record strategy. Instead of state the correct form directly, the teacher chooses to explain more and uses her students as the example. So it includes in off record strategy.

e. Elicitation

This feedback occur when the teacher suddenly cut the student's speech by saying some words. It becomes the sign that what the student's utterance is incorrect. Or sometimes it also mean that is what the teacher want to really hear from the student's utterance.

The researcher found only once the teacher uses elicitation feedback. Here is the example for elicitation. The statement below is the teacher's utterances when giving the corrective feedback to the students.

Feedback data 31: "student: language learning is the activity for student mastery actually in; teacher: aha! Then?; student: actually in mastery the expression in the communication; teacher: nah, that is."

Related to the data, there is conversation between the teacher and the student. When the student still give the explanation, suddenly it cut by the teacher the saying “*aha! Then?*”. The purpose of doing that is the teacher want to emphasize. It emphasizes that the student’s utterance is correct and she has to go straight. So the corrective feedback used here is elicitation feedback.

Teacher’s politeness strategy used here is positive politeness strategy. When the student hears the teacher states “*aha! Then?*”, it make the student comfortable. Then it motivated the student to continuing her statements. Those are examples of positive politeness strategy.

2. The students’ response toward teacher’s politeness strategy in giving feedback

The data for the second research question consisted of 40 questionnaires, in which the questions were multiple choice options. The data was taken from the students who become the participant of thesis proposal presentation. According to the data finding, there are three times of thesis proposal presentation. Each presentation have 10 students as the participant. So there are 40 data found from the students of all the thesis proposal presentation.

The answers of the questions will be analyzed and discussed in this section. The questionnaire was related to students’ response about teacher’s politeness strategy when giving feedback. There are 15 statements used by the researcher. The students answer all the statements based on their opinion. The statements are based on Noora Phirnoen. She finished a research on the students’ opinion about teacher’s feedback. She makes those statements to help her in finishing her research. So here the researcher adopts the statements and relate it with the teacher’s politeness strategy in giving feedback.

At the end of the questionnairng season, the researcher totaled all the data. According to the 15 of statements and the 40 of participants, there are 600 responses that the researcher found from the students.

The table below is the result of the data from students’ response toward teacher politeness strategy when giving the feedback. The students finished the questionnaire by marking “V” on the

questionnaire. There are 15 statements and each statement has 5 option. Those option are strongly disagree, disagree, neutral, agree, and strongly agree. Based on Noora Phirnoen, strongly disagree and disagree means that the students do not accept the statement. In this research, it means that the students do not accept the teacher's politeness strategy. On the other hand, agree and strongly agree means that the students accept the statement. So in this research, it said that the students accept the teacher's politeness strategy.

The students should mark "V" in one of the option of each statements. According to the total of the participant and the statements which is 40 participants and 15 statements. There were 600 response that the researcher found. According to the statements on the questionnaire, there are two type of Students' response. The first is students response related to teacher's feedback. The second is the students response related to teacher's politeness strategy when giving the feedback. Here is the detail.

a. Students' response toward teacher feedback

Related to the questionnaire, 6 of 15 statements asked about students' response toward teacher feedback. The table is as below.

Table 4.2 Students' Response toward Teacher's Feedback

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Frequency
After listening the teacher's feedback, i understood the feedback or the problem	2	3	4	21	10	40
After listening the teacher's feedback, if i get the same problem, i know how to correct it in the future	1	3	3	19	14	40
I understand the feedback because the way	5	4	7	15	9	40

teacher extends the feedback						
I feel comfortable during the teacher gives the feedback	2	8	8	12	10	40
I remember teacher's feedback well	0	5	15	9	11	40
I like to listen the way the teacher gives the feedback	3	5	6	19	7	40

Based on the table, it showed that most of the students accept the teacher's feedback. For the example, the statement "*After listening the teacher's feedback, if i get the same problem, i know how to correct it in the future*" has 33 response of agree and strongly agree option. It mean that when the teacher gives the feedback, the students listen it well and know their problem clearly. So they can fix the same problem in the future.

