CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important thing in communication. People as social beings, can not live alone. 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 because it will difficult for having a good communication to others. A good communication means understand each other to express any information, thought, feelings, opinion, knowledge act without a conflict or misunderstanding between the speaker and the hearer.Language means A system of sign and symbols and rules for using them that is used to carry information" (Merriam Webster, 2005:648)while according to Steinberg (2007: 115), language is an unified system of signs that allows people to think, share meaning and define reality.

In English there are four skills, those arelistening, reading, writing and speaking. From those skills, speaking is the most important one in communicationin teaching learning process. Speaking has significant purpose as the main tool for learning, doing interaction and it is generally assumed to be the most essential for a successful study between teacher to the students or student to student. The way people to say something to others (sentences type, word, sound, act) is something that really need to chooseto avoid a misunderstanding between the speaker and the hearer. Thus, politeness is really needed to build a good communication in relationship with other people.

Politeness is a part of pragmatic that study about how to behave and actproperly. Politeness is not only for one group of society, but also for everyone in all conditions and situationswho are using language as his/her tool in doing communication to make a good social interaction among

them. Using politeness can make listeners give a good respond to the speaker. There are some reasons why politeness is important. First, politeness is sign to show his or her respect to hearer. Second, politeness indicates a professional person. Third, people will respect to the speaker who speak in using politeness. In interaction, politeness can be defined as the means of employed to show an awareness of another person face. The conversation will go run well, go smoothly and more acceptable by others because politeness plays a role to keep a relationship between the speaker and the hearer, so the participants have to choose certain strategies to have polite conversation, the strategies will lead the conversation be acceptable and comfortable.

Politeness is used by teacher and students in teaching learning process. By considering the politesses, it is obvious that discussing of politeness used by speaker is also importantIn teaching learning process. The process of teaching and learning will not success if there is no politeness, for example when the teacher is angry to the students, it will make the students feel scary and have not interest in study anymore. That's why politeness strategy in teaching and learning process should be kept to get a good relationship.

When the writer did the teaching training program, the writer found some ethical problems between teacher and students. Such as, students that consideredtheir teacher like a friend cause they were free to say what they wanted or calledthe teacher as they like,spoke with impolite sentence to the teacher, or when a student askedabout material to the teacher then the teacher answered the student's question gloweringly, or other impoliteness that made the teaching learning process be uncomfortable and unacceptable. When the teacher or students did something impolite like that, it made the hearer also gave bad response to the speaker. For example: (The bell at the school has rang. All students should go to class. But, one of the students went out and didn't care it)

Teacher :Hey, where did you want to go?

Student :I wanted to go for awhile miss.

Teacher :Didn't you hear that the bell has rang?You could not go.**Came back to your class now, please! (spokewith a high intonation)**

Student :Garrulous teacher!(babbled with a slow voice)

The bold sentence above actually belongs to a positive politeness namely optimistic, because the teacher was sure that the student would be obeyed her to go to class. But the teacher's intonation didn't show the politeness. It wasn't used as should be used. It made the student gave a bad respond to the teacher. These cases above shows that the teacher and students did not choose the certain strategies and use it as should be used for getting a good communication in interaction. "Politeness Strategy, proposed by Brown and Levinson (1987:61), is merely about a face". They stated that face is the public self-image that every member wants to claim for himself. There five strategies in human politeness; they are Bald On-Record, Negative Politeness, Positive Politeness, Off-Record, and Not Do the FTA.

Therefore, the writer conducts research of positive and negative politeness value in teaching learning process to clarify the research background, two examples of positive and negative politeness strategy used in teaching learning process as follows:

	Sentence	**Politeness**		**Types of politeness**
	Are you sure you can help me to do this job tomorrow?	Negative P		Be Pessimistic

		ol it e n es s	
	Okay class, let's continue our material	P os iti v e P ol it e n es s	Include Both speaker and Hearerin the activity
	Could you open the window please?	N e g at iv e P ol it e n es s	BeConve ntionally indirect
	Wow I like your new style	P os iti v e P ol it e n es s	Notice ; Attend to hearer

Based on the explanation above, the writer would like to conduct this topic as research entitled "An Analysis of Positive and Negative Politeness Used by Teacher and Students in Teaching Learning Process at Tenth Grade in SMK Negeri 6 Medan."

1.2 The Problem of the Study

Based on the background above, the problem needs to be answered from this research is:

1. What types of positive and negative politeness used by teacher and students in teaching learning process?

2. What types of Positive and Negative Politeness is dominantly used by the teacher and students in teaching learning process?

1.3 The Objectives of the study

In the line with the statement of the Problem above, the objective of the study

Canbe stated as follows :

1. To find out what types of negative and positive politeness used by teacher and students in teaching learning process.

2. To find outwhat types of negative and positive politeness is dominantly used by teacher and students in teaching learning process.

