CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Politeness

1.1 Definition of politeness

The ability to speak is essentially one of the innate potentials (*fithrah*) given by Allah *Subhanawata'ala*. With this ability to speak, a person can build his social relationships. The ability to speak, which is also related to language skills, will be able to increase a person's degree. One of the evidences regarding the use of language in the *Quran* is found in chapter Al-Ahzab verses 70 and 71, Allah *Subhanawata'ala* said which means as follows:

"Hai orang-orang yang beriman, bertaqwalah kamu sekalian kepada Allah dan bertuturlah (dengan perkataan yang) benar, niscaya Allah memperbaiki amalan-amalanmu dan mengampuni dosa-dosamu. Barangsiapa yang menaati Allah dan Rasul-Nya,

16

maka sesungguhnya dia telah memperoleh kemenangan yang besar."(QS. Al-Ahzab: 70-71)

If a person is able to speak politely, convincingly, fun, interesting and ethically, then his degree will also increase. In the ethical study of Islamic education, politeness speaks something very important, because Islamic teachings emphasize civility in any case. In the Qur'an, good speech is better than giving accompanied by something that hurts the recipient's heart (Djarot & Muhammad, 2019). The linguist who is concerned with politeness has expressed some diverse thoughts or beliefs. That is why Fraser in (Yoga et al., 2014), classifies the various language theories that have been proposed around the world. First is the politeness theory, which is based on social conventions. This hypothesis is concerned with people's habits such as norms or conversations in one location. The second is a politeness theory that considers relationship or togetherness to be a communication principle.

According to this view, the speakers attempt to reduce the offended dispute with the listener. The third sort of politeness theory is concerned with maintaining one's dignity. This idea emphasizes the importance of saving the speaker's face. The final method is civility, which is based on a conversational contract. According to this view, all participants prepared a contract through which they received their duties.

The most often discussed treatment notion of politeness comes from Penelope Brown and Stephen Levinson's book, which was first published in 1978 and republished in 1987 with a new preface. Watts as cited in Retnoningsih (2013), consider politeness as a rational and rule-governed element of communication, a justified rationale for deviation from efficiency, and geared primarily at sustaining social cohesion via the upkeep of individuals' public face. Politeness is described in their concept as repressive activity intended to counterbalance the disruptive effect or

Face Threatening Acts (FTAs). Acts that impinge on the hearer's need to retain his or her self-esteem and be respected are known as Face Threatening Acts (FTAs).

Brown and Levinson (1987), say that politeness as a complicated system for softening face-threatening acts. They examine etiquette and conclude that in order to enter into a social interaction, persons must recognise and demonstrate awareness of their own face, public self-image, sense of self, and addressee.

In conclusion, politeness is an expression that is used to take care of people's faces in order to avoid conflict and maintain positive relationships. It was also linked to social behavior and the use of language.

In Indonesia, good manners are referred to as a "ethics". This kind of decency is a particular kind of moral speech act (Ryabova, 2015). A courteous individual will speak and act appropriately. In order to ease tension in interpersonal encounters, society has evolved the concept of politeness. Manners refers to a

person's polite behavior and respect for socially acceptable others. Manners and language go hand in hand. Someone who is considerate will communicate effectively (Putrihapsari & Dimyati, 2019).

Education is a medium or tool used in the moral reshaping of a nation that is already in crisis as it is today. As a source of Indonesian education objectives as stated in Law No. 20 of 2003, concerning the National Education System, stated that "Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk karakter serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengmbangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab" (Soedarsono, 2005).

Based on the objectives of national education above, it is clear that Indonesian national education focuses on more effective and efficient character education in order to improve the moral crisis that is currently hitting Indonesia. Education has an important role in overcoming the moral crisis because education is an effort or process aimed at fostering the quality of human resources as a whole (Elmubarok 2008). It is hoped that through character education, bad behavior and mindset in children can change for the good. Therefore, education is a very effective way 3 to be able to improve the moral crisis that occurs, and also education becomes a benchmark for the achievement of national moral improvement, because if the goal of national education is achieved, it can be ensured that the moral formation of the nation's children can also be better.

