

IMPERATIVE POLITENESS STRATEGIES IN TEACHING OF ENGLISH

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Abstract

Teaching of English is not merely transfer knowledge about a language, especially English but it also transfer knowledge more than only a language. We always think about teachers and what they do in front of the classroom while teaching, without thinking about: What do the students know, what is English, what motivates student, how do students learn. Whereas we know the process of teaching English language teachers must have an appropriate strategy so that students interested in following the lesson to be conveyed by the teacher. This study concerns how the English teacher teaches politely in front of the classroom in order to make the students more comfortable to achieve the material of the teacher. The imperative politeness strategies used in teaching English normally by the English teacher will use "please" to soften the instruction more polite. This is aimed to make an example that the teacher does politely so the students are easy to follow because the teacher preserve the students face. In addition, the teacher can use past tense "would" compared "will" in request to the students.

Key Words: Imperative, Politeness Strategies and English Teaching

1. Introduction

In daily life, we should communicate with others to fulfill daily need either physical or psychological need. So, communication is very important part for human beings in their life. Communication involves two or more people coding and encoding messages to each other through the medium of language. Thus, a language is a crucial tool for human beings to express their desires, moods, feelings, and needs. On a more complex level, language is not just a communication tool but an instrument for social interaction. Wardhaugh (2002:3) says " a language is a system of arbitrary verbal symbol which is used by the members of a speech community as a mean of communication to interact and express their ideas, feelings and thoughts.". Just as there are many languages in this world, some similar in some ways and others totally different in every way, communication through these languages also require the use of specific linguistic features and rules to convey meaning effectively.

Nowdays, in the teaching of English we always to think about teachers and what they do in front of the classroom while teaching, without thinking about: What do the students know, what is English, what motivates student, how do students learn. Whereas we know the process of teaching English language teachers must have a strategy so that students interested in following the lesson to be conveyed by the teacher. With the use of teaching strategies will be easier for students to receive lessons from a teacher. More over we know that is taught is not the First language.

In addition, Susiati (2007:1) teaching of English becomes important start with the existence of the globalization era. It is because all people in the world today use English for communication both in the oral and the written forms. Everybody can notice that current information is fast and the science and technology always develop. So, in the globalization era, English has a great role to develop advanced technology, and English is a tool to study knowledge. Here, Teacher will have good position to educate

students how to master the development of the advanced technology. So, the teacher will use their style or ways to improve the students master English.

Most of the teacher will use their own style in commanding the students to do something. Suati (2007:1) adds that Indonesian government always tries to improve the quality of teaching English that can be seen from the teaching of English which is taught from elementary to university. It is expected that the students have competence to master the four English skills so that they are able to get more knowledge from other countries. Besides, the students are able to use English for communication in the international atmosphere as English is an international language. While students often have difficulty to understand of meaning language that used in communication, where their are not used to study pragmatics. Sometimes a teacher say world clearly and use long sentence with correct grammar, but still have a communication problems. Cause they mastered the ruler for language known as pragmatic. To study politness, we should study pragmatics in order to understand how to use language or lexical choice in teaching English.

Teacher is a person who transfers knowledge to the students. According to Marno and Haris (2008:15) in school institution, the main duty of teacher is to teach students. Moreover, Newton (1982:47) extremely rural people ill be influence by the teacher. Here, the teachers will apply good ways or method to make the students understand. If the teacher is able to make the students confortable, so the teaching learning process run well. Thus, the teacher tries to keep avoiding to offend the students. Therefore, imperative politeness is an unseperable thing in teaching English. If the teacher is polite, it makes the students happy. So, the politeness in Teaching is really needed.

2. Underlying Theory

This study is about politeness, so the writer will explain how people feel confort if their faced saved. Everyone will feel uneasy if their face unsaved or shy. In this case, the concept of face will be explained as follows:

2.1 The Concept of Face

This according to Brown and Levinson(187) is done through the use of specific strategies known as face threatening acts (FTAs). In other words, politeness strategies are used during conversation to keep face safe, and to avoid the risk of the loss of face. Therefore, each speaker should use appropriate strategies which are able to lessen the FTAs.

Politeness becomes important in speech when what is about to be said has the potential to threaten the Hearer's face. Often in communication it is necessary to say something that would threaten the other person's face. In other words, an FTA is committed when the speech behaviour is going to potentially fail to meet the Hearer's positive or negative face needs. Doing FTA is a normal speech behaviour and is not seen as a problem in itself. The problem arises when the FTA fails to be executed appropriately in order to mitigate potential problems that could result from doing the FTA. Therefore whether an FTA is delivered, how it is delivered, and what forms of politeness are used to deliver it depend on a variety of factors.

2.2 Politeness strategies

Also important in understanding the strategies of doing FTA are the concepts of positive politeness and negative politeness.

2.2.1. Positive politeness

Brown and Levinson (1987) explain that the 15 strategies they propose fit directly into the three groups of positive politeness strategies described above. Strategies 1-8 come under (i), Strategies 9-14 fall under (ii), and Strategy 15 belongs under (iii). The 15 strategies and their linguistic realizations in English, where relevant as well as the FTAs associated with some of them are described next.

a. Positive Politeness

- (i) Strategy 1: Notice, attend to H (his interest, wants, needs, goods)
- (ii) Strategy 2: Exaggerate (interest, approval, sympathy with H)
- (iii) Strategy 3: Intensity interest to H
- (iv) Strategy 4: Use in-group identity markers
- (v) Strategy 5: Seek agreement
- (vi) Strategy 6: Avoid disagreement
- (vii) Strategy 7: Presuppose/raise/assert common ground.
- (viii) Strategy 8: Joke
- (ix) Strategy 9: Asserts or presupposes S's knowledge of and concern for H's wants.
- (x) Strategy 10: Offer, promise
- (xi) Strategy 11: Be optimistic
- (xii) Strategy 12: Include both S and H in the activity.
- (xiii) Strategy 13: Give (or ask for) reasons
- (xiv) Strategy 14: Assume or assert reciprocity
- (xv) Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)