1.4 The Scope of the Study

There are some types of Politeness, those are: Bald on Record, Off Record, Positive Politeness and Negative Politeness. But In this study, the focus isonly for Positive and Negative Politeness in teaching learning process which found inSMKNegeri 6 Medan.

1.5 The Significances of the Study

The significances of this study can be divided in to two. They are theoretically and practically that can be showed as follow:

1. Theoretically :

a) The result of this study is expected to be an additional knowledge for the readers in doing further research in the Positive and Negative Politeness and to show about the positive and negative politeness used in conversation especially in teaching leaning process.

2. Practically:

a) For English Department Students : This research is expected to give benefits for students who wants to obtain more comprehending insights about the Positive and Negative Politeness in social reality interaction.

b) For Teachers :It is useful for the teachers in teaching learning process. They will be easier to teach the students about politeness in English.

c) For the researchers: It will be useful for the researchers as the basic steps who are interested in similar research topic.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

To make this thesis clear, it is important to understand first the main points in this chapter. Those are pragmatic, politeness, teaching Learning process and speaking.

2.2 Pragmatics

Pragmatics is the branch of linguistics that study about language with the context, the language use of the language that usedby speaker to hearer.This type of study necessarily involves the interpretation of what people mean in particular context. According to Levinson (1985:21) is the study of the relation between language and context that are basic to an account of language understanding. It is used to extract meaning when to hear, to read, and to convey the meaning. Meyer (2009:1) states pragmatics is the study of how context affect language use, and grammar, the description of how humans form linguistics structures, from the level of sound up to the sentence. Instudying language, one cannot ignore the situation which is the speech is uttered

andhow the situation affect language use andgrammar. There is close relation betweenan utterance and situations. Thomas (1995: 22) defines pragmatics as meaning in interaction. Thus,pragmatics includes the relevant context orsituation, instead of the language usage.

According to Allot (2010: 6), pragmatic as the study of what is communicated or what a speaker means minus the linguistic meanings of the words uttered. Itand listener , the topic, the time, place, and the purpose of communication orit is about what the speaker want to say in with who they are talking to, where, when ,act. Same like Mey (1993: 42), pragmatic is the study of the conditions of human language uses as these are determined by the context of society.

Yule (1996:56) describes about definitions of pragmatics as following:

a. Pragmatics is the study of the speaker meaning. This involves the understanding of what is communicated by people in a context and how the context influences people what is communicated.

b. Pragmatics is the study of contextual meaning. It indicates that how the listener can get the idea from what the speaker convey. The speaker should pay attention on how important the situation in applying the language.

c. Pragmatics is the study of how to get more of what is communicated that is offered. It refers to how a great deal of what unsaid is considered as a part of what is communicated. It is about unpredictable possibility that could happen when people listen or read the information; specifically the intention of the information.

From the explanations of pragmatics above, the pragmatics is the branch of science that studies the structure of language externally language which is related to how the language unit used in communication. It basically investigate what is the meaning behind the speech related to the

context, so that the basic understand of the pragmatics is the relationship between the language of the context.

2.3 Politeness Theory

In interaction, people should use meaningful word to understand each otherwith a the politenesson it. Cause it is crucial in explaining why people are often conveying with indirect way what they mean. Even people may show the politeness from the face. According to Yule (2006:104), politeness can be defined as the means to show awareness of another person's face in communication. By looking to the other's face, it may describe in term of familiarity, friendship, or solidarity.According to Fasold (1996:160), face means something that is emotionally invested. It can be lost in interaction.Because if someone could not feel of others, the speaker could lost theShearer face in interaction.

Kedves (2003:103) states that Brown and Levinson's (1987:6) theory was developed founded on two basic assumptions, the first being that all interactions have a face, that public self-image that every member wants to claim for himself, consisting of two aspects :

a) Negative face

The basic claim to territories, personal preserves, rights to non-distraction. For example is freedom of action and freedom from imposition.

b)   Positive face

the positive consist of self-image or personality (crucially including the desire that this self-image be appreciated and approved of claimed by interaction.

Based on the explanations above, the writer concluded that politeness is abehavior in communication to avoid an uncomfortable communication and also avoid

the conflict, so the communication is acceptable each other.

2.3.1 Politeness Principles

Politeness principle is a series of maxims that has purposed as way of how to establish feeling of community and social relationship. Leech (1983:132) provides a finer differentiation within politeness principles. There are six maxims of politeness principles in daily conversation, those are :

1. Tack Maxim

   In this maxim, the speaker minimizes the expression of beliefs which implycost to other. For example : in a train, there is an old woman standing, and the a man immediately said *"just sit here madam"*.

   From that example shows that the speaker minimizes the expression which imply cost to other by giving her sit to the old woman.

