

**POLITENESS PRINCIPLES USED BY EFL TEACHERS
IN CLASSROOM INTERACTION DURING
TEACHING-LEARNING PROCESS**

(A Qualitative Research of English Teachers at Lab. School of SMP UNISMUH)



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THESIS

POLITENESS PRINCIPLES USED BY EFL TEACHERS IN CLASSROOM INTERACTION DURING TEACHING-LEARNING PROCESS

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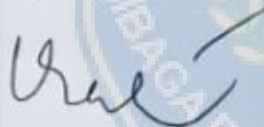
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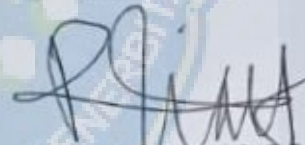
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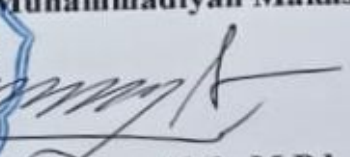
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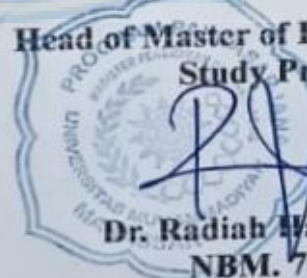
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Ratnasari Dewi

ABSTRACT

Ratnasari Dewi. 2022. *Politeness Principles Used by EFL Teachers in Classroom Interaction during Teaching-Learning Process (Guided by Nur Qalbi and H. Bahrudin Amin)*

Politeness is one of the main factors to achieve character education. The teacher should pay attention, show politeness, and consider themselves as part of parents. The purpose is to make some middle school teachers recognize how to criticize appropriately.

This research was carried out to identify the types of politeness principles used by the EFL teachers during the classroom interaction, and to find out the effects of politeness principles in the classroom interaction during teaching-learning process. The researcher has chosen English teacher on the seventh and eighth grade at Lab School of UNISMUH Makassar. The researcher joined in the class and recorded the activities when teachers were teaching. The researcher applied descriptive qualitative method to analyze the data, by doing data reduction, data display and conclusion.

The researcher used the theory of politeness by Geoffrey Leech (2016) about politeness principle, which consists of six maxims, namely tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The result of the observation showed that the EFL teachers used five maxims, namely tact maxim, generosity maxim, approbation maxim, agreement maxim, and sympathy maxim. Furthermore, the results of the interviews showed that the principle of politeness could create togetherness between teachers and students, build respect for students, create cooperative interactions between teachers and students, help students to have positive feelings towards lessons, motivate them to participate actively in class and also shapes the character and self-development of students to local culture.

Key Words: politeness principles, classroom interaction, teaching and learning process

ABSTRAK

Ratnasari Dewi. 2022. *Prinsip-prinsip Kesantunan yang Digunakan oleh Guru Bahasa Inggris dalam Interaksi Kelas Selama Proses Belajar Mengajar (Dibimbing oleh Nur Qalbi dan H. Bahrudin Amin)*

Kesantunan merupakan salah satu faktor utama untuk mencapai pendidikan karakter. Guru harus memperhatikan, menunjukkan kesopanan, dan menganggap dirinya sebagai bagian dari orang tua. Tujuannya adalah untuk membuat beberapa guru sekolah menengah mengenali cara mengkritik dengan tepat.

Penelitian ini dilakukan untuk mengidentifikasi jenis-jenis prinsip kesantunan yang digunakan oleh guru EFL selama interaksi kelas, dan untuk mengetahui pengaruh prinsip-prinsip kesantunan dalam interaksi kelas selama proses belajar-mengajar. Peneliti telah memilih guru bahasa Inggris di kelas tujuh dan delapan di Lab School UNISMUH Makassar. Peneliti bergabung di dalam kelas dan mencatat kegiatan saat guru sedang mengajar. Peneliti menerapkan metode deskriptif kualitatif untuk menganalisis data, dengan melakukan reduksi data, penyajian data dan penarikan kesimpulan.

Peneliti menggunakan teori kesantunan Geoffrey Leech (2016) tentang prinsip kesantunan, yang terdiri dari enam maksim, yaitu maksim kebijaksanaan, maksim kedermawanan, maksim pujian, maksim kerendahan hati, maksim kesepakatan, dan maksim simpati. Hasil observasi menunjukkan bahwa guru EFL menggunakan lima maksim, yaitu maksim kebijaksanaan, maksim kedermawanan, maksim pujian, maksim kesepakatan, dan maksim simpati. Selanjutnya, hasil wawancara menunjukkan bahwa prinsip kesantunan dapat menciptakan kebersamaan antara guru dan siswa, membangun rasa hormat terhadap siswa, menciptakan interaksi kooperatif antara guru dan siswa, membantu siswa memiliki perasaan positif terhadap pelajaran, memotivasi mereka untuk berpartisipasi aktif di kelas dan juga membentuk karakter dan pengembangan diri siswa pada kebudayaan lokal.

Kata kunci: prinsip-prinsip kesantunan, Interaksi Kelas, Proses Belajar Mengajar

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CHAPTER I

INTRODUCTION

A. Background

The process of teaching and learning English in the classroom is influenced by the circumstances and linguistic conditions of the various local languages and multi-ethnic dialects they use to communicate. Teaching English in Indonesia cannot be separated from the differences in culture, values, customs, and beliefs of students and the government's political views on the language, which directly impact student learning outcomes. Language is also very influential between teachers and students in teaching and learning. Sometimes students speak impolitely, and they prefer to use slang or informal language at school. Therefore, a teacher is responsible for teaching their students how to speak politely and reprimand them if they talk disrespectfully at school, especially during class interactions (Rahmi, 2020).

One way in which communicative learning can be achieved is through interactive classes between teachers and students. According to Yule (2002), some factors that influence the interaction between people; are social distance and social closeness. People who interact with other people sometimes have a relative status, social status, age, and degree of politeness. These factors influence the way people speak to others. Ideally, an English teacher has an important role as a

real-life model of target language users during the learning activities. Besides, the English teacher can convey language material through linguistic means. The interactions that occur in the classroom will help students develop their language learning. Maximizing interaction in the classroom during language learning is an important part of the teacher's role as a facilitator. The reality of language learning in the classroom is very concerning. The quality and quantity of interaction in learning between students and teachers are still very lacking. These obstacles have an impact on the learning process.

Generally, politeness principle can be defined with an expression "just use as little as possible utterances that consist of impolite expressions" (Leech, 2016). An utterance is considered polite if the speaker uses polite words, does not govern directly, and respects for others. Leech (2016) offered it as a way to create and understand polite language. The politeness principles themselves are intended to foster a sense of community and social interaction. Leech's six maxims included Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim.

Politeness principle played an important role in communication. Politeness principle might be formulated in a general way: minimize (other things being equal) the expression of impolite beliefs and maximize (other things being equal) the expression of polite beliefs which is somewhat less important. Leech (2016). In social interaction

politeness principle has an important aspect when people do the conversation; they have to use proper language and polite language so they can avoid misunderstanding and conflict to create effective communication between speaker and the hearer. Unfamiliarity with the principle leads speakers to produce incorrect and awkward expressions. To maintain politeness in communication, we should consider the way how we talk and to whom we talk. Nowadays, students are undergoing significant changes related to values and morals as a result of the globalization era. Most of them act impolite to the elder, speak impolitely and they prefer to use slang or informal language as their daily language communication.

Government has taken immediate action by reorganizing the curriculum which emphasis on good character building. In this process teacher's role is required in creating a good character for students. In teaching learning process, teacher acts as motivator and role model. The students will imitate teacher attitude. Therefore, a teacher should consider and be careful acting and interacting with her students especially during classroom activity. He also needs to speak politely in front of the students in order to influence them to speak politely too. The Teachers' attitude do important role in educating students. Moreover, He has responsibility to teach her students how to act and speak politely and admonish them if they speak impolitely. Therefore,

the teacher is obliged to apply politeness principle in the teaching learning activities by language usage.

Goffman, Lakoff, Leech, Brown and Levinson in Culpeper's Review stated on The Palgrave Handbook of Linguistic (Im) politeness. These experts have proposed various theories about politeness. According to Goffman (1955), politeness relates to the rules about the things that are social, aesthetic, and moral. The typical features of this theory are showing formality, expressing apologies, and making a hedge. Lakoff (1973) stated that community members develop politeness to reduce friction in private interactions. There are three rules for applying politeness: following the formality scale, the hesitation scale, and the similarity or equality. Leech (2016) defines politeness as a strategy to avoid conflict that can be measured by the degree of effort to avoid conflict situations. Six maxims of the politeness principle filed by Leech are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. In their analysis, Brown and Levinson (1983) stated that politeness involves people showing an awareness of other people's faces and wants. "Face refers to our public self-image. Brown and Levinson formulated the politeness principles into five strategies: the bald on record strategy, positive politeness strategy, negative politeness strategy, off-record strategy, and do not do the FTA (Etsuko, 2020).

