CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents three main themes in relation with the politeness strategies and online learning. The three main themes are: Politeness strategy, the online learning interaction, and the previous studies.

A. Politeness Strategy

1. Definition of Politeness strategy

Politeness strategy is the capability of people to save their 'face' or their self-image in relationship with others (Brown & Levinson, 1987). There are 2 basic or aspects of 'face': positive and negative face. They also said that 'face' is the aspect that must be appear in every communication that can influence the way people can approve or appreciate people's personality. Politeness strategy is also defined as a realization of human communication that related to their behavior and culture, and communication can be said as polite when it is done with more advantage to others (Leech, 2014). Moreover, according to Geertz (1960) cited by (Mahmud, 2019) politeness is a set of courteous that people follow and place credence.

Politeness is also needed to support a good vibe during the learning process. It also can reach the effectiveness of class interaction (Mahmud, 2019). In this context, when two aspects in education those are students and teacher do the same politeness in their interaction, the learning process will run well and reach the goals of learning.

2. Kinds of politeness strategies

There are four kinds of strategies in politeness strategy based on the that stated by Brown and Levinson (1987), they are positive politeness, negative politeness, bald-on record, and off record. The explanations are below:

a. Positive politeness

Positive politeness is the strategy that is used to show the closeness between people that in a fact is not have close relationship but try to build a good impression inside. It also as the strategy that speaker use to make

interactions easier and more effective. The speaker also gives the empathy to build the same fate feelings. There are a lot of strategy that use in positive politeness:

1) Show off the respect of the hearer condition

   This strategy suggest that Speaker (S) should take notice of aspect of its condition and also can show sympathy and understand of their opposition.

2) Give more attention, recognition and sympathy to the hearer

   The aim of this strategy is to reduce the disappointment of the hearer (H)

3) Build more intensity of attention to the hearer

   This strategy suggests that S shares some of his wants to intensify the interest of the H to the conversation.

4) Use group identity marker

   The speaker (S) can implicitly claim the common ground with H that is carried by that definition of the group, included in-group usages forms.

5) Find a deal or agreement

   The speaker repeats a part of hearer's utterance to indicate that S agrees and follows whatever information that H spoken.

6) Obviate contradiction

   Avoid disagreement with the Hearer with create a good vibe in conversation

7) Equalize presumption to be general opinion

   Make the same perception from the speaker or hearer

8) Jest

   This strategy is the basic positive politeness for putting hearer 'at ease'

9) Intercalate and approve hearer's opinion

   This strategy used by the speaker to make a closeness relationship with give in line opinion with the hearer.

10) Offer help or promise

This strategy contains of promises or offering something to the hearer.

11) Optimistic

Optimistic it used by the speaker to said something that has been reach by him selves in their life without hesitation

12) Include the speaker also the hearer in both activity

This strategy is used to make in line activity that relate to the topic discussion or conversation, but in more intense level.

13) Give or ask for certain reason

This strategy is used to show the interesting act to something that utter by the speaker, that is ask question that relate with the topic discussion.

14) Show the same actions

There is a deal between speaker and hearer, if hearer do something, so the speaker would give hearer's wants.

15) Give gift or surprise to the hearer.

Fulfilling hearer's wants not only tangible gifts but also gift in human relationship context.

Those strategy in positive politeness can be concluded as a good attitude or action to reach convenience in interaction among people, so the hearers assume that the speaker really wants to be a friend in closeness.

b.   Negative politeness

Negative politeness is the strategy that focus to compensate the speaker's fault that made the hearer upset and down. This strategy is a little bit same with positive politeness because the goal is to make their interaction and necessity easier. There are some strategies to do in Negative politeness according to (Brown & Levinson, 1987) :

1) Declare indirectly

This strategy makes the speaker used unambiguous phrase that have different in meaning to communicate with others.

2) Ask question or obviate

Give question to the hearer which contain of hedge with aims to utter that the hearer is willing to do something related by the questions.

3) Pessimistic

The utterance of expressing doubt explicitly for the conditions.

4) Minimize the burden

Minimalize a favor or asked to the hearer

5) Give bashfulness

Show the deference to the interlocutor so they will feel comfort without no pressure.

6) Apologize

Do apologize "sorry" for certain reason to obviate misunderstanding both speaker and hearer

7) Impersonalize the hearer and the speaker

The avoidance of word "I" and "you" with the other word

8) State the FTA as a general rule

State that FTA as a social rule with obligation indeed.

9) Nominalize

Change a word or phrase from the speaker that indicate as a verb or adjective e into a noun.

10) Declare clearly that the action from hearer is precious.

Said directly to the hearer that their opinion or action is needed to fulfil his wants.

c. **Bald-on record**

Bald on record is the strategy in speaking that streamlined. This strategy supported by Grice's Maxim that makes communication more

expeditious. Those maxims that cited in (Brown & Levinson, 1987) consist of four points:

1) Maxim of quality

This purpose is to make the hearer express the real condition, or fact in honest

2) Maxim of quantity

It makes the hearer talk as required, decrease the cost of time and words that utter.

3) Maxim of relevance

This maxim is to make the interlocutors speak something that is appropriate to what is being done or considered

4) Maxim of manner

It makes the utterance to talk clearly with no ambiguity inside.

