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POLITENESS STRATEGY USED BY TEACHER AND STUDENTS INTERACTION ON YOUTUBE CHANNEL

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ABSTRACT

This article was conducted to analyze the politeness strategies and the factors that influence the choice of politeness strategies used by teacher and students in classroom interaction. This article used sociolinguistic approach with politeness strategies as the field of study. This article was qualitative method with content analysis as the approach. The object of this article was a video entitled "Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017" that posted on the Youtube channel of SMAN 2 Blitar in 23rd of October 2017. The researcher used Brown and Levinson (1987) and Hymes (1974) speaking theory to analyze the data. The data were 35 utterances employed by the teacher and 10 utterances employed by the students. 65,714 percent of 23 instructor remarks were classified as bald on record, whereas 34,285 percent were classified as positive politeness. Meanwhile, 20 percent of ten students' comments were classified as bald on record, 70% as positive politeness, and 10% as negative politeness. Setting or scene, participation, end, act sequence, key, instrument, and genre were all aspects that influenced the choice of politeness method.

KEYWORDS: *Politeness Strategy, Hymes's Speaking Theory, Teacher Interactions, Students Interactions, Sociolinguistic*

INTRODUCTION

Sociolinguistics is the study of how people communicate in their daily lives. The connection between language and society is recognized as the main topic of sociolinguistics, according to Wiyanto and Asmorobangun (2020: 153). For English teachers and students, understanding sociolinguistics is critical since the teaching learning process should not only focus on the topic but also on how we use language in various social circumstances. The contact between the teacher and the students is critical, especially in the classroom learning process. The teacher must be respected and appreciated by the students, and vice versa. When engaging with the teacher, a student should act and speak modestly. A teacher must also be able to teach students how to be courteous. This politeness is very important and normative. The teacher is an educator for students, what is done



and said by the teacher must be able to be a good example for his students.

In this case, the teacher and students must be able to build politeness in interacting. This is an important aspect that must be considered by teachers and students. With politeness, we will learn about how to respect others in social interactions. It also means that someone will have a polite conversation to maintain communication with others so that the interaction or conversation is acceptable. Politeness itself becomes an aspect that must be possessed by a speaker. Politeness strategies have become a very broad field of research since the work of Brown and Levinson in the 1980s. Brown and Levinson's politeness research focused on the idea of face, which they borrowed from Goffman. According to Brown and Levinson (1987: 65), politeness is divided into four strategies: bald on record, negative politeness, positive politeness, and off-record strategy. When someone states something directly, the phrase "bald on record" is commonly used. According to Brown and Levinson (1987: 95), when the speaker wishes to execute FTA (Face Threatening Act) with optimum effectiveness toward the hearer's face, he usually deploys bald on record methods. Positive politeness is one of the most effective ways to make a conversation more amicable. Negative politeness, unlike positive politeness, does not want to be associated with someone who is overly pleasant. As a result, this method is similar to self-defense. Finally, there's the off-the-record technique, which involves imprecise communication. If Bald on record is something explains in direct way, then off-record strategy is something explains in indirect way.

Therefore, there are have been some researchers who had conducted several studies in the scope of politeness in sociolinguistic area. Some of those studies focused on main characters' politeness strategy in novel or movie (M. Edy Wahyudin, 2013; Purwanti Dwi Widayanti, 2013; Widanti Septiyani, 2016). Those three studies have the same theory to analyze the data, that is Brown and Levinson's theory. But those studies also have some differences in organize the study. A study conducted by M. Edy Wahyudin (2013) investigated how the politeness strategies applied in novel by using case study as the main method. While, Purwanti Dwi Widayanti (2013) analyze the type and function of politeness strategies that used in movie. This study used descriptive qualitative as a method. And the study conducted by Widanti Septiyani (2016) are similar with my study that focused on the type of politeness and the factors that affect the choices of politeness strategies. This study conducted by using Brown and Levinson theory to answer both research questions. But in my study use Brown and Levinson theory to analyze the type of politeness strategies and Hymes's speaking theory to answer the factors that affect the choices of politeness strategies. The data of this study was movie script of Bride Wars. While my study conduct by analyzing language learning video at Youtube channel in the high school level.

