

**POLITENESS STRATEGIES USED BY TEACHER AND STUDENTS IN  
ENGLISH CLASS AT THE EIGHTH GRADE STUDENTS OF SMPN 2  
KARANGMALANG IN THE ACADEMIC YEAR 2022/2023**



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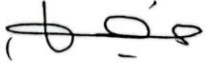
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## **DEDICATION**

This thesis is dedicated to :

1. My beloved parents, Mr. Sutarno and Mrs. Niken, who always give me support, motivation, suggestion, and great praying to finish this thesis.
2. Mrs. Novianni Anggraini, M.Pd. I am really thankfull for the guidance and suggestion while I make this thesis.
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5. All of lectures of English Language Education for the valuable knowledge and time.

**MOTTO**

**“You must appreciate those who give you advice and invite you to goodness,  
they are actually the ones who push you to heaven”**

**(Abu Maryam)**

**“the secret of happiness lies in 3 things:patience, gratitude,and sincerity”**

**(HR.Ahmad)**

**PRONOUNCEMENT**

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I hereby sincerely state that the thesis titled

“Politeness Strategies used by Teacher and Students in English Class at the Eighth Grade Students of SMP N 2 Karangmalang in the Academic Year 2022/2023.” is my real masterpiece. The things out of my masterpiece in this thesis are 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 repealing my thesis and academic degree.



, June 23<sup>th</sup>, 2023

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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:

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2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Cultures and Languages Faculty.
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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.

Sukoharjo, June 23<sup>th</sup>, 2023

The researcher

Nugrahini Nurul Chotimah

## TABLE OF CONTENTS

<b>TITLE PAGE.....</b>	<b>i</b>
<b>ADVISOR’S SHEET .....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>PRONOUNCEMENT .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>
<b>ABSTRACT .....</b>	<b>xiv</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
<b>A. Background of the Study .....</b>	<b>1</b>
<b>B. Identification of the Problems.....</b>	<b>8</b>
<b>C. Problem Statement.....</b>	<b>8</b>
<b>D. Limitation o Study .....</b>	<b>8</b>
<b>E. The Objectives of Study.....</b>	<b>9</b>
<b>F. The Benefits of Study .....</b>	<b>9</b>
<b>G. Definition of Key Terms .....</b>	<b>10</b>
<b>CHAPTER II LITERATURE REVIEW.....</b>	<b>12</b>
<b>A. Pragmatics .....</b>	<b>12</b>

<b>B. Politeness</b> .....	<b>15</b>
<b>1. Politeness Strategy</b> .....	<b>15</b>
<b>2. Type of Politeness Strategy</b> .....	<b>16</b>
<b>C. Face Threatening Acts (FTA)</b> .....	<b>35</b>
<b>D. Context of Situation</b> .....	<b>37</b>
<b>E. Classroom Interaction</b> .....	<b>44</b>
<b>F. Previous study</b> .....	<b>47</b>
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>51</b>
<b>A. Research Design</b> .....	<b>51</b>
<b>B. Research Setting</b> .....	<b>52</b>
<b>C. Subject of the Research</b> .....	<b>53</b>
<b>D. Data and Source of the Data</b> .....	<b>53</b>
<b>E. Techniques of Collecting the Data</b> .....	<b>55</b>
<b>F. Research Instrument</b> .....	<b>55</b>
<b>G. Trustworthiness of the Data</b> .....	<b>57</b>
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b> .....	<b>59</b>
<b>A. Research Findings</b> .....	<b>59</b>
<b>B. Discussion</b> .....	<b>74</b>
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b> .....	<b>77</b>
<b>A. Conclusion</b> .....	<b>77</b>
<b>B. Suggestions</b> .....	<b>77</b>
<b>BIBLIOGRAPHY</b> .....	<b>79</b>

**APPENDICES ..... 81**

**LIST OF TABLES**

<b>Table 4.1</b>	<b>The Result of Document in Politeness Strategies used by Teacher and Students in English Class at the Eighth Grade Students of SMP N 2 Karangmalang in the Academic Year 2022/2023.....</b>	<b>60</b>
<b>Table 4.2</b>	<b>The Result of Document in Politeness Strategies used by Teacher and Students in English Class at the Eighth Grade Students of SMP N 2 Karangmalang in the Academic Year 2022/2023.....</b>	<b>65</b>
<b>Table 4.3</b>	<b>The Result of Document in Politeness Strategies used by Teacher and Students in English Class at the Eighth Grade Students of SMP N 2 Karangmalang in the Academic Year 2022/2023.....</b>	<b>70</b>

**LIST OF APPENDICES**

<b>APPENDIX 1</b>	<b>Subject of the Research .....</b>	<b>82</b>
<b>APPENDIX 2</b>	<b>Field Note .....</b>	<b>83</b>
<b>APPENDIX 3</b>	<b>Teaching and Learning Process in the Classroom.....</b>	<b>91</b>

## ABSTRACT

Nugrahini Nurul Chotimah. 2023. *“Politeness Strategies used by Teacher and Students in English Class at the Eighth Grade Students of SMP N 2 Karangmalang in the Academic Year 2022/2023.”*Thesis. English Education Study Program Language Department Cultures and Language Faculty the State Islamic University of Raden Mas said Surakarta .

This research was conducted to analyze the politeness strategy used by Teacher and Students in English Teaching Learning Process. she describes what types of politeness strategy used by English Teacher and Students in English Teaching Learning Process and what the most dominant type of Politeness strategy used by Teacher and Students in English Teaching Learning Process.

The researcher was conduct in September until October in English class on 8B SMP N 2 Karangmalang, Sragen. This research was descriptive qualitative research. The subject of this research was an English Teacher and Students of SMP N 2 Karangmalang, Sragen. She used descriptive qualitative research. she did observation (field note 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.

The result showed that : the English Teacher used all the four Brown and Levinson politeness strategies, namely bald on record strategy, positive politeness strategy, negative politeness strategy, off record strategy. The students used all the three Brown and Levinsons 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 politeness strategy.

**Keywords : Politeness, Politeness Strategy. English Teaching and Learning**

## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses about introduction of the research which consist of background of the study, identification of the problem, research limitation, problem statement, objectives of the study, research benefit and definition of key terms.

#### **A. Background of the study**

Politeness has become a major issue in the study of pragmatics. It deals on how a particular form of language it used strategically in order to achieve the speaker's goal (Thomas, 1995). Regarding this, (Thomas, 1995) stated 'politeness in pragmatics are not concerned with whether or not speakers are genuinely motivated by a desire to be nice to one another; instead we observed what is said and the effect of whatis said on the hearer". In the context of language teaching, politeness is believed to enhance learning by providing a lively and friendly atmosphere in classroom and to make a harmonius interaction between teacher and students in teaching and learning process (Jiang,2010;Zaenul,2016).

Communication is a form of language use where people say it from one person to another. The goal of communication is to give information to the others. People have to communicate with others because communication is the basic matter in life. In other words, it can be said that without communication,



life is meaningless. With interaction, people can get a new information, knowledge and foreign things in this life. Communication is particular interest today because of rapid development in new technologies for producing and transmitting or sending information (Steinberg, 2007:1). Communication is an aspect that is very important in human relationships. Communication also gives many contributions in education. Brown (2001:165) explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Thus, interaction in a language class is a process of learning language.

In communication, polite language is very essential to make conversation run well, and smoothly. Communicate politely is need to avoid misunderstanding or offend of the hearer who talks with us. People need to create good self-public image to make good impression to society, thus we must arrange our speech to make a good self-image and to save the hearer face to avoid misunderstanding or feeling comfortable. Communicatin in teaching to know condition and capability of the students are important. Teacher should teach the students with some strategies.

Fraser as cited in Davoudi and Ramezanzadeh (2016) describes that pragmatic competence fuctions as the knowledge of how an addressee detemines what a speaker is saying and recognizes inteded illocutionary force conveyed through subtle attitudes. Without this knowledge, there are cases where interlocutors cannot understand each other and failure in communication occurs. One important aspect of pragmatic competence is

politeness. The knowledge of politeness is important in classroom teaching of a foreign language. Moreover politeness can have an instrumental role in the social interaction. Brown and Levinson's (1987) theory places politeness as a universal face-threatening strategy. Politeness strategies used by teacher and students in the class can play important role in learning and teaching process. .

Politeness ethics is one of the problems that exist in the scope of education. In education there is one aspect that cannot be separated from the interaction between students and teachers. The problem of decency ethics is the first problem that arises from within humans. Nowadays, there are more and more students who do not value and respect teachers during the learning process. According to It conveys meaning and makes other people know what other people say and express. Gamble (2005) stated that language has an important role of the behavior and culture in society. So, language has a very important role in behaviour and in the ethics of politeness.

Politeness is a system used by the speaker in order to keep up to the addressee expectations. It means speaker and addressee cannot losing face when they do interaction. Face refers to the respect that an individual has for him or herself and maintaining that in public or private situations. Politeness also use in language based on determined by an external context. This external context is the context of communication which is determined by the social status of the participants.

