Politeness Strategies in Teaching English At SMP Advent 2 Medan

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ABSTRACT

This study focused on analyzing the teacher's utterances, namely, there are types of Politeness strategies by Yule's theory (1996), which researchers took to be two strategies, namely positive politeness and negative politeness. This research uses the descriptive-qualitative method by conducting observation and documentation. Based on the results of the analysis applied, researchers found 42 pieces of data from both types, namely positive politeness and negative politeness. Positive politeness: there are 29 data points with a percentage of 69% and negative politeness: there are 13 data points with a percentage of 31%. From the results of this study, the most dominant thing teachers say when teaching is that teachers apply positive politeness. This analysis shows how important politeness strategies are to improving teacher-student interaction. It shows that a balanced approach can help the teaching and learning process be better and students feel motivated.

INTRODUCTION

Politeness is important in communicating with interlocutors. (Putu, 2022) states that people in communication consider politeness to be a good way to have a good conversation. (Mansoor, 2019) state that the theories of politeness are concerned with linguistic pragmatics, and it is related to social context. Politeness is one of the important pragmatic concepts for communication. In the communication process, speakers and listeners are needed for politeness because they are an important component of the conversation. It means that politeness is the success key of conversation. (Modesta et al., 2021) state that politeness in communication is used to achieve one goal. The goal is to save the speaker and the hearer's image (face) in communication.

Lakoof in (Mansoor, 2019) state that, there are three types of politeness, namely: camaraderie politeness, distance politeness, and deferential politeness. Camaraderie types are related to the connection and interaction in the positive

ideas of social life. Distance politeness is one of the civilized human strategies using symbols to create fences. The last is one of culture that avoids conflict, and the meaning of interaction or communication depends on the others, and the speaker does not care about the communication intent, so the speaker and the listener get along just fine. So, this type is more interesting for women especially when communicating with men.

Related to those types, some politeness strategies are needed in communication based on the phenomenon or context. Politeness strategies aim to achieve effective communication to avoid misunderstanding, unpleasant things hurt feelings, and respect others or avoid the conflict while human doing interaction. Brown and Levinson 1987 in (Pratiwi, 2022) there are four types of politeness strategies, namely: positive strategies, negative strategies, bald on-record strategies, and off-record strategies. A positive face is a person's desire to be appreciated, connected, approved and even liked by others. A person's positive face tends to emphasize that both speakers want the same thing and direct the applicant to a common goal, even friendship. It can be concluded that positive politeness has criteria such as appreciation, friendship, and solidarity. Appreciated "You are very diligent, and your assignment is very good, I give you 100 points".

The sentence above is in the form of a teacher-to-student sentence, where the teacher gives appreciation to students for doing school assignments well, the sentence is appreciated as follows "I give you 100 points. Friendship "Hey, buddy, I'd be grateful if you let me use your pen". The sentence can be seen from the sentence friendship which means that there is a close relationship between the speaker and the speech partner with mutual trust, which can be seen in the sentence of a friend's question to his friend saying the word "buddy" and saying the word thank you for being allowed to use a pen. Solidarity "Hey Guys, how are you?". The sentence explains that there is a concern for each other in a community with the same feelings. With a sentence that asks for news.

Then, negative politeness or negative strategies are the opposite of positive politeness. Negative politeness is not a bad word, but it is the opposite meaning of positive politeness. Yule (1996) in (Gumartifa, 2022) clarifies that the negative politeness strategies do not have negative connotations, but it is completely the opposite of positive. This is also a person's need to be independent, have freedom of action, and not be forced to be themselves by others. Thus, face-saving actions that are oriented toward the person's negative face will tend to convey respect and the person's negative face will tend to emphasize the importance of the other person's interests, even including an

apology for the interruption. An apology for coercion is included in negative politeness. Negative politeness must be usually expressed through questions, even questions that seem to ask for permission to ask modal verbs such as (can, could, should, may, etc.) From the explanation above, negative politeness has criteria such as: asking permission, apologizing, and having a modal verb.

The Bald-On Record strategy is a strategy of speaking without using small talk, as a result, the concept of face is not used in this situation. This is because the speaker and speech partner already know the context that occurred in the speech event, (Yule, 1996) in (Gumartifa, 2022). Speech must be direct, clear, unambiguous, and concise. This method is applied without reducing the influence on the listener. In this case, bald on record has clear, unambiguous, and concise criteria. The last is off-record. The statement, and other similar types of statements, are not addressed directly to the other party. The other party can act as if the statement has never been heard. This is where this strategy is realized in a disguised way and does not illustrate a clear communicative intent. Off-record strategies are indirect communication.