While the others studies highlighted the analyzing politeness strategies in EFL classroom (Lestari, I Gusti Ayu Agung Yuni, Seken, Ketut and Putra, I Nyoman Adi Jaya, 2018; Rima Farikhatus Sholikhah, 2019). This two studies are investigated politeness strategies in the classroom setting and this studies also conducted in the scope of sociolinguistic area. Lestari, I Gusti Ayu Agung Yuni, Seken, Ketut and Putra, I Nyoman Adi Jaya from Universitas Pendidikan Ganesha (2018) conducted this study at junior high school level and focused on analyzing the differences in term of politeness strategies used by male and female teachers. While, the study conducted by Rima



Farikhatus Sholikhah (2019) focused on utterance that is delivered by the students and lectures during the language teaching process. This study is conducted by using Yassi's theory in the university level.

These many works contributed to the research on politeness tactics. As a result, the preceding research leads the researcher to a thorough grasp of how to classify politeness-related utterances. These several studies implicitly motivated the researcher to undertake a new politeness study that was distinct from the prior ones. The purpose of this study is to look at how students and teachers use politeness in the classroom. This study uses a learning video from SMA Negeri 2 Blitar's YouTube account, titled "Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017." In 2017, SMAN 2 Blitar was designated as a National Referral School. The designation of a National Referral School, particularly in 2017, indicates that the school has been able to apply the most recent curriculum design by the Indonesian Ministry of Education and Culture. This learning video is one of the videos that really illustrate the 2013 learning model curriculum by the Indonesian Ministry of Education and Culture in Indonesia. This video had posted in 2017 by the official Youtube channel of SMAN 2 Blitar. This video is also one of the most watched English learning videos in Indonesia and has been watched in 27.000 times. Basically, researches use this learning video because this learning video really illustrates the learning process that is done directly. But when the researcher want to conduct the research directly in school, in Indonesia and even in the world there was a pandemic virus namely the Coronavirus Deseas 2019 or COVID 19.

During the teaching and learning process, the researcher will concentrate on the interactions between the teacher and students in the learning video. This research attempts to investigate the politeness phenomena in educational social interaction, as it is more than just a matter of employing appropriate terms in the correct situations. However, the usage of certain politeness methods is also influenced by a number of circumstances. Brown and Levinson politeness strategy (1987) employs the foundation theory to classify utterances about politeness strategies, which are divided into four categories. In addition, the theory of speaking proposed by Hymes (1974) was used to better understand the factors influencing the employment of politeness tactics. Hymes (1974) established an ethnographic paradigm that considers the numerous aspects that influence how people communicate. Ethnography of communicative event is a description of all factors that are relevant in understanding how that particular communicative event achieves its objectives. The use of word speaking here is an acronym for various factors: S for setting and scene, P for participants, E for ends, A for act sequence, K for Key, I for instrumentalities, N for norms of interaction and interpretation, and G for genre (Ronald Wardhaugh, 2006: 247). In analyzing the data, the researcher uses several steps, that are; Transcribing, Identifying, Classifying and Conclusion.

METHODS

The research design used in this study is qualitative research. According to Brown and Levinson's theory, the researcher wishes to describe how politeness tactics are implemented and assess the aspects that determine how politeness techniques are used based on Hymes's Speaking



theory. As a method of investigation, this study employs content analysis. The goal of content analysis is to learn about human behavior by studying and interpreting recorded material (Ary, Jacobs, and Sorensen, 2010: 29). This method is better suited to this study because its implementation will aid the researcher in comprehending and interpreting the data. This study aims to examine the teacher's and students' politeness techniques and sociolinguistic aspects during the teaching learning process in a language learning video on the SMA Negeri 2 Blitar Youtube channel.

