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POLITENESS STRATEGIES OF ASSERTIVE ACTS BY INDONESIAN EFL LEARNERS IN CONVERSATION CLASS

by

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Abstract:

The basis of human communication is the ability to conduct smooth conversations. It is currently highly demanded for people to be able to conduct conversations through politeness. In L2 learning, this has induced linguists and language educators to develop methods for enhancing L2 learners' ability to communicate appropriately in L2. This paper is part of a descriptive qualitative study investigating the types of politeness EFL learners use during English conversations. It mainly analyzed the politeness strategies used by L2 learners with instructors during EFL activities. The participants were elementary students and the instructor. Observation and recording were the ways to collect the data. The data analysis process was through the politeness theory by Brown and Levinson (1987). This study revealed three politeness strategies; the students frequently used negative and positive politeness strategies. Whereas bald on record strategy was rarely used. The implication of the study was to build the students' good character. In addition, it could be beneficial for applying pragmatic theory to the ELT process in a particular course.

Keywords: Conversation; English for young learners; Politeness strategies

Abstrak:

Dasar komunikasi manusia adalah kemampuan untuk melakukan percakapan yang lancar. Saat ini sangat dituntut bagi orang untuk dapat melakukan percakapan melalui kesopanan. Dalam pembelajaran L2, ini telah mendorong ahli bahasa dan pendidik bahasa untuk mengembangkan metode untuk meningkatkan kemampuan pelajar L2 untuk berkomunikasi dengan tepat di L2. Makalah ini adalah bagian dari studi kualitatif deskriptif yang menyelidiki jenis kesopanan yang digunakan pelajar EFL selama percakapan bahasa Inggris. Ini terutama menganalisis strategi kesopanan yang digunakan oleh pelajar L2 dengan instruktur selama kegiatan EFL. Pesertanya adalah siswa SD dan instruktur. Observasi dan pencatatan adalah cara untuk mengumpulkan data. Proses analisis data dilakukan melalui teori kesopanan oleh Brown dan Levinson (1987). Penelitian ini mengungkapkan tiga strategi kesopanan; siswa sering menggunakan strategi kesopanan negatif dan positif. Sedangkan strategi botak pada catatan jarang digunakan. Implikasi dari penelitian ini adalah untuk membangun karakter baik siswa. Selain itu, bisa bermanfaat untuk menerapkan teori pragmatis ke proses ELT dalam kursus tertentu.

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Kata kunci: Bahasa Inggris untuk pelajar muda; Strategi kesopanan; Percakapan

INTRODUCTION

Having a good English proficiency can determine the human life position. Wjayanto and Hastuti (2021) declared that “the human with high English proficiency tend to acquire the high-level opportunity in business sectors” (Wijayanto & Hastuti, 2021). However, in fact it is not always easy to conduct smooth communication in English language. The studies in some countries have pointed out that the difficulties in ELT process are always confronted by teachers during the class. A study by (Khan & Khan, 2016) showed that phonological was one of the big obstacles faced by Pakistani students in speaking English. Another study proved that there are many phonological problems faced by students in learning English (Renaldi, et. al., 2016). In addition, Elibariki (2017) proved that the pronunciation problem was encountered by Tanzanian pupils in learning English. Boonyarattanasoontorn, (2017) reported that the Thai learners faced many problems in speaking and writing composition.

Concerning communicative competence, in several countries, English is taught as a foreign language. In Indonesia, there were found some cases regarding on how to teach an interactive and successful English learning teaching becomes a prime concern. It has been conducted some studies such as in improving English skills in interactive method (Ammade et al., 2018; Ismail et al., 2019; Nadirah et al., 2020) and other related cases (Rido, 2020; Saddhono et al., 2019). The results of studies affirm that there are many obstacles faced by ELT practitioners in Indonesia, therefore some strategies are needed to raise the EFL learners’ quality.

Some studies have been conducted to enhance the EFL learners’ quality, and the findings are gratifying. For example, creating interactive and effective classroom interaction could highly produce EFL teacher and learners’ types of talk in learning (Rohmah, 2017). Implementing classroom interaction in EFL could develop learners’ understanding of interaction in language classroom in EFL context (Sundari, 2017). Performing interactional features could help English practitioners to achieve pedagogical goal (Wasi’ah, 2016). Communicative Language Teaching, for example modeling, repetition, pair and group work

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could aid teacher to develop EFL communicative competences (Toro et al., 2018). The studies proved that communicative classroom interaction is the hint to make English teaching learning process to be succeed as a whole.

