

HALAMAN PENGESAHAN SKRIPSI

AN ANALYSIS OF NEGATIVE POLITENESS STRATEGY
USED BY ELEVENTH-GRADE STUDENTS IN ENGLISH
LEARNING AT SMA SWASTA GAJAH MADA MEDAN

DIAJUKAN OLEH:

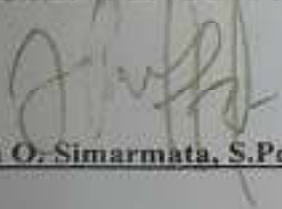
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Tanggal Ujian : 19 September 2024

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

Medan, 19 September 2024

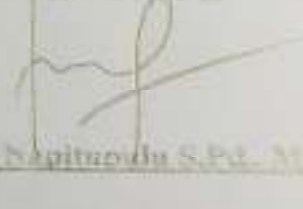
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CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In the school environment, polite language is one of the most important things. However, along with the development of technology, the use of polite language is often neglected. So that in every sentence used by students in communicating less polite. Therefore, in the school world, teachers play an important role in teaching polite communication and also teachers must certainly be able to be an example to their students. If a teacher communicates using polite language then students will also participate in speaking politely. When in the teaching and learning process in the classroom with polite language can create effective communication between teachers and students and between fellow students, as well as build good relationships between teachers and students and between students and students with students.

However, in its own application, it is often found that some students' utterances are not polite when they are in the school environment. Researcher are interested in conducting this research because the researcher found several problems in the politeness in the language of students, especially when researcher conducted observations at Gajah Mada Medan Private High School, here are some of the reasons: first, researcher saw an interaction that was less polite towards the teacher. When the teacher called a student and the student answers with a sentence and tones that is not polite. Second, the researcher saw that there was less polite communication between fellow students, such as commanding sentences that

seemed forceful. Based on the concept of negative face, of course this can hurt the negative face (self-image) of the interlocutor.

In this study, the data used by the researcher were students' utterances in English learning activities. The data collected is partly in Indonesian. However, to support this research, the researcher translated the data into English. The purpose is that researcher want this study to be understood easily when using the same language, that is English.

Based on the problems that occur, communication between students and teachers and between students and students does not go well and is not polite. In communication, it is very important for people to know how to keep the conversation going well and smoothly. According to Rankema (2004: 18), to create a smooth conversation requires a strategy called politeness. Politeness in language is used to maintain good relations between people.

Politeness in this language is studied in pragmatic science. The concept of politeness was first introduced by Brown and Levinson. According to Brown and Levinson (1987) who was inspired by Goffman said that being polite is caring for the face of the speaker and speech partner. The face in question here is self-image, self-esteem or honor in public. As social beings, we have the potential to injure or harm the self-esteem of others when we interact with others. Such actions are known as actions that attack self-esteem (FTA). So to overcome this, politeness strategies are needed. According to Brown and Levinson (1987) there are four types of politeness strategies, namely bald on record, positive politeness, negative politeness, and off-record indirect strategies. Based on these four strategies, negative politeness is the most complicated and most conventional strategy in

FTA settlement. Negative politeness is the speaker's respect for the interlocutor which gives him the freedom to react in a freeway. According to Brown and Levinson (1987) there are ten strategies in negative politeness to reduce the threat to the negative face of the interlocutor, that are Question and Hedge; Be conventionally indirect; be pessimistic; minimize the imposition; give difference; apologize; impersonalize; state the FTA as a general rule; nominalize; go on record as incurring a debt.

Based on the results of observations made by the researcher in the school, the researcher found several uses of negative politeness strategies from the speech of Gadjah Mada Medan High School students. The following are two examples of negative politeness strategy types:

Context:

During break time, one of the students asked the picket guard for permission to go home because he was unwell.

Data 1:

"permisi miss, apakah saya boleh izin pulang miss?"

"excuse me miss, can I go home miss?"

Based on data 1 above, the type of negative politeness strategy found in the utterance is the **question and hedge** type. Based on the sentence, there is the word "whether" which means that the student gives an offer in the form of a question to the interlocutor, the interlocutor can answer with a yes or no answer. The intention of the student is that the teacher can give him permission to go home.

Context:

The researcher had a little interaction with a student who was sitting near the picket table. The researcher asked the student some questions about their school activities. The situation at the time was recess and many students were passing by and it was a little noisy.

Data 2:

(A: Researcher; B: Student)

“A: hallo, saya mau bertanya. Bagaimana pendapat kalian tentang pembelajaran bahasa inggris?”

B: hai miss, maaf boleh diulang pertanyaan nya miss?”

“A: hello, I want to ask. What do you think about learning English?”