Politeness is one of social phenomenon that plays important roles in human interaction. politeness is a strategy of people in being polite to build a

harmony in term of communication. Yule (2010:135) state that, politeness as showing awareness and consideration of another person's face. In other words, politeness helps to avoid conflict which possibly happens in daily life. However, the opposite phenomenon of politenes, impoliteness is something that has become more frequent in social interaction today. Understanding politeness is very important. People often think that politeness is simply a matter of saying please, sorry, excuse, and thank you. Politeness does have its own role. Being lingistically polite means speaking people appropriately in the right place and the right time. People must be aware of the context of speaking and then be able to determine which politeness from is the best to be appllied in a context.

According to Brown and Levinson (1987: 65), the are four strategies to face it; bald on record, negative politeness, positive politeness , and off-record strategy. Bald on-record is mostly used by the speakers having intimate relationship with the addressee. Brown and Levinson (1987:95) state that speaker mostly uses bald on record strategy when he wants to d FTA (Face Threatening Acts) with maximum efficiency toward the hearer's face. Politeness strategy is the strategy which is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for himself. Negative politeness strategy is regressive action to the addressee's negative face: his want to have his freedom of action un hindered and his attention unimpeded. Unlike positive politeness which is free ranging, negative politeness is specific and focused; it performs the function of

minimizing the particular imposition that the FTA unavoidably effects. The last, the speaker uses of record strategy when he wants to do an FTA, but wants to avoid the responsibility for doing it.

In a situation where people are obligated to create a polite conversation, they will chose certain strategies to have polite conversation in order to maintain the communication. People do this in order to get their conversation to run well and more acceptable by the others. Politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say, and to be with other people (Yule, 1996:60-61).

Meaning should be thought by the people who acts as receivers of interlocutors. Perhaps, the purpose of language sometimes is not successful because of some problems. There are some difficulties which are found when people want to communicate to other. In some situations , speakers are often find difficulties in transferring their ideas in good words which are easy to be understood by the hearer and have a good impact to the hearer (Syrova,2013). Additionally, the speaker and hearer have different comptencies in communication (Morris 2007). In addition, Seken (2007) stated that it is believed that speaker usually finds problem on how to cover or how to utter the ideas to the hearer in good way and also it can be resreved. In the other word, the speaker should have ability for choosing strategyto utter the ideas to the hearer, and it can be accepted well by the hearer.

By considering the politeness strategy and the classroom interaction

explained. It is obvious that discussing of politeness strategy used by the English teacher is also important in the classroom interaction. The politeness strategy can be chosen as politeness behaviour to the students by teacher or by the students to the teacher. The function of the politeness strategy is to make a good relationship and also to save hearer face. Commonly, teacher wants to save the students face in order to make a meaningful teaching and learning process.

Classroom interaction is an aspect that affects success teaching and learning process and language skills and students achievement. Interaction must be polite and effective. If class interaction going well, then the knowledge will be accepted by students well too. To make good interactions, students and teachers must create good ones environment in the classroom. Students and teachers must be polite to interact with others in the teaching and learning process. In this case, students ethics is one of the internal problems education. In education, several aspects cannot be separated from teaching learning process and interaction between students and teachers. This phenomenon too happened at SMPN 2 Karangmalang.

The research will be conduct the research in SMP N 2 Karangmalang. SMP N 2 Karangmalang is one of a Junior High School in Sragen that has an A accreditation. For the reason above make the researcher interest to conduct this research in SMP N 2 Karangmalang. The researcher choose Eighth grade students. The researcher focuses on the classroom politeness strategies that occurs with eighth grade students during the learning process.

Based on preliminary observation of researchers on September 29<sup>th</sup>2022 at SMP N 2 Karangmalang, especially in class 8B. Eighth B grade students are the most active compared to other classes. The researcher made observations twice in class 8B. In the first observation in September, the teacher gave material about stating obligation expressions. Teacher asks “*do you know about expressions?*”. There were students who answered “*mengungkapkan*”, but most of the students were silent. In the second pre-observation on October 16<sup>th</sup>2022, the teacher asked the students.

T: “*Nicko, don't forget to use your mask*”.

S: “*yes miss*”

T: *All students please your mask and keep social distancing to stop the spread covid-19*”

The utterance from the teacher “*All students please your mask and keep social distancing to stop the spread covid-19*”. Indicate that the utterance is bald on record strategy and would be in sympathetic advice or warning. Sympathetic advice or warnings it occurs where doing the FTA, S conveys that he does care about H's positive face.

In this research, the researcher chooses SMPN 2 Karangmalang as the subject of the research. SMPN 2 Karangmalang it is located in Gambiran street, Guworejo, Karangmalang, Sragen. The researcher was interested on find out the students in english class based on politeness strategy theory from Brown and Levinson. The researcher choose class 8B of SMPN 2 Karangmalang as the subject of this research. The researcher has some reason

why the researcher choose this class. First, 8B class good example like being polite with others. Second, class 8B was an active class. The students of 8B were the students that have good achievement. Based on the description above, the research entitled “ **AN ANALYSIS OF POLITENESS STRATEGIES USED BY STUDENTS IN ENGLISH CLASS AT THE EIGHTH GRADE STUDENTS OF SMPN 2 KARANGMALANG IN THE ACADEMIC YEAR 2022/2023** ” is significant to be conducted.

### **B. Identification of the problem**

Based on the background of study, the researcher identifies two problems as follow :

- 1) There are more and more students who do not value and respect teachers during the learning process.
- 2) Many students do not respect and behavev impolitely to the teacher especially during the teaching and learning class .

### **C. Problem statement**

1. What are the types of politeness strategies used by students in English class at the eighth grade students of SMPN 2 Karangmalangin the academic year 2022/2023?
2. What is the most dominant type of politeness strategies used by students in english class at the eighth grade students of SMPN 2 Karangmalang in the academic year 2022/2023?

### **D. Limitation of Study**

The researcher focuses on the study of four politeness strategies which put

forward by Brown and Levinson's theory. They are bald on record, positive politeness, negative politeness, and off record strategy.

In this research, the researcher analyzed the politeness strategies used by students in English class at SMPN 2 Karangmalang in the academic year 2022/2023. The analysis would be based on conversational data with students utterance. The researcher focuses on the student class 8B .

### **E. The Objectives of Study**

Based on the problem statements, the research objectives are arranged as follows:

1. To identify politeness strategies used by students in English class at the eighth grade students of SMPN 2 Karangmalang in the academic year 2022/2023.
2. To identify most dominant type of politeness strategies used by students in English class at the eighth grade students of SMPN 2 Karangmalang in the academic year 2022/2023.

### **F. The Benefits of the study**

The researcher expects that result of this result of this research will be useful both theoretically and practically.

1. The students
  - a. The students will understand more about the using of politeness strategy.
  - b. The students will understand more about the types of politeness strategy.
2. The teacher



The research can use as reference in English teaching, especially on the using of politeness strategy.

### 3. The researcher

The result of this study can be as a references for those who are interested in analysing about politeness strategy. It can be used additional references and information for another researcher.

### 4. To the reader

This research is able to study about politeness strategy used in English classroom and it can be used as additional knowledge in linguistic.

## **G. Definition of Key Terms**

The following key terms are used to help the readers to have the same interpretation in understanding the study:

### 1. 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.

### 2. Politeness Strategy

Politeness strategy stands for the way people use the language while they are having interaction of communication (Brown and

Levinson,1987). It means that how to use language and conduct the conversation and smoothly.

### 3. English Teaching and Learning

According to Brown (1980:7) teaching is showing or helping someone to learn how do something,giving instruction,guiding in the study of something,providing with knowledge of a subject or skill by study, experience, or instruction. It means that English teaching learning towards learners in mastering and understanding well of English subject by the study, experience or instruction.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Pragmatics

Pragmatics is related branches of language studies, such as syntax or semantic. According to Rohmadi (2010:1) pragmatics is the branch of linguistics and relatively new area of linguistics. Pragmatics concentrates on those aspects of meaning that cannot predicted by linguistic knowledge and it takes into account of knowledge about physical and social word. Pragmatics gives clear explanation that it is used to study the language usage, study of speaker meaning, study of contextual meaning, study of how more gets communicated than is said, and study of the expression of relative distance. Crystal (1985:240) states that, pragmatics is defined as “the study of language from the point of view of users, especially the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.”Pragmatics is often described as the study of language use (Sperber and Wilson ,2005:468).

Glaser (2009) defines that pragmatics is study of contextual meaning. This type of study necessary involves the interpretation of what people mean in particular context and how the context influence what is said. That is why it requires consideration of how

speaker recognize what they want to say and hearer understand what they listen in accordance with who they are talking and listening to, where, when, and under what circumstances.

According to Findlay (1998: 151) pragmatics is a branch of linguistics that is dedicated to the study of language use. Another definition of pragmatics given by Yule (2010:128), she states that pragmatics is the study of “invisible” meaning, or how we recognize what is meant even when it isn’t actually said or written.