Teacher and student are the main actors in the classroom; therefore, they will rely on their communication to create effective classroom. During the interaction process, teacher and student use a language as means to communicate each other. The success of communication among teacher and students is propped by appropriate communication strategies to each other. In English language learning, the communication strategies could be a necessary issue to provide crucial information for practitioners on the learners' struggles to tackle complications in L2 communication (Wijayanto & Hastuti, 2021). In addition, Kingwell (1993) asserted that to communicate is not just conveying information and expressing the idea or arguments verbally, but also not offending the interlocutors. In other words, it could be said that in communication, people will not only focus on the contents of information but also to the ways how people deliver it. The major aim of communication is not only delivering the message or idea to others, however to bound the solidarity and intimacy among interlocutors. Therefore, implementing politeness strategies in EFL is the appropriate way to achieve this goal.

The employment of politeness strategies in English language learning could be a strategy to maintain the acts intrinsically threaten positive and negative face of speakers and hearers (Brown and Levinson, 1987). Politeness strategies in L2 are considered with students' way to convey message or ideas with their present knowledge of the target language. Politeness strategies in communication relate to speakers' way to comfortably share their ideas to interlocutors (Brown and Levinson, 1987). They may include the persons' way to show their awareness and consideration to safe others' face (Yule, 1996). They also concern strategy applied by speakers to consider others (Ide et al., 2012) (Ruziyeva, 2020) view politeness as trick used by interlocutors to establish levels of mutual comfort, and promote rapport.

Even though studies on politeness strategies as a part of communication have been the rich field of study in English language learning (Mahmud, 2019; Azwan, 2018; Ruzickova, 2017; Maros & Rosli, 2017; Ilmiani et al., 2016), they have been scantily studied in young

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Indonesian English language learning context. A study of Mahmud (2019) becomes the relevant study to the present study. The study reported the different types of politeness expressions used by adult students at University during EFL process. The study proved that the learners' most frequently type of politeness expression were greetings, thanking, addressing terms, apologizing, and fillers which were categorized as positive and negative politeness. To the best of our observation, there have been limited studies that investigate young learners' politeness strategies in informal schools.

The English course is a part of an informal school where the situation and condition must be conducive which would enrich children language ability. Learning in informal school would be beneficial for children to increase children' language skills since there is no limitation for them to speak openly among others. A study revealed that children become more active to learn language in the informal school with people around them (Callanan et al., 2011). Understanding the learners' need such as the use of appropriate speech act in speaking is necessary; however, it should be balanced with their ability to speak or share the idea or information to others in appropriate way or act (speech acts) to build politeness in language (Hastuti & Wijayanto, 2020). Wijayanto & Hastuti (2021) claimed that assertive acts are the types of speech acts which frequently applied by the young learners during conversation activity at English course.

Assertive is a type of speech act to commit the speaker to something's being the case, to the truth of the expressed proposition. In other words, it is used to describe or state an event in the world such as a statement of fact, a report and a conclusion. Searle (1979) divides assertive into two, namely statements and explanations. A statement is type of speech that includes information. Meanwhile, an explanation is a part of an informational utterance or an explanation-giving speech Brata (2013.) According to Searle (1979) types of assertive acts include asserting or stating, informing, affirming, boasting, complaining, denying, reporting, explaining, showing something, suggesting and refusing. Based on the previous studies, the main focuses of study is the politeness types used by young EFL learners while informing or stating their ideas or information to teachers and other students during ELT process.

The present study explores EFL learners' politeness strategies of assertive acts to

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maintain the acts intrinsically threaten positive and negative face of speakers and hearers during English conversation activities. The previous study conducted by (Wijayanto & Hastuti, 2021) shows that the types of speech acts which frequently applied by the young learners during conversation activity at English course is assertive acts. The young EFL learners with low or basic competence tend to use assertive acts to convey their ideas, depended largely on the help of the tutors' instruction. Consequently, they are mostly the one who answer or tell an information and idea to the teacher. **Therefore, the research question of study is raised what types of politeness strategy used in assertive act by young EFL learners during conversation to the instructor at English One course?**

METHOD

Design

The study employs qualitative research under pragmatic approach by Leech (2016) to observe and analyze the types of politeness strategies used by Indonesian English Foreign Learners and instructor during ELT process.

Participant

There were fifteen young Indonesian EFL learners and three English teachers who took part in the study. They were studying English at English One course from third until sixth level. The participants criterion of study was the young EFL learners who understood and could communicate and convey their idea or information to others in English. The researcher limited the students at third until sixth grade elementary school since the study used purposive sampling to serve the purpose of having possessed the quality needed for the research. The learners' level was categorized into four; namely very low, basic/ low, intermediate and advanced level. Based on the observation, the young qualified EFL learners were started at level three until six. In addition, the learners' level in this school was classified by their age, so that they were in the same age.

Data and source of data

The data sources of the study were classified into two parts, namely: primary data source and secondary data source. The primary data source of the study was the utterances of teacher and students during the ELT activities both in classroom and out classroom. Moleong (2010)

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explained that utterances and action are types of the primary data sources in a qualitative research. Furthermore, the secondary data source of the study was derived from literature reviews, past studies, journals, books, the Internet, and other mediums that support this research.

