

POLITENESS STRATEGIES USED BY ENGLISH TEACHERS IN TEACHING LEARNING PROCESS AT SECONDARY SCHOOL

ABSTRACT

This study described politeness strategies used by the English teachers one of secondary school in Medan. The source of the data was two English teachers of class VIII and IX in one of the junior high school in Medan, Indonesia. This study was analyzed politeness strategies in the teaching learning process according Brown and Levinsons' (1987). The data collection technique was video recording and interviewing. The findings were (1) there were four politeness strategies; Bald on Record 137 (47,08%), Positive Politeness 89 (30,58%), Negative Politeness 48 (16,49%), and Off Record 17 (5,84%). (2) Bald on Record was realized to make the close relationship between teachers and students. Positive Politeness strategies were realized to give respect to students. Negative Politeness was realized to maintain closer friends among them and Off Record was realized to give the students the opportunity to care for the teacher said. This study was referred Politeness, it is influenced by Power, Distance, and Relationship, and affected by speech events and politeness is the use of the right word in the power context, it is determined by the rules that are prevalent in society. The result was contributed teachers, linguists, other researcher sociolinguistics lecturers and government that implicated with directly or indirectly involved to online learning as the classroom and the teaching learning process at school are suggested to apply this politeness strategies which put impact students' attitude and behavior and to elaborated of politeness, politeness strategies, the reason of politeness strategies, E-Learning and Teacher and students communication.

Keywords: english teacher, politeness strategies, teaching learning process

INTRODUCTION

Politeness is a universal and best expressed as the practical application of a good manner or etiquette. Leech (1993) defines it as "strategic conflict avoidance, which can be measured in terms of the degree of effort and put into the avoidance of conflict, situation, maintenance, and establishment of comity". The avoidance is represented as a conscious effort on part of the person to be polite. Brown, Levinson (1987) cited in Zhang (2009) discussed that 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 makes a smaller request in a closer relationship. Manik and Hutagaol (2015) report that politeness strategies are ways to convey speech acts as politely as possible. To achieve that, there are some strategies that can be applied in the specific context used by an individual in a certain society especially in school. Specifically, place or setting is a case where was happens, in this case the classroom is the setting where

politeness is educated and where the relationship between teacher and students should be well established, it must be effective and polite.

In other words, politeness is the expression of the speakers' intention to mitigate face threats carried by certain face-threatening acts toward another. Furthermore, according to Yule (1996), politeness is a system of interpersonal relations designed to facilitate interaction:

- a. by human interaction
- b. by minimizing potential conflict, and
- c. confrontation inherent in all human interchange.

However, before this pandemic covid-19 was happened in indonesia. based on the first, second, and third observation (Internship) of teachers' utterances at One of Junior High School in Medan, it is not as expected. Directly, Some of the teachers used impolite utterances to their students, and the impolite utterances affected student compliances during the English teaching-learning process. For example, (when the students are doing their tasks and make noise, Teacher: "what is his name!?! why are you fussing, I pinned your name, yeah! want me not to pass you later!"). For the teacher's utterances above has shown impolite to ask student calm down. Another example, Teacher: "Why are you whispering in the back, hey!. I'm out or you are out!". in here, Politeness is used by someone because she/he wants to respect the hearer. Politeness is influenced by P (Power), D (Distance), and R (Relationship), and also affected by speech events. Politeness is the use of the right word or phrase in the power context, which is determined by the rules that are prevalent in society. That command has shown impolite to junior students, be better teacher used another word to create good situation as "Students behind please pay attention to me, don't whisper, okay?". To create collaborative between teacher and students so must good situation and interaction among them because of the role of the teacher as a good model for students where the teacher still use the violence as the effective way to control students. If the class interaction goes well, the knowledge that is given by the teachers will be received well by the students.

Then the observation of the other when pandemic happened. based on observation (e-learning) of teachers' utterances at One of Junior High School in Medan, it is not expected too.

Indirectly by using the e-learning model (WhatsApp and Google Classroom). The teacher used Bald on record utterances with wrong to their students, and the Bald on record utterances affected student compliances during the English teaching-learning process. For example, (when the students are chatting with other students, Teacher: "I don't serve tacky languages like Jenny and Rangga!"). From the teacher's utterances, Teachers should tell to student with "Please pay attention to Jenny and Rangga. Use language that is easy to understand so that i can respond well during online learning". For the teacher's utterances above has shown Bald on record to tell student using a good manner on discussion.