2. Generosity Maxim

   In this maxim, the speaker minimizes the expression of belief that express or imply cost to self. For example: Mrs. Mary makes a dinner and invites her friends. After having diner, one of her friends would like to wash the dishes. Then Mrs. Mary says *"oh no, just let it be there, I'm gonna wash it later"*.

   From that example shows that the speaker try to express or imply cost to self by saying that to other.

3. Approbation Maxim

   In this maxim, the speaker minimizes the expression of beliefs that expressdispraise of other. For example: Dina joins a sing competition. Andi and cika accompany her there. When Dina's singing, there is a mistake of the lyric. After performs, she asks about that performance

to her friends "what do you think about my performance guys?" then Andi*said "that's wonderful, we love it so much".*

From that example the speaker express dispraise of other even though there is a mistake when doing the performance.

4. Modesty Maxim

In this maxim, the speaker minimizes the expression of praise of self.

Forexample :Deri gave a car to his wife as a birthday gift then said *"please accept this small gift from me"*

That example shows that Deri minimizes the expression of praise of self by saying *"please accept this small gift from me"*

5. Agreement Maxim

In this maxim, the speaker minimizes the expression disagreement between self and other and maximizes agreement between self andother.

For example :andi and rina is in a room. The lamp of the room is not bright enough.

Andi : The lamp of this room is not bright enough

Rina : Yeah, we need to change it.

From that example, it shows that the andi and rina have the same opinion about the lamp.

6. Sympathy Maxim

In this maxim, the speaker antipathy between self and other and also maximize sympathy between self and other.

For example: fany's mom is in a hospital now. In the same time, celsy calls her to invite to her birthday party. Then fany said "I'm so sorry celsy. I can't come to your birthday party

because I'm in a hospital now, my mom is sick". Chelsi answers *"omg, I'm so sad hear that. I hope your mom will be better soon"*.

From that example, chelsis shows her sympathy for fany's mom condition by saying *I'm so sad hear that. I hope your mom will be better soon"*.

2.3.2 Politeness Strategy

Politeness strategy is the study about knowing the way people use the language when doing communication. In communication, people want to be understood and not to be disturbed by others. And it also talked about face.Brown and Levinson (1987 in Djatmika, 2016: 77) stated that face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. Lose their face means the notions of being humiliated, embarrassed or disappointed. According to Yule (2006:104), face means personal beings of a person in society. That is why face is something important in interaction to be known by the speakers or the hearer.

Based on Yule (1996:60), politeness is a concept of polite social behavior in aparticular culture. It can be shown by showing good manners towards others.Brown and Levinson (1987:65) propose four politeness strategies to minimize the possibility of face-damaged, namely Bald-On Record, Positive Politeness, Negative Politeness, and Off Record.

1. Bald on Record

Bald on record is utters the utterance directly to the other person without any minimization to the imposition, clear, unambiguous and shot way. In this bald on record, the people actually ask someone for doing something. And this form is usually found with people who know each other before. For example:

a. Lend me your book please

b. Give me the phone

2. Off Record

Off record is a politeness strategy that relies upon implication. It has the main purpose of taking some pressures off of the hearer. This strategy is using indirect language. People can act as if the statement was never heard. This strategy as if statement may or may be not succeed, but if it does, it will be because it has been communicated than was said.

For example:

a. Give Hints : "It's very hot in this stadium" means "give me soft drink"

"it's cold here" means shut the window

b. Be Vague : "Perhaps someone has done something bad, so she/he should have been more responsible.

3. Positive Politeness

Positive Politeness is the act of saving face with regard to a positive face ofother people. It is concerned with the person's positive face that tends to showotherpeople. It is concerned with the person's positive face that tends to show solidarity (Yule, 2006: 111). Positive politeness strategy is used for minimizing the threat to the hearer's positive face.It makes the hearer feel good about the speakers ,their interest or possessions, and are most usually used in situation where the speaker and the hearer know each other. Brown and Levinson (1987:103) divide positive politeness into fifteen strategies, they are:

1) **Notice ; Attend to hearer (his interest, wants, needs, goods)**

This strategy suggests to take notice as aspects about the hearer's condition (noticeable changes, remarkable, possessions, anything which looks as thought hearer would speaker notice and approve of it.

Example:

a. Goodness, you use lipstick

b. You haven't pink dress to wear, come by my house at noon. Maybe one of dress will work for you.

c. OMG, you colored your hair

2) **Exaggerate (approval, interest with hearer)**

This strategy can be uttered by speaker if he /she shows his interest or approval to the hearer. It is used with overstated intonation and stress and other aspects.

Example :What a beautiful house you have

How incredible it was

How absolutely marvelous/ extraordinary/ incredible.

3) **Intensity interest to Hearer**

In this strategy the speaker shares some of his wants to intensify the interest of his own contributions to the conversation through a good story. Usually this strategy use of tag question or expression that draw as a particular into the conversation, such as "you know?", "see I mean?", "isn't it?"