In the other hand, there are also some response that do not accept the teacher feedback. For the example in the statement "*I feel comfortable during the teacher gives the feedback*". That statement has 10 response of disagree and strongly disagree option. Some of the students do not feel comfortable when listening to teacher's feedback. There are many reasons why the students have the different response. So that why the teacher's politeness strategy also needed. Because teachers' politeness strategy influenced the students' response.

b. Students' response toward teacher's politeness strategy in giving feedback

Related to the questionnaire, 9 of 15 statements asked about students' response toward teacher politeness strategy when giving feedback. The table is as below.

Table 4.3 Students' Response toward Teacher's Politeness strategy in Giving Feedback

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Frequency
I found that the way teacher extends the feedback is useful	4	6	3	20	7	40
I have a good impression to the way teacher extends the feedback	2	3	5	10	20	40
When the teacher gives the feedback, sometime she/he does smile	0	0	5	12	23	40
When the teacher gives the feedback, she/he explains it roughly	4	3	5	12	16	40
When the teacher gives the feedback, she/he does some jokes	0	2	5	15	18	40
When the teacher gives the feedback, she/he said the feedback clearly	1	2	5	17	15	40
The teacher sometime involves the audiences when giving the feedback	0	2	6	20	12	40

The teacher never said bad word when giving the feedback	5	6	5	16	11	40
The teacher was polite when giving the feedback	0	4	5	21	10	40

Based on the total statements of the questionnaire, it was not surprising that nearly every student agreed with the teacher's politeness strategy in giving feedback. Related to the data, 39.6% of students' responses are agree with the politeness strategy used by teacher when giving the feedback. It proves that in the statements above, teacher's politeness strategies are acceptable by the students. This supports the fact that feedback politely is appreciated and wished from the students' side. Teacher's politeness in giving feedback also furthers the learning and it can even be considered to be one of the most important influences on the students' learning.³⁸ So it is only natural the students feel getting feedback is important.

However, the researcher also found that there are students who disagree with the statement. The students' response prove that 9.33% of the students' response are disagree. The data show that the students' response mostly disagree with the fourth statement "*I feel comfortable during the teacher gives the feedback*". It means when the teacher give the feedback, the teacher probably always put a serious face. Or the students probably nervous Therefore some of the students a little bit unacceptable.

Between agree and disagree option, there are also students' response in neutral option. Neutral means that the student is still confuse. They can't choose weather they agree or disagree. It also probably mean the students do not listen and keep focus to the the teacher during presentation. The researcher found 14.5% students' response are neutral. This shows that several students seem to have no strict opinion about the teacher's politeness strategy in giving feedback.

³⁸ Pirhonen, Noora. (2016). *A Master's Thesis: Students' perceptions about the use of oral feedback in EFL classrooms*. University of Jyväskylä

The researcher categorizes the questionnaire as below. There are five options on the questionnaire. Those options are strongly disagree, disagree, neutral, agree, and strongly agree. The result of the questionnaires are categorized into three parts. Those parts are the students do not accept the teacher's politeness strategy, the students do not have any idea about teacher's politeness strategy, and the students accept the teacher's politeness strategy. Related to the questionnaire, the statement "the students do not accept the teacher's politeness strategy" was gotten from strongly disagree and disagree options. The statement "the students do not have any idea about teacher's politeness strategy" was gotten from neutral option. Then the statement "the students accept the teacher's politeness strategy" was gotten from agree and strongly agree option.

In the result of questionnaire, there were three categorization of data as the researcher states before. Those categorization were presented in percentage form. The highest number of percentage were the result of students' response toward teacher's politeness strategy. It can be the students do not accept the teacher's politeness strategy, the students do not have any idea about teacher's politeness strategy, or the students accept the teacher's politeness strategy.

