

**“POLITENESS STRATEGIES USED BY TEACHER AND STUDENTS ON
ONLINE ENGLISH TEACHING LEARNING PROCESS AT SMP N 2
TANON, SRAGEN IN ACADEMIC YEAR 2020/2021”**

THESIS

Submitted as a Partial Requirements

For the degree of Sarjana in English Language Education Study Program



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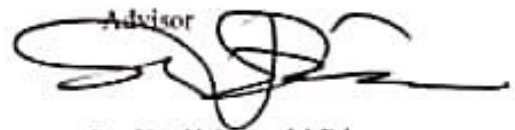
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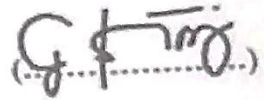
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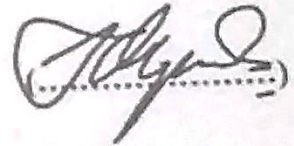
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DEDICATION

This thesis is dedicated to :

1. My beloved family, mom Sunarni S.Ag and Dad (Alm) Muh.Anis Bintriyono S.Ag, sister Bahtera Zinnira Muhasibi, and brother Kana Mauiza Muhasibi.
2. Everyone who had helped me accomplished this thesis.
3. My future husband.

MOTTO

“ Verily with hardship there is ease. Verily with difficulty comes ease”

(Q.S : Al-Insyirah : 5:6)

“Together we can find the light”

(Harry Pother)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon, Sragen in Academic Year 2020/2021*" is my real masterpiece. The things out of my masterpiece in this signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, Dec 10th 2020

Stated by,



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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, or all blessings and mercies so the researcher was able to finish this thesis entitled “*Politeness Strategies Used by Teacher and Student’s on Online English Teaching Learning Process at SMP N 2 TANON, SRAGEN in Academic Year 2020/2021*” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to :

1. Prof. Dr. H. Mudhofir, S.Ag M.Pd as the Rector of the State Islamic Institute of Surakarta
2. Prof. Dr. Toto Suharto, M.Ag as the Dean of Cultures and Languages Faculty
3. Budiasih M.Hum. as the head of English Language Department
4. Prof. Dr. H. Sujito M.Pd as the first consultant for guide her, precious advices, and motivation for the researcher.
5. All of English language education Program’s Lecturers who have shared and given their knowledge, experience, and dedication.
6. All of academic staff of the Cultures and Languages Faculty for their helpful contribution.
7. Ismi Handayani, S.Pd., M.Pd as Head of SMP N 2 TANON, SRAGEN for giving permission to conduct the research.
8. English Teacher of SMP N 2 TANON, SRAGEN Miss Winarni S.Pd for the helpful contribution

9. All of the student's 8C of SMP N 2 TANON, SRAGEN for the helpful contribution.
10. My Beloved Family Mom Sunarni S.Ag and Dad (Alm) Muh.Anis Bintriyono S.Ag, sister Bahtera Zinnira Muhasibi, and Brother Kana Mauiza Muhasibi.
11. My Grandfather (Alm) H.Rochmad Rosyidi, and Grandmother (Almh) Hj.Muji
12. My best friends, (Aan, Saarah, Ria, Alan, Isak, Ojil, Sena, Rofi'), and also my friends in a boarding house especially Mar'atus Ulum Inayah, Rizka Nurviani, and Cunik Puspita, Genk Ruwet KKN, and Fantastic Class.
13. My Future husband.
14. All the one who had helped the researcher in writing this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta,

The researcher

Anni Nazila Muhasibi

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ABSTRACT

Anni Nazila Muhasibi. 2020. *Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon, Sragen in Academic Year 2020/2021*. Thesis. English Language Education, Cultures and Languages Faculty, The State Islamic Institute of Surakarta.

Advisor : Prof. Dr. H. Sujito, M. Pd.

Key words : Analysis, Teacher, Politeness, English Teaching and Learning.

This research was conducted to analyze the politeness strategy used by Teacher and students on Online English Teaching Learning Process. She describes what types of politeness strategy used by English Teacher and students on Online Teaching Learning Process and what the most dominant type of politeness strategy used by Teacher and Students on English Online Teaching Learning Process.

The research was conducted in Agustus until September 2020 in whatsapp group on 8C SMP N 2 TANON, SRAGEN. This research was descriptive qualitative research. The subject of this research was an English teacher and students of SMP N 2 TANON, SRAGEN. She used descriptive qualitative research. She did observation (video recorder and documentation to collect the data. She did some step to analyze the data, namely; data reduction, data display, and conclusion drawing. She did technique of data validation used methodological triangulation. She used Brown and Levinson's politeness strategies theory, namely; bald-on record, positive politeness, negative politeness, off-record, say nothing.

The result showed that : The English teacher used all the four Brown and Levinson's politeness strategies, namely bald on record strategy, positive politeness strategy, negative politeness strategy, Off-record strategy. The students used all the three Brown and Levinson's politeness strategies, namely bald on record strategy, positive politeness strategy, negative politeness strategy. The use of politeness strategy of english teacher was dominated by bald-on record strategy. The use of politeness strategy of students was dominated by positive politeness strategy

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CHAPTER I

INTRODUCTION

The first chapter presents the brief elaboration of several elements in this study. They are background of study, identifications of the problems, problems statement, the objective of problems, limitation of study, the benefits of study, and definition of key term.

A. Background of Study

As a field of study, linguistic offers many objects to be analyzed in language through many theories it has, and one of them is pragmatics. There are some topics are discuss in pragmatics, one of the study is politeness strategies. Being polite is trying to determine what are appropriate to say to someone else and what not (Holmes, 1992:313) are. In questioning section, it is common for the guest to give a good impression, represent a good image, and kind in a public as they wish to be accepted by other people. However, they can't express their self-representation freely since the host who masters the school takes control or being super ordination this section.

Some acts done by the host can possibly do the Face Threatening Act (FTA) which is an act that in fervently threatens the face of the hearer or the speaker by acting in opposition to the wants and desires of the other; furthermore it

may offend the guest's positive face (Brown and Levinson, 60; 1987). FTA is described as when the speaker says something that represent a threat to another individual's expectations regarding self-image (Yule, 1996, p.61).

Politeness is not something we are born with, but something we have to learn and be socialized into, and no generation has been short of teacher and handbooks on etiquette and, correct behavior to help us acquire polite skill (Watts, 10:2003). In terms of politeness, Brown and Levinson (1987) sum up human "politeness" behavior in five major types of politeness strategies: 1) say nothing, 2) off record, 3) bald on record, 4) positive politeness and 5) negative politeness. Furthermore, they also stated that use of politeness strategies depends on three factors which are: 1) payoffs, 2) the circumstances, 3) the integration of assessment of payoffs and weighting of risk in choice strategies.

In social interaction politeness principle has an important aspect. It used to create effective communication between speaker and the hearer. Unfamiliarity with the principle leads speakers to produce incorrect and awkward expressions. In order to maintain politeness in communication, we should consider the way how we talk via online and to whom we talk. Nowadays, students are undergoing significant change related to values and morals as a result of globalization era. Most of them act rude and impolite to the elder, speak impolitely and they prefer to use slang or informal language as their daily language communication. This condition has indicated that politeness in Indonesian education is in a state of decline. Dealing with this issue the corporation between parents and the school agency is required.

But, newly parents prefer to rely on and submit all these issues to the government and educational institutions in determining the educational system. In this process teacher's role is required in creating a good character for students. In online teaching learning process, teacher acts as motivator and, teacher acts as motivator and role model. Students will imitate teacher attitude. Therefore, a teacher should consider and be careful acting and interacting with his students especially during online classroom activity now.

Teacher's attitude do important role in education student. Moreover, He has responsibility to teach his students how to act and speak politely and admonish them if they speak impolitely. Therefore, teacher is obliged to apply politeness principle in the online teaching learning activities language usage. In the current era's, with rapid technological advances, the world of education in teaching learning activities, for example in smartphone there are applications that can be used for learning, such as what Sapp group, quipper video etc., in 2020 the world was hit by a Covid-19 that resulted in all wheels life is paralyzed, in March 2020 the Covid-19 entered Indonesia, one of the affected areas was education, teaching learning process in Indonesia were carried out online until the end of 2020, with all it's problems teachers also demanded to be more creative in order to past on their material clearly even though learning, distance, and the media used generally in online lessons today is the what Sapp group, and the Google form for elementary to high school, in universities generally uses zoom cloud and live streaming YouTube

In accordance with Ministry of Education and Culture Decree No. 36962 / MPK.A / HK / 2020 concerning Online Learning and Working from Home in Prevention the spread of Corona Virus Disease (COVID-19) is blows at all educational institutions, one of which is in SMP N 2 Tanon, Sragen. The researcher choose SMP N 2 Tanon, Sragen as the research because the interaction between teacher and students on teaching learning process should be good relationship, and there is no misunderstanding, the teacher were friendly especially the English teacher. A researcher who was in eighth grade, why did the researcher by doing research grade 8 because psychologically eight grade was more manageable than with seventh grade, which is still in transition from elementary school to junior high school.

By doing pre- research on English teaching learning process in the eighth grade of SMP N 2 Tanon,Sragen in academic year 2020/2021. SMP N 2 Tanon,Sragen is one of good junior high school in Sragen. It is located at JL.Tanon-Sukodono, Kebayanan 2, Tanon, Tanon, Sragen regency, Central Java Telp. 0813-9854-001157277. It is accredited with criteria A. It is one of the public schools in Sragen. The school have great quality and high professionalism because, although SMP N 2 Tanon is a suburban school in the village, it can also compete with favorite schools in the city, as evidenced by the number of trophies and certificates lined up in front of the school.

In this pandemic learning, the teacher used learning media in the format of video recording explaining the material at the learning that day, using voice notes in the What Sapp application, and for daily tests or practice questions, the teacher

used Google form as a medium for collecting grades. Meanwhile, students receive lessons through personal chat or interact with questions and answers with the group.

To clarify the research background, some example of politeness strategies used on teaching learning process which found when pre-research were included as follow :

Teacher: Assalamu"alaikum wr.wb

Students: Wa"alaikum salam wr.wb

Teacher: Morning students

Students: Morning mom

From the example above, the teacher used "positive politeness strategy". The utterance Assalamu"alaikum wr,wb and good morning are kinds of positive politeness strategy type by using greeting. Greeting was a habit before starting a lesson.

Teacher: How are you today?

Students: I'm fine, thank you

From the example above, the teacher and student used "positive politeness strategy". It is classified into exaggerate (sympathy with H). In this case, the teacher feels sympathy with the student's condition. The teachers know the condition and take care of the students and the student are respn teacher.

Teacher: Understand student?

Students: Yes mom

From example above, the teacher used off record. The utterance Understand? Is classified into off record by using incomplete/ ellipsis. By doing off record, speaker can give the addressee an opportunity to be seen to care for students'. The teacher tested the students' attention and knowledge.

From those examples, it can be known that politeness strategies were used on teaching learning process. It aimed at revealing types of politeness strategies which were utilized by English teacher on teaching learning process that is why the researcher conducts the research with the title "*Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon, Sragen in Academic Year 2020/2021*".

B. Identification of Problems

Based on the background study above, the researcher identified the problems were follow :

- 1.. What are politeness strategies used by students in English class at SMP N 2 TANON, SRAGEN?
2. What is the students' response toward politeness strategy on the teacher instruction?
3. What is dominant politeness strategies used by teacher and students on online teaching leraning?
4. What is the type of the used by Teacher and Students on online English teaching learning?

C. Problem Statements

Some problems formulated in this study were as follows:

1. What are the types of politeness strategies that used by the teacher on online English teaching learning process at SMP N 2 Tanon, Sragen?
2. What is the most dominant type of politeness strategies used by the teacher in online English teaching learning process at SMP N 2 Tanon, Sragen?

D. Objective of Problem

1. To analyze the types of politeness strategies that used by the teacher on online English teaching learning process at SMP N 2 Tanon, Sragen.
2. To find out the most dominant type of politeness strategies used by English teacher on online English teaching learning process at SMP N 2 Tanon, Sragen.

E. Limitation of Study

This study on revealing the politeness strategies which performed by English teacher to the students on online teaching learning process at SMP N 2 Tanon in academic year 2020/2021. It also find out the types of politeness strategies that used by the teacher on online English teaching learning process and to discover dominant type of politeness strategies used by English teacher on online teaching learning process. This study used Brown and Levinson's theory to analyze the data. The research took in 8 grades. The researcher chooses one of the classes were taught by Miss Winarni, has four meetings on one month.

F. Benefits of Study

1. Theoretical

This thesis would be helpful to get information of what the types of politeness principle used by the teacher in teaching learning process, in order to be reference in organizing effective studies to develop pragmatic

2. Practical

For teacher, as main role in the teaching and learning process to be evaluating and considering in acting appropriately based on politeness principle in teaching learning process. In order to be good role model for their students.

For students, by understanding the types of politeness principle, it can help them act appropriately. So they can avoid misunderstanding in communication.

G. Definition of Key Terms

1. Teacher

According to Sardiman (1994: 123), a teacher is one of human component in teaching and learning process which had a role in the formatting of human resources who potentially in the development field. In a special sense it can be defined that in every teachers' selves there are responsibility of encouraging students to the level of maturity or a certain maturity.

2. Politeness

Politeness is defined as the means employed to show awareness of another person's face (Yule, 1996: 60). Meanwhile, Leech (1983: 82) states that Politeness principle is a way to maintain the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place.

3. English Teaching and Learning

According to Brown (1980: 7) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand. And learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. It means that English teaching learning can be defined as a process of guiding and facilitating learning towards learners in mastering and understanding well of English subject by study, experience, or instruction

CHAPTER II

THEORITICAL FRAMEWORK

This chapter contains some theories and reference, which are related to the research. Since the research about politeness strategy, the related to politeness are necessary to guide researcher to interpret and describe the meaning of data.

