

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

Politeness is one of an issue on which individuals have widely varied perspectives. It's not something we are born with, but something we have to learn and be socialized Dujani (2019: 02). Politeness, as a fundamental component of social life, is a complex and critical aspect of communication. People must be doing communication with one another, Communication is the exchange of message between people with the same goal understanding. In the other words, life is pointless without communication since it will be tough to communicate successfully with others. In the communication process, politeness is one of the important aspects because politeness can make the communication both speaker and hearer to be better.

According to Leech (2014: 03), politeness is a type of communication behaviour that may be found in a wide range of human languages and cultures, and it has even been referred to as a universal feature of human civilization. We have the potential to harm or injure others' self-esteem when we communicate. This act of attacking self-esteem has a relationship with politeness, because when we attack someone's self-esteem, we will directly realize that our actions will harm others. So, that's why we use politeness strategies when communicating something to other people, and it will minimize the act of attacking self-esteem happening. The phenomenon of politeness can be observed in daily conversation. Especially in doing the teaching-learning process. The teachers frequently use politeness in communicating something to their students. Teachers play an important role in the classroom by setting an excellent example for students

because, in the teaching-learning process, a teacher is like a student. On the other side, politeness has become one of the critical issues in Indonesian education especially after our educational aspect is facing the pandemic situation, this situation makes most students speak impolitely and prefer to use slang or casual languages even they do communicate while doing the teaching-learning process.

As the preliminary research, the writer examines the politeness strategies adopted by students while the writer is following Kampus Mengajar Batch I (at SD Negeri 067692 Medan Labuhan), the writer got some kinds of the politeness strategies used by them in communicating something to their friends or teachers. The students tried to communicate their feeling, mind, or something else they will choose the words that they want to say, and analyse who will be the hearer of them because by choosing the words they also show different politeness strategies. The types of politeness strategies are adopted by Brown and Levinson's theory. In doing the teaching-learning process, the interaction both of teachers with students will be different when they do interact with their friends. Here, the data when the writer analysed the politeness strategies from the sentences that students used in doing communication with the writer while the teaching-learning process

Table 1.1. The Types of Politeness Strategies used by the Students.

No.	Name of Students	Data in Indonesian	Data in English	Conclusion	Types of Politeness Strategies
1.	WS	Periksa tugas saya, Miss!	Check my assignment, Miss!	This sentence demonstrated that the student doesn't try to understate the face threats to the listener's face, and also showed they are addressed very closely.	Bald on Record
2.	NP	Kenapa miss bisa sakit? kasihan kalilah miss ini.	Why you can get sick miss? How pity you are.	This sentence showed that the student was respectable to the teacher and she wants to show her sympathy to her teacher.	Positive Politeness
3.	TT	Miss pacaran ya sama bapak Paulus? (tertawa)	You are having a relationship with sir Paulus, aren't you? (While laughing)	The student used the sentences to show a joke with her teacher.	Positive Politeness
4.	RP	Hati – Hati miss!	Be careful miss!	This sentence showed that the student directly said what she want to say without thinking about what would be the response of the teacher.	Bald on Record

From the data above, students WS and RP used ***Bald on record*** in their sentences. WS in his Sentence “*Check my assignment, Miss*” wanted to show what he want to get without minimizing the hearer's face, he only need the teacher to check and give the score on his assignment, directly, “miss” in this sentence shows the closer addressed of both of them. The second one, RP in her sentence

“Be careful, Miss!”, from this sentence she wanted to communicate what she wanted to communicate without thinking what the reason or what will be the response of her teacher when she said that. The important one, she has communicated what she wanted.

On the other hand, students NP and TT showed politeness strategies namely *Positive Politeness*. Student NP in her sentence “why you can get sick miss? How pity you are” by using this sentence student wanted to give her sympathy to her teacher. Sympathy is one of the types of positive that helps the speaker present a positive face to the listener in this strategy. The next, TT in her sentence “*You are having a relationship with sir Paulus, aren’t you?*” by using this sentence student wanted to give a joke as her way to show the positive vibe of herself and joke is also one of the kinds of positive politeness.