Besides that, in the teaching-learning process, politeness strategies were implemented for the students. the researcher wants to examine the application of politeness strategies used by teachers in the classroom teaching process. By applying appropriate politeness strategies, teachers can create a more inclusive and friendly learning atmosphere, so that students feel more valued and motivated to actively participate in learning. So the importance of the application of teacher interaction skills can affect various things, including politeness issues that can affect the quality of student learning motivation. Here are some different examples when teachers apply politeness strategies to students during class.

RESEARCH METHOD

Qualitative research was employed with an interactive model for analyzing the data of this research. The data is the parataxis and hypotaxis are collected through observation and document analysis while writing the recount text. Three steps are employed in analyzing data: data condensation, data display, and drawing conclusions/verifying. The researcher employs Miles, Huberman, and Saldana's interactive data analysis model (2014: 12-14).
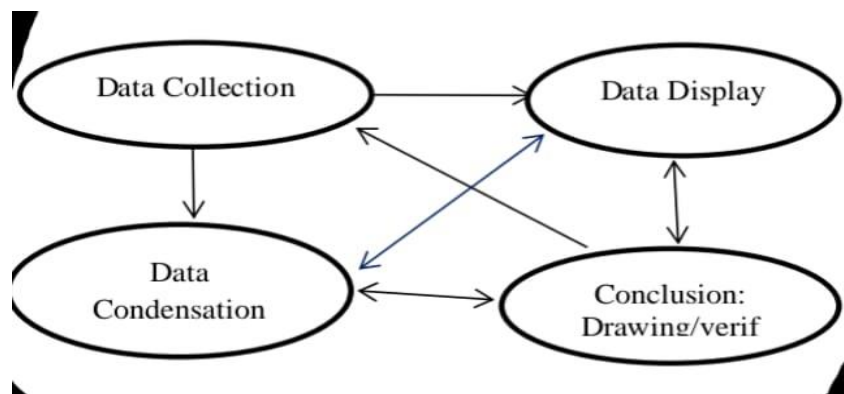
Figure 1.
Interactive Data Analysis Chart (Miles, 2014)

Data Condensation consists of five steps: selecting the data from observation and interview transcripts, focusing on the important data, simplifying the data, abstracting the process to ensure that there were no missing data, and transforming data in some ways. In the second step, the researcher displays the data on a table to help the reader understand the research results. The last steps are drawing a conclusion and verifying.

RESULT AND DISCUSSION

This study focuses on the utterances of the English teacher at Advent 2 Medan Junior High School. The researcher has obtained the data above which amounted to 42 sentences derived from the teacher's utterances while teaching in the classroom. The sentences are classified based on their respective criteria such as positive politeness there are criteria of appreciated, Friendship, and Solidarity while negative politeness has criteria such as Ask permission, Apology, and have a modal verb. Positive politeness is a strategy used by showing friendliness to someone. The positive politeness has 3 criteria such as Appreciated, frienship and solidarity. The data can be seen below :

No	Data Politeness Strategies	Positive Politeness Criteria	Context
1	Good morning class, how are you today ?	Solidarity	In this context, to show empathy and closeness with students, by asking "how are you" so that a close and intimate relationship is built between teachers and students.
2	Alright, come on	Appreciated	In this context, the teacher

	Vanesa to the front to lead the prayer		previously asked the students who wanted to lead the prayer before the lesson started, Vanesa volunteered so the teacher gave her trust and the word "Come on" was an acknowledgment of trust appreciation for her role in the class.
3	Who is not here today ?	Solidarity	The sentence shows the teacher's concern for the presence of students with the sentence containing the word "not here" so that attention to the condition of students appears.
4	Why is he not present, is he sick ?	Solidarity	The sentence reflects concern and empathy for the student with a sense of worry, saying "is he sick?"
5	Ok, lets pray for his friend's speedy recovery	Solidarity	The context of this sentence invites classmates to pray for a sick friend, the word "lets pray for his" shows that the teacher teaches concern for students with sick friends.
6	OK, excellent, he immediately answered in English, OK. Good.	Appreciated	In this context a teacher asks a question to a student, then the student answers the question in English, then the teacher praises the student with a word "excellent" "good" this is that the teacher appreciates the effort or ability of the student.
7	but maam, when maam was still small. Maam has a dog named Nero.	Friendship	The context of the sentence is that the teacher is giving an intermezzo to the student. The sentence "when maam still small" refers to the teacher's