A. Pragmatic

1. Definition of Pragmatic

Communication is the main action in human life. It is a process to transfer information via language between the sender and receiver. Sometimes it does not work smoothly, because what does the listener interpreted to the utterance is inappropriate to what the speaker's intended meaning. It can appear misunderstanding among them. In this case pragmatic study is needed to settle this problem, because it is a linguistic study about language meaning.

Yule (1996: 4) asserts that pragmatic is the study of the relationship between linguistic forms and the users of those forms. This study concerned with four areas those are speaker meaning, contextual meaning, the expression of relative distance, and the

investigation of what is communicated, it means how far listener recognized unsaid message through what is communicated by the speaker.

Leech (1983: x) defines that pragmatics is how utterances have meanings in situations. While according to Griffiths (2006: 1) pragmatics the study Pragmatics is concerned with the use of these tools in meaningful communication. Pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. Pragmatics is the study of those context-dependent aspects of meaning which are systematically abstracted away from in the construction of content or logical form. From the definition above it can be conclude that pragmatics as a linguistic study that examined about how the listener interpreted the utterance related to the situation, and to recognize an utterance is required a linguistic knowledge related to the context usage.

Learning linguistic based on pragmatics aspect gives us some benefit, such as we can consider what people's intended in communication related to their assumptions, their goals, and the kinds of action (request, refusal, agreement, disagreement, thanking, apologizing, etc.). Pragmatics discusses some fields" subject one of them is politeness. Politeness is the awareness of another person's face. There will be theories and the focus discussion on this research.

Pragmatics deal with the study of the ability of natural language speaking to communicate purpose of communication. With the different term, Thomas (1995:22) defines pragmatics as meaning in interaction. Meaning in interaction is not something which is inherent in the words alone, nor is produced by the speaker or the hearer alone, but it relates to context and meaning potential of an utterance. Thomas's definition was later developed by Yule (1996:3) who divides the definition of pragmatic:

- b. Pragmatics is the study of speaker meaning People don't always say what they mean to say. They mean much more than their words actually say. Pragmatics deal with the study of meaning uttered by the speaker and interpreted by listener.
- c. Pragmatics is the study of contextual meaning in saying something, people also consider to whom they are talking to, where, when, and under what circumstances. It is because a particular context may influence what is said by the speaker.
- d. Pragmatics is the study of how more gets communicated than what it said. In other words, pragmatics is the study of „invisible meaning“; it explores how a great deal of what is unsaid is recognized as part of what is communicated.
- e. Pragmatics is the study of expression of relative distance People will not say anything to anyone whom they don't recognize well.

Hence, closeness whether it physical, social or conceptual, implies shared experience.

Based on some of the above opinion, it can be affirmed that pragmatics is the branch of science that studies the structure of language externally language which is related to how the language unit used in communication. Pragmatics basically investigate what is the meaning behind the speech related to the context encapsulating than the language, so that the basis of the understanding of the pragmatics is the relationship between the language of the context.

B. Politeness

1. Definition of Politeness

Linguistic politeness has occupied a central place in the social study of language; even it has been the subject intensive debate in sociolinguistic and pragmatics. Sociolinguistics is study of the linguistic features that have social relevance for participants in those speech communities (Yule, 2010:253). Pragmatics is study of the conditions of human language uses as there are determined by the context of society (Mey, in Subroto, 2011: 9). Leech said that pragmatics which is happened in social and cultural context is called socio-pragmatics (Rahadi, 2009; 14).

A lot of linguistic scholars have carried out researches on linguistics politeness in a wide range of cultures. As a result. Several theories have been proposed on scholarly concept. Consequently, the notion on politeness has received a lot of different definitions and interpretations (Fauziati, 2009: 193).

Many theorists try to make clear the distinction between „folk linguistic“ notion of politeness and linguistic politeness itself (Elen in Fauziati, 2009: 193). A distinction between first order of politeness and the second order of politeness. The first order of politeness (the common sense notions of politeness) refers to the various ways in which polite behavior is perceived and talked about by members of socio-cultural groups. The second order politeness refers to the theoretical construct, a term within a theory of social behavior and language usage (linguistic politeness).

There are some different opinions or beliefs stated by the linguist who is concerned with politeness. That is why Fraser (Yoga *et al*, 2014:2) groups the linguistics“ theories that have been introduced in the world. There are four categories of politeness theory. The first is politeness theory that believes with the social norms. This theory concern with habitual of the people as norms or conversation in one place. The second is politeness theory that believes relationship or togetherness as a principle in communication. In this theory, the speakers try to decrease that

offended conflict with the hearer. The third types in politeness theory that believes about saving face. This theory emphasizes on saving the speaker's face is very important. Then, the last is politeness strategy that believes with conversational contract. This theory believes that all of participants have prepared the contract which is obtained the obligations.

Layoff's roots in Generative Semantic affect her conceptualization in theory of politeness. Her rules of politeness are seen as part of a system of pragmatic rules, which she likens to that of syntactic rules. And just syntactic rules belong a domain of linguistic tool to capture the systematic of the process. So, the rules are part of the scientific way of capturing the systematical of language use. This is obvious in the integration of politeness rules with the Grecian CP and its maxims (Fauziati, 2009: 195).

Grace's CP was the cornerstone of models that explain polite utterance. At the same time, model also recognizes that such utterance appear to violate one or more of Grecian maxims. Polite language is a form of cooperative behavior bur does not see to abide by Grace's CP. In order to correct this apparent anomaly, Layoff adopts Grace's suggestion that a politeness principle might be added to the CP and suggests that maxims of CP are subordinated to those of the Politeness Principle (Fauziati, 2009: 195). Moreover, Leech's approach to linguistic politeness

phenomena forms part of an attempt to set up a model of what he calls general pragmatics, an account of how language is used in communication (Fauziati, 2009; 210).

Perhaps the most thought treatment concept of politeness is from Penelope Brown and Stephen Levinson, which was first published in 1978 and the reissued, with a long introduction, in 1987. They see politeness as a rational and rule-governed aspect of communication, a principled reason for deviation from efficiency and aimed predominantly at maintaining social cohesion via the maintenance of individuals' public face (Watts in Retnoningsih, 2013; 251; 252). In their model, politeness is defined as repressive action taken to counter balance the disruptive effect or Face-Threatening Acts (FTAs). Face Threatening Acts (FTAs) are acts that infringe on the hearers' need to maintain his/her self-esteem, and be respected.

In their theory, communication is seen as potentially dangerous and antagonistic. The basic notion of their model is "face". This is defined as "the public self-image that every member of society wants to claim for himself". According to Yule (1996: 105), face is the public self-image of a person. It refers to the emotional and social sense of self that everyone has and expects everyone else to recognize. Brown and Levinson's "face" is construed as a double want: a want of freedom of action and freedom from impositions

(this is called „negative“ face), and a want an approval and appreciation (a positive face). Social interaction is seen as involving and inherent degree of threat to one's own and other's face (for example, an order may impinge on the addressee's freedom of action, an apology, by virtue of its subsuming an admission of guilt, may impinge on the speaker's want to be appreciated). However, such face threatening acts (FTA) can be avoided, or redressed by means of polite (verbal) strategies, pitched at the level needed to match the seriousness of an FTA (Retnoningsih,2013;252).

In sum, politeness is an expression that is used to take care of individuals' face in order to avoid conflict and keep good relationship among other. It also related to social behavior and language usage.

2. Function of Politeness

Searle (Leech. 1983: 105-106) states illocutionary act is divided into five categories as the functions of politeness in language usage based on the intention of speakers when speaking, namely:

- a. Assertive, commit the speaker to the truth of the expressed proposition: e.g. stating, suggesting, boasting, claiming, complaining, and reporting.

- b. Directive, are intended to produce some effect through action by the hearer: e.g. ordering, commanding, requesting, advising, and recommending.
- c. Commissures, commit speaker (to a greater or lesser degree) to some future action; e.g. promising, vowing, and offering.
- d. Expressive, have the function of expressing, or making known the speaker's psychological attitude towards a state of affairs which the illocution presupposes; e.g. Thanking, congratulating, blaming, pardoning, praising, and condoling.
- e. Declaration, are illocutions whose successful performance brings about the correspondence between the propositional content and reality; e.g. resigning, dismissing, christening, naming, excommunicating, appointing, sentencing, etc.

3. Politeness Strategies

Brown and Levinson state politeness strategies are developed for the main purpose of dealing with Face Threatening Acts (FTAs). Language associated with a deference strategy emphasizes of personal claims. The diagram below shows “how to get a pen from someone else” following Brown and Levinson :

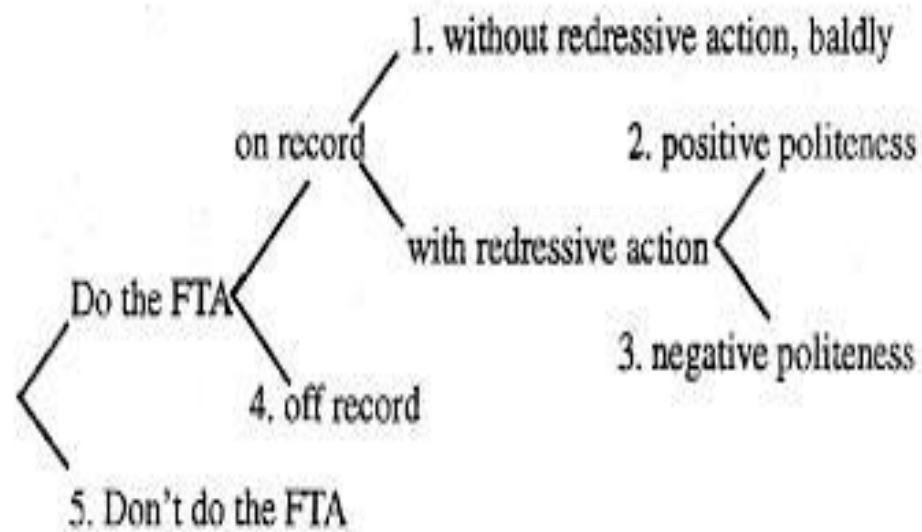


Figure 2.1 Possible strategies for doing FTA

(Brown and Levinson in Fauziati, 2009: 205)

From the diagram above, the politeness strategies can be explained:

a. Remain silent/ say nothing/ do not FTA

There are times when something is potentially so face threatening that we do not say it. The speaker dedicates to say nothing and genuinely wishes to let the matter remain closed. In other cases the speaker says nothing but still wishes to achieve the effect that the speech act would have achieved had it been uttered (Fauziati, 2009:205). There are two types of saying nothing or opting out choice (OCC):

- 1) OCC- genuine: S does not perform a speech act, and genuinely intends to let the matter remain closed.
- 2) OCC- strategies: S does not perform a speech act, but expects A to infer his wish to achieve the elocutionary effect.

b. Off record

We utter no word but with the vague intention that our problem will be recognized by giving hints (Fauziati, 2009: 203). For example, when we need to borrow a pen, we just search rather obviously through our pocket and then rummage in our bag. Even if we need to say something we do not actually have to ask for anything. We might just simply say, “Uh i forgot my pen”. Such off record statement may or may not be successful.

Brown and Levisohn (1987:213-227) have said there are 15 off record strategies, they are:

1) Give hint

E.g. it's cold here. (Shut the window)

2) Give association clues

E.g. A: Are you going to market tomorrow?

B: There's a market

A: Tomorrow, I suppose (Give me a ride there)

3) Presuppose

E.g. I wash the car again

(He presupposes that he has done it before)

4) Understate

E.g. that's house needs to touch of Paint. (A lot of work)

5) Overstate

E.g. there were a million people in the Co-op tonight.

6) Use tautologies

E.g. War is war. Boys will be boys.

7) Use contradiction

E.g. A: Are you upset about that?

8) Be ironic

E.g. John's real genius

(After John has just done twenty, stupid things in a row)

9) Use metaphors

E.g. John's a real fish. (John is slimy like a fish)

10) Use rhetorical question

E.g. how many times do I have to tell you...? (Too many)

11) Be ambiguous

E.g. John's pretty cookie. (Sharp or smooth)

12) Be vague

E.g. Looks like someone may have had too much to drink

13) Over generalize

E.g. the lawn has got to be mown.

14) Displace H

A may go off record as to who the target for this FTA is, or he may pretend to address the FTA to someone whom it wouldn't threaten, and hope that the real target will see that the FTA is aimed him.

15) Be incomplete, use ellipsis

E.g Well, if one leaves one's tea on the wobbly, table.

16) Bald on record strategy

We directly address the other as a means for expressing our needs. It is usually used in emergency situation, regardless of who is being addressed, such in: *give me a pen!*

Brown and Levinson (1987: 95-101) have categorized bald on-record into two classes, they are:

1) Cases of on- minimization of the face threat

The condition in which maximum efficiency is very important, and both S and H mutually know this, no face redress is needed. For example. "*Help!*" (Emergency condition).

The condition in which S provide metaphorical urgency for emphasis. It explains why orders and entreaties which have inverted assumptions about the relative status of S and Both seem to occur in much language with the same superficial syntax, namely imperative. For example: "*Send me a post card*" or "*Don't forget us!*"

The situation in which S speaks as if imploring H to care for S, thereby, stressing his high valuation of H's friendship.

