

**POLITENESS STRATEGIES USED BY ENGLISH TEACHER AT
SMP BINA SATRIA MULIA MEDAN**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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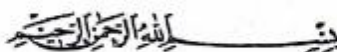
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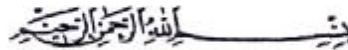
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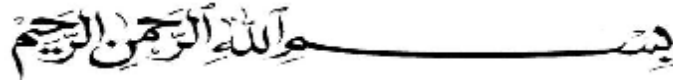
ABSTRACT

Harahap, Rizki Maulidia .1402050247. *Politeness Strategies used by English teacher At SMP Bina Satria Mulia Medan. A thesis : English Department. Faculty of Teacher Training And Education . University Of Muhammadiyah Sumatera Utara Medan.2018*

This study was aimed to investigate types of Politeness strategies used by an english teacher in the classroom and how does the teacher realized the politeness strategies and to describe the reasons politeness strategies realized by the teacher in the classroom. This study was conducted by applying descriptive qualitative research. The source of the data was an English teacher of class VIII in SMP Bina Satria Mulia Medan. The instrument of this study was video recording . The data were anlyzed using data descriptive. The findings of the result were that (1) there were all of politeness strategies namely : Bald on record (55%), Positive Politeness (31%), Negative politeness (6%) and off record (11%). (2) Bald on record was realized because it made close relationship between teacher and students, Positive politeness was realized because to give respect to the students during teaching learning process, Negative politeness was realized because to maintain closer friend among them, Off record was realized because the teacher wants the students more understand to the teacher just by giving a clue in teaching learning process.

Key words: Politeness Strategies, English Teacher, Roles of Teacher

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CHAPTER I

INTRODUCTION

A. The Background of The Study

Teaching learning process is a core from the whole of educational process with teacher as primary role holder. Because teaching learning process contains a series of actions of educators / teachers and students on the basis of reciprocal relationships that take place in an educational situation to achieve the certain goals. The interaction or reciprocal relationship between teacher and student is a major requirement for the ongoing process of teaching and learning. The role of teacher in teaching learning process is not only as the teacher who give the explanation about the lesson in front of the class, but also as the motivator, couch, and the second parents for the student. Teacher especially teacher's language plays a very important role in EFL classroom such as to give the instruction, motivating class, explaining the lesson to student and also evaluating students. The teacher should be realize that they are a role model for his/her student, good or bad attitude of the teacher will be influenced by their student, the teacher need to speaks politely and behave well while making an interaction with the student. the teachers has a responsibility to teach their students how to speak politely and remind them if they speak impolitely at school especially during the classroom interaction.

Politeness is a universal and bestexpressed as the practical application of good manners and etiquette. Manik & Hutagaol states that politeness strategies are ways to conveys the speech acts as polite as possible. Politeness strategies is

certainly not limited by space and time, it means that wherever and whenever we have to speak politely, especially in the environment of education or school. Even in this formal institution that should become a polite barometer of language usage. The language usage between the teacher with other teacher or with any staffs of school should heed the politeness even more, if the situation seen by the student. The teacher should be able to be a good role model for the students in practicing politeness. To achieve that, there are some strategies that can be used in specific content by individual in certain society especially in school. School is not only as an institution for students to learn about any subject like math, English, art, etc but also as the setting for student to gain the education of attitude especially being polite. The politeness itself can be described as a picture of teacher professionalism. The ability of language possessed by the teachers can be seen from the selection of words and how the teacher conveys the sentence when interacting with students or others. If the teacher has been able to be an example of politeness to the student then the teacher deserves to be called as a good role model that will be imitated by the student.

In education teachers are expected to play vital roles in the lives of students in the classroom. Teachers best know for the role of educating the students that are placed in their care. Based on Nuh (2012) quoted by Manik & Hutagaol (2015), the education minister of Indonesia states that politeness of Indonesian students is in a state of decline. It means that the teacher has a responsibility to teach the student how to speak in a polite way. According to UU No.141 (2005) about the explanation of national education (sisdiknas) section 3 states that

“the national education has function to develop the ability and forming the prestigious character of nation civilization in order to educate the live of nation.” Based on the law above the education must be able to developed the potential of the student and forming his characters to be a human with faith, has morally and polite. The role of the teacher here is very needed to achieve that especially in forming the character of the student. the forming character of the student can be start with the teacher who always speaks politely in front of the students in order to influence and habituate them to speak politely too. In addition the politeness strategy is appropriate with curriculum 2013 which emphasize to create a good character of the students because politeness strategy deals with someone’s ability to show his good character. Therefore teachers is must implement it in the language learning activity along with the language usage.

After all based on researcher’s observation of teacher’s utterances while doing PPL at SMP BINA SATRIA MULIA, it’s beyond expectation. The teacher were often used impolite utterances to their student and the impolite utterances affected to student’s compliance during english teaching learning process. For example when the student make a noisy, Teacher :” *eh, tidak bisa diam kalian?*” ,” *diamlamulutmu itu*”. The utterances above show us clearly of the impolite utterances used by the teacher. Another example, Teacher: “*eh dengarkan dulu nanti kalau ditanya tidak tahu jawabnya!*”. That command has shown impolite for junior high school, it’s better if the teacher use more polite utterances to make a good class situation with the students like “*anak-anak tolong suaranya ya ibu sedang menjelaskan pelajaran*” “*tolong jangan ribut ya nak* “. To create

collaborative between teacher and students, the teacher must create a good situation while interacting with the students so the student will not feel there are pressure in teaching learning with the teacher. The teacher must create a comfortable and fun class while teaching the students. If the teaching learning class goes well the knowledge will be accepted well too by the students.

Based on the explanation above about the teacher and politeness strategies, thus the researcher are interesting to investigate politeness strategies used by english teacher in classroom of Smp Bina Satria Mulia. The researcher are interesting because while doing the PPL the researcher paid attention to the teacher while interacted with the student. the teacher seldom spoke in polite way while talking with the student even sometimes the teacher like to talk harsly to the student. that's why the researcher are interesting about the politeness strategies used by the English teacher. This study will be describe politeness strategis used by English teacher at Smp Bina Satria Mulia Medan based on the theory of Brown and Levinson.

B. The Identification of Problem

In according to the background of the study, the problems can be identify as the following:

1. The teacher not used politeness strategies while teaching in the classroom
2. The types of politeness strategies were realized by English teacher in the classroom
3. The reason of politeness strategies were used by English teacher in the classroom.

C. Scope and Limitation

The scope of this research was focused on politeness strategies in English classroom. The limitation of this research is about types of politeness strategies based on Brown & Levinson Theory (1987) namely (1) Bald on Record (2) Positive politeness (3) Negative politeness (4) Off record strategy that were used by English teacher at Smp Bina Satria Mulia for grade VIII.

D. The Formulation of The Problem

Based on the identification of the study above, the problems was formulated as follows:

1. What types of politeness strategies were used by English teacher in classroom?
2. How do the politeness strategies realized by English teacher in classroom?
3. Why do the English teacher used politeness in English classroom?

E. The Objective of The Study

The objectives of the study are:

1. To investigate the types of politeness strategies used by English teacher in the classroom.
2. To investigate how do the politeness strategies realized by the English teacher
3. To investigate the reasons of types of politeness strategies used by English teacher in the classroom.

F. The Significance of The Study

The finding of the study were expected useful theoretically and practically:

1. Theoretically

The study can give additional information for the readers about the using of politeness strategies.

2. Practically

- a. For English teacher, especially who are teach in this area,in order to be able to guide their students in having good manner and behaviour in applying politeness strategies and education practioner generally more selective and wiser also evaluating giving speech acts to the student based on politeness strategies.
- b. For the students, who are learn with the teacher are able to understand about politeness strategies and can practice using polite utterances to create the good attitude and character based on curriculum 2013.
- c. For other researcher, can be the reference to the other research in the same scope.
- d. Goverment, especially for Ministry of National Education and Culture to give some considerations about the importance of implementing politeness strategies in National Curriculum which emphasize on good character.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Politeness

Watts(2003:13) states that theory of politeness: the term is used almost exclusively to refer to the different ways conceptualizing politeness. But doing this only clouds the issue,since polite and politeness are lexemes in the English language whose meanings are open to negotiation by those interacting in English. The politeness was not only for one group society, but also it was for everyone in all conditions that using language as their tools to build a good social interaction with other people.