B. Discussions

This section presents the discussion of the research findings. As mentioned in the previous chapter, there are two problem statements proposed in this study. The aims of this study are to know what types of politeness strategies used by Teacher in giving feedback during thesis proposal presentation and how students' responses toward teacher's politeness strategies. The detail is as below:

1. Types of politeness strategies used by teacher in giving feedback

The researcher used Brown and Levinson theory to describe the type of teacher's politeness strategies. From the research finding above, the researcher found several types of politeness strategies used by teacher when giving corrective feedback during thesis proposal presentation. The data finding was discussed by using politeness strategies theory by Brown and Levinson.

From the total number of 37 utterances, the researcher found 24 were used bald on record strategy, 6 used positive politeness strategy, 0 used negative politeness strategy, and 7 used Off-record strategy.

The use of politeness strategy was dominated by bald-on record strategy. The detail disscussion of data finding on the teacher's politeness strategy is as below:

a. Bald on record

Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Thus, bald-on record commonly uttered by speaker who has higher authority or more powerful than hearer.³⁹ In the Thesis Proposal Presentation, the teacher takes the role as the speaker who has higher authority. Then, the students take the role as the hearer. The use of bald on record strategy was reflected when the teacher uttered command to the students. By using this strategy, the addressee possible to easy catch the speaker mean, so misunderstanding can be avoided. So, the teacher often used this strategy to do her instruction.

By using bald on record strategy, it indicated that the teacher attempted to be fast when doing thesis proposal presentation. Bald on record strategy was merely to minimize the utterances which do not important. The presentation would not spend the time. The teachers who used bald on record, they also attempted to reduce the distance between the teacher and the students to make closed relationship in the classroom. The students were not awkward, nervous, and strained. Because the teacher only gives the feedback related to the thesis proposal presentation.

b. Off record

Related to the data finding, there are 7 teacher's utterances who use Off-record strategy. Off record is a politeness strategy that can be performed in an unclear and indirect way. Off-record indirect strategies minimize the pressure that is on the speaker by avoiding the direct Face Threatening Act (FTA). Face Threatening Act (FTA) is the act of threaten hearer's face (conscious or unconsciously). It is an act where the speaker tends to speak in ways that runs contrary to the face wants of the hearer in an interaction either an act to threaten positive or negative face wants. In this reseearch, the teacher become the speaker and the students become the hearer.

³⁹ Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press. Page 132-211.

By using off record strategy, teacher tries to give feedback indirectly. The teacher uses metaphor or gives many hints in giving the corrective feedback. I hope that by giving the feedback indirectly, the students do not feel offended. When using off record strategy, the teacher tried to not offend the students. the teacher attended to use metaphor or many hints in giving the corrective feedback. So that the students understood the feedback and they did not feel offended.

c. Positive politeness

The important feature of positive politeness is to share some degree of familiarity with people. It aims to recover any threats to positive face, it treats the addressee as a member of an in-group, a friend, a person whose desires and personality traits are known and liked. It is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected. Positive politeness is meant to establish a feeling of solidarity between the speaker and the hearer by choosing from number of strategies.

Based on the data finding, the teachers in thesis proposal presentation also used positive politeness strategy. The researcher found there are 6 of the teacher's utterances use positive politeness strategy. By using positive politeness strategy, the teacher tries to minimize the distance between the students. The teacher uses positive politeness by expressing friendliness and solid interest in the students' need to be respected.

According to Brown and Levinson, the positive politeness strategy makes the students feel appreciated by the teacher, and this can express solidarity and familiarity between individuals.

In the data finding, the researcher found no one of the teacher in thesis proposal presentation uses negative politeness strategy. It proves that no one of the teacher in thesis proposal presentation want to offend the students. it happened because, the negative politeness strategies function to increase the social distance between the teacher and the students. Negative politeness is

different with the positive politeness strategies that aim at the realization of solidarity.