Similarly with the previous researchers, Haryanto et al. (2018) investigated an EFL teacher's politeness principle in classroom interaction. The EFL teacher only used five kinds of politeness principles in the classroom interaction during a classroom observation. The study's goal is to discover the politeness principles used by EFL teachers and the implications of politeness principles for the interaction of the English teaching-learning process.

Also, Aimah (2017), in her research, looked at how students and teachers used politeness principles in EFL classroom interactions. The factors that make the violations and dignity of politeness standards were teachers' and students' compliance with politeness rules, and the pedagogical implications for classroom interaction. Those factors are the violation understanding, mood, motivating circumstances, surroundings, and classroom management. While the pedagogical implication for classroom interaction was to change the classroom climate. The instructor should encourage the students to use the polite language since it can help the class run smoothly.

While, Nashruddin et al. (2021) in *Linguistics Politeness in Reinforcing Character during Learning Activities* are investigate the formation of politeness in the language of learning interactions between teachers and students and analyze the application of politeness principles as a part of the implementation of character education. Politeness is one of the main factors to achieving character

education. The students' daily communication habits evidence this after applying linguistics politeness in learning activities.

Politeness principles is a part of pragmatic, Peng (2020) investigated a pragmatic study the teachers' speech act of criticism from the Perspective of the Politeness Principle. The teacher should pay attention, show politeness, and consider their self as part of parents. The purpose is to make some middle school teachers recognize how to criticize appropriately

Based on the explanation above, the researcher adopted the theory of politeness principles proposed by Leech (2016) entitled "Politeness Principles Used by EFL Teacher in Classroom Interaction during Teaching-Learning Process". The researcher tried to identify the types of politeness principles used by EFL teachers and to find out the effects of politeness principles in the classroom interaction during teaching-learning process.

B. Problem Statement

Based on the background above, the researcher formulated the problem statement as below follow:

1. What are the types of politeness principles used by the EFL teachers during the classroom interaction?
2. What are the effects of politeness principles used by the EFL teacher's in the classroom interaction during teaching-learning process?

C. The Objectives of the Research

Based on the problem statement above, the researcher writes the objectives of the research as follows:

1. To identify the types of politeness principles used by the EFL teachers during the classroom interaction.
2. To find out the effects of politeness principles in the classroom interaction during teaching-learning process.

D. Significance of the study

1. Theoretically

The finding of this research expected to be helpful to identify the types of politeness principles used by the EFL teacher during the classroom interaction in order to be a reference in organizing practical studies.

2. Practically

- a. This research valuable for the teacher as a reference in EFL teaching. For teachers, the leading role in the teaching and learning process is evaluating and considering how they acting and speaking appropriately based on the politeness principles in classroom interaction because the teacher is a good role model for their students in the classroom.

- b. For students, by understanding the types of politeness principles, it helped them become politely so, they can avoid misunderstanding in communication.

E. Scope of the study

This research is restricted to the politeness principles applied by teachers to avoid conflict based on the politeness principle proposed by Leech.

There are six maxims in the politeness principles. They are Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim and Sympathy Maxim.

In addition, this research limited to the effects of politeness principles in the classroom interaction during teaching-learning process.

F. Operational Definition

To give a clear definition and as guidance for the readers to understand the whole study, the definition of terms is given as follows:

1. The Politeness Principle in the language is a strategy that is consciously used to avoid conflicts between people who speak with their listeners.
2. Classroom Interaction is interactions occur in the classroom between teachers and students where this interaction can improve students' language performance and teachers' teaching and learning process.

3. Teaching and learning process is a process of transforming knowledge from teacher to student includes planning, implementation, evaluation and revision.



CHAPTER II

LITERATURE REVIEW

Verses of Al Quran and Hadith

Politeness is needed in every particular life. Politeness is also about keeping good relations with your listener or reader. Politeness is important because it is showing the listener or reader that we value and respect them, and changing or softening what we say, so is not too be forceful. In Islam, politeness or manners are also found in the Qur'an Surah Al Furqan ayat 63:

وَعِبَادَ الرَّحْمَنِ الَّذِينَ يَمْشُونَ عَلَى الْأَرْضِ هَوْنًا وَإِذَا خَاطَبَهُمُ الْجَاهِلُونَ قَالُوا سَلَامًا

Meaning:

And the servants of (Allah) Most Gracious are those who walk on the earth in humility. And when the ignorant address them, they say "peace"!

And surah Al Isra ayat 23:

وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَانًا إِمَّا يَبُلُغَنَّ عِنْدَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُلْ لَهُمَا أُفٌ كَرِيمًا وَلَا تَنْهَرْهُمَا وَقُلْ لَهُمَا قَوْلًا

Meaning:

And your Lord has decreed that you worship not except Him, and to parents, good treatment. Whethis one or both of them reach old age [while] with you, say not to them [so much as], "uff," and do not repel them but speak to them a noble word.

In a hadith, the prophet Muhammad mentions the bad temper of humans

"Indeed, the worst person in the sight of Allah is who is abandoned by humans because they want to stay away from their badness." (HR. Muslim).

The things above show how high the position of morals or manners is highly emphasized by Islam. Even Islam itself is a noble character. This emphasis is, among other things, because by morals or manners, it will create harmonious relations and peace on earth. Peace is the the main of every creature. By good manners, enmity can be avoided; even enmity can become a close friendship (Surah Fushshilat verse 34). On the other hand, the manners those are more capable of gaining sympathy and creating rapport than anything else, including material things. Morals and manners become the foundation of education.

A. Review of Related Research Findings

There is some previous related research that discussed politeness principles proposed by Leech used by the EFL teacher in classroom interaction and the effects of politeness principles during the teaching-learning process. Below are the detailed descriptions of previous related research:

First, Sipayung et al. (2019) investigates the politeness rules at SMA Teladan Pematangsiantar uses the theories of Leech (1983), Brown and Levinson (1987). The study focused on their communication by mobile phone recorder. The data analysis and interpretation shows that politeness has a felicity condition in their classroom conversation:

they ask and answer, use greetings, give commands, and give responses in their conversation, and also speak politely to each other. The teacher and the students' politeness have the rules for asking, answering, giving commands, and giving responses.

Second, Al Hakim (2021) investigated Teacher's Politeness Implication in Teaching and Learning Process. The result of this research showed that the implication of politeness principles in teaching and learning process were creating togetherness between teacher and students, building respect behavior of student, creating cooperating interaction between teacher and students, helping students to have positive feeling toward the lesson, and motivating the students to participate more in learning.

Third, Larasati (2017) investigated Politeness Principle by Geoffrey Leech Used in Classroom Discourse at Third Grade Students was carried out to describe the utterances used by teachers and students in classroom discourse found Tact Maxim, Generosity Maxim, Agreement Maxim, and Approbation Maxim to make them feel comfortable and enjoy the teaching-learning process. And also, the politeness strategies by Brown and Levinson that are used by teachers and students in classroom discourse are positive politeness, negative politeness, on record and off record.

Fourth, Raihany et al. (2021) investigates the Pragmatic Politeness of the Imperative Speech Used by Elementary School Language

Teachers Analyze and describe the elementary school language teachers' imperative speech, focusing on its form, meaning, and imperative pragmatic politeness. The researchers found that Imperative speech with complete agreement in the form of action as a student's reaction to the teacher's imperative speech. The findings also prove that imperative speech is found in the imperative form and the non-imperative form of politeness. Both the politeness in the speech of the language teacher forms are based on the construction of Leech's politeness principles.

Fifth, Santoso et al. (2021) investigates Leech's Politeness Principle Used by Teachers in English Language Teaching showed that there are nine types of Leech's politeness principles: tact maxim, generosity maxim, approbation maxim, agreement maxim, sympathy maxim, feeling reticence maxim, opinion reticence, obligation of S to O, and obligation of O to S. While the forms of Leech's politeness principle found in this study are declarative, interrogative and imperative.

Schools as formal educational institutions have a strategic role in shaping student politeness. The success of the teaching and learning process in the school is determined by several factors. Teachers must have a lot of strategy in teaching. That aims that making students comfortable and enjoy (Haryanto et al. 2018). One of the decisive factors is the application of the politeness principle between the student and the teacher, and among students and other students.

Therefore, teachers and students should pay attention to politeness principle in communication. The interaction between the teacher and students is believed to contribute to the development of the language of the students. Conflicts between teachers and students sometimes occur. Teachers are sometimes disillusioned with the behavior of students in the classroom and teachers find it difficult to control the condition (Haryanto et al., 2018).