Kedves (2013) states that Brown and Levinson's (1987) theory was developed founded on two basic assumption, the first being that all interactants have a face, the public self-image that every member wants to claim for himself,consisting of two related aspects:

- a. Negative face : the basic claim to territories,personal preserves,rights to non-distraction – i.e. freedom of action and freedom from imposition.
- b. Positive face: the positive consistent self image or personality (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants (Brown and Levinson,1987:61)

The second assumption is that the interactants have the ratioanal abilities to achieve certain goals. Face is socio-culturally dynamic property changable through interaction with others. To maintain their face, speakers, as rational

agents, accept its vulnerability and are prepared to cooperate with others. Everyday communication involves the use of face-threatening acts (FTA), "that by their nature run contrary to the face wants of the addressee and/or of the speaker" (Brown and Levinson, 1987:65). FTAs can threaten both the speaker's and the hearer's face. Also, they can obstruct both positive and negative aspects of one face.

Negative FTAs obstruct the speaker's or the hearer's freedom of action and freedom from imposition. These can be threatening to the hearer when they:

- a. Place pressure on the hearer to perform or not to perform a particular action; e.g. advice, suggestion, request, orders, reminding, warning threats.
- b. Express the speaker's strong negative feelings or opinions of the hearer or hearer's belongings; e.g. hatred, anger, lust, compliments, expressions of envy, admiration.
- c. Indicate some positive future actions of the speaker towards the hearer which compel the hearer to either reject or accept it; e.g. promises, offers.

FTAs which threaten the speaker's negative face are those that pose an offence to one's face, e.g. expressing thanks, accepting the hearer's thanks/apology/offers/, excuse, response to hearer's faux pas, unwilling promises and offers. Positive FTAs inflict damage to one's face by doing the interlocutor's lack of appreciation and /or approval for one's feelings, wants, desires, etc. These threaten hearer's face by:

- a. Expressing the speaker's negative evaluation of the hearer's positive face, e.g. disapproval, criticism, insults, accusation, complaints, reprimands, contradiction, disagreements;
- b. Expressing lack of care for the hearer's positive face, e.g. excessive emotionality, interference, misuse of honorifics, mention of taboo topics, belittling, boasting, non-sequiturs, and interruption.

The speaker's positive face is threatened by acts which indicate that one has made a transgression or lost control over the situation, e.g. apologies, confessions, admissions of guilt or responsibility, acceptance of compliments, self-humiliation, self-contradictions, emotion leakage, etc.

Brown and Levinson interpret politeness precisely in relation to FTAs- they define it as face-saving behavior, i.e. the employment of threat minimizing strategies (1987:68). When discussing politeness strategies, they differentiate between several categories. Bald-on record strategy does not involve any redressive actions, but it is nevertheless acceptable in situations where the speaker and the hearer "both tacitly agree that the relevance of face demands may be suspended in the interests of urgency or efficiency", or "where the danger to the hearer's face is very small (Brown and Levinson 1987:69) Positive politeness strategy is employed to minimize the threat to hearer's positive face and entails utterance which expresses interest for the hearer's need and wants, contain in-group identity markers, optimism, humor and avoidance of disagreement. Negative politeness strategies are deployed to avoid or decrease potential damage to the hearer's negative face and include utterances containing hedges or question,

pessimism, indirectness, obviating structure, apologies, etc. Finally, off-record or indirect politeness strategy turns to completely indirect-utterances, which avert the potential threat from the speaker.

Yule (1996) is quoted by Manik & Hutagaol (2015) states that politeness is an interaction, can be defined as the means employed to show awareness of another person's face. Politeness referred to the emotional and social sense of self that everyone to recognize. In this sense politeness can be accomplished in situations of social distance or closeness. Showing awareness for another person's face when that seems socially distant is often described in terms of respect or deference.

2. Politeness Strategies

Manik & Hutagaol (2015) states that politeness strategies are more likely to be used when a speaker of relatively lower power makes a larger request in a more distant relationship than when speaker of relatively higher power makes a smaller request in a closer relationship in (Brown & Levinson, 1987 cited in Zhang, 2009). Politeness strategies are ways to convey the speech acts as polite as possible. To achieve that, there are some strategies that can be applied in specific context used by an individual in certain society.

Brown and Levinson (1987:61) assert that face is the public self image that every member wants to claim for himself. Thus, face refers to self image that someone has for him/herself to be fulfilled by others. They are negative face and positive face. According to Brown and Levinson (1987:66), negative face is the want to be unimpeded by others. It is basic claim to territories,

personal, preserves, and rights to non-distraction. In other words, it is the need for freedom of action and freedom from imposition. Meanwhile, the positive face is the want of every member that his wants be desirable to at least some others. It consists of the self image or personality (crucially including the desire that this self image be appreciated and approved of) claimed by interactions.

Typical FTAs include acts such as accusations, insult, interruptions, complaints, disagreement or request. A disagreement threatens the positive face, because of the fact that it implies a lack of acceptance for the hearer's opinions. A request is always threatening to hearer's negative face, since the demand represents an imposition and restricts the addressee's independence. At the same time, request can represent a danger for positive face if the addressee intends to decline it (Brown & Levinson, 1987:69). Even though FTAs cannot be sometimes avoided, there are certain strategies to minimize the threat. Brown and Levinson (1987) list five options a speaker can choose from in case a face threatening act should be performed; each strategy requiring a different amount of face saving effort as in figure 2.1 below:

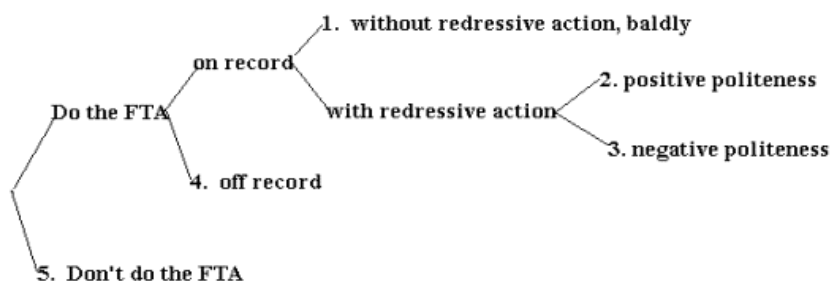


Figure 1. Possible strategies for doing FTAs (Brown and Levinson: 69)

Based on Brown and Levinson theory, there are four politeness strategies consists of :

2.1. Bald on Record

Brown & Levinson (1987:94) states that bald on record is the strategy which provides no strategy is made to avoid an FTA (Face Threatening Act). This strategy is commonly found in people who know each other very well, and are very comfortable in their environment, such as close friends and families. This strategy expresses the close relationship between the speaker and listener. There is no gap which makes the conversation get awkward. In the bald on record strategy, the speaker does nothing to minimize threats to the hearer's face. The reason for its usage is that whenever a speaker (S) wants to do the FTA with maximum efficiency more than he or she wants to satisfy the hearer's (Hs) face, even to any degree, the bald on record strategy is chosen according to Brown and Levinson (1987:95).

This type of strategy speaks in conformity with Grice Maxim (Leech 1987) as quoted in Brown and Levinson (1987:94). Actually these maxims are an intuitive characterization of conversational principle that would constitute guidelines for achieving maximally efficient communication. Directives imperatives stand out as clear examples of this type of strategy.

There are different kinds of bald on record usage in different circumstances, because S can have different motives for his want to do the FTA with maximum efficiency. These fall into two classes:

1. Cases of non- minimalizations or the face threat.

In this type the maximum efficiency is very important and this is mutually known to both S and H, so no face redress is necessary. In cases of great urgency or desperation, redress would actually decrease the communicate urgency. For example:

- a. *Help!* (An emergency)
- b. *Watch out!*
- c. *your pants are on fire!*

2. Cases of FTA-oriented bald-on record usage

It is oriented to H's face. It is usually use in (1) welcoming(outpost-greetings), where S insist that H may impose in his negative face; (2) farewells, where S insists that H may transgress on his face by talking his leave; and (3) offers, where S insists that H impose on S's negative face. For example:

- a. Come in, don't hesitate, i'm not busy.
- b. Go (farewell)
- c. Sit down (offering)

2.2.Positive Politeness Strategy

Brown & Levinson (1987:101) states that positive politeness strategy is a strategy of speaking which is used a kind of metaphorical extension of intimacy to

imply common ground or sharing of wants to a limited extent even between strangers who perceive themselves for the purposes of interaction. Positive Politeness is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). The speakers respect a person's need to be liked and understood. The speakers and addressee like to be cooperators. Typically, speaker asserts that he wants at least some of hearer's wants. Positive politeness strategies include statement of friendship, solidarity, compliments. It is used by speaker to give an impression that he/she wants H's or in wants or in other words, S wants H's face to be satisfied. This makes the hearer not take it seriously when the speaker does an FTA. There are fifteen strategies of positive politeness by Brown and Levinson, such as:

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

The strategy suggests that S (speaker) should take notice as aspects of hearer's condition of the listener (the changes can also note, common ownership, and everything that listeners want to be noticed and recognized by the speakers). For example:

- a. *Goodness, you cut your hair!*
- b. *You must be hungry; it's a long time since breakfast. How about some lunch?*
- c. *What a beautiful vase this is! Where did it come from?*

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

This strategy is often done with exaggerated intonation, stress, and other aspects of prosodic, as well as intensifying modifiers. For example:

- a. *What a fantastic garden you have!*
- b. *You get a high graduate in English? Wow, it's a really good improvement, Lisa!*
- c. *How absolutely marvelous!*

3. Strategy 3: intensify interest to H

Another way for S to communicate to Hearer (H) that he shares his wants is to intensify the interest of S's own contributions to the conversation, by making good story. Example:

"I came down the stairs, and what do you think I see? – a hug mess all over the place, the phone is off the hook and clothes are scattered all over..." (Brown and Levinson, 1987: 106)

Before the speaker tells the story, he or she tries to get the hearer's attention by saying "*and what do you think I see?*". This phrase makes the hearer interested in listening to his or her story. It shows that the speaker has saved the hearer's positive face because the speaker has made the hearer involved in the discussion.

