

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is the most important tool of communication in our daily live. By using language, people can do interaction to share their ideas, express their feeling, inform the news, and to build up their social relationship. Language can make people easier in communicating to each other. In English there are four skills; Listening, Speaking, Reading and Writing. Speaking is one of the language skills that are very necessary and the most frequently used in social life. Speaking skill is a skill that someone has in conveying their ideas, thoughts, and feelings clearly to others. The speaker and the listener are the participants of the interaction in social life.

Language classroom can be seen as a sociolinguistics environment and a discourse community interaction between teacher and students or students and teacher in the classroom. It has become a familiar view in classroom activity, and it is also a crucial part in learning and teaching process. In interaction, sometimes people speak to their friends, family or someone else. People must constantly make choice of many different kinds: what people want to say, how people want to say it, and the specific sentence type, words, sounds that best unite what and how. It is related how people say something is at least as important as what people say; in fact, the content and the form are quite inseparable, being but two facets of the same object. Besides that, in interaction the conversation sometimes cannot be successful because of misunderstanding between speaker and hearer during the conversation. Thus, politeness is really needed to build a good relationship and to have a good social interaction with other people.

Politeness strategies used by the teacher and students in the class can play an important role in learning and teaching process. By considering the politeness strategy and the classroom

interaction explained, it is obvious that discussing of politeness as strategy used by the speaker is also important in the classroom interaction. Commonly, when someone talks to his/her friends, family, or someone else, he/she does not think about the choice of words and the way that he/she will use during the conversation. It makes the conversation cannot be successful because the hearer cannot understand what the speaker means immediately or there is a misunderstanding among them and the hearer feels uncomfortable with speaker's way in that conversation. Furthermore, the teacher wants to save the students' face in order to make a meaningful teaching and learning process in the classroom. Besides that, when the teacher feels angry to students, the students will feel scary and the process of teaching and learning will not be successful, but using appropriate politeness strategy will motivate the students. Thus, the interaction between teacher and students in the classroom should be kept in a good relationship.

If the classroom interaction runs well, the knowledge that delivered by the teacher will be received students well. Interaction between teachers and students are very influential against the motivation of students learning. In addition, teachers acts as the model in the class and the students will imitate the way the teacher teaches them. The student-teacher ethics is one of problems in education. In education, some aspects cannot be separated from teaching learning process and interaction between students and teachers. Ethical problem is a first problem appeared in a human being, ideally as well as ethical issues are real and normative issues. In the past, the teaching learning process between students and teachers has to respect and appreciate each other that different from now. In example, they consider the teacher as a friend, so they are free to say anything or call the teacher by using any greeting. In a sense, there is no gap visible between teachers and students in their relation. The status or position of them is different, as a teacher, and one as a student. But they did not make this status as a barrier which is preventing

the intense both to communicate or associate. In this case, many disagreements / misunderstanding are occurred. Some people think it is fine, as long as they know the limitations. However, there are also prohibiting or considered that it is taboo, with the reason that it could damage the teacher's image. When a teacher closed to the student, the student may no longer have any respect with the teacher. Even when they meet, then they greet his teacher at school like a friend.

The researcher has some reason why the researcher chose this title because the teacher should give a good example like being polite with others and cooperate interaction between teacher and students, create good condition and influence the students using politeness. Those aspects can motivate students and also develop a meaningful teaching and learning process. To create collaborative between teacher and students so must create good situation and interaction among them. The role of teacher as a good model for the students where the teacher still use the violence as the effective is a way to control students. If the class interaction goes well, the knowledge that is given by the teacher will be received well by the students.

1.2 The Problem of the Study

In relation to the background of the study, the problems can be formulated as the following:

1. What kinds of Politeness strategy which used by English teachers in the classroom interaction?
2. What kind the dominantly of politeness strategies which used by English teachers in the classroom interaction?

1.3 The Objective of the Study

In accordance with the problem of the study, the objectives of the result is:

1. To find out politeness strategies used by English teachers in the classroom interaction.
2. To find out the dominantly of politeness strategies which used by English teachers in the classroom interaction.

1.4 The Scope of the Study.

There are some kinds of politeness namely; politeness principle, face threatening act politeness and politeness strategies. The researcher focus of politeness strategies in Brown and Levinson theory (1987) , namely (1) bald on record, (2) positive politeness, (3) negative politeness, (4) off record strategy. The writer will focus to analyze Positive politeness and Negative politeness strategy based on verbal data English teacher's during teaching English in classroom.

1.5 The Significant of the Study

Finding of this study will be expected theoritically and practically.

Theoritically, The writer hopes

- 1) This study is expected to provide theoretical insights to the linguistic fields particulary to the study of pragmatics with focus on politeness

Practically, the writer findings are expected to be value for:

- 1) The Students

This research is expected to give benefits for the students to obtain more comprehending insights about politeness strategy in social reality and it's connection to language and interaction.

Politeness strategy is important in our life because it can make harmoniuos interactions.

- 2) Teachers.

It is useful for English teacher for support teaching- English process aspects in which they can get an easier way to teach the students about politeness strategies in English.

