

HALAMAN PENGESAHAN SKRIPSI

AN ANALYSIS OF POLITENESS STRATEGIES IN
TEACHING ENGLISH AT SMP ADVENT 2 MEDAN

DIAJUKAN OLEH:

Nama : Misnarianita Kaban
Npm : 20120010
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata satu (S-1)

Dinyatakan Benar Telah Mengikuti Ujian Akhir (Meja Hijau) Dan Telah Memenuhi Syarat Dengan Hasil "A" dan Memperoleh Gelar SARJANA PENDIDIKAN (S.Pd).

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Panitia Ujian Akhir Meja Hijau

Dosen Penguji I



Febrika Dwi Lestari, S.S., M.Hum.

Dosen Penguji II



Usman Sidabutar, S.S., M.Hum.

Dekan FKIP UHN Medan



De Mita Sigiros, M.Si., Ph.D.

Ketua Program Studi



Dr. Sahlan Tampubolon, M.Hum.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is important for human life. It is a link between humans to convey information. In modern times, English has become the main medium of communication for people in various countries, including Indonesia. Crystal (2000; 1) states that English is a global language, which means that English is the most widely used language in various countries. English is already considered an official language that can be used internationally. Of course, this is English, the second language in Indonesia. English seems very familiar in Indonesia because it has been introduced in various school settings since kindergarten or elementary school.

In this case, learning English at school is a very important and challenging profession to provide essential communication skills to students. According to Sanjaya (2007:21), teachers play seven roles in learning. They are a learning resource, facilitator, manager, demonstrator, guide, motivator, and evaluator. This is why an English teacher not only acts as a teacher but also as a guide and motivator for his students. A teacher must know that teaching English involves a deep understanding of grammar, vocabulary, and communication skills while teaching. Teachers must explain grammar rules in a way that is easy for students to understand and encourage students to practice speaking, listening, reading, and writing in English. A teacher's approach to students is very important. Effective

teachers usually use interactive and fun teaching methods, such as good grammar. This helps students feel more engaged and motivated to learn.

Politeness is very important in communicating with interlocutors. According to Kádár and Haugh (2013), cited in (Sihite et al., 2021, p. 10), Politeness is very important in all our interactions and greatly influences how we define ourselves and relate to each other; with things like this, we are taught how to build good relationships through the language we use in communicating with the interlocutor. Politeness is a pragmatic instrument with various structures that recognize how speech acts are used to achieve communication goals smoothly, as pragmatics is said to be one of the branches of linguistics in the context of use in understanding and producing speech. (Rajagukguk et al., 2023).

In this regard, it can be concluded that politeness is the key to conversation derived from pragmatics (Bhise, 2015) cited in (Meiratnasari et al., 2019, p. 530). This means that politeness is also one of the important pragmatic components of communication. Communication is the exchange of messages between individuals who have the same goal. In the communication process, politeness is needed because this is important for creating good communication between the speaker and the listener. According to Wang (2010:121), speakers must have the ability to select and use various communication techniques if they want to maintain a good relationship with their interlocutors and must also have the ability to build positive relationships. This sentence means speakers must choose various communication strategies to maintain a good relationship with the interlocutor. In addition, it is

also necessary to plan what methods to use, which involves selecting the right words and using a communicative approach.

Therefore, politeness is very important to building good relationships and social interactions. As stated by Leech (1983) in Rahmi, (2020, p. 45), politeness It is the basis of social rules in interaction. Which means politeness influences social life and community interactions. According to Yule (1996), several politeness strategies say that politeness in an interaction can be interpreted as a way to show awareness of other people's faces. This also refers to everyone's emotional and social feelings, and it is also said that politeness can be seen in social distance or closeness between speakers and speech partners. Technically, the face in question is a picture of one's self-image.

Yule says there are two types of face rescue: positive face and negative face. In the explanation of positive face, positive face is the need for solidarity between speakers and speech partners, while negative face is the need for freedom and not being pressured by others; there is social distance between the speaker and the interlocutor.

The phenomenon of politeness can also be seen in conversations in our daily lives, and we can also see it in the world of education in teachers' learning and teaching process in class. The teacher is a role model who plays a role in the classroom. Teachers play a role in educating students and teaching attitudes and behaviors to students at school. The interaction between students and teachers is the most important component in teachers' providing material or knowledge. Teachers must create a friendly learning environment so students can learn in a

supportive psychological environment. This can be achieved by paying attention to the condition of each student and helping them develop optimally (Surya, 2006:46). By being friendly and using polite language, teachers can create a positive learning atmosphere.