Example:

I came to the movie alone, and what do you think happen? A handsome man come forward me and ask my name, he ask my phone number at that time, and apparently he is my brother's friend.

Before telling the story, The speaker in that example tries to take the hearer's attention bysaying*"what do you think happened"* to the hearer. It shows that thespeaker has saved the hearer's positive face because the speaker has made the hearer involved in the discussion.

4) **Use in-Group identity markers**

Other forms used to convey in group membership include generic names and terms of address like *Mike, mate, buddy, honey, dear, ducky, luv, babe, mom, Blondie, sweetheart, guys act.*

Example :

Move a little please, mate, move a little please

From the example above, the speaker employs positive politeness by using ingroup identity markers. The identity "mate" is the address form of his/her friend. The hearer's positive face is saved because it has been threat as a member of the same group.

5) **Seek Agreement**

Another way to save the hearer's face is to seek in which it is possible to agreewith him. This strategy can be shown by choosing the safe topic and Repetition.Safe

topic: it is allow the speaker to stress his agreement with hearer and make the hearer

feel interest to the topic of.

Example:

If your friend just buy a new puppy and you think that the dog is really noisy, but you still might be able to say sincerely: isn't your puppy really cute.

Repetition:Agreement may also be shown by repeating what the speaker has said in a conversation. It is used a stress emotional agreement with the utterance to show interest or surprise.

Example:

A : I'm gonna move to Canada as soon as possible.

B : To Canada!

6) Avoid Disagreement

Avoid disagreement is the way used for hiding disagreement directly. It can beconveyed by sentence that different statement from the other person, the speakercould use "yes, but" to answer what the other says.

Example:

A: Wow, this red dress is really beautiful

B : Yeah it's beautiful, but you rather chose the white one.

7) Presuppose / Raise / Assert Common Ground

This strategy includes three ways among them are gossip or small talk, point if view operations and presupposition manipulation.

1. Gossip or small talk : Speaker is taking about unrelated topics to show that speaker is interested in hearer as the mark of friendship and show that the speaker

   does not come only to impose the hearer.

   Example:

   You look so bright. It must be because Make Up had defeated, right? By the way, can I borrow your book?

   Point of view : It is use for reducing the distance between the speaker and the

hearer's of view.

a) Personal-center switch: here the speaker speaks as if the hearer were the   speaker, or the hearer's knowledge were equal to the speaker's knowledge.

For example: when the speaker gives a direction of an address to a stranger, unfamiliar with the town " it's behind of the hospital at the far end of the street, isn't it".

b) Time switch: the use of vivid present , the tense shift from past to present tense or this actually utterance in the past, but the tense change to be present that function to increase the immediacy and therefore the interest of the story.

Example : John says that he really wants to meet you

            Mary says she really likes you.

c) Place switch : Place switch, the use proximal rather than distal demonstrative (*here, this*, rather than *that, there*), where either proximal or distance would be acceptable, seems to convey increased involvement or empathy (Brown and Levinson, 1987:121).

For example: Dan   : lira, this is our relative from America, Mr.jon (the word "this" shows positive politeness strategy, place time.

2. Presupposition manipulation: it means the speaker presupposes something that is mutually taken for grated.

a) Presupposes knowledge of the hearer's wants and attitudes. "negative question" which presume 'yes' as an answer, are widely used a way to indicate that S knows H's wants, tastes, habits, etc. and thus partially to redress the imposition of FTAs.

Example:

would you like this cake ? (offer)

Don't you think that is cute? (opinion)

b) Presuppose the hearer's values being the same as the speaker's values.

Example : the use of scalar prediction such as 'tall' assumes that the speaker and the hearer share the criteria for placing people (or thing) on this scale.

c) Presuppose the hearer's knowledge in speaker-hearer relationship. The use of familiar address forms like honey or darling presupposes that the address is 'familiar'.

d) Presuppose the hearer's knowledge. The use of any term presupposes that the referents are known to the addressee.

Example :

"Well, I was watching dream high yesterday"

Here the speaker assume that the hearer knows the film even though the hearer doesn't know the film.

8) Jokes

Jokes may be used as an exploitation of politeness strategies as well, inattempts to reduce the size of the FTA. For instance the speaker may joke in order to minimize an FTA of requesting. Jokes are also used as a basic positive politeness technique for putting the hearer 'at ease', for example in response to a faux pass of hearer's. For example:

Beni   : I'm fine. It was all my fault.
Uh, you okay?
Doni : Yeah, uh, no broken bones. No harm, no foul.

9) Assert or presupposes speaker's knowledge of and concern for address's wants

This strategy shows in common ground with the other person. When there is speech that could potentially threaten the other's face or own face.

Example :

I know you want to tell something to me, come on tell me now.