The teachers avoided negative politeness strategy, because it can be assumed that the teacher may be imposing on the students, and intruding on the students' space. Therefore, using negative politeness strategy automatically assume that there might be some social distance or awkwardness in the situation.

2. The students' response toward teacher's politeness strategy in giving feedback

The researcher used Noora Phirnoen's theory to investigate the students' response toward teacher's politeness strategy in giving feedback. Based on her, the students' response will be determined through the most option choices. In the questionnaire, there are 15 statements and each statement has 5 option. Those option are strongly disagree, disagree, neutral, agree, and strongly agree. The researcher then categorizes those 5 option into 3 categorizations. Those categorizations are the students do not accept the teacher's politeness strategy, the students do not have any idea about teacher's politeness strategy, and the students accept the teacher's politeness strategy.

The classifications of the categorization are below. Strongly disagree and disagree options mean that the students do not accept the teacher's politeness strategy. On the other hand, agree and strongly agree options mean that the students accept the teacher's politeness strategy. One more option is neutral. The students who choose neutral option means that they have no idea about teacher's politeness strategy. They are not sure whether they agree or disagree with the statement.

The researcher calculated the data finding on the questionnaire. The students' response are 4.83% totally disagree, 9.33% disagree, 14.5% neutral, 39.6% agree, and 31.6% totally agree. Strongly disagree and disagree option going to the first category which mean 14.06% of students response do not accept the teacher's politeness strategy. Neutral option going to the second category which means 14.5% of students response have no idea about teacher's politeness strategy. Then strongly agree and agree option going tho the last category which mean 71.2% of the students response accept the teacher's politeness strategy. The detail discussion of the students' response are below.

- a. The students do not accept the teacher's politeness strategy

Based on the categorization of the questionnaire, the data why the students do not accept the teacher's politeness strategy is taken

from strongly disagree and disagree options. On the result of questionnaire, The researcher found that there are students' response who strongly disagree and disagree with the statement. The data show that the students' response mostly disagree with the fourth statement "*I feel comfortable during the teacher gives the feedback*". It means when the teacher give the feedback, the teacher probably always put a serious face. Or the students probably nervous. Therefore some of the students a little bit unacceptable. After calculating the data, the researcher found 14.06% of the students' response do not accept the teacher's politeness strategy,

b. The students have no idea about teacher's politeness strategy. The data why the students have no idea about the teacher's politeness strategy is taken from neutral options. Neutral means that the student is still confuse. They can't choose whether they agree or disagree. It also probably mean the students do not listen and keep focus to the the teacher during presentation. Based on the data calculation, the researcher found 14.5% of students' response was neutral. This shows that several students seem to have no strict opinion about the teacher's politeness strategy in giving feedback.

c. The students accept the teacher's politeness strategy. Related to the data, the most of students' responses are strongly agree and agree with the politeness strategy used by teacher when giving the feedback. It proves that the teacher's politeness strategies are acceptable by the students. The data why the students accept the teacher's politeness strategy is taken from strongly agree and agree options.

In the calculation of the data, the researcher found 71.2% students' response accept the teacher's politeness strategy. This supports the fact that feedback politely is appreciated and wished from the students' side. Teacher's politeness in giving feedback also furthers the learning and it can even be considered to be one of the most important influences on the students' learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Related to the research, the researcher has divided the conclusion into two parts. Those parts are the conclusion of the teacher's politeness strategy and the students' response toward teacher's politeness strategy. , Each part has been explained briefly based on the result of the research. This chapter also present the suggestion for the students of English Teacher Education Department and for the further researcher. The researcher hope that this research can be usefull one day for people who read this thesis.