4. Use in group identity markers

Speaker can implicitly claim the common ground with H that is carried by that definition of the group, including in group usages of address forms, of language or dialect, jargon, slang, and ellipsis. For example:

- a. *Come here, honey*
- b. *Bring me your dirty clothes to wash, darling.*
- c. *Lend us two bucks the, wouldja mac? (use jargon or slang)*

5. Seek Agreement

In this strategy, there are two ways to seek agreement, such as safe topics and repetition, “safe topics” are used when S stresses his agreement with H and therefore to satisfy H’s desire to be right”, or to be corroborated in his opinions. Besides, agreement may also be stressed by repeating part or what the entire preceding speaker has said, in a conversation and by using particles that function to indicate emphatic agreement. For example:

- a. A: *Jhon went to London this weekend*
B: *To London !*
- b. A: *Did she go hot country?*
B: *She went!*

6. Avoid disagreement

The desire to agree or appear to agree with H leads to mechanisms for pretending to agree. Using this strategy, speakers may go in twisting their utterances to agree or to hide disagreement. There are four ways to avoid

disagreement namely by means of token agreement, pseudo agreement, white lies, and hedging opinion. For example:

- a. *A: You hate your Mom and Dad.*
B: Ok, sometimes.
- b. *So when are you coming to see us ? (pseudo-agreement)*
- c. *Oh I can't. The batteries are dead (white lies)*
- d. *It's really beautiful, in a way (Hedging opinions)*

7. Presuppose/raise/assert/common ground

This strategy includes three ways among them are gossip or small talk, point of view operations and presupposition manipulation. For example : *Nick you look great today. Did you have a wonderful time last night? By the way, can i borrow your money?*

8. Joke

Joking is a basic positive politeness technique, for putting H 'at ease' or it may minimize an FTA of requesting. For example :

- a. *Ok if i tackle those cookies now?*
- b. *How about lending me this old heap of junk?*

9. Assert or presuppose Speaker's (S's) knowledge of and concern for Hear's (H's) wants.

It is used to imply knowledge of H's wants and willingness to fit one's own with them. For example :

- a. *Look, i know you want the car back by 5.0 so should(n't) i go town now?* (request)
- b. *I know you van't bear parties, but this one will really be good do come!* (request/offer).

10. Offer-promise

Offer and promise are the natural outcome of choosing this strategy: even if they demonstrate S's good intentions in satisfy H's positive face wants. For example: *I'll drop by sometimes next week.*

11. Be optimistic

Be optimistic refers to the speaker who argue very optimiscally to the hearer. For example :

- a. *Wait a minute; you haven't brushed your hair!*(as husband goes out of the door)
- b. *Look, i'm sure you won't mind if i remind you to do the dishes tonight.*

12. Include both of speaker (S) and Hear (H) in the activity

S tends to use "we" form when S really means "you" or "me",s/he can call upon the cooperative assumptions and thereby redress FTAs. For example :

- a. *Let's have a cookie, then* (i.e. me)
- b. *Let's get on with dinner, eh ?* (i.e. you)

13. Give (or ask for) reason

In this strategy, Speaker gives reasons as to why s/he wants. Hear is led to see the reasonableness of Speaker's FTA (or so speaker hopes). For example:

- a. *We will shut the window sir. The wind coming in*
- b. *Why don't i help you with that suitcase?*

14. Assume or assert reciprocity

The strategy is done by giving evidence of reciprocal right or obligations obtaining between S and H. Therefore, the speaker can say "I'll do X for you if you do Y for me," or "I did X for you last week, so you do Y for me this week" (or vice versa). For example, "I washed the dishes yesterday so you do that for me today".

The example above is clearly seen that the speaker and the hearer are cooperated by assuming reciprocity. The speaker and the hearer get their own right. The speaker gets a help from the hearer and the hearer gets a help from the speaker.

15. Give gifts to Hear (H) (good's sympathy, understanding, cooperation)

May satisfy H's positive – face want (that s wants H's wants, to some degree) by actually satisfying some of H's wants by some action like gift-giving not only tangible gift, but human-relation wants such as the wants to be liked,admired,understood,cared about,listened to,and so on. For example : *i understand how you feel.*

2.3.Negative Politeness Strategy

Brown & Levinson (1987:129) states that negative politeness strategy is a kind of strategy which redressive action addressess to the addressee's negative face. This strategy recognizes the hearer's face but it also recognizes that the speaker is in some way focusing on them. Here the speaker is threatening the

hearer's negative face which wants to have freedom of action. The threat is the speaker asks the hearer to close the door. To minimize the threat, the speaker applies 'hedge' (would you please) to soften the utterance and 'give difference' to show his respect to the hearer. Negative politeness consists of ten strategies, such as:

1. Be conventionally indirect

The speaker tries to be indirect so there can be no misinterpretation of what he means. In this case, the speaker uses understandable indirect speech acts. For example:

- a. *Can you please pass the salt?*
- b. *Can you play the piano?*
- c. *Why are you painting your house purple?*

2. Question hedge

The speaker doesn't want to presume and coerce listener . it deals with question no make discussion to turn the attention and hedges. A hedge is a particle, word or phrase that modifies the degree of membership of a predicate or noun phrase in a set. It is used to modify the force of speech acts. For example:

- a. *I rather think it's hopeless*
- b. *I guess that Harry is coming.*

3. Be pessimistic

S This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness of S's speech act obtain (Brown and Levinson, 1987: 173)

For example :

- a. *I want to ask for help, but I'm afraid you do not want.*
- b. *I really want to come but i'm afraid your father angry with.*

4. Minimize the imposition

Speaker redresses the seriousness of the FTA to pay Hear deference.

Example:

- a. *It's just that i want to ask you (to sell) a bit of chili*
- b. *It's just that i've come as it were to see you for sort of a moment.*

5. Give deference

There are two sides to coin in the realization of the deference: one in which humbles and abases himself and another where S raises H (pays him positive face of a particular kind, namely that which satisfies H's want to be treated as superior). For example :

- a. *We look forward very much to eating with you.*
- b. *Excuse me, sir, but would you mind if i close the window.*

6. Apologize

By apologizing for doing FTA, the speaker can indicate his reluctance to impinge of H's negative face and thereby partially redress that impingement.

For example :

- a. *I'm very stupid, mother, i didn't greet you.*
- b. *I hope this isn't going to bother you too much. But i really need your help.*
- c. *I normally wouldn't ask you this, but i really need the answer.*

7. Impersonalize Speaker (S) and Hear (H)

S doesn't want impinge on H is to phrase the FTA as if the agent were other than. S, or at least possibly not S or not S alone, and the redress were other than H, or only inclusively of H. These result in a variety of avoiding the pronouns 'I' and 'You'. For example :

- a. *I ask you to do this for me. Do this for me.*
- b. *I tell you that it is so. It is so*
- c. *This letter must be sent immediately.*

8. State the FTA as a general rule

Speaker doesn't want to impinge but is merely forced to by circumstances, is to state the FTA as an instance of some general social rule, regulation, or obligation. So, we get pronoun avoidance. For example:

- a. you will please refrain from flushing toilets on the train becomes passengers will please refrain from flushing toilets on the train by replace the word "you" with "passengers". the second characteristic is using a group not individuals.

- b. DPR is obliged to resolve the case of Bank Century. The third characteristic is to express utterances as the rules that apply to everyone including speaker and hearer. For example, “Smoking is prohibited in this place . Those prohibition is pointed to everyone which was in that place.

9. Nominalize

It shows formally which is associated with the noun end of the continuum.

For example:

- a. *Your good performance on the examinations impressed us favorably.*
- b. *An urgent request is made for your cooperation.*

10. Go on record as incurring a debt, or as not indebting Hear (H)

Go on record as incurring a debt, or as not indebting H The strategy is the highest negative politeness which can fulfill the desire of the hearer to be respect. It is done by claiming S’s indebtness to H or by disclaiming any indebtness of H, so that S can redress an FTA. Example:

- a. “I could easily do it for you”.
- b. “I’ll never be Able to repay you if you can bring this book to me.