The data of the study was 5 hours 45 minutes of conversations that contained politeness strategies used by English learners and instructors during English learning teaching activities. The data was collected for three months in which each class was observed for a month with timing duration 75 minutes for one meeting or in another word 4 (four) meetings for each class.

Data collecting technique

The data of study was obtained through observation and interview. The writer became active participants who involves and observe the behavior of students during ELT process. The data that were collected include utterances of instructor and students which were recorded through audio and notes. In addition, interview was conducted to support the primary data of the study obtained through observation. The interview was conducted toward two informants, namely instructor and students' parents to dig a deeper information regarding on the young EFL behavior during ELT activity and how do they express their feeling during the class or at home.

Data analysis technique

The process of data analysis was performed into following steps; namely (1) preparing the data obtained through observation and interview by listing and classifying criteria, (2) conducting different analysis, (3) moving deeper and deeper into understanding the data, (4) representing the data, and (5) making an interpretation of the larger meaning of the data (Creswell & Creswell, 2017). Furthermore, the writer applied Brown and Levinson's politeness strategy (1987) to identify the types of politeness strategy used by young learners to teacher and other students.

In addition, the process of validity and variability of data used triangulation and expert's judgment. Creswell (2009) mentioned that triangulation and *member checking* (Expert Judgment) are the primary strategies to assess the accuracy of findings (p.191). In

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triangulation data, the writer conducted an in-depth interview toward 3 academic staff and 3 students' parents related to students' behaviour in daily interaction. It is related to the idea of Moleong (2006) that "triangulation is defined as technique of collecting data by combination of some different data sources". Meanwhile, to check and review the validity of the findings, the writer used an expert's judgment of linguistic especially on politeness study to make sure that the research is valid and reliable.

RESULT AND DISCUSSION

Result

A. Politeness strategies used by learners

Based on the data eliciting technique, there were 309 speeches from 3-6 grade elementary students. Out of the total number of the politeness strategies, there were 57 speeches and three politeness strategies used by the young learners to teacher during English learning process: Negative politeness, Positive politeness, and Bald on record.

a. Negative Politeness Strategy (NP)

Negative politeness focuses on the hearer negative face and emphasizes avoidance if imposition on the hearer. Negative politeness of the research consists of; question, fillers and hedge (NP 2); give deference (NP 5) and apologize (NP 6).

In this research, Negative Politeness (NP) is the most frequently used by young learners (57%) which divided into Negative Politeness (NP) 2 (30%), Negative Politeness (NP) 5 (25 %), Negative Politeness NP 6 (2%).

1) NP 2: Fillers and question (30%)

According to Brown and Levinson (1987,p.145), hedges, fillers and questions are in the form of a particle, word, or phrase that modifies the degree of membership of a predicate or noun phrase in a set, which is called as partial. The common fillers in English communication are umm, uh, er, ah, like, okay, right, and you know. The three reasons people put fillers in conversation, namely time, habit and connection. It means that in implementing the fillers, people get more time to think about the idea of speaking. For instance:

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Data 13 : NP 2
Teacher : *Maybe once in a month or sometimes ...*
Student : **ahmm** *it's not really every month every day it sometimes if I have time to eat and ... eee in Zona steak Munmun and many more (explanation)*

Data 14 : NP 2
Teacher : *Yes,, these are eyes (touching teacher's eyes) So, I will take the card like this. After this, Ms. Diyah takes the card and you mention one by one. Just say and speak up. Understand? Mengerti?*
Student : *..... mmmmm (silent) I know (stating)*

The data above belongs to fillers strategy, which means that the speakers have a trick or strategy to pause their utterances by inserting fillers (mmmm, ahmm, oumm, ehh, et.). Fillers are spontaneous pause occurring when the speakers (students) get stuck on some words and lost ideas. Through the strategy, speakers could have more time to think. By using it, the students could produce the intended words and they finally could continue the conversation.

Data 17 : NP 2.17
Student : *(Opening the lid of mineral water) Miss, gak bisa. (Miss, I can't do it) (informing)*
Teacher : *Ok. Give it to me (Opening the bottle of mineral water)*

In data 17, the learner showed his/her willingness to teacher by indirect expression. It belongs to be question because the student tried to ask for teacher to open the lid of mineral water bottle . The utterance “ I can't do it” implies that she needs help and ask for question to teacher “can she help her to open it?”.

2) NP 5: Give deference (25%)

The strategy is used to show that speaker humbles her/himself to the hearer which aimed to be treated as superior when the speaker raises the hearer in satisfying his/her wants. In this research, the writer found 14 data of negative politeness (NP) with give deference strategy. The data are as follow:

Data 1 : NP 5
Teacher : *Assalamualaikum wr.b. Ok, good afternoon jihan*
Student : *Wa'alaikumsalam. Good afternoon Miss. (affirming)*
Data 2 : NP 5

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Teacher : Miss Nationality apa Miss?
 (Miss, what is nationality in English?)
Student : Seperti Indonesia, apasih bahasa Indonesianya?
 (It is such Indonesia, what is in English?) (**affirming**)

The excerpts above belong to give deference strategy because the speaker tried to utter her opinion by using deference words to show respectful. The utterance “Miss” uttered by students shows a respect toward the elder.