There is a task-oriented interaction in which face redresses may be felt to be relevant, as in: *“Lend me a hand here!”*

The situation in which S’s want to satisfy H’s face is small, because S is powerful and not fear retaliation or non-cooperation from H, or S want to be rude, or does not about maintaining face, usually in teasing and joking. For example: *“cry, get angry” (teasing).*

The condition in which S conveys that he cares about H. It can happen in sympathetic or warning. For example: *“Careful! He is a dangerous man”*

The situation in which S grants permission for something that H has requested. For example: *“Yes, you may go!”*

2) Cases of FTA-oriented usage

In this circumstance, it is polite for S to reduce H’s anxieties by preemptively inviting H to impinge on S’s preserve that includes; welcoming, in this situation S insists that H may transgress. For example: *“Come in, don’t hesitate, I’m not busy”.*

In this case, S will not say “come in” to people who are clearly more important than him. This invitation belongs to bald on-record because there is no other face want is affected, the lighter the invitation, the more polite it is.

Greeting and farewell, in this condition S insists that H may transgress on his positive face by talking his leave. For example: *"I am saying, you go"*

Offers, in his situation S insists that H may impose on S's negative face. For example: *"Don't bother, I'll clean it up/leave it to me"*

c. Positive politeness strategy

This lead the requester to a common goal and even friendship through expression such as, "how about letting me use your pen?" Such on record expression often represents a greater risk for the speaker for suffering a refusal. Positive politeness is indicated by shortening the distance. It emphasizes closeness between speaker and hearer and it can be seen as a solidarity strategy. (Fauziati, 2009:204)

Brown and Levinson (1987: 103-129) have said there are 15 strategies of positive politeness strategies, they are:

1) Notice, attend to H (his interest, wants, needs goods)

E.g. Jim, are you really good at solving computer problem. *I wonder if you could just help me with a little formatting problem I've got.*

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

E.g. Good old Jim. Just the man I wanted to see. I knew I'd find you here. *Could you spare me a couple of minutes?*

3) Intensify interest to H speaker's contribution

E.g. I come down the street, and what do you think I see? A huge mess all over the place... (FTA begins with a narrative or a good story)

4) Use-in group identify markers in speech

E.g. here's my old mate freed. How are you today mate? *Could you us a hand to get this car start?*

5) Seek agreement in safe topics

E.g. I agree, right, Manchester United played really badly last night, didn't they? *D" you reckon you could give me a cigarette?*

6) Avoid disagreement

E.g. well, in a way, I suppose you're sorting right. But look at it like this. *Why don't you?*

7) Presuppose/ raise/ assert/ common ground

E.g. People like me and you. Bill, don't like being pushed around like that, do we? Why don't you gonad complain?

8) Joke to put the hearer at ease

E.g. A: Greet summer were having. It's only rained five times a week on average.

B: Yeah, terrible, isn't?

A: *Could I ask you for a favor?*

9) Assert or presuppose S's knowledge of and concern for H's want

E.g. know you like marshmallows, so I've bought you home a whole box of them. *I wonder if I could ask you for a favor...*

10) Offer, promise

E.g. I'll take you to dinner on Saturday *if you* „*all cook the dinner this evening.*

11) Be optimistic that the H wants what the S wants, that the FTA is slight

E.g. know that you're always glad to get a trip or two on gardening, Fred *so, I was you, and I wouldn't cut your lawn back a short.*

12) Include both S and H in the activity

E.g. I'm feeling really hungry. Let's stop for a bite. (FTA = S wants to stop and have something to eat and wants to get H to agree to do this).

13) Give (or ask for) reason

E.g. I think you're had a bit too much to drink, Jim. *Why not stay at our place this evening?*

14) Assume or assert reciprocity exchange

E.g. Dad, *if you help me with my math homework*, I'll mow the lawn after school tomorrow.

15) Give gifts to H (good sympathy, understanding, cooperation)

E.g. A: Have a glass of malt, whisky, Disk.

B: Terrific! Thanks.

A: Not at all. I wonder if I could confide in your for a minute or two.

d. Negative politeness strategy

In most English speaking context, a face saving act is more commonly performed via negative politeness strategy. The most typical form used is a question containing a modal verb such as in, “could you lend me a pen? Negative politeness is typically express via question, even question that seem to ask for permission to ask question (e.g. May i ask you if you have an extra pen that I could borrow?) The uses of face saving on record form represent a significant choice. An expression that is less direct, potentially less clear, and generally longer and with more complex structure means that speaker is making a greater effort to save his face. Negative politeness is indicated by lengthening the distance. It emphasizes the hearer’s right to freedom and can be seen as defense strategy (Fauziati, 2009: 204)

Brown and Levinson (1987: 132-211) have said there are 10 negative politeness. They are:

1) Be conventionally indirect

E.g. could you tell me the time please?

2) Do not assume willingness to comply, question, hedge

E.g. I wonder whether I could just sort of ask you a little question.

- 3) Be pessimistic about ability or willingness to comply, use the subjective.

E.g. If you had a little time to spare for me this afternoon, I'd like to talk about my paper.

- 4) Minimize the imposition

E.g. Could I talk to you for just a minute?

- 5) Give deference

E.g. Excuse me, officer, I think I might have parked in the wrong place, (to a police constable)

- 6) Apologize

E.g. Sorry to bother you, but...

- 7) impersonalize S and H. Avoid the pronouns I and you

E.g. A: That car is parked in a no-parking ticket

B: It's mine. Officer.

A: Well, it'll have to have a parking ticket

- 8) State the FTA as an instance of a general rule

E.g. parking on the double yellow lines is illegal, so *I'm going to have to give you a fine.*

- 9) Nominalize to distance the actor and add formality

E.g. Participant in an illegal: demonstration is punishable by law. *Could I have your name and address, madam?*

10) Go on record as incurring a debt, or as not incurring H

E.g. *If you could just sort out a problem I've got with my formatting, I'll buy you a beer at lunch time.*

4. Factors Influencing Politeness Strategies Usage

Every person has any special intention in doing anything whenever it will give some advantages or not. In doing the FTA's, there are some factors that can affect the use of politeness strategies. According to Brown and Levinson (1987:71-76), there are three factors that can influence the choice of strategies. They are:

a. The Intrinsic Payoffs : a priori consideration

Brown and Levinson give the complete list of payoffs for each of the strategies, they are:

- a. By doing on record, a speaker can potentially get any of the following advantages: he can enlist public pressure against the addressee or in support himself, he can get credit from honesty for indicating that he trusts the danger of being seen to be a manipulator, he can avoid the danger of being misunderstood: and he can have the opportunity to pay back in face whatever he potentially takes away by the FTA.
- b. By doing off record, a speaker can profit in the following ways: he can get credit for being tactful, non-coercive, and he can avoid responsibility for the potentially face-damaging interpretation. Furthermore, he can give (no-overtly) the

addressee an opportunity to be seen to be care for S (and thus he can test H's feelings toward him).

- c. By doing positive politeness, a speaker can minimize the face threatening aspects of an act by assuring the addressee that S considers himself to be „of the same kind“.
- d. By doing negative politeness, a speaker can benefit in the following ways: he can pay respect and deference to the addressee in return for the FTA, and can there by avoid incurring a future debt: he can maintain social distance, and avoid the threat (or the potential face loss) of advancing familiarity towards the addressee.
- e. By not doing the FTA, the payoff for fifth strategies choice, is simply that S avoids offending H at all with this particular FTA, of course S also fails to achieve his desired communication.

b. The circumstances : sociological variables

There are three circumstance factors that can influence the choice of strategies. They are:

- 1) The “social distance” (D) of S and H (a symmetric relation). D is a symmetric social dimension of similarity / difference within which S and H stand for the purposes of this act. In many cases (but not all), based on an assessment of the frequency of interaction and the kinds of material on

nonmaterial goods (including face) exchanged between S and H or parties representing S and H, or for whom S and H are representative

2) The “relative power” (P) of S and H (an asymmetric relation).

P is an asymmetric social dimension of relative power. That is, P (H, S) is the degree to which H can impose his own plans and his own self-evaluation, as the expense of S plans and self-evaluation.

3) The “absolute ranking” (R) of impositions in the particular

culture. R is culturally and conditionally defined ranking of imposition by the degree to which they are considered to interfere with an agent’s wants of self-determination or of approval.

c. The integration of assessment of payoffs and weighting of risk in choice of strategies.

Indeed, there are very general social motivations for using various technique of positive and negative politeness, they operate, respectively, as a kind of social accelerator and social brake for decreasing or increasing social distance in relationship, regardless of FTA.

5. Language Teaching Learning Process

When the process of learning occurs, automatically there is a teaching process. It is easy to understand, because when there is a

learner then it should bear teacher and contrarily. When a learner and teacher have interacted intentionally or not, then they are in the same condition as learning process. From the learning process will obtain a result that is generally called the results of teaching. Learning is a behavior or appearance change with a series of activities such as reading, watching, listening, imitating and so on (Sardiman, 1994: 22). This change is not only related to the addition of science but also in the form of skills, attitudes, self-esteem, interest, character, adjustment.

According to Brown (1980: 7) citing in Kimble and Garnezy (1963:133), learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Discussing about learning it cannot be defined apart from teaching. According to Brown (1980: 8) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Understanding the learning style of learner can help the teacher in maintain and conducting an effective teaching and learning process, included the teaching style, approach, methods and classroom techniques. It also applied in language learning process. Language teachers need to be a master of linguistics component. Based on Brown (1980: 6), The TESOL (Teachers of English to Speakers of Other Languages) organization, in its Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other

Languages in the United State (1975), cited the necessity for the teacher understand the nature of language, the fact of language varieties, social, regional, and functional, the structure and development of the English language system. Understanding the component of language will help the teacher in determining the way of teaching to be successful in language learning.

C. Educative Interactional Teaching and Learning Process

Discussing of interaction always related to communication. In communication process, there are some elements such as speaker, hearer, message, and media. They are taking important role in communication process, without them the communication will not runs smoothly. Communication cannot be separated from human life. It can be concluded that human life is sourced from communication activity. Sometimes the communication that occurred in the society goes naturally and unplanned. It was distinguished to educative interaction, while Sardiman (1994: 8) 24 states that educative interaction is interaction that consciously aims to educate, deliver the learner toward maturity. Then in this case the aims and purpose of interaction are more important than its form. This activity must be planned and deliberately. According to Sardiman (1994: 13) there are some characteristics of educative interaction process such as; there are goals to be achieved, there are messages as the content of interaction, there are active learners who experience, there are teachers who are

implementing, there is a method to achieve the goal, there are situations that allow the learning process goes well, and there is assessment as the results of interaction.

Teaching and learning is a process of interaction between student as learner and teacher as educator in order to create responsible and democratic human. Based on the purpose education can be formulated as normative aspect because it included some norms such as norm of life, individual and society perceptions, moral values and ethics, which all of them are a source of norms in education. Whereas, based on the process of educational interaction, it can be formulated as technical process that specifically regarded educational interactions teaching and learning interactions.

D. Previous Studies

The researcher had collected some data ND information which related to the discussion. There was some analysis discussing the politeness strategies previously. First, the analysis of politeness strategies written by *Lilla Musyahda (2014) from Airlangga University* by title “*Politeness Strategies in Hitam Putih Talk Show*”. She analyzed of politeness strategies of *Hitam Putih talk show*. The object of her study is the participants in *Hitam Putih Talk Show*. The researcher investigated the politeness strategies that are used in *Hitam Putih talk show*.

The findings there were Politeness strategies are developed to maintain the relationship between the speaker and the hearer (Brown and Levinson, 1987). There are four types of politeness strategies suggested by Brown and Levinson (1987), they are; Bald on Record, Positive Politeness, Negative Politeness, and Off Record. The writer analyzed the data by using descriptive and qualitative approach to describe how the politeness strategies were used by the participants of the talk show between the host Deddy and the guest (Nikki Tirta and Dewi Persik). The data showed that the four types of politeness strategies suggested by Brown and Levinson were found there. There are 9 dialogues that were done by the host; 4 dialogues used Bald on Record, 3 dialogues used Positive Politeness and 2 dialogues used Negative Politeness. There are 4 dialogues that were done by the guest (Nikki Tirta and Dewi Persik); 2 dialogues used Positive Politeness, and 2 dialogues used Off Record.

The result is the host of Hitam Putih Talk Show applied Bald On record Strategy, it can be seen that the number of his utterances was mostly done by him rather than other strategies. He used this strategy because the concept of this talk show is to reveal the celebrity's life issue which is this strategy is appropriate to make the guest unconsciously answer the question without any suspicions of the intended questions. On the other hand, Deddy also applied Positive Politeness and Negative Politeness Strategy. Positive Politeness strategy such as notice to hearer's wants, joke and give complement to the Hearer is used to minimize the

distance between the host and the guest. Even she often used Bald On record strategy but he tried to make the situation balance by showing his solidarity and attention to the hearer in order to make his guest feel excited. Negative politeness strategy such as be pessimistic and be conventionally indirect to keep the distance between the participants. While the guests applied Positive Politeness (seek an argument and be optimistic) and Off Record (use contradiction, ambiguous, and use metaphors) strategy to answer the questions given by the host Deddy. They preferred to say something that tended to be ambiguous and contradictory when they gave clarification about their issue. By applying this strategy, they tried to encourage and invite the hearer to interpret what they intended to. Thus, the FTA could be minimized because it depends on the hearer's interpretations.

Second research was conducted by Siti Umayah (2011) from University of Education Ganesha by title "*Politeness strategies in Teacher students' Classroom Interaction at the Eleventh Grade Student of SMK PGRI 1 Singaraja*". Her study this study aimed to explain the types of politeness strategy used by the teacher students in classroom interaction, how the politeness interaction and the pedagogical function of politeness strategies. The subject of this study was as many as twelve students and one teacher who used in politeness strategies. This study was qualitative study. The data were collected through observation and interview. The findings of the study showed the followings: 1) Bald on

record became dominant types of politeness strategies and it was close enough to their teacher to talk baldly in teaching and learning process. 2) The students used positive politeness because they met the teacher for the first time the teacher to show the respect to the teacher. 3) Negative politeness was used by the eleventh grade students that had some social distance or when they were awkward. 4) Off record strategy was used by the students to talk to the teacher when the meaning of the utterances was told implicitly. There were four pedagogical functions of politeness strategies, namely the social distance between teacher-students, maintaining the general atmosphere of teaching and learning process, reducing stress (tension reduction), and creating teacher-students social interaction.