Because the researcher employs qualitative research as a design, the researcher is the primary instrument in this study. The researcher, according to Sugiyono (2010: 133), is the most important tool. The researcher, as the primary instrument, plans the study, obtains the data, classifies the data, analyzes the data and eventually draws conclusions. The information was gathered through the transcription of Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017. Other references to politeness methods were gathered from books, journals and other sources. Only human instruments, according to Ary, Jacobs, and Sorensen (2010: 424), are capable of capturing the complexity of the human experience, adapting, and responding to the environment.

The subject of the study from which the data was acquired is explained by the source of data. The video and transcription of "Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017" English learning video were used as the source of data in this study. The information is in the form of statements that employ politeness methods. The politeness tactics utterances transmitted by teachers and students, which are believed to contain politeness techniques as stated by Brown and Levinson, are the data used in this study (1987).

Data analysis is the process of making meaning of text and visual data. It include preparing the data for analysis, doing various analyses, delving further and deeper into the data (some qualitative researchers liken this to peeling back the layers of an onion), representing the data, and interpreting data's wider significance (Creswell, 2009: 183). According to Miles and Huberman (1994: 16), data analysis consists of three simultaneous activities: data reduction, data display, conclusion drawing, and verification.

Data reduction refers to the process of selecting, focussing, reducing, abstracting, and converting the data that appear in written-up field notes or transcriptions. The data reduction process can be done in a variety of ways, including selection, summary, or paraphrase, as well as being subsumed in a wider pattern. Following the preparation and collection of data including politeness strategy utterances, the researcher continues the research by selecting and simplifying data from English teacher and student utterances that contain politeness strategies. So that the data does not contain any insignificant utterances. The data display on the other hand, is designed to mix information in a coherent and easily accessible manner. Matrixes, graphs, charts, and networks are all examples of qualitative data visualization. The percentage of politeness approach utterances used by the teacher and pupils is calculated by the researcher. A pie chart will be used to represent the percentage. The researcher will interpret the data given in the form of a pie chart and come to findings and verifications. The researcher will explain and evaluate the data based on the



information in the tables. This could be a debate that includes a timeline of events, a lengthy discussion of various themes, or a discussion with multiple themes that are interconnected. As a result, inferences and verifications on how English teachers and students use speech can be reached.

RESULTS AND DISCUSSION

The researcher obtained 45 data after gaining an understanding of the data. Following that, the researcher reduced the data using the characterization of politeness tactics. After that, the peer debriefer verifies it. This section is divided into two parts. The first part of the video, titled "Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017," describes the findings for the types of politeness strategies used by teachers and students during the teaching learning process, and the second part describes the factors that influence the choice of politeness strategies used by teachers and students during the teaching learning process.

RESULTS

From the object of the research, the data consist of 35 data uttered by the teacher and 10 data uttered by the students. The detail explanation is as below:

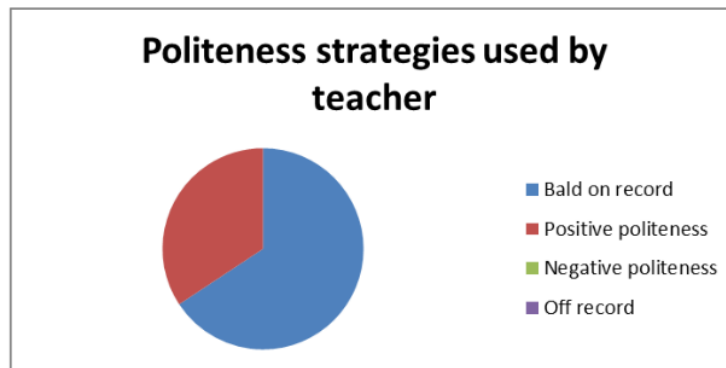


Chart 3.1 politeness strategies used by the teacher

From the total 35 utterance by the teacher, the researcher found 65,714% were used bald on record strategy and 34,285% used positive politeness strategy. In Bald on record, the researcher found two strategies, those are: case of non-minimization of the face threat 17,142% (6 utterance) and case of FTA-oriented bald on record usage 48,571% (17 utterance). While in positive politeness the researcher found four strategies, those are: notice or attend to hearer 11,428% (4 utterance), exaggerate 5,714% (2 utterance), seek agreement 11,428% (4 utterance), and include both speaker and hearer in the activity 5,714% (2 utterance).