Levinson (1983: 5) defines that pragmatics is the study of language use, that is the study of relation between language and context which is basic to an account of language understanding which involves the making of inferences which will connect what is said to what is mutually assumed or what has been said before. Pragmatics can also solve the problem between the speaker and the hearer, especially the problem about point of view. Leech (1983:36) states that pragmatics involves problem solving both from the speaker’s point of view and from the hearer’s point of view. The problem of speaker’s point of view is how to produce an utterance which will make the result.

Rahman (2005:23) states that pragmatics deals with the study of language in use by highlighting the importance of context to reveal the meaning employed in an activity, deed or practice. Furthermore,

Cahyono in Rahman (2005: 23) states that the term pragmatics was preliminary developed by Charles Moris who outlined the general shape of a science of signs, or semiotics. In semiotics, there are three branches of inquiry:

1) Syntactics, the study of formal relation of signs to one another;

2) Semantics, the study of the relations of signs to objects to which the signs are capable; and

3) Pragmatics, the study of the relation of signs to interpreters.

Cruse (in Cummings, 1998: 45), pragmatically can be considered to deal with aspects of information within the meaning of the most extensive use delivered through a language that is not encoded by the convention generally accepted linguistic form are used, but which also arises naturally from and depending on the meanings encoded conventionally by the context in which the use of these forms. According Allot (2010: 6), pragmatic as the study of what is communicated or what a speaker means minus the linguistic meanings of the words uttered.

From the definition above, it can be concluded that pragmatics is a branches of linguistic field that concern on the study of the use of language in communication, particularly the relationship between language and context. It means that the use of language and context in communication becomes the main study in pragmatics.

## **B. Politeness**

### **1. Politeness Strategy**

Politeness is an aspect of pragmatics that its use in language is determined by an external context. This external context is the context of communication, which is determined by the social status of the participants. In line with the theory of Yule (1996: 60) politeness can be accomplished in situations of social distance or closeness. She states that the concept of politeness is polite social behavior, or etiquette, within a culture. She also defines politeness as the means employed to show awareness of another person's face. It means that doing politeness can minimize potential conflict between speaker and hearer. The main point is the speaker gives the respect to the hearer.

According Brown and Levinson (in Andhita, 2012: 34) politeness strategies are developed in order to save the hearers face. Face it means the public self-image that everyone wants to claim it. Brown and Levinson (1987: 311) divide two related aspect of face, negative face and positive face.

- a. Negative face is freedom of action and freedom from imposition. It means that the desire not to be disturbed or need to be independent.
- b. Positive face is to be appreciated and approved. It refers to that the desire to be avowed or need to be connected.

Thus, face is something that emotionally invested, and that can be lost, maintained, or enhanced and must be constantly attended to interaction. Yule (1996: 61) state that if a speaker says something that represents a threat to another individual's expectations concerning their public self-image it is describe as Face Threatening Act (FTA). In order to reduce the possibility of damage to hearer's face or speaker own face, he or she may adopt certain strategies.

## **2. Type of Politeness Strategy**

Brown and Levinson divided the strategy for doing FTA into four strategies (1987: 94-227). Those are:

### **A. Bald On Record**

In the bald on record strategy, the speaker does nothing to minimize threats to the hearer's face. The reason for its usage is that whenever a speaker (S) wants to do the FTA with maximum efficiency more than he or she wants to satisfy the hearer's (Hs) face, even to any degree, the bald on record strategy chosen according to Brown and Levinson (1987: 95). Brown and Levinson (in Cutting, 64: 2002) state that when a speaker expresses abaldon-record politeness strategy, he or she makes and advice, demand, offer or invitation in a direct way. The most direct utterances of bald on record contain an imperative form without mitigating devices. The speakers usually apply the imperative form when they are talking to their close relatives or

friends.

There are two kinds of bald on record usage:

### 1) **Non-minimization of the face threat**

Non-minimization of the face threat is the standard uses of bald on record usage where other demands override face concerns. S and H both agree that the relevance of face demands may be suspended in the interest of urgency or efficiency. This strategy is often most utilized in situations where the speaker has a close relationship with the audience.

#### a) Strategy 1: Maximum efficiency

The Speaker and Hearer's face is not required and in urgent situation.

For examples:

**1. HURRY!!!**

**2. Listen tome!**

**3. Hey! Comehere**

#### b) Strategy 2: Metaphorical urgency forempphasis

The Speaker speaks if maximum efficiency is very important. Examples:

**1. Here, a cup of tea foryou...**

**2. Tellme... didthetwokidsmissme?**

**3. Wait, she wants you to considerit...**

#### c) Strategy 3: Metaphorical urgency for high valuation of



hearer's friendship

It explains why orders and begging, which have inverted assumptions about the relative status of S and H, both seem to occur in many languages with the same superficial syntax—namely, imperatives. This is the example:

- 1. Pardon me!**
- 2. Put the gun down, please**
- 3. Now, then envelope Mr. Cobb**

d) Strategy 4: Case of Channel Noise

It happens where communication difficulties exert pressure to speak with maximum efficiency. For example:

- 1. "Come here now!"** (called from across)
- 2. "Go ahead"**
- 3. "Do not jump too soon"**

e) Strategy 5: Task oriented/paradigmatic form of instruction and recipes.

Its focus of interaction and face redress may be felt to be irrelevant. For example:

- 1. This door handle's falling off. Fix it.**
- 2. The toilet is broken, fix it**

f) Strategy 6: Power difference (S is higher)

The difference between speaker and hearer, but speaker is more powerful than hearer or speaker wants to be rude or doesn't care about maintaining face, usually in teasing and joking. For examples:

**1. Of course, my beautiful teacher.**

**2. Of course, my awesome son**

g) Strategy 7: Sympathetic advice or warnings

It occurs where doing FTA is primarily in H's interest.

Then in doing FTA, S conveys that he does care about

H's positive face. For examples:

**1. Watch out! The cliff is very steep.**

**2. Thank you for your kindness.**

h) Strategy 8: Permission that H has requested

Granting permission that hearer (H) has requested. For example:

**1. "Yes, you should listen to her".**

**2. "Yes, you should bring umbrella"**

2) **FTA- oriented bald on record usage**

The theory of Brown and Levinson (1987:98) stated the use of bald on record is actually oriented to face. In other words, it is used where face involves mutual orientation, so that each participant attempts to foresee what the other participant is attempting to foresee. For in certain circumstances it is reasonable for S to assume that H will be

especially worried with H's potential violation or S's maintaining.

a) Strategy 9: Welcoming or Post Greetings

It happens where S insist that H may impose on his negative face. For example:

**1. Good afternoon, Sir.**

**2. Good morning, miss.**

b) Strategy 10:Farewells

It happens where S insist that H may transgress on his positive face by taking his leave. For example:

**1. See you next time, students.**

**2. Goodbye.**

c) Strategy 11:Offers

It happens where S insist that H may impose on speaker's negative face. Forexample: **Have some more cake.** (The speaker directly offers some more cake to the hearer. The directness of this form makes the hearer fell pleased and socially closed with the speaker.)

## **B. Positive Politeness Strategy**

Brown and Levinson (1987: 70) give definition that politeness is the strategy which is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for himself. The speaker can satisfy the

addressee's positive face wants by emphasizing that speaker wants what the hearer's wants. Brown and Levinson (in Cutting, 48:2002) state that the aim of positive politeness strategy is to save the hearers' positive face by expressing, intimacy, engaging to friendship, making the hearers feel good, and showing that the speakers have a common purpose with the hearers.. Furthermore, Brown and Levinson (1987: 103-129) divided positive politeness strategy into 15 strategies. They are:

1) Strategy 1: Notice, attend to Hearer (his interest, wants, needs, goods) It suggests that S should pay attention of H's condition. It can refer to their interest, wants, goods or anything that the hearers may want to be noticed. The speakers may express this strategy in the form of compliments. By expressing compliments, they can create a good impression on the hearers and make the imposition less inappropriate. For example: **“Jim, you're really good at solving computer problems.** I wonder if you could just help me with a little formatting problem I've got.

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

This strategy can be done by making something seem important than it really is. The speaker uses this strategy to emphasize his or her feelings toward the hearer which may include interest, approval, or sympathy. For example:

**1. What a fantastic garden you have!**

**2. Wow, an awesome smartphone!**

3) Strategy 3: Intensify interest to H

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

**1. You always do the dishes! I'll do this time.**

**2. You always wash your clothes! I'll do his time.**

4) Strategy 4: Use in-group identity markers (addressed forms, dialect, jargon or slang)

By applying in-group address form in a conversation, the speaker can show solidarity and intimacy with the hearer.

In conveying of group member, the speaker can use terms such as, mac, mate, buddy, pal, honey, dear, duckie, luv, babe, Mom, blondie, brother, sister, cutie, sweetheart, guys, fella, etc. In Indonesian use terms such as, kawan, say, bo', eke, etc. These identity markers make strengthen the closeness between the speaker and the hearer. Example:

“Help me with this bag here, will you **darling?**”

5) Strategy 5: Seek Agreement (safe topics, repetition)

It is a strategy that allows the speaker to find a possibility in which he or she can agree with the hearer's statement in safe topics. For example:

A: "John went to London this weekend!"