From the preliminary research above, the students utilize two categories of politeness strategies in the teaching-learning process, even there are four categories of politeness strategies proposed by Brown and Levinson (1987). Because the writer cannot find all of the categories about politeness strategy, the writer is curious to analyse more deeply about it with the different objects. The writer wants to make it more specific by analysing the gender of teachers, because female and male teachers have differences in some aspects, especially in using language. So, after analysing the politeness strategies by students, now the writer will analyse the study entitled “The Politeness Strategies Used by Female and Male Teachers in The Teaching-Learning Process at SMA Negeri 7 Medan.”

1.2. The Problems of the Study

According to the explanation above, the writer formulates two questions as a result of this study, which is as follow:

1. What type of politeness strategies is dominant used by female and male teachers in the teaching-learning process at SMA Negeri 7 Medan?
2. What are the advantages of using the dominant types of politeness strategies in the teaching-learning process for female and male teachers at SMA Negeri 7 Medan?

1.3. The Objectives of the Study

The objectives of this study will support the previous background and problems, the objectives of the study are:

1. Analysing what type of politeness strategies will be dominantly by female and male teachers in the teaching-learning process at SMA Negeri 7 Medan.
2. Knowing the advantages of the use of dominant types of politeness strategies in the teaching-learning process for female and male teachers at SMA Negeri 7 Medan.

1.4. The Scope of the Study

In this study, the writer will focus to analyse politeness strategies. Politeness strategies is one of the topic in pragmatics, where in politeness strategies we will discuss about the concept of face, the theories of politeness strategies and the types of politeness strategies. So, the writer will focuses on the types of politeness strategies based on Brown and Levinson's theory in 1987. Brown and Levinson proposed four types of politeness strategies namely Bald on

Record, Positive Politeness, Negative Politeness, and Off Record Strategy. The writer will analyse this types in the utterance of female and male teachers while doing the teaching-learning process at SMA Negeri 7 Medan.

1.5. The Significance of the Study

This study is expected to be useful in terms theoretically and practically, it will describe as follow:

1.5.1. Theoretically

Hopefully, the finding of this study can give new information for the readers to enrich their knowledge and understanding about politeness strategies in communication.

1.5.2. Practically

The finding will be useful for:

1. The teachers

The finding of the study will be valuable for teachers to know their understanding of politeness strategies that they used while the teaching-learning process. Hopefully, the teachers can use the words that show their politeness in doing the teaching-learning process.

2. The students

This finding of this study hopefully gives a new viewpoint about communicating politely especially the use of the politeness strategies, so they will be able to identify their kinds of politeness strategies and will be more polite in speaking something to others.

3. Institution (school)

The finding of this study hopes to be valuables for institutions or schools to develop and encourage the teachers' understanding of politeness strategies in doing communication, especially while the teaching-learning process.

4. Researcher

The finding hopes to be the additional reference to do a further study about politeness strategies.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

Some theories will be required when researching explaining the relationship between the terms in the writer's study. The writer provides a review of the literature that clarifies a few concepts.

2.2. Pragmatics

Pragmatics is a study about what people intend when they speak, this means that when people speak, they are communicating more than just the literal meaning of words. Yule (1996: 3) defines learning about the meaning communicated by the talker and being deciphered by the hearer is called pragmatics. The meaning of language can be derived if the context is known. The linguistics law that governs the shape and meaning of language in respect to the speaker's aim, context, and circumstances is the limitation of pragmatics.

So, can be concluded, pragmatics is concerned with describing or comprehending the meaning of a speaker's speech. Yule (1996: 5) stated that the advantage of the studying language by pragmatics can discuss what people intended to mean, assumptions, goals or aims, and different kinds of activities. Politeness strategy is one of the aspects discussed in pragmatics.

2.3. The Politeness Strategies

The politeness strategies are the methods that someone uses to transmit her/his words in a politely. Politeness strategies can be seen in everyday life even may we cannot realize it directly. It will use for creating harmony terms of improved the communication. According to Aulia (2013: 52), using politeness strategies in communication can correct some rude utterances, transmit speaker

meaning, make utterances more acceptable to listeners, and so on. Nowadays, politeness strategies can be seen in our daily activities such as teaching, speaking, selling or purchasing, and so on. Violen Winarta (2012: 3), in her research investigated the politeness strategies are used for requesting in the Avatar scene. She discovered that one of the types of politeness strategies used in Avatar scene namely negative politeness found in the conversation between the real human and real human.