			personal experience, which creates a more intimate atmosphere and reduces the distance between teacher and student, so this supports the criterion of 'Friendship'.
8	Ok maam this little story about the name of the dog maam	Friendship	This sentence is an act of the teacher sharing personal information with the students about the name of his dog. This act of sharing personal stories usually aims to create a more intimate and warm relationship between teachers and students. It is a form of friendship where the teacher tries to establish closeness with the students through more personalized and relaxed communication.
9	ok yes please, Don't take too long to go to the toilet	Appreciated	This sentence starts with "Ok yes please," which can be interpreted as a sign of approval from the teacher to the student's request to go to the toilet. The word "please" here shows politeness and respect for the student's needs, "don't take too long" is an instruction, but starts with a sign of approval and the word "please," which shows that the teacher respects the student's need to go to the toilet, but with the expectation that the student obeys the rules.
10	Wait a minute, I will explain a little because yesterday not everyone	Solidarity	This sentence starts with "Wait a minute," which is actually a request for a

	saw in this class.		short delay in the next lesson, but the context of the whole sentence is more about the teacher's attention to the needs of other students. The teacher wants to make sure that all students get the explanation they need, especially those who did not have time or attend class in the previous lesson. By stating "because yesterday not everyone saw," the teacher shows concern for the students who might be left behind, which is a form of Solidarity. The use of the word "okay?" at the end of the sentence adds a sense of cooperation and agreement, which strengthens the relationship between teacher and student.
11	yes good, okey next Daren	Appreciated	This sentence contains praise with the word "good," which shows that the teacher appreciates the student's effort or answer. The use of the word "okay" also signals positive approval and encouragement, which emphasizes that the teacher values the student's participation.
12	Come on, anyone ? anyone ?	Solidarity	In this sentence, the teacher encourages participation in a friendly and non-pushy way. By using the word "Come on," the teacher tries to build a more relaxed and supportive atmosphere, which helps to reduce the

		261	pressure on the students. This is a form of Solidarity as the teacher wants to actively involve students in learning.
13	don't forget to write down the day, the date, the year.	Solidarity	"Don't forget" is a way to give friendly and supportive reminders. The teacher tries to ensure that all students record important information without making them feel pressured or ordered. This shows that the teacher cares about the students' success in following instructions and does not want anyone to fall behind. This reminder is not just a command, but a form of attention that shows that the teacher wants to help students succeed by reminding them of this simple task. This form of communication creates closeness and support, which is the essence of Solidarity.
14	Jovian, can't see the writing on the whiteboard?	Solidarity	This sentence shows the teacher's attention to students who have difficulty seeing the writing on the blackboard because they sit at the back. By asking Jovian directly, the teacher shows concern for the student's needs and creates a supportive atmosphere where the student feels cared for and supported in the learning process. This reflects Solidarity as the teacher is

			trying to build a closer relationship with the student and ensure they are not left behind.
15	ok already ? ok return to your chair all student, return to your chair	Solidarity	This sentence starts with "Ok already?" which can be interpreted as a friendly form of communication and invites students to complete their activities quickly. The repetition of the instruction "Return to your chair" also creates a supportive atmosphere, where the teacher gives students time to return to their seats without pressuring them excessively, which shows attention and concern for students.
16	Ok, Excellent	Appreciated	In the sentence using the word "excellent" the teacher gives direct positive appreciation and strengthens students' motivation. This sentence shows that the teacher appreciates students in answering questions from him. So that in the future students are more active and happy when there is praise for them.
17	My student, pay attention. We have started and are almost finished. Pay attention my students	Solidarity	In this sentence, the teacher uses the sentences "My student pay attention" and "pay attention my student" to attract students' attention in a friendly and affectionate way. The use of the word "my student" repeatedly shows that the teacher has a close and caring relationship with the