The third previous study was conducted by Natalia Sulistya Aryani (2017) from Sanata Dharma University by title "*The Politeness Strategies Used by the Main Characters of Twilight Movie*". She analyzed of politeness by the main characters of *Twilight Movie*. The writer used a qualitative research method by employing discourse analysis to answer the two research question. The writer conducted by the study by using the movie script of *Twilight Movie* to analyze the utterance of the types of characters. The writer analyzed the utterance in order to find out the types of politeness strategies used by the main characters in choosing the types of politeness strategies. The writer use Brown and Levinson's theory for analyzed politeness strategies of *Twilight Movie*.

The research result showed that the main characters in Twilight Movie applied the types of politeness strategies, namely Bald of record, Positive politeness, negative politeness, and off record. The factors which were found influencing the main characters in choosing the types of politeness strategies were payoffs, and sociological variables which consist of social distance, relative power, and rank of imposition.

The similarities this present study and the previous studies were on revealing the social phenomena of politeness strategies and the theory politeness strategy from Brown and Levinson which used to analyze the data.

The differences of this present study, the first and third previous study were the subject that observed. Even, this present study of second previous study had similarity in subject of research, but this present focused on the politeness strategies which used by English teacher on online teaching learning process.

CHAPTER III

METHODOLOGY OF THE RESEARCH

In this chapter, researcher want to explain the methodology of the research related to research design, setting of the research, informant of the research, technique of collecting data, technique of analyzing the data, and technique of data validation.

A. Research Design

This research is qualitative research with descriptive analysis. Torihin (2012:3) state that qualitative research is a research to comprehend phenomena which is experienced by the subject of researches e.g. behavior, perception, motivation, action and the other. According to Astatin (2013 :118) defines qualitative research as a systematic science inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon.

McMillan and Schumacher (1993: 479) qualitative research is defined as inductive process of organizing the data into categories and identifying pattern among categories. In addition, Mason (2002) defines qualitative research as a research that based on research methods which are flexible and sensitive to social context. Merriam (2009) stated qualitative research as process in understanding the meaning people

have connected, how people make sense of their world and the experiences they have in the world.

The researcher chooses descriptive qualitative research in this study because it provides description of phenomena without any intervention or experiment. This research describes politeness strategies used by English teacher on online teaching learning process at SMP N 2 Tanon in academic year 2020/2021.

B. Setting of the Research

1. Place

This research was conducted on English teaching learning process at SMP N 2 Tanon. It is located at JL.Tanon-Sukodono, Kebayanan 2, Tanon, and Kec. Tanon, Kabupaten Sragen, Jawa Tengah Telp.0813-9854-001 57277. NPSN: 20312937, date of operational permit decree on first January 1910, headmaster of SMP N 2 Tanon namely Ismi Handayani, school accreditation status A, the curriculum used is curriculum 13, the learning time is morning, SMP N 2 TANON has a total of 19 classes, 21 classrooms, 2 laboratory rooms, 1 library room description of the Teacher, PTK, and PD totally 274.

2. Time

The pre research had been done on July 2020. After that, the researcher created the proposal thesis at 29 June until 18 July 2020. In September 2020, the researcher presented the seminar proposal.

Next, the research conducted in September 2020. The thesis was arranged in September 2020. The last was submittal of chapter IV and V on October 2020.

C. Informant and Subject of the Research

1. Teacher

2. Students

In this research. The researcher takes the eight grade of VIII C to be participant.

D. Technique of Collecting Data

The next step is to choose the technique of data collection that will be used. The technique of collecting data is the way the researcher do for collecting data in the research. In this research, the researcher uses some technique in collecting data. Those are observation namely video-recorder, and documentation. According to Ary (2010:450) said that observation is a basic method for obtaining data in qualitative research. The researchers have been monitoring and descriptions on this teaching and learning activity. It is the list of some point that the researchers want to observe when observation taking place. The focused of the observation is politeness strategies on online teaching learning process at the SMP N 2 Tanon, Sragen. So, the researcher observes want to know and need for gaining the information. In the observation of this

study, the researches observe the condition and teaching learning process.

The next technique of collection data is documentation. Documentation is the combining collection of the data. Documentation that is the researcher gets from process of observation, field notes and file from institution. In this study, the researcher knows politeness strategies by used teacher on teaching learning process. The next step, the researcher processes the data.

E. Technique of Analyzing Data

Data analysis is the important step of every research. According to Lodico et al. (2010:165), in all qualitative research, data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection. In addition according to Ary (2010:32), a qualitative researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. He also explain that the data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.

According to Miles and Huberman (1994:10), analysis can be defined as consisting as three current flows of activity that is data

reduction, data display, and conclusion drawing/verification. In this research, the researcher use Miles and Huberman theory in analyzing the data, so there are three steps to do, they are:

1. Data Reduction

Data reduction becomes the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. In this research the data is in the video pre research on 13 July 2020 and transcription to the text. Firstly analyzing the data by watching the video, listen carefully and checking the data by reading the transcription to see the context. Next, the researcher selecting the politeness strategies of teacher to students to be analyzed. After that, the researcher categorizes the data based on video.

2. Data Display

The seco steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher identified kinds of politeness strategies by using Brown and Levinson's politeness theory to find the dominant of politeness strategy used by English teacher.

3. Conclusion Drawing

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concludes the result of the research based on the research problems and politeness strategies theory that are used.

F. Technique of Data Validation

The data which found toward qualitative research had to cross checked in order that the researcher gets an appropriate data, being the result of this study are credibility, transferability, dependability and conformability. Triangulation in one of data validation techniques. William Wiersma (in Sugiyono, 2010; 327) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure. Denzin (in Torihin, 2012:73) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four form of triangulation:

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.
2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
4. Methodological triangulation, which refers to the use of more than one option to gather data, such as observations and documents.

In this study, the researcher used methodological triangulation. The researcher combined two techniques of collecting data namely observation, and document to get deepening data

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into two sub chapters, namely research finding and discussion. The finding designed to answer the research problem, The research finding presents the result of the data analysis of the types of politeness strategies, and the dominant politeness strategies of used by teacher and students on online english teaching learning process at SMP N 2 TANON in academic year 2020/2021. Meanwhile, the discussion section provides the deep and detailed description of the data findings.

A. Research Finding

1. Types of Politeness Strategies used by Teacher and Students on English Online Teaching Learning Process

These data findings are related to types of politeness strategies used by teacher and students on online english teaching learning process at SMP N 2 TANON, SRAGEN. Brown and Levinson classify politeness strategies into five categories, i.e. *say nothing*, *off record*, *bald on record*, *positive politeness* and *negative politeness*. That have been done four times observation of document for teacher and students in 8C. The result of the document is displayed in the table below :

Table 4.1 The result of document in Whatsapp group of politeness strategies used by teacher and students on english online teaching learning process at SMP N 2 TANON in academic year 2020/2021.

TEACHER MEETING 1					
Activities of Teaching Learning	POLITENESS STRATEGIES				
Process	SN	OF	BR	PP	NP
Opening			1	2	
Main Activity			2		
Closing			1	1	
Total of Each Politeness Strategies			4	2	
Total of All Politeness Strategies	6				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

STUDENTS MEETING 1					
Activities of Teaching	POLITENESS STRATEGIES				
Learning Process	SN	OF	BR	PP	NP
Opening				1	
Main Activity				1	1
Closing					
Total of Each Politeness Strategies				2	1
Total all of Politeness Strategies	3				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

Types of Politeness Strategies used by teacher and students of Meeting 1

- a. First meeting of Teacher and students (in Whatsapp Group), the first meeting conducted in Miss Winarni class. The class activities were opening, main activity and closing.

1) Opening

The teacher used three strategies of politeness. There were bald on record, positive politeness strategy. That politeness strategies used explained below :

a) Positive Politeness

First meeting on whatsapp document 8C SMP N 2 Tanon, Sragen Friday, 13 August 2020, 07.30-09.30 as usual before doing online class lessons, the teacher greets as the opening of the English lesson, then asks the students how they are, even though they are learning from home, we as teachers must pay attention to the condition of their students, so that they can follow the lessons well. In the utterance "Assalamu'alaikum" and "How are you today"

Positive Politeness directly used in greeting. Teacher always greets the students in the beginning teaching learning process. Based on the first observation the teacher used two strategies in the opening.

T : Assalamu'alaikum Wr.Wb

S : Wa'alaikum Salam Wr.Wb

As a muslim, the teacher greeted her students by Salam. Greeting is kind of positive politeness type. It was a habit before starting a lesson, teacher greeted the students in order

that the condition between teacher and students warmer on comfortable.

In teaching learning process, positive politeness strategy used by the teacher to show her sympathy/ caring with the student's condition. The teacher know the condition and take care of the students. Based on the first meeting the teacher and students used one positive politeness strategy, the utterance is datum

T : How are you today?

S1 : I'm fine, thankyou mam

S2 : I'm fine mam, and you?

S3 : Very well, thanks

She asked the condition for her students in the opening activity. And her students are respon to the condition. Sympathy with H is a kind of positive politeness strategy. It is clarrified into exaggerate.

2) Main Activity

The teacher and students applied four politeness strategies in main activity of english teaching learning process. They were That politeness strategies used explaind bellow :

a) Bald on Record

Context the teacher used academic instructin,but it was more directive. In the utterance "*We enter Chapter 1 yes, the material is*

expression asking and giving attention". The teacher gave the instruction to the students to pay attention to her.

In the english teaching learning process, the teacher used bald on record strategy not only in giving sympathy, but also in offering and including the both of teacher in teaching learning process. It was found four bald on record strategy in main activity of english teaching learning proces.

T : We enter Chapter 1 yes, the material is expression asking and giving attention where we give attention to someone, for example: Attention please, then you can answer with yes mam for female teachers, if men yes sir. The second is checking understanding: checking, checking someone's understanding, understand! e.g do you understand what I'm saying? do you what I mean? yes sir/ mam answer. The third is asking opinion, so we ask opinions to others, what do you think of? later answer i think ... what your opinion... The fourth is compliment (appreciate or praise someone) we use what (not mean what, but how), what followed by the praised adjective, what handsome you're meaning how handsome you are, wearing how can also e.g: how handsome he is? It means how handsome he is.

The utterance was said after the teacher gave materials for first meeting.

The researcher found the use of bald on record usage, in english teaching learning used when teacher giving command about angket kuota.

T : Patience, angket first, patient, patient.

S2: yes ma'am

The teacher gave the understanding to students that if they wanted to get a government subsidy quota, they had to fill out a questionnaire and queue first, because not only SMP N 2 Tanon received it, but all schools in Sragen regency.

b) Positive Politeness

In the first meeting found that the student applied positive politeness strategy. Besides giving sympathy, assumption of speaker is also categorized into positive politeness.

S :Yes ma'am, yesterday my quota ran out mam
T: Yes

The assumption of the student categories on positive politeness is give (or ask for) reason.

One of the students gave a response, and the teacher gave the understanding that there were obstacles in online learning, namely the quota they used to run out of, then the teacher could wisely understand it in the utterance "Yes".

c) Negative Politeness

The researcher found the use of negative politeness strategies by using state FTA as an instance of a general rule.

S2 : : that's even though I want quota mam
S3: My quota runs out of it, how?

The student applied that utterance to get expression student receive to other students.

One of the students responded to another student regarding the quota subsidy that would be obtained in a language that was not acceptable to the 8C group.

3) Closing

The last activity, or usually called closing activity. The teacher used bald on record and positive politeness.

a) Positive Politeness

At the closing time, as usual, the Teacher gave a closing greeting as a sign that the lesson on Friday, August 13th, was finished.

Positive Politeness used by teacher in closing of materials.

It was a teacher sympathy

T: I sned so much, thankyou, Wassalamu'alaikum wr.wb
S : Wa'alaikum Salam Wr.Wb.

Giving Salam in the last meeting is bring blessed between teacher and students.

b) Bald on record .

In the closing activity, the teacher give some instuction, and salam to studens and studens respon to the instruction

. T : Do not forget to learn yes children, and do their duties, stay save and healthy at home only

The teacher remained the students about stay at home in the era's of COVID 19 and give some instuction for learning from home everyday.

Table 4.2 The result of document in Whatsapp group of politeness strategies used by teacher and students on english online teaching learning process at SMP N 2 TANON in academic year 2020/2021.

TEACHER MEETING 2					
Activities of Teaching Learning	POLITENESS STRATEGIES				
Process	SN	OF	BR	PP	NP
Opening				2	
Main Activity			3	1	
Closing				1	
Total of Each Politeness Srtategies			3	4	5
Total of All Politeness Strategies	12				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

STUDENTS MEETING 2					
Activities of Teaching Learning	POLITENESS STRATEGIES				
Process	SN	OF	BR	PP	NP
Opening				2	
Main Activity			1		3
Closing				1	
Total of Each Politeness Strategies			1	3	3
Total all of Politeness Strategies	7				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

Types of Politeness Strategies used by teacher and students of Meeting 2

- b. The second observation conducted in Miss Winarni class explained about Modal verb. The class activities were opening, main activity and closing. The use of politeness strategy in each step explained below :

1) Opening

The teacher found there were five politeness strategies applied by teacher in the opening english teaching learning

process (meeting 2). They were positive politeness. That politeness strategies explained as follow :

a) Positive Politeness

Second meeting on whatsapp document 8C SMP N 2 Tanon, Sragen Friday, 20 August 2020, 07.30-09.30 as usual before conducting online class lessons, the teacher greets as the opening of the English lesson, then asks the students how they are, even though they are learning from home, we as teachers must still pay attention to the condition of their students, so that they can follow the lessons well. In the utterance "Assalamu'alaikum" and "How are you today".

