

## LANGUAGE POLITENESS STRATEGY OF TEACHER VERBAL INTERACTION IN THE CLASSROOM AT THE 8th GRADE (SOCIOLINGUISTICS APPROACH)

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### Abstract

This study aims to observe and analyzed the used of politeness strategies that occur in verbal interactions in the classroom in junior high schools. This study applies a descriptive qualitative research design to observe and analyze the politeness strategies used by teachers to students in their interactions. Participants in this study were one English teacher and 30 students. The data in this study were in the form of utterances containing politeness strategies. Data were taken from English lessons for 90 minutes through direct observation and analysis. The findings of the study showed that there were a total of 60 excerpts containing three politeness strategies: Blind on record Strategy, Positive politeness Strategy and Negative politeness Strategy. The most dominant is bold on record with 31 data.

**Keywords:** Politeness Strategy, Teacher Verbal, Sociolinguistics Approach

### Abstrak

*Penelitian ini bertujuan untuk mengamati dan menganalisis penggunaan strategi kesantunan yang terjadi dalam interaksi verbal di kelas di sekolah menengah pertama. Penelitian ini menerapkan desain penelitian kualitatif deskriptif untuk mengamati dan menganalisis strategi kesantunan yang digunakan oleh guru kepada siswa dalam interaksinya. Partisipan dalam penelitian ini adalah satu guru bahasa Inggris dan 30 siswa. Data dalam penelitian ini berupa tuturan yang mengandung strategi kesantunan. Data diambil dari pelajaran bahasa Inggris selama 90 menit melalui observasi dan analisis langsung. Hasil penelitian menunjukkan bahwa terdapat total 60 petikan yang mengandung tiga strategi kesantunan: Strategi Blind on record, Strategi kesantunan Positif dan Strategi kesantunan Negatif. Yang paling dominan adalah Bold on record dengan 31 data.*

**Kata Kunci :** Strategi Kesopanan, Verbal Guru, Pendekatan Sociolinguistik

## INTRODUCTION

Politeness strategies in verbal interaction is language politeness in verbal communication that is applied to provide good verbal interaction between two directions so that there is no violation in language. Therefore, teachers must create verbal interactions in the classroom by using polite language so that students do not feel threatened by the language used by the teacher. So in verbal interaction, the used of strategies politeness language is needed to make communication work and create a good interaction relationship. Verbal interaction is understood as an action or activity where two or more individuals influence one another, or when two people engage in activities that connect them. According to Semir and Mile (Mohammad Yusoff et al., 2018). verbal interaction between teachers and students is a complex concept, involving various interconnected elements (Sudaryat et al., 2020).

Politeness strategies in language are fundamental in sociolinguistics because politeness is a universal aspect of language use within social contexts (Rahmawati et al., 2023). Language politeness is a key area of study in sociolinguistics, which focuses on how language operates in society. The

term sociolinguistics combines "socio," meaning society, and "linguistics," meaning language. Therefore, language politeness is deeply tied to social interaction. According to Brown and Levinson (Rafiu & Osho, 2021b) there are two forms of politeness: positive and negative. Positive politeness aims to build solidarity by offering friendship, giving compliments, using informal language, treating others as friends and equals, avoiding imposing one's will, and not threatening the other person's face. In contrast, negative politeness expresses respect, includes apologies, used indirectness, and maintains formality. Positive politeness reflects familiarity, even when speaking to someone who may not be close to the speaker, and helps facilitate social relationships. Suyitno (Rafiu & Osho, 2021a) emphasizes that language used must respect social norms and ethical values, such as decency, customs, and fairness. Therefore, politeness, decency, and fairness are important for teachers in fostering students' language development, aligning with the social values of the environment.

In conducting interactions in speaking, it is also necessary to know how to use good language so that the communication runs smoothly without anyone feeling threatened. Strategy politeness is key in language, because one of the causes of violence or quarrels stems from the impoliteness of the language one used. Often people feel offended by the language someone used, and this can lead to arguments. The value of strategy politeness in language has social functions in society, including effective interaction is successful in conveying the purpose of communication and showing respect, this can avoid conflict between speakers and speech partners, or greater conflict. Politeness, according to Lakoff (Yanti Kristina Sinaga et al., 2022) is a strategy to avoid conflict (Widyaningsih et al., 2018).

In verbal interactions, speech acts can sometimes lead to unpleasant situations known as face-threatening acts. To avoid such threats, certain strategies are employed. These strategies are designed to minimize the risk of causing discomfort through speech (Yolanda & Bram, 2022). By using politeness strategies, speakers can reduce the likelihood of posing a threat to the face of their conversation partners (Aulia Mawaddah et al., 2022). These strategies help ensure that communication flows smoothly and harmoniously. In classroom settings, politeness strategies can foster positive interactions and contribute to effective communication (Silitonga & Pasaribu, 2021).