			students. This sentence not only gives an instruction to pay attention, but also provides context by saying "we have started and are almost finished", which shows that the teacher wants students to stay focused until the end of the lesson. This is a strong show of support and care for the students' learning process.
18	I will ask who is the most active for the future, just fill in the auxiliary here.	Appreciated	The teacher values students' activeness by indicating that who is the most active will get special attention. The phrase "who is the most active for the future" shows that the teacher values students' active participation and wants to encourage them to continue to be actively involved in class activities.
19	Well, it's still difficult, right? I'll help you here.	Solidarity	This sentence shows the teacher's concern and support for the students by offering direct assistance. The use of "I'll help you here." shows that the teacher is ready to help students who may need assistance in class. It reflects the teacher's care and support, and builds a supportive and familiar relationship between the teacher and students. It also creates an inclusive atmosphere and encourages students to feel comfortable asking for help if needed.
20	If it's wrong, it's also	Solidarity	In this context, the teacher

	called try in error.		gives the students a problem and they have to answer it one by one. The sentence shows that the teacher understands and supports the students' learning process, and encourages them to keep trying even if they make mistakes. This approach shows empathy and creates a supportive environment where students feel valued and encouraged to learn from their mistakes.
21	Come on. jovian you ready ?	Friendship	This sentence uses the phrase "Come on" which indicates encouragement or motivation in a friendly and encouraging tone. The use of the word "ready" indicates that the teacher wants to ensure that Jovian is ready to continue, but it is delivered in an informal and supportive way. Calling the student by name and using simple language helps create a closer relationship and invites the student to actively engage in a friendly way.
22	Ok, I'll teach you later.	Solidarity	The use of "ok" and "teach you" creates a friendly tone and creates a caring and supportive attitude in the lesson when students do not understand the material, with the teacher's attitude not only giving instructions but also being willing to provide help in a friendly and supportive way.

23	ok thankyou for your answer	Appreciated	This sentence clearly states "thank you", which is a form of direct appreciation for someone's answer or contribution. The use of this phrase shows that the teacher appreciates the student's effort in providing the answer or information. "Ok" at the beginning of the sentence suggests that the teacher acknowledges or accepts the answer given positively, and indicates that the answer is adequate or appropriate.
24	come on very easy. Only seven number, come on.	Solidarity	In this sentence the words "very easy" and "come on" are used to calm and motivate the students, making them more confident that this task can be completed without difficulty and the teacher's words "only seven numbers" indicate that this task is not too hard and thus create a supportive and positive atmosphere to encourage students to keep their spirits up.
25	Is anyone ready yet?	Solidarity	The sentence "Anyone ready?" is included in the Solidarity criterion because it shows the teacher's concern and support for students' readiness in a friendly and inclusive way.
26	Keep up the spirit of doing the task	Solidarity	The words "keep up the spirit" are about keeping the students' spirits up in completing the task and creating the sense that the teacher cares about the

			students' efforts and wants them to stay energized.
27	I'm sure you can do it well.	Appreciated	The teacher expresses confidence in the students' abilities, implicitly encouraging and praising their efforts with the words "you can do it".
28	Remember we are all learning together	Solidarity	This sentence shows solidarity. The teacher emphasizes that they are all in the same learning situation and should support each other. This creates a feeling of togetherness between the teacher and the students as well as among the students themselves.
29	so you can help if they are struggling.	Friendship	In this sentence the teacher encourages students to help their friends who may have difficulties, with the word "help" showing that the teacher expects good relationships and mutual help among students this shows friendship between them.

Negative politeness is a strategy that has freedom of action and tends to show respect. Yule's theory (1996) says that negative politeness has 3 criteria, namely ask permission, apology, and have a modal verb. The data can be seen in the table below :

No	**Data Politeness Strategies**	**Type of Politeness Strategy**	**Context**
1	May ma'am ask for your cooperation, please don't talk while ma'am is teaching. okay?	Ask permission	The sentence "may ask for your cooperation" is a polite request for permission, the teacher does not directly order but

			asks for cooperation in a subtle and polite way.
2	For the homework, but I will grade it after the break.	Modal verb	The word "will" in the sentence is a word that shows a plan or promise used by the teacher to convey information in a polite way to students.
3	Can I take a few minutes to explain this new material?	Modal verb	In this sentence there is a request for permission from the teacher by using a modal in showing the expression of the request for permission the word is "can" the teacher asks to explain a little material.
4	Jovian Ask Noel your favorite artist, what words do you use ?	Ask permission	This sentence shows the word "ask" which in this context is not just an instruction, but a teacher's request to his student that leads to a certain action in a polite way.
5	We see Freddy crying, tears in his eyes. Try first Vanessa, what do you ask him?	Ask permission	The word "try first" shows that the teacher does not force Vanesa to act immediately, but rather the teacher asks politely to try first about the word marked "what do you ask him".
6	So far, no one has anything to ask, right?	Ask permission	This sentence is a question that implicitly asks permission or confirms that no student has a question. "has anything to ask?" This is a form of politeness that gives students the