The example above show the cooperation stressed by the speaker indicates his knowledge of the hearer. He knows that the speaker would like to tellsomething to her. Thus, the hearer's positive face has been satisfied by the speaker because he has been appreciated.

10) Offer and Promise

Speaker may choose to stress his cooperation with hearer in other way. Speaker wantsfor help to be obtained by the hearer or the speaker offer/promise something to the hearer.

Example:

I will bring my book for you tomorrow, don't worry!

It shows that the speaker coveys to the hearer that they are cooperated. The speaker stresses his or her cooperation by promising to the hearer that he or she will bring the book tomorrow. This expression minimizes the imposition when the speaker asks the hearer to not worry it.

11) Be Optimistic

This strategy uses to show the nature of optimistic. The speaker assumes thatthe hearer wants to do something for the speaker and will help the speaker to obtainthe goals.

Example:

Sinta :Doni, pass the pen to me please

It shows that the speaker knows or optimist that the hearer will obtain him/her.

12) Include Both Speaker And Hearer in the activity

This strategy uses with "we" form, when speaker really means 'you' and 'me', and it is often use with the word let's.

Example:

Let us talk about the good story.

From that example, the speaker want to talk about good story. The use of pronoun "us" above

shows that the speaker includes the hearer in his/her activity. It

makes the request more polite because it indicates the cooperation between the

speaker and the hearer.

13) Give (ask for) reason

In this strategy, the speaker including the hearer in the speaker's practical reasoning, and

assuming reflectivity (the hearer wants to the speaker's wants). Hearer is thereby led to see the

reasonableness of speaker's FTA (or so Speaker hopes). itcan be used for complaining or

criticizing by demanding reasons 'why not' or every question that used "why" for that question.

> Example :

> Dery : why don't you let them go

> Mary : because they haven't lunch yet

14) Assume or assert reciprocity

In this strategy the speaker claimed by giving evidence of reciprocal right or obligation obtaining

between speaker and hearer." I'll do X for you if you do Y for me" or I did X to you two days

ago, so you do Y to me today. *versa*). From the example, it shows that the speaker and hearer

are cooperated by assuming reciprocity. The speaker and the hearer gets their own right. The

speaker gets a help from the hearer and the hearer also gets a help from the speaker. By this

strategy, the speaker may soften his FTA by negating the debt aspect and / or the face

threatening aspect of speech act such as criticism or complaints.

15) Give gifts to the hearer (goods, sympathy, understanding, cooperation)

In this strategy, the speaker may satisfy the hearer's positive face want (that the

speaker wants to the hearer's wants. Hence we have the classics positive politeness

action of gift giving, not only tangible gifts but also human relation wants such as admired, listened, understood, etc (which demonstrate that speaker knows some of the hearer's wants and want them to be fulfilled.For example: I'm sorry for what happened to you yesterday, it shows that the speaker decided to save the hearer's face by giving sympathy as a gift to the hearer. By giving that, the speaker makes the hearer feel appreciated. Therefore, the speaker can minimize the imposition he/ she confide in the hearer.

4. Negative Politeness

Brown and Levinson (1987: 129) states that negative politeness strategy is a kind of strategy which redress action addresses to the addressee's negative politeness. Negative politeness is the act of saving face on the face of negative person will tend to show respect, stress the important of interests and other people's time, and included an apology for forcing or interrupting. The speaker is threatening the hearer's negative face which wants to have freedom of action. The speaker applies 'hedge'(Would you please) to soften the utterance and give 'difference' to show his respect to the hearer. There are 10 types of negative politeness, those are:

1) Be conventionally indirect

Conventionally indirect refers to the sentences that use to make indirect request. This strategy is a way out for two circumstances which conflict with each other, namely the desire to not pressing the speaker on one side and a desire to proclaim the message directly without rambling and obviously meaning the other side. Therefore, this strategy are always employed to perform the function of gettingthe addresses to do something that is commonly conveyed by a form which isinterrogative or declarative sentences.

Example:

Can you close the door, please!

The insert of 'please' in the sentences shows that there is a willingness to ask directly to the hearer.

2) Question, Hedge

A hedge strategy makes the membership of a noun phrase in a set that it is partial or true only in certain respects and more complete than might be expected. Hedge may be functioned to soften command and turn it into a polite suggestion.

Example:

In my opinion, the meeting could not started.

3) Be Pessimistic

In this strategy, the speaker is being pessimist about the hearer's response. Inthe other words, the speaker doesn't believe to the hearer's ability or think that the hearer can't fulfill the speaker's wants. so, the speaker use this strategy to make sure about something that speaker wants the hearer to do is the hearer be able to do something that he/she wants or not.

Example:

Could you answer these questions?

Actually I wanted to go, but I'm afraid you rather would be angry to me.

4) Minimize the imposition

This strategy will be showed if the speaker asks hearer to do something, orgive something to speaker. It means, the speaker was 'impose', as if give hearer 'burden' to obey what was uttered.