B: hi miss, sorry can you repeat the question miss”

Based on the types of negative politeness, data two above is included in the type **apologize**. It can be seen in the word 'sorry' so that the sentence will sound polite. By using the word sorry, the interlocutor will not feel forced to repeat the sentence. The meaning of the student is that the questioner can repeat the question with a slightly louder and clearer voice.

Several previous researchers have also conducted research on politeness strategies, first, Sembiring et al. (2021) conducted research with title *“Politeness Strategies in Online Learning Interaction: Exploring Politeness in Whatsapp Text Messaging During COVID-19 Pandemic”*. The researchers wanted to examine how students commented on lecture instructions in whatsapp group text messages. Researchers found several uses of positive politeness and also negative politeness in student text messages, such as greetings, thanks, and also apologies. The dominant positive politeness was found by researchers in student text messages. Second, Dedi Aprianto (2023) conducted a similar study with tittle *“An Analysis of the Positive and Negative Politeness Strategies Performed In ELT*

Classroom Interaction". The researcher obtained data from conversations that took place in

ELT classes; conversations between lecturers-students, and between students. The researcher found that in ELT classroom interaction there is the use of positive and negative politeness. Positive politeness is dominant in the ELT classroom interaction.

Based on the explanation above, the researcher interest in conducting research on the use of negative politeness strategies used by students when in the classroom learning process. The researcher wants to see which types of negative politeness strategies are found in students' utterances. So that the researcher raises the title "An Analysis of Negative Politeness Strategy Used By Eleventh-Grade Students in English Learning at SMA Swasta Gajah Mada Medan"

1.2 Research Problems

Based on the background above, the researcher formulates the problem as:

1. What types of negative politeness strategies are used by student in eleventh-grade in English learning at SMA Swasta Gajah Mada Medan?
2. What is the dominant type of negative politeness strategy used by students in eleventh-grade in English learning at SMA Swasta Gajah Mada Medan?
3. What is the meaning contained in the eleventh-grade students' negative politeness in English learning at SMA Swasta Gadjah Mada Medan?

1.3 The Objective of the Study

Considering how the problem was describe above, the study's objectives are:

1. To find out which types of the negative politeness strategy used by student in elevent-grade in English learning at SMA Swasta Gajah Mada Medan.

2. To find out the most dominant types of negative politeness strategy used by students in eleventh-grade in English learning at SMA Swasta Gajah Mada Medan.
3. To find out the meaning of the use of negative politeness from eleventh-grade students in English learning at SMA Swasta Gajah Mada Medan?

1.4 The Scope of the Study

The emphasis in this research is politeness strategies. There are several types of politeness strategies that are: Bald on Record, Off Record, Positive Politeness and Negative Politeness. But In this study, the focus is only for Negative Politeness that used for eleventh-grade students in English learning at SMA Swasta Gajah Mada Medan

1.5 The Significances of the Study

The findings in the study are expected to be useful in:

1.5.1 Theoretically

The results of this study and its theoretical significance should provide understanding and knowledge about negative politeness and how to use negative politeness in conversation, especially in teaching and learning activities.

1.5.2 Practically

In practice, the findings of this study are expected to be useful for:

a. The Teachers

The results of this study will be useful for teachers to increase their understanding of negative politeness strategies that they can use in classroom learning activities and when interacting with other teachers and the community. It

is expected that teacher can use words that show politeness when teaching and also communicating with others.

b. The Students

The results of this study are expected to be useful for students and provide a new understanding of polite communication in the school and community environment by using negative politeness strategy.

c. The Readers

The results of this study are expected to provide new understanding and information to readers about negative politeness strategy.

d. Other Researcher

The findings are expected to provide information for other researchers, as well as provide an overview or additional references to conduct further research on negative politeness strategy in various other aspects.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In the conduct of this research, clarity of ideas is necessary through the determination of all search terms. Some related concepts are used as a guide to facilitate analysis. It is also necessary to have a theory to provide clear boundaries for the ideas or concepts that be investigated in this research. Therefore, the researcher provide definitions of terms that have important relevance in the context of this research

2.2 Pragmatics

Pragmatic is a branch of linguistics that studies the relationship between the external context of language and the intent of speech by interpreting the speaker's situation. According to Levinson (1985:21), pragmatics is the study of the relationship between language and context, which is the basis for understanding language. It is used to extract meaning when heard, read, and spoken.

In language learning, it is impossible to ignore the circumstances in which conversations are spoken and how those circumstances affect language usage and grammar. There is a close relationship between conversation and circumstances. According to Thomas (1995: 22), Pragmatics is the study of what is communicated or what is meant by the speaker without knowing the linguistic meaning of the words spoken. Allot (2010: 6) says that pragmatics includes the relevant context or situation rather than the use of language. it can be concluded

that the utterances spoken by speakers have intentions and meanings in them. That is what the interlocutor must be able to understand.