1.2 Function of politeness

According to Searle as cited in Leech (1983), illocutionary acts are categorized into five kinds based on the intention of speakers when speaking, namely:

a. Assertive, stating, recommending, boasting, claiming, complaining, and reporting all bind the speaker to the truth of the conveyed notion.

b. Directive, are meant to elicit a response from the listener: for example, ordering, commanding, requesting, advising, and recommending.

c. Commisures, bind the speaker (to a greater or lesser extent) to a future action; for example, promising, swearing, and giving.

d. Expressive, have the purpose of communicating, or making public, the speaker's psychological attitude toward a situation that the illocution presupposes; for example, thanking,

e. Declaration, Resigning, dismissing, christening, naming, excommunicating, appointing, punishing,

and other illocutions whose good performance brings about the correspondence between the propositional content and reality.

1.3 Politeness strategies

According to Brown and Levinson (1987), there are four different kinds of politeness strategies for doing FTAs:

a. Bald on record

The speaker does nothing to lessen dangers to the hearer's face when using the bald-on record strategy. The reason for its use is because if a speaker (S) wants to conduct the FTA (Face Threatening Act) as efficiently as possible more than he or she wants to satisfy the hearer's (Hs) face, even to a small degree. Based on the statement, bald on record techniques are when the speaker speaks candidly without chit-chat. There are two types of bald on record:

1) Non-minimization of the face threat

The normal use of bald-on records is non-minimization of the face threat when other needs take precedence over face concerns. In the interest of haste or efficiency, both the speaker (S) and the hearer (H) agree that the relevance of face demands may be suspended. When the speaker has a close relationship with the audience, this method is frequently employed.

a) Strategy 1: Metaphorical urgency for emphasis

In order to emphasize a point, the speaker will utilize this strategy when speaking as though maximum effectiveness is crucial.The researcher derives from the remark that the speaker engages the hearer in conversation about a significant topic. For example :

Here, a cup of tea for you

Attention please.

b)   Strategy 2 : Methaporical urgency for

high valuation of hearer's friendship

This approach explains why
imperatives which have the same
superficial syntax and have the same
inverted assumptions about the
relative status of S and H seem to arise
in various languages. The researcher
deduces from the sentence that this
strategy is one in which the speaker
requests something of the listener. For
instance: Excuse me or pardon me.

c)   Strategy 3: Case of channel noise

When there are issues with
communication, this strategy is used to
take advantage of the need to talk as
effectively as possible, such as when

calling from a distance. The researcher deduces from the statement that the speaker applies pressure to engage the hearer in conversation. For instance: "Come right here!"

d) Strategy 4: Power different between S and H (S is higher)

When there are differences, this tactic is frequently employed.S and H are the speaker and hearer, respectively; either S is more potent than H and does not worry about H taking revenge or not cooperating. S is false. To please H's face, you must adjust your expression. using the inference that this strategy is effective because the speaker has a disagreement with the listener. For example: Send me thereporting, Suti.

e) Strategy 5: Task oriented/paradigmatic form of instruction

The way your face is redressed will not matter in this type of interaction. The researcher draws the conclusion that this method stresses instruction, in which the speaker instructs the listener.Example: Right in front of your eyes.

f) Strategy 6: Permission that H has requested

According to Brown and Levinson's theory (1987), granting the request for permission made by hearer (H) may be done baldly on record (1987). The researcher deduces from the statement that this strategy involves the speaker giving the hearer

permission. Example: "Yes, you ought to pay attention to her."

g) Strategy 7: Sympathetic advice or warnings

According to Brown and Levinson's (1987) theory of politeness strategy, the speaker (S) does care about the hearer (H) and, consequently, about H's positive face, hence no redress is necessary. The researcher deduces from the statement that this strategy is one in which the speaker shows concern for the hearer. For instance: I appreciate your kindness.