Communication between teachers and students is important in creating an effective and conducive learning environment for the success of a learning process in the classroom. One important aspect of this communication is the teacher's application of politeness strategies. Politeness in communication functions to maintain positive interpersonal relationships, minimize conflict, and increase understanding and acceptance of messages. In the educational context, teachers' appropriate politeness strategies help convey lesson material better and influence students' motivation and involvement in learning. Previous research has focused on analyzing politeness in cultural, political, or media contexts.

The researcher's comparison with previous research was conducted by (Sari et al., 2023), who analyzed an English teacher using a qualitative description research method. The results of this study obtained 52 data points in which there were types of politeness, namely positive politeness, negative politeness, and baldness, both recorded and not recorded. The results of this study show that the bald-on-record method is the most dominant method used by English teachers when learning in class. Previous studies focused on four politeness strategies. The difference between previous researchers and this study is that researchers seek politeness strategies, including positive and negative attitudes towards Advent 2 Medan School English teachers.

Therefore, the researcher wants to examine the application of politeness strategies teachers use in the classroom teaching process. By applying appropriate politeness strategies, teachers can create a more inclusive and friendly learning atmosphere, so that students feel more valued and motivated to actively participate in learning. So the importance of the application of teacher interaction skills can affect various things, including politeness issues that can affect the quality of student learning motivation. Here are some different examples when teachers apply politeness strategies to students during class.

Context: The teacher checks the students' assignments that need to be done correctly.

a. Wati, your assignment is so bad, I don't know what you were thinking!

In a statement (a) above, it can be seen that a teacher criticizes a student's poor assignment; this can reduce the student's motivation to learn so that he becomes lazy to come to school because he is afraid to do the assignment given by his teacher.

b. Wati, your assignment is good, but there are some parts that we can improve together.

In statement (b) above, it can be seen that a teacher gives constructive criticism to students who do not understand the assignment given by the teacher by praising them at the beginning that the assignment is good. At the end of the sentence, the

teacher invites students to work on the wrong part of the problem. This makes students feel appreciated and motivated to learn.

According to Yusri (2016), cited in Sari et al. (2023, p. 10), how a teacher speaks influences learning motivation. During the learning process, a teacher must interact with his students well. When educators give appreciation and talk politely, students will feel comfortable while studying in class. To encourage students to try harder to learn. Knowing what politeness strategies exist in how teachers interact with student. The researcher raised the title "An Analysis of Politeness Strategies in Teaching English at SMP Advent 2 Medan".

1.2 Scope of Problem

In this research, there are four politeness strategies according to Yule's theory (1996, p.65), namely: bald on record, off record, positive politeness, and negative politeness. Due to limited time and energy, the writer has to limit the problem to a certain extent. Namely, the researcher will look for positive and negative politeness when the English teacher teaches in the SMP Advent 2 Medan. This research will analyze the speech contained in politeness strategies.

1.3 The Problems of the Study

To the background of the study, the problems can be formulated as the following:

1. What types of politeness strategies are use by English Teacher ?
2. What type of strategy is dominantly used by teachers in class??

1.4 The Objectives of the Study

In accordance with the problem of the study, the objectives of the result are:

1. To find out the types of politeness strategies used;
2. To find out which politeness strategy is more dominant.

1.5 The Significant of the Study

The results of this study are expected to provide the following benefits:

1.5.1 Teorretically

To improve the reader's understanding of using politeness strategies on interlocutors.

1.5.2 Practically

1. Students

This research is expected to provide a deeper understanding of politeness strategies when communicating, especially in everyday life;

2. Researchers

This research will be useful as an improvement in carrying out an analysis of politeness strategies that can be used as a reference;

3. Teachers

The findings of this research will be very valuable for teachers as they will gain an understanding of the politeness strategies they use when teaching.

The hope is that teachers can use words that show their abilities and politeness in teaching and learning.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

Review the theoretical framework related to this research. This research will also discuss how the sentences spoken by English teachers when teaching in class are divided into several parts of politeness strategies. Part from that, this research will look for things that are more dominant from this analysis; here is the explanation:

2.1.1 Pragmatics

One of the fields of linguistics known as pragmatics studies aspects of meaning in a particular context as well as other aspects of the context of the utterance. According to Mey (1993:42), cited in Pragmatics (2016, p. 84), pragmatics is a field that studies how human language is used in the context of society.