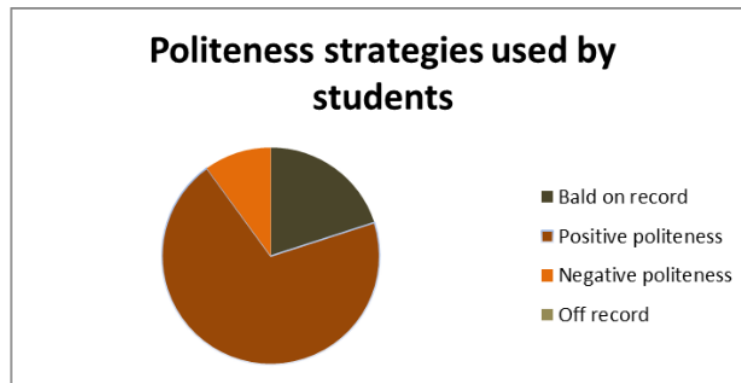


Chart 3.2 politeness strategies used by the students

The researcher found 20% were used in bald on record, 70% utterance in positive politeness and 10% utterance in negative politeness. In positive politeness, the researcher found two strategies, they are in the case of offer and promise strategy 60% (6 utterance) and avoid disagreement strategy 10% (1 utterance). While in the bald on record, the researcher found in the case of FTA-oriented bald on record 20% (2 utterance) and in the negative politeness the researcher found in case of apologize 10% (1 utterance).

Morover, the researcher also found some factors that affect the teacher's and students' choices. From the 45 utterance that used by the teacher and students, there are some factors that influence the choice of politeness strategies. Here the researcher used Hymes's speaking theory to analyze the component of the factors. Hymes in his ethnographic theory makes a concept of speech component that synchronized as speaking. The use of word speaking here is an acronym for various factors, they are; S for setting and scene, P for participants, E for ends, A for act sequence, K for key, I for instrumentalities, N for norms of interaction and interpretation, and G for genre.

Here the researcher found several factors used in the teacher's utterances which contain politeness strategies. In each type of politeness strategy has the different factors, the following is the description:

Datum1/T/BOR/OBOR "Hello good morning students"

The utterance above shows that the teacher saying good morning when entering the class. It was clearly presented that (S) Setting and scene of this activity was in the classroom since the utterance stated that the teacher greets the students. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to greet the students since the student had been in the class before the teacher. The next category was Act sequence (A), this utterance used the word "Good morning" to welcome the student when the teacher enter the class. It was a good example for the students when they are wants to welcoming others with a positive face and smile also (Key). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. The next is about Norms (N), it refers to the specific behaviors and properties that



attach to speaking. Norms in this utterance was teacher's greeting when she entered the class, greeting in the beginning of the class was culturally habit exists in Indonesia. It was clearly explained before that this utterance is a form of teacher's greeting to their students, so that is the Genre (G). It also applied in data 9, 14, 16, 18, 20, 21, 23, 26, 27, 28, 33, 34, 37, 42, 44, and 45.

Datum4/T/PP/S1-NATH "Do you understand?"

Setting and scene (S) of this activity was in the classroom since the utterance stated that the teacher greets the students. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to know the students's condition. The next category was Act sequence (A), the teacher give explanation about the material, and then take the notice from the students condition. So the teacher ask to the sudent that they understand or not. This utterance used the word "Do you understand?" to take the notice from the students condition with the asking tone as the Key (K). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. The Genre (G) of this activity was teaching learning process. It also applied in data 12, 13, and 22.