Understanding politeness is essential in classroom teaching, as it plays a key role in facilitating social interactions. According to Brown and Levinson's theory (1987: 60), politeness functions as a strategy to protect universal face (Obidovna, 2022). The use of politeness strategies by both teachers and students can significantly impact the teaching and learning process. There are four main politeness strategies or general behavioral patterns that can be applied: (1) bold-on record strategy; (2) positive politeness; (3) negative politeness; and (4) off-record politeness strategy. These strategies represent the speaker's efforts to convey politeness through language. Effective teaching should incorporate appropriate politeness strategies to ensure smooth communication in the classroom (Sukma et al., 2022).

Politeness includes various strategies, and examples of how teachers apply these politeness strategies when speaking to their students can be illustrated through the following forms of politeness strategies:

Utterance 1: "Erase the blackboard, son"

Utterance 2: "Erase the blackboard"

From the two speech examples mentioned, the one that demonstrates a politeness strategy is the statement "Erase the blackboard, son." while the speech of erasing the blackboard, son is included in the positive politeness strategy that uses a familiarity marker, that is the word "son". This is different from utterance 2 which does not use familiarity markers, so from the above examples, language politeness strategies are very important in verbal interactions in the classroom. Polite language strategies will reduce the possibility of speakers facing threats to their interlocutors.

Based on observation made by researcher at school, author found that teacher and students in

the process of learning verbal interactions in the classroom used polite speech and politeness strategies (Jewad et al., 2020). There, the teacher feels threatened due to questions asked by students that contain criticism and statements of disagreement, and the teacher continues to use polite speech in responding to students' criticism and statements of disagreement to avoid actions that threaten the harmony of interactions between teacher and students in the classroom (Eshreth & Draweesh, 2018). With this, the aim of the author is to find out how politeness strategies are realized and what politeness strategies teacher used in verbal interactions in the classroom for eighth grade students (Widyastuti, 2019).

The author chose language politeness, especially politeness strategies, as research to find out how polite the teacher's language is towards students and what politeness strategies the teacher used towards students in class interactions, whether they used all politeness strategies according to Brown and Levinson theory (Hikmahwati et al., 2021). It is because one way to ensure harmonious communication is to use polite speech. The author chose the research location at SMP Swasta Karya Pembangunan Deli Tua because this school is a National Private School which is quite popular in the Deli Tua Area, and the first time the author made observations, the author found a topic that was in accordance with what he wanted to research, that is politeness strategies (Xafizovna, 2022).

The following is an example of primary data in teacher and student communication in eighth grade learning:

Guru : Baiklah selamat siang semuanya dan silahkan tugas dikumpulkan pada hari rabu pukul 09:00 wib dimeja ibu, siapa yang tidak mengumpulkan nilai tugas nya akan saya buat nol dan kalau lewat dari jam Sembilan ibu tidak akan terima.

Siswa : Baik bu

Guru : Oke ibu tunggu

Teacher : Well good afternoon everyone and please collect the assignment on Wednesday at 9:00 a.m. on my desk, whoever does not collect his assignment grade I will make zero and if it is later than nine o'clock I will not accept it.

Students : Yes ma'am

Teacher : Okay, I'll wait.

The speaker has a higher position than the opposing speaker. Therefore, the speaker carries out orders directly to the opponent by using the word please to the interlocutor as a language politeness strategy (Terus terang/bold on record) (Erkinovna, 2021). From some of this data, it can be seen that various strategies are used by teacher when conveying information or interacting with students in the classroom and using different politeness strategies. For this reason, researchers are interested in conducting further research on how politeness strategies in language are used by teacher when teaching in the classroom (Tenriuji et al., 2021).

The observation data collected by the researcher on the teacher's language politeness strategies during verbal interactions in the classroom provides a compelling reason to conduct research titled "Language Politeness Strategy of Teacher Verbal Interaction in the Classroom at the 8th Grade of SMP Swasta Karya Pembangunan Deli Tua.

## METHOD

This research was conducted using a qualitative descriptive writing method. A qualitative approach is a research method that produces descriptive data in the form of written or spoken words from people and observable behavior (Amin, 2020). Qualitative research is a research approach that aims to understand and explain social phenomena in depth through interpretation of the context, experiences, and perspectives of individuals involved in these phenomena (Maharani, 2019). This research is a qualitative study which aims to determine the language politeness strategies used in

verbal interactions between teachers with students in the classroom. Meanwhile, the data analyzed is in accordance with the reality that existed at that time and is connected with various theories to support the discussion so that the final conclusion can be explained in full and the final conclusion can be understood clearly (Larasati & Simatupang, 2022). Where researcher examine teachers to see what language politeness teachers use most often during verbal interactions (Nashruddin & Al-Obaydi, 2021).

### **Instrument Of Collecting Data**

Instruments are a crucial component in data acquisition. Sugiyono (Zulianto, 2020) states that in qualitative research, author are key instruments. This means that the instrument in the qualitative method is the author himself. Qualitative author as human instruments are tasked with determining the focused of the research, selecting informants as data sources, collecting data, analyzing data, interpreting data and concluding all research findings.