3) For Researchers

This study will be useful as basic steps for others researchers who are interested in similar research topic.

CHAPTER II

THE REVIEW OF LITERATURE

2.1. Theoretical Framework

In this theoretical framework, it is important to provide information that is related to the study. These following terms are clarify for the purpose to explain all the terms according to the expert related to the theory of politness, politness strategies, the reason of politness usage and the roles of interactive teacher.

2.2 Pragmatics

In communication speaker has a message that need to be conveyed to the hearer. The message sometimes cannot be find in wods utterances literary so there is that study called Pragmatics. Pragmatics is a study of contextual meaning. Yule (1996:3) said that pragmatics necessarily involves the interpretation of what people mean in particular context influences what

is said. It means that how the speaker organize what s/he want to say appropriately with whom s/he talking to when, where, and what circumstance. And one of discussion in pragmatics is politeness.

2.3 Politeness

Richard J. Watts (2003: 13) state that the theory of politeness; the term is used almost exclusively to refer to the different ways of conceptualizing politeness. But doing this only clouds the issue, since polite as politeness are lexemes in the English language whose meanings are open to negotiation by those interacting in English.

Brown and Levinson (1987) theory was developed founded on two basic assumptions, the first being that all interactants have a *face*, the public self- image that every member want to claim for himself, consisting of two related aspects:

1. Negative face : the basic claim to territories, personal preserves, right to non – distraction- i.e. freedom of action and freedom from imposition.
2. Positive face : the positive consistent self - image or personality (crucially including the desire that this self- image be appreciated and approved of) claimed by interactants (brown and levinson, 1987: 61)

The second assumption is that the interactants have to the rational abilities to achieve certain goals. Face is socio- culturally dynamic property change able through interaction with others. To maintin their face, speakers, as rational agents, accept it's vulnerability and are prepared to cooperate with others. Everyday communication involves the use of face threatening acts (FTA), “that by the nature run contrary to the face wants of the adressesee and/ or of the speaker” (Brown and Levinson,1987: 65). Brown andLevinson (1987), state that 'face' is

a self-image owned by each individual. Brown and Levinson (1987) also added in the concept of 'face' there are many utterances that are likely to be unwelcome conduct or called as face-threatening actions.

There are two types of FTA according to Brown & Levinson (1987), threatening of negative and positive face.

1. Negative face-threatening actions include; commands and requests, suggestions, advice, warnings, threats, challenges, offers, promises, praise, and negative feelings like hatred and anger.

2. Positive face-threatening actions include: disagreement, criticism, degrading or humiliating acts, complaints, anger, indictments, humiliation, contradictions, and challenges. For example, when someone asks to get a pen from someone else, if he/she applies negative face, he/she says "Could you lend me a pen?" In the other hands, if he/she wants to show his/her positive face, he/she can say "How about letting me to use your pen?"

This action avoids the freedom of action (negative face) and express one's desire to be desired by others (positive face). In an effort to avoid the FTA, the other person uses specific strategies to minimize the threat in accordance with a rational assessment of the risk to the interlocutors face. In line with Brown & Levinson (1987), positive face which is the desire of every individual to be understood and a negative face is the desire of every individual to be free from interference.

2.3.1 Politeness Strategies

Politeness strategies are more likely to be used when a speaker of relatively lower power makes a larger request in a more distant relationship than when a speaker of relatively higher power make a smaller request in a closer relationship (Brown & Levinson, 1987 cited in zhang,

2009). Politeness strategies are ways to convey the speech act as polite as possible to achieve that, there are some strategies that can be applied in specific context used by an individual in certain society.

Brown and Levinson (1987: 61) stated that 'face' is the public self-image that every member want to claim for himself. Thus, face refer to self-image that someone has for him/herself to be fulfilled by others. They are negative face and positif face. According to Brown and levinson (1987: 66), Negative face is to want to be unimpeded by others. It is the basic claim to territories, personal preserves, and rights to non-distraction. In other words, it is the need for freedom of action and freedom for imposition. meanwhile, the positive face is the want of every member that his want be desirable to at least some others. It consists of the self-image or 'personality' (crucially including the desire that this self-image be appreciated and aproved of) claimed by interactions.

Typically FTAs include acts such as accusation, insult, interruptions, complaints, disagreement or requests. A disagreement threatens the positive face, because of the fact that it implies a lack of acceptance for the hearer's opinions. A request is always threatening to hearer's negative face, since the demand represents and imposition and restrictsthe adreesee's independence. At the same time, a request can represent a danger for positive face if the addressee intends to decline (Brown& Levinson, 1987:69). Even though FTAs cannot be sometimes avoided,there are certain strategies to minimize the threat.

Based on Brown and Levinson theory, there are four politness strategies consist of:

2.3.1.1 Bald on record

According to Brown and Levinson (1987), bald on record strategy is a strategy of doing the FTA (Face Threatening Act) to state something clearly or to avoid an FTA (Face

Threatening Act). This strategy is commonly found in people who know each other very well, and are very comfortable in their environment, such as is a close friend and family. This strategy expresses the close relationship between the speaker and the listener.

