

Politeness Strategy of English Teacher SMPN 28 Johor Medan in Classroom

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ABSTRACT

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This study found the types of politeness strategies used by teachers in classroom interactions and how politeness strategies are realized in classroom interactions. The subjects in this study were teacher who used politeness strategies. This study used a qualitative descriptive design. Data was collected using the following instruments: observation, recording, field notes and interviews. The results of this study reveal that there are two politeness strategies found during the teaching and learning process used by English teachers, namely: positive politeness and negative politeness. The dominant type used by the English teacher at SMP Negeri 28 Johor Medan is the positive politeness strategy used 7 times by the English teacher and for the reason why the politeness strategy used by the teacher during the teaching and learning process illustrates that politeness is the best sentence, gentle and polite and It is very important to be applied in the classroom because it will make it easier for teachers to teach students and make them respect each other, moreover this strategy has been successfully applied in the classroom during the learning process to get to know the characters of students well.

Keywords: Politeness Strategy, Negative Politeness, Positive Politeness

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INTRODUCTION

Polite language is essential in communication, for it shows our own personality. Polite language involved various factors, including age social distance between the speaker and the listener, how well they know each other and other contextual situation Rahayuningsih et al., (2020); Fitriyani & Andriyanti, (2020). When we communicate, we are supposed to communicate in a polite manner. Politeness is defined as the ability to please others through external actions. At least there is certainty about polite behavior, including polite language. Brown, (2015) politeness strategy is a production model, which has attracted a lot of attention, mainly because of its aim to explain the occurrence of certain forms of linguistic politeness in preference to others and to do so on the basis of claims of universality. Positive politeness strategies are used to reduce exposure to listeners' faces. Astia, (2020) defines negative politeness as a consideration of the listener's desire not to be hindered in taking action and getting attention.

Politeness has become a major issue in pragmatics research. It involves how to strategically use a particular form of language to achieve the speaker's goals Shalekhah et al., (2020). This is a complex problem that can be addressed by many fields, including pragmatics, sociolinguistics, sociology, social anthropology, and social psychology. In this regard, Fairchild et al., (2020) points out: "Politeness in pragmatics is not concerned with whether the speakers actually wish to be kind to each other; instead, we observe what is said and how it affects the listener. influences". In the context of language teaching, politeness is considered to facilitate learning by providing a lively and friendly atmosphere in the classroom and enable teachers and students to interact harmoniously in the teaching and learning process Yoon et al., (2020); Xiang et al., (2020). Politeness is an important aspect of education in Indonesia. Politeness is used for harmonious interaction between teachers and students in the teaching and learning process (Anwar et al., 2021; Sari, Y. A., Utama, F., & Yawisah, U. (2019). Indonesian Education Minister asserts that the politeness of Indonesian students is declining. Therefore, it is important to implement politeness strategies in education as it aligns with the 2013 curriculum that emphasizes good character education. In addition, Article 3 of the Education Regulations of Indonesia No. 20 of 2003 It is pointed out that the role of national education is to develop competence, character and a dignified society by enhancing its intellectual capacity (Wirjomartono, 2020). Therefore, politeness becomes one of the key issues in education, especially in classroom interactions. Basically, negativity is not always found in all studies about politeness strategies. This is because not all teachers like to teach by using polite language and students prefer teachers who use polite language in order to create an effective and conducive teaching and learning process. Therefore this study is expected to observe the usage of polite language, rather than using face threatening act in teaching and learning activity.

Several studies have conducted politeness strategies in English classrooms. Some of these studies focus on teacher politeness strategies Yusuf & Anwar, (2019); Estaji & Nejad, (2021); Koohzad et al., (2019). The Courtesy of Students principle, courtesy of students strategies and politeness in classroom interactions (Diana et al., 2021). A study by Cohen, (2016) to investigate how teachers use polite language use strategies. The study was conducted at a university in China. The participants were an English teacher and 30 college students. Research shows that teachers have positive attitudes in classroom politeness and negative politeness in practice method. In addition, the use of politeness strategies to shorten the social distance between teachers and students makes the classroom interesting, and vice versa, is conducive to English teaching. This study shares a similar framework with other studies Hastuti & Wijayanto, (2020); Hoffman et al., (2017), Survey Courtesy Using Courtesy of Brown and Levinson Strategy

Polite language is very important in communication, because it shows our own personality. Polite language involves a variety of factors, including the age social distance between speaker and listener, how well they know each other and other

contextual situations. When we communicate, we should communicate in a polite manner. Basically, negativity is not always found in all studies on politeness strategies. This is because not all teachers like to teach using polite language and students prefer teachers who use polite language in order to create an effective and conducive teaching and learning process. Therefore, this study is expected to observe the use of polite language, rather than using face-threatening actions in teaching and learning activities.