Yule (1996:3) says pragmatics involves interpreting what people mean in certain contexts that influence what is said. It means how a person organizes the message to whom, when, where, and under what circumstances. In studying pragmatics, we can determine what the person's speech means to the interlocutor. This politeness is one of the discussions in pragmatics. In the same way, Leech (1983, p. 264) provides a usable definition of pragmatics: the study of how utterances have meaning in various contexts. Therefore, from a pragmatic perspective, understanding and interpreting a statement or utterance requires consideration of

the relationship between the context in which the statement is expressed and the language used.

2.1.2 Context

In pragmatic studies, context is a term that refers to the various components that influence the meaning and understanding of communication. In pragmatics, speech becomes meaningless without context. Text is only worthwhile with context. The text referred to here does not only mean written discourse but includes a broader concept, namely, both written and spoken speech in a particular discourse. According to Levinson (1983, p. 21), pragmatics is the study of the relations between language and context that are basic to an account of language understanding. Context is very influential for speakers in producing texts and for speech partners, listeners, or readers in understanding texts. It includes what is involved in the communication situation, such as where, when, and why the communication occurs, as well as the relationship between the speaker and the listener. Politeness strategies are strongly influenced by context. For example, how someone speaks to interlocutors such as teachers and students may differ from how they talk to a friend. Therefore, context can help find clarity of meaning in utterances.

2.1.3 Politeness

Richard J. Watts (2003:13) states that politeness theory is used almost exclusively to refer to different ways of conceptualizing politeness. Politeness can be described as showing attention to the other person's face, according to Yule (1996; 60). The face referred to in this case is not physical but a person's self-image. In this case, politeness should be shown in the context of social distance or

social proximity. According to Holmes (1992; 296), politeness also means considering others' feelings. Social distance means that people can have different zones or levels of distance in their interactions with others. For example, suppose they are around physically or emotionally closer people. In that case, they may feel more comfortable and open, but if they are around people who are socially more distant, they may maintain certain boundaries.

Understanding social distance and closeness is essential to appropriately adjusting behavior, communication, and openness in various social contexts. It helps build good relationships and respect individual boundaries in social interactions. Understanding social distance and proximity is essential to appropriately adjust behavior, communication, and openness in various social contexts. It helps build good relationships and respect individual boundaries in social interactions. It deals with the social and emotional feelings and the need to be recognized by others (Yule, 1996:134). It emphasizes recognizing and respecting individual emotional feelings in interpersonal relationships. A type of politeness is required in a conversation involving face. This relates to each person's emotional and social feelings and the feelings that others expect to recognize. The concept of face can be defined as the image of one's public self that one wants to be seen by others in society and hopes that others will respect and recognize it. In this sense, politeness can be achieved in social distance or proximity situations. Showing awareness of another person's face when that person appears socially distant is often described as respect or deference. Showing equal awareness when the other person is socially close is often described as friendliness, camaraderie, or solidarity.

a. Here's an example of the first student's question to his teacher:

Excuse me, Mr Hans, but can I talk to you briefly?

b. Here's an example of the second one: a friend's question to his neighbor: Hey,

Bucky, got a minute?

2.1.4 Politeness Strategies

Politeness strategies refer to a set of actions, behaviors, or approaches that individuals use to show politeness, follow social norms, and consider the feelings and needs of others in various communication or social interaction situations. According to Yule (2010), politeness can be defined as showing attention and awareness to the faces of others. In communication, people have a self-image or public face that the interlocutor wants to understand. This is why faces are always present in communication, valued and guarded. This method argues that different types of politeness are associated (and linguistically marked) with beliefs about relative social distance or closeness. In most English-speaking contexts, participants in an interaction often have to determine, as they speak, the relative social distance between them and, hence, their 'facial wants.' Therefore, the politeness strategies proposed by Yule (1996) suggest four ways to reduce the likelihood of face damage: positive politeness, negative politeness, bald-On Record, and Off-Record (p. 65).

2.1.4.1 Positive Politeness

Yule explains that a person's positive face is the need to be accepted, even liked, by others, treated as a member of the same group, and knowing that others also share his desires. A positive face is a person's desire to be appreciated,

connected, approved, and liked by others. A person's positive face emphasizes that both speakers want the same thing and directs the applicant to a common goal, even friendship. Yule's theory (Pragmatics & Cummings, 1996, P. 62.) says that when someone shows a positive face, it usually indicates solidarity, which has a sense of trust and friendliness to someone; this emphasizes that the two speakers have the same goals and desires. It is also the same as positive politeness. From the explanation above, it can be concluded that positive politeness has criteria such as appreciation, friendship, and solidarity.

Example:

1. Appreciated

a. How about letting me use your pen?

The sentence above means a sentence in the form of appreciation to the speech partner by asking permission before using the pen.

b. You are diligent, and your assignment is very good; I give you 100 points.