In the bald on record strategy, the speaker does nothing to minimize threats to the hearer's face. The main reason for choosing a strategy according to Brown and Levinson (1987) is that speakers want to perform FTAs with maximum efficiency. Culpeper (1996) argues that the bald on-record politeness strategy is used when the threat of the hearer's face is very small. Imperatives are often softened with hedges or conventional politeness markers, e.g.: 'please send us the offer. 'Verb' 'do' is used with imperatives, like in 'Do call us!' (Brown & Levinson, 1978). Other examples "Did you finish your homework today?" "Come in and sit down" or in situations where the speaker has more power than the hearer.

The instruction above shows that the speaker uses direct strategy without further commotion, since the speaker does not care about the opponent's face. In the selection of this strategy FTA is not minimized to save face. There are two types of sub-strategies in the bald on record strategy, i.e. sub-strategies in a way that does not minimize FTA and FTA orientation to save the opponent's face, as explained by Brown and Levinson (1987). This strategy can also be used if speakers have higher power than the other speaker and speakers do not care if there is no cooperation from the opponent speaker.

1. Cases of non-minimalization or the face threat

In this type the maximum efficiency is very important and this is mutually known to both the speaker and the hearer, so no face redress is necessary. In cases of great urgency or desperation, redress would actually decrease the communicated urgency. For example :

(1) Help! (an emergency)

- (2) Watch out!
- (3) Your pants are on fire!

2. Cases of FTA- oriented bald-on record usage.

It is oriented to hearer's face. It is usually use in welcoming (outpost-greetings), where speaker insists that hearer may impose in his negative face; farewells, where speaker insist that hearer may trangress on his face by taking his leave; and offers; where speaker insist that hearer may impose on speaker's negative face.

For example:

- (1) Come in, don't hesitate, i'm not busy
- (2) Go! (farewll)
- (3) Sit down. (offering)

2.3.1.2 Positive Politeness Strategy

According to Brown and Levinson (1987), positive politeness strategy is a strategy for doing a FTA with face-saving wayor maintaining a positive face of opponents' speaker. Positive politness is usually seen in groups of friends, where people in the given social situation know each other fairly well. It usually try to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). The speaker respect a person's need to be like and understood. The speaker's and addresseelike to be cooperators.tpycally speaker asserts that he want at least some of hearer's want. Positive politness strategies include statement of friendship, solidarity, complements. It is use by speaker to give an impression that he/she want hearer's or in wants or in other words,speaker want hearer's face to be satisfied. This makes the hearer not take it seriously where the speaker does an FTA.

Based on the explanations of Watts (2003) positive politeness has fifteen sub-strategies as follows: friendship between them (Brown & Levinson, 1987).

1. Notice, Attend to Hearer (his Interests, Wants, Needs, Goods)(Sub strategy 1)

Speaker should take a notice of aspects of hearer's condition (noticeable changes, remarkable possession, anything which looks as though hearer would want speaker notice and approve of it) for example :

(1) *Jim, you're really good at solving computer problems.*

(FTA) I wonder if you could just help me with a little formatting problem I've got.

(2) *Godness, you cut your hair!*

(3) *What the beautiful vase this is! Where did it come from?*

2. Exaggerate (Interest, Approval, Sympathy with Hearer) (Sub strategy 2)

This is often done with exaggerate intonation, stress and other aspects of prosodic, as well as with intensifying modifiers. For example;

(1) *Good old Jim. Just the man I wanted to see.*

(FTA) I knew I'd find you here. Could you spare me a couple of minutes?

(2) *What a fantastic garden you have!*

(3) *How absolutely marvelous!*

3. Intensify Interest to Hearer. (Sub strategy 3)

Another way for the speaker to communicate with hearer that speaker want to intensify his/her interest to the conversation by 'making a good story'. The use of directly quoted speech rather than indirect reported speech is another feature of this strategy, as the use of tag questions or expressions that draw hearer as a participant into the conversation. For example:

(1) *Black i like. I use to wear it more than i do now, i very rarely wear it now. I wore a black jumper, and when i wear it my Mum says 'ah' she said. But len likes it, he thinks it looks ever so nice quite a few people do. But when my Mum sees it she said 'oh it's no your colour, you more for pinks and blues.'*

4. Use In-Group Identity Markers. (Sub strategy 4)

Speaker can implicitly claim the common ground with hearer that is carried by that definition of the group, including in group usages of address forms, of language or dialect, jargon, slang, and elipsis.

For example:

- (1) Come here, honey!
- (2) Lend us two bucks then, wouldjamac? (use of jargon or slang)
- (3) Bring me your dirty clothes to wash, darling.
- (4) How about a drink? (use of elipsis)

5. Seek Agreement (Sub strategy 5)

There are two ways to show this strategy. First is safe topics and second is repetition. “safe topics” are use when speaker stresses his agreement with hearer and therefore to satisfy hearer’s desire to be right. For example, if your neighbours comes home with a new car and you think it hideously huge and pollution-producing you might still be able to say sincerely: “is’t your a new car a beutiful colour !” seeking agreement may also be stressed by repeting part or all of what the preceding speaker has said in a conversation. Repeting is use to stress emotional agreement with the utterance (or stress interest and surprise).