Besides that, according to Brown and Levinson, the important advantage in using politeness strategies is to avoid conflict while doing communicating. So, politeness strategies can improve the communication process.

2.3.1. The Concept of Face

Face, in pragmatics, is related to the image in the public that each fellow wishes to claim themselves. Brown and Levinson derived the concept of “face” from the sociologist Goffman (1976), who stated that facing up connotes being embarrassed, humiliated, or losing face. Yule (2010: 135) stated that the most important notion of linguistics politeness is called face. She added that politeness is described as being aware of and considerate of the appearance of another person.

Consequently, the face is something concerned, something that may be lost, maintained, or enhanced, and something that must be usually attended to in interaction emotionally. In doing communication, the speaker and the listener must work together to retain each other’s face. This activity is called face work. Face work aimed towards a positive outcome is known as solidarity politeness, whereas face work also aimed at a bad outcome is known as respect politeness.

On the other hand, Yule (2010: 135) argued that saying something that threatens another person's self-image is called a Face-threatening act. Brown and Levinson proposed that there are two aspects of the face, namely positive face and, negative face. But Yule (2010: 135) said that the negative face does not always mean bad but simply it is the opposite of positive.

2.3.1.1. Positive Face

A positive face is defined as an individuals' choice for others in enjoying his or her personality and isn't always only a smile. This also consists of how someone needs to be perceived by using his or her social circle. Appreciation of individuals' accomplishments is one example of a positive face. Tending to positive faces like compliments, showing interest, and small gifts.

2.3.1.2. Negative Face

Individual's core personal rights, such as personal freedom and action are described in the negative face and do not mean frowning. Ignoring any circumstances that pose a danger to individuals' rights is one's bad face. One well-known example is the right to free speech, which includes the ability to talk without being interrupted by others. Tending to negative faces like apologies, deference, and offering ways out of requests.

2.3.1.3. Face Threatening Acts (FTAs)

FTAs are any action that causes potential damage to the face (positive or negative face) of a speaker. According to Brown & Levinson (1987: 67) , it is intuitively true that certain types of acts, specifically those that run counter to the addressee's or speaker's face desires, pose an inherent threat to face. For example, when you are asking for something, this is an FTAs because it is an imposition on

the hearer who has the either deny the request, thus have to engage in FTA or grant it and go against her/his want to impose upon threatening negative face wants.

Negative FTA that damages to hearer namely orders, reminders and negative FTA that damages the speaker namely thinking, accepting offers. On the other hand, positive FTA that damage to hearer namely negative assessment and insult, and the positive FTA that damage the speaker namely apologies and confessions.

2.3.2. Theories of Politeness Strategies

Some theories discuss politeness strategies, which are discussed by Robin Lakoff (1973), Geoffrey Leech (1983), and Brown and Levinson (1987). In Lakoff's theory politeness superseded clarity it is more important to be polite than to be clear, and he proposed that there are three main principles of doing politeness when communicating with someone, namely; don't be imposed on someone, give options the hearer, and make the hearer feels good. (1) Don't be imposed on someone, means we cannot impose what we want to others, but give them the freedom when talking with us, (2) Give the options the hearer, it means not taking entire control and allowing the person to make their own decisions, like when we say "It's up to you" and "Do you want to give me your opinion?". (3) Making the hearer feels good, means when we are talking, make sure that the hearer feel appreciated for what they say and the conversation is balanced.

The second one, Leech's theory. His theory is conducted in 1983. In this theory, Leech (1983: 132) divided the principle of politeness into six maxims, that indicated the benefit both speaker and hearer when using the politeness namely;

(1) Tact maxim, (2) Generosity Maxim, (3) Approbation maxi, (4) Modesty Maxim, (5) Agreement maxim, and (6) Sympathy maxim.