Teaching and learning process, which involves teacher and students in a formal situation, is expected to guide students to behave politely. Teachers are expected to give a positive impact to the students' behavior through their verbal and nonverbal communication (Mahmud, 2019). When the teacher is angry with the student, the student will be scared, and the teaching and learning process will not be successful. The interaction between the teacher and the student in the classroom should be kept in good relations.

Previous studies above have examined the types of politeness principles used by the EFL teacher, the most dominant type of politeness maxims and the implication toward teaching and learning. Meanwhile, there are differences with previous researches from 2017 to the latest the year 2021. the present research investigated the types and the effects of politeness principles in the classroom interaction during teaching-learning process. The present research believed that the application of the politeness principle by Leech in teaching can

have a positive effect on students in classroom interactions. The research conducted at Lab. School SMP UNISMUH Makassar by applying the theory of politeness principle proposed by Leech (2016).

B. Some Pertinent Ideas

1. Pragmatic

The study on politeness is a part of pragmatic studies. Leech (2016), pragmatics is a branch of linguistics that studies the structure of the language externally, namely, how the language unit is used in communication. Pragmatics is the study of the relation between language and context, in other words, it is the study of the ability to connect and harmonize language sentences and proper context (Pragmatics, n.d.).

Griffiths (2006) defined Pragmatics is the study Pragmatics is concerned with the use of these tools in meaningful communication. Pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use. Pragmatics is the study of those context-dependent aspects of meaning which are systematically abstracted away from in the construction of content or logical form.

Horn mentions six pragmatic domains: implicate, presupposition, speech act, references, diosis, and define and definiteness. Politeness enters the implicated area. Based on the definition above, we can conclude that pragmatics as a linguistic

study that examined about how the listener interpreted the utterance related to the situation, and to recognize an utterance is required alinguistic knowledge related to the context usage and politeness becomes one of the domains in the pragmatic concept.

Basically, from a theoretical point of view, everyone should speak politely. Everyone is obliged to maintain ethics in communicating so that the goal of communication can be achieved. As a tool to communicate, language users should pay attention to the rules of language, both linguistic rules and pragmatic rules so that the purpose of communicating can be achieved. The use of linguistic language rules, among others, is the use of sound rules, word forms, sentence structures, and meanings correctly so that communication runs smoothly. If the communication takes place in an orderly manner using linguistic rules, then the interlocutor will easily understand the information conveyed by the speaker.

According to Yule in Abdullah (2016: 20), there are four areas that pragmatics is concerned with:

- a. Pragmatics is concerned with the study of meaning as communicated by speaker (or writer) and interpreted by the hearer (or reader). In other word pragmatics is the study of speaker meaning.

- b. Pragmatics involves the interpretation of what people mean in a particular context and how the context influences what is said. Pragmatics is the study of contextual meaning.
- c. Pragmatics explores how hearers can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. Pragmatics is the study of how more gets communicated than is said.
- d. Pragmatics is the study of expression of relative distance. On the assumption of how close or distance the hearer is, speaker determine how much needs to be said.

2. Politeness Theory

As a sub-discipline of pragmatics, politeness has gained a great deal of interest in the past twenty-five years. Much has been written on politeness principles and theories. It is crucial in explaining why people are often so indirect in conveying what they mean. Within politeness theory, the face is best understood as every individual's feeling of self-worth or self-image. This image can be damaged, maintained, or enhanced through interaction with others.

There are ways to go about getting the things we want in everyday conversation. When we are with a group of friends, we can say to them, "Go get me that plate!" or "Shut up!" However, when a group of adults surrounds us at a formal function, in which

our parents are attending, we must say, "Could you please pass me that plate, if you don't mind?" and "I'm sorry, I do not mean to interrupt, but I am not able to hear the speaker in the front of the room."

In different social situations, we are obligated to adjust our words to fit the occasion. People are often so polite in what they mean. We make and break the rules. We can choose not to be polite, for example, and 'flout' the principle of politeness, and if our circumstances are such, we think our aims and goals are better realized by not being polite.

According to Goffman in Etsuko (2017: 10), politeness relates to the rules about the things that are social, aesthetic, and moral. The typical features for this theory are showing formality, expressing apologies, and making a hedge. For example, an utterance "Excuse me, Mam, if it is not too much trouble for you, can you tell me where the police station is located?" is categorized as a polite utterance because it shows a formality and an apology precedes it.

A communication process is not only a medium for conveying thoughts, feelings, and ideas, but also as a medium for expressing emotions. Through language, speakers are able to express the emotions they are experiencing, be it feelings of sadness, anger, or joy. In addition, communication is also a means to establish

social relations. Therefore, in a communication process, the speaker and the interlocutor must be able to take care of each other's feelings.

Effective communication can be done using several strategies, for example by using the right choice of words (diction), polite expressions, pleasantries, and using good sentence structures. This strategy should be carried out by speakers and interlocutors so that the communication process can run well and the message to be conveyed can be achieved properly because there are no communication barriers. The opinion expressed by Chaer in Agustini (2017: 15) "the higher the language skills of the two parties who communicate, the more smoothly the communication process occurs". Thus, if the communication process has occurred smoothly, then the speaker and the interlocutor will have a deep impression of the conversation, for example: polite.

3. Politeness Principles by Leech

Leech's politeness principles consist of a series of maxims. Maxim is linguistic principles in verbal interaction. The principles are controlling the action, the language used, and interpretation of the act and the speaker's utterance. Besides that, maxim also can be defined as pragmatic based on the cooperative and politeness principles.

Leech's politeness principles are divided into six maxims, and to determine the degree of politeness each of maxims has five scales Shofi'ah (2017:10):

a. The Cost-Benefits Scale

It gives the detail about the cost and benefit to the hearer and addressee. If the cost is higher than the benefit, it is impolite. In the other hand, if the benefit is higher than the cost, it is polite.

b. The Optionally Scale

The speaker gives option to the hearer to give responses toward speaker's utterances. It will increase degree of politeness if the speaker gives the option to the hearer to choose the response.

c. Indirectness Scales

The indicator of greater politeness is if the indirectness is high. The more indirect utterance will make the degree of politeness is higher because it will bring the beneficial toward the hearer and speaker.

d. Authority Scales

It is about the relationship between the speaker and hearer. The way the speaker talks to the hearer is representing the social status. When people have lower status, he or she will talk more polite to the person who has higher status.

e. Social Distance Scale

The familiarity of the participants is indicating the degree of politeness. This scale is about how well the participant knows each other. The person who has distant relationship will have low solidarity to each other .

Politeness principles which is reputed as the most comprehensive, and most complete is Leech's politeness principles in Shofi'ah (2017:12). There are six maxims in the politeness principles. Leech (2016: 79):

1) Tact Maxim

Tact maxim requires participants to minimize the cost to the other and maximize benefits. This maxim concerns the form of directive or positive and commission utterances. Leech (2016:104). When someone keeps applying the tact maxim in communication, he can avoid an envy, jealous, and rude attitude toward the hearer. For example:

Teacher: "Ok coba sekarang Tanya teman samping mu (now try to ask a friend next to you about it)

It indicates that the speaker is applying tact maxim in the communication to others. The utterance "*coba sekarang tanya teman samping mu (now try to ask a friend next to you!*" is a directive category of illocution as suggest expression .

2) Generosity Maxim

Generosity maxim requires participants to minimize benefit to self and maximize cost to self (Leech, 2016:133). It is the maxim of magnanimous, which requires the speaker to respect other. The respect occurs when speaker can minimize the benefits for himself and maximize the benefits for others.

For example:

Teacher: "Let me help you to fix your book."

Student: "No, mam. I would fix it by myself."

In the generosity maxim, offering and invitation are presumed to be polite because they imply benefit to hearer and less crucially, because they imply cost to speaker. In other word, generosity maxim: minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self. Unlike the tact maxim, the maxim generosity focuses on the speaker and says that others should be put first instead of the self.

3) Approbation Maxim

Approbation maxim requires the participant to minimize dispraise to the other and maximize praise to others (Leech, 2016:133). It is only applicable in illocutionary functions as

'expressive', e.g. thanking, congratulating, pardoning, blaming praising, condoling, etc., and 'assertive', e.g. stating, boasting, complaining, claiming, reporting, etc. (Watts, 2003: 66).

For example:

Teacher: *"Ok thank you Sandi and Ayu. You may sit down. Sekarang dilihat bukunya halaman 50! (Now look at the book on page 50!)"*

The utterance above tells that the teacher tried to maximize respect to Sandi and Ayu by using approbation maxim in her utterances. She produced an utterance, *"thank you Sandi and Ayu. You may sit down"*. Teacher's utterance in this conversation was to thanking Sandi and Ayu who offer their selves in giving examples of the lesson.