For example:

A: jhon went to london this weekend !

B: To London

A: i had a flat tyre on the way home.

B: oh God, a flat tyre!

6. Avoid disagreement (Sub strategy 6)

Avoid disagreement is claim that people totally avoid disagreement. It is simply observe that they are much more direct in expresssing agreement rather that disagreement. There are four ways o avoid disagreement, such as by token agreement, pseudo-agreement, white lies, and hedging opinions. Token agreement refers the desire to agree or appear to agree with hearer leads also to mechanism for pretending to agree. Pseudo-agreement is the use of conclusory marker , and indication that the speaker is drawing a conclusion to a line reasoning carried out cooperatively with adressee. While lies refers to the speaker may do a a white lie in order ti hide disagreement, by doing this, speaker will not damage hearer's positive face. To avoid being seen to disagree, speaker also may do hedging opinion, where speaker chooses to be vague about his ow opinions. Some words that indicated hedging opinion are sort of, in a way, like, and kind of.

For example :

(1) A: you hate your Mom and Dad

B: oh, sometimes

(2) So when are you coming to see us? (Pseudo-agreement)

(3) Oh i can't. The batteries are dead. (white lies)

(4) It's really beautiful, in away. (hedging opinions)

7. Presuppose/ raise/assert common ground (Sub strategy 7)

This strategy can be done by; first, gossip and small talks. Here speaker talks something about unrelated topic before talking what he wants. Second is point of view operation. This

strategy is used to reduce the social distance between the hearer and the speaker. And the third is personal centre switch. Here speaker speaks as if addressees were speaker or addressee's knowledge will be equal to speaker's knowledge. For example is on the use of tag question with falling intonation in some local dialects of British English :

(1) *I had really hard time learning to drive, didn't it?*

(2) *Nick, you look great today, did you have a wonderful time last night?*

8. Joke (Sub strategy 8)

Joking is a basic positive politeness technique, for the putting hearer 'at ease', for example : in response to a faux pas of addressee, speaker may joke or a joke may minimize an FTA of requesting, as in :

(1) *OK if i tackle those cookies now?*

(2) *How about lending me this old heap of junk? (Hearer's new Cadillac).*

9. Assert or presuppose speaker's (S's) knowledge of and concern for hearer's (H's) wants (Sub strategy 9)

It is used to imply knowledge of hearer's want and willingness to fit one's own in with them. For example:

(1) *Look, i know you want the car back by 5.0, so should(n't) i go to town now? (request)*

In this utterance the words " i know" indicates the speaker's knowledge of the hearer and "you want the car indicates concern for addressee's wants

(2) *I know you can't bear parties, but this one will really be good do come! (request/offer).*

10. Offer, Promise (Sub strategy 10)

Offer and promises are the natural outcome of choosing this strategy; even they are false, they demonstrate speaker's good intension in satisfying hearer's positive face wants. For example :

(1) *i'll drop by sometimes next week.*

(2) *I'll tell you about my secret tomorrow.*

11. Be Optimistic (Sub strategy 11)

Optimistic expressions of FTAs are one outcome of this strategy. Optimistic expression of FTAs seem to work by minimizing the size FTA. This minimization may be literally state with the expression like sure. For example :look, i'm sure you won't mind if i borrow your tyewriter. Be optimistic refers to the speaker who argue very optimistically to the hearer. For example: wait a minute; you haven't brushed your hair! (as husband goes out of the door)

12. Include both speaker (S) and hear (H) in the activity. (Sub strategy 12)

Speaer tends to use 'we' form when speaker really means 'you' or 'me', s/he can call upon the cooperative assumptions and thereby redresss FTAs. For example:

(1) *Let's have a cookie, then. (i.e. me)*

(2) *Let's get on with dinner, eh? (i.e. you)*

13. Give (or ask for) reason (Sub strategy 13)

In this strategy, speaker gives reason as to why s/he wants. Hear is led to see the reasonableness of speaker's FTA (or so speaker hopes). For example:

(1) *why don't you lend me your cottage for the weekeend?*

(2) *Why don't i help you with the suitcase?*

(3) *Why don't we go to the seashore?*

14. Assume or assert reciprocity (Sub strategy 14)

Speaker ask cooperate with him/her by giving evidence of reciprocal rights or obligations between speaker (S) and Hear (H). Thus, speaker may say, “I’ll do X if you do Y for me” or “ i did X for you last week, so you do Y for me this week” (vise versa). By pointing to the reciprocal right (or habit) of doing FTAs (Face Threatening Acts) to each other, speaker may soften his/her FTA by negating the debt aspect and/ or the face- threatening aspect of speech acts as criticism and complaints. For example : *I’ll buy you a bag if you help me.*