Pragmatic is closely related to context. This is because the context is something that is a means of explaining an intention that occurs around us (Saifudin, 2019). Rahardi (2015) states that the context in pragmatics does not merely point to the physical dimension or the social dimension, but to a set of assumptions, both personal assumptions and communal assumptions. the presence of context makes interaction occur between speakers and speech partners. Therefore, speech will not be meaningful without the context in it.

2.2.1 Politeness

In social interaction, politeness is one of the things that can be applied in maintaining social relationships. Politeness is a concept that involves courtesy, respect, and politeness in social interactions. It includes behaviors that show respect and concern for others as well as the norms recognized in a culture or society.

According to linguists Brown and Levinson (1987), politeness is a communication strategy used to maintain a balance between the need for individuals to convey messages efficiently and their need to maintain harmonious interpersonal relationships. They developed a theory of politeness that consists of two types, namely positive politeness that refers to efforts to enhance the positive image of the speaker or listener, and negative politeness that relates to efforts to avoid conflict or disruption in the relationship.

Meanwhile, social psychologists Penelope Brown and Stephen Levinson define politeness (Johnson et al., 1988) as a communication strategy that

individuals use to respect the needs and desires of others in social interactions, as well as to maintain their own sense of self-worth. They state that this concept is closely related to the concept of face (Hakikat & Tuttur, 2022), which is the self-image that individuals are expected to maintain in social interactions.

In the context of anthropology, Edmund Leach describes politeness as a social mechanism that arises in an effort to regulate and maintain relationships between individuals in a group or society. Leach emphasizes the importance of politeness in maintaining social harmony and avoiding conflict between individuals.

Overall, politeness is a concept that involves communication strategies, social norms, and individual actions to maintain harmonious relationships, respect others, and maintain self-esteem in social interactions.

2.2.2 Politeness Strategies

Politeness strategy is the study of how people use language when communicating. According to Leech (1983) says that in a society politeness plays an important role and is also needed. Politeness is very important in society to maintain relationships between people, and also create a good interaction.

In creating a good interaction, the right politeness strategy is needed. The word “strategy” in politeness strategy does not always mean a conscious effort to behave politely, but also refers to routine language expressions and refers to efforts to speak politely.

Based on the context of face, Brown and Levinson (1987) argue that face has emotional value that can be lost, maintained, or repaired, and must always be

considered when interacting. Therefore, when interacting with others it is necessary to pay attention to every utterance so as not to hurt the listener's face.

According to Yule (1996:60), politeness is the idea of polite social behavior in a particular culture. Showing politeness to others is one way to show it. Brown and Levinson (1987:65) proposed four types of politeness to reduce the possibility of face damage namely; bald on record, off-record, positive politeness, negative politeness.

1. Bald on record

This strategy is a strategy used by speakers by not paying attention to threats to their interlocutors. Usually this strategy is used against people who are familiar or already have a close relationship. Brown and Levinson elaborate that the bald strategy can be done by not trying to minimize the threat to the listener's face. the application of this strategy is used when the speaker and listener are familiar with each other so that there is no threat to each other's faces. This strategy is also usually used spontaneously uttered by speakers so that it can make listeners surprised. This strategy is usually used with friends, parents or relatives.

Example:

Context: while walking, diamond did not see a hole in front of her. So Irma gave a warning.

"Watch out!"

Based on the example above, the sentence has the intention for diamond to avoid the pothole. The sentence sounds impolite, but because the sentence is spoken spontaneously and aims to give a warning, the face of the listener will not be threatened.

2. Positive Politeness

Brown and Levinson (1987: 101) state that the strategy seeks to minimize threats to the hearer's positive face. Positive Politeness is the act of saving face with respect to the positive face of others. It is related to the positive face one tends to show to others and with solidarity (Yule, 2006: 111). This politeness strategy makes the listener feel good about the speaker, his/her interests or possessions. It is usually used in situations where the speaker and the listener know each other. This politeness strategy is usually used in situations that are not formal, the speaker and the speech partner have a close relationship.

Example:

"You're very pretty in that red dress"

The example above is a compliment. The compliment shows the speaker's admiration for the listener. The pronunciation in the compliment uses a slightly exaggerated tone. This shows the closeness between the speaker and the speech partner.

3. Negative Politeness

Negative politeness strategies are aimed at the negative face of the listener and are intended to avoid imposing on the listener. Use negative politeness strategies when the speaker considers that the spoken utterance will force the listener in some way and wants to avoid feeling awkward or embarrassed. The strategies include hedging (words or phrases that make the statement less strong or emphatic), minimizing coercion, apologizing, being indirect, and using questions rather than commands.