4) Modesty Maxim

Modesty maxim requires the speaker to minimize praise to self, and maximize dispraise of self (Leech, 2016:133).

Example of modesty maxim:

"Kalau bahasa Arab bu guru juga bisa tapi cuma sedikit, seperti (talking about Arabic word, I do understand but it's just a bit, such as) kursiyyun, kitaabun, madrosatun".

This utterance indicates the teacher tried to reduce her price to the students when they ask her about her Arabic

language ability by responding “*Cuma sedikit (but it’s just a bit)*” she doesn’t intend to show off her Arabic language ability to her students.

5) Agreement Maxim

Agreement maxim requires participants to increase agreement and decrease disagreement (Leech, 2016:133). The agreement maxim required the speaker and the hearer to build compatibility in communication .

For example: “*Kalau begitu mam yang baca vocabnya kalian yang menerjemahkan ya? (Ok then I will read the vocab and you should translate it, shouldn’t you?)*”

In this conversation, the teacher used agreement maxim by saying, “*Kalau begitu bu guru yang baca vocabnya kalian yang menerjemahkannya? (Ok then I will read the vocabulary and you are translated).*”

The students agreed and guess the teacher instruction. By looking at the respond, the teacher succeeded in using the politeness principles to get the students’ attention and responses .

6) Sympathy Maxim

The sympathy maxim requires participants to maximize sympathy and minimize antipathy towards the other (Leech, 2016:133). Sympathy Maxim expects the speakers

to maximize the sympathy between one with the other. If the other experience success or happiness, speakers must give congratulations . By contrast when other getting trouble, or calamity speakers worth mourning, or to express condolences as sympathy sign.

For example:

Teacher: “who is passed the English Examination?”

Student A : Dewi passed the English exam, mam.

Teacher : congratulation, Dewi. You are great.

4. Classroom interaction

Brown, as cited in Ginting (2017), classroom interaction is the communication between teachers and learners, so the interaction is the heart of communicative competence. It is what communication is all about. Aisyah (2017) state that Ellis views classroom interaction based on the language used in the EFL classroom discourse, namely mechanical, meaningful, pseudo-communication, and authentic communication .

According to Celce, as cited in Musdalifa (2016), classroom interaction is two ways process between the participants in the language process. The teacher influences the learners and vice versa. The study of classroom interaction may be a part of classroom discourse, teacher talk, and second language acquisition studies.

Based on the explanation above, the researcher concludes that classroom interaction is all interactions that occur in the teaching and learning process where the teacher specifies the interaction that happens in the classroom. Interaction occurs every day in the teaching and learning process. It is managed by everyone, not only by the teacher but also by the students.

C. Conceptual Framework

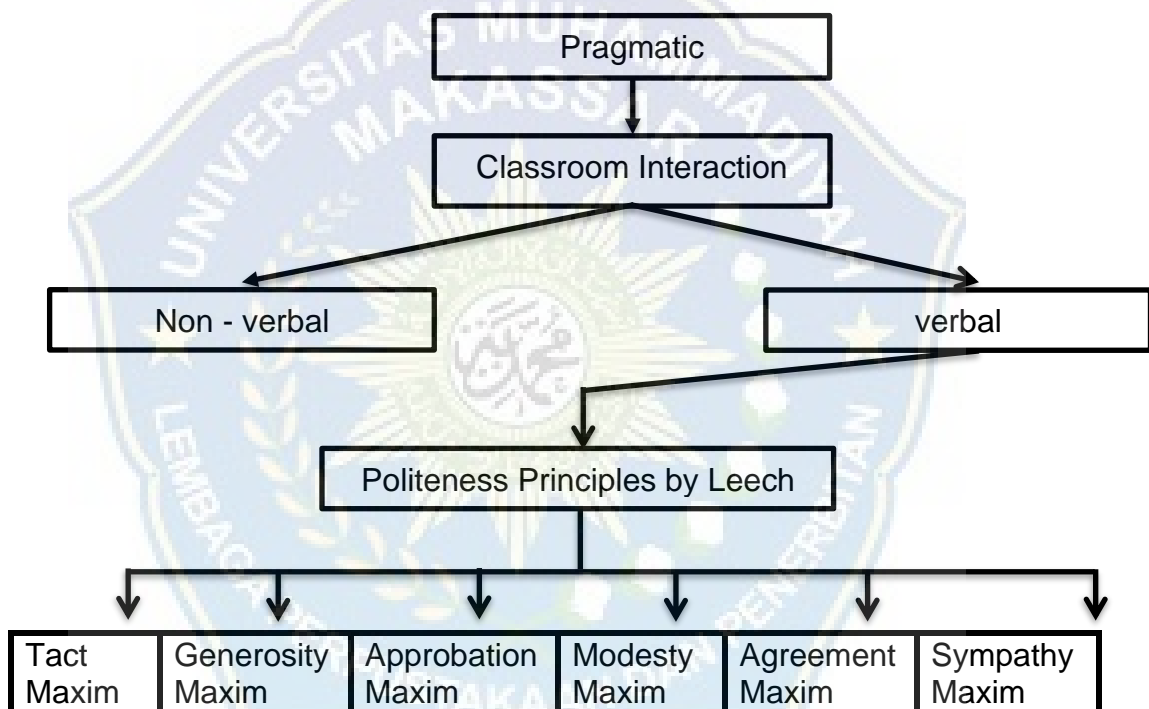


Figure 1. Conceptual Frameworks

The process of the research is illustrated from the conceptual framework above . This study focuses on classroom interaction in regard to pragmatic aspect . Furthermore, interaction refers to face to face which is can be verbal or nonverbal.

The classroom interaction between teachers and students has become a critical part in teaching and learning process. Their interaction is believed to control on the student's language development.

Politeness principles used by EFL teachers in classroom interaction have important aspect in daily social life , because by showing a polite attitude, a person can be appreciated and liked by her existence as a social being wherever she is. Teacher's role is required in creating a good character for students. In teaching learning process, teachers acts as motivator and role model. The teachers should consider and be careful in acting and interacting with her students especially during classroom activity.

Moreover, politeness principles that used by the EFL teachers in the classroom interaction which are mentioned in Geoffrey Leech' theory (2016) which are tact maxim, generosity maxim, approbation maxim, agreement maxim, sympathy maxim.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research employed a descriptive qualitative method based on the quantitative percentage of teachers' utterances with natural setting as a direct data source, especially in conversation analysis. The researcher tried to obtain data in the form of words, which observed and analyzed based on the facts of existing data. Bogdan and Biklen (2007) stated that qualitative research investigates the quality of relationships, activities, situations, or materials . The purpose of this study is described, studied, and explained the phenomenon. This phenomenon comprehension can be obtained by describing and exploring it in narrative text.

B. Research Subject

This research conducted at the Lab. School of SMP UNISMUH Makassar. The subjects in this research were the English teachers of VIII and VII grades at the Lab. School of SMP UNISMUH Makassar.

In this research, the researcher was take small number of participants in VIII grade students and VII grades students as purposive sampling to gain some specific purposes (Sugiono, 2011:118-119). This research was conducted on August 2022.

C. Research Instrument

In this research, the researcher used four kinds of instruments to collect the data, as follows:

1. Audio Recorder

The researcher used an audio recorder to record the teaching and learning process. This technique was performed by using a particular mobile phone recorder as the instrument.

2. Observation Checklist

An observation checklist is a list that an observer is going to look at when conducting the observation. The observer or the researcher had prepared this list. The observation checklist does not only give an observer a structure and framework for the observation, but also has a function as a contract of understanding between the researcher and the teacher observed.

The researcher filled the observation checklist after observing the classroom interaction based on data in the audio recorder.

3. Interview

A structured open-ended interview was used to get further information regarding to teacher's politeness principle and factors influencing the use of politeness principles. To support it, ten students were chosen randomly to be interviewed to know their

opinions and feeling about politeness principle applied by their teachers in classroom.

To obtain data that is absolutely accurate, the students were interviewed with Indonesian language. The results of the interview were to find out the effects of politeness principles in the classroom interaction during teaching-learning process.

4. Note Taking

Besides audio record, observation and interview technique, the data are able to be collected by note taking. It prepared data through writing, then continuing by classification. It can be done immediately when all of the technique is completed or after the recording is done by using particular stationery. (Sudaryanto, 1993: 135). While listening the records, the researcher takes a note all of the data source then determining samples that represent the politeness principle by Leech (2016).

D. Procedure of Data Collection

The data collected using qualitative data collection. According to Bogdan and Biklen (2007), qualitative data collection involved spending considerable time in the setting under study, immersing oneself in this setting, and collecting as much relevant information as possible. The data collected through the following procedure:

1. First, the researcher asked for permission to take data in the class to conduct the observation.

2. Second, the researcher observed the subject inside the class when they taught.
3. Next, the researcher used an audio-recorder to record the teaching and learning process.
4. The last, the researcher was interviewed by delivering some questions to the students directly.