REVIEW OF LITERATURE

1. Researches of Politeness Strategies

Brown & Levinson (1987) with the idea of "face-saving view", Brown and Levinson (1987) have divided the politeness strategies according to how much the speakers and hearers minimize the threat when they are having a conversation. The strategies range from doing the FTA (Face Threatening Act) directly without minimizing the threat at all to not doing the FTA. They are bald on record, positive politeness, negative politeness, and off-record strategy.

2. The reasons of Politeness Strategies Usage

Brown and Levinson (1987) in Dewi (2015) stated that there are some motivates that cause someone to use a politeness strategy when he communicates with others. Usually, the motivates consider three elements, namely the social distance (D) of speaker and addressee, the relative power (P) between them, and the absolute ranking of imposition (R) in a particular culture. It means that someone should choose an appropriate strategy in accordance with what he is going to say and to whom he spoke.

3. E-Learning and Politeness Strategies

Soekartawi, (2003) define E-learning as a generic term for technologically supported learning using an array of teaching and learning tools as phone bridging, audio and videotapes, teleconferencing, satellite transmissions, and the more recognized web-based training or computer aided instruction also commonly referred to as online courses. The main difference between traditional learning and E-learning lies on the main actor or the main focus in the process of

teaching and learning activity. In a common or regular class, the main actor is a teacher or a lecturer meanwhile in E-learning class; the main actor is the student. The learning process of E-learning is asynchronous learning activity that forces the students to stand-alone in self-directed or self-paced activities. Here, to create effective classroom interaction, teachers and students will rely much on their communication. Teachers and students in the class will use languages to communicate both in verbal and non-verbal ways. Therefore, they need to apply effective communication strategies in order to transfer their ideas clearly. The strategies range between e-Learning from doing the FTA (Face Threatening Act) directly without minimizing the threat at all to not doing the FTA. They are bald on record, positive politeness, negative politeness, and off-record strategy.

Research Methodology

This research was procedured with the researcher was the key instrument (Sugiyono, 2010) and the participant in this research was conducted two women english teachers with different classes in teaching learning process. this research was followed by sugiyono (2010) as technique of data collection. The Technique of Data Analysis were analyzed and used the analysis produce by Miles, Huberman, and Saldana (2014), this research is basically interpretative research to purposefully select informants either people, documents, or visual materials that might be the best answer to the research problem. The design used to find politeness strategies used by an English teacher in teaching learning process. Qualitative research focuses on understanding social, phenomena, and providing rich verbal descriptions of settings, situations, and participants (Ary, Jacobs, Sorensen, Razavieh, 2010).

Data and Source of Data

This study was conducted one of secondary school in Medan. The source of the data were two women English teachers in the teaching-learning process which was fifty five years old as teacher A and was forty seven years old as teacher B. The data were teachers' messages and chats as utterances of the English teachers during the English teaching-learning process and it was

conducted in grade IX and VIII. This study focused on investigating politeness strategies used by the English teachers in the teaching-learning process.

The Techniques and Instruments of Data Collection

In qualitative research, the researcher was the key instrument (Sugiyono, 2010). As the main instrument, the researcher planned the research, collects the data, classifies the data, analyzes the data, makes the interpretation, and finally reports the result of the research. In identifying the research, the researcher was needed some supporting instruments like a video recorder (video recording) and questions (interviewing). It was used to collect the data so that the researcher can collect the data easily and the data can be accurate.

The Techniques of Data Analysis

(1) the researcher was collected data through observation and interview. Then, the researcher selected, identified, and focused on the data by referring to the formulation of the research problems.

(2) after selecting the data, the researcher displays those data into table form

(3) after displaying the data. the conclusion is drawn.

FINDINGS AND DISCUSSION

There were four politeness strategies found during teaching learning process which used by the English teachers at secondary school, namely; Bald on Record, Positive Politeness, Negative Politeness and Off Record. Specifically, 137 (47,08%) for Bald on Record the example Watch the video and try to understand the topic, 89 (30,58%) for Positive Politeness the example Wow Amazing, That's very good faris, 48 (16,49%) for Negative Politeness the example Already translated into Indonesian, don't you understand either, so what language does it understand? and 17 (5,84%) for Off Record the example Do you understand the meaning of the task?.

Politeness Strategies used by English teachers during the teaching-learning process were to describe that politeness is a good attitude. Those strategies can respect each other between

teachers and teachers or teachers and students. Politeness was very important in teachers' teaching and students' learning around them by directly or indirectly as their responsibility especially a teacher with the best sentences, soften, and politely. Furthermore, these strategies successful applied in teaching learning process between teacher and students. Teacher and Students communication were not urgency during teaching learning process begun. it was found from the data and data analysis by video recording during teaching learning process begun.