Example :

“I’m sorry, but could you help me?”

The example sentence above is a type of negative politeness, namely apologizing. by using an apology at the beginning of the sentence, it will look more polite and also reduce the coercion of the interlocutor. the meaning of the sentence is, the speaker wants the speech partner to help him.

4. Off- Record

This strategy is applied by using satire sentence or disguised sentences. Off record is a high-impact politeness approach. This strategy aims to reduce pressure from the listener. This strategy uses nonverbal language. People can act as if they never heard the statement. This strategy assumes the statement may or may not work. However, if it does work, it is because the statement has been communicated rather than said.

Example:

Context: in a dark living room.

“It's dark in here”

Based on the example above, the speaker intends for someone to turn on the light/open the window/switch on the flashlight. The example above shows that the speaker does not directly say his intention but gives a hint for the listener to do what the speaker wants without saying a command sentence.

2.2.3 Negative Politeness

Brown and Levinson (1987) distinguish politeness into two, namely positive politeness and negative politeness. Based on the concept of face, both

types of politeness pay attention to threats to one's face. In negative politeness, speakers need to pay attention to negative face by providing distance between speakers and speech partners. The purpose of this negative face is a person's desire not to let others limit their freedom and basic rights, according to Brown and Levinson (1987). Negative face seeks autonomy, or the capacity to act in one's own self-interest, as opposed to positive face, which is characterized by the desire to connect with others. By paying attention to the other person's negative face, it can make the other person not feel coerced.

2.2.4 Negative Politeness Strategy

Negative politeness strategy is one of the strategies that can be done to save the threat to the face of speech partners (Brown and Levinson, 1987). Strategy is an action that can be done in achieving a desired goal. So that in negative politeness a strategy is needed to be able to reduce the threat to the negative face of the interlocutor, when communicating. In communication interaction, a speaker in delivering speech will always try not to threaten the face of the speech partner. Even though the speaker already knows there is something wrong (negative) in the situation or situation of the speech partner, the speaker will try to save the face of the speech partner. To save the face of the speech partner, usually the speaker does not use the expression directly. The more common 'face-saving' speech is conveyed with negative politeness. Negative face-saving actions include: commands and requests, suggestions, advice, warnings, threats, challenges, offers, promises, compliments, and expressions of negative feelings such as hatred and anger (Brown & Levinson, 1987, pp. 65-66). Basically, the negative politeness strategy contains assurance from the speech

partner that the speaker recognizes, respects and if forced to do, will be as little as possible to violate (the negative face wishes of the speech partner and will not interfere or violate the speech partner's freedom of action) (Natalina Saragi, 2022).

2.2.5 The Types of Negative Politeness Strategy

According to Brown and Levinson (1987:129) there are ten strategies in negative politeness to reduce the threat to the negative face of the interlocutor. Here are the strategies in negative politeness.

1. Be Conventionally Indirect

This strategy is done by saying what the speaker wants to say indirectly, but the speaking partner can understand it because it uses familiar or conventional words. An example is saying a command sentence. This strategy is used by not including a compulsion towards the interlocutor. So, when the speaker uses this strategy, the listener can give a refusal. However, when using this strategy the listener will do what the speaker wants.

Example:

Context: The situation is inside the house. While he was studying, his sister turned on the music. So she says:

“Please turn down the volume of the music”

The use of the word “please” in the sentence indicates a desire to ask the listener directly. The Meaning of the sentence is that the person who put the music on immediately turns down the volume or turns off the music.

2. Question and Hedge

This strategy uses the form of a question sentence, which aims to avoid the impression of forcing the interlocutor. So that the interlocutor can reject or accept what the speaker says. Meanwhile, the use of hedge serves to reduce or change the style in the language used. Usually the use of this hedge changes the command sentence into a polite suggestion sentence.

Example:

Context: Some students are gathering to work on assignments.

“What if we just divide the tasks? It seems like our tasks will get done quickly.”

From the example above, there are question and hedge phrases. The meaning of the speaker utterance is that the other students agree with his suggestion and start divide the task.

3. Be Pessimistic

In this strategy, the speaker is pessimistic about the interlocutor's response. In other words, the speaker does not believe in the ability of the interlocutor or thinks that the listener cannot fulfill the wishes of the speaker. It can be concluded that this pessimistic strategy shows doubt so as not to be perceived as coercion to determine whether the speech partner can fulfill the speaker's will.

Example:

“Are you sure you can memorize this much material?”

The sentence above shows the pessimistic attitude of the speaker. The use of the word “sure” shows the pessimistic attitude of the speaker which is supported by

the use of the word “this much” which means that the amount of material is quite a lot to memorize, causing doubts about the speaker.