The sentence above is in the form of a teacher-to-student sentence, where the teacher appreciates students for doing school assignments well; it can be seen that the sentence is appreciated as follows: "I give you 100 points."

2. Friendship

a. Hey, buddy, I'd be grateful if you let me use your pen.

The sentence above can be seen from the punishment of friendship, which means that there is a close relationship between the speaker and the speech partner with mutual trust, which can be seen in the sentence of a friend's question to his friend saying the word "buddy" and saying the word thank you for being allowed to use a pen.

2. Solidarity

a. Hey Everyone, how are you?

The sentence above explains the concern for each other in a community with the same feelings, with a sentence asking for news.

b. Hey, it's good to see you.

The sentence above explains that there is solidarity between the same groups, which both have the same goal through delivering the sentence "it's good to see you" and that this will be the hope of meeting again with care between speakers and hearers in a community.

2.1.4.2 Negative Politeness

Yule (1996) explains that a negative face is a person's desire not to be hindered by others. This is also a person's need to be independent, have freedom of action, and not be forced to be themselves by others. Thus, face-saving actions oriented toward the person's negative face will tend to convey respect. Also, the person's negative face will tend to emphasize the importance of the other person's interests, even including an apology for the interruption. An apology for coercion is included in negative politeness. Negative politeness must be usually expressed through questions, even questions that seem to ask for permission to ask questions that have modal verbs such as (can, could, should, may, etc.) From the explanation above, negative politeness has criteria such as asking permission, apologizing, and having a modal verb.

Example:

1. Ask for permission

a. Can you lend me a pen?

In the sentence above, it can be seen that there is a sentence in the form of permission in the words "can" and "for lend" before using a pen from the interlocutor.

b. Do you have any extra books I can borrow?

The sentence above can be seen in the words "can" and "borrow," where the speaker asks first for permission whether he has extra books to borrow.

2. Apology

a. Sorry to bother you, but could I have a pen or something?

In the sentence above, it can be seen that there is an apology word in the form of the word "Sorry" to ask for a pen. The speaker is reluctant, so he says he is sorry.

b. Sorry, ma'am, am I allowed to go home early?

In the sentence above, the apology criteria can be seen from the word "sorry" to ask if it is allowed to go home early. Because there is a sense of reluctance to say the word 'sorry.'

3. Have modal verbs

a. Might I ask you?

In the sentence above, it can be seen that the modal verb is located at the beginning of the sentence, namely "might" which shows that the speaker wants to ask by using a modal verb.

b. could you please show me how to do it?

In the sentence above, "could" is a modal verb, which is negative politeness.

2.1.4.3 Bald-On Record

The Bald-On Record strategy is a strategy of speaking without using small talk. As a result, the concept of face is not used in this situation. This is because the speaker and speech partner already know the context of the speech event. (Yule, 1996:109). Speech must be direct, clear, unambiguous, and concise. This method is applied without reducing the influence on the listener. In this case, bald on record has clear, unambiguous, and concise criteria.

Example:

1. Give me a pen

In the example above, it can be seen that the words “give me a pen”, a clear sentence in the sense that it directly mentions a ‘pen’ to be given to the speaker.

2. Lend me your pen

In the above example, the word 'borrow' is an unambiguous word to give the pen to the speaker; the word borrow explains the meaning that it will be returned when it is finished being used.

2.1.4.4 Off-Record

According to Yule, these statements, and other similar types of statements, are not addressed directly to the other party. The other party can act as if the statement has never been heard. This is where this strategy is realized in a disguised way and needs to illustrate a clear communicative intent. According to Holtgraves (2002), Off-Record strategies are indirect communication.

Example:

1. Uh, I forgot my pen.

The sentence above can be interpreted as "I forgot to bring a pen," which means communicative intent that is not clear to whom to speak or which is not addressed to the other party, and also that hopes that there is a thing to get a pen.

2. Hmm, where do I put my pen

In the sentence above, it can be interpreted that the words "where I put my pen" mean unclear communication with the other party. I hope someone helps to find a pen that needs to know where it is.

2.1.5 English Teaching

As an academic and practical field, English language teaching is rooted in various evolved learning theories. One of the most influential theories is behaviorism, which B.F. proposed. Skinner. This theory emphasizes the importance of repetition and positive reinforcement in learning, implemented through drilling techniques and repeated practice to form language habits (Skinner, 1957). An English teacher is an educational professional who teaches English to students at various levels of education, from elementary school to college. They are responsible for training, supervising, and evaluating their students in English and assisting them in improving their speaking, listening, reading, and writing skills.