B: "**To London!**"

6) Strategy 6: Avoid disagreement

Avoiding disagreement is one way to save the hearer's positive face. The speaker of this strategy may hide his or her disagreement by doing white lie. As stated by Cutting (40: 2002), a white lie is "lie with good intentions." Besides, the speaker also can hide his or her disagreement by pretending to agree through the use of hedges. Cutting (42: 2002) gives some examples of hedges, for example: *if possible, in a way, I wonder*, etc. For example: **Well, in a way, I suppose you're sort of right. But, look at it like this.** Why don't you. ?

7) Strategy 7: Presuppose/ raise/ assert common ground.

This can be done by sharing same interest, beliefs and opinions between the interlocutors. The speaker in this strategy makes a small talk that includes the hearer into the discussion. He or she usually uses pronoun "we" to include the hearer into the conversation. For example: **Ok now, let's stop the chatter and get on with our little essays.**

8) Strategy 8: Joke

The speaker of positive politeness can show solidarity and familiarity to the hearer by making a joke which will make

the hearer feel relieve. For example:

*A: Great summer we're having. It is only rained five times a week on average.*

*B: Yeah, terrible, isn't it?*

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

9) Strategy 9: Assert S's knowledge of and concern for H's wants

This strategy is done by asserting knowledge of H's wants and willingness to fit one's own wants in with them.

For example: **"I know you love roses, but the florist didn't have anymore, so I brought you geraniums instead."** (*offer + apology*)

10) Strategy 10: Offer, promise.

In order to minimize the potential threat and to show that the hearer and the speaker are cooperated, the speaker can offer promise something to the hearer. The speaker may state that the speaker certainly does something for the hearer. This strategy shows the speaker's good intention insatisfying the hearer's wants. For example: **"I'll take you out to dinner on Saturday, if you'll cook the dinner this evening."**

11) Strategy 11: Be optimistic

The speaker saves the hearer's positive face by being optimistic that the hearer wants to do something as the

speaker wants. In this case, the hearer cooperated with the speaker because they share the same interest. Example: "A wife said to her husband before appearing in public: **"Wait a minute, you haven't brushed your hair!"**" (as husband goes out of the door)

12) Strategy 12: Include both S and H in the activity

In order to include both the interlocutors in the activity, the speaker can use the pronoun "we". Thus, the speaker has appreciated the hearer as a member of the same group and saves the hearer's positive face. For example: I'm feeling really hungry. **Let's stop for a bit.**

13) Strategy 13: Give or ask for reasons

Another aspect of including H in the activities demanding reasons "why not" and assuming that H has no good reasons why can't help. For example: **"Why didn't you do the dishes?"**

14) Strategy 14: Assume or assert reciprocity

The existence of cooperation between the speaker and the hearer can also be shown by stating mutual exchange. For example: **"I washed the dishes yesterday so you do that for me today".**

15) Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)



The last strategy of positive politeness is giving gifts to the hearer. The speaker may save the hearer's positive face by satisfying some of the hearer's wants. This strategy can be done not only by giving goods but also by giving sympathy, understanding, cooperation etc.

For examples:

- a) **“I'm sorry for what happened to you yesterday”**
- b) **Good luck for you!**

### C. Negative Politeness

Brown and Levinson (in Cutting, 46: 2002) state that negative politeness focus on negative face, by showing the distance between speakers, and minimizing disrupting on each other subject. Furthermore, Brown and Levinson (1987: 132-210) also classify negative politeness strategy into 10 strategies, such as:

#### 1) Strategy 1: Be conventionally indirect

The first strategy of negative politeness suggested that the speaker should tell something in an indirect way with a clear meaning. For example: **Could you tell me the time, please?** (This example shows the speaker is trying to ask information about the time to the hearer by using an indirect expression.)

#### 2) Strategy 2: Question, Hedge

The speaker of this strategy can avoid willingness to comply by using question and hedge. For example: **I wonder whether I could just sort of ask you a little question.** (By using some hedges “*I wonder*” and “*sort of*” in his or her sentence, the speaker can avoid willingness to comply)

3) Strategy 3: Be pessimistic S

The speaker can express his or her pessimistic by using the subjunctive to anticipate a refusal from the hearer. For example: **If you had a little time to spare for me this afternoon,** I’d like to talk about my paper. (In this example, the speaker uses subjunctive (had) to give the hearer an option. Therefore, hearer can simply refuse the speaker by saying no)

4) Strategy 4: Minimize the imposition

One way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great, though it is. For example: **“I just want to ask if you could lend me a single sheet of paper.”**

5) Strategy 5: Give deference

There are two sides of deference realization. First, the speaker humbles and abases himself and another. Second, speaker raises H (pays him positive face/satisfies H’s wants to be treated as superior). From those two ways, the

speaker is giving respect actually.

For examples:

- a) The use of "*honorifics*" word like, Sir in the sentence, I'm sorry, **Sir**"
- b) "I don't think you ought to do that, **Mr. President**".

#### 6) Strategy 6: Apologize

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative and there by redress that impingement. For examples:

1. "I hesitate to trouble you, but..."
2. Sorry, I may be wrong, but I did not mean it

#### 7) Strategy 7: Impersonalize S and H

Other way of indicating that S doesn't want to impinge on H is to phrase the FTA as if the agent were other than S, or not S alone at least, and the addressee were other than H, or only inclusive of H. Example: **Everyone else gets it about this material?**

#### 8) Strategy 8: State the FTA as a general rule

One way of dissociating S and H from particular imposition in FTA is to state the FTA as an instance of some general social rule, regulation, or obligation. Example: **Parking in the front of teacher office is forbidden**, so you must move it.

9) Strategy 9: Nominalize

The more nouns are used in an expression, the more removed an actor from doing or being something and the less dangerous an FTA seems to be. For example: **“Thank you for your support you give.”**

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

indebting H The strategy is done by claiming S’s indebtedness to H or by disclaiming any indebtedness of H, so that Speaker can redress an FTA. For example: **“I could be easily do it for you.”**

**D. Off Record Strategy**

The final politeness strategy outlined by Brown and Levinson is the indirect or off-record strategy. Brown and Levinson (1987: 211) state that, a communicative act is done off record if it is done in such a way not possible to attribute only one clear communicative intention to the act. In other words, “the actor leaves himself an out by providing himself with a number of defensible interpretations”. Off record utterance are essentially indirect uses of language: to construct an off-record utterance one says something that is either more general (contains less information in the sense that it rules out for possible states of affair) or actually different from what one means (intends to be understood).

“Referring to Brown and Levinson statement above, off

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

Besides that, the language that use in off record strategy is indirect language. When the speaker uses this strategy, he would only give a clue, so the hearer must have to interpret it self. The following is explanation of fifteen off record strategy according to Brown and Levinson theory (1987: 213-227).

#### 1) Strategy 1: Give hints

This strategy is done by giving hints; that S invites H to search for interpretation of the possible relevance. Generally, hints consist in raising issue of certain desired act by stating motives or reasons for doing that act.

For examples:

- a) **"Ouch, I'm so thirsty"** (give me a drink). In this example S implies that S wants H to give somewater.
- b) **It's cold here.** (shut the window) in this example S implies that S wants H to open the window. In those examples above, S asked fora request by givinghint.

#### 2) Strategy 2: Give association clues

The strategy is conducted by mentioning something associated with the act required of H either by precedent in

S-H's experience or by mutual knowledge irrespective of their interaction experience.

For examples:

- a) When someone needs a ride to a market, she says “**Are you going to market? There’s a delicious banana, I suppose.**” (S wants H to buy the banana)
- b) “My house, it is not very far away” (“There is the path that leads to my house”).

### 3) Strategy 3: Presuppose

This strategy is done through an utterance which is relevant in context and invites H to search for an interpretation of the possible relevance just at the level of its presuppositions.

For examples:

- a) When someone implicates a criticism on his friend's responsibility to wash the car, he says “I washed the car **again** today”.
- b) “I threat **again**”. (He was threatened before)

### 4) Strategy 4: Understate

To express understatement, S says less than is required and as a result generates implicatures.

For examples:

- a) When someone doesn't really like a friend's new haircut, she just says “**It's pretty nice.**”

b) A: “What a marvellous place you have here” B: “Oh I don’t know it’s a place”.

5) Strategy 5: Overstate

The strategy is done by saying more than is necessary, or by exaggerating or choosing a point on scale which is higher than the actual state of affair. For example: **There were a million trucks in the road this morning (that’s why I’m late)**

6) Strategy 6: Use tautologies

Using the strategy tautology means S encourage H to look for an informative interpretation of the non-informative utterance. For examples:

- a) Why didn’t you come last night? **Promise is promise.**”
- b) **War is war.**

In this context, the speaker uses tautologies to show the hearer that the bold sentence aims to pressuring the information.

7) Strategy 7: Use contradictions

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

a) A: Are you upset about that?

B: **Well, I am and I'm not.**

b) Oh, I'm ok. Disappointed, No. Not disappointed, not also.

#### 8) Strategy 8: Be ironic

To be ironic means by saying the opposite of what S means. Though that way, Speaker can indirectly convey his intended meaning, if there are clues (prosodic, kinesics, or textual) which relevant to the context.