The last theory is Brown and Levinson (1987). They divided the types of politeness strategies into four types namely; (1) Bald – on Record, which means when we say what we want to say without thinking what will happen after we say it. Using bald – on record means we have a closer relationship with the hearer or we have known each other for a long time. (2) Positive Politeness, this strategy encourages the speaker to use expressiveness to appeal to a common purpose and even friendship. (3) Negative Politeness, by using this strategy we cannot force someone about our needs because we also know that everybody has their freedom even when doing communication. (4) Off Record Strategy, when we are using this strategy, we utter words but by giving hints.

So, from these theories about politeness strategies, for this study, the writer chooses the theory by Brown and Levinson to be used. The writer chooses the theory because the writer thinks Brown and Levinson's theory is one of the classical politeness theories and gives the clear kinds of politeness strategies and it will be the fundamental of this study. Their theory of politeness is certainly the most influential because it has witnessed innumerable reactions, applications, critiques, modification, and revision. The other reason for choosing this theory, because of the object of this study, we know that gender will influence how teachers used politeness strategies in doing communication in the teaching-learning process by using this theory it will be more suitable to analyse it. So, that's why this theory is taken for this study.

2.3.3. The Types of Politeness Strategies

2.3.3.1. Bald – on Record

In this strategy, there is no attempt to lessen the threat to a hearer's face, like say "Sit down, now!" or "Stay away from me!" which can provoke shock or shame. Brown & Levinson (1987: 69 - 79) defined Bald – on record strategy is a direct, clear, unambiguous, and concise style of saying things without any minimizing to the imposition. People in positions of authority typically use bald on mode methods to further their own ends. A mother's order to her daughter, for example, will be appropriately acknowledged due to the lawful power she possesses (Sugini et al., 2016: 29-30).

This type is divided into two categories: those in which the face danger is not minimized those in which the face threat is ignored and unimportant, and those in which by executing the FTA blatantly on record, S minimizes face threats by implication but doesn't want to make hearer happy even a little bit. The speakers who have a personal relationship with their listeners, such as relatives or close friends frequently will use bald-on record. There is a chance that the hearer that no knowing each other will be surprised or embarrassed if you use the bald – on record in doing communication.

2.3.3.2. Positive Politeness

Positive politeness strategy used to make the listeners feel good about themselves, may about their interest, or their belongings, and are most commonly utilized in setting where the listeners may know each other but not so well. (P. Brown & Levinson, 1987) stated that there are several types of sentences that can be called positive politeness, such as a joke, notice the hearer, avoid disagreement.

Communication/community/solidarity/familiarity/symmetry/balance/the horizontal element of communication/a very sociable atmosphere are all examples of positive politeness (Hobjilă, 2012: 215). So, by using this strategy we try to minimize our distance to the hearer even we do not know each other well before. This strategy also shows the expression of friendliness and solid interest in the hearer's need to be respected.

2.3.3.3. Negative Politeness

Negative politeness is about showing respect for others while staying out of their way. It is a repressive action directed at the addressee's negative face, in which the addressee wishes to have his or her freedom of action and attention unrestricted. Negative politeness has a broad social distancing effect. It does not reduce the social distance in the same way that positive politeness does.

Brown & Levinson (1987: 129-130) said that negative politeness, on the other hand, increases the social distance while yet demonstrating respect for the addressee. Negative politeness appears to be used whenever a speaker wishes to place a social brake on the path of this interaction. So, we can use this strategy when we want to still keep doing communication but we do not want to have a closer relationship, and then because we always keep the distance while doing communication like use apologies or minimize the imposition.

2.3.3.4. Off-Record Strategy

In this strategy, the speaker tries to remove the potential to make the hearer feel imposed. Indirect language is used when we apply this strategy in communication. Brown & Levinson (1987: 81) said that off record strategy is the strategy in which is we use hints to make others realize what we want. It means,

by using this strategy, we do not say what we want directly, but we give the same other sentences that may make the hearer understand what we need, for example, when we want to do an exam but we forgot to bring our pencil or other stationery and want someone to borrow it. We do not say “I want to borrow a pen” but “Huff, I forgot my pen”.