Example:

I just want to ask you if you could lend me a pen

Hey, I want to see your new phone, let me see that

5) Give Deference

In this strategy, the speaker do humbles and abases himself to the hearer through utterances or show the respect and respect for others through utterances.

Example:

We are so glad for dinning with you

I'm so happy to do shopping with you

6) Apologize

The speakers do apologize before revealing the real purpose to the hearer.Apologizing does not always show with the word 'forgive' or 'apologize', but also by using a verb.

Example:

I hesitate to trouble you right now, but…..

I apologize because of that, but….

7) Impersonalize Speaker and Hearer

In this strategy, the speaker does not mention the hearer in utterances. This

strategy uses impersonal form by didn't show the speaker and the hearer. It avoids the use of word 'I' Becomes 'we', replace the word 'you' with 'sir' or 'ma'am' .Example: Excuse me, you! Becomes excuse me, sir!

Do this project for me (I ask you to do this for me).

8) State the FTA as a General Rule

In this strategy, the speaker state something in a general form to many people, so it does not seem like threaten someone to do something.

Example:

'You will please throw the rubbish on the desk' becomes 'Passengers will please throw the rubbish on the desk. By replace the word 'you' with 'passenger', the characteristic is using a group not individuals anymore.

9) Nominalize

This strategy shows the formality that is associated expression by changing the word to be noun.

Example:

You performed it well on the competition and we….

Your performing well on the competition impressed us…

Your good performance on the competition impressed us…

The third sentence is more formal of all. The changing of the word performed to be performing then becomes performance is a strategy to change the verb becomes a noun.

10) Go on Record as incurring a Debt, or as Not Indebting H

This strategy is the highest negative politeness which can fulfill the desire of the hearer to be respect. It is done by claiming speaker's indebtedness to hearer or bydisclaiming any indebtedness of hearer, so that speaker can redress an FTA

Example:

I'll be never repay you if you would bring that book for me tomorrow

From the examples, the speaker shows that speaker's indebtedness to hearer or by disclaiming any indebtedness of hearer.

2.4Teaching and Learning Process

Teaching and learning process are the most important point that have relation each other in classroom activity.It can't separated one and another. Because there is not teaching process if there is not learning process. Both teaching and learning are something that must be done

together. Teaching learning process is defined as instructional process through the organization and direct instruction of the teacher learners and the materials in the classroom (Rechard and Rodgers, 1998:22). But between teaching and learning process, it has different meaning as follows :

2.4.1 Teaching

Teaching is facilitating learning, enabling the learner to teach, setting the condition for learning and for showing or helping someone to learn about something. The word 'teaching' is derived from 'to teach' which means to instruct. People who are taught will learn the particular things and know something new that thehaven't known before. Teaching is the process of attending people's needs, feeling, experienceact. Leo (2013:1) stated that teaching is stand for treat, encourage, activate, coordinate, heighten, infuse, nurture, and graduate.According to Brown (2000:7) state that teaching is an art of presenting knowledge, science and skill to the student.According to Hornby (1995:37) state that teaching Means giving the instructionto (a person): give a person knowledge skill, act.It is a process that teacher does sharing about knowledge to the learner.

Based on the explanation above, it can be conclude that teaching is an activity that performed by teacher to improve the learner's knowledge to be better or it's a process to help the learners to get knowledge and make the learners understand it.

2.4.2 Learning

Learning means the act, process,experience of gaining knowledge or skill that make a change in behavior result. From learning, learners will change the knowledge skills behavior and

experience. Learning is an activity or work, which is done by the learner during the teaching and learning process to get knowledge (Brown, 2000:18).

According to Harmer (1998:33) learning can be defined as "the process ofaccepting the knowledge". Manser (1995:237) said that learning an activity to gainknowledge or skill. Breaking down the component of the definition of the learning, we can extract domain of research inquiry (Brown:8) as follows:

1. Learning is acquisition or "getting".

2. Learning is retention of information or skill.

3. Retention implies stronger system, memory, cognitive organization.

4. Learning involves active, conscious focus, on and acting upon events outside or inside the organism.

5. Learning is relatively permanent but subjects to forgetting.

6. Learning involves some from of practice, perhaps reinforced practice.

7. Learning is a change in behavior.

Based on the explanation above, it can be conclude that learning is a processof retention about information or skill for change in behavior.

2.5 Speaking

Speaking is one of four language skills which is very important in communication. It is a process of sharing with other person. According to Nunan (2002:40) Speaking is the same as oral interaction are conventional ways of presenting information, expressing people ideas, and through in people mind. Whileaccording to Brown (2003: 140) speaking is productive skill that can directly andempirically observed. Speaking is an important part for everyday interaction

especially in teaching learning process.Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaking and listener.