E. Technique of Data Analysis

The data analysis here based on Miles and Huberman (1994), consisting of three concepts; data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction becomes the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

In this study, the data was on an audio recorder and transcribed into text. Firstly, analyzing the data by listened the audio record carefully and checking the data by reading the transcription to see the context. The researcher selecting the politeness principles of EFL teachers to students to be analyzed. After that, the researcher categorizes the data based on audio record. The researcher formed into group of data by choosing the

important matter and classifies the data based on the problem statement. The researcher also made a code by giving bold and italicizes words or sentence in transcript to know teachers' utterances that include the types of politeness principles.

2. Data Display

The second steps were data display. According to Miles (1994:11) generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.

In this step, the researcher identified the types of politeness principles by Leech used by English teacher.

3. Conclusion, drawing or verification.

After finished doing data reduction and data display, the last steps to analyze the data in this research by drew conclusion. According to Miles (1994:11) reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.

The activities in drawing and verifying by conclude the result of the research based on the research problems and politeness principles that are used.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

Based on the first research question, the study aims to identify the types of politeness principles used by the EFL teacher during the classroom interaction. The data was taken by the researcher by doing classroom observation.

The researcher also used observation checklist to identify the occurrence of politeness principle in the teacher's utterances in every meeting. The result of the observation checklist is performed in the following table:

Table 4.1 The Occurrence of Politeness Principles in Each Meeting
Class VIII

No.	Maxim	Meeting			Total
		I	II	III	
1.	Tact Maxim	3	4	2	9
2.	Generosity Maxim	-	1	-	1
3.	Approbation Maxim	2	1	4	7
4.	Agreement Maxim	1	1	1	3
5.	Sympathy Maxim	-	3	-	3
Total					23

Table 4.1 class VIII above shows that the teacher produced 23 utterances containing maxim of politeness principles within three meetings of classroom interaction. The table also shows that in three meetings, the teacher only used five maxims of politeness principles, namely tact maxim, generosity maxim, approbation maxim, agreement maxim, and sympathy maxim.

Table 4.2 The Occurrence of Politeness Principles in Each Meeting

Class VII

No.	Maxim	Meeting			Total
		I	II	III	
1.	Tact Maxim	6	10	7	23
2.	Approbation Maxim	2	-	3	5
3.	Agreement Maxim	2	1	1	4
Total					32

Table 4.2 class VII above shows that the teacher produced 32 utterances containing maxim of politeness principles within three meetings of classroom interaction. The table also shows that in three meetings, the teacher only used three maxims of politeness principles, namely tact maxim, approbation maxim, and agreement maxim.

For more detail, the researcher presents the table that shows the percentage of the occurrence of politeness principle in the teachers' utterances in classroom interactions from the first meeting until the third meeting.

Table 4.3. The percentage of Politeness Principles in teachers' utterances

Politeness Principles	The Occurrences	Percentage
Tact Maxim	32	58,2 %
Generosity Maxim	1	1,8 %
Approbation Maxim	12	21,8 %
Agreement Maxim	7	12,7 %
Sympathy Maxim	3	5,45 %
Total	55	100 %

The table 4.3 shows that the teacher produced 55 utterances containing five maxims of politeness principles within three meetings of classroom interaction each class. The table also shows that tact maxim occurred in sixteen utterances (58,2%), generosity maxim occurred in two utterances (1,8%), approbation maxim occurred in ten utterances (21,8%), agreement maxim occurred in seven utterances (12,7%), and sympathy maxim occurred in three utterances (5,45%).

1. Types of politeness principles used by the teacher

a. Tact Maxim

Based on the data, the teacher used tact maxim in her communication to the students because she wanted to reduce or minimize her own benefit and maximize the benefit to students. The tact maxim used by the teacher when she started the class. The following conversation represents how the teacher's politeness principle appears when he started the class.

Conversation 1

Class VIII

Teacher : (only smile) ok. Let's start our lesson! (with a high tone, and all students focus on the teacher).

Chairman, **could you please get the class ready?**

Student : Attention, please! (all students are silent)

Stand up, please! (all students stood up) Greeting to our teacher!

All students : Good morning, Mam! (all students greeted to the teacher)

Teacher : Good morning, students.

(See Appendix 5 on page 97)

Analysis of conversation 1

This data was taken from the first meeting of class observation. In this situation, the teacher asked the chairman to prepare the class which shows the teacher gave a command. The teacher expressed it indirectly to show her politeness by saying "could you please..." By using this utterance, the teacher tried to maximize the student's

benefit. The teacher also commanded by using indirect speech.

First utterance is categorized as tact maxim, in which the speaker tried to maximize the hearer's benefit. In this case, the teacher is the speaker, and the student or the chairman is the hearer. The teacher also used tact maxim when he asked questions to students. This model occurred in every meeting. An example is presented in the conversation below.

<p>Conversation 2 Class VIII Teacher : Well, the first question! (with very high intonation) (All students were silent.) Teacher : Raihan, could you tell me what is the title of the text I read?</p>

(See Appendix 7 on page 98)

Analysis of conversation 2

This data was taken from the first meeting of class observation. The conversation above shows that the teacher asked to students about the title of the text that the teacher had read. It is found that, in questioning, the teacher used tact maxim in order to maximize benefit for others and minimize her own benefits.

The utterance produced by the teacher "could you tell me..Showed tact maxim as the teacher expressed it indirectly, which is usually more polite than the speech acts expressed directly. The teacher also used tact maxim to manage or

command to students. It can be seen in the conversation below.

Conversation 3	
Class VII	
Teacher	: Yes, there are so many places. <i>apa saja coba sebutkan?</i> (mention it please!)
Student	: Class, office, canteen, meeting hall, musholla, bathroom.... [mentioned what in the school noisily]
Teacher	: <i>Nak bareng-bareng rame banget ya</i> (it's really noisy when you are answer together). <i>Coba bu guru pengen dengar satu persatu menyebutkan ruangan yang ada disekolah biar dengar semua dan jelas.</i> (now I would like to hear one by one mention the places at school in order to make it audible and clear!). Ok Sasmita, <i>bisa sebutkan tempat yang ada di sekolah?</i> (could you mention the places at school?)
Student	: Classroom Mam.

(See Appendix 8 on page 107)

Analysis of conversation 3

This data was taken from the first meeting of class observation. In this situation, the teacher managed the students to set the students to mention one by one to make it audible and clear. The teacher used interrogative sentence to instruct a student. The utterance "would like to " is interrogative sentence and it indicates the use of tact maxim. This utterance is considered polite because commanding by using interrogative sentence is more polite than using the imperative sentence.

b. Generosity Maxim

Based on the phenomena, the researcher found that the teachers also used generosity maxim. The intent of this maxim is to make the advantages of the speaker as small as possible. The generosity maxim is used when the speaker tries to minimize her benefit. In this maxim, the participants are expected being respectful of others. Respect for others will happen if people can minimize benefit for self and maximize profits for others.

Generosity maxim also gives rise to optional. In this maxim, the speaker expected to give option for others, and the hearer is not mentioned as benefactor. The speakers are considered as polite if they give optional scale in their command. The teacher's politeness principle in generosity maxim occurred in four utterances within three meetings. The teacher used the generosity minimize profits for himself, and to give option for students. The following conversation shows how the teacher used generosity maxim to minimize profits for the teacher's self.

conversation 4

Class VIII

Teacher : *Ya sudah, kalian sudah menulis? Sudah berapa kata tadi? sudah lima kata, ya. Oke, ini tulis ya... **Biar saya tuliskan saja di papan tulis untuk kalian, agar semua bisa lihat ya, nah, oke, sekarang tulis nomor enam dan seterusnya.***

Student	: <i>Mam, lanjutannya yang tadi ini, Mam?</i>
Teacher	: <i>Iya, ini terusannya.</i>

(See Appendix 6 on page 102)

Analysis of conversation 4

This data was taken from the second meeting of class observation. In the situation above, the teacher commanded the students to write some words she said. However, she saw that all of the students found it difficult to write the words that she mentioned. So, the teacher with minimizing profits for her finally wrote the words on the whiteboard.

This conversation showed the teacher used generosity maxim by saying "Biar Mam tuliskan saja di papan tulis untuk kalian, agar semua bisa lihat, nah, oke, sekarang tulis nomor dua dan seterusnya." (Let me write on the whiteboard for you, in order that everybody can see it, yah, well, okay, now write the number two and so on!). The teacher was willing to write the words on the whiteboard in order to minimize her own benefit. Theoretically, the speech is considered more polite because the teacher minimized her own benefit, namely she was willing to help students. In addition, there is a marker of politeness, namely the words "let me", so that the utterance was seen polite.