15. Give gifts to Hear (H) (goods, sympathy, understanding, cooperation) (Sub strategy 15)

This last positive politeness strategy. May satisfy hearer’s positive-face want (that speaker want hearer’s wants, to some degree) by actually satisfying some of hearer’s want by some actions like gift-giving not only tangible gift, but human-relations want such as the wants to be liked, admired, cared about, understood, listened to, and so on. For example: *i understand how you feel.*

2.3.1.3 Negative Politeness Strategies

Brown and Levinson (1987:129) state that negative politeness strategy is a kind of strategy which redressive action addresses to the addressee’s negative face. This strategy recognizes the hearer’s face but it also recognizes that the speaker is in some way forcing on them. Here the speaker is threatening the hearer’s negative face which wants to have freedom of action. The threat is the speaker asks the hearer to close the door. To minimize the threat, the speaker applies ‘hedge’ (would you please) to soften the utterance and ‘give difference’ to show his respect to the hearer.

Negative politeness consists of ten strategies, such as:

1.Be Conventionally Indirect. (Sub strategy 1)

The speaker tries to be indirect so there can be no misinterpretation of what he means. In this case, the speaker uses understandable indirect speech acts. For example:

- (1) *Can you please pass the salt?*
- (2) *Can you play the piano?*
- (3) *Why are you painting your house purple?*

2.Question Hedge (Sub strategy 2)

The speaker doesn't want to presume and coerce listener. It deals with question no make discussion to turn the attention and hedges. A hedge is a particle, word or phrase that modifies the degree of membership of a predicate or noun phrase in a set. It is use to modify the force of speech acts. For example:

- (1) *I rather think it's hopeless.*
- (2) *I guess that harry is coming.*

3.Be Pesimistic (Sub strategy 3)

It gives redress to hearer's negati face by explicitly expressing doubt that the conditions for the appropriateness of speaker's speech act to obtain. It may be realized negated probability operator inserted.

For example:

- (1) *I've come (if i may) to see you for what might be a night.*
- (2) *Could you jump over that five foot fence?*

4.Minimize The Imposition (Sub strategy 4)

Speaker redresses the seriousness of the FTA to pay Hear deference.

For example:

- (1) *It's just that i want to ask you (to sell) a bit of chili.*

(2) *It's just that i've come as it were to see you for sort of a moment.*

5. Give deference (Sub strategy 5)

There are two side to the coin in the realization of the deference: one in which speaker humbles and abases himself and another where speaker raises hearer (pay him positive face of a particular kind, namely that which satisfies hearer's want to be treated as superior) for example:

(1) *We look forward very much to eating with you.*

(2) *Excusme sir, would you mind if i close the window?*

6. Apologize (Sub strategy 6)

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge of hearer's negative face and thereby partially redress that impingement. For example:

(1) *I'm very stupid mother, i didn't greet you.*

(2) *I hope this isn't going to bother you too much, but i really need your help.*

(3) *I normally wouldn't i ask you this, but i really need the answer.*

7. Impersonalize (Sub strategy 7)

Speaker doesn't want to impinge on hearer is to phrase the FTA as if the agent were other than speaker, or at least possibly not speaker alone, and the redress were other than hearer, or only inclusively of hearer. These result in a variety of ways of avoiding the pronouns 'I' and 'you' , for example:

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

(2) *I tell you that it is so. It is so.*

8. State the FTA as a general rule (Sub strategy 8)

Speaker doesn't want to impinge but is merely forced to buy circumstances, is to state the FTA as an instance of some general social rule, regulation, or obligation. So, we get pronounavoidance. For example:

(1)(a) passengers will please refrain from flushing toilets on the train.

(b) you will please refrain from flushing toilets on the train.

(2) (a) international regulations require that the fuselage be sprayed with DDT.

(b) i am going to spray you with DDT to follow international regulations

9. Nominalize (Sub strategy 9)

It shows formality which is associated with the noun end of the continuum. For example:

(1) Your good performance on the examinations impressed us favorably.

(2) An urgent request is made for your cooperation.

10. Go on record as incurring a debt, or as not indebted Hear (H) (Sub strategy 10)

Speaker can redress an FTA by explicitly claiming his indebtedness to hearer, or by disclaiming any indebtedness of hearer, for example:

(1) I'd be eternally grateful if you would pick me up. (incurring a debt)

(2) It wouldn't be any trouble; i have to go right by there anyway. (indebtedness of hearer).

2.3.1.4 Off Record Politeness Strategies

Brown and Levinson (1987:211) states that a communicative act is done off record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act. Thus, if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off- record and leave it up to the addressee to decide how to interpret it. there are fifteen strategies off-record such as:

1. Give hints (Sub strategy 1)

Speaker says something that is not implicitly relevant, s/he invites Hear to search for an interpretation of the possible relevance. For example:

- (1) It's cold in here. (shut the window)
- (2) This soup's a bit bland. (pass the salt)

2. Give association clues (Sub strategy 2)

Speaker gives a related kind of implicature triggered by relevance violation which is provided by mentioning something associated with the act required of hear (H), either by precedent in speaker-Hearer's experience or by mutual knowledge irrespective of their interactional experience.