2.4. The Gender of Teachers

Gender isn't something that we are born with or not something we have, but that is something we do or show (Eckert & McConnell-Ginet, 2003: 10). Gender can also be found in the classroom, such as in the teaching and learning process. When students are working together, teachers will select who speaks, when they speak and how to control them. In their communication styles, the male likes to use language to acquire status, whilst the female prefers to use language to negotiate proximity and intimacy.

The male uses the report to talk to deliver factual information, whereas the female uses rapport talks to develop and sustain connections. However, this advice contains at least four fundamental, and increasingly contentious, theoretical assumptions about gender: (1) Gender is inextricably linked to sex, and the study of gender is inextricably linked to the study of heterosexuality; (2) gender is an attribute; (3) the study of gender is an individual study; and (4) gender is best researched where it is most visible (Dörnyei & Skehan, 2003: 22). On the other hand, males do not feel obligated to connect their contribution to that of the prior speaker. Men are more prone to disregard previous statements and focus exclusively on their own (Agus Asmara Putra, 2014: 1). Besides that, gender will also affect the politeness strategies that will apply while he/she is doing communicating in the teaching-learning process.

2.5. The Teaching-Learning Process

The teaching-learning process is one of the most significant aspects that has a relationship with each other. It is unable to distinguish between the two. Because there is no way to teach if there is not a way to learn. The teaching-learning process is two activities that must be carried out. Richards & Schmidt (2010: 237) Learning is the process by which behaviour, knowledge, and abilities, among other things, change as a result of practice, instruction, or experience, and the outcome of such a process Teaching is the process of promoting learning, allowing the learner to teach others, creating an environment conducive to learning, and demonstrating or assisting someone in learning something.

Richards & Schmidt (2010: 238) added the centre of learning is an area within a classroom or institution that contains a number of different independent learning options. Typically, the materials namely as (1) have well-defined objectives, (2) specify how they are to be used, (3) are classified according to their degree of difficulty, and (4) include self-checking mechanisms. On other hand, Hornby (1995: 37), added that teaching entails providing instruction to (a person) in the form of information, skill, or action. It is a procedure in which the teacher shares his or her knowledge with the student. Based on the previous description, it can be stated that teaching is an action conducted by the instructor to improve the learner's knowledge or a process to assist the learners in acquiring knowledge and understanding it. Every generation has had teachers and handbooks to help us learn how to be polite. It means that being polite is a skill that needs to be learned. It also needs to be used in communication because it is important. Using polite language in the teaching and learning process of English is very important

because it helps students build their character, which is formed by how the teacher talks to them.

Besides that, learning is the process where the learner modifies their knowledge, skills, behaviour, and experience. Evison (1983: 127) conclude that learning is the process of acquiring new knowledge or skills. Brown (2000: 8) divided the main definition of learning, they are

1. Learning is the process of acquiring knowledge or "getting it."
2. Learning is the process of retaining knowledge or skills.
3. Retention suggests that the system, memory, and cognitive organization are stronger.
4. Learning entails a conscious, active focus on and response to stimuli occurring outside or inside the organism.
5. Learning lasts a long time, yet it is prone to forgetting.
6. Learning necessitates some practice, which may be reinforced.
7. Learning is a behaviour change. Learning, according to the above concept, is a process of retaining information or skills to modify behaviour.

2.6. The Previous of Study

An Analysis of Politeness Strategies Used in The Blind Side Movie is the first previous study written by (Suryani Christina, 2018). The goal of the study was to discover what kinds of politeness tactics the characters in The Blind Side Movie employ in the setting of distinct role connections, the contexts that influence the character's choice of politeness strategies. Brown and Levinson's (1987) theory of politeness techniques, as well as Dell Hymes' ethnography of speaking, were utilized in this study (1964). This investigation was carried out by

observing and analysing the characters' settings. The results of this study revealed that the characters used four different politeness strategies: bald on record, negative politeness, positive politeness, and off-record strategy, as the four different contexts of situation that influence the characters' politeness strategies: participants, ends, settings, and keys. The differences between this research and the writer's study may be found in the object, which in this case is a film, whereas the writer's object is a male and female teacher, as well as the difficulties and the study's goal. The resemblance lies in the theory that will be used by the writer, which Brown and Levinson have proposed (1987). The writer choose this study as the reference in writer this study because the similarity that found before.