			opportunity to speak if they wish, so it falls under ask permission.
7	I'm sorry a little longer, I ask all the students to concentrate	Apology	This sentence starts with "I'm sorry," which is a form of apology. The teacher apologizes because the lesson lasted longer, so the students were bored and the teacher asked the students to concentrate more. This is clearly a form of Apology because the teacher apologizes first before giving instructions.
8	Ma'am, will just explain here, this is very easy	Modal verb	The use of the word "will" here is a modal verb that shows the teacher's intention or plan to explain something. This word signifies politeness in giving instructions or explanations, showing that the teacher tries to make explanations that are easily understood by students.
9	Prepare one by one, okay? Try Saskia first	Ask permission	The use of "okay?" at the end of the sentence is a polite form of asking for approval or ensuring that students follow the instructions given. In addition, the words "Try Saskia first" provide direction in a tone that is not pushy, but rather invites students to participate in a polite and friendly way.

10	For students whose eyesight is impaired, can you confirm with Miss later, so they can move their position to the front ya	Ask permission	"Can you confirm with miss later" is a polite form of request for students to communicate with the teacher if they are having problems with vision. It is a form of asking permission because the teacher gives students the choice and opportunity to talk to the teacher about their position in the class. So that when some friends who have vision problems can do learning in class comfortably because the position of the chair is close to the whiteboard.
11	Next who is the most active maam will ask this. maam will see this.	Modal verb	This sentence contains several modal verbs, namely "will," which shows the teacher's intention or plan to ask questions and observe the most active students. The use of this modal verb emphasizes the action that the teacher will take, but in a way that remains polite and not pushy.
12	please write down what I have written	Ask permission	The word "Please" in this sentence is a polite form of request, which gives the impression that the teacher is asking students to do something in a friendly and non-forcing way. This reflects the use of modals to politely ask for permission.

13	Vanessa please give me your pen	Ask permission	The use of the word "please" in this sentence shows the request in a polite way. Although the request is to provide a pen, the word "please" makes it feel more like a request than a command, reflecting a polite attitude.

All data is classified based on positive politeness and negative politeness in the English teacher's speech when teaching, where each utterance is classified based on its type. The researcher found positive politeness data, totaling 29 data, divided according to the criteria for positive politeness, namely solidarity 17 data, appreciated 8 data, and friendship 4 data. Then the researcher found negative politeness data, totaling 13 data, among others, divided according to the negative criteria politeness, namely Ask permission 8 data, apology 1 data and modal verb 4 data. That is the result of data found by researchers in a teacher's speech when teaching. The percentage data can be seen in the table below.

In this section the researcher uses a table to describe the percentage of politeness strategies. Inputting percentage data uses the percentage formula for descriptive statistical calculations proposed by Sudjana (1999) :

$$P = \frac{F}{N} \text{X } 100\%$$

Notation:

P   = Percentage of types;

F (x)   = Frequency of each indicator;

N   = Number of frequencies.

Based on the analysis above, in this section, the results of data analysis of politeness strategies are shown. The researcher found 42 data in the teacher's utterances that contain positive politeness and negative politeness. The researcher used Sudjana's formula (1999) to calculate the percentage in finding the dominant pronounced. In positive politeness there are 29 data that have been analyzed which include solidarity 17, appreciated 8, and friendship 4. In negative politeness there are 13 data that have been analyzed which include ask permission 8, apology 1 and modal verb 4. After using the formula, researchers found 69% Positive polites and 31% Negative politeness. The results of the

dominant data analysis of politeness strategies can be seen in the following table :

Table 1.
The Percentage of Politeness Strategies

No	Types of politeness strategies	Total (F)	Percentage (P)
1	Positive Politeness	29	69%
2	Negative Politeness	13	31%
Total (N)		**42**	**100%**

Based on the second problem formulation of this research, namely to find the type of politeness strategy that is most dominantly spoken by teachers. The most dominant type in teacher speech when teaching is Positive politeness with 29 data points and a percentage of 69%. After analyzing the data of the teacher's transcript utterances during teaching at SMP Advent 2 Medan. To answer the research problem, there are 2 problem formulations by looking for the type of uttarances delivered by the teacher and what type of politeness is dominantly used by the teacher when teaching.