English teachers may also develop and teach English curriculum, evaluate student progress, and communicate with parents and colleagues. They may work in schools, language centers, or other educational institutions and can have varying levels of education and qualifications, including a bachelor's degree in English or a related field. These theories in English teaching practice aim to create

a holistic and a dynamic learning environment that focuses on mastering language structures and effective communication skills in real contexts.

2.2 Previous Study

The following are some previous studies that examined politeness strategies that will serve as a comparison with this research: The first is taken from the journal of the English Literature Department, Faculty of Cultural Sciences (Yuniarti et al., 2020, p. 246-276) Entitled "Positive Politeness Strategies in Catwoman Movie" with the problem of how Patience Phillips uses positive politeness strategies in the Catwoman movie, the purpose of this study is to find out the type and purpose of positive politeness strategies in 'Patience Phillips' and look for factors that influence 'Patience Phillips in uttering positive politeness.' The method of this study is descriptive qualitative, and the analysis results in the previous survey found 20 data points used by Patience Phillips in the conversation. With the focus on Patience Phillips' conversation, there are fifteen methods of positive politeness. In addition, the most common ones are being optimistic, engaging in activities with speech partners and speakers, giving or asking for reasons, assuming or asserting reciprocity. Based on the review of related research, the two have similarities and differences. The form starts from the object, theory, and the politeness strategy used; the previous researcher focused on analyzing Positive Politeness while this researcher focuses on Positive and Negative Politeness, and the object of the last research analyzed the Catwoman film and focused on the cast in the cat woman film. At the same time,

this research analyzes teachers when teaching students at school and uses Yule's theory to analyze politeness strategies.

The second is taken from the International Journal of Language and Literature. (Agustini Putri, 2023, p. 35-43) entitled "Politeness Strategies Used in the First Trump- Clinton Presidential Debate." This study aims to analyze the types of politeness strategies put forward by speakers and what factors influence the choice of politeness strategies. The population in this study included all people who attended the presidential debate, and the sample included Hillary Clinton, Donald Trump, and the moderator. The data collection method used is the documentation method. The data analysis method used is descriptive qualitative, which analyzes the debate transcript. The results showed that four types of politeness strategies were found in the debate used by presidential candidates Donald J. Trump and Hillary Clinton and the debate moderator, Lester Holt. Two factors are applied in the discussion: outcome and sociological. In the bold-on-record strategy, the strategy cases found in the debate are urgent or desperate situations, emphasizing maximum efficiency, high value of listeners' friendship, noisy channel cases when communication is under pressure and difficult to communicate, task-oriented, higher power speakers, and friendly. Based on the review of previous research, there are similarities and differences. The similarity of previous research lies in the method used, namely descriptive qualitative. In contrast, the difference in the last research lies in the object and analysis, which focuses more on the four speech strategies contained in the presidential candidate: positive, negative politeness, bald on record, off the record, and also the theory used, namely Brown Levinson's theory. The researcher uses Yule's theory in

analyzing politeness strategies and focuses on two strategies, positive and negative, and the teacher's object when teaching students in the classroom.

The third is taken from the journal of English Language & Literature. (Putri & Padang, 2021, p. 524-530) With the title "Politeness Strategies Of Request Used In Yes Day (2021) Movie." This study aims to investigate the politeness strategies used in the movie Yes Day (2021). This study uses a qualitative descriptive approach. The data source is the movie Yes Day, which focuses on the movie script. The researcher found four types of politeness strategies: on-record bald, positive politeness, negative politeness, and off-record without conducting an FTA. The results showed that the bold strategy was the most frequently used in the movie Yes Day. While the off-record strategy, without doing an FTA, is used least frequently. Based on this research review, there are differences and similarities. The difference between previous research and researchers lies in the objects and politeness strategies analyzed, and the similarities with researchers lie in the objectives. The objects used by the earlier researcher were all the characters who played in the film Yes Day. In contrast, the object researcher was a teacher at school who analyzed positive and negative politeness.

The fourth is taken from the journal (Rahmi, 2020, p. 44-58) with the title "Students' Politeness Strategies In Texting (A) Lecturer," which aims to find out the politeness of language to lecturers when sending messages through the Watshapp application with a problem faced by students when using language politeness with lecturers. The method used is descriptive qualitative; the data is taken from students' texts with lecturers. The data were analyzed using Brow

Levinson's theory (1987). The results of previous studies show that most students say greetings at the beginning of their texts, but mostly in an informal way. Students most frequently used bold politeness strategies on record (18 messages) and off-record (one message). Furthermore, the texts showed that certain students used positive and negative politeness techniques. In previous studies, there are differences ranging from objects, theories, and strategies used, namely four politeness strategies: positive, negative, bold on record, and off record. In contrast, this study focuses on looking for positive and negative data taken through teacher speech while in class and previous research data taken from text messages of students with lecturers. The similarity between previous research and this research lies in the qualitative descriptive method.