2) FTA- oriented bald-on record usage

According to Brown and Levinson (1987), bald-on records are truly oriented to face. In other words, it's employed when the

face involves mutual orientation, and one participant tries to predict what the other is trying to predict. Because it is reasonable for S to think that H will be particularly concerned about H's potential violation or S's maintaining under specific conditions.

a) Strategy 1: Welcoming is utilized when the speaker insists on the hearer imposing on his negative face. The researcher deduces from the sentence that this method is speaker greets the listener. "Good evening," for example.

b) Strategy 2: Farewells, is employed when the speaker insists that the hearer violate his positive face by departing. The researcher deduces from the statement that this method is employed when the speaker wishes to distance

himself from the listener. "See you when I see you," for example.

c) Strategy 3: Offers, are employed when the speaker insists on the hearer imposing on the speaker's negative face. The researcher deduces from the statement that the speaker is offering or commanding something to the listener. For instance, leave!

b. Positive Politeness

According to Brown and Levinson(1987), positive politeness is orient anoints the face of the addresse by indicating that in some repects, S wants H wants ed toward the positive face of H, the positive-self-image that he claims for himself. Possitive politeness is approach-based, iBy emphasizing that the speaker wants what the hearer wants, the speaker can satisfy the addressee's positive face wants (e.g by treating him

as a member of an in-gorup,, a friend, a person whose wants and personality traits are known by the assurance that in general S wants at least some of H's wants. Positive politeness strategy is divided into few categories. They are:

1) Strategy 1: Notice, attend to Hearer (his interest, wants, needs, goods)

The strategy suggests that S (speaker) pay attention to features of the listener's state (the changes can also note, common ownership, and everything that listeners want to be noticed and recognized by the speakers). The researcher deduces from the statement that the speaker is concerned about the listener's condition. "Bayu, you're incredibly good at fixing computer problems," for example. I was hoping you could assist me with a minor issue I'm having." Bayu is skilled at solving computer difficulties, as the speaker

knows. As a result, whenever he or she has a difficulty, he or she turns to Bayu for assistance.

2) Strategy 2: Exaggerate (interest, approval, sympathy with H)

Exaggerated intonation, emphasis, and other prosodic aspects, as well as intensifying modifiers, are frequently used in this strategy. The researcher deduces from the statement that the speaker employs excessive words or intonation. "Oh Anne, you are just stunning." Just the kind of girl I was hoping to see. I knew I'd seen you around here. Could you spare a few moments for me?"

The speaker expresses his delight on seeing Anne in the statement above. The speaker expresses his or her exaggeration by saying Anne is gorgeous and the only person he or she wants to meet; Anne is satisfied

since the speaker exaggerates in order to pique Anne's interest. As a result, Anne is unconcerned about wasting her time.

3) Strategy 3: Intensify interest to H

Another option for S to show that he shares H's desires is to pique H's interest in S's own contributions to the conversation by 'telling a good narrative.' Based on the speaker's story, the researcher determines that the speaker wishes to be cared for by the listener. "I came down the stairs, and what do you suppose I saw.

Before telling the story, the speaker tries to catch the listener's attention by stating, "and what do you suppose I see?" This sentence piques the listener's interest in hearing his or her narrative. It demonstrates that the speaker has preserved the hearer's

favorable appearance by involving the listener in the topic.

4) Strategy 4: Use in-group identity markers (addressed forms, dialect, jargon or slang.

This strategy involves employing countless address forms to show that S and H are a part of a group of people who have certain desires in common. The speaker can use phrases like "mac," "mate," "buddy," "pal," "honey," "dear," "duckie," "love," "babe," "Mom," "blondie," "brother," "sister," "cute," "sweetheart," "guys," "fella," etc. to refer to a group member. Use Indonesian words like kawan, say, bo, eke, and dsb. The researcher deduces from the sentence that the speaker employs the phrase when speaking to the listener. Example: "Would you please help me with this bag here, darling?

The aforementioned illustration demonstrates how the speaker uses in-group identification indicators to demonstrate positive politeness. Another address form from his acquaintance could be the source of the identifier "darling."When requesting assistance from the listener, the speaker utilizes these words to downplay the danger. Because he was treated like a group member, the hearer's good reputation was preserved.

5) Strategy 5: Joke

Jokes are rooted on common beliefs and historical knowledge, which redefine the size of FTA. The researcher deduces from the statement that the speaker is making fun of the hearer. For instance, a speaker might say, "How about landing me this old heap of junk instead of borrowing your friend's new Cadillac? Actually, the speaker means new

Cadillacs when he or she refers to an old pile of rubbish.