3) NP 6: Apologize (2%)

Apologize is used to show a regret feeling of the mistakes that speaker (S) made toward hearer (H). So that, the speaker (S) could signify their reluctance to impinge on hearer (H) negative face and thereby partially redress that impingement. The data found by the writer is as follow:

Data 1 : NP 6
Teacher : Garlic, broccoli, spinach, corn, potato and tomato
Student : Oh, mmmmm eh hh Ms. Aku lupa. Apa Ms?
 Oh, Miss. Sorry I forgot it. What is it Ms? (**Informing**)

The excerpt above belongs to NP with apologize strategy. In this situation, the speaker expresses her/his feeling by using politeness utterance. It might be used to avoid the negative face of the hearer. The excerpt “Sorry I forgot it” indicates a regret of the learner because he forgot something to do.

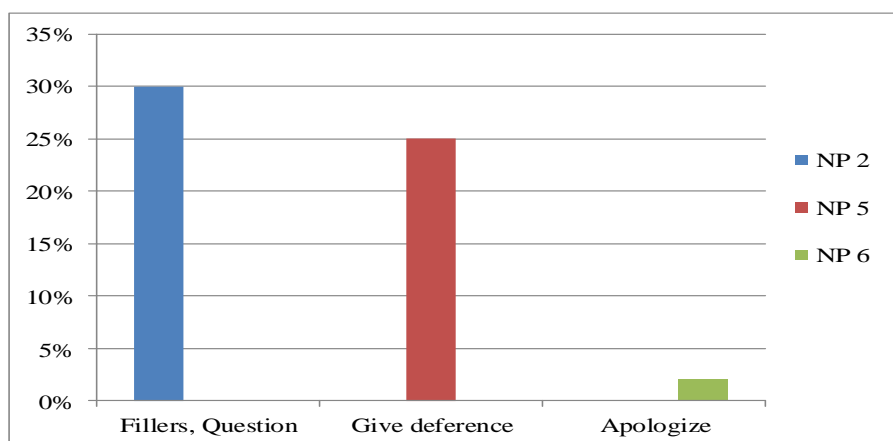


Diagram 1. Types of Negative Politeness Strategies of Assertive acts

The data on diagram 1 indicates that there are 3 types of negative politeness used by young learners to teacher during ELT activity. Hedging, fillers and questions are the

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most frequently used by students. Meanwhile, give deference and apologize are the least used by them.

b. Positive Politeness (PP)

Positive politeness strategy is a strategy used by speaker to appreciate the hearer. In this research, there were found 4 types of positive politeness (PP) strategies used by young learners during conversation to teacher, namely give gifts to hearer (PP 15), be optimistic (PP 11), and assert speaker's knowledge of and concern for hearer's wants (PP 9).

Based on the data analysis, positive politeness (PP) is the second most frequently used by young learners during ELT process (37%) which classified into Positive Politeness (PP 9): 11 %, Positive Politeness PP 11: 4 % , Positive Politeness (PP 12): 2 % , Positive Politeness (PP 15) : 20 %.

1) PP 9: Assert speaker's knowledge of and concern for hearer's wants (11%)

Brown and Levinson (1987) said that “Assert speaker's knowledge of and concern for hearer's wants is used to assert or imply knowledge of H’s wants and willingness to fit one’s own wants in with them”. The data of this strategy are following:

Data 1 : **PP 9**
Teacher : *So ... ehmm do you have eee favorite food?*
Student : ***Of course I have (statement)***

Data 2 : **PP 9**
Teacher : *Okay so do you love cooking?*
Student : ***Yaaa of course. (statement)***

The excerpt above is a part of positive politeness strategy 9. In the conversation, the students explain and tell about her favorite hobby. Students answered the teacher’s question assertively. The utterances “Yaaa of course, of course i have, Of course my mom, of course...” are an assertion of the speaker toward hearer’s questions. It is correlated with the definition of assert speaker's knowledge of and concern for hearer's wants which meant by Brown and Levinson that it kinds of positive politeness that is used to assert or imply knowledge of hearer’s wants and willingness to fit one’s own wants in with them. Furthermore, the speech of course I have, means that student agrees for the question. In

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addition, the utterances “Yes, miss. I know, It’s okay! I know it” indicate that the students notice for what the hearer’s meant.

2) PP 11: Be optimistic (4%)

Brown and Levinson (1987) assert that the strategy where speaker assumes that hearer wants what the speaker wants is called be optimistic. In this research, there was found one data showing be optimistic strategy, namely:

Data 1 : **PP 11**
Teacher : *Ok, Are you ready to study Jihan? Said “yes”. If you are ready*
Student : *Yes, I am ready. (statement)*

The excerpt of data above belongs to be optimistic strategy. The utterance “ I am ready” imply that the speaker is convinced. In the conversation, teacher asked a question “Are you ready?”, then students confidently replied “Yes, I am ready”. By this excerpt, it shows that student be optimistic that she would be able to study at the moment.