Thornbury (2005:20) states that is an activity in real life that is carried out byspeaker to carry out his/her ideas to interact with listeners. That is a fundamentalhuman communication that consists of producing systematic verbal utterance to convey meaning. Hughes (2001: 115) states that :

1. Speaking fundamentally on interactive task.

2. Speaking happens under real time processing contains.

3. Speaking is the more fundamental linked to the individual who produce it than   the written from it.

Based on the explanation above, it can be conclude that learning is process of how people express words to convey something to the other people.
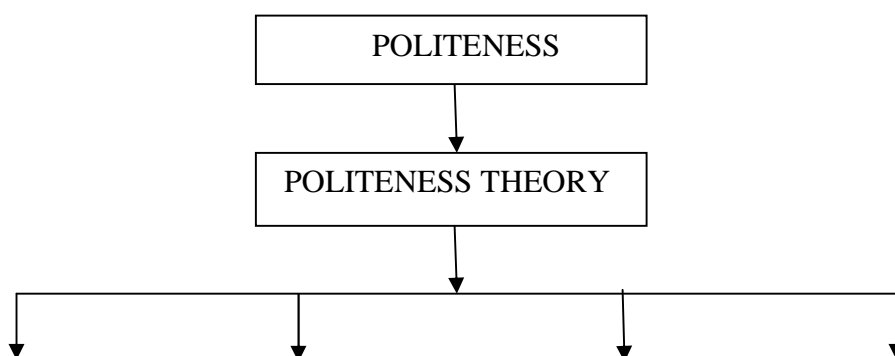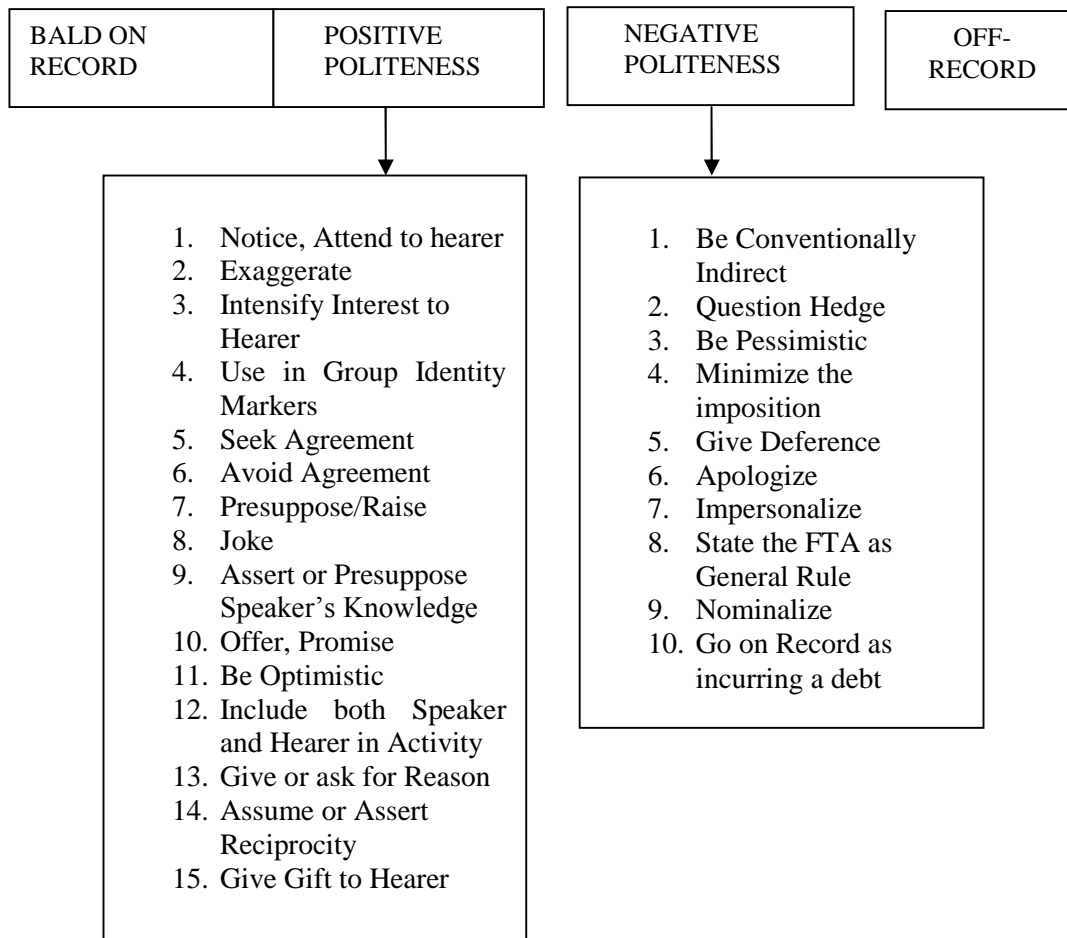
2.6 Previous Research

There are some study of politeness strategy that had been research by previous researcher. The writer uses some of them as previous research. The first, according to Pesta Sri Debora Marpaung (2016), **An Analysis of Politeness Strategy on Teacher's Utterance in Teaching Learning Process at SMA Negeri 1 Siantar, Nommensen HKBP University**, in this research ,the researcher find out the teacher's politeness through the utterance. And the data was gathering by audio recording to find out the teacher's utterances in politeness. The similarity between previous research and this study is both discuss about politeness strategy , and the difference is this research use politeness strategy in positive and off record meanwhile this research use positive and negative politeness.