METHOD

This research uses descriptive qualitative research (Prestiadi et al., (2020); Hennink et al., (2020)). This method is used to find out how people feel or what they think about a subject or institution. Taherdoost, (2016); Silverman, (2020) state that qualitative research is a multi-method research that focuses, involves an interpretive, naturalistic approach to the subject matter. The data source is an English teacher in the classroom. The data was taken from the words of two English teachers during the online teaching and learning process and the data source was carried out in class IX. The data of this study consisted of politeness strategies used by English teachers in the classroom.

RESULT AND DISCUSSION

This research data was taken from the online interaction of English teachers directly during the lockdown situation due to the covid 19 pandemic. The process of teaching English at SMP Negeri 28 Johor Medan is done online. This research data is an interactive analysis model from Miles and Huberman (Bazeley, 2021) which divides the stages of data analysis activities into several parts, namely data reduction, data presentation and conclusion verification. There are two types of politeness strategies used by English teachers in the classroom, it was found that there were 10 utterances by English teachers that contained politeness strategies. It can be seen in the table below:

Table 1. The result of types of politeness strategies used by the english teacher at SMP Negeri 28 Johor Medan

No	Types of politeness	The English Teacher
1	Positive Politeness	7
2	Negative Politeness	3
	Total	10

It can be seen that the teacher uses all politeness strategies during the teaching and learning process in the classroom, there are positive politeness strategies and negative politeness strategies. Here the researcher describes an example of how politeness strategies are used by English teachers in the classroom.

a. Positive politeness

English Teacher : Ya Silakan nak, siapa yang bisa jawab nak, ada yang bisa kasih contoh? (yes, please dear, could you give another example please)

Student : Baik mam saya akan coba ya mam. (yes mam, thak you mam, I will try to answer.)

English Teacher : Tolong nak harap tertib ya. (Please be condusive my students)

b. Negative Politeness

English teacher : Hallo..kok ribut kali mulut kalian itu, ngak bisa lagi diam kalian, siapa nanti yang ribut lagi kusuruh dia yang menjelaskan disini. Gimana, masih ribut lagi?, bisa kita lanjutkan pembelajaran ini?

(Hello..why do you make noise, please be silent, if anyone make a noise, I would ask him / her to explain about the lesson, how do you think? did you? Shall we continue the lesson?

Students : Baik mam

(Yes mam)

English teacher : oke sekarang saya kasih tugas dan besok kau harus dikumpulkan.

(ok, I would give you some assignments, and tomorrow must be submitted)

The dominant types of politeness strategies used by english teacher in classroom is shown in table below :

Tabel 2. Total number and percentage of politeness strategies used by english teacher at SMP Negeri 28 Johor Medan

No	Types of politeness strategies	English Teacher (Female)	Percentage (%)
1	Positive politeness	7	85%
2	Negative politeness	3	15%

Total	10	100%
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As shown in the table in table 4.2. The most dominant type of politeness strategy used by English teachers in the classroom is the highest positive politeness strategy with a percentage of 85% and the second position is placed by negative politeness with a percentage of 15%. Based on data analysis from interviews that have been conducted with teachers in the use of politeness strategies in the classroom to describe the relative strength between teachers and students.

Based on interviews that have been conducted with teachers, the reason for positive politeness is to give respect during the teaching and learning process between teachers and students. Then he adapts himself to the students according to the character of the student during the teaching and learning process. And the reason the teacher uses negative politeness in class is because the teacher wants to discipline students who are difficult to manage, so that the class condition becomes more conducive, so the English teacher wants students to focus on the learning process. ongoing teaching. The purpose of this study was to find out what types of politeness strategies were used by teachers in English classes, based on the theory used in this study and the findings, this study was found to be successfully used in the theory of Brown and Levinson. Politeness strategy is the best sentence, gentle and polite. Politeness strategies are very important to be applied in the classroom because they can train teachers and students to speak politely to each other.

CONCLUSION

Based on the results and discussion above, it can be concluded that there are two types of strategies found during the teaching and learning process used by English teachers at SMP Negeri 28 Johor Medan, namely positive politeness and negative politeness. English teachers use this type of politeness strategy because using positive politeness is to give respect during the teaching and learning process between teachers and students, this aims to give respect to students so that they are more active in class. For the use of negative politeness, the teacher wants to discipline students who are difficult to manage, so that class conditions are conducive again. This finding suggests that the notion of politeness can be applied in the English classroom. The types of politeness strategies used by English teachers in the classroom are positive politeness and negative politeness. The findings show that there are 10 politeness expressions used by English teachers during the learning process in the classroom. Namely 7 utterances for positive politeness and 3 utterances for negative utterances. However, further research needs to be done in terms of teacher and student politeness practices which are influenced by factors such as age and gender, especially through the choice of language they will use to communicate.

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