6) Strategy 6: Include both S and H in the activity

In order to accomplish this, we use an inclusive "we" form when S actually refers to "you" or "me." Let's is an all-inclusive version of "we" that is used. For example, "Let us stop for a bit".The researcher deduces from the sentence that the speaker wants the hearer to quit doing something while also being forced to agree to do it. The speaker in the aforementioned scenario asks the listener to stop. The pronoun "us" indicates that the speaker is including the listener in their activities in that statement. The cooperation between the speaker and the hearer, which shows that the goals are for both of them in

addition to the speaker, makes the request
more polite.

7) Strategy 7: Offer, promise.

This strategy is employed to mitigate
the potential harm posed by some FTAs. The
speaker can assert that whatever H desires, S
desires for him and will assist in achieving.
The researcher deduces from the statement
that the speaker aids the hearer in realizing his
or her desires. I'll send the money tomorrow,
for instance. Don't be worried. This
exampleshows that the speaker transmits to
the hearer their cooperation. The speaker
emphasizes cooperation by assuring the
listener that he or she will send the money the
next day. When the speaker urges the listener
to not worry about anything, this statement
might lessen the imposition. As a result, the

speaker's appreciation for the listener has made them feel good.

c. Negative politeness

According to Brown and Levinson (1987), the negative politeness approach is a regressive action directed at the addressee's negative face: his need for unrestricted action and attention. Negative politeness, unlike positive politeness, is specific and focused; it serves the purpose of lessening the specific imposition that the FTA unavoidably causes. The researcher concludes from the preceding remark that negative politeness strategy is used when the speaker speaks candidly with chit chat negative politeness.

The following are few categories of negative politeness:

1) Strategy 1: Be conventionally indirect

This is the first negative politeness mechanism: 'be direct,' that is, communicate

directly without rambling. This method is a workaround for two opposing circumstances: the desire to not press the speaker on the one hand, and the goal to declare the message directly without rambling and obviously meaning on the other.

As a result, the technique is carried out by employing phrases and sentences with unambiguous contextual meanings that differ from their literal meaning. The researcher deduces from the statement that the speaker communicates directly and without rambling. Example: Can you open the door, please!!

The use of the word 'please' in the statement above indicates a readiness to inquire directly and provide options to the listener.

2) Strategy 2: Question, Hedge

A hedge modifies a noun phrase's membership in a set so that it is partial or true only in particular ways, but more comprehensive than could be expected. Hedge can be used to soften an order and transform it into a kind suggestion. The researcher deduces from the statement that the speaker is seeking guidance from the listener.

Example: I was wondering if you could help me.

3) Strategy 3: Be pessimistic

S This method redresses H's negative face by expressly expressing skepticism that the prerequisites for S's speech act's propriety exist. The researcher deduces from the statement that the speaker expresses uncertainties to the listener.

For example, I'd like to ask for assistance, but I'm worried you don't want it.

d. Off record

Off-the-record strategy is a type of communication with a specific goal. As a result, when a speaker goes off the record, it's not only to deliver information; the speaker has a purpose. Aside from that, the terminology used in off-the-record tactics is indirect. When the speaker employs this method, he will just provide a hint, leaving the listener to interpret. The study concludes that off-the-record tactics are used when the speaker speaks loosely. The following are categories of the off record strategy.

1) Strategy 1: Give hints

The speaker use this method to convey information to the listener. The information could be a "demand" or "request" to do something from the speaker to the listener. The researcher deduces from the sentence that

the speaker uses this method to convey information to the listener.

"Oh, I'm very thirsty," for example (give me a drink). In this case, S is requesting that H provide some water. S, in the example, made a request by hinting.

2) Strategy 2: Give association clues

"The speaker mentions anything related with either precedent addressee's experiences or shared awareness of other interpretation experiences,". The method is carried out by mentioning anything related to the act that H is required to perform, either by precedent in S-experience H's or by mutual awareness, regardless of their interaction history. The researcher deduces from the statement that the speaker uses this method to mention something connected to the activity that the listener requires.