From examples above, the speaker shows that S’s indebtness to H or by disclaiming any indebtness of H.

2.4.Off Record Politeness Strategies

The final politeness strategy outlined by Brown and Levinson is the indirect or off-record strategy. Brown and Levinson (1987: 211) state that: “A

communicative act is done off record if it is done in such a way not possible to attribute only one clear communicative intention to the act. In other words, the actor leaves himself an, out by providing himself with a number of defensible interpretations.”

“off record utterance are essentially indirect uses of language: to construct an off record utterance one says something that is either more general (contains less information in the sense that it rules out for possible states of affair) or actually different from what one means (intends to be understood).”

Referring to Brown and Levinson statement above, off record strategy is a communicative action which has some purpose. Therefore, when speaker doing off record, it's didn't mean just give an information but the speaker has some purpose. Besides that, the language that use in off record strategy is indirect language. When the speaker uses this strategy, he would only give a clue, so the hearer must have to interpret it self. The following is explanation of fifteen off record strategy according to Brown and Levinson theory (1987:213-227).

1. Give hints

Speaker says something but is not implicity relevant,s/he invite Hear to search for an interpretation of the possible relevance. For example:

- a. *It's cold in here.* (Shut the window)
- b. *This soup is a bit bland.* (Pass the salt)

2. Give associations clues

Speaker (S) gives related kind of implicature triggered by relevace violence which is provided by mentioning something associates with the act

required of Hear (H), either by precedent in S-H's experience or by mutual knowledge irrespective of their interactional experience. For example :

- a. *Oh God, i've got a headache again.*
- b. *Are you going to market tomorrow? (Give me ride there)*

3. Presuppose

By implicating something. Speaker of focus Hear to search for the relevance of the presupposed prior event. For example:

- a. *I washed the car again today*
- b. *John's in the bathub yet again.*

4. Understate

Speaker (S) understates what she actually wants to say. In the case of a criticism, S avoid the lower points of the scale, and in the case of a compliment, or admissions, S avoids the upper points. For example :

- a. *when someone doesn't really like a friend's new haircut, she just says "It's pretty nice".*
- b. A: *"What a marvelous place you have here",*
B: *"oh I don't know it's a place".*

5. Overstate

According to Brown and Levinson (1987: 219), "The speaker exaggerates or chooses a point scale which is higher than the real situation or to make important situation". The strategy is done by saying more than is necessary, or

by exaggerating or choosing a point on scale which is higher than the actual state of affair. It also called hyperbole. Example:

- a. *“I tried to call a hundred times, but there was never any answer”*. In this context, speaker exaggerates like he was called his friend for a hundred times.
- b. *“You never do the washing up”*.

In this context exaggerates like the hearer never washing up.

6. Use tautologies

A very obvious statement in which speaker encourages the hearer to look for an informative interpretation of the non-informative utterance, because the speaker just other. Using the strategy tautology means S encourage H to look for an informative interpretation of the non-informative utterance. Example:

- a. *“You are men. Why don’t you do something about it?”*
- b. *Why didn’t you come last night? Promise is promise.”*
- c. *War is war.*

7. Use contradictions

The speaker by stating two things that contradict each other, speaker makes it appear that he cannot be telling the truth. Thus the speaker encourages to addressee looking an interpretation. The strategy is done by stating to contradict things. By doing so, S makes it appear that he cannot be telling the truth, thus encourage H to look for an interpretation that reconciles the two contradictory propositions. Example:

- a. *A: Are you upset about that?*

- b. *B: Well, I am and I'm not.*
- c. *ok. Disappointed, No. Not disappointed, not also.*

8. Be ironic

By saying the opposite of what s/he means, speaker (S) can be indirectly convey his/her intended meaning. If there are clues that his/her intended meaning is being conveyed indirectly. For example:

- a. *John's a real genius.* (after John has just done twenty stupid things in a row)
- b. *Lovely neighborhood, eh?*
- c. *Beautiful weather, isn't it?*

9. Use metaphors

Speaker's (S) uses metaphor and makes hear (H) interpret his/her intended meaning by him/herself. For example : *Harry's a real fish* (*He drinks/swim/is slimy/is/cold-blooded like a fish*)

10. Use rhetorical questions

The speaker uses a linguistic expression used to make a request or information or else itself made by such an expression". The use of this strategy is by raising questions that leave their answers hanging in the air or implicated to do FTAs.

Example: "*How many times do I have to tell you?*" In this context, the speaker has to tell to the hearer for many times, but the hearer still understands.

11. Be ambiguous

Speaker (S) makes purposeful ambiguity which may be achieved through metaphor and lets hear (H) to guess what s/he means. For example: *John's a pretty smooth cookie.*

12. Be vague

Speaker (S) may go off record with an FTA by being vague about who the object of the FTA is, or what the offence is. For example in criticism:

- a. *Looks like someone may have had too much to drink.* (vague under statement)
- b. *Perhaps someone did something naughty.*

13. Over generalize

This strategy is done by saying utterance that may leave the object vaguely off record, and then H has the choice of deciding whether the general rule applies to him. The speaker did not give clear information by saying something general.

Example:

- a. *"Mature people sometimes help do the dishes".*

In this context, the speaker uses this strategy to show that mature people generally have a responsibility help to serve the dishes.

- b. *You are mature. Why do you always cry?*

In this context, the speaker indicates that mature shouldn't be like that (never cry).

14. Displace hear (H)

Brown and Levinson (1987: 226) state, “S may go off record as to who the target for his FTA is, or he may pretend to address the FTA to someone whom it wouldn’t threaten and hope that the real target will see that the FTA is aimed to him. Example:

- a. *“Jane, could you run to the stock-room and borrow a stapler for me?”* One case happens when a secretary in an office asks another to pass stapler, in situation where a professor is much nearer than the other secretary. In this case, the professor should be a Hearer, but he displaced to another as the hearer.
- b. *“Tito, please bring daddy’s bag, honey!!*

In this context, Tito is still a child, then his wife out while brings the bag”

15. Be incomplete using ellipsis

By purposefully not finishing his/her utterance and leaving an FTA half undone, speaker (S) can leave the implicature ‘hanging the air’, just as with rhetorical questions. For example:

- a. *Well, if one leaves one’s tea on the wobbly table.*
- b. *Well, i didn’t see you.*

3. The Reason Of Politeness Usage

Brown and Levinson (1987) is quoted by Dewi (2015) state that there are some motives that cause someone to use a politeness strategy when he communicate with others. Usually, the motives consider three elements, namely the social distance (D) of the speaker and addressee, the relative power (P) between

them and the absolute ranking of imposition (R) in particular culture. It means that someone should choose an appropriate strategy in accordance with what he is going to say and whom speak.

3.1.The Reason of Bald On Record Usage

According to Brown and Levinson (1987) , the prime reason of bald on record usage is efficiency . By using this strategy, the speaker claims that order things are more important than satisfying H's face. The second reason is because of urgency and desperation. The third reason is to avoid the misinterpretation on the listener so the speaker needs to convey his utterances as clear as possible short form. The fourth, it is also used by speaker to show the listener that he doesn't care about the H's positive face because he has higher power or status than the listener. The last is to shock, embarrass, or make the listener feel a bit uncomfortable in order to the listener do not do face threatening acts to the speaker.

3.2.The Reason of Politeness Strategies Usage

The main reason of politeness usage is to satisfy the H's positive face (Brown and Levinson,1987:75). Here,he recognizes H's positive face want and he also has the same want. The second is to minimize the social distance and power between the speaker and the listener so that they can feel relaxed in making the conversation. It is usually used by the speaker who has higher status to the listener who has lower status, such as teacher to student, boss to employee, and so on. The last is to build familiarity,

solidarity and friendship among the participants involved in the conversation.

3.3. The Reason of Negative Politeness Usage

Negative politeness is used to satisfy H's negative face (Brown and Levinson, 1987:78). Here, the speaker recognizes that the listener doesn't want to be impeded or bothered, so he tries to convey his utterances formally to soften the respect and deference to the listener. It is usually used by the speaker who has lower status to listener who has higher status, such as student to teacher, teacher to principal, and so on. The last reason is to maintain social distance and avoid the threat (or the potential face loss) of advancing familiarity toward listener.

3.4. The Reason of Record Usage

In off record, the speaker wants the listener interpret what he means. It is used to avoid the inescapable accountability, the responsibility for his action. Another reason is to give the listener opportunity to be seen to care for speaker (thus he can test H's feelings towards him). It is also used to ask someone to do something indirectly to minimize the threat to listener.