4. Minimize the Imposition

This strategy is done to minimize the burden of the request on the speech partner. For example, by using the word ‘just/only’ which seems to minimize the value of a request.

Example:

Context: the situations in the classroom and want to borrow something from someone.

“I just want to borrow your pen for a minute”

“Can I see your notes for a moment?”

It can be seen from the two examples above that there is the use of the word “just” “for a moment” which shows that the speaker minimizes the request to the speech partner. So that if you use the word the listener can immediately give what the speaker wants

5. Give Difference

This strategy is carried out by the speaker by lowering himself to someone who is respected. it is done as a sign of respect and also appreciates others through speech.

Example:

Context: In a waiting room the speaker sees an empty chair and then

asks:“Excuse me sir, is the seat next to you empty?”

Based on the example above, the use of the word “sir” shows a form of respect for the interlocutor. The meaning of the sentence is that the speaker wants to sit in the chair.

6. Apologize

This strategy uses an apology sentence with the aim of reducing face threats to speech partners. When you want to ask something or refuse something to the speech partner preceded by an apology sentence, it will sound more polite.

Example:

Context: someone wants to ask the person they meet about the road.

“Sorry sir, is this the merdeka street?”

The use of the word “sorry” can reduce the threat to the speech partner's face. The meaning of the sentence is that the speaker wants the speech partner to tell the location of Merdeka street.

7. Impersonalize

This strategy does not use the interlocutor's name. This method uses an indirect approach by avoiding the speaker or speech partner. This strategy does not use the word “I” but “we” and uses “you” as “sir” or “ma'am” as a substitute.

Example:

Context: someone had trouble picking up the book above. So, she told someone to pick it up.

“Get that book for me please.”

The example shows that the speaker avoids the use of the pronouns ‘I’ and ‘you’ by deleting the subject and the object of the utterance. The purpose of deleting

those two elements is to keep the distance between the speaker and the hearer in order to fulfill the negative-face wants of the hearer.

8. State the FTA as General Rule

This strategy of placing FTAs as general rules is a safe way to reduce FTAs in speech. By expressing the FTA as a social rule or an obligation that must be carried out by the speech partner, it will not seem like coercion.

Example:

Context: An employee refused to help a customer because it was outside of working hours.

“We can't help you because our operating hours are over”

The speaker's utterance shows a rejection of the listener. The rejection is done because there is a general rule that cannot be violated, found in the sentence “operating hours are over”. The meaning of the utterance is that the speaker wants the listener to leave the place immediately and come back the next day.

9. Nominalize

In the nominalization strategy, the speaker can replace or nominalize the subject, predicate object, or even the complement to make the sentence more formal.

Example:

“Your good performance in dancing impressed us a lot”

The example above is a formal utterance because the speaker uses the phrase “good performance” as the subject.

10. Go on Record as Incurring a Debt

This strategy states explicitly (clearly) that the speaker owes (favors) to the speech partner, or the speech partner does not owe anything to the speaker. In this case, there are things that the listener can do that cause a debt of gratitude to the listener.

Example:

Context: The speaker is having trouble lifting his stuff, so he says:

"I would be very grateful if you could help me".

Based on the example above, the use of the phrase "I would be very grateful" shows that the speaker has a debt to the listener. The meaning of the sentence is that the speaker wants the listener to help him.

2.2.6 The Meaning Pragmatic

The study of meaning in human language is often divided into two major parts, namely semantic and pragmatic meaning. In semantics is concerned with the meanings attached to words and sentences as linguistic expressions, in and of themselves, while pragmatics is concerned with those aspects of meaning that depend on or derive from the way in which words and sentences are used (Kroeger, 2022).

According to Andini (2017:67) in (T. F. W. B. Sinaga et al., 2022), the meaning studied by pragmatics is a meaning that is closely related to the speaker's intention which is bound by context. This opinion is in line with the opinion according to Leech (1983: 8) who defines pragmatic meaning as a relationship involving speakers or language users, as well as between speech contexts. So it

can be concluded that the meaning studied in pragmatics is context-bound meaning or in other words, it examines the speaker's intention. The intention here means that there is an action that must be taken by the speech partner when the speaker says something.

Example:

Context: Lusi and Risa were doing homework together at Risa's house, while doing her homework Lusi said:

"I'm so thirsty"

Based on this sentence, there is a meaning that Lusi wants to convey indirectly to Risa. That is, Lusi wanted Risa to give her a drink. So, there is an action taken by Risa after listening to Lusi's speech.