There is habit in opening of english teaching learning process, the teacher greets the students and the students is responsive. Greeting is one of kind of positive politeness of politeness strategy. Here in the second meeting found that the teacher and students using salam.

T : Assalamu'alaikum Wr.Wb

S : Waalaikum Salam Wr.Wb

As a Moslem, the teacher believed giving salam will give thankful in he english teaching learning process.

In the opening section, after the teacher greets the students, she ask the students confition and the students answer it. It habit is such kind of positive politeness strategy. Based on second meeting,

the teacher and students utterance positive politeness strategy in opening section

T : How are you Today?

S1 : I'm fine thankyou mam

By asking the students condition, the relationship between teacher and students are closed.

2) Main Activity

In the main activity, the researcher found that the teacher and students use five politeness strategies in this section. The politeness strategies were five Those politeness explained bellow:

a) Bald on Record

Bald on record is politeness that utter explain to the materials, the researcher utterances classified into bald on record politeness strategy of students and teacher.

In the english teaching learning process, the teacher used bald on record strategy not only in giving sympathy, but also in offering and including the both of teacher in teaching learning process. It was found four bald on record strategy in main activity of english teaching learning proces.

T : Okay, we go into chapter II, which is modal verb (the word that describes the verb). So, it is located before the verb, the capital here used is can or will, can it ability means ability, for example: I can swim, meaning I can swim, will mean will (willingness), for example I will o to Japan next week or will you marry me.

Context the teacher used academic instructin, but it was more directive. In the utterance “Okay, we go into chapter II, which is modal verb (the word that describes the verb)”. The teacher gave the instruction to the students to pay attention to her.

Bald on record used in main activiy to give instruction, command, and direct explanation. Based on second meeting, the teacher used bald on record politeness strategy.

T: Well it was late and very late ... Taken again, collect tomorrow Monday, smart boy sholih.

S : Yes ma'am

The Teacher gave instruction to the student by using direct sentence. Directly emphasize is one of indicator of bald on record politeness strategy.

b) Positive Politeness

When the teacher explains the lesson on that day, in the online class the teacher asks students whether what is explained is clear or not, this is one of the teacher's concerns for students and includes positive pliteness, and students also answer aloud in the group if they already understand the language material english on the day.

T : do you understand what I mean??

S : yes mam, understand.

The teacher explained the materials and give instruction in detail, and the students understand what the meaning and responsive.

c) Negative Politeness

The researcher found eight the use of negative politeness strategies by using question, modal verb and ellipsis. and the teacher tries to give advice to these students so that the mistakes made are not repeated.

T : Your duties ... Which one was yesterday? dah done yet Guh?

S : Not yet mam

T: You ... want to get grades from the teacher not yet?

S: He can not get about it mam

T: Also if you do not want to get value ... Mrs. Win doesn't need to remind you anymore! Whose group is the leader?

S : Wahyu Dwi Utomo mam

T: You took about wahyu's house?

S: he said Revelation of the 2nd question has been collected ma'am, I just took the third question mam.

T: how the hell Guh?? About it being taken at the beginning... collected at the end, module one given by Mrs. Win at school is not get?

S : yes I Can mam

T: He continues kok not done?

S: I was love to the chairman of the group, well done mam

T: When? Last? (emot dizzy), Each module has a schedule yo Guh!

S : ooooooo

T: If there is an announcement noticed yes dear smart boy, you have not gathered all to?

S : Not yet ma'am

The teacher give question for the students about the task, and the students answer not yet finished their task in student

home. The Teacher reminded the students about their previous task who had been collected. If they did not collect the task, they will get the score.

The Teacher gave instruction to the student by using direct sentence. Directly emphasize is one of indicator of bald on record politeness strategy.

3) Closing

The last activity, or usually called closing activity. The teacher used bald on record politeness strategy.

a) Positive Politeness

In the closing activity, the teacher give some instuction, and salam to studens and studens respon to the instruction.

*T : We close our lesson today,thankyou Wassalamu'alaikum
Wr.wb*

S : Wa'alaikum Salam Wr.Wb.

Giving Salam in the last meeting is bring blessed between teacher and students.

Table 4.3 The result of document in Whatsapp group of politeness strategies used by teacher and students on english online teaching learning process at SMP N 2 TANON in academic year 2020/2021.

TEACHER MEETING 3					
Activities of Teaching Learning Process	POLITENESS STRATEGIES				
	SN	OF	BR	PP	NP
Opening			1	1	
Main Activity		1	4		
Closing			1	1	
Total of Each Politeness Strategies		1	6	2	
Total of All Politeness Strategies	9				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

STUDENTS MEETING 3					
Activities of Teaching Learning	POLITENESS STRATEGIES				
	Process	SN	OF	BR	PP
Opening				2	
Main Activity			2	1	
Closing				1	
Total of Each Politeness Strategies			2	4	
Total all of Politeness Strategies	6				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

Types of Politeness Strategies used by teacher and students of Meeting 3

- d. Third meeting of Teacher and students (in Whatsapp Group), the thrid meeting conducted in Miss Winarni class. The class activities were opening, main activiy and closing. The use of politeness strategy in each step explained bellow :

1) Opening

a) Positive Politeness

There is habit in opening of english teaching learning process, the teacher greets the students and the students is responsive. Greeting is one of kind of positive politeness of politeness strategy. Here in the second meeting found that the teacher and students using salam.

T : Assalamu'alaikum Wr.Wb

S : Waalaikum Salam Wr.Wb

As a Moslem, the teacher believed giving salam will give thankfull in he english teaching learning process.

In the opening section, after the teacher greets the students, she ask the students confition and the students answer it. It habit is such kind of positive politeness strategy. Based on third meeting, the teacher and students utterance positive politeness strategy in opening section.

T : Ok! before we start our study today. let's say bismillah, before we start learning today, we start with bismillah first, Good morning students, how are you today? I hope you're fine.

S : I'm fine thankyou mam

By asking the students condition, the relationship between teacher and students are closed.

2) Main Activity

In the main activity, the researcher found that the teacher and students use five politeness strategies in this section. The politeness strategies were five those politeness explained below :

a) Bald on Record

Bald on record is politeness that utter explain to the materials, the researcher utterances classified into bald on record politeness strategy of students and teacher.

T : Ok! chapter III, is still about the capital verb (the word that describes the verb) the second, usually used is must or should be used to declare obligations, (obligation), so it is usually used for what we have to do, for example: I must study hard (we must study vigorously), and can also be used to notice or signs on the highway. Traffic signs at the school, for example: No. smoking is what maxnya? must not that means no, the entry in the prohibition (prohibition). The second, namely should (should) usually be used for advice: give recommendations / advice to someone, e.g you should study hard, tommorow we will have PTS, meaning you should be more enterprising learning, because tomorrow we PTS.

Context the teacher used academic instructin, but it was more directive. In the utterance “Ok! chapter III, is still about the capital verb (the word that describes the verb)”. The teacher gave the instruction to the students to pay attention to her

T : For this task, you guys do you do page 29-32 module! That task, you guys do on a piece of paper, given identivy, and mapel, do you understand students?.

S : Yes mam.

The teacher provides an explanation and an instruction on the material about modal verbs, and gives assignments for taking online class assignments on Friday, August 20, and the students also respond well and understand the assignments given.

b) Positive Politeness

T : do you understand what I mean??

S1 : yes mam, understand.

S1: Means up to B who translate the following sentence into Indonesia languages. this is his job?

T: Yes Nggun.

S: yes mam.

The teacher explained the materials and give material in detail, and the students understand what the meaning and responsive.

c) off Record

S2: Means if there is a prohibition can use musn't or shouldn't bu?

T : Emot thumb.

3) Closing

The last activity, or usually called closing activity. The teacher used bald on record and positive politeness.

a) Bald on record

In the closing activity, the teacher give some instuction, and salam to studens and studens respon to the instruction.

T: kita tutup pembelajaran hari ini dengan bacaan hamdallah. Wassalamu'alaikum Wr.wb

S : Wa'alaikum Salam Wr.Wb.

Giving Salam in the last meeting is bring blessed between teacher and students.

b) Bald on record

Bald on record strategy used by teacher in closing of materials. It was a teacher gave the remainder.

T: We close the learning today with a reading alhamdulillah, do not forget the answer sheet of his task given an identity, thanks.

The teacher remained the students about their previous task who had been collected.

Table 4.4 The result of document in Whatsapp group of politeness strategies used by teacher and students on english online teaching learning process at SMP N 2 TANON in academic year 2020/2021.

TEACHER MEETING 4					
Activities of Teaching Learning Process	POLITENESS STRATEGIES				
	SN	OF	BR	PP	NP
Opening				3	
Main Activity		1	5		
Closing				1	
Total of Each Politeness Strategies		1	5	4	
Total of All Politeness Strategies	10				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

STUDENTS MEETING 4					
Activities of Teaching Learning Process	POLITENESS STRATEGIES				
	SN	OF	BR	PP	NP
Opening				2	
Main Activity			2		
Closing				1	
Total of Each Politeness Strategies			2	3	
Total all of Politeness Strategies	5				

Note :

SN : Say Nothing

PP : Positive Politeness

OF : Off Record

NP : Negative Politeness

BR : Bald on Record

Types of Politeness Strategies used by teacher and students of Meeting 4

- e. Fourth meeting of Teacher and students (in Whatsapp Group), the fourth meeting conducted in Miss Winarni class. The class activities were opening, main activity and closing. The use of politeness strategy in each step explained below:

1) Opening

a) Positive Politeness

There is habit in opening of english teaching learning process, the teacher greets the students and the students is responsive. Greeting is one of kind of bald on record of politeness strategy. Here in the second meeting found that the teacher and students using salam.

T : Assalamu'alaikum Wr.Wb

S : Waalaikum Salam Wr.Wb

As a Moslem, the teacher believed giving salam will give thankfull in he english teaching learning process.

In the opening section, after the teacher greets the students, she ask the students confition and the students answer it. It habit is such kind of positive politeness strategy. Based on second meeting, the teacher and students utterance positive politeness strategy in opening section.

T : Before we start learning today, we say bismillah together, hopefully this time learning can run smoothly, Good morning students, how are you today? I hope you're fine.

S : I'm fine thankyou mom

T : We will start studying chapter four, before we start english, please prepare your text book, modules and also stationery.

S : Yes ma'am

By asking the students condition, the relationship between teacher and students are closed.

2) Main Activity

In the main activity, the researcher found that the teacher and students use four politeness strategies in this section. The politeness strategies were Those politeness explained bellow :

a) Bald on Record

Bald on record is politeness that utter explain to the materials, the researcher utterances classified into bald on record politeness strategy of students and teacher.

T : Ok! in this time I will presented english section, in chapter four come to my birthday please, if that birthday already know what it is! familiar, you can see in the package book, we will learn invite to do someone, to do something / here to invite, so what we will learn is invitation card, how do we invite someone there are many ocaation we can invite to some one, there are several events that we can use to make invitation car.

Context the teacher used academic instructin,but it was more directive. In the utterance “*Ok! in this time I will presented english section, in chapter four come to my birthday please,*”. The teacher gave the instruction to the students to pay attention to her.

b) off Record

A teacher has to an appropriate utterance when teaching the students. In addition the students understand the message/ meaning. Based on fourth meeting, the teacher used off record politeness strategies.

T : emot thumb

c) Bald on Record

T : For task today, you made an invitation card, about this day your birthday, so you make a birthday celebration for your birthday card, according to your date of birth, kemudian where it will be held, for formatnya the task is written on a piece of paper. the task sent directly to my wa, my task wait until Saturday! Please make, better today done directly send it to me (it's his job).

S : yes ma'am.

The teacher explained the materials and give instruction in detail, and the students understand what the meaning and responsive.

3) Closing

The last activity, or usually called closing activity. The teacher used bald on record and positive politeness.

a) Bald on record

In the closing activity, the teacher give some instuction, and salam to studens and studens respon. It was a teacher sympathy.

T: We close the learning with hamdallah together, I think all for today,thankyou for attention. Wassalamu'alaikum wr.wb.

S : Wa'alaikum Salam Wr.Wb.

Giving Salam in the last meeting is bring blessed between teacher and students.

b) Bald on record

Bald on record strategy used by teacher in closing of materials and gave the instruction.

T : do not forget the task photographed, then sent to my wa, I wait until Saturday, ok!.

The teacher reminded the students about their previous task who had been collected.

2. Dominant of Politeness Strategies used by Teacher and Students on English Online Teaching Learning Process

These data findings are related to types of politeness strategies used by teacher and students on online english teaching learning process at SMP N 2 TANON, SRAGEN. The use of politeness strategy by teacher was dominated by bald-on record strategy.

Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Thus, bald-on record commonly uttered by speaker who has higher authority or more powerful than hearer.The use of bald on record strategy was reflected when the teacher uttered command to the students. By using this strategy,

the addressee possible to easy catch the speaker mean, so misunderstanding can be avoided. The result of the finding showed that the most dominant strategy of politeness by students was positive politeness strategy.

The use of politeness strategy was dominated by positive politeness strategy. The speaker uses positive politeness strategies because he can satisfy hearer's positive argument, to some respect (Brown and Levinson, 1992 :72). It is reflected when the student giving a respect to the teacher even though they did some argument from doing this strategy.

B. Discussion

According to Brown and Levinson (1987) everyone has self-public image which has relation to emotional and social sense of self and expects everyone else to recognize it. That is the ability of participants through a social interaction to engage an interaction in an atmosphere of relatives. Moreover, according to Brown and Levinson, there are four politeness strategies, those are bald on record, positive politeness, negative politeness, and off record.