3) PP 15: Give gifts to hearer (20%)

It is the strategy in which the S tries to satisfy H’s positive face want by giving a gift not only tangible gifts, but human relations want such as admired, cared about, listened to, appreciated, understood, etc (Brown and Levinson ;1987). The data of this strategy are following:

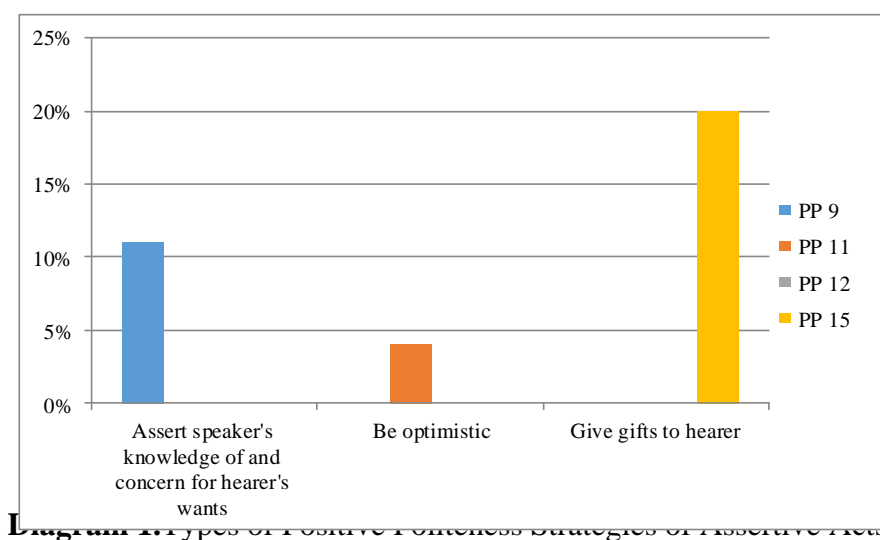
Data 1 : **PP 15.1**
Teacher : *Assalamualaikum wr.b. Ok, good afternoon jihan*
Student : *Wa’alaikumsalam. Good afternoon ms. (stating)*

Data 2 : **PP 15.2**
Teacher : *How are you today?*
Student : *(staring teacher’s eyes) I am fine, thank you and you? (informing)*

The data above belongs to positive politeness strategy “give gifts to hearer”. It involves some expressions that indicate human relations such as greetings, thankful, grateful, and address terms. The excerpt “*Assalamu’alaikum; good morning; good evening*” are parts of greetings. In this conversation, the teacher frequently uses these utterances for

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greetings the students. The excerpt “*Wa’alaikumsalam (peace be upon to you), Good afternoon ms*” is a respond of the student from the teacher’s greetings “*Assalamu’alaikum*”. These are kinds of Islamic greetings which are commonly used by Muslim community to spread the blessings to others. The learners who are mostly Muslim apply several Islamic utterances in the conversation in order to be polite. It could be because the use of Islamic greetings indicates the students’ good manners as indicator of politeness. Meanwhile, the excerpt “*Thank you, Miss; your welcome; I am good thank you. And you?*” are parts of grateful. These expressions are the respond of students toward the teacher’s greeting.



The diagram 2 illustrates that there are 4 among 15 types of positive politeness strategies used by young learners to teacher in conversation activity, they are Assert speaker's knowledge of and concern for hearer's wants, Be optimistic, Include both S and H in the activity, and Give gifts to hearer. From those 4 types of positive politeness strategies, give gifts to hearer is the most frequently used by young learners in affirming and informing idea or opinion. Meanwhile, include both S and H in the activity is the least used by them. It could be because students are the one who respond the teacher’s instruction in the form of affirmation and information.

c. Bald On Record (BoR)

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In this research, there were found 3 types of Bald On Record strategies used by young learners during conversation to teacher, namely when maximum efficiency is very important, speakers cares about hearer, and imperative.

Based on the data analysis, Bald on Record (BoR) is the third most frequently used by young learners during ELT process (14%) which classified into *when maximum efficiency is very important* (BoR 2): 5 %, *speakers cares about hearer* (BoR 4): 2 %, *imperative* (BoR 6): 7 %.

1) BoR 2: 5% when maximum efficiency is very important

The strategy is employed when efficiency is very more important than saving other's face Brown and Levinson (1987: 96-97). In data strategy 2, Bald on Record 2 was involved in assertive acts such as informing and affirming. The data of strategy 2 are as follow:

- Data 1** : **BoR 2**
Teacher : *Seperti Indonesia, apasih bahasa Indonesiannya?*
(such as Indonesia, what is in English?)
Student : *Ah lihat ketemu ini, negara Inggris*
(Look, I found it....England) (Informing)
- Data 2** : **BoR 2**
Teacher : *Ayo rapikan mainannya.. (Come on tidy up the toys!!)*
Who messed it up?
Student : **Jojo Miss!!! (Informing)**
Rapiin Jo ...
(Jojo tidy it!!)