The research instrument here functions to conduct observations in the classroom to see how the language used by teachers towards students, whether teacher used polite language in the classroom when conducting verbal interactions (Shu et al., 2019). The author sees and observes directly when learning takes place. Furthermore, researcher observes and documentations in the teacher and student conversation books to collect data, from the observations made by researcher, researcher can review the language used by teacher and with this researcher can analyze what politeness strategies are used by teacher with students in verbal interactions in the classroom (Wati & Zulaikha, 2019).

### **Technique Of Collecting Data**

Creswell (Prayitno et al., 2019) stated that qualitative research is a type of education research in which the research consists of collecting data used a form with general, emerging question, gathering word or imaging data and collecting data from a small number of individual or sites. This study applies a case study of the qualitative approach. Case study focused on the events surrounding one case in a contemporary context or setting. Describes the qualitative approach to a case study with the investigator focusing on one or more cases over time through detailed, in-dept data collection involving multiple sources of information. These multiple sources of data come in the form of textual, visual, and audio files regarding the case or cases Creswell According to (Creswell, 2012:30), the types of data used in this study are:

1. Observation

The instrument used is observation. Cresswell (2012:32) stated observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher is able to find the answers by focusing and taking participant in an event or activity. In this research, the researcher will do observation or direct observation in the field or research location. The type of participant observation is passive participant. Sugiyono (2020:17) stated passive participants mean the research is present at the scene of action but does not interact or participate. It means that an observer who visit a site and take note in the activities of the participants. Researcher observed to collected data on classroom interactions between teacher and students and also data on politeness utterances spoken by teacher in the classroom during classroom interactions.

2. Documentations

The author conducted documentation to collect data that the researcher had conducted research in the classroom with teacher to find data on teacher and student conversations.

### **The Technique of Analyzing Data**

After getting the data, the next step is the author should analysed data. Data analysed is performed after the data are collected. Data analysed is a critical component of research since it yields

findings, both substantive and formal findings. Conceptualization, categorization, and descriptions are generated in qualitative research on the basis of events acquired during field activities. arranging the interview transcripts, fieldnotes, and others material that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Miles and Huberman (1992:20) explains the process of processing qualitative research data, which includes the following steps:

#### 1. Data collection

The data from observation analysis recorded by researcher during the research in the classroom when verbal interactions occur in the classroom. Author sat in the classroom to collected data by writing in the conversation book of teacher and students in the classroom to obtain direct data. This consists of description observing, hears and experiencist by samples.

#### 2. Data reduction

Data reduction used the process of choosing, focusing, simplifying, abstracting, and transferring the data that appear from field note or transcriptions. In this step after observing and documentation of teacher and students interactions in the classroom, the researcher carried out data reduction where the researcher looked again at the results of the observation, then the researcher analyzed the data and then rewrote the language utterances used by the teacher with students based on the research problem. Carried out a classification of the observasi data to see what strategies are used based on language politeness strategies in Brown and Levinson. With data reduction, researcher can determine according to the data group and organize the data so that it can be retrieved and verified.

#### 3. Data display

According to Sugiyono (2020:21), after further data selection used carried out activity displayed data. In presenting data, researcher used a table and to explained the data by paragraph obtained with the strategies language politeness based on the researcher study problem. Author classified and explained what is included in the teacher speech in terms of politeness strategies. To find language politeness strategies that appear more often used by teacher during verbal interactions in class, researcher used tables in their research and enter the language politeness strategies used by teacher into the table then researcher check the strategies used based on the table. Then the author calculated how much the number of used of the teacher language politeness strategies and sees from the table which strategies are more often used by teacher in verbal interactions in the classroom and checklist used by teacher in the learning process. From the table, researcher can conclude what politeness strategies are more often used by teacher.

#### 4. Draw conclusions

After displaying the data, the final step is to draw conclusions. According to Sugiyono (2017:18), the initial conclusion is proven by valid and consistent evidence when researcher return to it research location to collected data, ensuring that proposed previously the conclusion is a credible conclusion. Researcher draw their conclusions and verify by reviewing field notes and compare the data on what strategies politeness classroom interaction are used more in class interactions.

## RESULT AND DISCUSSION

### Result

This research is a study of the used politeness strategy teachers in verbal interaction in the classroom at 8th grade of SMP Swasta Karya Pembangunan Deli Tua. It particularly intends to analyze politeness strategies and find out what politeness strategies teacher often used in verbal interactions in the classroom. In Brown and Levinson's theory there are four politeness strategies including : Bold on record politeness, Positive politeness, Negative politeness and Off record

politeness. As a result, the researcher employed Brown and Levinson's theory to analyze the types of politeness strategies and found the politeness strategies that were used more frequently.