The fifth is taken from the journal. (Rainna Wati & Made Puspani, 2020, p. 1-10) with the title "Positive Politeness Strategies Used by the Character in the Movie The Patriot." This study aims to identify positive politeness strategies used by characters in the movie The Patriot and the effect of gender on the level of politeness shown by these characters. The study used Brown and Levinson's theory (1978) and the Sociolinguistic theory coined by Ronald Wardhaugh (2010). The method used was the descriptive qualitative method. The study results show that the characters in the movie The Patriot use eleven out of fifteen positive politeness strategies; women tend to use a neutral level of politeness when speaking, while men more often use different levels of politeness when speaking with their interlocutors. In this case, there are differences in objects. The theory used is sociolinguistic, which also analyzes the effect of gender on politeness and focuses on analyzing positive politeness. In contrast, this study will focus on

positive and negative politeness strategies. The researcher's object is the teacher when teaching at school and uses Yule's theory.

The sixth is taken from (Meiratnasari et al., 2019, p . 529-540). The journal is titled "An Analysis of Politeness Strategies in Indonesian English Textbooks." This research aims to explore politeness approaches in EFL textbooks; in this study, two textbooks are analyzed as samples of this study, namely the textbook entitled "Talk Active 1" and "Talk Active 2: Language and Culture Program". The limitation of the research is on the dialogs provided as materials in the textbooks. So, this research looks for politeness strategies in English textbooks containing dialog. This research follows the content analysis proposed by Denscombe (2010). by selecting appropriate text samples, breaking the text into component units, categorizing the data, coding the data, counting the frequency data, and analyzing the data. The results of this study found four politeness strategies in English textbooks. This researcher revealed that the positive politeness strategy has the highest frequency. A negative politeness strategy at number 2 then followed them. The on-record bald strategy ranks third, although the difference in frequency is too far between positive and negative politeness. The off-record strategy appears last with little frequency. This proves that Indonesian English textbooks have pragmatic input for students. In this case, there is a difference between previous research and this study, namely the difference in objects where the previous researcher examined the English textbook and the purpose of the benefits and theories used in analyzing politeness strategies. In contrast, the researcher analyzes the teacher when teaching students in the classroom.

The seventh was taken in the journal (Sari et al., 2023) with the title "Politeness Strategies Used By English Teachers to Motivate Students In English Learning" in previous research examining the politeness of English teachers. The qualitative description analysis Method used Sudaryanto's theory. The previous researcher looked for four politeness strategies: positive, negative, bald on record, and off record. Earlier research showed 52 data derived from 4 sub- strategies most dominantly used by teachers, compared to other politeness strategies. Based on prior research, there are similarities and differences with researchers, namely similarities in the object, namely the teacher and the theory used by Yule, while the differences are in the strategies analyzed, namely, the researcher looked for positive and negative politeness. In contrast, previous research looked for the four politeness strategies.

2.3 Conceptual Framework

In this study, there are four politeness strategies according to Yule's theory (1996), namely: bald on record, off record, positive face, and negative face. Researchers focused on finding positive and negative facial politeness and pragmatically studied when English teachers teach with students at Advent 2 Medan school in the classroom.