The conversation of this situation occurred in free time, when the instructor asked the learner who messed the toys out from the basket, the young learner asserted the instructor by briefly saying “Jojo” which means that it was Jojo who messed out the toys. In addition, the utterance *Look, I found it....England* is the another student’s respond toward teacher’s question.

2) BoR 4: 2% speakers cares about hearer

In this strategy, a speaker conveys that he/she cares about hearer (Brown and Levinson, 1987: 98). There was found 1 data of this strategy, as follows:

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Data 1 : **BoR 2**
Teacher : *Your welcome. Ok, time is up. See you next meeting.*
Bye
Student : *Bye miss, **take care** (affirming)*

The excerpt above shows a caring expression from student to teacher. In this situation, student tends to follow what teacher said. When teacher said “**take care**”, then student replied the same utterance.

3) BOR 6: 7% imperative

Brown and Levinson (1987: 100) state that strategy 6 explored about imperative including offers. In this study, the writer found 3 data of bald on-record of a request in the form of imperative, the data are as follow:

Data 1 : **BoR 6**
Student : *Ok, **one more!** (request)*
Teacher : *Garlic, broccoli, spinach, corn, potato and tomato*

Data 2 : **BoR 6**
Teacher : *Close your eyes!*
Student : *Iya, **close your eyes!** (request)*

Based on data analysis, it shows that students tend to follow what teacher said. When teacher said “**open your eyes**”, then student also applied it to give an instruction in the game.

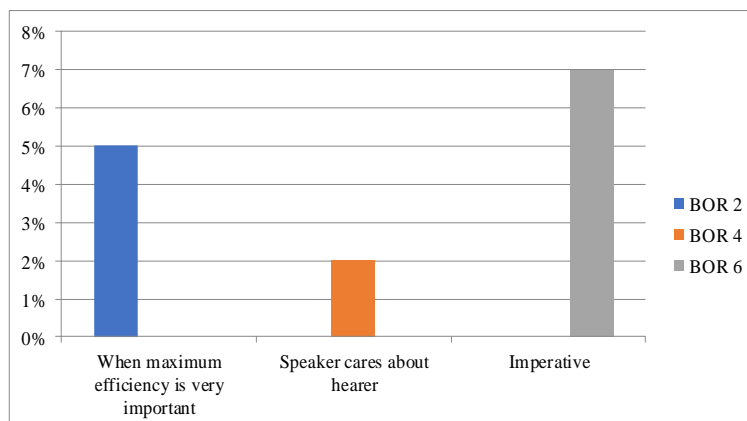


Diagram 3. Types of Bald on Record Strategies

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The diagram 3 shows that there are 3 among 6 types of Bald on Record (BoR) strategies used by young learners to teacher in conversation activity; they are when maximum efficiency speaker is very important, cares about hearer, and imperative. From those 3 types of Bald on Record (BoR) strategies, imperative is the most frequently used by young learners. Meanwhile, include cares about hearer is the least used by them. It could be because students are the one who respond the teacher’s instruction.

B. TYPES OF POLITENESS STRATEGIES

No	Types of Politeness Strategies	Frequency	Percentage
a.	Negative politeness strategy		
	1. Be conventionally indirect	0	0
	2. Do not assume willingness to comply, question, hedge	17	30%
	3. Be pessimistic about ability or willingness to comply	0	0
	4. Minimize the imposition	0	0
	5. Give deference	11	21%
	6. Apologize	1	2%
	7. Impersonalize the speaker and the hearer	0	0
	8. State the FTA as an instance of a general rule	0	0
	9. Nominalise to distance the actor and add formality	0	0
	10. Go ‘on record’	0	0
	Sub total	29	53%
b.	Positive Politeness Strategy		
	1. Notice, attend to hearer’s interest, want, needs etc.	0	0
	2. Exaggerate (interest, sympathy, approval with the hearer)	0	0
	3. Intensify interest to hearer in the speaker’s contribution	0	0
	4. Use in-group identity marker.	0	0
	5. Seek agreement in safe topics	0	0
	6. Seek agreement in safe topics	0	0
	7. Avoid disagreement	0	0
	8. Joke	0	0
	9. Assert speaker's knowledge of and concern for hearer's wants Offer, promise	6	11%
	10. Be optimistic	1	4%
	11. Include both speaker and hearer in the activity	0	0
	12. Give (or ask for) reasons	0	0
	13. Assume or assert reciprocal exchange	0	0
	14. Asserting reciprocal exchange	0	0
	15. Give gifts to hearer	9	20%
	Sub Total	16	35%
c.	Bald on Record		