1. The first researcher found that there are three politeness strategies that teacher used in the classroom, including : Bold on record politeness, Positive politeness and Negative politeness. From the results of the data analysis conducted by the author, there were 60 data of type politeness strategies found.
2. The second researcher found the results of calculations from the table to find the language politeness strategy that is more dominantly used by teachers in verbal interactions in the classroom, including : Bold on record politeness as many as 31 politeness languages used by teachers, Positive politeness as many as 20 politeness languages used by teachers and Negative politeness as many as 9 politeness languages used by teachers. From the calculation of the table, it can be concluded that the politeness strategy that is more dominantly used by teacher is the Bold on record politeness strategy as many as 31 polite languages.

**Table 1. The Sample Of The Data Conversation Teacher And Students**

| Data Conversation Teacher and Students |  |
|--|--|
| Teacher :                              | Good morning   |
| Students:                              | Good morning mam   |
| Teacher :                              | How are you today  |
| Students :                             | I am find and you  |
| Teacher :                              | <i>Owh i am good thankyou, Ok let is start our lesson. Buka bukunya halaman 76 coba kita lihat di hal itu terdapat suatu cerita, coba kalian baca baca ya. Terus kalian tulis dibuku kalian artinya masing masing, apa yang kalian tau kalian tulis dibuku kalian langsung.</i><br>( Owh i am good thankyou, Ok let is start our lesson. Open the book page 76, let is see that there is a story, try to read it. Then you write in your book the meaning of each one, what you know you write in your book directly.) |
| Students :                             | Ok mam   |
| Teacher :                              | <i>Kalian kerjakan yang paragraf satu dulu, nanti kalau sudah siap kita artikan sama sama baru kita lanjut paragraf dua.</i><br>(You do the first paragraph, later when its ready we will interpret it together and then we will continue with paragraph two.)   |
| Students :                             | Okay mam   |
| Students :                             | <i>Mam arti first itu yang pertama ya mam?</i><br>(Mam the meaning of first is the first, right mam? )   |
| Teacher :                              | <i>Iya nak first itu yang pertama, siapa yang tidak tau artinya boleh dicari dikamusnya ya, Kalian tulis juga disitu mana yang gk kalian tau artinya.</i><br>(Yes, son, first is the first, those who do not know the meaning can look it up in the dictionary, you also write there which ones you do not know the meaning of.)   |
| Students :                             | Yes mam  |
| Teacher :                              | <i>Apa yang udah kamu tulis ? kenapa kamu belum ada nulis?</i><br>(What have you written? Why havent you written anything?)  |
| Students :                             | <i>Ini mam masih dicari cari artinya yang lain dikamus.</i><br>(Mam, I am still looking for other meanings in the dictionary.)   |
| Teacher :                              | <i>Kamu tulis lah langsung dibuku mu artinya kalau udah kamu dapat nak.</i>  |

(You write the meaning directly in your book when you get it, son.)

Students : Oiya mam

Teacher : *Kenapa kamu tidak bawak buku mu?*

(Where is your book, son?)

Students : *Tidak saya bawak mam.*

(I do not bring it mam)

Teacher : *Kenapa kamu tidak bawak buku mu?*

(Why did not you bring your book? )

## Data Analysis

After collecting the data, the author carried out an analysis to find out what strategies the teacher used in verbal interactions in the classroom at 8th of SMP Swasta Karya Pembangunan Deli Tua.

**Table 2. Data Analysis**

| No. | <b>Bold-On-Record Politeness</b>   |
|-----|--|
| 1.  | <p>There was only one quote that contained a strategy that was not noted in the classroom interaction. This strategy is only used by teacher. An explanation of this strategy is presented below:</p> <p><b>Data 1</b></p> <p>Teacher : <u>Ok, listen so there is no repetition. Are you ready?</u></p> <p>The sentence above is the Bold On Record Strategy. In the speech "Ok" listen to avoid repetition, the teacher gives instructions to students to pay attention. Even though teacher directly order students to do something, they do not put pressure on students. This is due to the fact that teachers have institutional power in the classroom so that their teaching can be accepted.</p>   |
| 2.  | <p><b>Data 2</b></p> <p>Guru : <u>Kalian kerjakan yang paragraf satu dulu ya nak, nanti kalau sudah siap kita artikan sama sama baru kita lanjut paragraf dua.</u> (You work on paragraph one first, then when you are ready we interpret it together then we move on to paragraph two.)</p> <p>In excerpt 2, where the teacher says the words "You do paragraph one first, children, later when you are ready we will interpret the same thing and then we will continue with paragraph two." Where the words spoken by the teacher are included in the bold on record strategy sentence, the words "You work on paragraph one first, son" are included in the frank words conveyed by the teacher to students so that students work on paragraph one first. Where the teacher orders students to work according to the teacher instructions because the teacher has a high position in the class, but the teacher also used polite sentences to students with the words "yes, son" rather than forceful words that make students depressed. Likewise with the words "Later, when we are ready, we will interpret it the same way, then we will move on to the second paragraph". The teacher makes it clear that students must work based on to the instructions so that students do not feel confused about the assignment they want to do.</p> |
| 3.  | <p>Guru : <u>Iya nak first itu yang pertama, siapa yang tidak tau artinya boleh dicarik dikamusnya ya, Kalian tulis juga disitu mana yang gk kalian tau artinya.</u> (Yes, <u>first, first if you do not know the meaning, you can look it up in the dictionary.</u> You can also write there what you do not know the meaning of.)</p>  |