In this study, researcher chose meaning by using a pragmatic approach. Because the theory of politeness is one part of pragmatic. Pragmatic is a branch of linguistics that studies language by paying attention to the context outside the language. In this study, researcher wants to see how students' utterances when learning English in the classroom.

2.3 Previous Related Study

Some researcher have already researched and analyzed politeness strategies. The findings are as follows:

- a. Previous research conducted by (Julius & Ambalegin, 2021) with the title "Negative Politeness Strategies Used by main character in "the imitation game" Movie". This study uses qualitative research methods by describing language phenomena. This study aims to determine the types of negative politeness strategies expressed by the main character in the movie titled The

Imitation Game. The data of this study were taken from utterances identified as negative politeness strategies by the main character "Alan Turing" and analyzed by the theory proposed by (Brown & Levinson, 1988). The data were collected by using observation and non-participatory methods. Based on the research conducted, the researcher found that there are expressions included in the negative politeness strategy.

Meanwhile, this study uses the same method as the previous study, namely qualitative description. What distinguishes it from the previous research is the source of the data. The previous researcher took data from a movie. While in this study, the researcher made direct observations in the interaction of students when learning English in class.

- b. Yanti Kristina Sinaga et al (2021) with similar study “*An Analysis Of Positive and Negative Politeness Strategy in the Ome TV by Fiki Naki on Youtube*” This research aims to see the positive and negative politeness strategies contained in some of Fiki Naki's YouTube videos as well as to see the dominant between the use of positive politeness strategies and negative politeness strategies. The method used is qualitative description by analyzing content. The researchers selected 4 videos on the Fiki Naki Youtube account. The results of the study are that from some of these videos it was found that there was a use of positive and negative politeness strategies. The dominant positive politeness strategy was found in the study.

This research has similarities with previous researchers, namely using the same method, namely qualitative descriptions. However, what makes a difference to previous research is the object under study. In previous research

use some tv videos on youtube fiki naki, while this research uses student speech in the classroom.

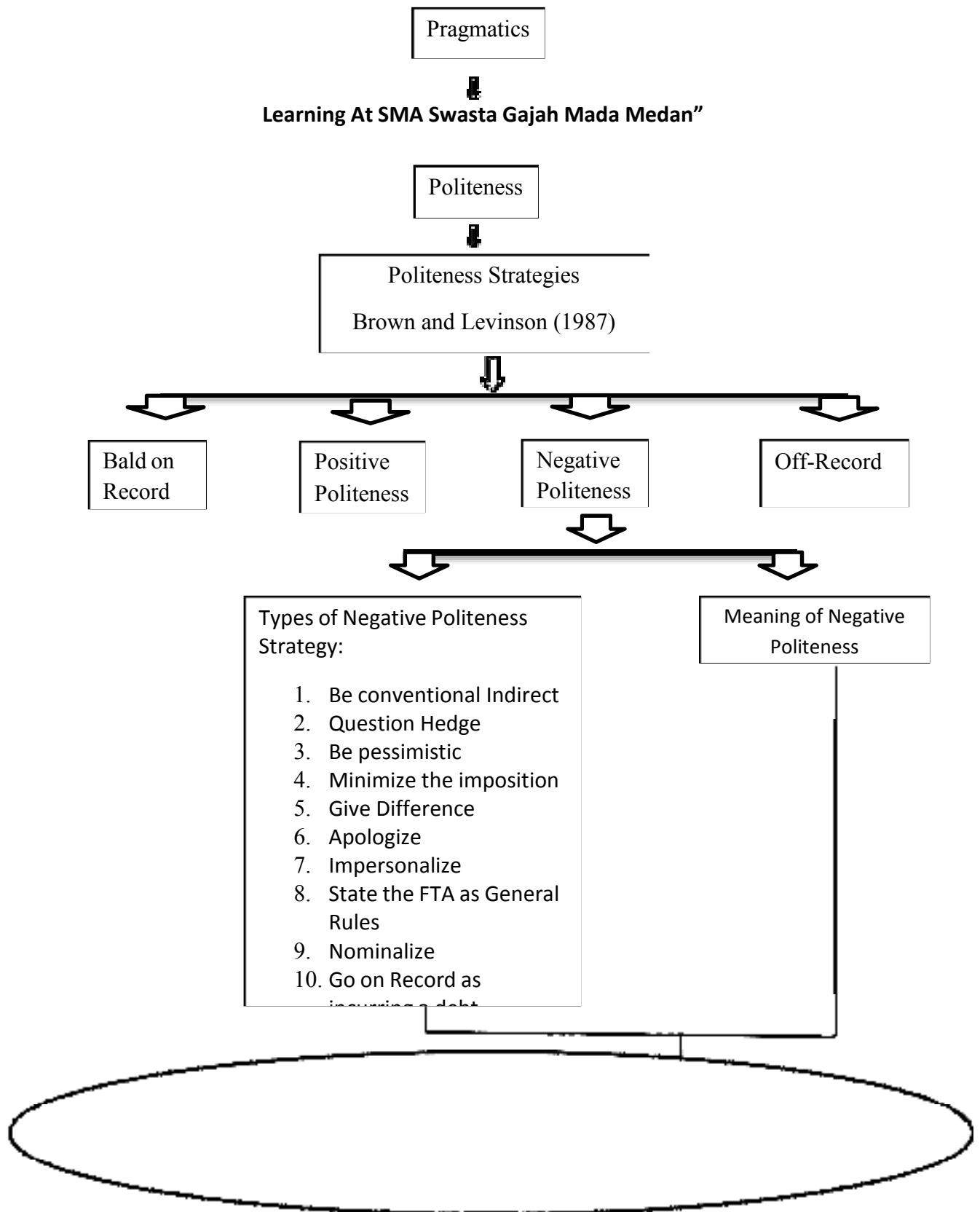
- c. (Suyono et al., 2021) conducted research with the title "Negative Politeness Strategies in What Would You Do? TV Show" The method used in this research is descriptive qualitative. This sociopragmatic research discusses negative politeness strategies found in the What Would You Do? TV show to explain their types and investigate the reasons for choosing these strategies. The data of this study are utterances containing negative politeness strategies, which are sourced from the participants' responses to the actors of the TV show. the results found are that there are seven negative politeness strategies used by the participants in the TV show.