For examples:

a) When a man and his guest passing through a slum area for instance, he says "lovely neighbourhood, eh?"

b) "Ouch, you always come on time". In this context the speaker actually wants to tell that the hearer always coming late.

#### 9) Strategy 9: Use metaphor

The use of metaphor is usually on record, but there is possibility that the connotations of the metaphor uttered by S may be off record. For example: when someone says **"Harry's a real fish" which means Harry drinks like a fish.** In this context the speaker shows that Harry like a fish, because the fish love the water. Harry as being equal to the fish, because both of them love the water.

#### 10) Strategy 10. Use the torical questions



The use of this strategy is by raising questions that leave their answers hanging in the air or implicated to do FTAs.

For example: **“How many times do I have to tell you?”**

11) Strategy 11: Be ambiguous

The term “ambiguity” includes the ambiguity between the literal meaning of an utterance and any possible implicatures inside. Example:

a) **“John’s a pretty smooth cookie”** can be intended as compliment or insult, depending on which the connotations of *smooth* are latched onto.

b) Mmm, there is a new one, guys! in this context, the word “new” indicates ambiguity. Its depend on the context.

12) Strategy 12: Be vague

This strategy is conducted by being vague about who the object of the FTA is or what the offence is. For example:

**Perhaps someone did something naughty.**

13) Strategy 13: Over-generalize

This strategy is done by saying utterance that may leave the object vaguely off record, and then H has the choice of deciding whether the general rule applies to him. For examples:

a) “Mature people sometimes help do the dishes”. In this context, the speaker uses this strategy to show that

mature people generally have a responsibility help to serve the dishes.

b) Students sometimes doing his homework in the morning in the class.

14) Strategy 14: Displace H

S may go off record to address the FTA to someone whom it wouldn't threaten and hope that the real target will see that the FTA is aimed to him. For example: **“Tito, please bring daddy’s bag, honey!! In this context,Tito is still a child, then his wife out while brings the bag”**

15) Strategy 15: Be incomplete, use ellipsis

The strategy is done by leaving implicature, “hanging in the air” without rhetorical question. For example: S got headache and ask H to go for an aspirin, he just says: **“Oh sir, a headache....”**

**C. Face Threatening Acts(FTA)**

Fraser (1990: 229) states that face is something that can be lost, maintained, or enhanced and any threat to face must be continually monitored during an interaction. And, since face is so vulnerable, and since most participants will defend their face if threatened, the assumption is made that it is generally in everyone's best interest to maintain each other's face and to act in such ways that others are made aware that this is one's

intention. Face Threatening Acts is acts that infringe on the hearer's need to maintain her/his self-esteem and to be respected.

In relation to the concept of face, Brown and Levinson (1987) introduce the term FTA, a face-threatening act, which sometimes cannot be avoided. In fact, the purpose of politeness is to soften face-threatening acts because it is in everyone's mutual interest to do so (Brown and Levinson 1987: 59-60). A face threatening act is a speech act (such as a warning or a threat) that can damage the hearer's positive or negative face (Brown and Levinson 1987:61). Threats to a negative face are reactions by which a person indicates that they do not intend to avoid impending one's freedom of action. Examples of these are orders, advice, and warnings. Threats to a positive face are actions which indicate that a person does not care about the addressee's feelings or wants. Examples of these are criticism, disagreements, and mention of taboo topics.

According to Brown and Levinson (1987: 68), any rational agent wants to avoid FTA's and therefore uses certain strategies to minimize the threat. When a person is about to perform an FTA, they have to estimate the degree of the face threat involved. The less imposition of the act and the less powerful and distant the other person is, the less polite one has to be.

#### **D. Context of Situation**

Context is one of the factors that give an effect to people how they use the language. According to Asher (1994: 731) context is one of those linguistic terms which are constantly used in all kinds of context but never explained. It has relationship with meaning and they are important in pragmatics. Finnegan et al. (1997: 345) state that the essential element in the interpretation of an utterance is the context in which is uttered. The context can influence the speaker on how to use the language. Yule (1996:21) states that context simply means the physical environment in which a word is used.

In communication context has an important role because if the conversation is run based on the context, so the communication can run well and easily understood by the listeners. Mulyana (2005: 21) states that the context is the situation or the occurrence from background of communication. Conversation or dialogue require context because the context is the reason communication happen. According to Cutting (2002) context factors are important point in studies of politeness strategy particularly in relation with discourse in study pragmatics. Besides, Mey (1993: 39-40) states that context is more than a matter of reference and of understanding what things are about. It gives a deeper meaning to utterances. The utterance "It is along time since we visited your mother", when uttered in the livingroom by a married couple, has a totally different meaning from

it is uttered by a husband and wife while they are standing in front of the hippopotamus enclosure at the zoo, in which it can be considered as a joke. Context can be divided into two kinds, i.e. context of situation and cultural context.

#### 1. Context of Situation

According to Cutting (2002:3), context of situation refers to the context surrounds the speakers to which they can see it. It is the immediate physical co presence, the situation where the interaction is taking place at the moment of speaking. In addition, Hymes (in Wardhaugh, 2006: 247) emphasizes the importance of an ethnographic view of communicate events within communities. He explicates that context of situation will limit the range of possible of interpretation, and on the other hand, support the intended interpretation. He, then developed the SPEAKING model that is relevant to the identification speech event and politeness strategies.

##### a) (S) Setting and Scene

Setting refers to the time and place, i.e., the concrete physical circumstances in which speech takes place. In other words, it is where the event is situated. For example, a classroom can be a setting where the teaching and learning process occurs. Meanwhile, scene refers to the abstract psychological setting, or the cultural definition of the occasion. Participants are allowed to change scenes within a

particular setting. They can change the level of formality or the kind of activity in which they are involved.

b) (P)Participants

Participants are the ones involved in the conversation. They include speaker-listener, addressor-addressee, or sender-receiver. They generally fill certain socially specified field roles. Forexample, in a classroom context, the participant involves a teacher and his or her students.

c) (E) Ends

Ends refer to the conventionally recognized and expected outcomes or goals of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. To put it simply, ends are what the participants intend to achieve by saying such speech acts. For instance, the teacher may pose a question to the students to get some information, to activate their background knowledge or to check theircomprehension.

d) (A) ActSequence

Act sequence refers to the actual form and content of what is said: the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. For example, public lectures and casual conversation have different forms of speaking; with each goes different kind of

language and things talked about.

e) (K)Key

Key refers to cues that establish the tone, manner or spirit of the speech act. The message can be conveyed in light-hearted, serious,

precise, pedantic, mocking, sarcastic, or even pompous tone.

f) (I)Instrumentalities

Instrumentalities refer to the choice of channel and to the actual forms of speech employed, such as the language, dialect, code or register that are chosen. The speech acts can be conveyed through oral, written or telegraphic form.

g) (N) Norm Interaction and Interpretation

Norms of Interaction and Interpretation refer to the specific behaviours and properties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g., loudness, silence, gaze return, and soon. In other words, it can be regarded as the social rules governing the event and the participants' action reaction.

h) (G)Genre

Genre refers to particular types of utterance; such as poems, proverbs, riddles, sermons, prayers, lectures, and editorials. These are all different from casual speech. Particular genres seem more appropriate to conduct on

certain occasions. For example, sermons are more appropriate to be inserted in church services.

To summarize, using this framework of S.P.E.A.K.I.N.G allows people to learn more about how people communicate and how that communication is often patterned to achieve its objective within particular speech communities. In addition, Holmes (1992:12) proposes that not all factors are relevant in any particular context but they can be grouped in ways which are helpful. In any situation, linguistic choices will generally reflect the influence of one or more of the following components:

- 1) The participant: who is speaking and who are they speakingto?
  - 2) The setting or social context of the interaction: where are they speaking?
  - 3) The topic: what is being talkedabout?
  - 4) The function: why are theyspeaking?
2. Context of Socio-Cultural

The socio-cultural context in which human communication occurs is perhaps the most defining influence on human interaction. It influences the way the interlocutors deliver their utterances as well as the linguistics choice they use. Only those who shared knowledge of cultural context will easily recognize the intended meanings communicated by the speakers. Cutting



(2002: 6) believes that it is the cultural and shared attitude of a group that can make the humour of one country difficult to understand for one people of another country and the humour of one generation incomprehensible to another generation. This phenomenon happens because the participants have different shared belief.

Furthermore, Yule (1996: 21) asserts that an analysis of reference not only depends on the situational context but also on the local context and the local knowledge of the participants. For example: The heart-attack mustn't be moved. The utterance above shows that local context and local knowledge crucially determines the interpretation of the speaker's intended meaning. People who are familiar with the local socio-cultural convention of that utterance will easily recognize the meaning. In this case, the nurses identify the patient via the name of the illness. Therefore, people should not neglect the cultural context to be able to interpret the speaker intended.