In the first problem, the author found 42 data included in politeness strategies, and the percentage of positive politeness was 69% and the percentage of negative politeness was 31%. Each type has criteria. The percentage data obtained from positive politeness criteria in the teacher's uttarance is 59% Solidarity, 27% Appreciated, and 14% Friendship. then the percentage data obtained from negative politeness criteria in the teacher's uttarances is 61% ask permission, 8% Apology and 31% have a modal verb based on Yule's theory (1996).

To answer the second problem, namely the dominance of what is said in teacher uttarances when teaching in class when teaching in class, researcher found that teacher used more positive politeness at 69% compared to negative politeness at 31%. Negative politeness is rarely used by teachers towards students in teaching at Advent 2 Middle School Medan. So the strategy used by this teacher is good to use in the teaching and learning process because the relationship between the teacher and students is good in the classroom when learning and also has good cooperation in the learning process which includes positive politeness, namely teachers often use strategies such as always paying attention to their students. , provide attention and also build a sense of friendship between teachers and students so that students feel comfortable when learning takes place.

In this study, researcher used Yule's theory (1996) that the theory states politeness strategies have 4 types, namely positive politeness, negative politeness, bald on record and off record. Positive politeness is a politeness strategy that refers to a person's desire to be appreciated, liked and accepted by others in an interaction. This is involved in criteria such as attention, friendship and solidarity in one community. By using positive politeness the speaker can build and strengthen good interpersonal relationships with interlocutors such as research that has been done on the closeness of students with teacher. The second type is negative politeness is a politeness strategy that refers to a person's desire to be free from pressure or coercion, this strategy is often used in situations where it is related to a request or order and an apology to the interlocutor. The third type is bald on record is a communication strategy of a person by conveying a message directly and clearly without any pleasantries, the use of this strategy can be considered rude or impolite in the wrong context. Therefore it is important to consider the situation and the relationship between the speaker and the listener before using this strategy. The fourth type is off record which is a politeness strategy where the speaker conveys the message indirectly, thus making the message unclear and ambiguous, off record can cause confusion or misunderstanding if the interlocutor does not interpret the message correctly.

Researcher have 2 problems, the first is in determining what types of politeness are spoken by teacher when teaching and focusing only on two types of politeness, namely positive and negative which have been explained above. The second problem is that researcher are looking for the dominant type of politeness spoken by teacher, after making a percentage table researcher found positive politeness 69% and negative 31% so the most dominant in the teacher's utterances when teaching is Positive politeness with data totaling 29 data with a percentage of 69%. In learning English in class, the teacher always pays attention and is friendly to students when they ask questions or when the teacher asks questions by showing a supportive attitude so that students feel valued and motivated to improve themselves. Teaching and learning activities like this make the learning atmosphere more comfortable. By using this strategy positive politeness, teacher show appreciation, concern, and empathy for students needs and feelings. By being friendly, teachers can encourage students to speak up more, ask questions, and give their opinions without being rejected.

However, other research data with the same subject, namely politeness strategies and different objects researched by (Hutahean et al., 2021, p. 39) with the title An Analysis Of The Politeness Strategies Utilized By Pesbukers In Their Variety Show. The author found data in 37 politeness strategies: bald on-record

6 (16%), positive politeness 26 (70%), negative politeness 4 (11%), and off-record 1 (1%). With these findings, it becomes a stepping stone and as a reference to increase understanding of politeness strategies in various objects studied.

CONCLUSION

Politeness strategy is a technique in communicating with others to maintain social relations, and a respect for the interlocutor in communication put forward by Yule's theory (1996) in which there are types that researcher examine, namely positive politeness and negative politeness, the findings that researcher obtained in the analysis are that there are 42 data of teachers' utterances while teaching at SMP Advent 2 Medan. 29 Positive politeness is divided into several parts or criteria, namely there are 17 solidarity, 8 appreciated, and 4 friendship then 13 negative politeness is divided into several criteria in speech, namely 8 ask permission, 1 apology and 4 modal verbs. it can be concluded that the most dominant politeness strategies used by teachers during the learning process in the classroom are positive politeness strategies which amount to 29 data. The use of these strategies shows the teacher's efforts to create harmonious relationships with students, and encourage students to be active in learning.

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