4. Context of Situation

Context is a local concomitant of talk and interaction, ephemeral and centered on the emergent process of speaking (Retnaningsih, 2013:143). It is the obvious case of pragmatics as the study of contextual meaning. Therefore, analyzing the meaning of an utterance can not ignore the context since the meaning of an

utterance will be different if the context is different. It will be establish the interpretation of the utterance.

Yule (1996:21) mentions that context simply means the physical environment in which a word is used. Meanwhile, (Mey 1993: 39-40) states that context is more than matter of references and understanding .

4.1.Context of Situation

Context of situation or situational context is what speakers know about what they can see around them (Cutting 2002:3). It is important part in communication. Further, Hymes in Halliday (1989:9) puts forward several concepts for describing the context of situation. For convenience, he uses the word SPEAKING as an acronym for the various factors he deems to be relevant.

a) Setting (s) and scene

Setting refers to the time and place, i.e the concrete physical circumstances in which a speech event takes place. For example, the living room in the grandparent's home might be a setting for a family story. Scene refers to the abstract psychological setting, or the cultural definition of the occasions, including characteristics such a range of formality and sense of play of seriousness. For instance, the family story may be told at a reunion celebrating the grandparents's anniversary. At times, the family would be festive and playful, at other times, serious and commemorative.

b) Participants (P)

Participants are ones who are speaking and to whom they are speaking to. They include speaker and hearer, addressor-addressee, or sender-receiver. The social factors, such as age, gender, status, social distance, and role or professions of the participants has to be considered as well.

c) End (E)

End refers to the conventionally recognized and expected outcomes of exchange as well as the personal goals that participants seek to accomplish on particular occasions. In other words, it refers to the purpose, goal, outcomes of a speech event. For example, the aunt may tell a story about the grandmother to entertain the audience, teach the young women, and honor the grandmother.

d) Act Sequence (A)

Act refers to the actual form and content of what is said the precise word used, how they are used, and the relationship of what is said with the actual topic at hand.

e) Key (K)

Key refers to the cues that establish the tone, manner, or in which a particular message is conveyed, light-hearted, serious, precise, sarcastic, and so on. Key may also be marked nonverbally by certain kinds of behavior, gesture, posture, or even deportment.

f) Instrumentalities (I)

Instrumentalities basically refer to the choice of channel and the actual forms of speech employed, such as the language dialect, code, or register that is chosen. The choice of channel itself can be oral, written, or telegraphic.

g) Norm Interaction (N) and interpretation

This factor refers to the specific behaviors and properties attached to speaking and also to how these may be viewed by someone who does not share them, e.g. loudness, silence, and gaze return. In simpler words, norms here are social rules governing the event and the participant's action and reaction.

h) Genre (G)

Genre refers to the clearly demarcated types of utterance, such as poem, proverb, riddles, sermon, prayer, lecturer, and editorial. However sometimes, it is hard to find all elements of the context of situation in analyzing an utterance because not every utterance has them. Therefore only some of them are used or considered in interpreting utterance. Leech (1989:13) states it includes relevant aspects of the physical or social setting of an utterance. In this sense, it plays an important role in understanding the meaning of an utterance because by this context, the speaker and the addressee share their background in understanding their utterances.

4.2.Social context

Another context that influences the way people say something is the cultural or social context. It also affects the linguistic choice of the speaker. In this case, Halliday and Hasan (1989:6) defines context of culture as the

institutional and ideological background that gives value and contains an interpretation. For example, one says X that will be considered as an insult in a group conversation in a place , but X may not be considered as an insult in other group conversation in another place too. This phenomenon can happen because the parties in those conversations have different culture.

Furthermore, any kind of linguistic interaction involves not only the immediate sight and sound surrounding the event but also the whole cultural history behind the participants and the kind of practices that they are engaging in. Therefore, it is not sufficient if people only consider the context of the situation and neglect the context of culture.

5. Characteristic of Effective English Teacher Profile

Effective english teachers have been described as 'active' teachers who make maximum use of instruction time, present material in ways to meet student needs, monitor programs and progress and plan opportunities for students to apply newly acquired concepts and skills (Brophy & Good, 1986; Witcher, Onwuegbuzie, & Minor, 2001). Diamond defined an effective teacher as “the one who conducts effective teaching which produces beneficial and purposeful student learning through the use of appropriate procedures.” (Diamond; 1998, cited in Stricland,1998, p.83).

Recently, attempts have been made in different parts of the world in search for learners' perceptions of characteristics of effective EFL instructors to meet their expectations regarding ideal instructors and to implement curricular changes

based on what they really expect to receive in class. The fact of the matter is that in EFL environments English class is the prominent, if not the only, true opportunity to 'learn' and 'use' English. This fact highlights the importance of the EFL teacher as the prominent 'source of input' for the learners. Therefore having an 'effective' teacher is the fundamental need of an EFL class for efficient functioning of educational systems and for enhancing the quality of learning' (Babai Shishavan & Sadeghi, 2009).

In the article *The Characteristics of Effective English Teachers As Perceived by High School Teachers and Students in Korea* that appeared in the *Asia Pacific Education Review* by Gi-Pyo Park and Hyo-Woong Lee, Park and Lee reported that the American Association of School Administrators (AASA) believe that there are 15 characteristics of effective teachers that range from having high expectations to being flexible and imaginative.

These 15 characteristics can be placed into three categories: management, instructional techniques and personal traits. To have strong classroom management and instructional techniques, an English teacher needs to try a variety of techniques to find the ones that work for him or her.

5.1. Instructional Technique

English teachers need to teach reading, writing, viewing, listening, and speaking. These are five distinct areas, and each has its own set of benchmarks and indicators. Simply put, English teachers have a great deal of content to juggle in the classroom. The list of indicators for their content is quite long. They need to

be knowledgeable of grammar, vocabulary, writing, literary elements, great novels, researching techniques, speech strategies, etc.

In addition to being a master of content, teachers need to have a large repertoire of teaching strategies. Direct instruction, collaborative learning, and the jigsaw strategy, are just a few techniques that effective teachers use in the classroom. Variety is the key. So, the English teacher must be flexible and willing to try a variety of strategies to see what works best with his or her students.

5.2. Management Technique

Good English teachers must have excellent classroom management techniques. If teachers cannot manage their students successfully, very little learning will occur in the classroom. With the No Child Left Behind Act and current state policy, it is important that students make gains in their learning every year. For young teachers, classroom management is usually a struggle. New teachers need to be willing to seek out seasoned teachers to mentor them on how to handle the classroom properly and to try different classroom management strategies.

5.3. Personality Traits

Usually, the three most important personality traits are flexibility, a caring attitude, and a sense of humor. There are, of course, other personality traits that enable teachers to become great teachers. However, in the current torrent of change in education, a teacher needs to be flexible to help a student. It also helps to be able to laugh and to keep smiling in this climate of change.

It is very important that students feel that their teachers care about them. They need to feel safe in a supportive learning environment because this may be the only safe place that some children have. This is the best environment to help students to work to their true potential.

Last, teachers need to have a sense of humor. So many things go wrong every day. It is important to be able to laugh and to keep going. The students need a happy teacher, not an angry one. English teachers do their best in implementing techniques in the classroom to help our nation's children reach their learning potential. Most do it for love of their subject and passion helping their students, and passion is the greatest key to success of all.

6. Roles of The Interactive Teacher

Brown (2000:166-168) states that teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. Rebecca Oxford et al (1998) pointed out that the teacher roles are often best described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others. Following you will find another set of metaphors to describe a spectrum of possibilities of teacher roles, some of which are more conducive to creating an interactive classroom than others.

1. The Teacher as Controller

A role that is something expected in traditional educational institutions is that of “master” controller, always in charge of every moment in the classroom. Master controllers determine what the students do, when they should speak,

and what language form they should use. They can often predict many student responses because everything is mapped out ahead of time, with no leeway for divergent paths. In some respects, such control may sound admirable. But for interaction to take place, the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression given over to students make it impossible to predict everything that they will say and do.

2. The Teacher as Director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama. As a student engage in either rehearsed or spontaneous language performance, it is your job to keep the process flowing smoothly and efficiently. The ultimate motive of such directions, of course must always be to enable students eventually to engage in the real life drama of improvisation as each communicative event brings its own uniqueness.

3. The Teacher as Manager

This metaphor captures your role as one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters. Managers of successful corporations, for example, retain control of certain larger objectives of the company, keep employees pointed toward goals, engage in ongoing evaluation and feedback, but give freedom to each person to work in his

or her own individual areas of expertise. A language class should not be markedly different.

4. The Teacher as Facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students: helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. The facilitating role requires that you step away from the managerial or directive role and allow students, with your guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

5. The Teacher as Resource

Here you take the least directive role. In fact, the implication of the resource role is that the student takes the initiative to come to you. You are available for advice and counsel when the student seeks it. It is of course not practical to push this metaphor to an extreme where you would simply walk into a classroom and say something like, "well, what do you want to learn today?" some degree of control, of planning, of managing the classroom is essential. But there are appropriate time when you can literally take a back seat and allow the students to proceed with their own linguistic development.