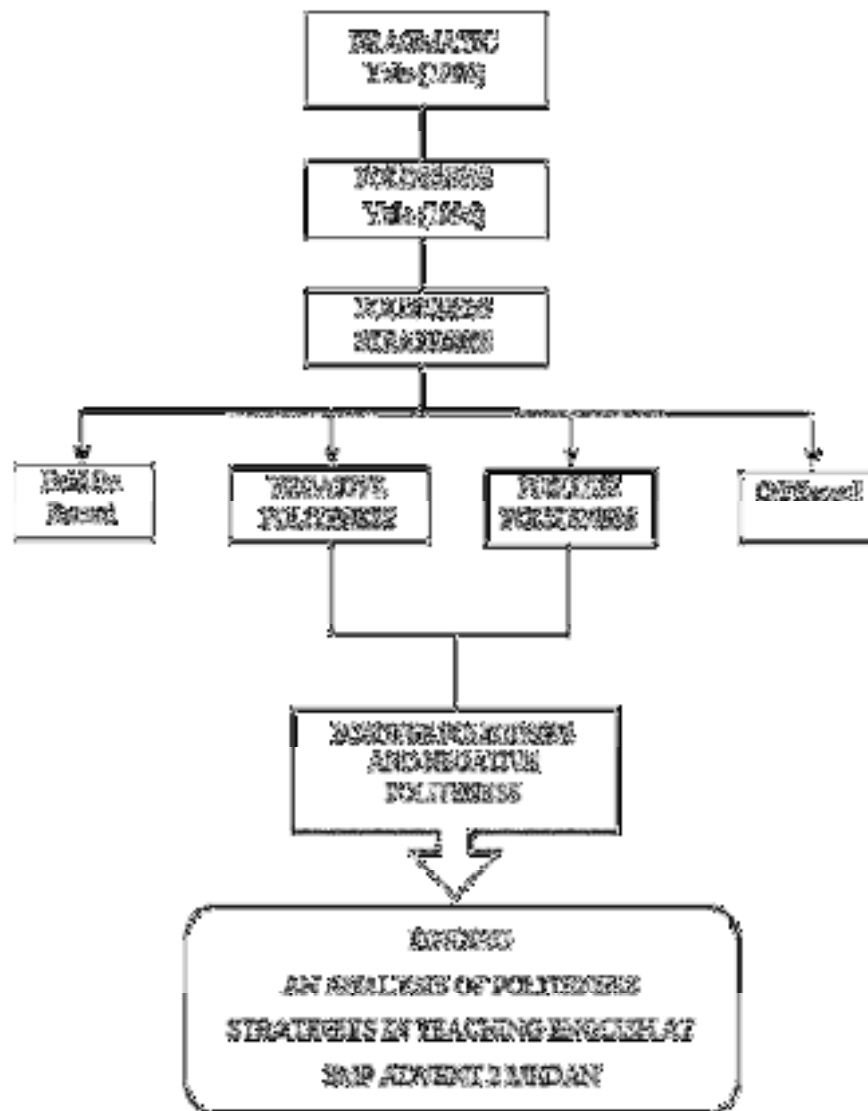


Figure 2.1

Conceptual Framework

**An ANALYSIS of POLITENESS STRATEGIES in TEACHING ENGLISH at
SMPT ADVENT 2 MEDAN**

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research method was a qualitative-descriptive method. Creswell (2014:41) Qualitative research is a way to study and understand the objectives of research problems. The researcher was analyzing the types of politeness contained in teacher speech during the teaching and learning process in the classroom. Then, this research aims to determine the dominant politeness utterances of several school teachers when teaching. Therefore, the objective of the descriptive research approach used by the researcher in this study is to describe and understand the items as they are.

3.2 The Source of Data and Data

Most students at school think that English lessons are difficult to learn. This is influenced by the teachers involved in the learning process in the classroom. So, the researcher took data from the English teacher's utterances during the school's learning process. Good data is reliable and timely, covers a wide scope to provide a comprehensive picture of the problem, and is relevant data. The data is processed, arranged, sorted, grouped, and categorized based on positive and negative politeness strategies. The data source in this research was taken from the interaction between teachers and students at SMP Advent 2 Medan.

3.3 Instrument of Collecting Data

According to Gay (2012:145), instruments are tools used to collect information. This data collection instrument uses a documentation method in the form of audio-visual by recording during the learning process, so in this research, a tool is needed to facilitate this research by using media in the form of a handphone, then supported by writing tools in the form of books, pens, rulers to write transcripts of the teacher's speech while teaching in class via recording. This tool is useful in making it easier for researchers to classify data. The researcher carried out several further actions, which will be explained in the data collection procedures.

3.4 The Technique of Collecting Data

Data collection techniques are methods researchers use to collect research data; according to Yin (2014: 27), data collection techniques include interviews, observations (direct and participant), questionnaires, and related documents. The researcher used observation and documentation as a stage in collecting information. It is said that observation is an activity researchers do using the five senses through observations, one of which is through hearing and vision. In brief, qualitative research involves text, images, or sounds (Guest et al., 2013). Several stages of researcher data collection will be carried out, namely:

1. The researcher was present in the classroom from the beginning to the end of the lesson and observe students and teachers during the teaching and learning process;
2. The researcher was recorded via cell phone during the teacher's learning process in the classroom;

3. The researcher then transcribed the English teacher's speech from the recording while teaching in class.
4. After the researcher transcribes the teacher's utterances in class, the researcher will analyze what types of politeness strategies are contained in the teacher's speech sentences when teaching;
5. Next, the researcher looked for the dominant data that had been analyzed.