Datum5/T/PP/S5-SAGR "Yes very sad"

² The utterance above shows that the teacher repeating what the students said. Setting and scene (S) here is the classroom. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to show agreement from the speaker or the reacher to the students. The next category was Act sequence (A), this utterance repeat what the students said before. Firstly, the student said "very sad" to answer the teacher's question and then the teacher said "Yes very sad", this is a repetition of what the student's said with happiness tone as the Key (K). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. The Genre (G) of this activity was teaching learning process. It is also applies in data 6, 7, and 39.

Datum8/T/PP/S2-EXAG "Oh.. How smart student is"

The Setting and scene (S) of this activity was in the classroom since the utterance stated that the teacher shows her interest to the student. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to appreciate the student. The next category was Act sequence (A), this utterance used the word "Oh.. How smart student is" to appreciate what the students done. It was a good example for the students and other teacher when they are wants to appreciate the student or other people that did a good job with a positive face and smile also (Key). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. It was clearly explained before that this utterance is teacher's appreciation to their students, so that is the Genre (G). It also applied in data 8 and 43.

Datum11/T/PP/S12-SHACT "Ok, let's check together"

The Setting and scene (S) of this activity was in the classroom since the utterance stated ² that the teacher asks to the students to join with the activity. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to make the students join with the teacher's



activity. The next category was Act sequence (A), here the teacher asks to the student to check the action verb **that** written in **the** whiteboard with smiling face (Key). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. The Genre (G) of this activity was teaching learning. It also apply in data 19.

Datum15/T/BOR/NONMFT “Do it now!”

Setting and scene (S) of this activity was **in the classroom** since **the teacher** said directly to **the students**. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to command to the students. The next category was Act sequence (A), this utterance used the word “Do it now!” to give direct command to the student in hurry pattern (K). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. The next is about Norms (N), **it refers to the specific behaviors and properties that attach to speaking**. Here, the teacher did not **concern any face risk because of her utterance**. **The teacher could directly command the students because she has higher authority than** the students. This was type of teaching learning activity (Genre). It also applied in data 25, 30, 35, 38, and 40.

While, there are 10 utterances that used by the student. The utterance that used by the students also has the different factors. The description is as below:

Datum2/S/PP/S10-OFPR “Yes Ma’am”

It was clearly presented that (S) Setting and scene of this activity was in the classroom since the utterance stated that the students agree with the teacher. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to appreciate the teacher’s opinion. The next category was Act sequence (A), the teacher told about visit the student that got an accident after school. The student agree with the teacher opinion and promise to visit him after school with convincing tone (Key). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. This was type of teaching learning activity (Genre). It is also applies in data 3, 10, 17, 24, and 31.

Datum29/S/PP/S6-ADAGR “No, it is the first event”

This utterance presented that (S) Setting and scene of this activity was in the classroom since **the utterance** stated **that the teacher** greets **the students**. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to hedging opinion to the other students. The next category was Act sequence (A), in this context, the first student show the one of body paragraph to the second student and said her opinion about what kind of body paragraph is by using persuasive gesture (Key). Then the second student is not agree with the first student opinion by saying “No, it is the first event” in order to safe first student’s positive face. The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. This was type of teaching learning activity (Genre).

Datum31/S/PP/S10-OFPR “Ok Ma’am”



It was clearly presented that (S) Setting and scene of this activity was in the classroom since the utterance stated that the students agree with the teacher. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to appreciate the teacher's instruction. The next category was Act sequence (A), the teacher want to take the jumbled paragraph and discuss it together with the students with convincing tone (Key). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. This was type of teaching learning activity (Genre).

Datum32/S/BOR/OBOR "Please give your opinion why it is so important for young generation to commemorate?"