B. The Relevance of studies

Here are some studies presented as the result of observation which have been done by the previous researchers in the area of politeness strategies. The first

is a thesis conducted by Kurniatin (2017) with the title *An Analysis of Politeness Strategies used by Teacher and Students in English Class at MTs NU Assalam Kudus*. This research was conducted to analyze the politeness strategy used by teacher and students in English class. The research describes what kinds of politeness strategy used by teacher and what kinds of politeness strategy used by students in English class. The research uses pragmatic approach with politeness strategy as the field of study. Bald on record strategy dominated the use of politeness strategy by teacher during learning process. Meanwhile, from 23 of students utterances, 2 as bald on record, 15 as positive politeness, 1 as negative politeness, and 9 as off record strategy. It meant that 9% were used bald on record, 70% used positive politeness, 17 used negative politeness, and 4% used off record strategy. Therefore, positive politeness strategy is mostly used by the students in learning process. The study shows that; bald on record used in the situation which speaker wants to achieve the maximum efficiency of his utterance, politeness strategy used in the condition in which speaker tries to minimize the distance between expressing an interest, negative politeness strategy which is used in the situation in which speaker has the main focus on assuming that he may be imposing and intruding on hearer's space, and last off record strategy which is used in the condition.

The second is a national journal conducted by Manik & Hutagaol (2015) with the title *an analysis on teacher's politeness strategy annd student's compliance in teaching learning process*. In the data analysis, it is found that 1) the teachers used four maxims in their communication to the students. They are tact

maxim, generosity maxim, approbation maxim and agreement maxim. It is not found that the teachers used modesty maxim and sympathy maxim. 2) the teachers were dominantly used tact maxim in their directive speech acts to the students. 3) children pragmatic competence and positive emotions were the factors that affected the students' compliances to the teacher's politeness utterances.

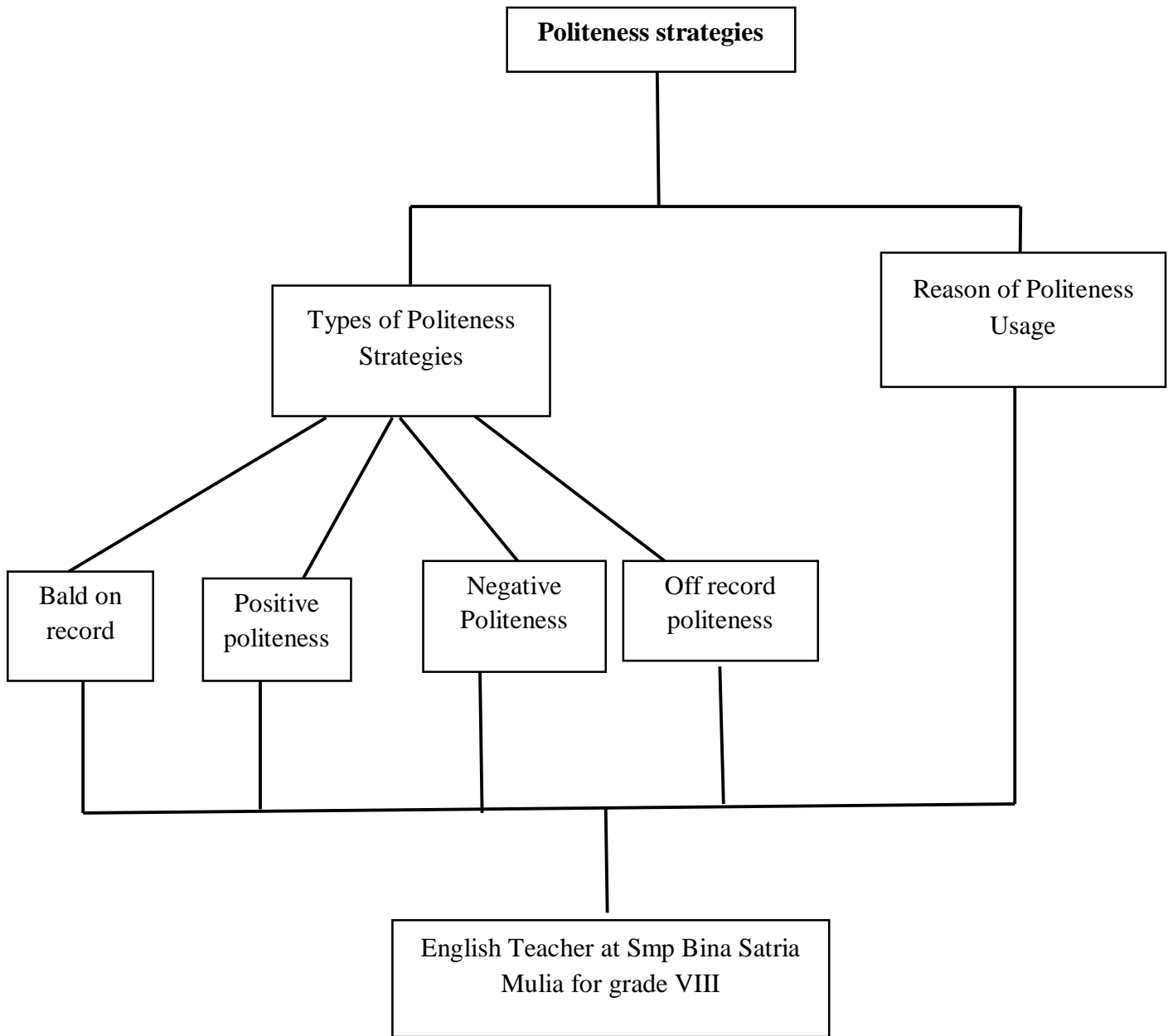
And the last is a thesis conducted by Jumita Sari (2017) with the title Politeness strategies used by an english teacher in the classroom at MTs Swasta Al- Jihad Medan. This study aimed to investigate types of politeness strategies used by an English teacher in classroom, and to describe the reasons politeness strategies realized by English teacher in the classroom. The finding of the result were that : 1) There were three of politeness strategies , namely : Bald on Record (37.81%), positive politeness (33.33%), and negative politeness (28.57%) and Off Record (0%). (2) Bald on Record was realized because it made close relationship between teacher and students during teaching and learning process, Positive politeness was realized because to give the respect to the students during teaching and learning process, Negative Politeness was realized to maintain closer firend among them, Off record never realized by English tecaher during teaching and learning process.

C. Conceptual of Framework

Politeness is a universal and best expressed as the practical application of good manners or etiquette. The avoidance is represented as a conscious effort on part of the person to be polite. Politeness strategies are more likely to be used when a speaker of relatively lower power makes a smaller request in closer

relationship. With the realization politeness strategy can be motivated when the teacher communicate with students, usually the motives consider three elements, namely the social distance (D) of the speaker and addressee, the relative power (P) between them and the absolute ranking of imposition (R) in particular culture. It means that someone should choose an appropriate strategy in accordance with what he is going to say and to whom he speak.

Classroom is a place of the interaction process which happens between a teacher and students. It must be effective and polite. If in the classroom interaction runs well, the knowledge that will be delivered by the teacher will be received by students well. Teacher professional role endows them with right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback ,which unavoiaibly poses threat to student's positive and negative face. In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom,teachers and students should make the good interaction and to achieve that, there are some strategies that can be applied in specific context used by and individual in certain society. There are four politeness strategy namely : Bald on Record, Positive Politeness, Negative Politeness,an Off Record.



CHAPTER III

THE RESEARCH METHODOLOGY

A. Research Design

This research was applied descriptive qualitative research, which is basically interpretative research to purposefully select information either people, documents or visual materials that might be the best answer to the research problem. The design was used to found politeness strategies used by English teacher in classroom. This type of this research was case study that focused on a single unit, such as one individual, one group, one organization, or one program. It was used to investigate the data which found in the field which contrast to the theory.

B. Source Of The Data

The source of the data in this research was an English teacher at Smp Bina Satria Mulia Medan grade VIII. This school is located on Jalan Aluminium No.10.Tj.Mulia, Kecamatan Medan Deli, Kota Medan, Sumatera Utara in academic year 2017-2018 in second semester. The reason for choosing the teacher in this school because the researcher ever conducted field experience practice (PPL) in this school and found that there is an impolite way of communication done by the teacher while teaching in classroom. The data were taken from the utterances of an English teacher during teaching and learning process in expressions material and it was conducted in class VIII.

C. Instrument of Research

The instrument of this research are video recording that was recorded by the researcher itself and interview. Video record was used to investigated process interaction between teacher and student during teaching learning process and to investigated politeness strategies used by english teacher while the teaching learning process occurred. Interview was used to investigate the reasons of types politeness strategies used by english teacher in the classroom.