Meanwhile, this research has some differences with previous research. Where the data obtained by the previous researcher comes from the participants' responses in the event where the focus in this study is the use of negative politeness strategies while the previous researcher. While this study uses student utterances when learning English as the data to be analyzed. Researchers make direct observations or are in the English language learning activities. This research has similarities with previous research, namely this research uses descriptive qualitative methods and both examine negative politeness strategies.

2.4 Conceptual Framework

This study uses Brown and Levinson's (1987) theory of politeness strategies in pragmatic. There are four types of politeness strategies, namely Bald on Record; Positive Politeness; Negative Politeness; off- Record. This research focuses on the type of negative politeness strategy. In negative politeness there are ten strategies that can be applied in creating an effective communication without hurting the negative face of others. This research aims to find out the types of negative politeness strategies that exist in students' utterances during the English learning process. The researcher will categorize the students' utterances that contain negative politeness. The researcher also wants to see which negative politeness strategy is dominantly used by students when communicating in the learning process. The researcher also wants to know the meaning of the students' utterances. So the researcher raised the title “An Analysis of the Negative Politeness Strategy Used for Eleventh-Grade Students in English Learning at SMA Swasta Gajah Mada Medan”.

Scheme 2.6. The conceptual framework in the research entitled “An Analysis Of Negative Politeness Used By Eleventh- Grade Students In English Learning At SMA Swasta Gajah Mada Medan”



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used a descriptive qualitative approach because the results found through observation, identification, and analysis of negative politeness strategies used by Gajah Mada High School students during English language learning. According to Creswell (2018: 51), qualitative research is a method that investigates and sees the purpose for the research problem. The questions that arise and the procedures, data collection, data analysis, and the researcher's interpretation of the data are the processes of this research. In the descriptive method, several types of research methods are found, namely; using techniques to find data, collect data, classify analyze data, interpret and draw conclusions from the results of the data.

3.2 Subject and Object of the Study

The subjects in this study were eleventh grade students of science one at Gajah Mada high school in Medan. The researcher was examine students' speech during the English learning process. The object of this research was the speech of eleventh grade students of science one which contains negative politeness strategy.

The data source of the analysis method in this research was the expressions spoken during the English learning process. After that, the utterances that contain negative politeness were categorized into types of negative politeness strategies. The results of transcripts of documentation (videos recording) of class Science

one in eleventh grade students in learning English at Gajah Mada High School Medan were used as data sources.

3.3 Instrument of Collecting Data

Instruments are tools that used to collect information. According to Arikunto (2017: 5), instruments are tools used by researcher to collect the data needed in their research. Data collection instruments assist researcher in collecting and organizing data more systematically and purposefully.

In this study, the data collection instrument used by researcher was a documentation. So, researcher saw and observed the students' English learning process in the classroom and took the documentation, such as take videos recordings used cell phones. The results of the video of the English learning process was transcribed and analyzed by the researcher and became the data of this study.