It was clearly presented that (S) Setting and scene of this activity was in the classroom since the utterance stated that the teacher greets the students. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to asks the other students. The next category was Act sequence (A) the student asks to the other students about something by using the word "please". The students uses the word "please" to minimize the threat to the other student's face and used asking tone (Key). The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. This was type of teaching learning activity (Genre). It also applied in data 36.

Datum41/S/NP/ S6-APLG "Sorry Mom"

Setting and scene (S) of this activity was in the classroom since the utterance stated that the students apologize to the teacher. The Participant (P) of this activity was the teacher and students which the goal or Ends (E) was to apologize to the teacher. The next category was Act sequence (A), the student delivered this utterance after the teacher warns the students because they are noisy. Then the student apologized instead to respond the teacher's warns with regret tone. The next category is Instrumentality (I), it was face to face activity, so the teacher here speak verbally. The next is about Norms (N), it refers to the specific behaviors and properties that attach to speaking. Norms in this utterance was students's apologized when they have some mistakes. This was type of teaching learning activity (Genre).

DISCUSSION

The next discussion will be the description of each characterization that occurs in the teaching learning process after understanding the characterization of politeness tactics by the instructor and students that displayed in the teaching learning process into the table finding. To answer the first research question, the researcher used Brown and Levinson's theory to identify different sorts of teacher and student politeness strategies. The study discovered two types of politeness methods utilized by the teacher in the learning video, namely bald on record and positive politeness. While the pupils' words were blatantly recorded, positive politeness and negative politeness. The following is a detailed explanation of the teacher's politeness strategies:



Datum1/T/BOR/OBOR “Hello good morning students”

The aforementioned remark is part of ² bald on record techniques — examples of FTA-focused bald on record usage. When entering the classroom, the teacher greets the students by saying good morning, as shown in the utterance above. The phrase "Good morning" is used to describe a formal situation. Data 9, 14, 16, 18, 20, 21, 23, 26, 27, 28, 33, 34, 37, 42, 44, and 45 were also affected.

Datum4/T/PP/S1-NATH “Do you understand?”

The teacher uses a ⁸ positive politeness strategy—notice attentiveness to hearer—in the aforementioned phrase. The teacher is concerned about the students' health. The teacher gives an explanation of the content and then observes the pupils' behavior. As a result, the teacher inquires as to whether or not the student understands. Data 12, 13, and 22 were similarly affected.

Datum5/T/PP/S5-SAGR “Yes very sad”

The above remark is part of the politeness approach of seeking agreement. This comment demonstrates that the teacher agrees with the students' assertions, as the teacher repeats what the pupils have said. Students said, "It's very sad Mom," and the teacher responded by repeating the entire student statement, "Yes, very sad." Data 6, 7, and 39 were similarly affected.

Datum8/T/PP/S2-EXAG “Oh.. How smart student is”

The above remark is an example of the politeness strategy-exaggerate. By stating "Oh.. How smart student is," the teacher demonstrates her interest in the kids by using exaggerated intonation and stress. It was also true in data 43.

Datum11/T/PP/S12-SHACT “Ok, let’s check together”

The use of the term "let's" in the utterance indicates ² that the teacher is asking the students to participate in the activity. Here, the teacher instructs the pupil to review the action verb on the whiteboard. It was also used in data 19.

Datum15/T/BOR/NONMFT “Do it now!”

The teacher addressed the students immediately with the utterance. She was unconcerned about losing face as a result of her remark. Because she has more authority than the students, the instructor could command them directly. Data 25, 30, 35, 38, and 40 were also affected.

While in the students’s utterance, in the type of bald on record, the researcher found one strategy namely oriented bald on record. While in the positive politeness, the researcher found two strategies. They were offer promise and avoid disagreement. And in type of negative politeness, the researcher found one strategy, namely apologize. The description as below:

Datum2/S/PP/S10-OFPR “Yes Ma’am”



The context of the words is the teacher telling about a visit from a student who had an accident after school. The students concur with the teacher's assessment and promise to pay him a visit after school. As a result, the teacher's happy expression has been realized since the pupil appreciates her. Data 3, 10, 17, 24, and 31 were also affected.