For Example, "are you going to market tomorrow?" she asks when someone needs a ride to the market. I assume there'll be a market tomorrow."

3) Strategy 4: Understate

The speaker picks one means of generating implicature by speaking less than is required, it is choosing a point on scalar predicates. This method is used by the speaker to express understatement; S says less than is required, resulting in implicatures. The researcher deduces from the statement that the speaker is making a statement to the listener.

When a friend's new haircut does not appeal to her, she simply remarks, "It's quite beautiful."

4) Strategy 5: Overstate

"The speaker exaggerates or chooses a point scale that is greater than the genuine

circumstance or to make an important situation,". The method is implemented by stating more than is necessary, exaggerating, or selecting a scale point that is higher than the actual situation. Hyperbole is another name for it. The researcher deduces from the sentence that the speaker is exaggerating something.

For example,"you never do the dishes." Exaggerates in this context, as though the listener never cleans up.

5) Strategy 6: Be ironic

"By speaking the opposite of what he means, speaker can implicitly transmit his intended meaning,". To be ironic, you must say the polar opposite of what you mean. If there are clues (prosodic, kinesics, or textual) pertinent to the situation, S can indirectly express his intended meaning this way. The

researcher deduces from the sentence that the speaker is saying the exact opposite of what he or she means.

For example, "you're usually on time."In this case, the speaker is attempting to convey that the listener is constantly late.

2. Presentations

2.1 Definition of presentation

Goffman (1956), analogizes human life as a stage performance. The stage places the individual as the actor, while the community acts as the audience. On stage, individuals are required to be able to present their best self so that the audience accepts them. This self-presentation implementation divides the stage of the actor into two areas. Goffman calls it the front stage and the back stage. Each stage has elements that are different from each other but support each other as a unit. On the front stage, individuals tend to display the appearance according to the expectations of the

audience. What they do on the front stage is nothing but an effort to form environmental acceptance of themselves. In general, a person wants himself to be accepted by the public as someone who is intelligent, friendly, and morally good (Rosenfeld et al., 1983). On the other hand, on the backstage, individuals can appear more natural. The back stage is a space for actors to prepare everything they want to display on the front stage. Backstage is also a place where actors hide things they don't want to appear on the front stage (Littlejohn, 2009). The two stages are an inseparable unit of human life. The more smoothly humans control the stage, the better the acceptance of the environment towards them.

However, the appearance of actors on stage is not always successful. It is very influential from self-control and the relevance of display elements that match the audience's image. This is what Schlenker calls a self-presentation technique on stage. "Self

presentation is the attempt to control images of self before real or imagined audiences" (Sclenker, 1980). Through self-presentation, actors can encourage audience reactions according to their expectations. A successful self-presentation cannot be separated from the relevance of supporting attributes according to the characteristics of the audience. Goffman explained that the attributes of self-presentation include the clothes we wear, where we live, the house we live in, the way we equip it, the way we walk and talk, the work we do and the way we spend our free time (Mulyana, 2001). Goffman also explained, an actor in the front stage has a personal front and setting. The personal front is further divided into two, namely appearance and manner (Ulfah, Ratnamulyani & Fitriah, 2016). Appearance refers to artifactual cues that indicate role, occupation, age, and personal commitments. The style of behavior (manner) which refers to how to walk, sit, talk, look and so on (Raiyati, 2017).

2.2 Function of presentation

Oral presentation can be a way for the teacher to help the students to develop their speaking ability.The development of grammar system, vocabularies, suprasegmental features, rability in responding appropriately in different situation, langauge selection, the development of discourse and the strategies in communication of the students develop will affect the students performances in oral presentation. It means that oral presentation affect the students' abilities in speaking. Even sometimes the students get difficulties in their speaking which come from personal factors, presentation skills, and the audience, it can be solved by the strategies in communication which they can use. Moreover, a good ability in delivering oral presentation will affect the students' speaking ability become more develop. As the teacher, it would be better if give more motivation for the students to be confident and believe in their proficiency. The teacher

also will be better if give more practices and chance for the students to dvelop their oral presentation skills in order to develop their communicative competence.