The description of politeness on English teaching learning process can be described as follows :

1. Types of politeness strategies used by teacher and students on english online teaching learning process at SMP N 2 TANON,SRAGEN in academic year 2020/2021.

Types of politeness strategies used by teacher,from the total number of 37 utterances, the researcher found 16 were used bald on record strategy, 14 used positive politeness strategy, 5 used negative politeness strategy, and 2 used Off-record strategy. The use of politeness strategy was dominated by bald-on record strategy.

Types of politeness strategies used by teacher,there are 22 utterances found that used by students during four meetings. From the total number, 5 utterances used bald on record strategy, 13 used positive politeness strategy, 4 utterances used negative politeness strategy. The use of politeness strategy was dominated by positive politeness strategy.

2. Dominant Politeness strategy which politeness strategies used by teacher and students on online english teaching learning process at SMP N 2 TANON, SRAGEN in academic year 2020/2021.

The use of politeness strategy by teacher was dominated by bald-on record strategy.

Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Thus, bald-on record commonly uttered by speaker who has higher authority or more powerful than hearer.The use of bald on record strategy was reflected when the teacher uttered command to the students. By using this strategy,

the addressee possible to easily catch the speaker's meaning, so misunderstanding can be avoided (Brown and Levinson, 1992: 71). So, the teacher often used this strategy to deliver her instruction.

The result of the finding showed that the most dominant strategy of politeness by student was positive politeness strategy.

The use of politeness strategy was dominated by positive politeness strategy. The speaker uses positive politeness strategies because he can satisfy hearer's positive argument, to some extent (Brown and Levinson, 1992: 72). It is reflected when the student gives respect to the teacher even though they did some jokes. From doing this strategy, the students can minimize the face-threatening acts by assuring the teacher that she considers them to be of a similar kind; she likes them and wants their wants. For example, in data meeting 1 of student "T : How are you Today? I'm fine thank you mam?" in this context, by asking the students condition, the relationship between teacher and students is closed, at that time. Actually they knew what the teacher means, but they still asked when they should do it. They wanted the teacher knew that they did not do it now, but tomorrow or the other times. Besides that the students can emphasize friendly context by doing some jokes.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

This study was concerned with the use of politeness strategies used by teacher and students on english online teaching learning process at SMP N 2 TANON, SRAGEN. It was intended to reveal types and the dominant of politeness strategies which were applied by the english teacher and students.

From the result of description and analysis of the data of this research there are three conclusions. The conclusions are as follows :

First, The English teacher and students utilized all the Brown and Levinson's politeness strategies. that teacher and students used all of politeness strategies, they were off record, bald of record, positive politeness, and negative politeness in the english teaching learning process. The amount of the politeness strategies used are 37 utterances, and the students used are 22 utterances. Types of politeness strategies used by teacher, from the total number of 37 utterances, the researcher found 16 were used bald on record strategy, 14 used positive politeness strategy, 5 used negative politeness strategy, and 2 used Off-record strategy. Types of politeness strategies used by students ,there are 22 utterances found that used by students during four meetings. From the

total number, 5 utterances used bald on record strategy, 13 used positive politeness strategy, 4 utterances used negative politeness strategy.

Second, The use of politeness strategy by teacher was dominated by bald-on record strategy. Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Thus, bald-on record commonly uttered by speaker who has higher authority or more powerful than hearer. The use of bald on record strategy was reflected when the teacher uttered command to the students. By using this strategy, the addressee possible to easy catch the speaker mean, so misunderstanding can be avoided (Brown and Levinson, 1992: 71). So, the teacher often used this strategy to do her instruction. The result of the finding showed that the most dominant strategy of politeness by student was positive politeness strategy. The speaker uses positive politeness strategies because he can satisfy hearer's positive argument, to some respect (brown and Levinson, 1992 :72). It is reflected when the student giving a respect to the teacher even though they did some jokes. From doing this strategy, the students can minimize the face threatening acts by assuring the teacher that she considers them to be of a same kind; she likes them and wants their wants.

B. Suggestions

The researcher has some suggestion for English teacher and the students. The suggestions are follow :

1. English Teacher

The teacher should lessen the imposing utterance toward the students because that utterance can make the students unmotivated. The researcher suggests the teacher who teaches especially English to more consider about the use of politeness strategy in giving material in the classroom interaction to the students. In addition, the function of politeness strategy is very necessary to support the student's skill to be better. Moreover, how the way the teacher giving materials or giving motivations and managing the class through the language used by the teacher in the classroom is able to influence the students' characters in life.

2. Students

The students should be more pay attention to the teachers, especially when in pandemic era's on online english teaching learning explanation in order the teacher does not use imposing utterance. This research can be an additional reference for the English student especially for linguistic students. It is suggested for the English students who take linguistic concentration for they have to learn more about pragmatics especially politeness strategy. The students are supposed

to learn pragmatics seriously. It is important because pragmatics is a study which learns about the meaning behind the sentence.

3. Parents

Parents still play an important role to build students' characters, so it is suggested to parents to give love and education for good attitude.

4. Other Researchers

To expand this area of investigation, for further studies, there are some suggestions which could be considered in conducting research with relevant topics. The researcher also hoped that the study on politeness strategies involving languages other than English, so it can broaden the knowledge in applying linguistic aspects in various languages. This research just focuses on what kinds of politeness strategies.

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APPENDICES

APPENDIX I: Subject of the Research

1. English Teacher : Winarni S.Pd.
2. Student list of 8C

NO.	NAME
1.	Adittya Rifki Harjanto
2.	Aditya Yoga Pratama
3.	Afrian Aldian Saputra
4.	Anggun Erlin Faizatun Naim
5.	Arsita Melani
6.	Bagas Pramudya
7.	Banyu Radiansyah S
8.	Della Tri Lestari
9.	Dewi Cinta Rahmadani
10.	Dewi Rain Mu'awanah
11.	Drajat Saputro
12.	Dwi Wahyuningrum
13.	Farel Febrian Al Firdaus

14.	Ilyas Ilham Pratama
15.	Muh.Fathoni
16.	Muhammad Dian S.
17.	Muhammad Ilham
18.	Muhammad Lutfi
19.	Naila Mufidah Ramadhan H
20.	Nayzylla Rasya P
21.	Nikmatul R
22.	Prameswara Angga N.P
23.	Refa Anggi M.R
24.	Rehan M
25.	Rizal F
26.	Riyani W
27.	Salma R
28.	Savina Cantika R
29.	Teguh S

30.	Toriq Insan M
31.	Ukhti Sifa H.S
32.	Wahyu D.U

APPENDIX 2: Field Note

OBSERVATION 1

Title : Observation of Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon,Sragen in Academic Year 2020/2021.

Subject : Teacher and Student's

Place : Classroom of 8C SMP N 2 Tanon

Date and Time : July, 13 2020, 10.00- 11.00

Observation conducted in Miss Winarni at 13 July 2020. That day, she taught eight grade (8C) and first meeting on pandemic era. This class is the noisiest class. Miss Winarni came to the class on time. The class began at 11 am until 11.26 am.

In beginning of meeting, the teacher greeted the student well then asked the students' condition. The communication between teacher and students were good. The students know all what the teacher mean. The teacher gave explanation about first meeting is introduce of my self and explain task for two week ago.

Transcript of Video Recorder

Teaching Learning Process

T : Teeacher S : Students

Opening

T : Assalamu'alaikum wr.wb

S : Waalaikum Salam wr.wb

T : Good morning Students

S : Good morning mom

T : How are you today

S : I'm fine thankyou, and you?

T : I'm Fine to, Thanks

Main Activity

T : Ok, lets me introduce of my self, my name is Winarni, yo can call me Bu Win, I live in Suwatu, Tanon, Sragen, I have two chidren,one soon and one daughter, I have husband.

S : yes

T : because there is a pandemic like this, we are asked to face-to-face to school, only interest is allowed.

S: yes mam

T: later we learn using hp, have hp all? Got all the packages?

S : have a mother

T: Anyone do not have a cell phone?

S : No

T : There will be an online system, there is also an Offline system in certain cases only. Can also learn through youtube, so there will be a module containing 11 materials that you will work on, the collection period of 2 weeks.

S: yes ma'am

T: later we also form a class structure yes, for the class president we choose now huh?, anyone have a proposal?

S : Angga mam

T: if for his deputy??

S : Lutfi mam

T: The others we discussed in the group? avoid face-to-face time beyond the limit of lesson hours

S: yes mam

Closing

T: We are closed for today's meeting, quite so and thank you, wassalamu'alaikum wr.wb.

S : Wa'alaikum salam wr.wb.

Document 1, Group Whatsapp of 8C.

Title : Document on Whatsapp Group of Politeness strategies used by teacher and student's on english online teaching learning process.

Subject : Teacher and Student's

Place : Whatssap Group of 8C SMP N 2 Tanon.

Date and Time : 09.30 – 10.30

Opening

S : Assalamu'alaikum Wr.wb

T : Wa'alaikum Salam wr.wb

S : How are you today?

T : I'm fine mam thankyou

S : Very well, thanks

Main Activity

T: We enter Chapter 1 yes, the material is expression asking and giving attention where we give attention to someone, for example: Attention please, then you can answer with yes mam for female teachers, if men yes sir. The second is checking understanding: checking, checking someone's understanding, understand! e.g do you understand what I'm saying? do you what I mean? yes sir/ mam answer. The

third is asking opinion, so we ask opinions to others, what do you think of? later answer i think ... what your opinion... The fourth is compliment (appreciate or praise someone) we use what (not mean what, but how), what followed by the praised adjective, what handsome you're meaning how handsome you are, wearing how can also e.g: how handsome he is? It means how handsome he is.

S1: Yes ma'am, yesterday my quota ran out mam

T: Yes

S2: that's even though I want quota mam

S3: My quota runs out of it, how?

S2 : same

S4: Same

S3: Which subsidized quota mam?

S2: Quota where is this mam?

T : Patience, angket first, patient, patient.

S2: yes ma'am.

Closing

T: I sned so much, thankyou, Wassalamu'alaikum wr.wb

S: Wa'alaikum Salam wr.wb

T: Do not forget to learn yes children, and do their duties, stay save and healthy at home only

Document 2, Group whatsapp of 8C

Title : Document on Whatsapp Group of Politeness strategies used by teacher and student's on english online teaching learning process.

Subject : Teacher and Student's

Place : Whatssap Group of 8C SMP N 2 Tanon.

Date and Time : 09.30 – 10.30

Opening

T : Assalamu'alaikum wr.wb

S : Waalaikum Salam wr.wb

T : How are you today?

S : I'm fine thankyou mom

Main Activity

T : Okay, we go into chapter II, which is modal verb (the word that describes the verb). So, it is located before the verb, the capital here used is can or will, can it ability means ability, for example: I can swim, meaning I can swim, will mean will (willingness), for example I will o to Japan next week or will you marry me.

Do you understand what I mean? Do you understand what I'm explaining?

S : Yes mam, understand.

Q : Your duties ... Which one was yesterday? dah done yet Guh?

S : Not yet mam

T: You ... want to get grades from the teacher not yet?

S: He can not get about it mam

T: Also if you do not want to get value ... Mrs. Win doesn't need to remind you anymore!

Whose group is the leader?

S : Wahyu Dwi Utomo mam

T: You took about wahyu's house?

S: he said Revelation of the 2nd question has been collected ma'am, I just took the third question mam.

T: how the hell Guh?? About it being taken at the beginning... collected at the end, module one given by Mrs. Win at school is not get?

S : yes I Can mam

T: He continues kok not done?

S: I was love to the chairman of the group, well done mam

T: When? Last? (emot dizzy)

: Each module has a schedule yo Guh!

S : oooooooo

T: If there is an announcement noticed yes dear smart boy, you have not gathered all to?

S : Not yet ma'am

T: the food, Monday collected!

S: But the problem to the one I've given to Wahyu, I can only question the one and the third i mam

T: when? When?

S : That was bu

T: Well it was late and very late ... Taken again, collect tomorrow Monday, smart boy sholih. S : Yes ma'am

T: Who has not been absent? Who is this? Ilyas... Where are you?

S: This is my sister Brother Ilyas bu, brother Ilyas use my cell phone

T: ooo his sister? Yes, okay absent first yes..

S : yes ma'am.

Closing

T : We close the learning today, thankyou, Wassalamu'alaikum wr.wb

S : Wa'alaikum Salam wr.wb.

Document 3, Group Whatsapp of 8C

Title : Document on Whatsapp Group of Politeness strategies used by teacher and student's on english online teaching learning process.

Subject : Teacher and Student's

Place : Whatssap Group of 8C SMP N 2 Tanon.

Time : Friday,09.30 – 10.30

Opening

T : Assalamu'alaikum wr.wb

S : Wa'alaikum Salam wr.wb

T : Ok! before we start our study today. let's say bismillah, before we start learning today, we start with bismillah first, Good morning students, how are you today? I hope you're fine.

S : I'm fine thankyou mom.

Main Activity

T : Ok! chapter III, is still about the capital verb (the word that describes the verb) the second, usually used is must or should be used to declare obligations, (obligation), so it is usually used for what we have to do, for example: I must study hard (we must study vigorously), and can also be used to notice or signs on the highway. Traffic signs at the school, for example: No. smoking is what

maxnya? must not that means no, the entry in the prohibition (prohibition). The second, namely should (should) usually be used for advice: give recommendations / advice to someone, e.g you should study hard, tomorrow we will have PTS, meaning you should be more enterprising learning, because tomorrow we PTS. T; For this task, you guys do you do page 29-32 module! That task, you guys do on a piece of paper, given identity, and mapel, do you understand students?.