In excerpt 3, where the teacher answers the students questions by using the words yes, first, first, whoever does not know the meaning can look it up in the dictionary. You can also write there what you do not know the meaning of. This is included in the bold on record strategy sentence where the teacher used commanding directness to look for meanings that students do not know in you by using polite words without being pushy. This means students do not feel forced so they create interaction without making students feel pressured.

4. **Data 4**

*Guru : Oke baik sambil kalian mengerjakan mam mengisi absen ya, tolong bilang hadir yang mam panggil namanya. (Okay, while you are working on filling in your absences, please tell me who you are calling by name.)*

In excerpt 4, in this section the teacher uses the bold on record strategy where the words "okay, while you are working on filling in your absences, please tell me who you are calling by name." This is a command word that must be carried out immediately by the student as proof that the student is present in class.

5. **Data 5**

*Guru : Sekarang kamu yang baca bahasa indonesianya, kan kamu catat tadi yang mam bilang arti dari kalimatnya?. (Now you are the one reading the Indonesian language, did not you note what Mam said about the meaning of the sentence?)*

In excerpt 8, in this section the teacher utters a commanding or commanding statement to his students, "Now you read the Indonesian language, did you note down what Mam said about the meaning of the sentence." In this section the teacher says the words "now you read Indonesian" which is a command word directly at that time for the students to carry out. In this section the teacher uses the bold on record strategy directly to students.

6. **Data 6**

*Guru : Kalian lanjut dirumah ya nak waktunya sudah habis kalian kerjakan bagus bagus dirumah ya. Minggu depan silahkan dikumpulkan, nanti satu satu maju kedepan membaca ya nak jangan ada yang lupa membawa tugasnya ya nak. (You continue at home, son. The time is up. You do a good job at home, okay? Next week, please collect them, then one by one you will come forward to read, son, do not forget to bring your assignment, son.)*

In excerpt 30, in this section the teacher used the bold on record strategy in saying the words "you continue at home, son, the time is up, you do a good job at home, okay? Next week, please collect them, then one by one you will come forward to read, son, don't forget to bring your assignment, son. This includes commands that teachers directly convey to students so that students do not forget their assignments to be done at home and submitted next week.

**No. Positive Politeness**

1. The finding discovered that there were 14 excerpts that contain positive politeness strategy used in the classroom interactions. The elaboration of each excerpt is presented below.

Teacher : Good morning

Teacher : How are you today?

*Guru : Ooh i am good thankyou, Ok let is start our lesson. Buka bukunya halaman 76 coba kita lihat di hal itu terdapat suatu cerita, coba kalian baca baca ya. Terus kalian tulis dibuku kalian artinya masing masing, apa yang kalian tau kalian tulis dibuku kalian langsung.*



(Ooh, I'm good, thank you, OK, let is start our lesson. Open the book page 76, let is see there is a story in it, try to read it. Then you write in your book the meaning of each one, what you know you write in your book directly. (Ooh, I'm good, thank you, Ok, let's start our lesson. Open the book, page 76, let is look at it, there is a story, try reading it, okay? Then you write it in your book, meaning each one, what you know, you write it in your book direct.)

In excerpt 1, in the opening section the teacher says the words "Good morning" to the students as an opening greeting to enter the class. The words "Good morning" are included in the positive politeness strategy as an opening to start interactions politely so that students do not feel pressured and students respond well to make the class atmosphere more effective. Likewise with the teacher's words "How are you today?" To ask students how they are is included in the positive politeness strategy, with the teacher asking questions, the teacher will create an atmosphere that is not awkward for the students and makes the students close to the teacher. Apart from that, in quote 1 the teacher shows polite instructions and answers to students "Ooh I am good thank you, Ok let is start our lesson. Open the book page 76, let is see there is a story in it, try to read it. Then you write in your book the meaning of each one, what you know you write in your book directly." The words "Ooh I am good thank you" are included in the positive strategy used by teachers to answer students' questions by asking how the teacher is doing. In the section "Ok let is start our lesson" In this speech, the teacher wants to describe polite interactions by using the expression 'let is' in his instructions. This indicates that he involved himself in the activity so that he created interaction without making students feel pressured.

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2. **Data 2**

*Guru : Apa yang udah kamu tulis nak ? kenapa kamu belum ada nulis nak?* (What have you written? Why have not you written yet?)