B. Theoretical framework

The following diagram summarizes the theoretical framework of the study. As seen in the figure below, this study focused on politeness strategy used by students while presentation, as speaker-and audience student interaction is an important aspect of the teaching and learning process. The students used politeness during the teaching and learning process. Brown and Levinson identify four politeness strategies: bald on record, positive politeness, negative politeness, and offrecord. The researcher would look into students' politeness strategies, the most common politeness strategies employed in students presentation and the experiences students get after using the politeness strategies by Brown & Levinson in their presentation.
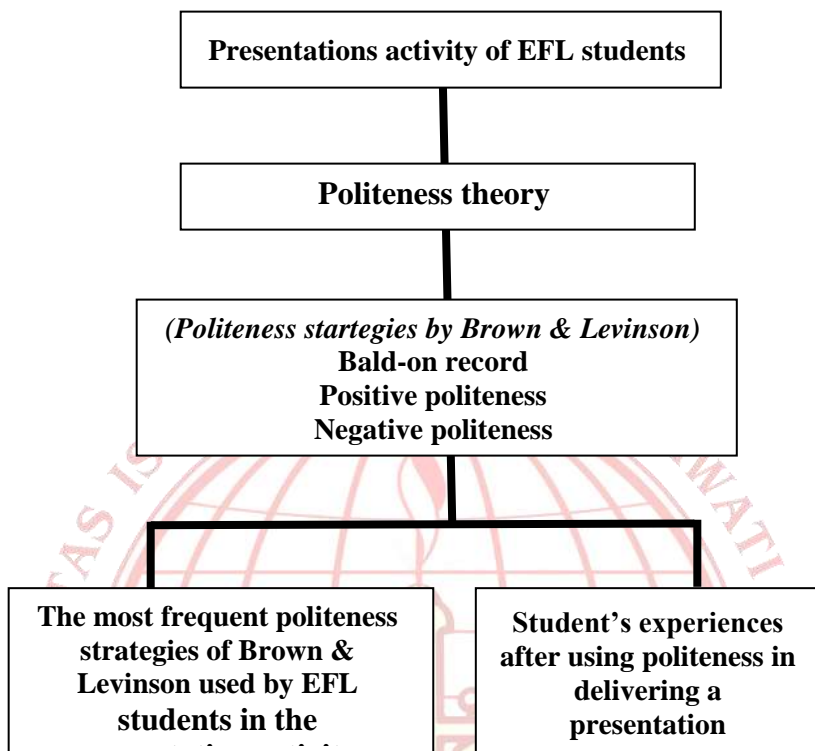
Figure 2.1 Theoretical framework

C. Previous Studies

1. Mahmud, M. (2019). The use of politeness strategies in the classroom context by English university students. *Indonesian Journal of Applied Linguistics*, 8(3), 597-606.

   The purpose of this study is to look into English students' politeness strategies. The English students utilized different politeness methods in their presentations,

both positive and negative politeness, as a result of this study.

There is a difference between this research and the research conducted by Mahmud is that there is a dependent variable where in the research conducted by mahmud the dependent variable is about the classrom context whose activities are general. While in the research that the researcher wants to do, the dependent variable focuses on learning activities, namely student presentations.

2. Khakzad Esfahlan, F., & Boroumand, M. (2020). Gender and socioeconomic status: A pragmatic analysis of politeness strategies used by Iranian EFL students in Persian and English requests. *Journal of Language and Linguistic Studies*, 16 (4), 1803-1820.

The aim of the current study was to investigate how gender and socioeconomic position (SES) and choice of politeness strategies related to one another. The realization of speech acts of request in Persian (L1) and

English (L2) was the main focus. 100 Iranian EFL students at the advanced level took part. They were placed into four equal groups of 25 people each based on gender and replies to a questionnaire on their socioeconomic status. Male-high, male-low, female-high, and female-low are in that order. Discourse completion tests (DCTs) in both English and Persian served as the data gathering tools. The findings showed a substantial correlation between gender and the application of politeness techniques in both L1 and L2 speech acts of request.