The second research is *An Analysis of the Politeness Strategies Utilized by Pesbukers in Their Variety Show* done by (Hutahaeen et al., 2021). The study's goal is to look at the many forms of politeness strategies and determine which one is the most common, to uncover what elements influenced politeness strategies in Pesbukers' variety show. This research applied Brown and Levinson's theory about politeness strategies. This study employed descriptive qualitative research. And the data was collected by using stages familiarization and organization, coding, reduction, interpretation, and representation. The result was finding 37 politeness strategies, they are bald on record 6 (16%), positive politeness 26 (70%), negative politeness 4 (11%), and off-record 1 (1%) and the factor that affected pesbukers' preference of politeness strategies is circumstances. The differences are found in the object, the problems and, the aims. Besides that, the similarity found in the theory that was applied. The reason for choosing this

research as a reference is because the writer thinks this research can support the writer in understanding the types of politeness strategies.

The third research is *An Analysis of Politeness Strategies Used by Teacher and Students of X IBB in SMAN 1 Sukasada during English Classroom Interaction* written by (Widana et al., 2018). The study's objectives are to examine the types of politeness strategies used by teachers and students in class X in IBB in SMAN 1 Sukasada during English classroom interaction, as well as the factors that influence the choice of politeness strategies. Brown and Levinson's theory is the fundamental theory here and this research was designed by descriptive qualitative. The results of this research are there were be finding three categories of politeness strategies namely bald on record, positive politeness, and negative politeness, even there must be four types of politeness strategies based on Brown and Levinson's theory, and the factor of influencing the choosing politeness strategies are payoffs. The differences are mentioned from the object and the second problem of this research, which is the writer choose the male and female teachers as the object of this study. Furthermore, the similarity is about the theory of politeness strategies that applied in this research. The reason for choosing this research is because one of the findings in this research explains the same problem with the writer's study. After all, that the writer thinks this research will help the writer to solve the first problem of this study that's why the writer makes this one as the reference.

The fourth research is *The Strategies of Positive and Negative Politeness Reflected in "The Last Song" Novel by Nicholas Sparks* written by (Sijabat & Ambalegin, 2019). This research discussed the positive and negative politeness

strategies in *The Last Song* novel by Nicholas Sparks (2009). The aim is to know the strategies of positive and negative politeness. This research has used the theory of Brown and Levinson about politeness strategies. Descriptive qualitative is the research design and the method of collecting the data used the observational method by using the non-participatory technique. The characters in *The Last Song* novel applied all the strategies of positive politeness and negative politeness is the final result in this study. The differences are about the topic, the types of politeness strategies that were analysed. On the other hand, the similarity is in theory that used in this research. Even used the differences object but this research can give the new information and added the reference to the writer that help to support the information for writing this study.