A. Conclusion

1. The teacher's politeness strategy in giving feedback on thesis proposal presentation

In order to answer the research question what the politeness strategies used by teacher in giving feedback during thesis proposal examination, the researcher did the observation to 4 teachers in the different class of thesis proposal presentation. Specifically, the thesis proposal presentation was done on 20th of july 2018, 23rd of august 2018, 24th of august 2018, and 2nd of october 2018. The types of politeness strategy are based on the Brown Levinson's theory '*Politeness: Some Universals in Language Use*'. There are four types of politeness strategy: bald on record, off record, positive politeness, and negative politeness strategy. Every type has their own criteria. Based on the observation on the teachers, the researcher found 37 utterances from the teacher's corrective feedback. 24 were used bald on record strategy, 6 used positive politeness strategy, 0 used negative politeness strategy, and 7 used Off-record strategy. In the result of study, the researcher found that the teachers use only three types of politeness strategy. The teachers use bald on record, off record, and positive politeness strategy.

2. The students' response toward teacher's politeness strategy in giving feedback

To answer the second research question, the researcher did the survey about what the students' responses toward teacher's politeness strategy when giving the feedback. This survey used questionnaire as the instrument. The questionnaire was done by 40 students who became the audience of thesis proposal presentation. Based on the data

of questionnaire, the researcher found 600 data of students' responses. The results showed most of the students' response (71.2% of students' response) accepted the statements on the questionnaire. By accepting the statement, it means that the students have no problems with the teacher's politeness strategy. The teacher's politeness strategy when giving feedback is acceptable by the students.

B. Suggestion

The researcher proposes some suggestions to the students of English Teacher Education Department of Faculty of Tarbiyah and the further researchers. They are as these following points:

1. To the students of English Teacher Education Department of Faculty of Tarbiyah

Sometime the students will give bad or good labels to the teacher after presentation, especially after they get the feedback. The researcher suggest that it is important to be wiser in giving opinion to any teachers. The teachers have their own strategy in giving the feedback. All of the teacher's feedback is usefull. It help the students. In the feedback that be given by the teacher during student's presentation, there are always a reason to make the students be better in mastery the material or in the student's daily life.

2. To the further researcher

The researcher has figured out about teacher's politeness strategy in giving feedback on thesis proposal presentation in UIN Sunan Ampel Surabaya. The researcher presents a suggestion for further researchers in conducting a next research which is still related to this research. There are many types of feedback used by teacher during teaching learning process. The reasearcher only takes teacher's oral feedback. Espesially the researcher only does the research on the teacher's corrective feedback during classroom presentation. For the next researchers who will take the same theme, they can do the research on the teacher's written feedback. In addition, some weaknesses of this research can be reference for further research in order to make a complete study about teacher's politeness strategy in giving feedback can be achieved.

REFERENCES

- Askew, S. and Lodge, C. (2000). *Gifts, ping-pong and loops – linking feedback and learning*. In Askew, S. (editor). *Feedback for learning*. London; New York: Routledge/Falmer
- Baker Macimllan. (2000). *Improve your Communication Skill*. Kogan. Page 115.
- Bou-Franch, P., & Conejos, P. (2003). *Teaching linguistic politeness: A methodological proposal*. *International Review of Applied Linguistics in Language Teaching*, Vol. 41, pp.1-22.
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria Va.: Association for Supervision and Curriculum Development.
- Brown, P., & Levinson, S. (1987). *Politeness: Some Universals in Language Use*. Cambridge: Cambridge University Press.
- Chiravate, B. (2011). Perception of politeness in English request by Thai EFL learners. *The Southeast Asian Journal of English Language Studies*, Vol. 17(2), pp.52-71.
- Chivers B & Shoolbred . (2007). *A Students' Guide to Presentation Making your Count*. SAGE Publications Los Angeles: London, New Delhi, and Singapore. Page 5
- Dannels, D. P., Housley-Gaffey, A. L., Martin, K. N. (2011). Students' talk about the climate of feedback interventions in the critique. *Communication Education*, Vol. 60, pp.1-19.
- Derrick, Joseph E., (2006) *Tools for Student Engagement that Facilitate Development of Communication Skills*, Technical Netherlands, Springer Publications.
- Gay, L.R., Mills. Geoffrey E. & Airasian, Peter. 2012. *Education Research: competencies for analysis and applications, 10th Ed*. New York: Pearson Education, Inc.