D. The technique of collecting the data

The data of this research was collected through classroom observation, video recording, and interview.

E. The technique of Data Analysis

The data was used qualitative research analysis (Miles, Huberman, and Saldana, 2014:12). It was analyzed with three procedures, namely :1) Data condensation, 2) Data display, and 3) conclusion drawing and verification.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. The data was selected and the transcriptions of record observation done by the teacher in classroom is identify.

2. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The data was designed to assemble organized information in an immediately accessible and compact form. The aim to

see clearly what types of politeness strategies used by the teacher in english classroom.

3. Conclusion Drawing and Verification

Conclusion is the analyst proceeds, and verification is fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the fields notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus". Conclusion draw based on the result which is will be show in the data display. Then, the conclusion verified by looking back on the field notes which the researcher will get during the observation.

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

This study was conducted in SMP Bina Satria Mulia Medan. The subject of the research was an English teacher that teaching in the classroom. The data of this research was transcription of teacher when teaching in the classroom. The data in this research were taken from observation , interview and also using video recording in the classroom of Smp Bina Satria Mulia Medan. This observation and video recording were done in class VIII, while the interview with the teacher was done when the researcher finished analyzed the utterances in the transcription of teacher when teaching in the classroom. The researcher just focus on the types of politeness strategies were used by English teacher in the classroom and how do the teacher used the politeness strategies in the classroom also investigated the reason of using the types of politeness strategies realized by the teacher. After conducted the analysis of types of politeness strategies in all utterances that found during the teaching learning process, the finding could be seen in Appendix.

B. Data Analysis

After collecting the data, the researcher has analyzed and classified the data based on the types of politeness strategies that used by an English teacher while teaching in the classroom. The data were analyzed into types of politeness strategies (based on record, positive politeness, negative politeness,

and off record). This research were find out the types of politeness strategies used by an English teacher in the classroom, and to find out how do the teacher realize the politeness strategies to find out the reason of types politeness strateusedgies used by english teacherin the classroom. Theanalyzing of the data were discussed and explain as this following.

1. Types of Politeness Strategies Used by an English Teacher in Classroom

Theoritically, there are four politeness strategies, namely : Bald on Record, Positive Politeness, Negative Politeness, and Off Record . However during observation in the classroom at Smp Bina Satria Mulia all of the politeness strategies were found. To make it clearly, it can be seen in the table 4.1 below.

Table 4.1 The Percentages Types Of Politeness Strategies

No	Types of Politeness Strategies	Amount	Percentage
1	Bald on record	55	52%
2	Positive politeness	32	31%
3	Negative politeness	6	6%
4	Off record	11	11%
Total		104	100%

. From Table 4.1 there were 55 (52%) utterances for bald on record, 32 (31%) utterances for positive politeness, 6 (6%) uttearnces for negative politeness, and there were 11(11%) utterances for off record strategy used by an English

teacher in the classroom. The dominant types of Politeness strategies used by an English teacher in the classroom at Smp Bina Satria Mulia Medan was bald on record. It means that the teacher has close relationship to the student and there was no gap between the students and the teacher.

a. Bald on record

Theoretically, this strategy expressed the close relationship between the speaker and listener and to avoid misunderstanding each other. Bald on record strategy is a strategy to convey the utterances in the most direct, clear, unambiguous and concise way possible. It was found 55 utterances of bald on record used by English teacher in classroom.

Some of the data could be seen below :

No	Bahasa Indonesia	English
1.	<i>Buka bukunya halaman 31</i>	Open your book page 31
2.	<i>Udah, udah bisa dimulai ?</i>	Already, can we start now?
3	<i>Udah, listen to me, dengarkan miss</i>	Already, listen to me, listen to miss!
4.	<i>Baca dulu yang exercise 1 Rahmat fahri</i>	Read exercise 1 rahmat Fahri
5.	<i>Jangan ketawa! Tidak ada yang lucu</i>	Don't laugh, there was no funny thing
6	<i>Latihan satu, dear dzulkifli nomor satu</i>	Exercise one, dear dzulkifli number one!
7.	<i>Udah sekarang yang exercise two</i>	Now, exercise two
8	<i>Nomor 3 muhammad dzaki naufal</i>	Number three muhammad

		dzaki naufal
9	<i>Yang dear dzulkifli, artikan dulu sama yang nomor satu</i>	Section dear dzulkifli, and then translate number one
10	<i>Hei, buat seperti ini !</i>	Hey, make same like this

From those utterances, it could be seen that the teacher was directly straight to the point, the intention of the utterances is clear, so the students can understand what the teacher wants. It was also used to achieve maximally efficient communication and avoid misinterpretation of the utterances such as : open your book page 31, open your book page 31, *halaman 3*, listen to me , *dengarkan miss!(listen to miss)*. In addition, the teacher used the words based on the bald on record to minimize the FTA and there is no gap which makes the conversation awkward between the teacher and the students.

b. Positive Politeness

Theoretically this strategy used when speaker relatively lower power which makwes respect a person's need to be liked and understood. Based on the data, positive politeness were 32 utterances used by the teacher during teaching learning process in classroom. Some of the data could be described below:

No	Bahasa Indonesia	English
1.	<i>Misalnya Daeng mau membuat undangan untuk siapa Daeng? Untuk Jihan?</i>	For example, who do you want to invite Daeng? For Jihan?
2.	<i>Ada pertanyaan?</i>	Is there any question?

3	<i>Iya nakku, diisi to ,place day and datenya seperti yang udah miss jelasin</i>	Yes my student, fill it to, place, day and date as what i explain before
4.	<i>Kenapa belum dikerjakan ? mau miss gabungkan aja kelompoknya ini?</i>	Why your work not done yet? Do you want me to combined your group?
5.	<i>Kenapa ngerjain sendiri nak?</i>	Why you do it alone?

From the data above, it could be analyzed that the teacher used utterances more polite to get closer to her student which can help her to know their characteristic, such as : *misalnya daeng mau mebuat undangan untuk siapa daeng untuk jihan?* (For example, who do you want to invite Daeng ? For jihan ?) Here the teacher was teased the student to catch their attention with make a joke so that the student will pay his attention to the teacher. The teacher also used the term *iya nakku*, actually it refers to *iya anak ku* but the teacher make it shorter like the student was her son it makes the teacher to get closer to the student . In classroom interaction this strategy is used to build intimacy to the students, so they brave to express their idea and enjoy the teaching learning process.

c. Negative Politeness

Theoretically, this strategy recognizes redressive action addresses to the addressee's negative face. After the data were analyzed, it showed that the teacher is threatening the hearer's negative face which wants to have freedom of action. It described as follow below:

1	<i>Tidak ada siaran ulangya, ini miss kasih tahu jawabannya</i>	There is no replay,i will tell you which is the answer
2	<i>Dzaki, tolong artikan dulu nak</i>	Please translate it dzaki
3	<i>Bantuinlah si dzaki nak, jangan dia sendiri yang mengerjakan</i>	Help dzaki please, don't let him do it alone.

From the data above, the teacher minimize the threat and apply soften the utterances, however, the teacher redresses the seriousness to the students to pay deference which can be no misinterpretation , it can make the student respects to the teacher ,such as : *tidak ada siaran ulangya, ini miss kasih tahu yang mana jawabannya* (there is no replay,i will tell you which is the answer) Here actually the teacher show his negative face because of the student keep make a noise while the teacher gave the instruction, but to minimize it the teacher low her tone when saying “ini miss kasih tahu yang mana jawabannya” (i will tell you which is the answer)avoid the misinterpretation by the student. another example is when teacher said “ *Bantuinla si dzaki nak, jangan sendiri yang mengerjakan*”(Help dzaki please, don't let him do it alone) the teacher expressed this utterances with the serious way in order to ask the other student to help their friends, but the teacher used term “*nak*” to minimize her negative face when say it to the students.

d. Off Record

Theoretically off record strategy is a communicative action which has some purpose. Therefore when speaker doing off record, it's didn't mean just give

an information but the speaker has some purpose. Besides that, the language that use in off record strategy is indirect language. Whe the speaker uses this strategy, he/she would only give a clue, so the hearer must have to interpret itself. It will be described as follow :

1.	<i>Bajunya lah</i>	Your uniform please
2.	<i>Udah siap?</i>	Finish?
3.	<i>Bagus ya yang pakai sepatu</i>	It nice for the student that wearing shoes

From the data above we can see that the teacher uses the utterance that actually opposite of what she means . when the teacher said this utterance “ bagus ya yang pakai sepatu” actually the teacher didn’t mean to say good or nice for the student who wear their shoes in the classroom. The teacher actually means give a warning for the student to take it off, because their school prohibitted the student to wear shoes in te classroom. Another utterances is “Bajunya lah “ it means that the student should to sort out his uniform. The student has to interpret what is the teacher wants when saying that utterance.