3.4 Technique of Collecting Data

In collecting data, the researcher used observation methods, and documentation based on video recordings of the learning process. Sugiyono (2015: 225) has stated that involvement in the direct observation environment, in-depth interviews, and documentation review was the main ones used by qualitative researchers to obtain information. As for the technique of collecting data, the researcher took the following methods:

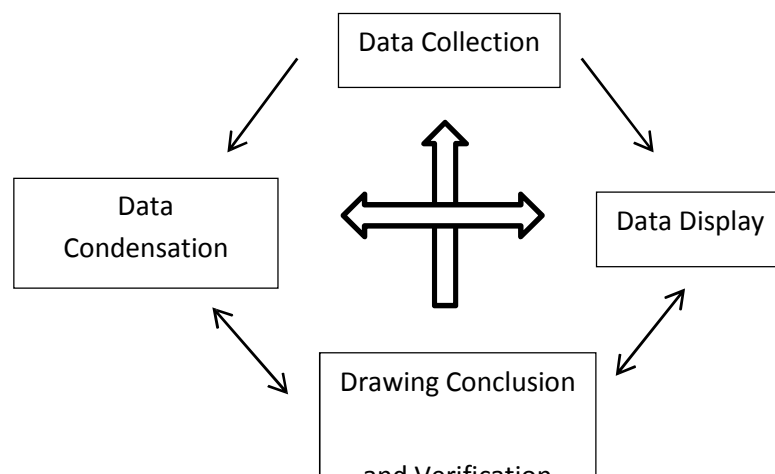
1. The researcher followed the learning from beginning to end and observed students in the English learning process.
2. The researcher recorded the process of learning activities.
3. Transcribed students' utterance in the English learning process.

4. After the researcher transcribed the utterances, the researcher translated the utterance into English and analyzed what types of negative politeness strategies were used in each sentence.
5. The researcher observed the intention contain in the used of negative politeness strategy types using the data that had been collected by documentation and determined the dominant negative politeness strategy types.

3.5 Technique of Analyzing Data

The researcher analyzed the data used the theory proposed by Miles and Huberman. According to Miles, Huberman and Saldana (2014: 12-13), qualitative data analysis consists of several processes. The process is as follows:

Scheme 3.5 Technique of Analyzing Data, Interactive Model (Miles, Huberman, & Saldana 2014: 12-13)



1. Data Collection

Data collection was done through interviews, document analysis, observation. In this study, data was collected from observation and also documentation in the process of learning English in eleventh-grade students at SMA Gajah Mada Medan.

2. Data Condensation

Data condensation is one of the steps that can be taken in data analysis. Data condensation was the process of selecting, focusing, Abstracting, simplifying, organizing, and transforming data from written field notes, transcripts, documents, and other sources. In this step, the researcher selected the data to be found and also focused on what the author wants to find. The data will be stronger with considerations. Nevertheless, data condensation data was inseparable from analysis. The steps in data condensation are as follows:

- a. Selecting, researcher selected utterances data from each video recording during the English learning process.
- b. Focusing, at this stage the researcher focused on students' utterances during English learning.
- c. Simplification, in this step, the researcher transformed the data into a clause. The clause was consists of politeness strategies in students' utterances.
- d. Abstracting, in this process, the evaluated data mainly consists of the types of negative politeness strategies found in the students utterances.
- e. Transforming, this is the last step in data condensation where in this step the researcher analyzed each clause that had been selected for each type of negative politeness strategy. (Journal & Education, 2021)

3. Data Display

In this step, researcher needed to present data in the form of simple tables or graphs so that the data can be more easily understood and researcher can be easily make conclusions. In this study, the researcher analyzed the negative politeness strategies contain in students' speech used tables and percentages.

The table system is as follows:

Table 3.1
The percentage types of Negative Politeness Strategy

No	Sub-types of Strategy Negative Politeness	Frequency	Percentage %
1.	Be Conventionally Indirect		
2.	Question and Hedge		
3.	Be Pessimistic		
4.	Minimize the Imposition		
5.	Give Difference		
6.	Apologize		
7.	Impersonalize		
8.	State the FTA as General Rule		
9.	Nominalize		
10.	Go on Record as Incurring a Debt		
Total			

In table 3.1, the researcher made a percentage of data to determine the used of negative politeness strategy sub-types and to determine the most dominant used of negative politeness strategy sub-types in students' speech. The formula used in calculated the number of types negative politeness strategy that were the most dominant among other types is the formula proposed by Hannock et al. (2009: 24). The formula is as follows:

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

Notes:

P: Percentage of different categories;

$f(x)$: Frequency of all types within the subcategory; N: Total kinds across all classifications.

4. Drawing Conclusion and Verification

Concluding data and verification is the final step in analyzing qualitative data. At this stage the researcher described all the data and also summarizes all the information so that it can be understood. The expression of the problem that has been formulated is also discussed in the conclusion.