*Guru : Kamu tulis lah langsung dibuku mu nak artinya kalau udah kamu dapat nak.* (You write it directly in your book, meaning when you get it, son.)

In excerpt 2, in the teacher pronunciation of the words "What have you written? Why haven't you written yet, son?" This is included in the positive strategy because in this word the teacher asks the student in a polite way using the word "kid" so that the student does not feel nervous about the teacher's question and it is also included in the teacher's right to ask the student whether the student has completed their assignment. In the next part it says "you write it directly in your book, meaning when you get it, son." In this section the teacher gives positive direction to students for their assignments so that students can complete their assignments more quickly.

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3. **Data 3**

*Guru : Sudah siap semua nak ?* (Are you all ready? )

*Guru : Ayok cepat nak dikerjakan biar kita baca sama sama dan kita artikan, cukup paragraf satu dulu yang kamu kerjakan nanti kita lanjut paragraf dua. Ayok cepat kalian kerjakan mam tunggu sepuluh menit lagi ya nak.* (Come on, let is do it quickly so we can read it together and interpret it, just do paragraph one first, then we will continue with paragraph two. Come on, hurry up and do it, wait another ten minutes, okay?)

In excerpt 3, in this section the teacher used a positive strategy with the words "let is do it quickly so we can read it together and interpret it, just do paragraph one first, then we will continue with paragraph two. Come on, hurry up and do it, wait another ten minutes, okay?" The teacher used polite words by giving the direction "come on" so that students can do their assignments more quickly without putting pressure on the students

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4. **Data 4**

*Guru : Baik sudah siap semua, ayok kita bahas paragraf dua ya kita baca sama sama. Perhatikan mam biar mam yang baca dulu pertama baru kalian ikuti ya.* (Ok, everyone is ready, let is discuss paragraph two, let is read it together. Be careful, ma'am, so that you read first and then follow.)

In excerpt 4, this section used a positive strategy where the teacher used the words "Okay, everyone is ready, let is discuss paragraph two, let is read it together." "Be careful, ma'am, let me read first and then follow, okay?" This is polite pronunciation to invite students to read together, showing that the teacher is also involved in reading so that students do not feel stressed and afraid to read.

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No. **Negative Politeness**

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1. The finding discovered that there were 5 excerpts of negative politeness strategy occurred in the classroom interactions. The explanation of each excerpt is presented as follow.

**Data 1**

*Guru : Buku kamu mana nak ? (Where is your book?)*

*Guru : Kenapa kamu tidak bawa buku mu? (Why did not you bring your book? )*

*Guru : Lahh bisa kamu lupa bawa buku, tapi untung gak lupa kamu bawa kepala mu ya. Besok jangan ada lagi yang mam dengar lupa bawa buku ya, diperiksa roster plajarannya malam hari sebelum tidur biar gk lupa bawa buku. Yaudah kamu pinjam buku kawan mu biar bisa kamu kerjakan.* (Well, you could forget to bring your books, but luckily you did not forget to bring your head. Tomorrow, do not let anyone hear that you forgot to bring your books, check your lesson roster at night before going to bed so you do not forget to bring your books. Well, you can borrow your friend's book so you can work on it.)

In excerpt 1, in this section the teacher used a negative politeness strategy where the teacher says "Well, you could forget to bring your books, but luckily you did not forget to bring your head. Well, you can borrow your friend's book so you can work on it." In this part the teacher is angry with the students but the teacher used words that are mocking but do not make the students tense or awkward, and the teacher gives directions to the students so they do not forget to bring their books next week and the teacher also used polite words "Okay, you can borrow a book, friend. so you can do it." Where the teacher directs students to borrow their friends books so they can do their assignments so that students don't feel offended and the learning atmosphere runs smoothly.

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2. **Data 2**

*Guru : Bisa kamu pinjamkan buku mu sama teman mu nak, kasihan mereka gak bawa buku jadi gak bisa mengerjakan. Bisa kalian bagi duakan satu meja, biar mereka bagi juga satu meja.* (Can you lend your book to your friends, it is a shame they did not bring a book so they can not do it. You can share one table, so they can also share one table.)

In excerpt 2, where the teacher used a negative strategy where the teacher makes the atmosphere in the class remain harmonious where students forget to bring books but the teacher tries to find a solution on how students can still do their assignments by asking other students to lend them their books. In this section the teacher used the words "can you lend your book to your friends, it is a shame they did not bring a book so they can not do it. "You can share one table, so they can share one table too." With the words spoken by the teacher, other students do not feel pressured because the teacher continues to use polite words towards students.

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3. **Data 3**

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*Guru : Pelan pelan bacanya nak, makannya kalian perhatikan mam membaca biar paham kalian. Itu yang dibelakang jangan nunduk nunduk perhatikan mam kuat suara kalian yang dibelakang sana biar mam dengar suara kalian.* (Read slowly, so you pay attention and read so you can understand. That is the one in the back, do not look down, pay attention to your voice behind you so you can hear your voice.)