S : Yes mam.

T : if anyone does not understand, can be asked through group

S1: Means up to B who translate the following sentence into Indonesia languages.

this is his job?

T: Yes Ngun

S: yes mam

S2: Means if there is a prohibition can use musn't or shouldn't bu?

T : Emot thumb.

Closing

T: We close the learning today with a reading alhamdulillah, do not forget the answer sheet of his task given an identity, thanks, assalamu'alaikum wr.wb

S: Wa'alaikum salam wr.wb mam.

T: Alhamdulillah today enter all.

Document 4, Group Whatsapp of 8C

Title : Document on Whatsapp Group of Politeness strategies used by teacher and student's on english online teaching learning process.

Subject : Teacher and Student's

Place : Whatssap Group of 8C SMP N 2 Tanon.

Time : 09.30 – 10.30

Opening

T : Assalamu'alaikum wr.wb

S : Wa'alaikum salam wr.wb

T : Before we start learning today, we say bismillah together, hopefully this time learning can run smoothly, Good morning students, how are you today? I hope you're fine.

S : I'm fine thankyou mom

T: We will start studying chapter four, before we start english, please prepare your text book, modules and also stationery.

S : Yes ma'am

Main Activity

T : Ok! in this time I will presented english section, in chapter four come to my birthday please, if that birthday already know what it is! familiar, you can see in

the package book, we will learn invite to do someone, to do something / here to invite, so what we will learn is invitation card, how do we invite someone there are many ocaation we can invite to some one, there are several events that we can use to make invitation cards, there are some ocaation that I will photograph it is birthday, wedding, farewell party, baby born or baby birth, graduation, baby shower, to make an invitation card, the first of which is we write, you can see in the module book 38, for example there dear my best friend Rani, you can underline that the best friend is receiver / is the author I would like to invite you to come to my wedding party , it well be hate on : Date it, if writing the 28th: ordinal number, if writing the date 28: ordinal number, I will later give example photo cardinal number.

S1 : Means the 45th thing that invites someone to do something to give instruction, and to ask for permission it ma'am?

T: emot thumb

S2: means the task done which ma'am?

S3: To ask for permission niku pripun to bu? I'm not clear yet.

T : This material for next Friday cah ayu, today invitation card only.

T : For task today, you made an invitation card, about this day your birthday, so you make a birthday celebration for your birthday card, according to your date of birth, kemudian where it will be held, for formatnyya the task is written on a piece of paper, given the decoration is better, the value depends on your

seriousness in making, the task sent directly to my wa, my task wait until Saturday! Please make, better today done directly send it to me (it's his job).

S : yes ma'am.

Closing

T : We close the learning with hamdallah together, do not forget the task photographed, then sent to my wa, I wait until Saturday, ok! I think all for today,thankyou for attention. Wassalamu'alaikum wr.wb.