The teacher also used the generosity maxim to give options for students. The use of generosity maxim in giving options is shown by the following conversation.

c. Approbation Maxim

The teacher also used approbation maxim for appreciating the hearer and for giving gifts to the hearer. For appreciating, the teacher respected the students' work in giving gift, the teacher used approbation maxim to praise the students because they were able to answer the questions well.

Approbation maxim was used by the teacher in every meeting, namely twice in the first meeting in VIII and VII grade, and once in each of the second meeting in VIII and VII grade, once in the second and the third meeting, four times in the third meeting of VIII grade. Approbation maxim occurred in eleven teacher's utterances.

Conversation 5	
Class VIII	
Student	: <i>Ini, Mam. Benar ji tensisnya kalimatku ini, Mam?</i>
	(He offered his book to the teacher)
Teacher	: (looked at the book) <i>ini sudah sepuluh kalimat. Yang nomor berapa nak?</i>
Student	: <i>Yang nomor sembilan, Mam, ragu-ragu ka Mam.</i>
Teacher	: Hmm..I think it is very good. Bagus sekali kalimat yang kita buat ini, mmm.oke.

(See Appendix 6 on page 103)

Analysis of Conversation

This data was taken from the second meeting. In that situation, the teacher asked to students about tenses a. A student makes sentences. The teacher then appreciated the student's work by saying "I think it is very good". That utterance contains approbation maxim.

The teacher also used approbation maxim in giving gifts to students. When students can answer the question from the teacher well, the teacher gave them gift or praised them. The following conversation represents how the teacher used approbation maxim for giving gifts to students.

Conversation 6

Class VIII

Student : "Me, Mam." (One boy student raised her hand.)

Teacher : "Yes, Rezky."

Student : eee...., plural is jamak, and singular is tunggal, Mam.

Teacher : "Okay, **good, I give you score one hundred**, plural noun *artinya jumlah bendanya lebih dari satu, sedangkan singular noun artinya jumlahnya hanya satu.*"

(Okay, **good, I give you score one hundred**, plural noun means the number of the things is more than one, while singular noun means the number is only one).

(See Appendix 7 on page 106)

Analysis of conversation 6

This conversation was recorded in the third meeting. In this situation, the teacher asked to students the difference between plural noun and singular noun. A student raised her

hand indicating that she wanted to answer. The teacher then gave the student chance to answer.

After the student delivered the correct answer, the teacher praised the student by saying "Okay good, I give you score one hundred". The utterance is an approbation maxim because the teacher praised her student's answer that was correct. This is clearly seen from the word the teacher used, that is "good". It indicates that the teacher used approbation maxim.

d. Agreement Maxim

Agreement maxim was found by the researcher after analyzing the data. There are six utterances produced by the teacher, which contained agreement maxim. This maxim occurred once in every meeting. Agreement maxim was used by the teacher for building agreement, fulfilling the students' request, and making agreement with students. The speaker should be able to develop agreement in the speech acts. In inference, when the speakers are able to build agreement to the hearer, they will be polite each other. It was shown in the following data:

Conversation	
Class VII	
Teacher	: <i>ada yang mau ditanyakan? Yang tidak tahu artinya mungkin? (who don't know the meaning you may write down. Or you want to ask something?)</i>

Student	: <i>Tidak ada Bu</i> (there is no Mam)
Teacher	: <i>Kalau begitu bu guru yang baca vocabnya kalian yang menerjemahkan ya?</i> (ok then I will read the vocab and you should translate it)
Student	: [Translate what the teacher said]

(See Appendix 9 on page 112)

Analysis of conversation 7

This data was taken from the second meeting. In this situation, the teacher asked the students about who don't know the meaning. However, she wanted to check out the students understanding about the material. Therefore, the teacher asked the students' agreement for asking some questions. The utterance produced by the teacher who said "Kalau begitu bu guru yang baca vocabnya kalian yang menerjemahkan ya" (ok then I will read the vocab and you should translate it) It was agreement maxim.

The teacher tried to get the student's agreement by saying "setuju or in English "do you agree?". This utterance is a kind of agreement maxim or politeness principle, because it tends to form a match between speaker and hearer in the speech acts.

Conversation 8	
Class VII	
Teacher	: <i>Sudah paham perintahnya kan?</i> (have you understood the direction?)
Student	: <i>Insyallah Mam.</i>
Teacher	: <i>Kalau ada yang belum jelas boleh ditanyakan.</i> (when you find unclearly sentences you may ask me!)

Student	: Ok Mam.
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(See Appendix 8 on page 111)

Analysis of conversation

This data was recorded in the first meeting. In this conversation, it was found that the teacher used agreement maxim by saying, "when you find unclearly sentences you may ask me". Previously, the teacher tried to make agreement to the student to ask if they found unclearly sentences.

The students agreed by looking at the respond, the teacher succeeded in using the politeness principles to get the students' responses. The teacher used the agreement maxim in four utterances within three meetings

e. Sympathy Maxim

The teacher used sympathy maxim for showing happiness and giving advice. The teacher expressed three utterances containing sympathy maxim. This maxim occurred three times in the second meeting in the VIII grade. It was shown in the following conversation

Conversation 9

Class VIII

Teacher: " I am so glad you can do your assignment well "
--

Student: " <i>Tapi ada satu yang susah sekali, Mam.</i> " ["But there is one that is very difficult, Mam."]

Teacher: "But finally, you all can answer it , can't you? It shows that you all have been tried seriously to finish your task. I like your seriousness. "

(See Appendix 6 on page 102)

Analysis of conversation 9

This data was taken from the second meeting. In this situation, all students were successful in finishing their task. The teacher was happy and said, "I am so glad you can do your assignment well", and also said, "I like your seriousness". It indicates that the teacher showed her sympathy for her students.

Conversation 10	
Class VIII	
Teacher	: Okey, Rafif. What's wrong?
Student	: Rafif, Mam. <i>Boleh kalimat yang dibuat ini, positif semua, Mam? Satu sampai sepuluh, positif semua ji.</i>
Teacher	: hemn, yah. Actually you must write various kinds 10 sentences, but, alright, I think it's no problem if only one kind yah, <i>tidak apa-apa. Tapi kalau ada yang bisa membuat beberapa kalimat yang bervariasi, itu lebih bagus.</i>

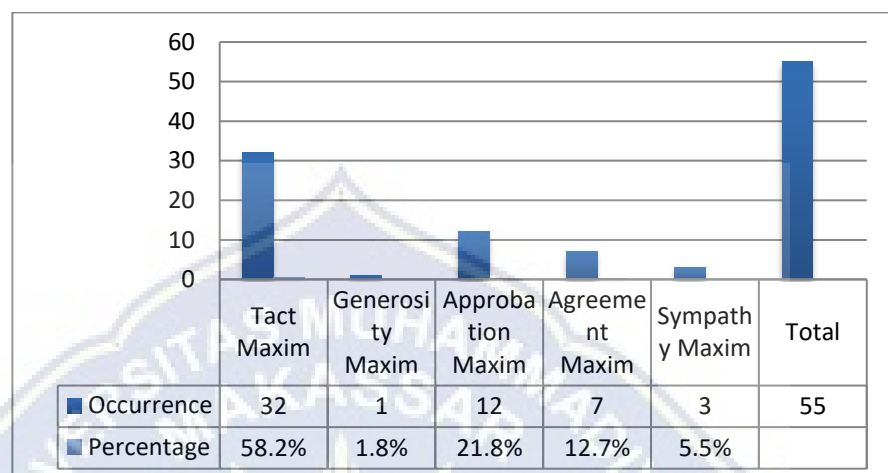
(See Appendix 6 on page 100)

Analysis of conversation 10

This date was taken from the Second meeting at class VIII. The student makes clear the explanation of the teacher task. The teacher was happy because the students have done the task by saying "alright, I think it's no problem.." and she give advice to the student by saying "Tapi kalau ada yang bisa membuat beberapa kalimat yang bervariasi, itu lebih bagus".

Through her advice, the teacher showed that she cared of her students. It means that the teacher wanted all of

her students did a good task. If a teacher does not care of her students, it indicates that the teacher does not apply sympathy maxim in teaching.



Flowchart 1 Politeness Principles In Teachers' Utterances

The result of data analysis also shows that tact maxim was dominantly used in teachers' utterances in directive speech when communicating to their students. From 55 utterances containing politeness principle, tact maxim occurred in 32 utterances produced by the teacher in teaching activity. The percentage of tact maxim is 58,2 % of the total utterances containing politeness principle.