2. The Reason Of Types Of Politeness Strategies Realized By English Teacher In The Classroom

Based on the data analyzed, politeness strategies used by an English teacher in clasroom described relative power between teacher and the students. It means that the teacher appropriate with what she is going to say and to whom she speaks.

a. The reason of Bald on Record Usage

Based on the classroom observation and interview have done by the researcher when the teacher taught in the classroom, the researcher found that there were two reasons of an English teacher used bald on record. The first reason that she did not only teach the students but also guided, and controlled the student when teaching learning process activity happend in the classroom. The teacher said she should manage the classroom with giving the some instruction to the student with direct way and to the point to maximize the efficiency in teaching learning process. The second reasons is the teacher used bald on record strategy to avoid msunderstanding between them in teaching and learning process. The teacher give the instruction briefly and clearly so the students were easier to understand the isntruction that given by the teacher.

b. The Reason Of Positve Politeness Usage

Based on the classroom observation and interview have done by the researcher when the teacher taught in the classroom, the researcher found that the reason she used positive politeness that to give respect to the students during taching learnig process, and she used positive politeness to attrract the student interest with the teaching learnig activity. By using this type of politeness strategies the teacher were able to make good interaction to the student and the students want to expressed their idea. Furthermore, the students can be control the situation in the conversation.

c. The Reason Of Negative Politeness Usage

Based on the classroom observation and interview have done by the researcher, the reason tacher used negative politeness utterances that the teacher did not want to be bothered when the teaching learning process and she want the student more serious and focus when the teacher give explanation or giving instruction while the students follow the lesson. The teacher also told the researcher that although she was got annoyed with the student she have to minimize the misunderstanding between her and the student by using negative politeness strategies, she needs to treat the student well and comfort when following the teaching learning process.

d. The Reason Of Off Record Politeness

Based on the classroom observation and interview have done by the researcher, the reason teacher used off record strategy is to make the student have oppurtinity to give respect and to care for speaker. The teacher also used off record to ask the student to do something indirectly to minimize the threat to the student, so the students were able to interpret and thought by theirself to understand what the teacher actually wants. The teacher said that the students actually already know about the rules of the school but sometimes they like to disobey it and the teacher already told them a lot to obey the rules.

C. Findings

After analysis of the data obtained in this study, it can be argued some of findings as follow:

1. There were all politeness strategies found during teaching learning process which used by an English Teacher at Smp Bina Satria Mulia Medan, namely: Bald on record, positive politeness, negative politeness, and off record strategies. Specifically, 55 (52%) for bald on record, 32(31%) for positive politeness, 6(6%) for negative politeness, and 11(11%) for off record strategies.
2. The dominant type of politeness strategies were bald on record which has 55 utterances from 104 utterances total of the data, and the less type of politeness strategies used by english teacher in classroom was Negative politeness which only has 6 utterances from 10 utterances total of the data.
3. Politeness Strategies used by an english teacher during teaching learning process was to describe that politeness is soften and polite language, and it is very important applied in the classroom which can be a teacher produce polite generation. Furthermore, this strategy successful applied in the classroom during teaching and learning process to know very well the character of the student.

D. Discussion

The Purpose of this study was to investigate politeness strategies used by English teacher at Smp Bina Satria Mulia Medan. The findings above lead the researcher into the following discussions.

About the first research question, the researcher's objective to investigate types of politeness strategies used by English teacher at Smp Bina Satria Mulia Medan. There were all politeness strategies found during teaching learning process which used by an English Teacher at Smp Bina Satria Mulia Medan, namely: Bald on record, positive politeness, negative politeness, and off record strategies. Specifically, 55 (52%) for bald on record, 32(31%) for positive politeness, 6(6%) for negative politeness, and 11(11%) for off record strategies.

About the second research questions, the researcher objective to investigate how does the English teacher realized the politeness strategies in the classroom. The teacher used various way for each types of politeness strategies. For bald on record strategies the teacher used direct and clear instruction when giving instruction and teaching in the classroom. The teacher also convey the utterance straight to do point to make the student understand what the teacher wants. For positive politeness strategies, the teacher used utterances more polite to get closer to her student which can help her to know their characteristic and also to build the intimacy to the student. For negative politeness strategies the teacher minimized the threat and apply soften the utterances, however, the teacher redresses the seriousness to the

students to pay the deference and respect the teacher. For off record politeness the teacher used indirect utterances, usually she only give a clue so the student must to interpret what the teacher really wants.

About the third research question, the researcher's objective to investigate the reason of types of politeness strategies realized by the English teacher in the classroom. Politeness Strategies used by an english teacher during teaching learning process was to describe that politeness is soften and polite language, and it is very important applied in the classroom which can be a teacher produce polite generation. Furthermore, this strategy successful applied in the classroom during teaching and learning process to know very well the character of the student.

In this discussion there are differences in these findings with research that previously examined politeness strategies in variation literature: Kurniatin (2017) with the title An Analysis of politeness Strategies used by Teacher and Student in English class at MTs NU Assalam Kudus. The findings show that there were all of types of politeness strategies used by the teacher and the student. The research used pragmatics approaches. The dominant type was bald on record that used by the teacher in the classroom meanwhile the dominant type that used by the student were positive politeness strategies (70%).

The second is national journal conducted by Manik&Hutagaol (2015) with the title an analysis on teacher's politeness strategies and student's compliance in teaching learning process. In the findings show that the teacher used four maxims in their communication to the students. They are tact maxim, genorosity maxim, approbation maxim, and agreement maxim. The teacher dominantly used tact

maxim in their directive speech acts to the students. Children pragmatic competence and positive emotions were the factors that affected the student's compliance to the teacher's politeness utterances.

The last is a thesis conducted by Jumita Sari (2017) with the title Politeness strategies used by an english teacher in the classroom at MTs Swasta Al-Jihad Medan. The finding show that there were three types of politeness strategies namely Bald on record(37.81%), positive politeness strategies (33.33%) and negative politeness strategies(28.57%), off record politeness (0%) .

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the research findings and discussion, the result of this research shows some important points as follows:

- 1) Related to the application of the politeness strategies used by the teacher, the findings show that all politeness strategies can be found in the teacher's utterances. The researcher found out that there are 104 data of teacher's utterances on teaching learning process. The data contain 55 data of bald on record, 32 data of positive politeness, 6 data of negative politeness, and 11 data of off record strategy. It means that bald on record strategy noted as the high rank, meanwhile negative politeness strategy was the lowest rank.
- 2) The researcher found the way the teacher realized the types of politeness strategies by using appropriate face expressions and utterances to communicate with the student while teaching learning process in the classroom. For bald on record type the teacher was used clear instruction to the student and to do point, for positive politeness strategies type the teacher used some term like "*nak, nakku*" when communicate with the student to soften and get closer with the student. For negative politeness strategies type

the teacher used the term “tolong” when she asked the student to do something and lower her voice to minimize negative respon that would given by the student. For off record type the teacher used some clues to make the student interpret what the teacher actually wants.

- 3) The researcher found each reason of types of politeness strategies realized by the english teacher in classroom. For bald on record the reasons teacher used it because she did not only teach the students but also guided, and controlled the student when teaching learning process activity happend in the classroom. For positive politeness strategy the reason teacher used it because that to give respect to the students during taching learnig process, and she used positive politeness to interest with the teaching learnig activity. For negative politeness strategy the reason teacher used it because the teacher did not want to be bothered when the teaching learning process and she want the student more serious and focus when the teacher give explanation or giving instruction while the students follow the lesson. For off record strategy the reason teacher used it because to ask the student to do something indirectly to minimize the threat to the student, so the students were able to interpret and thought by theirselves to understand what the teacher actually wants.

B. Suggestions

From the analysis about politeness strategies, the researcher has some suggestions as follows:

- 1) The Teacher

The researcher suggest the teacher who teaches especially English to more consider about the use of politeness strategy in giving material in the classroom interaction to the students. In addition the function of politeness strategy very necessary to support the student's skill to be better. Moreover, how the way the teacher giving materials or giving motivations and managing class through the language used by the teacher in the classroom is able to influence the student's character in life and to produce polite generation in the future.

2) The students

This research can be an additional reference for the English student especially for linguistic students. It is suggested for the English students who take linguistic concentration for they have to learn more about pragmatics especially politeness strategy. The students are supposed to learn pragmatics seriously. It is important because pragmatic is a study which learns about the meaning behind the sentence.

3) The other researcher

This research just focuses on what kinds of politeness strategies strategy used by teacher and student in English class. This study can lead other researchers to conduct research on politeness strategies in the other form of literary works such as poetry and drama in the purpose of enriching the discourse studies. It is also hoped that the study on politeness involves language other than English; so, it can broaden the knowledge in applying linguistic aspects in various languages.

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