For example:

- (1) Oh god, i've got a headache again.
- (2) Are you going to market tomorrow? (give me a ride there)
- (3) My house isn't very far away. (please come to visit)

3. Presuppose (Sub strategy 3)

By implicating something, speaker forces hear to search for the relevance of the presupposed prior event. For example:

- (1) I washed the car again today.
- (2) Jhon's in the bathtub yet again.

4. Understate (Sub strategy 4)

Speaker understates what she actually wants to say. In the case of a criticism, speaker avoids the lower points of the scale, and in the case of a compliment, or admission, speaker avoids the upper points. For example:

(1) A: what do you think of Harry?

B: nothing wrong with him. (i don't think he's very good)

(2) A: how do you like mike's new haircut?

B: it's preety nice.

5. Overstate (Sub strategy 5)

Speaker (S) exaggerates or chooses a point of on a scale which the actual state affairs. For exmple:

(1) There were a million people in the co-op tonight!

(2) You never do the washing up.

(3) Why are you always smoking?

6. Use tautologies (Sub strategy 6)

By uttering a tautology, speaker (S) encourages Hear (H) to look for an informative interpretation of the non-informative utterances. For example:

(1) War is war

(2) Boys will be boys.

7. Use contradiction (Sub strategy 7)

By stating two things that contradict each other, speaker (S) makes it appear that s/he cannot be telling the truth. s/he, thus, encourages, hear (H) to look for an interpretation that reconciles the two contracictory propositions. For example:

(1)A: Are you upset about that?

B: well, i am and i'm not.

(2)Well, jhon is here and he isn't here.

8. Be ironic (Sub strategy 8)

By saying the opposite of what s/he means, speaker (S) can be indirectly convey his/her intended meaning, if there are clues that his/her intended meaning is being conveyed indirectly. For example:

- (1) John's a real genius. (after John has just done twenty stupid things in a row)
- (2) Lovely neighborhood, eh?
- (3) Beautiful weather isn't it?

9. Use metaphors (Sub strategy 9)

Speaker (S) use metaphor and makes hear (H) interpret his/her intended meaning by him/herself.

For example:

- (1) Harry's a red fish. He drinks/ swims/ is jimmy/ is cold –blooded like a fish).

10. Use rhetorical questions (Sub strategy 10)

Speaker (S) ask question with no intention of obtaining an answer. Questions that leave their answer hanging in the air, implicated, may be used to do FTAs. For example:

- (1) How was I to know? (I wasn't)
- (2) How many times do i have to tell you? (Too many)
- (3) What can I say? (Nothing, it's so bad)

11. Be ambiguous (Sub strategy 11)

Speaker (S) makes purposeful ambiguity which may be achieved through metaphor and let's hear (H) to guess what s/he means. For example: John's a pretty smooth cookie.

12. Be vague (Sub strategy 12)

Speaker (S) may go off record with an FTA by being vague about who the object of the FTA is, or what the offence is. For example:

- (1) Looks like someone may have had too much to drink. (vague understatement)
- (2) Perhaps someone did something naughty.

13. Over generalize (Sub strategy 13)

Speaker (S) utters a rule instantiation which may leave the object of FTA vaguely of record. Then, hear (H) has the choice of deciding whether the general rule applies to him/her, in this case.

For example:

- (1) The lawn has got to be mown.
- (2) Mature people sometimes help do the dishes
- (3) People who live in glass houses shouldn't throw stones.

14. Displace Hear (H) (Sub strategy 14)

Speaker (S) may go off record as to who the target for this FTA is, or s/he may pretend to address the FTA to, someone whom it wouldn't threaten, and hope that the real target will see that the FTA is aimed at him/her. For example: A secretary in an office asks another, but with negative politeness to pass the stapler, in circumstances where a professor is much nearer to the stapler than the other secretary. His face is not threatened, and he can choose to do it himself as a bonus 'free gift'

15. Be incomplete, use elipsis.(Sub strategy 15)

By purposefully not finishing his/her utterance and leaving an FTA half undone, speaker (S) can leave the implicature 'hanging the air' just as with rhetorical questions. For example:

(1) Well, if one leaves one's tea on the wobbly table.

(2) Well, I didn't see you

2.4 Roles of the Interactive Teacher

Brown (2000:166-168) states that the teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied only with one role. Rebeca Oxford et al (1998) pointed out that teacher roles are often best described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others. Following you will find another set of metaphors to describe a spectrum of possibilities of teacher roles, some of which are more conducive to creating an interactive classroom than others.

2.4.1 The Teacher as Controller

A role that is something expected in traditional educational institutions is that of 'master' controllers determine what the students do, when they should speak, and what language forms they should use. They can often predict many student responses because everything is mapped out ahead of time, with no leeway for divergent paths. In some respects, such control may sound admirable. But for interaction to take place, the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression given over to students makes it impossible to predict everything that they will say and do.

2.4.2 The Teacher as Director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama. As students engage in either rehearsed or spontaneous language performance, it is your job to keep the process flowing smoothly and

efficiently. The ultimate motive of such direction, of course, must always be to enable students eventually to engage in the real-life drama of improvisation as each communicative event brings its own uniqueness.