### 3. Curriculum

According to Idi (1999: 3) The technical term is come from Latin Language "Curriculum" beginning has definition a running course and in the France, Language is courier mean to run. The technical term is use to a number of lesson or course that must be accomplished to achieve the honours in the world

of education, known as a diploma. Traditionally, the curriculum is defined as the subjects taught in all schools. Understanding the curriculum deemed traditional is still widely practiced until now includes Indonesia. In the modern era, curriculum is not only understanding to the point in the course, but also relate the experience school outside a educational speed.

Muhaimin (2003: 182) states that, in the narrow sense curriculum is a set of plans, regulations, content, and materials as well as how to use as a guide the inaugural teaching and learning activities in school. Understanding sends underlined the existence of four components in the curriculum, namely: the purpose, content, organization and strategy.

In a larger sense, as mention in the Sisdiknas Law No. 20 of 2003 that curriculum is: achieve a particular purpose. "A set of plans and the setting of objectives, content and learning materials and how to use as a guide for learning activities to achieve a particular purpose."

Curriculum is a basis of teaching and learning process, so every teaching-learning process has to follow the curriculum. It is planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. That is why every teacher has to understand and follow the current curriculum before planning

and developing a kind of teaching-learning process and the materials for teaching and learning process. MTs N 2 Boyolali adopted curriculum 2013 to successfully in shaping character and competence in that school, and behavior the students would appear on all of the activity inside or outside the class.

Permendikbud No. 65/2013 standard primary and secondary education learning plan stipulates that the process designed in the form of the syllabus and lesson plan (RPP), assessment of learning to use authentic assessment process that assesses the readiness of students, the process, and the overall learning outcomes. Implementation of learning program also implemented remedial and enrichment programs.

Basically, the goal of the curriculum unit level education is how to make students and teachers more actively in learning. In addition to the students must be active in teaching and learning activities, teachers also should be active to interest the students' creativity so that dialogue between teacher and student are going well.

#### **E. Classroom Interaction**

Interaction it means or conversation, and classroom is the place that teaching-learning process occurs. According Brown (2001:165) describes the term of interaction "as the heart communication, it is what communication is all about". The communication in the classroom needed the teacher and the students to be successful.

Richards and Schmidt (2010:289) define interaction as the way in which a language is used by interlocutors. Wikipedia (2014) defines interaction as a kind of action that occurs as two or more objects have an effect upon one another. So, it can be concluded that interaction is the way used by people or things to communicate to each other.

Chaudron (1998:10) states that, classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. Interaction occurred as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Thus, interaction between the teacher and the students is fundamental to the learning process.

Interaction is the heart of communication (Brown 2001: 165). Most people used language to communicate with the other people, they communicated to share some information. Communication needed to have an interaction with people in the world, and communication in the classroom needed by the teacher and the students to communicate without misunderstanding. Classroom as a place to communicate, it would become a place to transmitting a message to someone else. So, in the classroom they needed participants to transmit the message, they are the teacher and the students. Language used by the teacher and the students to transmit

some information in the classroom.

Interaction has a similar meaning in the classroom. Classroom interaction might be defined as a two-way process between the participants in the learning process, the teacher influences the learners and vice versa (Dagarin: 2004). Furthermore, Dagarin (2004: 129) states that the one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. The teacher could talk, lecturing, asking questions, and giving instruction with their students in the classroom.

Talk about role in classroom interaction, Icbay (2008:2) states that, classroom interaction is considered to be one of the role platforms where any reality about any classroom phenomena is constructed, shared, and made meaningful both to the participants and to the outsiders who take interest in what happens in the classrooms.

Related to classroom interaction in foreign language, Hall and Verlaetse (in Consolo, 2006:34) states that, the role of interaction in additional language learning is important. It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development.

Classroom is the important place for the students and the teacher

to interact. Classroom interaction had two interactions such as verbal and nonverbal interaction. Verbal interaction is where the teacher and students talk, while nonverbal interaction is the expression by the teacher and the students when they communicated without using words.

#### **F. Previous Study**

The researcher does not deny that this research is not the first one to discuss politeness, especially the phenomenon of positive politeness strategies. In fact, there have been many previous researches on this topic. A number of researches were done under pragmatics studies with politeness strategies as the main issue to be discussed. However, this research is different because it has its own issues, theory and methodology.

The researcher showed the previous studies that is in line with the first, the research is entitled "*Politeness Strategies of The Comments Toward International Women's Day (A Pragmatic Case Study on Donald Trump's Instagram Post)*", a thesis written by Yunisa Ammaida, 2018. The purpose of this study was to describe politeness strategies employed by the users to give comment toward Donald Trump's Instagram post on International Women's Day and to explain the factors that influence the users to use the strategies. The findings of this research, the researcher found positive strategy is the highest strategy with total 276 (53%) data out of 525 used by

the users to give the comment toward Donald Trump's Instagram post on International Women's Day. The researcher also found social distance factor which factor is mostly influence the users used politenessstrategy.

The second research is entitled "*Politeness Strategy Used in Bilingual Program at IAIN Surakarta in Academic Year of 2017/2018*", a thesis written by Roshita Indah Sari, 2018 In this research, the researcher applied a qualitative research design with qualitative descriptive study. This research focused on politeness strategy occurred in the bilingual program by tutor and tutees. In this research, the researcher described the types of politeness strategy performed in bilingual program by doing conversation and analyzing the utterances by tutor and tutees. In this research, there are four types of politeness strategy by tutor and tutees in bilingual program. They are bald on record (42 utterances), positive politeness (15 utterances), negative politeness (12 utterances) and off record (6 utterances). Bald on record is the most frequent strategy while the off record is the fewest frequent strategy. In conclusion, the dominant use of bald on record strategy implies that the tutor dominant theconversation.

The third research is entitled "*The Use of Politeness Strategies in the Classroom Context by English University Students*", a journal conducted by Murni Mahmud from Makassar University. The aim of this journal is to explore the politeness strategies of English students

at one of the universities in Makassar. The researcher applied descriptive qualitative research method to explore the politeness phenomena in EFL classroom interaction. This journal use Brown and Levinson's Politeness Theory. The the findings from the study revealed that English students used different kinds of expressions to encode their politeness in the class. Those expressions are in the forms of greetings, thanking, addressing terms, apologizing, and fillers. These expressions categorize as positive and negative politeness. The findings of the study might be used as an input for teachers and students in an effort to create effective classroom interaction.

The fourth research is entitled "*Politeness Principle in The Ellen DeGeneres Show and Its Implication in Learning English*" a journal conducted by NaimatulHusaini, 2017. The aims of the research to examine in depth The principles of language politeness and politeness strategies that contained in The Talk Show "Ellen DeGeneres Show". The research is a qualitative research using content analysis method. The results of the research showed: (1) Politeness principle that the most commonly used was The sympathy maxim about 68 utterances (36,55%), while generosity maxim was The least-used, 1 utterance (0,53%); (2) The most frequent violation of priciple politeness was agreement maxim about 24 utterances (68,57%), while The least violation principle of politeness was



approbation maxim, 2 utterances (5,71%); (3) The implications of politeness in The learning of English is divided into two, Theoretical and practical implications.

Comparing with the researcher above, this research is not just focusing on one politeness strategy, but it covers the all four strategies: bald on record, positive politeness, and off record. The researcher analyzes the kind of politeness strategies based on Brown and Levinson's (1987) theories.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the researcher presents the method of this study. The method's aim is to reach the objectives of this research which have been mentioned in the chapter 1. The explanation in this chapter will be about the research design, research setting, subject of the research, data and source of the data. Technique of collecting the data, research instrument, the data coding, technique of data analysis, and trustworthiness of the data.

#### **A. Research Design**

The 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 researcher. As the method used for this research is the descriptive qualitative method where the researcher can describe holistically the use of politeness strategies used by the teacher and the students in English class. The researcher use descriptive qualitative method because in doing this research, the researcher collects the data. Make an analysis and makes a conclusion. Wiersma (1995) states that qualitative research is a research that describes event in words than number or size. Therefore, the data and the analysis in this research are in descriptive form and the data was collected in word form (Moleong, 2001).

Based on the explanation above, the researcher concludes that qualitative research is a process research that explain on describing and

analysis by telling and interpretation of the data.

## B. Research Setting

### 1. Place of the Research

The researcher conducted at SMPN 2 KARANGMALANG. It is located on Gambiran, Guworejo, Karangmalang, Sragen, JawaTengah, 57213. NPSN:20312925, Date of operational permit degree on first may 1992. Headmaster of SMP N 2 Karangmalang namely Sunarso, School accreditation status A. The curriculum 13, the time learning time is Morning.

### 2. Setting of Time

This research conducted for Januari 2022. The research schedule describe in the following table.

No.	Activity	Month			
		Sep-22	Oct-22	May-23	Jun-23
1	Pre-observation				
2	Consulting Proposal				
3	Joining Proposal Seminar				
4	Collecting and Analyzing the Data				
5	Consulting and Writing				

	the Research Report				
6	Doing Thesis Examination				

### C. Subject of the Research

The subject of this researcher choose the students of 8B because they have a good achievement and class 8B is a favorite class. Class 8B consist of 32 Students.

### D. Data and Source of Data

Lodico et al.(2010:165), in all qualitative research,data analysis and interpretation are continous throught 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 note information from document, all of which must be examined and interpreted.