2. The effects of politeness principles in the classroom interaction during teaching-learning process

According to Ulya (2017), to avoid misunderstanding and keep cooperative communication politeness principle is needed to rescue

a serious trouble. It is related with the previous researcher Nashruddin (2018) said that the implication of the politeness principle used at the EFL classroom interaction performs in four aspects, namely efficient teaching and learning, respect communication between teacher and students, togetherness between teacher and students, and cooperating interaction between teacher and students.

To answer the second research question, the researcher conducted ten of 23 students at Lab School SMP UNISMUH Makassar were randomly chosen to interview after observing the classroom interaction. Based on the result of interview conducted the effects of politeness principles in the classroom interaction during teaching-learning process following are:

- a. Teachers' politeness principle creates togetherness between teachers and students

Ten students who were randomly chosen asked "From the politeness of your teacher's utterances, what effect do you feel toward the relationship between you and your teacher?". Mostly, they also answered that the teacher's politeness can create togetherness between them with their teacher. The data is shown in the following conversation.

Conversation 11

"Yaaa, apa dii, karena Mam selalu bicara dengan bijaksana sama kita di kelas, jadiiii, saya merasa dekat sama beliau, kayak tidak ada kerenggangan gitu, terus, mmm, ada kurasa

kebersamaan dalam setiap pembelajaran dengan beliau"
 ("Yeah, how to say, because Mam always speaks wisely to us in the classroom, so, I feel close to her, it seems there is no gaps, and then, mmm, I feel there is togetherness with her in every learning activity.")

(See Appendix 7 on page 141)

Similarly, other students also answered like that when they were interviewed. It can be seen in the following data.

Conversation 12
"Mmm... apa di, kalau sama Mam, kayak seperti Mama sendiri kurasa." ("Mmm... let me see. If I am with her, I feel she is like own mother.")

(See Appendix 7 on page 147)

The student said that, when she was with their teacher, they felt that the teacher was like their own mother. It indicates that there is a close relationship between them. It also can be said that, the condition of togetherness was built between them. The analysis shows that when a student was asked about the effect of her teacher's politeness toward their relationship in learning, they answered that they found the togetherness between them and their teacher.

b. Politeness principle builds respect behavior of the students

The researcher also interviewed to the students by asking "When your teacher speaks politely, do you underestimate or respect to him?" The result of the interview conducted to the students shows that teacher's politeness principle can create respect behavior of the students. The data is shown as follows.

Conversation 13

"Ada kuliat sebagian temanku naremehkanki. Tapi saya tambah kuhormati guruku yang selalu nasehatika dengan kata-kata yang sopan".

"I see some of my friends underestimate him. However, I am more respectful to my teacher who always gives advice by using polite utterances."

(See Appendix 7 on page 151)

This is an interview conducted to a student. He said that he was more respectful to her teacher if her teacher delivers the lesson material by using polite utterances. The data indicates that the teacher's politeness principle can build respect behavior of the students to the teacher. However, from nine students interviewed with the same question, a student answered differently. It can be seen below.

Conversation 14

"Iya, saya mi itu kadang-kadang tidak kerja tugas karena perasaanku Mamguru tidak marah-marahki biasa"

("Yes, I am the person who sometimes does not finish the assignment, because I feel that, my teacher usually does not get angry.")

(See Appendix 7 on page 157)

The student said that, as the effect of her teacher's politeness, their sometimes did not perform the assignment given by the teacher. It means that, the student sometimes underestimated the teacher. However, generally, the students said that they respected to their teacher as the effect of the teacher's politeness in teaching.

- c. Politeness principle creates cooperating interaction between teacher and students.

The result of the interview toward students supports this data. The researcher asked them, "Do you like if your teacher speaks politely?"

Conversation 15

"Iye, karena kalau guru bicara dengan santun, kita akan kerjakan perintahnya dengan senang hati dan nyaman".
 ("Yes, because if the teacher speaks politely, we will perform her command happily and comfortably.")

(See Appendix 7 on page 150)

Conversation 16

"Iye, karena biasanya guru yang santun itu kalau kasih perintah untuk melakukan sesuatu, biasa seperti tidak memaksakan caranya, tapi kita sendiri langsung merasa bahwa itu memang kewajiban ta, ini tugas ta, terus, apa di, mmm... terpanggil sendiri ki untuk kerjakan perintahnya."

"Yes, because a polite teacher usually does not impose if he gives us an instruction to do something, but ourselves directly release that is our duty, this is our task, and then, what to say, mmm.. We are invited by ourselves to perform her command."

(See Appendix 7 on page 142)

Another student also answered with different redaction but similar in meaning. The data below shows that. These are the result of the interview conducted to the students. The students' answers indicate that the teacher's politeness principle can create the cooperating interaction between teacher and students.

- d. Politeness principle helps students to have positive feelings towards the lesson

The result of the interview conducted to the students shows that teacher's politeness principle helps students to

have positive feelings towards the lesson. The researcher asked the students "How do you feel toward the English lesson in relation with your teacher's utterances in classroom interaction?". The following data shows the students answer.

Conversation 17

"Eeee, actually English is the most difficult lesson for me, because it is very confusing. However, because of my teacher's teaching method, also supported by the way he speaks, that, how to say, is very nice, I feel comfortable, so I am very enthusiastic toward English lesson."

(See Appendix 7 on page 142)

This is an interview conducted to a student. The student said that English was the most confusing lesson for her. However, because her teacher always speaks politely, her feeling toward English changed into positive. The teacher's politeness principle makes her enthusiastic toward English. Therefore, the teacher's politeness helps students to have positive feelings towards the lesson. It is also supported by another student. It is shown in the following data.

Conversation 18

"Mmmm, tugas-tugas pelajaran bahasa Inggris tambah ringan kurasa. ("Mmmm, I feel tasks of English lessons become lighter.")

(See Appendix 7 on page 146)

Another student also answers as it is shown in the following conversation.

Conversation 19

"Eeee, saya dulu benci pelajaran Bahasa Inggris karena susah bagi saya, dan membingungkan. Tapi dengan cara mengajarnya Mam guruku, cara bicarannya yang santun dan

enak sekali, menyejukkan kurasa, jadi semangat sekali ka dengan Bahasa Inggris.

"Eeee, I used to hate English lesson because it is hard and confusing for me. However, with my teacher's way of teaching, her way of speaking which is polite and very pleasant, I feel it's conducive, so I am very excited with English lesson".

(See Appendix 7 on page 150)

- e. Politeness principle motivates the students to participate more in learning.

The result of the interview conducted to the students also shows that teacher's politeness principle can motivate the students to participate more in learning. The data below shows the students' response when the researcher asked "Do you think that your teacher's politeness in teaching affects your motivation in learning'?"

Conversation 20

"ya, saya rasa begitu. karena Mam guru sering memberi nasehal, baru jarang ki marah, dan kalau menjelaskan pelan-pelan ki juga, apa lagi di', bijaksana juga, jadi itu semua yang bikin kita termotivasi untuk terus belajar, terutama dalam pelajaran Bahasa Inggris".

"Yes, I think so, because our teacher always gives advice, he is seldom angry, and he explains the lesson material slowly, what else, he is also wise, so that's all that make us more motivated in learning particularly in English lesson."

(See Appendix 7 on page 142)

The student said that, her teacher's politeness principle made him more motivated in learning. Generally, students answered that the teacher's politeness principle in teaching made them more motivated in learning. Another student said:

Conversation 21

"Iye, kurasa begitu, karena Mam guru sukaki lucu-lucu juga,

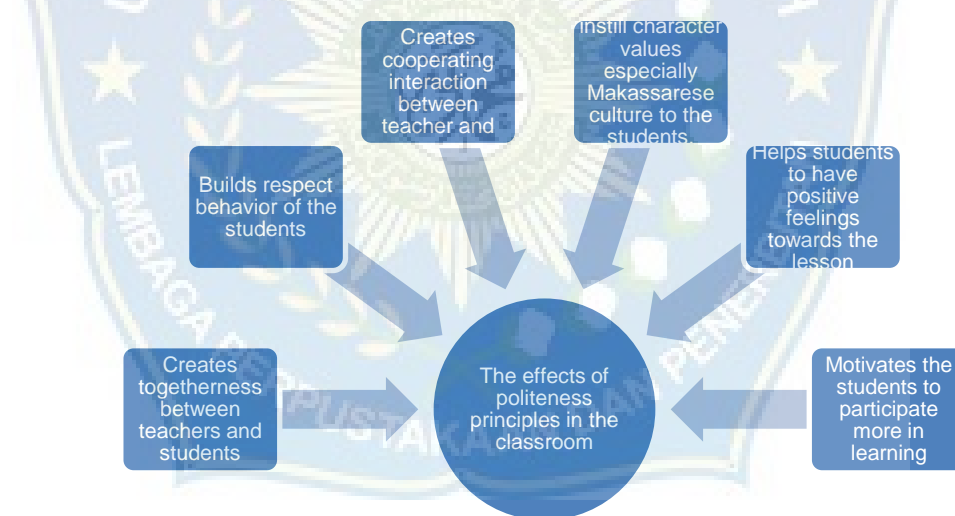
mum, humoriski, bijaksana juga, jadi itumi yang bikin termotivasi ka untuk terus belajar Bahasa Inggris”

“Yes, I think so, because my teacher also likes joking, mmm, he is humorist, and also wise, so it makes me motivated to keep on learning English.”