S : Wa'alaikum Salam wr.wb

APPENDIX 3: PICTURES AND SCREENSHOT IN THE CLASS

Observation 1

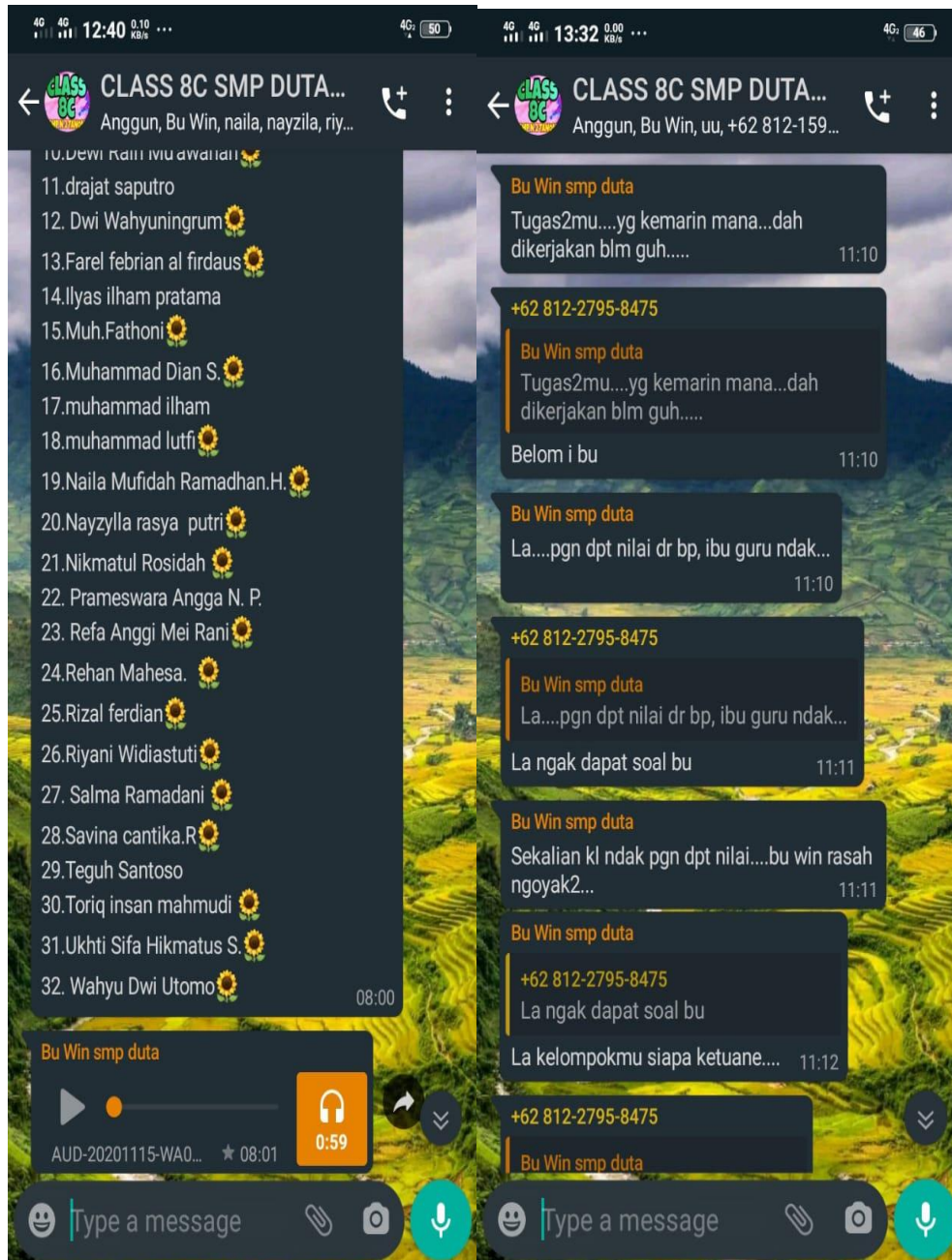


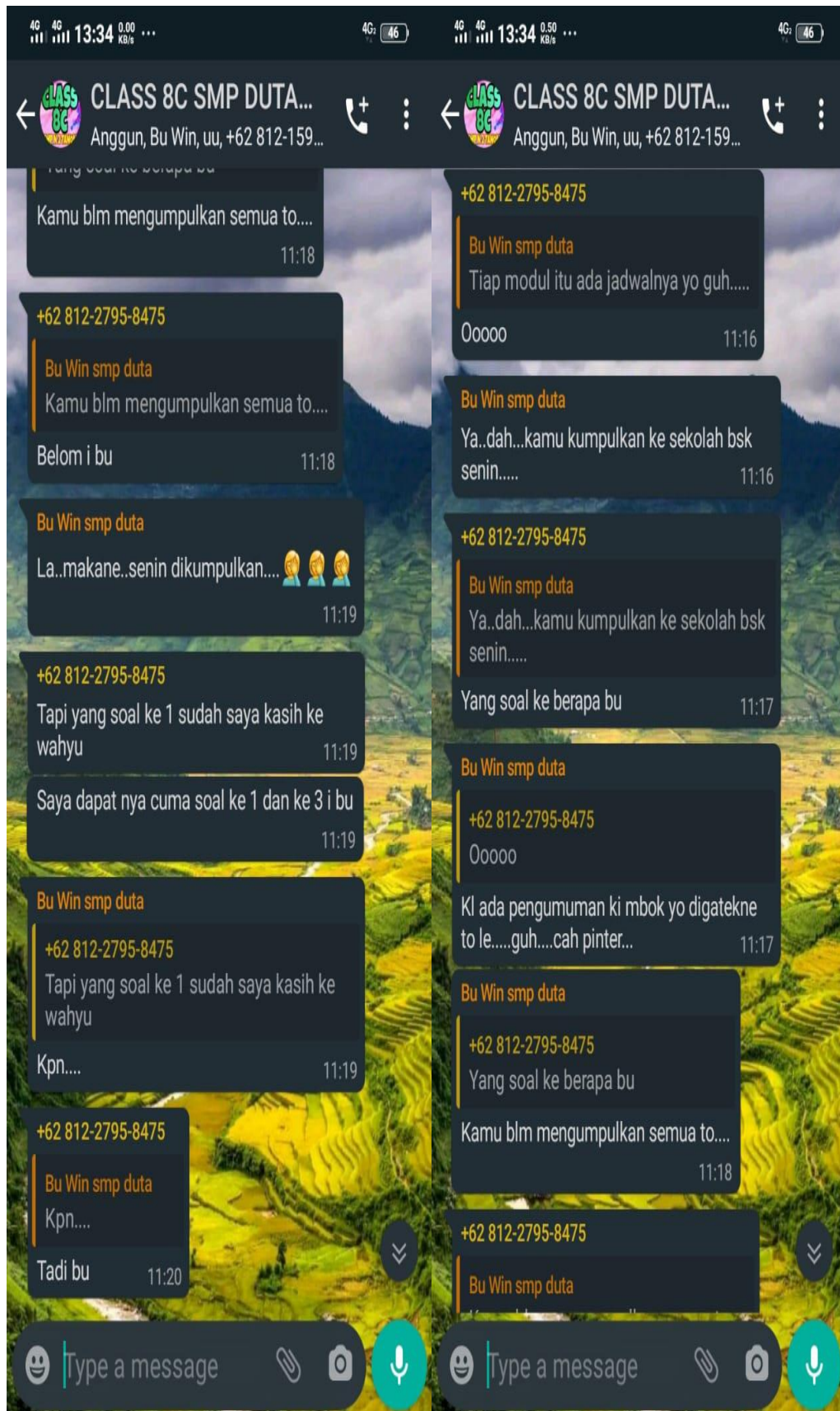
Meeting 1

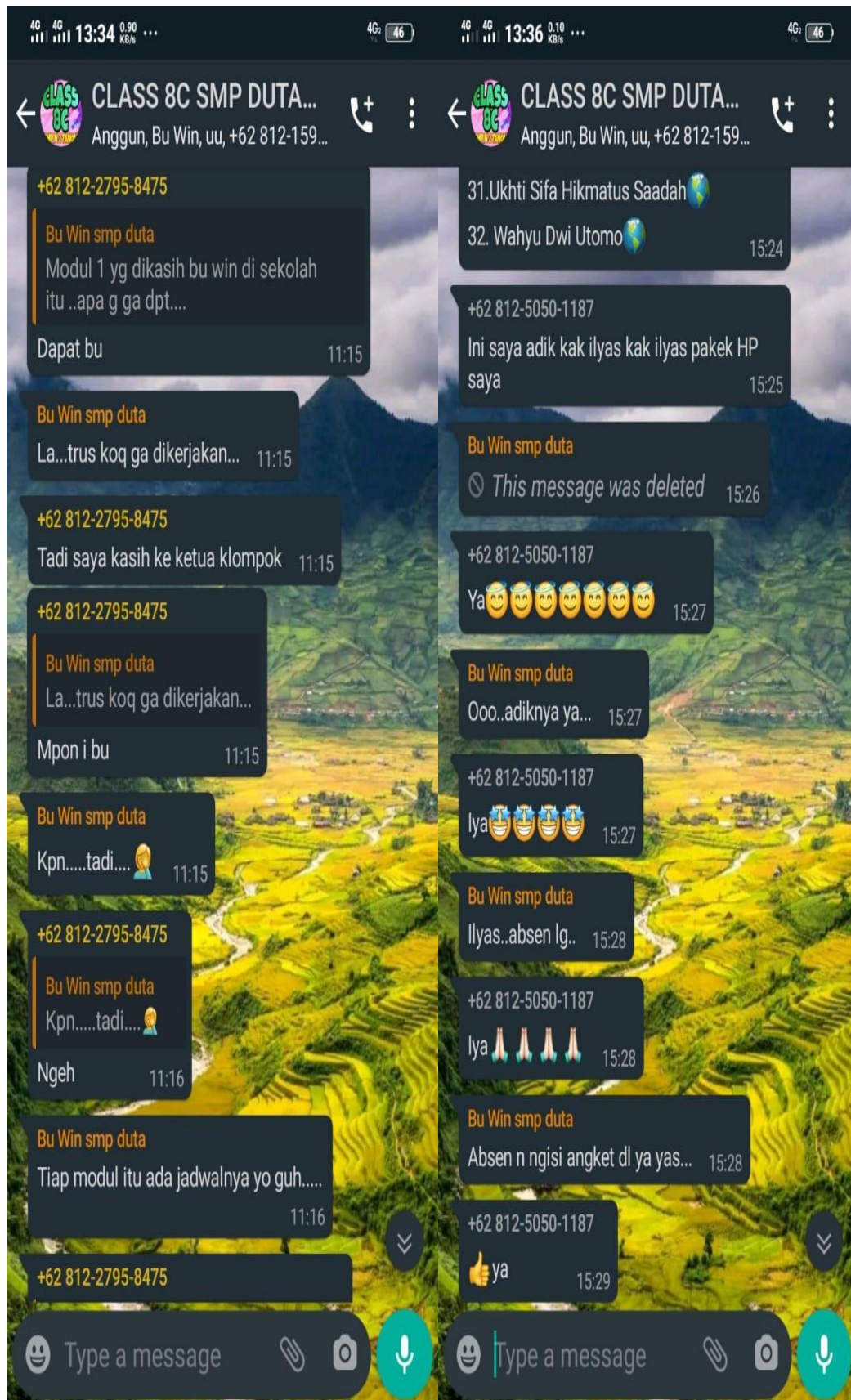




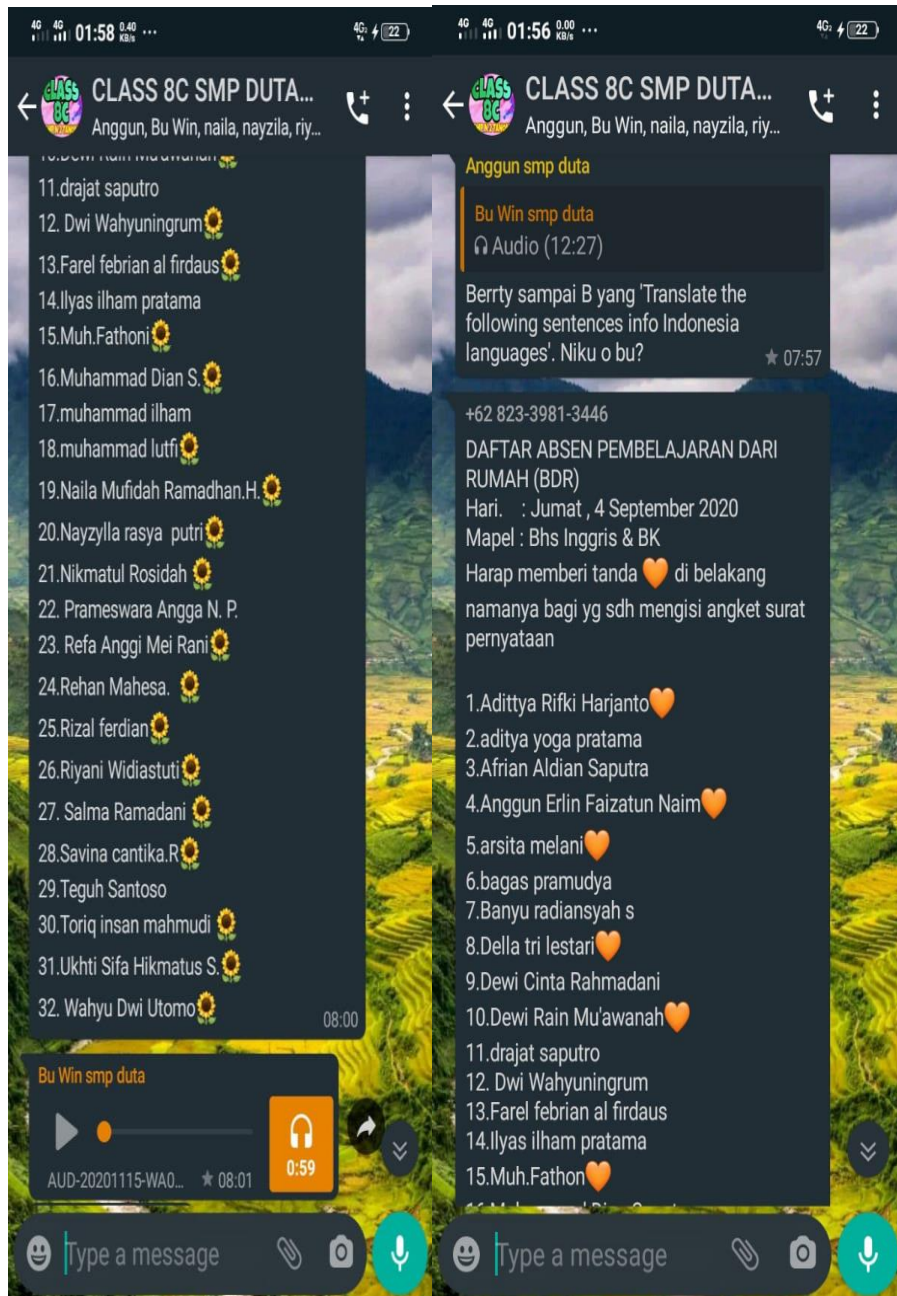
Meeting II

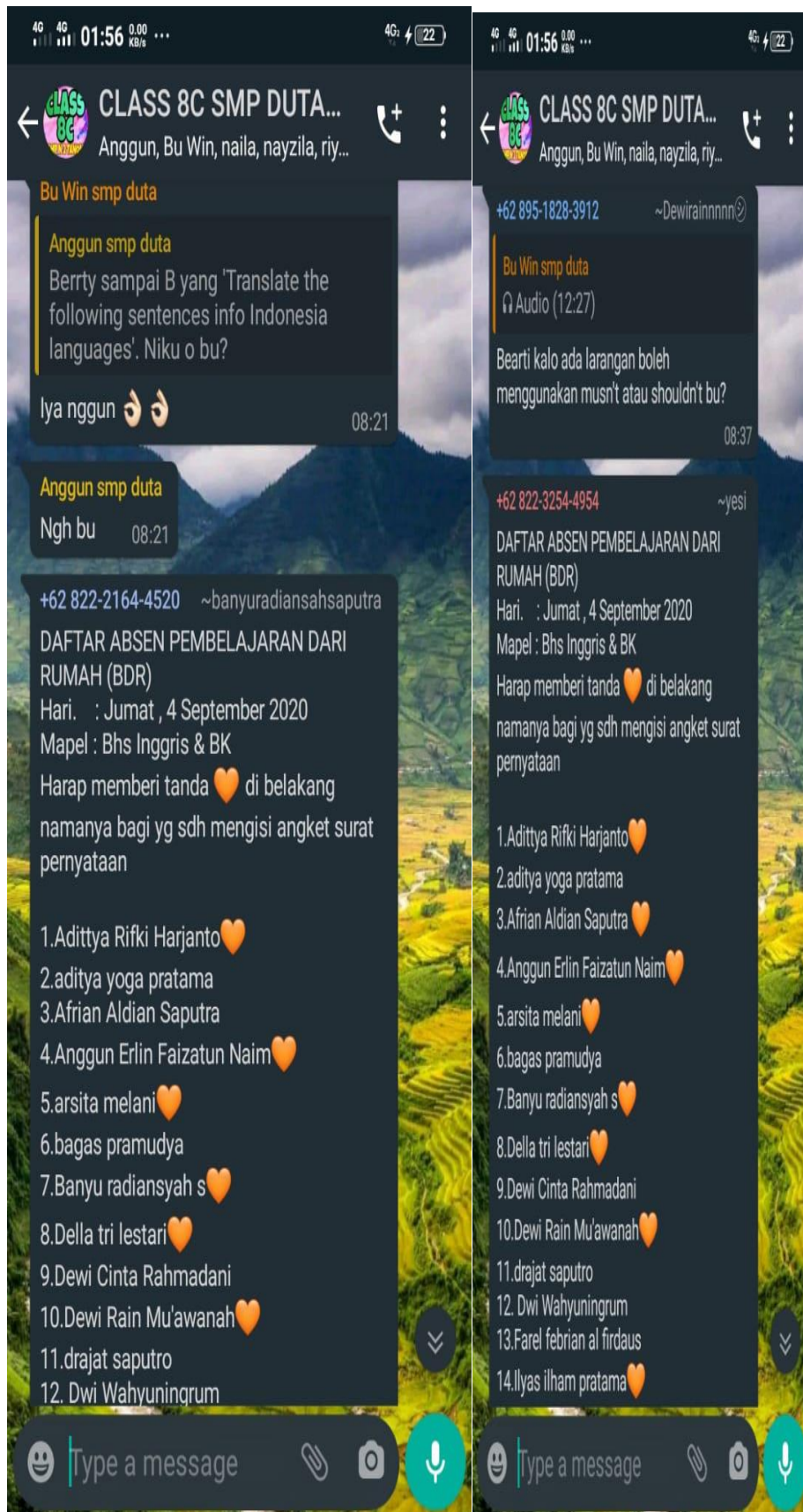


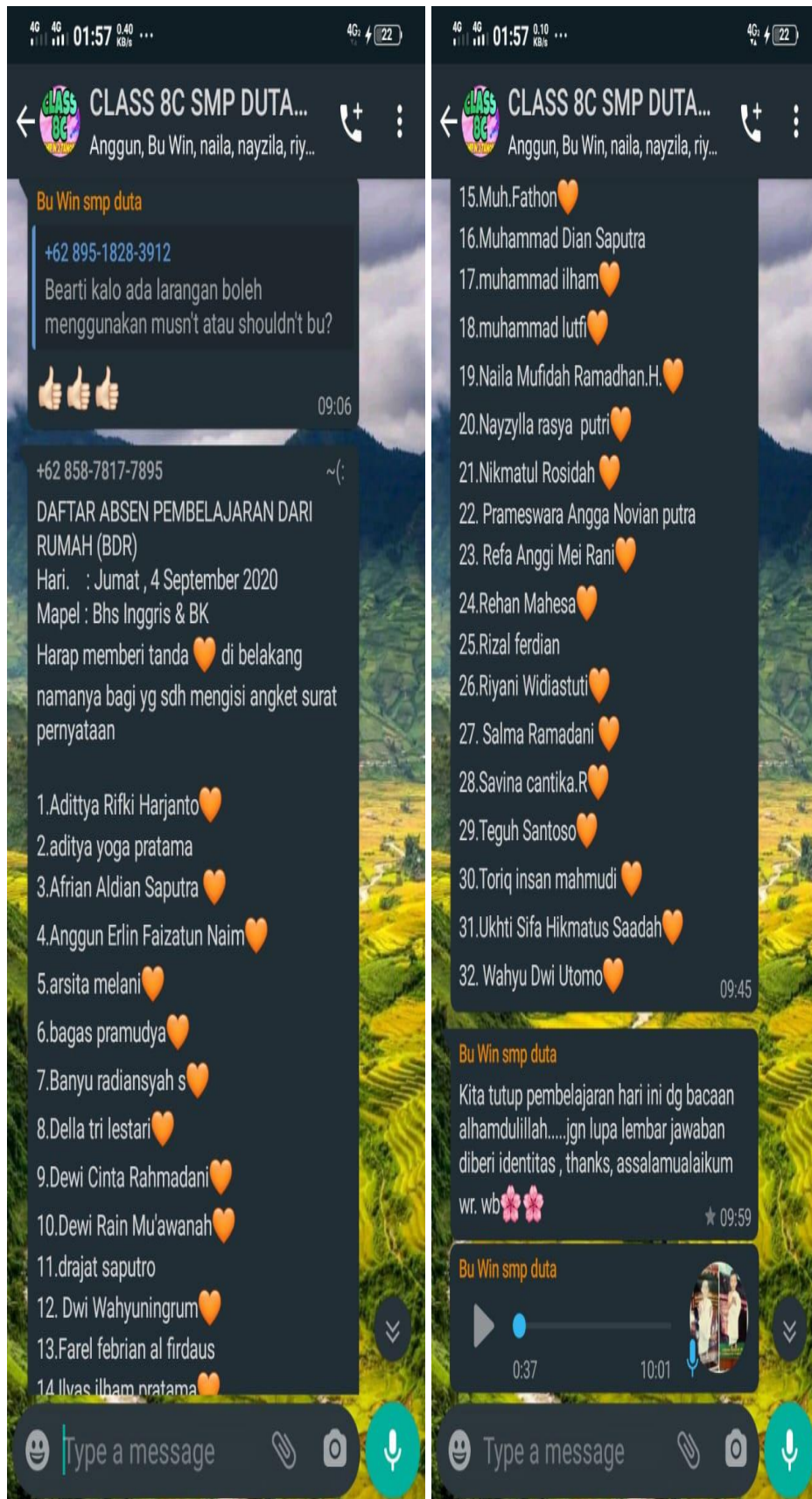




Meeting III







Meeting IV

3G 4G 12:46 0.00 KB/s 4G 49 4G 02:30 0.10 KB/s 4G 24

CLASS 8C SMP DUTA...
Anggun, Bu Win, naila, nayzila, riy...

4.
5. Drajad
6.
7. Ilyas
8.
9. Ilham
10.
11. Angga
12. Teguh 08:01

Bu Win smp duta
AUD-20201115-WAO... ★ 08:02 0:08

Bu Win smp duta
★ 08:03

Bu Win smp duta
AUD-20201115-WAO... ★ 08:05 0:48

Bu Win smp duta
AUD-20201115-WAO... ★ 08:13 0:26

CLASS 8C SMP DUTA...
Anggun, Bu Win, naila, nayzila, riy...

Bu Win smp duta
Audio (5:47)
Brrty hlm 45 yang to invite someone to do something, to give instructions, and to ask for permission niku to bu ★ 08:06

naila smp duta
Bu Win smp duta
Audio (5:47)
Berarti tugasnya yang dikerjakan yang mana bu?? ★ 08:08

+62 857-2721-6823 ~Jodoh'eAlRasydPcr'eM...
DAFTAR ABSEN Pembelajaran Dari Rumah (BDR)
Hari : Jumat , 2 Oktober 2020
Mapel :
1. Bhs. Inggris
2. BK
Harap memberi tanda 💜 di belakang namanya

1. Aditya Rifki Harjanto 💜
2. aditya yoga pratama
3. Afrian Aldian Saputra
4. Anggun Erlin Faizatun Naim 💜
5. arsita melani 💜
6. bagas pramudya
7. Banyu radiansyah s
8. Della tri lestari 💜
9. Dewi Cinta Rahmadani 💜

Type a message