According to Miles and Hub berman (1994:10), analysis can b e defined as consisting as three current flows of activity that is data reduction, data display and conclussion drawing. 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 the data for this study in the pre-research documents on september 29, 2022 transcription to text. Analyze by listening carefully and check the data by reading transcription to see the context. Next the researcher selects teacher politeness strategies to students to be analyzed. After that, researchers categorize data based on document transcripts.

### 2. Data Display

The second 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 use 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

problem and politeness strategies theory that are used.

#### **E. Technique of Collecting data**

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 wants to observe when observation taking place. The focused of the observation is politeness strategies on English class teaching learning process at the SMP N 2 Karangmalang 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.

Documentation that is the researcher gets from process of observation, field note. In this study, the researcher know politeness strategies by used teacher on teaching learning process. The next step, the researcher process the data.

#### **F. Research Instrument**

In a qualitative research, the researcher is the key instrument (Sugiyono, 2010:133). As the main instrument, the researcher plans the researcher plans the research, collects the data, classifies the data, analyzes the data, makes the interpretation and finally reports the result of the research. In identifying the research, the researches needs some supporting instruments like video recorder and note. It is use to collect the data so that the researcher can collect the data easily and the data can be correct.

## **G. Technique of data Analysis**

### 1. Data Reduction

According to Miles and Huberman (1994:12), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. They further point out that the data reduction or data condensation process is varied in several ways, such as through selection. Summary or paraphrase and being subsume in larger pattern. After collecting the data of teachers utterances, the researcher continued the study by selecting and simplifying the data of the teacher and students utterance which contain the politeness strategy so that there is no unimportant utterance include in the data.

### 2. Data Display

The next point of data analysis is data display. After collect and reduces the data, the researcher displays the amassed data in organized and compressed information that will leads to conclusion. The forms of qualitative data display include types of matrices, graphs, charts, or networks. The function of these types of data display is to do accessible. Compact, and organized information of the data. The researcher classified the data of the teacher and students politeness strategies and displayed them in information.

### 3. Conclusion drawing and verification

After the data displayed in a form of table, then the researcher would be able to interpret it and reach conclusions and verifications. Derived from the data displayed in tables, the next step conducted by the researcher is describing and interpreting the data so that the conclusions and verifications of the politeness strategy that used by the teacher and students can be drawn.

In short, the steps in analyzing the data are:

- a. The researcher collect the data through observation by take some videos. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem.
- b. After selecting the data, the researcher displays those data into table form.
- c. After displaying the data, the conclusion is drawn.

#### **H. Trustworthiness of the data**

The data which found toward qualitative research had to be cross checked in order that the researcher gets an appropriate data, being the result of this study are credibility, transferability, dependability and conformability. Triangulation is one of data validation techniques. It assesses the sufficiency of the data according to the convergences of multiple data sources or multiple data collection procedure.

In this study researcher used data triangulation, which entails gathering data through several sampling strategies, so that slices of data at



different times and social situation, as well as on a variety of people, are gathered.

## **CHAPTER IV**

### **RESEARH FINDINGS AND DISCUSSION**

This chapter is divided into two chapter first chapter presents and describe the examined data from classroom observation. The data found relates to the politeness strategies used in the speech of teachers and students during the teaching and learning process. The second part consist of discussing the data found in the utterance of teachers and students. This section provides a deep explanation on the politeness strategies used by teachers and students. The discussion section provides the deep and detailed description of the data findings.

#### **A. Reseach Finding**

##### **1. Types of politeness strategies used by students and teacher**

The findings of this data are related to the types of politeness strategies used by students and teacher at SMP N 2 Karangmalang Sragen. Brown and Levinson classify Politeness strategies into four , (Bald on record, Positive politeness, Negative Politeness, Off record).That have been done three times Obsrvation of document for students and teacher in 8B. the result of the document is displayed in the table below:

Table 4.1 the result of document in politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.

<b>TEACHER MEETING 1</b>				
<b>Activities of Teaching Learning Process</b>	<b>POLITENESS STRATEGIES</b>			
	<b>OF</b>	<b>BR</b>	<b>PP</b>	<b>NP</b>
Opening			2	
Main Activity		2	1	
Closing		1	1	
Total of Each Politeness Strategies		3	4	

Note:

OF: OFF Record

PP: Positive Politeness

BR: Bald on Record

NP: Negative Politeness

<b>STUDENTS MEETING 1</b>				
<b>Activities of Teaching Learning Process</b>	<b>POLITENESS STRATEGIES</b>			
	<b>OF</b>	<b>BR</b>	<b>PP</b>	<b>NP</b>
Opening			1	
Main Activity			1	1
Closing				
Total of Each Politeness Strategies			2	1

Note:

OF: OFF Record

PP: Positive Politeness

BR: Bald on Record

NP: Negative Politeness

Types of politeness strategies used by teacher and students of meeting 1.

a. First meeting of Teacher and students in learning process, the first meeting conducted in miss Nova 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 8B SMP N 2 Karangmalang Sragen 07:30-09.30 as usual before doing learning process class lesson, the teacher greets as the opening of the English lessons, then ask the students how the 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 learning process. Based on the first observation the teacher used two strategies in the opening.

T: *Assalamu’alaikum Wr.Wb.*

S: *Wa’alaikum salam Wb .Wb.*

As a muslim, the teacher greeted her students by salam.

Greetings 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 students 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, thank you miss*

S2: *I'm fine miss, and you?*

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

#### 1) 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 instruction ,but it was nore directive in the utterance “We enter chapter 1, the material is expression asking and giving attention”. The teacher gave the instruction to the students to pay attention to her.

In 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 process.

*T: we enter chapter 1 yes, the material is expression asking and giving attention where we give attention to someone,for example: could you give me attention, then you can answer with yes miss for female teachers,if men yes sir.*

The utterance was said after the teacher gave materials for first meeting. The researcher found the use of bald record usage. In english teaching learening used when teacher giving comand about homework.

*T: Have you had finish your homework  
S: yes i have miss*

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: I forgot to do the homework miss*

*T: yes*

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

*S1:I don't think there is homework miss*

*S2:I didn't do the homework, how ?*

The of the applied that utterance to get expession student receive to

other students.

### 1) Closing

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

#### a). positive politeness

at the closing, as usual the teacher gave a closing greeting as a sign that the lesson was finished. Positive politeness used by teacher in closing of materials. It was a teacher sympathy.

*T: Assalamualaikum wr.wb .*

*S: waalaikumsalam wr .wb .*

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

#### a) Bald on record

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

*T: do not forget to learn ,and do their duties,and stay save.*

The teacher remained the students for learning from home everyday.

Table 4.2 the result of document in politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.

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

Note:

OF: OFF Record

PP: Positive Politeness

BR: Bald on Record

NP: Negative Politeness

<b>STUDENTS MEETING 2</b>				
<b>Activities of Teaching Learning Process</b>	<b>POLITENESS STRATEGIES</b>			
	<b>OF</b>	<b>BR</b>	<b>PP</b>	<b>NP</b>
Opening			2	
Main Activity		2	1	
Closing			1	
Total of Each Politeness Strategies		2	4	

Note:

OF: OFF Record

PP: Positive Politeness

BR: Bald on Record

NP: Negative Politeness

Types of politeness strategies used by teacher and students of meeting 2.

- a) Second meeting of teacher and students in learning process. The second conducted in miss Nova 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

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:Assalamualaikum wr .wb.*

*S: waalaikumsalam wr .wb.*

As a moslem, The teacher believed giving salam will give thankfull in the English teaching learning process.

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

*T: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 thank you miss*

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

## 2) Main Activity

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

### a) Bald on record

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

T: *Chapter III, still on capital verbs (the word that describes the verb) the second, which is usually used is should be used to express obligation, (obligation), so it's usually used for what we have to do, for example, Nana must study diligently, and can also be used for notifications or arlets highway. Traffic signs in the office, for example: No, what's the max smoking? necessarily that means no, that is fall in to the ban. The second is should is usually used to give advice to someone, for example Nana should study hard, tomorrow we have a test, that means you I have to study harder, because tomorrow I have a test.*

Context the teacher used academic instruction, but it was more directive. In the utterance “*Chapter III, still on capital verbs (the word that describes the verb)* “. In teacher gave instruction to the students to pay attention to her.

T: *for this task, you work on modules the task, you do on a piece of paper, give an identity, and maple, do you understand students?.*

S: *yes miss.*

The teacher provides an explanation and an instruction on the material about modal verb, and gives task for taking learning process, and the students also respon well and understand the task given.

b) positive politeness

T: *do you understand what I mean ?*

S: *yes miss, understand.*

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

3) Closing

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

a) Bald on record

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

T: *waalaikumsalam wr wb. we close the learning today with a reading alhamdulillah, do not forget the answer sheet of his task given an identify, thanks.*

S: *waalaikumsalam wr wb.*

The teacher remained the students about their previous task

who had been collected.