Based on the data analysis, about the first research question, the researcher's objective to investigate types of politeness strategies used by the English teachers at secondary school. It was found four types of politeness strategies used by the English teachers, namely; Bald on Record, Positive Politeness, Negative Politeness, and Off Record. From these four types of politeness strategies dominantly used during the teaching-learning process was Bald on Record. It can make know each other very well as and as closer friends and family between teachers and students. These findings are consistent with Brown and Levinson (1987, 13), they said Bald on Record is the strategy express the close relationship between the speaker and the listener. And provide no strategy is made to avoid an FTA.

About the second research question, the researcher's objective to elaborate on the reasons for types of politeness strategies realized by the English teachers in the teaching and learning process. It was found that the teachers applied politeness strategies in online learning as their classroom which can be a teacher produce polite generation. Furthermore, these strategies successfully apply in online learning as their classroom during the teaching and learning process to know very well the character of the students and it will make easier for teachers to teach students can respect communication each other. It is in line with Johnson's theory (1986) in Amadi's theory (2000, 40) states that teachers can ensure effective communication in teaching learning process, such as: show a sincere enthusiasm or humour, build friendship, make learners the focus, ensure that there is trust, create an atmosphere of interdependence, probe into learners' intellectual aptitude at the onset of class, make learners feel challenged, be a master of the subject matter, understand different learning styles and be generic, and be accommodative and tolerate students' mistakes.

In this discussion, there are differences in these findings with research that previously examined politeness strategies in variation literature: Anggraini (2015, 44) is found that the type of politeness strategies are used in teacher-student interaction in guidance and counseling context at Vocational School in Medan are bald on record strategy, positive politeness strategy, and negative politeness strategy. the dominant type of politeness strategy used in teacher-student interaction in guidance and counseling at one Vocational School in Medan is Positive Politeness. Bald on Record realized because of the urgency, positive politeness strategy realized to reduce the social distance, and the negative politeness strategy realized to maintain the social distance. While the aim of Dewi's research (2015, 45) is to find all types of politeness strategy were applied in directive speech act in classroom interaction. The most dominant type of politeness strategies was bald on record. it was used because of the limited vocabulary of the students when they speak English, because the efficiency, to avoid the misinterpretation on the participants, to show the teacher's power when they commanded the students to do something and show their firmness when they forbid or admonished the students not to do something.

And the last is a national journal conducted by Manik & Hutagaol (2015, 46). In the data analysis, it is found that the teachers used four maxims in their communication with the students. They are tact maxim, generosity maxim, approbation maxim, and agreement maxim. It is not found the teachers used modesty maxim and sympathy maxim. The teachers have dominantly used tact maxim in their indirective speech acts to the students. Children's pragmatic competence and positive emotions were the factors that affected the students' compliances to the teacher's politeness utterances.

Conclusion

Based on the researcher's findings, it is obtained some conclusion as follow. There were four politeness strategies found during the teaching-learning process which used by English teachers at secondary school, namely: Bald on Record, Positive Politeness, Negative Politeness,

and Off Record. Specifically, 137 (47,08%) for Bald on Record, 89 (30,58%) for Positive Politeness, 48 (16,49%) for Negative Politeness, and 17 (5,84%) for Off Record. The dominantly types of politeness strategies used by English teachers at one of secondary school in Medan was Bald on Record. It means that the teachers make comfortable and enjoyable in their environment which makes the conversation close friends among them and respect each other.

Politeness Strategies used by English teachers during the teaching-learning process were to describe that politeness is a good attitude. Those strategies can respect each other between teachers and teachers or teachers and students. Politeness was very important in teachers' teaching and students' learning around them by directly or indirectly as their responsibility especially a teacher with the best sentences, soften, and politely. this study was referred to politeness itself where politeness is influenced by P (Power), D (Distance), and R (Relationship), and also affected by speech events and politeness was referred the use of the right word or phrase in the power context too, it is that determined by the rules that are prevalent in society. The result of this research was contributed such as teachers, linguists, other researcher sociolinguistics lecturers and government that implicated with directly and indirectly involved to online learning as the classroom and the teaching learning process at school are suggested to apply this politeness strategies which put impact students' attitude and behavior and to elaborated of politeness, politeness strategies, the reason of politeness strategies, E-Learning and Teacher and students communication were referred by theories.

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