In excerpt 3, in this section the teacher used a negative strategy where the teacher used the words "read slowly, so you pay attention and read so you understand. "That's the one in the back, do not look down, pay attention to your voice behind you so you can hear your voice." This word is a statement that does not make the students offended because the students have difficulty pronouncing English words. The teacher also gives directions so that the students understand the words the teacher says, "read slowly, so you pay attention and read so that you understand." Likewise, teachers who make noise behind the teacher give a good warning so that they understand their task.

### Analysis The Dominant Of Language Politeness

The data are analyzed to find out the dominant strategies of politeness by teachers used in verbal interactions in the classroom. Author used tables to look for language politeness strategies that teachers often used in verbal interactions with at 8th SMP Swasta Karya Pembangunan Deli Tua.

**Table 3. Analysis The Dominant Of Language Politeness**

| No. | Language Politeness Teacher in Verbal Interaction in the Classroom  | Bold On Record | Positive Strategy | Negative Strategy | Oof Record |
|-----|---|----------------|-------------------|-------------------|------------|
| 1.  | Teacher : <u>Good morning</u>   |                | ✓                 |                   |            |
| 2.  | Teacher : <u>How are you today ?</u>  |                | ✓                 |                   |            |
| 3.  | Teacher : <u>Ooh i am good</u><br><u>thankyou, Ok let is start our lesson.</u> Open the book page 76, let's see there is a story in it, try to read it. Then you write in your book the meaning of each one, what you know you write in your book directly. |                | ✓                 |                   |            |
| 4.  | Teacher : What have you written?<br><u>Why have not you written anything?</u>   |                |                   | ✓                 |            |
| 5.  | Teacher : <u>You write down in your book</u> what it means when you get it, son.  |                |                   | ✓                 |            |
| 6.  | Teacher : Is everything ready?  |                | ✓                 |                   |            |
| 7.  | Teacher : Are you all ready?  |                | ✓                 |                   |            |
| 8.  | Teacher : <u>Come on, let is do it</u><br>quickly so we can read it together and interpret it, just do paragraph one first, then we'll continue with paragraph two. <u>Come on, hurry up and do it, wait another ten</u>                                    | ✓              |                   |                   |            |

| <u>minutes, okay?</u> |   |                |                     |                     |            |  |
|-----------------------|---|----------------|---------------------|---------------------|------------|--|
| No.                   | Language Politeness Teacher in Verbal Interaction in the Classroom  | Bold on Record | Positive Politeness | Negative Politeness | Off Record |  |
| 9.                    | Teacher : <u>You do the first paragraph first</u> , together and then we will continue with.  | ✓              |                     |                     |            |  |
| 10.                   | Teacher : <u>Yes, son, first is the first</u> , those who do not know the meaning can look it up in the dictionary, you also write there which ones you do not know the meaning of.   |                | ✓                   |                     |            |  |
| 11.                   | Teacher : <u>You write</u> the meaning directly in <u>your book when you get it, son</u> .  |                | ✓                   |                     |            |  |
| 12.                   | Teacher : <u>Where is your book, son?</u><br>Teacher : <u>why did not you bring your book?</u>  |                |                     | ✓                   |            |  |
| 13.                   | Teacher : <u>Can you forget to bring a book, but fortunately you did not forget to bring your head.</u> Tomorrow, don't hear mam forgetting to bring the book, check the learning roster at night before going to bed so you do not forget to bring the book. <u>You can borrow your friend's book so you can work on it.</u> |                |                     | ✓                   |            |  |
| 14.                   | Teacher : <u>You can lend your book to your friend</u> , poor thing, they do not have a book so they can not work on it. <u>Can you share one table, let them share one table.</u>  |                |                     | ✓                   |            |  |
| 15.                   | Teacher : <u>okay well while you are working on mam fill in the attendance, please say present that mam called his name.</u>  | ✓              |                     |                     |            |  |
| 16.                   | Teacher : <u>Are you all ready?</u><br>Teacher : <u>Come on, let's do it quickly so we can read it together and interpret it.</u>   |                | ✓                   |                     |            |  |

| No. | Language Politeness Teacher in Verbal Interaction in the | B   | Posit | Negat | O  |
|-----|--|-----|-------|-------|----|
|     |  | old | ive   | ive   | ff |