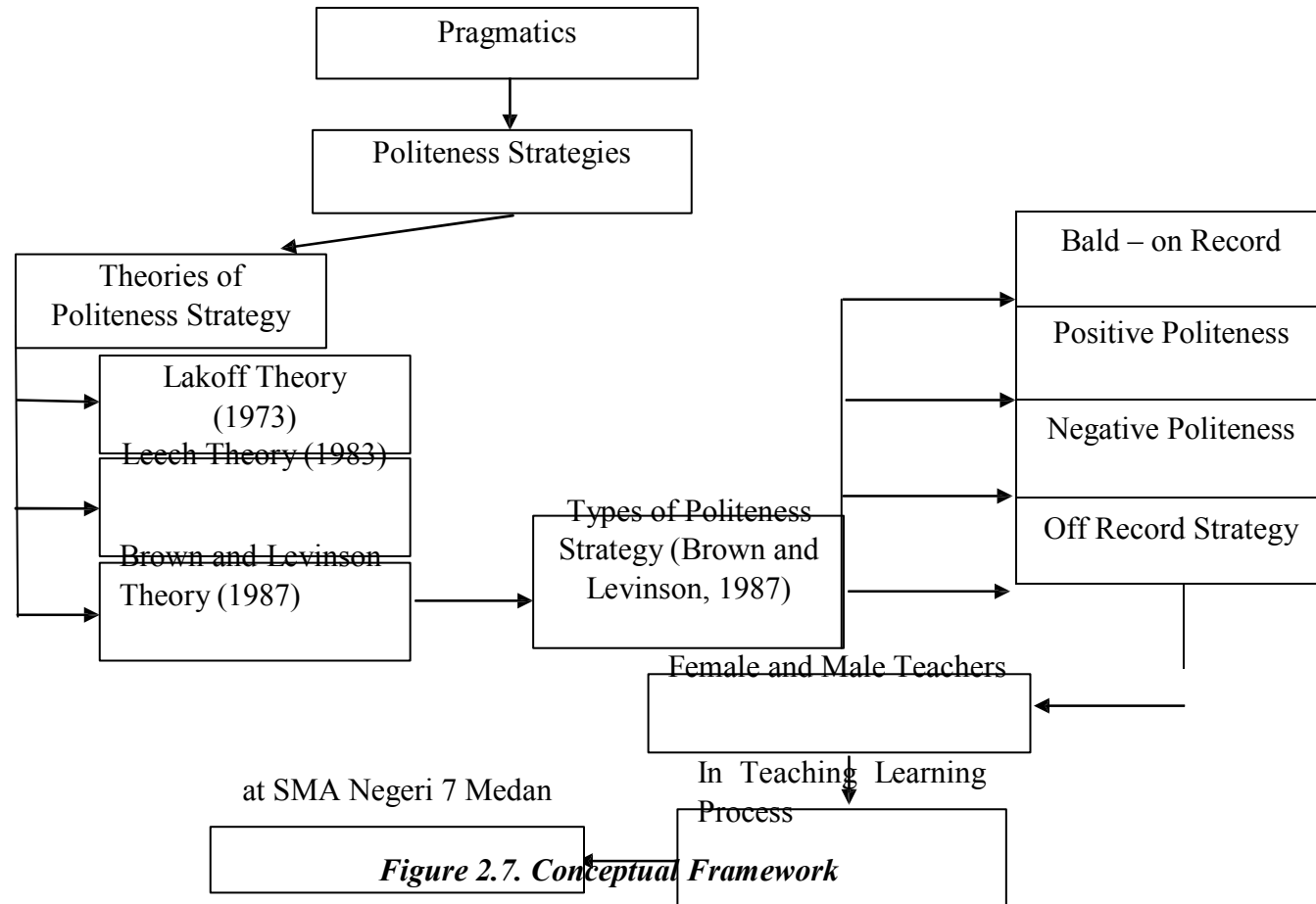
The last research is *The Use of Politeness Strategies in the Classroom Context* by English University Students. The purpose of this study was to investigate the politeness practices of an English student at one of Makassar's universities written by (Mahmud, 2019). To investigate the politeness phenomenon in EFL classroom interaction, the researcher used a descriptive qualitative study approach. This research also applied Brown and Levinson's theory about politeness strategies. The outcomes of this study revealed that English students employed a variety of phrases to encode their politeness in class, including greeting, thanking, addressing terms, apologizing, and fillers and these expressions were classified as positive or negative politeness. The differences are also about the object, the problem, the types that will be analysed, and the similarity is also used in the same theory. This research gives the new information

about the using of politeness strategies in the same perspective, so it will be a good reference for the writer in write this study.

Those studies discussed above are on politeness strategies, so they will contribute to this study about the many sorts of politeness. In this study, the author intends to analyse the politeness technique employed by instructors in the teaching-learning process based on gender disparities, specifically female and male teachers. Based on Brown and Levinson's theory, the writer will identify all sorts of politeness, including bald - on record, positive politeness, negative politeness, and off-record strategy.