The second is a thesis conducting by Via Purba (2015) with title is "**An Analysisof Positive Politeness Teacher and Students' Conversation during Learning Process at Eleventh Grade Students InSMA Parulian 1 Medan.**"This analysis is focus to find out the teacher and students' positive politenessutterance. The writer was gathered the data of the politeness by audio recording .the result of the research is there are 90 utterances of politeness and from all the kind of politeness, the dominantly politeness that was used by the teacher is positive politeness. The similarity of that research with the writer's study is both discuss about politeness strategy and the difference of both is this research above use all kind of politeness strategy meanwhile this study is just focus to find out the positive and negative politeness.

Both of this those research are talking about politeness, so it will contribute this study about the types of politeness. In this study, the writer wants to investigate politeness strategy used by teacher and students in teaching and learning process. The writer will find out the types of positive and negative politeness.

2.6 Conceptual Framework

BALD ON RECORD	POSITIVE POLITENESS	NEGATIVE POLITENESS	OFF-RECORD

POSITIVE POLITENESS

1. Notice, Attend to hearer
2. Exaggerate
3. Intensify Interest to Hearer
4. Use in Group Identity Markers
5. Seek Agreement
6. Avoid Agreement
7. Presuppose/Raise
8. Joke
9. Assert or Presuppose Speaker's Knowledge
10. Offer, Promise
11. Be Optimistic
12. Include both Speaker and Hearer in Activity
13. Give or ask for Reason
14. Assume or Assert Reciprocity
15. Give Gift to Hearer

NEGATIVE POLITENESS

1. Be Conventionally Indirect
2. Question Hedge
3. Be Pessimistic
4. Minimize the imposition
5. Give Deference
6. Apologize
7. Impersonalize
8. State the FTA as General Rule
9. Nominalize
10. Go on Record as incurring a debt

Figure 2.1 Conceptual Framework
An Analysis Of Positive And Negative Politeness Used By Teacher And Students. In Teaching Learning Process At Tenth Grade In SMK Negeri6 Medan.

CHAPTER III

METHODOLOGY OF RESEARCH

In this chapter, the writer describedthe research methodology about research design, subject of the study, object of the study, the instrument of collecting data, the technique of collecting data, and the technique of analyzing data.

3.1 Research Design

The writer used the descriptive qualitative research design to find out the dominant politeness use between the positive and negative in teaching learning process. Bodgan and Taylor define qualitative research as a research that presents the descriptive data in the form of written or oral words of people and behavior which can be observed (in Moleong, 2001:3). For making it clear, Surakhmad (1994:139) states that descriptive method is a kind of research method using technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawing conclusion.

3.2 Subject of the Study

The writer selected the subject to get the data and the subjects of this studywere the teacher and students in SMK Negeri 6 Medan, namely; the teacher and students at tenth grade in SMK Negeri 6 Medan.

3.3 Object of the Study

The object of this research was positive and negative politeness used by teacher and students in SMK Negeri6 Medan. The writer selected the teacher and students of TenthgradeOTKP 1 (*Otomatisasidan Tata KelolaPerkantoran*).

3.3 The Instrument of Collecting Data

In qualitative research, The are some instruments that use to collect the data, those are observation, questioner, interview, and documentation. But in this research,

the writer used Audio/video recording.

3.4 The Technique of Collecting Data

There were some procedures that used by the writer in collecting the data In this research, they are :

    1. The writer attended the class

2. The writer recorded the utterances of the teacher and students during the teaching and learning through audio- video recording.

3. Transcribing the data.

3.5 The Technique of Analyzing Data

The data analyzed by using the following steps :

1. Identifying the Positive and Negative politeness of the teacher and students' utterances

2. Classifying Politeness Strategy based on the positive and negative politeness with the types of each Politeness from the teacher and students' utterances.

3. Analysingthe Positive and Negative politeness of the teacher and students' utterances

4. Converting the data number into percentages by using the following formula:

$$X \frac{f}{N} x\ 100\%$$

Where :

X= The percentage of the item

f = Frequency

N= The total number of the items.

5. Finding out the dominant of politeness between Positive and Negative politeness and also the types of positive and negative politeness that used by the teacher and students in teaching learning process.

6. Concluding research finding.