3.5 Technique of Analyzing Data

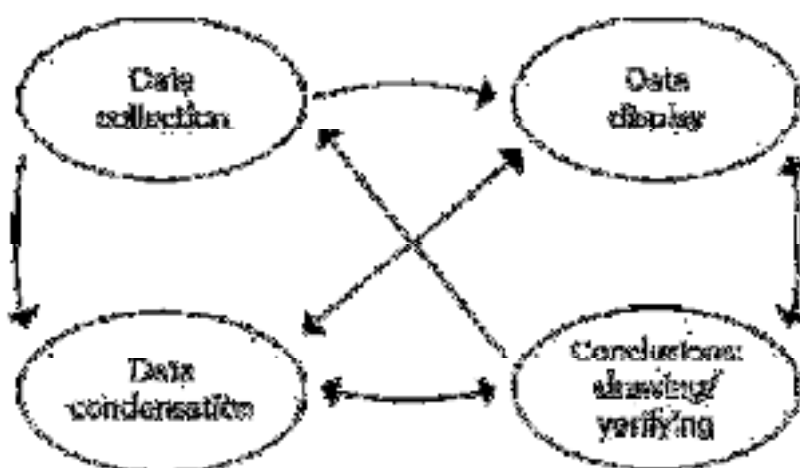


Figure 3.1 The Components of Data Analysis Interactive Model, Source (Miles, Huberman Dan Saldana, 2014)

The researcher uses a systematic search method and organizes interview transcripts, field notes, and other sources to provide a better understanding of the problem. Saldana (2014) states that qualitative data is very dense, has many explanations, and can explain the process. The researcher in this study analyzed data using (Matthew B. Miles, A. Michael Huberman, 2014, p. 29-34) theory, so there are three steps to take:

3.5.1 Data Condensation

Data condensation is selecting, focusing on simplifying, abstracting, and transforming data related to written field notes, interview transcripts, documents, and empirical material. In this step, the writer will select the data and focus on what they want to find. The steps in data condensation are as follows:

1. Selecting

According to (Matthew B. Miles, A. Michael Huberman, 2014), a Selective approach is necessary for researchers; that is, they must determine which dimensions are more important, which associations are more valuable, and ultimately, what data can be collected and analyzed. The researcher selects politeness utterance data from an English teacher while conducting the learning process in the classroom, and the researcher selects the data to be transcribed from a recording at the school;

2. Focusing

At this data selection stage, the researcher focuses on politeness utterances used by teachers in the learning process that relate to data, both positive politeness and negative politeness. The criteria for positive politeness are appreciated, friendship, solidarity, and negative politeness, that is, sentences asking permission, apologizing, and having a modal verb;

3. Simplifying

The data used in the research is then simplified and changed in several ways, such as using strict selection and condensing it into a concise form. In this step, the researcher changes the data into a clause. The clause may contain a politeness strategy;

4. Abstracting

In this process, the data evaluated mostly consists of the types of positive and negative politeness strategies found in the English teacher's utterances;

5. Transformation is the final step in data condensation, where in this step, the researcher analyzes each clause selected for each type of politeness strategy.

3.5.2 Data Display

Data display is a collection of organized and compressed data that allows drawing conclusions and actions (Miles, Huberman, Saldana, P.31,32). Data presentation involves organization, unification, and inferred information. When conducting a more in-depth analysis, the presentation of data here also helps to understand the context of the research. At this stage, the researcher shows or displays data containing politeness strategies. In this step, the researcher displays data containing politeness strategies. The researcher shows which utterances contain politeness and then calculates the data as a table. Inputting the percentages of the data by using the percentage formula of statistical descriptive calculation proposed by Sudjana (1999:76), the Researcher will enter percentages in finding the dominant of politeness strategies utterances with a formula:

Notation:

P = Percentage of types;

$$P = \frac{f}{N} \times 100\%$$

F (x) = Frequency of every indicator;

N = Number of frequency.

Table 3.2 The Precentage Types of Politeness Strategies

No	Types of politeness strategies	Total	Percentage
1	Positive Politeness		
2	Negative Politeness		
Total			

3.5.3 Drawing and Verifying Conclusion

Concluding the data is the last step in analyzing qualitative data. This is done from the first to the previous step to describe all the data analyzed to make it clearer. Ultimately, this analysis can answer the questions formulated from the beginning. The researcher can define each type of politeness strategy and determine which type is the most dominant according to the formula used to analyze teacher utterances. They can also draw and verify data conclusions by providing reasons for the kinds often used by teachers in class.