- Gunn, S. J. (1975). *How to Write and Speak Better*. Reader's Digest. Sidney.
- Haber, Gilda (2008). "The Benefits of Peer Review," Focus on Faculty, Montgomery College
- Hattie, J. and Timperley, H. (2007). *The power of feedback. Review of Educational Research*. CA: Teller Road, Thousand Oaks
- Jiang, X. (2010). A case study of teacher's politeness in EFL classroom. *Journal of Language Teaching and Research*, Vol.1, No.5, pp. 651-655.
- Lakoff, R.T. & Ide, S. (2005). *Broadening the horizon of linguistic politeness*. John Benjamins Publishing Company.
- Lyster, R. and Ranta, L. (1997). *Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. Studies in second language acquisition*. Page 37-66.
- Matthew B. Miles and Michael Huberman. (1994). *Qualitative Data Analysis*. London: SAGE.
- Moss, C. M. and Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria Va.: Association for Supervision and Curriculum Development.
- Nguyen, T. T. M. (2008). Criticizing in an L2: Pragmatic strategies used by Vietnamese EFL learners. *Intercultural Pragmatic 5-1 (2008)*, pp.41-46.
- Nguyen, T. T. M. (2013). An exploratory study of criticism realization strategies used by native speaker and non native speaker of New Zealand English. *Multilingua*, Vol. 32(1), pp.103-130.
- Normandy, Elizabeth, (2007) "Let Students Participate Actively , " Teaching and Learning Center, www.allacademic.com/p/2796-98-index.html

Official website of Faculty of Tarbiyah and Teacher Training of UIN
 Sunan Ampel Surabaya. 23.07.2018.
<http://ftk.uinsby.ac.id/jurusan/pendidikan-bahasa/prodi-pbi/visi-misi.html>

Osler, A. (2010). *Students' perspectives on schooling*. England: Open University Press.

Peng, L., Cai, L., & Tan, X. (2012). Research on college teachers' politeness

strategies in EFL classroom. *Journal of Language Teaching and Research*, Vol.3, pp. 981-991.

Pirhonen, Noora. (2016). *A Master's Thesis: Students' perceptions about the use of oral feedback in EFL classrooms*. University of Jyväskylä

Preston, T. L. and Todd-Mancillas, W. R. (1985). *A grounded ethnographic inquiry into teacher oral feedback*. Denver/Colorado: U.S Department of Education.

Profozic, M. N. (2013). *The effectiveness of corrective feedback and the role of individual differences in language learning: A classroom study*. Frankfurt: Peter Lang GmbH, Internationaler Verlag der Wissenschaften

Reitbauer, M., Campbell, N. and Mercer, S. (2013). *Feedback matters: Current feedback practices in the EFL classroom*. Frankfurt am Main: Peter Lang AG.

Rex, L. A., & Schiller, L. (2008). *Using Discourse Analysis to Improve Classroom Interaction*. New York: Routledge.

Santos, L., Pinto, J. (2006). The teacher's oral feedback & learning.

Sifianou, M. (2000). *Politeness phenomena in England and Greece : a crosscultural perspective*. Oxford: Clarendon Press. Page 79.

- Smith, N. (2004). *Chomsky: Ideas and Ideals (2nd edition)*. Cambridge: Cambridge University Press
- Sugiyono. 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung: CV. Alfabeta.
- Thompson & Meloni. (1980). *Oral Reports in the Intermediate ESL Classroom*. TESOL Page 503
- Usó-Juan, E. and Ruiz-Madrid M.N. (2006). *Pedagogical reflections on learning languages in instructed settings*. Cambridge: Cambridge University Press.
- Westberg, J. and Hilliard, J. (2001). *Fostering reflection and providing feedback: Helping others learn from experience*. New York: Springer Publishing Company