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No	Types of Politeness Strategies	Frequency	Percentage
1.	Emergency situations in which threat minimizing does not occur	0	0
2.	When maximum efficiency is very important	3	5%
3.	Speaker's want to satisfy hearer's face is small	0	0
4.	Speaker cares about hearer	1	2%
5.	Granting permission for the hearer	0	
6.	Imperative	3	5%
Sub Total		7	12%
Total		52	100%

Table 1. Types of politeness strategies of assertive acts used by young learners to teacher

As it is drawn in table 1, there are 52 expressions of politeness strategies which classified into three types of politeness strategies applied by young learners-teacher during English learning process at English course, namely Negative Politeness strategies (NP), Positive Politeness strategies (PP), and Bald on Record strategies (BoR). The results clearly illustrate that the type of politeness strategy most frequently used by students is negative politeness strategy (NP) with percentage 53%.

In the negative politeness strategy, there are only three types of negative politeness strategies used by students: do not assume willingness to comply, question, hedge and fillers; give deference; and apologize. The use of filler markers is the most frequently used by students during ELT process with number of percentages 30%. Students tend to use fillers as the polite way to share their idea. For example, based on the data, the excerpt *mmmm,,eee* shows a sign or marker as pause fillers in order to continue the idea, thought and information they wanted to give to interlocutor. The use of pause fillers could help the speaker to be polite. In addition, by using the pause fillers, it could minimize speaker’s hesitance of nervous feeling, so that he/she could manage to transfer her/his ideas to hearer. Thus, the use of Fillers in this study could be categorized as hedges which according to Fraser (2010) are “words and expressions in the forms of modals, fillers, tag questions, that can attenuate the force of the speech acts and to express the levels of uncertainty towards the propositions in the utterances”. In accordance to Brown and Levinson (1987), the use of pause fillers can become strategies to be conventionally indirect which may create politeness to save the hearer’s positive face.

Meanwhile, give deference is the second most frequently used by students with

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number of percentage 21%. Based on the data, the students tend to put “Miss” to call their teacher. It could be polite manner because the term “Miss” shows the respect to the elder. Based on the interview, the teachers in the course are mostly woman, and there was no man teacher who teaches elementary students. Thus, the data available in this study is only excerpt “Miss”. Otherwise, apologize is the least frequently used by students in ELT process with number of percentages 2%.

C. Linguistic indicators

Indicators	Utterances	Frequencies of utterances
Greetings	<i>Assalamu 'alaikum Warahmatullahi Wabarakatuh.</i>	2
	<i>Wa 'alaikumussalam Warahmatullahi Wabarakatuh.</i>	2
	<i>Good afternoon</i>	3
	<i>Good evening</i>	2
	<i>Good morning</i>	2
	<i>How are you?</i>	1
	<i>Bye, take care</i>	1
	<i>Nice to meet you</i>	2
	Thanks	<i>thank you</i>
<i>Your welcome</i>		3
Address		
Terms	<i>Kak</i>	2
	<i>Miss</i>	19
	<i>Names</i>	3
Apologies	<i>Excuse me</i>	1
	<i>Sorry</i>	1
Fillers	<i>Emmmm</i>	15
	<i>Eee</i>	2
	<i>Ou</i>	2
	<i>Ehm ae</i>	3
	<i>Ehh</i>	3
	<i>Well</i>	1
Certainty	<i>Yaaa of course</i>	2
	<i>Of course</i>	3
	<i>I know</i>	1
	<i>I am ready</i>	1
	<i>I do understand</i>	1
Sympathy	<i>sorry to hear that</i>	1
	<i>Let me help you</i>	1
Praise	<i>Wow,, it's beautiful flower amazing</i>	1
Advice	<i>Suggest</i>	1
Indirect question	<i>Can we/i?</i>	4

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Table 2. Linguistic indicators of politeness

The table 2 indicates that there are ten indicators that used by the speaker to show the politeness during conversation activity. It can be seen clearly that address terms is the types of linguistic indicators frequently used by the speaker during conversation activity at English course.

Discussion

Presently, in the globalization era in which technology is frequently used in communication, politeness is highly decreased (Chaer, 2020). Callanan et al. (2011) proposed that the use of impoliteness language at school becomes one of indicators of a decline in the quality of character of teacher and students. Therefore, teaching politeness to learners must be implemented since early for building students' good character. Based on the observation, there are many cases in the academic or non-academic institution which caused by politeness violation. (Maharani, 2017) revealed that there are some factors causing the use of impoliteness language at school, namely social environment, family environment, reading books, mass media, and so on.

The present study has observed politeness strategies used by young EFL learners and the types of politeness strategies of assertive speech act they used in English conversations. As reported by (Wijayanto & Hastuti, 2021) that the type of speech acts dominantly used by young learners in daily conversation is assertive acts such as affirming, explaining, stating, and informing. The study found three common strategies applied by the students to inform and affirm idea or information to teacher during conversation: Negative politeness, Positive politeness, and Bald on record.