From those maxims, the bald on record strategies is used to minimize the effort from the speaker to avoid some conversation that useless and wasting time. These strategies often make the hearer startled, shy, not comfort and do it spontaneously. Thus, this strategy seems as a command or instruction.

d. Off record

Off record is sometimes called indirect or disguised strategy. It makes the speaker runout from the interaction or conversation and make the hearer interpret those acts by him selves. This strategy is also work while the hearer doing an FTA and there is possibility that they do not responsible for those acts. This strategy also contra with Grice's Maxims. According to (Brown & Levinson, 1987), the strategy in Off Record are as follows:

1) Give implicature of conversation

There are a lot of acts that can support to do implicature in conversation such as follows: (1) Give Hints (2) Give related clues (3) Presuppose (4) Saying Less (5) Exaggerate (6) words Repeating (7) Use Contradictions (8) Saying the opposite (9)

Use Metaphors (10) give rhetorical questions. Those acts are opposite of Grice's Maxim and also can pressure the hearer to know what speaker's meaning in conversations and help them easier to deals with.

2) Being ambiguous

This strategy is used to break the Maxim of Manner in Off Record. There are five methods to do this strategy as follows: (1) Be Ambiguous (2) disguised (3) utter more generalize (4) displace the hearer (5) use elliptical utterance.

Hence, brown and Levinson (1987) add that the more those strategies are used, the more polite those acts are. The strategy can be told as the polite one if used in an appropriate context. So that, when the students and also the lecturers can understand more about politeness and all the strategies, the interaction will be warmer and peaceful.

B.   Online Learning Interaction

Interaction is the first point in learning process. It brings a tight relationship between students – lecturer and students – students. In learning process students can do the interactions by face to face directly every time they need, but nowadays the online class make them interact through computer, smartphone or online conversation like *WhatsApp*. According to Trentin (2000) cited in (Song & McNary, 2011) stated that a good interaction between students and teacher in online learning can determine the quality of a learning process.

Moreover, there is aspect that can influence online learning, that is the quality of content or material that delivered in online learning. Crawford-Ferre and Wiest (2012) suggested that online faculty have professional development and sufficient professional training to the online design and instructions. It should emphasize how to promote effective online collaboration for students, set the high expectations, adjust instructors' teaching to conform online environment, and how to create proper online teaching strategies (Crawford-Ferre & Wiest, 2012).

Furthermore, Siragusa et. al study that is cited in (Murray, Perez, Geist, & Hedrick, 2012) argued that a content that deliver to the student in their online class must be detailed, give learning project, assignment specification and supporting material or content that make it more interesting. So that, both of interaction and material that included in online learning for the students will give more motivation to them to stay on study although not face to face directly.

Online learning in this research refers to WhatsApp group, it is a group chatting that include some of members. This group from Academic Reading class of third semesters English Department students of IAIN Kediri. This group is chosen because the system of learning proses in this class is to give reviewed journals as the topic of discussion, then the other students give their opinion through questions and answers related to the topic of discussion. This process affects a lot of interactions from students and also the lecturer, so that there is tendency to do politeness strategy in the learning process. Moreover, those reasons are supported by the study of Yuli Tri Amanda, Rina Herlina and Ratnawati (2021) which state Politeness strategy as the interpretation of the awareness from people to deliver their statements and opinion to communicate with others.

C. Previous Studies

This study is not the first study conducted. The researcher found a number of similar research related to this study. Then, the researcher decided to choose studies that discussed about the politeness strategies in online learning interaction

The first research conducted by Aditya Dwi Nugrahanto and Rudi Hartono (2020) who analyzed politeness strategy in Lecturer-Students Classroom Interaction at the Biology Class Sanata Dharma University. This study is aimed to (1) know the types of politeness strategies were used by the lecturer and students in classroom interaction. (2) know the most frequent politeness strategies types used in Lecturer-students classroom interaction. A qualitative method and descriptive design were applied in this research. The conclusion of the study is

found all the types of politeness strategies in the data and the most frequent types of politeness strategy is Positive politeness strategy.

However, this research is different with the previous study above in the context of learning interaction, that is classroom interaction and this study took online interaction through WhatsApp group, then the previous study only analyzes the types of politeness strategy. Moreover, this study has similar with the previous study above, that is analyze the politeness strategy in lecture-students interaction in the university.

The second research was conducted by Yuli Tri Amanda, Rina Herlina and Ratnawati (2021) who analyzed politeness strategies on EFL students' chatting group interaction. This research aimed to analyze the kinds of politeness strategy that EFL students apply WhatsApp chatting group interaction, and the most dominant politeness strategy realized in EFL students' WhatsApp chatting group. This research used descriptive qualitative method. However, this research had different subject of the data with the previous study, this research used interaction between students' university interaction and the previous study use EFL students as the subject of the study. Moreover, there is the similarity in the results of the study that is analyzing the types of politeness strategy and the strategy that realized the politeness strategy.

The third previous study was conducted by Marlyna Maros and Liyana Rosli (2017) that analyzed about Politeness Strategy in Twitter Updates of Female English Language Studies Malaysian Undergraduates. This study aimed to analyze the most frequent used politeness strategy among female undergraduate ELS Twitter. This study uses qualitative research method through observation. However, this research has differences with the previous study above, that is in the context of the media where politeness appears. This research is through WhatsApp group interaction, while the previous study through Twitter updates. The subject of the data is also different, the previous study is focus on Female students in English language studies, while in this research is on both male or female students in online class interaction.

Moreover, there are similarities between this research and the previous studies, those are the theory of politeness based on Brown and Levinson's theory, and the result is positive politeness as the most frequent strategy that students used in the research. The difference between this study and the previous studies is the context or ways of communication that learning process has held, that is WhatsApp Group.