The differences contained in the research conducted by Esfahlan with this study are in the object of research where in the research by Khusnia focuses on the relationship between gender and socioeconomic status (SES) on one hand, and choice of politeness strategies on the other. Meanwhile, the research that researchers want to do will focus on students who use the politeness stratehi in their presentations.

3. Martina, S. H. (2020). Politeness strategies used by students in EFL classroom interaction at SMA Muhammadiyah 9 Makassar. *Unpublished. Makasar: Muhammadiyah University of Makassar*.

The finding proved that students at SMA Muhammadiyah 9 Makassar employed bald on record and positive politeness tactics in their EFL classroom interactions. Five students' utterances were classified as bald on record methods, while sixteen students' utterances were identified as good politeness strategies. Positive politeness tactics are the most commonly used by students in EFL classroom interactions at SMA Muhammadiyah 9 Makassar.

The research conducted by Martina in 2020 showed that the study focused on the use of politeness strategies by high school students in interacting in the classroom which is a difference from the research that researchers will conduct where this study focuses on the

use of politeness strategies by college students in their presentation activities in class.

4. Rahayuningsih, D., Saleh, M., & Fitriati, S. W. (2020). The realization of politeness strategies in EFL teacher-students classroom interaction. *English Education Journal*, *10*(1), 85-93.

This study aimed to analyze the implementation of politeness methods and sociological factors influencing the choosing of politeness tactics. Analyzing classroom dialogue was a method of qualitative research that was used in this study. 30 EFL students and one EFL teacher took part in the study in two EFL courses. The framework of politeness strategies developed by Brown and Levinson (1987), served as the foundation for the research tools. The results demonstrated that in the classroom interaction, bald on record, positive politeness, negative politeness, and off records were achieved. The teacher primarily employed positive politeness to demonstrate unity and establish a strong relationship with the students, bare on

recordings to deliver a plain and unambiguous instruction, negative politeness to lessen the compulsion of the pupils, and off record to provide suggestions. Additionally, sociocultural characteristics like proximity, dominance, and degree of encroachment affect how politeness methods are chosen. As a result, courtesy is crucial for preserving relationships and fostering a welcoming environment in EFL classes.

The similarity that exists in the research by Rahayuningsih, Fitriati, and Saleh with the research to be researched by researchers is the similarity focused on politeness of strategies. Then the difference is in the object of research which in the research conducted by Rahayuningsih, Fitriati, and Saleh the object of research is teachers and students who focus on their interaction in the classroom. Meanwhile, the research object in the research that the researcher will conduct this time will only focus on English students who focus on using politeness strategies in their presentations.

5. Fitriyah, F., Emzi, E., & Ridwan, S. (2019). Cultural Values of Politeness in Efl Classroom: a Study of Etnography of Communication.

The directive and expressive speech acts utilized in EFL classrooms were the focus of the research in this work. Three professors and the students in three different English classrooms are the participants in this study. In order to identify the politeness techniques and cultural values in EFL classrooms, the data are collected via video audio by capturing the lecturers' utterances and students' compliances to the lecturer. The study found that: 1) There are seven different cultural values of politeness strategies used in EFL classes, including glorifying God, agreeing, apologizing, questioning, expressing gratitude, saying please and thank you, and delivering praise; and 2) Both lecturers and students primarily employ agreement and questioning. As a result, this topic is pertinent to EFL lessons that emphasize the development of lecturers' and students' language and cultural competence. The analytical

tool makes reference to the communication approach ethnography and the positive and negative politeness theories of Brown and Levinson. The results of this study will likely shed light on EFL's pragmatic and conversational norms.

The similarities in these two studies are the same in research related to politeness. Meanwhile, the difference between these two studies is in several things. First, participants in the study. The participants involved in the research conducted by Fitriyah, Emzi, & Ridwan were lecturers and students. Meanwhile, the research that the researcher will do only involves participants who are students. Second, the focus of the research. Research conducted by Fitriyah, Emzi, & Ridwan focused on directive and expressive speech acts in EFL classroom. Meanwhile, the research that researchers will conduct focuses on the use of politeness strategies in English student presentations that contain the speeches delivered.