Datum29/S/PP/S6-ADAGR "No, it is the first event"

In this case, the first student showed the second student a body paragraph and expressed her view on what type of body paragraph it is. The second student then expresses his disagreement with the first student's viewpoint by replying, "No, it is the first event," in order to maintain the first student's pleasant demeanor. The second student hedging his answer to the first student's inquiry.

Datum32/S/BOR/OBOR "Please give your opinion why it is so important for young generation to commemorate?"

The utterance demonstrates that the pupil uses the word "please" to ask the other classmates about anything. To lessen the threat to the pupil's face, the student says "please." It was also used in data 36.

Datum41/S/NP/ S6-APLG "Sorry Mom"

An apologizing characterisation is included in this utterance. After the teacher had warned the pupils about their noise, the student made this remark. Instead of responding to the teacher's warnings, the pupil apologized.

The speaking theory, on the other hand, is used by both the teacher and the students during the teaching learning process. Based on Hymes's speaking hypothesis, there is no entire speech component of communication. The researcher discovered that 11 of the 35 instructor utterances and 2 of the 10 student utterances had not fulfilled the speech component of Hymes's speaking theory. According to the findings, the speech component of norms can occasionally be found in the instructor and student utterances, but not always. The norms are not always brought to the table by all of the players. Setting or scene, participant, ending, act sequence, key, instrument, and genre are all speech components that are always exhibited by the teacher and students in the teaching learning video of SMAN 2 Blitar.

This teaching learning video has the same setting or scenes as the previous one, which is a classroom. The teacher and all of the pupils in the classroom are the participants. The act sequence is the next speech component, which pertains to the actual form and content of what the speakers stated. This is also related to the sequence of the events. And each of the events has the different sequence in order to several topic. In uttering the dialogue, the speaker of this teaching learning video use some tone and manner which we can call as a key. Several key used by the teacher and students based on the situation that happened in the dialogue. Then, for the instrumentality, are also the same. The instrument that used in this teaching learning video was face to face activity. So here the speaker speak verbally. Based on the analysis, there are some of the utterance that has the norm. The norm that found in the dialogue is the norms of the social tradition. The last speech elements of



Hymes's speaking theory was Genres. The Genres that used in this teaching learning has the different based on the context of the utterance in the dialogue.

CONCLUSION

This study categorizes the types of politeness methods used in educational settings. This research is available on the SMAN 2 Blitar Youtube channel under the title "Video Pembelajaran Bahasa Inggris SMAN 2 Blitar 2017" and shows the interaction of the teacher and students during the teaching learning process. As a consequence of this research, the researcher has concluded that during the teaching-learning process, the teacher and the pupils use distinct tactics.

During the teaching learning process, the teacher primarily used bald on record, whereas the students mostly used positive politeness. On the record, being bald has something to do with directness. The speaker who has a higher and more forceful authority than the audience is more likely to use directness. The teacher's utterances in the data above represent the usage of the Bald on record technique. This method was utilized in 35 of the teacher's statements. The teacher primarily used this method to deliver her lessons. The majority of the student's utterances are good politeness. The speaker chose a positive politeness method since he or she can, to some extent, satisfy the listener's positive face (Brown and Levinson, 1987: 72). When pupils show respect for the teacher, this is reflected. By employing this method, students can reduce the risk of losing face by convincing the teacher that they care about the teacher's desires.

As a result of this research, it is proposed to readers and other researchers that they do research on politeness methods in a different form in order to enrich their studies. It is also envisaged that this research will contribute to English education, particularly in terms of the usage of politeness strategies based on Brown and Levinson theory and the factors that influence politeness strategy selection. The study also suggests that teachers, particularly those who teach English, think about using civility tactics in the classroom. It is because the manner in which the instructor provides information or instruction, as well as the language used by the teacher in the teaching learning process, has the ability to influence the students' personalities in their lives.

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