2.7. Conceptual Framework

The Politeness Strategies Used by Female and Male Teachers in the Teaching-Learning Process at SMA Negeri 7 Medan



CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

Descriptive qualitative research applied in this study because the result would be found by the observation, identified, and analysis politeness strategies used by female and male teachers in the teaching-learning process. Creswell (2014: 41) Qualitative research is a method to probe and see the purpose for the problem of the study. Emerging question and procedure, data collection, data analysing, and the researcher's interpretation of the data is the process of this research. In the descriptive method, that found kinds of research method namely; using the technique of searching the data, collecting the data, classifying and analysing the data, interpreting and taking the conclusion of the data's result.

3.2. The Source of the Data

The data in this research would be obtained from the utterances of female and male teachers in the teaching-learning process. In qualitative research, it does not use the term population, but it is called a "social situation" namely: place, actors, and activities that can support the research (Sugiyono, 2013: 215). So, in this study, the place of this study is SMA Negeri 7 Medan and the actors of this study are female and male teachers in SMA Negeri 7 Medan. In sampling technique, the writer used purposive sampling which is a sampling technique based on certain considerations, for example the person who is considered to know best about what we expect, so that it will make it easier for researchers to explore the object or social situation under study (Sugiyono, 2013: 218). So, the writer choose five female and male teachers as the main sample in this study.

3.3. The Instrument of Collecting Data

An instrument is a tool used to gather information. According to Gay (2012: 145), an instrument is a tool used to collect data. As a result, the data collection instrument assisted the researcher in gathering and organizing data more systematically and straightforwardly. Here, the instruments of collecting data used in this study, audio-visual of the teaching-learning process, phone (Samsung version), books, and pens. The result of audio-visual of the teaching-learning process showed the utterance that would be analysed by the writer and was being the data of this study.

3.4. The Techniques of Collecting Data

In collecting the data, the writer used observation, and documentation method that is based on the video recording of the teaching-learning process. Sugiyono (2015: 225) it has been stated that engagement in the environment, direct observation, in-depth interviews, and documentation review are the primary methods used by qualitative researchers to obtain information. The techniques of collecting data, the writer took the following ways:

1. The writer followed the class start from the beginning until the class is finished and observe the students and teacher in the teaching-learning process.
2. Recording the process of the teaching-learning process.
3. Transcribing the utterances of female and male teachers in the teaching-learning process.

4. After the writer makes the transcript of the utterance the writer translated it into English and analyse what types of politeness strategies that used in each sentence.
5. Next, the writer observed the advantages of used the dominant type of politeness strategies by using the data that had collected by documentation.
6. After that, the writer conclude the advantages of using the dominant type politeness strategies.

3.5. The Techniques of Analysing Data

The writer was analysing the data using Miles and Huberman's approach, (Miles & Huberman (2014: 31)states that qualitative data analysis is divided into three steps. The steps are:

3.5.1. The Data Condensation

Data condensation is divided into selecting, focusing, simplifying, abstracting, and transforming data that approximates all parts of written field notes, interview transcripts, documents and empirical materials. In this step, the writer will select the data that will be found and also focusing what the writer wants to find. The data will be stronger through considering. Nonetheless, data condensation is not independent of the analysis. The steps in the data condensation are as follows:

1. Selecting, the writer selected the data utterances from each the audio-visual of the teaching-learning process.
2. Focusing, on this stage the writer focused on the utterances of female and male teachers that they used in the teaching-learning process.

3. Simplifying, in this step, the writer converted the data into a clause. The clause might consist the politeness strategies in the utterance of female and male teachers.
4. Abstracting, in this process, the data evaluated especially consisting the types of politeness strategies found in the utterances of female and male teachers.
5. Transforming, this the last step in the data condensation wherein this step the writer analysed every clause that has been chosen for each type of politeness strategy.

3.5.2. Data Display

The second step, was called a data display. In this step the writer can make tabulating of the data, where the data have selected and focused in the first step and before concluding, the tabulating would help the writer to conclude.

3.5.3. The Drawing and verifying conclusion

The last step of analysing qualitative data had known as concluding of the data. Starting from the first step until the last step, it is used to describe all of the data so that it would come clear. The conclusion could be able to answer the formulation of the problem that formulated from the beginning.