2.2.2. Negative Politeness

Negative politeness is basically to save H's positive face. Hence H's face wants to be forced or impeded to do something or disturbed. Thus, negative politeness is used to determine that H has avoided doing something.

b. Negative Politeness

- (i) Strategy 1: Be conventionally indirect
- (ii) Strategy 2: Question, hedge
- (iii) Strategy 3: Be pessimistic
- (iv) Strategy 4: Minimize the imposition
- (v) Strategy 5: Give deference
- (vi) Strategy 6: Apologize
- (vii) Strategy 7: Impersonalize S and H
- (viii) Strategy 8: State the FTA as a general rule
- (ix) Strategy 9: Nominalize
- (x) Strategy 10: Go on record as incurring a debt, or as not indebting H

2.3 Imperative Politeness

In daily communication, imperative is frequently used to order something. Therefore, imperative is very familiar used by teacher who hold the most important role in the classroom. While the imperative politeness is the best method to present directions, orders, requests, prohibitions. Hence, imperative can be defined as following paragraph.

There are some definitions of imperative politeness. As quoted from Oxford dictionary (2004:214), imperative is something which extremely importance or urgent. In addition, Mills, (2003) in Eriany (2012:11) defines that politeness is the expression of the speaker intention to mitigate face threats carried by certain face threatening acts toward another.

As quoted from Eriany (2012:11) that imperative sentences generally have no subject and may have either the main verb or an auxiliary in the base form followed by the appropriate form of the main verb. From those statements, imperatives focus on the clause patterns of imperative sentences, they have the same pattern as declaratives. They imply a wide range of illocutionary act depending on the situational context. Furthermore, imperative often called by imperative mood as well, because it can expresses direct commands, prohibition, and request. In many circumstances, using the imperative mood may sound blunt or even rude, suit is often used with care, for example; "John, finish your work this morning!" it is an imperative used to tell someone to do something without argument. From explanation, it is more clearly to study about imperative in commanding the students more appropriately and politely.

3. Methodology

This study is to describe the politeness strategies of Imperative during the teaching-learning process. While the main portion of the data has been gathered in a format that would enable qualitative analysis procedures to be applied, other parts of the data will be analyzed. The following sections will describe the methodology and the rationale for its use in detail.

3.1 Theoretical Framework

This study employs the Brown and Levinson (1987) Politeness Theory and Imperative politeness of Blum-Kulka (1987). As already discussed in Underlying Theory, at the core of most theories on politeness is the concept of 'face'. It is has also been established that interlocutors construct verbal acts of politeness during interaction mainly for the purpose of avoiding gaps and conflicts that could contaminate meaning and mar the process of communication.

In summation, this study will use the Brown and Levinson's (1987) Politeness Theory and Blum-Kulka (1987) as well as the negative and positive politeness strategies used and qualitative approach in analyzing the data obtained.

3.2 The Subject

The subject of this study is an English teacher who teaches at Internatioanlly-accredited primary School at Tiban Koperasi, Batam.

3.3 Data Analysis Procedures

The data obtained were in the form of recordings of the conversations between the teacher and the students' background information including language use from the interviews and non-verbal gestures used during the interactions from the observations. Data from the interviews were used to aid in the analysis of the audio recorded data and notes. Then the writer analyzes based on the theory of Blum-Kulka (1987) summarized by Rahardi (1987).

3. Analysis

Based on the literature review and the research methodology, here the writer analyzes examples of the data. Those will be classified as direct commands, orders, requests, and prohibitions. Those will be analyzed as follows:

a. Direct Commands

Do this task!

The data above is used to command the students directly. It is directly used to command in order the students "do" the task. Both sides understand what the teacher commanded.

Finish this test by 11am!

This is used to command. Most students understand what the teacher command without any argument to refuse.

If the teacher adds "please" after the sentence above. For example do this task please (by using soft smile). It is considered more polite to avoid the students's offended. The teacher saved the face of the students.

b. Orders

I order you to bring that eraser here.

The statement above is aimed to someone doing what the teacher ordered to him/her. By pointing someone that he/she is ordered to bring the eraser to the teacher. If the teacher adds "my dear student" as following sentences *I order you to bring that here my dear student.* It is considered more polite.

c. Requests

c.1 *Will you bring my bag here?*

c.2 *Would you bring my bag here?*

From those examples above. C.1 is considered more simple. But if the teacher by using "would" to request the student bring her bag, it is considered as more polite and respect to the student who was ordered by the teacher.

d. Prohibitions

In prohibition, usually the teacher uses it to ask the students do not do something prohibited. This can be seen as follows:

Don't throw the rubbish on the floor.

If the teacher states as the example above, this is a normal prohibition. The teacher can do as follows:

Please don't throw the rubbish on the floor.

When the teacher adds "please" before the sentence to students. This will make more comfortable to the students. So this can be called as imperative politeness.

4. Conclusion

Regarding the whole parts of this simpel research. The writer can conclude tht in teaching English normally the English teacher will use “please” to soften the instruction more polite. This is aimed to make an example that the teacher does politely so the students are easy to follow becaue the teacher preserve the students face. In addition, the teacher can use past tense “would” compared “will” in request to the students.

Therefore, the imperative politeness in teaching English can be concluded as direct commands, orders, requests, and prohibitions. Then the teacher adds “please’ and “would” are to soften the imperative sentnces.

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