2.4.3 The Teacher as Manager

This metaphor captures your role as one who plans lessons, modules and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

Managers of successful corporations, for example, retain control of certain larger objectives of the company, keep employees pointed toward goals, engage in ongoing evaluation and feedback, but give freedom to each person to work in his or her own individual areas of expertise. A language class should not be markedly different.

2.4.4 The Teacher as Facilitator

A less directive role might be described as the facilitating the process of learning, of making learning easier for students; helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. The facilitating role requires that you step away from managerial or directive roles and allow students, with your guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through it using pragmatically, rather than by telling them about language.

2.4.5 The Teacher as Resource

Here you take the least directive role. In fact the implication of the resource role is that the student takes the initiative to come to you. You are available for advise and counsel when the student seeks it. It is of course not practical to push this methapor to an extreme where you would simply walk into a classroom and say something like, "well, what do you want to learn today?" some degree of control, of planning, of managing the classroom is essential. But there are appropriate times when you can literally take a back seat and allow the students to process with their own linguistic development.

2.5 The Previous Research

Here are some study present as the result of observation which have been done by previous the researchers in the area of politness strategies.

The first is a thesis conducted by Anggraini (2015) with the title politeness strategies in teacher-students interaction in guidance and counseling context. In the data analysis, it is found that 1) the type of politeness strategies are used in teacher-student interaction in guidance and counseling context at SMK teknologi Namira Medan is bald on record strategy, Positive politeness strategy, and Negative politeness strategy. 2) The dominant types of politeness strategy used in teacher-student interaction in guidance at SMK Teknologi Namira Medan is politeness strategy. 3) Bald on record realized because of the urgency, positive politeness strategy realized to reduce the social distance the social distance, and the negative politeness strategy realized to maintain the social distance.

The second is a national journal conducted by Putu yoga and ketut seken (2014) with the title politeness in EFL classroom interactions and its implication toward EFL teaching-learning in SMP N2 Tabanan. The data showed that 32,49% expressions were classified as bald on record, 39,68% were classsfied as positive politeness, 3,24% were classified as Off record and there

were some utterances in the some conversation was not classified as all of them above, it could be called as Saying Nothing. So from the data show Positive politeness dominates the use of politeness strategy in classroom interaction of eight grade students and teacher of MP N2 Tabanan.

In this study, the researcher want to investigate politeness strategies use by English teacher in the classroom and investigate the reason of English teacher using politeness strategies in the classroom. The researcher will find out the types of politeness strategies use by English teacher in the classroom and the reason of English teacher using politeness strategies in the classrom.