This acts can be part of politeness because it could minimize the impolite situation caused by the expressions (such as shouting and asking questions), as asserted by Brown and Levinson (1987) that apologies are used mostly to express respect rather than friendliness, solidarity, or intimacy. However, there was only found 1 data shows an apologize to teacher because the subject of study is students at elementary level in which their English ability is still in basic level so that students are willing to speak when instructed by the teacher or follow the teacher's instruction. Thus, the ability and awareness to express this strategy is still

limit.

The study of politeness strategies has been conducted by some researchers. However, there are some differences of the study. The study focuses on the types of politeness strategies used by Indonesian EFL learners' interaction. Another similarity of the study is positive and negative politeness strategies as the most frequently used by EFL learners. Meanwhile, the difference of study among other studies are the object of the research. The present study focuses on the young Indonesian EFL learners, meanwhile the participants of previous studies were randomly such as the movie, teenager and adult students. Moreover, they only focus on the types of politeness strategies used by the students without include in the communication strategies used by them. It could be seen as follow;

Etae et al. (2016) showed that most of Malaysian students were likely to use Positive politeness for communication. Furthermore, Senowarsito (2013) observed types of politeness strategies used by teacher and students during EFL activities in a senior high school. Meanwhile, Adel et al. (2016) observed that Iranian learners frequently used positive strategies as signs of psychologically close relationship, reciprocity and friendship in a group.

The same result also found by Purnama et al. (2017) that almost a half of the whole data excerpts were dominated by the stalling strategies, namely "pause fillers" and "self-repetition". Followed by Maros & Rosli (2017) that the most dominant politeness strategies used by in Twitter updates of female English Language Studies Malaysian Undergraduates the participants was positive politeness. Another study by Ruzickova (2017) examined the politeness strategies used by Cuban men are different with women. They dominantly used negative politeness in the performance of the speech act.

A study by Marsetya (2018) showed that the four types of politeness strategies were used in the directive speech in Belle movie (2013). Further, Azwan (2018) explained that Ambonese people more likely to use positive politeness strategies in refusing requests during interaction with strangers. On the other hand, Wulandari (2018) explained that the English learners tend to act on record with politeness strategies in delivering their assignment for their lecturer.

Several studies on positive and negative politeness studies are also shown by

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((Meiratnasari et al., 2019); (Rahayuningsih et al., 2020); (Fitriyani & Andriyanti, 2020); (Alakrash & Bustan, 2020)) that the positive politeness was most frequently used by students during ELT activities such as presentation or daily conversation. On the contrary Mahmud (2019) showed the different result that there has no valid finding for the politeness strategies most frequently used by students during the presentation.

In accordance to the finding and discussion above, it can be highlight that there are some linguistic indicators used by speaker to show politeness. It has been known for certain with what aspect or character to describe someone's behavior as polite. The common way of describing it is by giving examples of behavior, which is considered polite, such as people behave politely when they show respect towards their superiors; they are always helpful; they speak really well or they use polite language etc. (Fauziati, 2016). In English, polite language may be characterized by the use of indirect speech, the use of respectful forms of address systems like, Sir, Madam, or the use of formulaic utterances like, please, excuse me, sorry, thank you, etc.

In the study, there are certain linguistic indicators that used by speaker to show politeness. The use of fillers, hedges and question are part of indicators which function as politeness marker (Blutner, 1989b). Based on the findings, there are some utterances that show linguistic indicators such as kak, miss, etc.

CONCLUSION

Conclusion

The result of study points out that young language learner could conduct English language conversation in EFL process. They have difficulties to speak in English language. The learners applied three types of politeness strategies to maintaining face between their limited linguistic knowledge and social harmony needs. They employed some politeness strategies to create comfortably condition in the classroom. The strategies could assist them to bind the intimacy relation between teachers so that they could keep respectable conversation. In addition, it could be used as the way to save the face during communicate to teacher. In sum up, politeness strategies are applied to make the effective and comfortably L2 learning to

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learners and teachers.

The young learners with low or Basic English competence could present their ideas through assertive acts. However, it depended largely on the assistance of teachers' instruction. They commonly mixed L2 and the mother language. Even though they have limited grammar, it does not limit them to speak in L2. Interestingly, they still could make a polite behavior through simple utterances consisting of one or two words. It shows that the comfortably situation and feeling could develop learners' speaking ability before mastering the perfect grammar of English language.

Limitation

The study limits the data only in one institution. The writer chose one education Institutional (English course) as the place of study. It considers the time, purpose and benefit of this study. Therefore, the study is only focusing on one education institution, not in general education institution.

Implication

The study of politeness strategy for young EFL learners is scarce especially in a course. Thus, in accordance to the limitation study mentioned above, the writer suggests for other researchers who want to observe and analyze politeness strategy, they could take more than one place of study to compare the data.

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