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 gives some instruction, and salam to students and students respond to the instruction. 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 Hamdallah, do not forget the answer sheet of his task given an identity, wassalamu'alaikum Wr. Wb.*

*S: wa'alaikumsalam Wr. Wb.*

Giving salam in the last meeting is bring blessed between teacher and students. The teacher reminded the students about their previous task who had been collected.

Table 4.3 the result of document in politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.

<b>TEACHER MEETING 3</b>				
<b>Activities of Teaching Learning Process</b>	<b>POLITENESS STRATEGIES</b>			
	<b>OF</b>	<b>BR</b>	<b>PP</b>	<b>NP</b>
Opening			3	
Main Activity		5		
Closing			1	
Total of Each Politeness Strategies		5	4	

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

- c) Third meeting of teacher and students in learning class, the third meeting conducted in miss Nova 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.

T : *Assalamu'ailaikum Wr,Wb.*

S : *Walaikum'salam Wr,Wb.*

As a moslem, the teacher believed giving salam will give thankful in the English teaching learning process. In the opening section, after the teacher greets the students, she ask students condition and students answer it. It habitis such kind of positive politeness strategy.

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

S :*I'm fine thank you miss.*

T : *We will start studying chapter four. Before we start English , please prepare your text book, modules and also stationary.*

S : *yes miss.*

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 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 :In this time I will presented English section, in chapter four come to my birthday please, if that birthday already know waht 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 ocation we can invite to someone, there are several events that we can use to make invitation car.*

Context the teacher used academic instruction, but it was more directive. In the utterance “*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 .

*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, and then where on a piece of paper.*

*S : yes miss.*

The teacher explained the materials and give instruction in detail, and the students understands 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 instruction, and salam to students and students response. It was a teacher sympathy.

*T : We close the learning with Hamdalah together, I think all for today,thank you for attention. Wassalamualaikum Wr.Wb.*

*S : Wa 'alaikumsallam Wr.Wb .*

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

## **2)Dominant of Politeness Stratygies used by Teacher and Students in English Class Teaching Learning Process.**

These data findings are related to types of politeness strategies used by teacher and students in English class teaching learning process at SMP N 2 Karangmalang Sragen. The use of politeness strategy by teacher was by bald on record strategy.

Bald on record is related with directness. Directness commonly is employed by speaker who has higher authority or more powerfull 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 posible to easy catch the speaker mean, so missunderstanding can be avoid. 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 students giving a respect to the teacher event though they did some argument from doing this strategy.

## **B. Discussion**

According to Brown and Levinson (1987) everyone has selfpublic 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 of English teaching learning process can be described as follows:

### **1. Types of politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.**

Types of politeness strategies used by students from the total number of 12 utterance, the researcher found 4 were used bald on record strategy,.used

positive politeness strategy, 9 used negative politeness strategy . the use of politeness strategy was dominated by bald on record strategy.

Types of politeness strategies used by teacher, there are 24 utterances found that used by students during three meetings. From the total number 14 utterances used bald on record strategy, used positive politeness strategy, 13 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 in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.**

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 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 students was positive 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 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. Actually they knew what the teacher means, but the 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 SUGGESTION

#### A. Conclusions

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

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.. 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. 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 shoud 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.

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# APPENDICES



## APPENDIX I : Subject of the Research

**1. English Teacher : Nova S,Pd.**

**2. Student list of 8B**

NO.	NAME
1	ADE DWI CAHYANTI
2	ALFIA DAMAYANTI
3	ANA PUJI RAHAYU
4	ANIS MONIKA
5	ARDIAN ALIF MUSTOFA
6	ARI SETIAWAN
7	BIMA WICAKSONO
8	CAHYO TRI WIDI
9	DAWUD SUHADAK
10	DWI UTAMI
11	DWI SETYANINGSIH
12	GALANG PUTRA WISANA
13	GANES KRISTANTI
14	IRNA VIRNANDA
15	MAYA CANDRA KIRANA
16	MEIDA NANDA LESTARI
17	MUHAMMAD ADRIANTO
18	OKKY DWI SAPUTRA
19	RAHMAD ZIDDAN
20	ROSYID FAHMI
21	RONA FATMAWATI
22	ROSSY PANDU
23	SANTRIKA GUSTARI
24	SEPHIA MERLINDA
25	SIGIT RAMADHAN
26	SITI ZAHRA ROHMANA
27	SURYO PANDU UTOMO
28	TANTRI DWI ANGGA
29	TAUFIK NUR AMAN
30	VENDY MUHAMMAD
31	WISNU WARDANA
32	YESI INDRI SARASWATI

## **APPENDIX 2:Field Note**

### **OBSERVATION 1**

**Title :Observation of politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.**

**Subject : Teacher and Students**

**Place : Classroom of 8B SMP N 2 Karangmalang**

**Date and Time: September,29 2022 , 07:30-08:30**

Observation conducted in Miss Nova at September,29 2022 . that day,she taught eighth gradee 8B and first meeting. Miss Nova came to the class on time. The class began at 07:30 am until 08:30 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.

#### **Teaching Learning Process**

**T: Teacher S: Students**

#### **Opening**

T: Assalamu'alaikum Wr.Wb.

S: Waalaikumsalam Wr.Wb

T: Good morning Students

S: Good morning Miss

T: How are you today

S: I'm fine thank you ?

T: I'm fine to, Thanks

### **Main Activity**

T : Let me introduce of my self, my name is Nova, I live in Kauman, Pilangsari,Ngrampal,Sragen.

S: yes miss

T: Today's material are about stating obligation expression. Do you expressions?

S : To show exspression miss

T: ok,for example “must you work so hard”

T: Nicko, you don't forget to use your mask “.

S: yess miss

T: All students please your mask and keep social distancing.

S1: yes miss

S2:okay miss

T: sorry students for today just a moment because miss wants to have a meeting today so you will do the assignment .do the work done on a piece of paper named and maple .do you understand ?

T: yess miss

### **Closing**

T: We are closed for today's meeting thank you, wassalamnualaikum Wr.Wb.

S: waalaikumsalam Wr.Wb.

**Document 1 .**

**Title :Document of politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.**

**Subject : Teacher and Students**

**Place : Classroom of 8B SMP N 2 Karangmalang**

**Date and Time: 07:30-08:30**

**Opening**

T: Assalamu'alaikum Wr.Wb.

S: Waalaikumsalam Wr.Wb

T: Good morning Students

S: Good morning Miss

T: How are you today

S: I'm fine thank you ?

T: I'm fine to, 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: could you give me attention, then you can answer with yes miss for female teachers,if men yes sir.

T: Have you had finish your homework

S:yes, I have miss

S:I forgot to do homework miss

T:yes

S1:I don't think there is homework miss

S2:I didn't to do homework,how?

### **Closing**

T:Assalamualaikum Wr,Wb,

S:Walaikumsalam Wr,Wb.

T: Do not forget to learn and do their duties and stay safe

**Document 2 .**

**Title :Document of politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.**

**Subject : Teacher and Students**

**Place : Classroom of 8B SMP N 2 Karangmalang**

**Date and Time: 07:30-08:30**

**Opening**

T: Assalamu'alaikum Wr.Wb.

S: Waalaikumsalam Wr.Wb

T: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 thank you miss

**Main Activity**

T: Chapter III,still on capital verbs (the word that describes the verb) the second, which is usually used is should b e used to express obligation,(obligation), so it's usually used for what we have to do, for example, Nana must study diligently, and can also be used for notifications or arlets highway. Traffic signs in the office, for example:No, what's the max smoking?necessarily that means no, that is fall in to the ban. The second is should is usually used to give advice to someone, for example Nana should study hard, tomorrow we have a test, that means you I have to study harder, because tomorrow I have a test.

T: for this task, you work on modules the task, you do on a piece of paper, give an identity, and maple, do you understand students?.

S: yes miss.

T: do you understand what I mean ?

S: yes miss, understand

### **Closing**

T: We close the learning today with a reading Hamdallah, do not forget the answer sheet of his task given an identity, wassalamu'alaikum Wr. Wb.

S: *wassalamu'alaikum Wr. Wb.*

**Document 3 .**

**Title :Document of politeness strategies used by teacher and students in English class at the eighth grade students of SMP N 2 Karangmalang in the Academic year 2022/2023.**

**Subject : Teacher and Students**

**Place : Classroom of 8B SMP N 2 Karangmalang**

**Date and Time: 07:30-08:30**

**Opening**

T: Assalamu'alaikum Wr.Wb.

S: Waalaikumsalam Wr.Wb

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

S :I'm fine thank you miss.

T : We will start studying chapter four. Before we start English , please prepare your text book, modules and also stationary.

S : yes miss.

**Main Activity**

T :In this time I will presented English section, in chapter four come to my birthday please, if that birthday already know waht 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 ocation we can invite to someone, there are several events that we can



use to make invitation card.

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, and then where on a piece of paper.

S : yes miss.

### **Closing**

T : We close the learning with Hamdalah together, I think all for today,thank you for attention. Wassalamualaikum Wr.Wb.

S : Wa'alaikumsallam Wr.Wb .

**APPENDIX 3: TEACHING AND LEARNING PROCESS IN THE  
CLASSROOM**