| Classroom   | Record | Politeness | Record |
|---|--------|------------|--------|
| 53. Teacher : okay, ma'am, shuffle the books again so they can change, okay, <u>please come forward, your goddess will read yours, son.</u><br>Teacher : Those of you who are progressing seem to understand your assignment, which means you can move on to new learning. <u>Please go to page 82.</u> | ✓      |            |        |
| 54. Teacher: okay, you are right, <u>please sit down.</u>   | ✓      |            |        |
| 55. Teacher : You guys do it, kid, do not make a fuss, check your assignment first. <u>Do not forget to write it in Indonesian and then write it in English.</u>  |        | ✓          |        |
| 56. Teacher: You continue at home, son. The time is up, you do well at home, okay, <u>next week you will collect them, then one by one you will come forward to read, son. Do not forget to bring your assignment, son.</u>   | ✓      |            |        |
| 57. Teacher : <u>Good morning everyone, see you next week.</u>  |        | ✓          |        |
| 58. Teacher : Okay right, it is easy you just write what you do. Continue with the fourth row, <u>please come forward and write the fourth row.</u>   | ✓      |            |        |
| 59 Teacher : You kid at the end, <u>please close the door a little kid so it's not too noisy from outside.</u>  | ✓      |            |        |
| 60. Teacher: Well it's all ready, <u>let is discuss paragraph two, let is read it together.</u> Pay attention to mam, <u>let mam read first and then you follow.</u>  | ✓      |            |        |
| <b>Total</b>  | 31     | 20         | 9      |

As a result, the researcher employed Brown and Levinson's theory to analyze the types of politeness strategies and found the politeness strategies that were used more frequently. The first researcher found that there are three politeness strategies that teacher used in the classroom, including : Bold on record politeness, Positive politeness and Negative politeness (Purba et al., 2021). From the results of the data analysis conducted by the author, there were 60 data of type politeness strategies found. The second researcher found the results of calculations from the table to find the language politeness strategy that is more dominantly used by teachers in verbal interactions in the classroom,

including : Bold on record politeness as many as 31 politeness languages used by teachers, Positive politeness as many as 20 politeness languages used by teachers and Negative politeness as many as 9 politeness languages used by teachers. From the calculation of the table, it can be concluded that the politeness strategy that is more dominantly used by teacher is the Bold on record politeness strategy as many as 31 polite language (Vajda, 2004).

## **Discussion**

In this study, the focus is more on the politeness strategy used by teacher in verbal interactions in the classroom at the 8th grade of SMP Swasta Karya Pembangunan Deli Tua. In this study, the researcher sought what strategies teachers used in verbal interactions in the classroom according to Brown and Levinson's theory, there are four types of strategies. In this study, the author only found three politeness strategies used by teachers in the classroom (Zaman & Nababan, 2018). There is one politeness strategy that is not used by teachers in interactions in the classroom, based on the off record strategy, because this strategy is an indirect strategy that is realized in a disguised way while the teacher is someone who has a high position in the classroom, the teacher will more often used language that is direct and frank to students (Sumarsih et al., 2014).

From the research obtained by the author, there is a use of politeness strategy used by teachers that is much more dominant, based on bold on record politeness because bold on record is a strategy that is frank and direct where at school and in class the teacher is someone who holds a high position at school and in class and the teacher has the right to students to order or command students to do something in class that is related to learning. With this, there will be many more teachers using this strategy in class to students to order their students frankly, for example, telling students to do assignments and collect assignments on time or telling students to come forward to do assignments in front (Adli & Guy, 2022).

## **CONCLUSION**

Based on the results of data analysis and discussion, the researcher obtain conclusions that can be drawn from research regarding Analysis of Language Politeness Teacher In Verbal Interaction In The Classroom At 8th Grade Of SMP Swasta Karya Pembangunan Deli Tua as follows: The first study shows the used of politeness strategies used by teachers in the classroom, there are four types of politeness strategies used by teachers in the classroom when verbal interactions occur, that is based on: Bold on record politeness is a politeness strategy that occurs when the speaker says something directly, clearly, as it is. Positive politeness is a strategy that is aimed directly at the positive face of the interlocutor, this strategy functions as a smooth communication relationship between teachers and students. Negative politeness is an action taken by the speaker to penetrate the negative face where the teacher used a negative strategy to free the negative face from the problems caused by students. The second research showed that there are four types of politeness strategies used by teacher in verbal interaction in the classroom. They were: Bold on record were 31, Positive politeness were 20, Negative politeness were 9 and Off record politeness were 0. The dominant types of politeness strategies used by teacher is Bold on record politeness. Based on the conclusion, the author would like to give some suggestion as follow: For teachers the researcher suggests that teachers used more politeness strategies in the classroom for students so that interactions in the classroom are more harmonious and students do not feel threatened and make the learning process run well. Teachers must also support students in the classroom and motivate student participation during the learning process. For students the researcher suggests that students be active and participate in interacting with teachers in the classroom. This, students can increase their self-confidence and establish good communication with teachers. For other researcher for further researcher, this study still has shorycomings. It would be interesting if further author could analyze the politeness strategies used by

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teachers in verbal interactions using different perspectives and explore them in more detail. The researcher hopes that the results of this study can be a reference for further researcher who conduct research in the same field as a reference or comparison that may provide information for researcher. It is hoped that further researcher will be interested in using the actual corpus and more to cover the limitations of the study.

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