2.6 Conceptual Framework

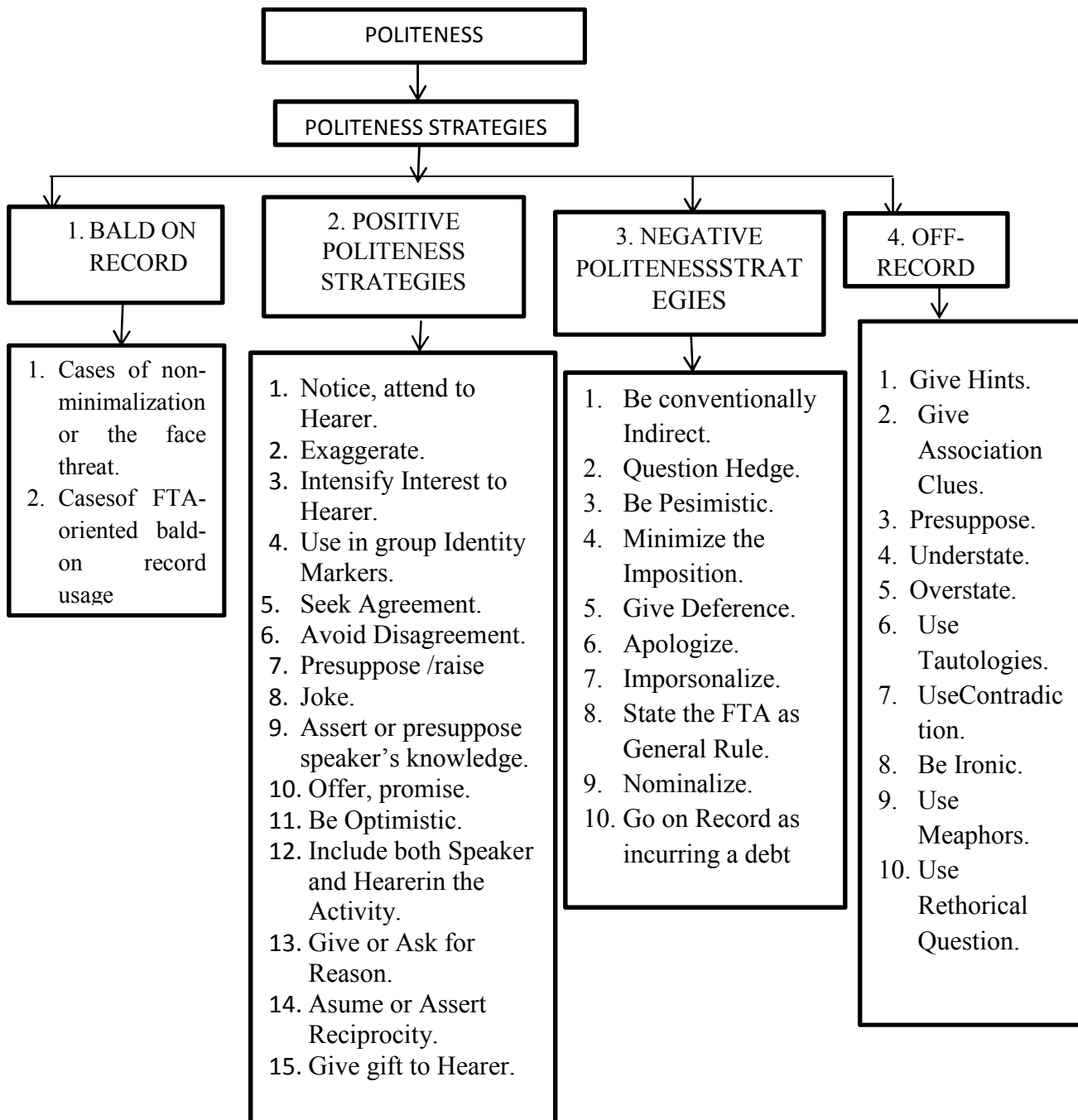


Figure 2.1 Conceptual Framework of Politeness Strategy which used English teacher during teaching English in classroom (by via purba)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the writer used qualitative research, which is basically interpretative research to purposefully select informants either people, document or visual materials that might be the best answer to the research problem. The design was use to found politness strategies use by an English teacher's in classroom. Qualitative research focused on understanding social, phenomena and providing rich verbal descriptions of setting, situations, and participants (Ary,& DKK 2010:39)

Qualitative research is described the various the pertinent aspects of the study including; the setting, both temporally and physically;the individuals being studied; the purpose of any activities on the participants. This types of this research was case study. Case study is a type of ethnograpich research study that focuses on a single unit, such as one individual,one group, one organization, or one program It was used to investigate the data which find in the field which kontras to the theory.

3.2 Subject of the Study

Qualitative study is study that must get a deep data. It means that the researcher must get the data from everything that related the topic. To get the data, the researcher must select the subject. This criteria was supported the researcher decision in selecting the subject. The subjects

of this research are two English teachers' in SMP HKBP P. Bulan Medan. There are two English Teachers at Smp HKBP P.Bulan Medan, namely; teacher who teaching in class VII and another teacher is in VIII grade, both of them was observed in different time. The data was taken from the utterances of the teachers during they are doing teaching-learning process in the classroom.

3.3 Object of the Study

The object of this research is politeness strategies utterancing by English teachers at SMP HKBP P. Bulan Medan. The researcher selected two English teachers. The researcher choosing the English teacher of VII class and VIII class

3.4 Instrument of Collecting Data

Sugiyono (2008: 222) stated that in qualitative research, the instrument is the researcher themselves. Data is information that has been collected by conducting research. Arikunto (2000:134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. There are some instrument that use in qualitative research those are observation, questioner, interview, and documentation. But in this research, the researcher was taken by video recording.

3.5 Technique of Collecting Data

To collect the data, the researcher used the following steps:

- 1) For the first the researcher attending to the class
- 2) The second the researcher recording the teachers utterances during their teaching and learning process through audio-video recording
- 3) The third the researcher transcript utterances of english teachers

3.6 Technique of Analyzing Data

The data was analyze escriptively by using the following steps:

- 1) Recording and identifying the politeness strategy of the teachers' utterances.
- 2) Classifying politeness strategy based on positive politeness strategy and negative politeness strategy.
- 3) Counting the types of politeness strategy used by teachers in junior high school in teaching English class.
- 4) Converting the data into percentages using the following formula:

$$X = \frac{f}{N} \times 100 \%$$

Where:

X = The percentage of the item

f = frequency

N = The total number of the item.

- 5) Finding out the dominant of politeness strategy which is found in used by English teachers of junior high school in teaching English in the classroom.
- 6) Concluding research findings.

3.7 Validity

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell (2009: 191) classified the validity of data into eight strategies. Those are:

1. Triangulation different data source of information by examining evidence from the source and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are

accurate.

3. Use rich, thick description to convey the findings
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

In this research, the researcher used triangulation technique. Cohen (2000: 112) stated “Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior”. Thus, triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings.

There are four triangulation techniques, they are; source or data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.

1. Source or Data Triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator Triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher’s view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological Triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained “Methodological triangulation is using the same method on different occasions or different methods on the same object of study”. Thus, methodological triangulation is making different methodology to get validity of data.

4.Theoretical triangulation

Theoretical triangulation means the researcher compared the data finding with perspective theory that is relevant. Here, the researcher is demand to have expert judgment to compare the finding of research with the certain theory