(See Appendix 7 on page 156)

- f. Shapes the character and self-development of students to local culture.

The result of the interview conducted to the students also shows that teachers’ politeness principle can shapes the character and sel-development of students to local culture. The data below shows the students' response when the researcher asked and the students answer “.....iyek”.



Flowchart 2 The effects of politeness principles in the classroom interaction

Politeness can be reflected in cultural values as a central value, through speech variations as the principle of politeness, which is influenced by speech factors. Participant status,

situation and context. Interaction in class is related to makassarese language politeness with pragmatics is found in several. Implications of Local wisdom as the main values such as ethics and politeness, self-image, courage, solidarity, and cooperation.

The result of data analysis shows that politeness exists in that EFL classroom. In addition, it creates togetherness between teacher and students, can build respect behavior of the students, creates the cooperating interaction between teacher and students, helps students to have positive feelings towards the lesson, motivates them to participate more in classes and instill character values in Makassarese culture to the students.

B. Discussion

This part deals with the interpretation of findings where it explored and elaborated. It is about the teacher's politeness principles in classroom interaction and the effect of politeness principles in the classroom interaction during teaching-learning process at Lab. School of SMP UNISMUH MAKASSAR. This part links the data found with the theories and previous related studies. The maxims of politeness principles as well as the effect of politeness principles during teaching and learning process were gained after the researcher conduct classroom observation and interview.

The classroom observation had been conducted for three meetings in the VIII and VII grade, and it was successful to find out politeness principles used by the teacher in classroom interaction. The interview was conducted after doing classroom observation to investigate the effects of politeness principles during teaching and learning process. The EFL teachers as the subject of the research have been interviewed. To support it, the researcher also had interviewed ten students at the VIII and VII grade who were randomly chosen. The teachers' politeness principles were identified through her utterances in classroom. It had been performed earlier in observation checklist when the teacher conducted teaching process. Based on the observation result, the researcher found that the teacher used five maxims of politeness principles in 55 utterances.

The last step of observation was interview. The researcher interviewed the participants to find out the effect of politeness principles during teaching and learning process. From the result of the interview, the researcher found that there were five aspects. The maxims of the politeness principle used by the teacher and the effect are elaborated and linked with the theories and other research findings on the field of teacher's politeness.

1. Types of politeness principles used by the teacher

In terms of teacher's politeness principles, this study concerns in investigating the types or the maxims of politeness principles used

by the teacher in classroom interaction. Through this study, it is identified that the teacher used five types of the politeness principle. Those five maxims occurred in 55 teacher's utterances.

a. Tact Maxim

The researcher found that tact maxim occurred in the teacher's utterances in classroom interaction. In this sense, teacher used this maxim by using indirect speech. By using this utterance, the teacher tried to maximize the student's benefit. This utterance is categorized as tact maxim, in which the speaker tried to maximize the hearer's benefit. It is in line with Leech (2016) who stated that the utterance expressed indirectly is more polite than the utterance expressed directly. The teacher commanded and asked to the student by using indirect speech to maximize the student's benefit. The use of indirect speech can also minimize cost to the hearer.

A speaker who commands by using indirect expression also indicates the speaker does not force or the speaker is not arrogant. It corresponds to the first scale of politeness proposed by Lakoff (1973), namely formality scale or "Don't impose". According to this rule, a speaker is considered being polite if she asks permission or apology for making her interlocutor do something. If an utterance does not force, it is considered polite.

In terms of politeness, the teacher applied this type because she wanted to make no gap between herself and the students.

Although a teacher has powerful position in the classroom, the teacher should not be arrogant in commanding to the students. Conversation 1, and 3 show that the teacher expressed her instruction indirectly to show her politeness by saying "could you please.. By using these utterances, the teacher tried to maximize the student's benefit. This utterance is categorized as tact maxim, in which the speaker tried to maximize the hearer's benefit. In this case, the teacher is the speaker, and the student or the chairman is the hearer. Conversation 2 shows that in questioning, the teacher used tact maxim in order to maximize benefit for students and minimize her own benefits. The utterance produced by the teacher "could you tell me ...showed tact maxim as the teacher expressed it indirectly, which is usually more polite than the speech acts expressed directly. The whole conversation above showed that the teacher used tact maxim in some occasions or some situations, generally in giving instruction and asking question. In overall, the teacher used tact maxim in 32 utterances for three meetings each grade of classroom interaction.

b. Generosity Maxim

The teacher's politeness principle in generosity maxim also occurred in the teacher's utterances. Conversation 4 shows that the teacher used the generosity maxim to minimize benefit to self. In addition, conversation 5 shows that the teacher used the generosity maxim to give options for students. The use of generosity maxim to minimize profits for self is related to theory of politeness principle by Leech (2016). Conversation 4 shows the teacher was willing to write the words on the whiteboard in order to minimize benefit for the teacher's self. Theoretically, the utterance, which is minimizing profits for self, indicates generosity maxim.

Generosity maxim also means giving options for others or the hearers. It corresponds to the second scale of politeness proposed by Lakoff (1973), namely Indecision or optional scale. This rule contains suggestions that the speaker should speak in a way that her speech partner can determine the choice. An utterance is considered polite when the speaker gives option to the speech partner. Conversation 5 shows that the teacher utterance contains optional scale. Generosity maxim occurred in five teacher's utterances for six meetings of classroom interaction.

c. Approbation Maxim

The teacher also used approbation maxim for appreciating the students and for giving gifts to the students. It occurred in 12 utterances for three meetings in VIII grade and VII grade of classroom interaction. For appreciating, the teacher respected the students work. According to Leech (2016), this maxim expects all participants to be able to respect for others. Leech explained this maxim as avoiding saying unpleasant thing about others. Conversation 6 shows that the teacher praised the students work.

In giving gift, the teacher used approbation maxim to praise the students because they were able to answer the questions well. It can be seen in conversation 7. After the student delivered the correct answered, the teacher praised the student. It indicates that the teacher used approbation maxim.

d. Agreement Maxim

Agreement maxim was found by the researcher after analyzing the data. Agreement maxim was used by the teacher for building agreement, fulfilling the students' request, and making agreement with students. The speaker should be able to develop agreement in the speech acts. In inference, when the speakers are able to build agreement to the hearer, they will be polite each other. It is in line with Leech (2016), who said

that if there is agreement between the speaker and the hearer, it shows that they behave politely. This maxim can be seen in conversation 8 and 9.

Each conversation shows different utterances in the classroom interaction. Conversation 8 shows that the teacher fulfilling the students' request. It means that the teacher wants to build agreement between them. It indicates that the teacher used agreement maxim. Conversation 9 shows that agreement maxim also occurred when the teacher asked the student's understanding about the topic. The teacher fulfilled their request by saying "OK".

Theoretically, it is a kind of politeness principle, particularly agreement maxim. Fulfilling the others request is also the application of the agreement maxim. By looking at the respond, the teacher succeeded in using the politeness principles to get the students' responses. The teacher used the agreement maxim in seven utterances within three meetings in VIII grade and VII grade.

e. Sympathy Maxim

The teacher used sympathy maxim for showing happiness and giving advice. It occurred in 3 utterances for three meetings. The teacher showed her happiness or sympathy for students. She expressed her happiness because her students

worked seriously. Conversation 10 shows that all students were successful in finishing their task. The teacher was happy and said, "I am so glad you can do your assignment well", and also said, "I like your seriousness". It indicates that the teacher showed her happiness or sympathy for her students. It is related to Leech (2016) who stated that in maxim sympathy, it is expected that, if the collocutor gets success or happiness, the speaker is required providing congratulations. Conversation 11 shows that the teacher used sympathy maxim for showing her happiness and giving advice. In that situation, the teacher said "alright, I think it's no problem if only one kind". Most of the students also actively participated.

Also, the teacher gave advice to the students. It indicated that the teacher cared for all students. It means that the teacher wanted all of her students have good behavior. If a teacher does not care of her students, it indicates that the teacher does not apply sympathy maxim in teaching. In Macassarese ethnic, caring for other is mentioned as sipakalabirik. Theoretically, the sipakalabirik attitude corresponds with sympathy.

2. The effects of politeness principles in the classroom interaction during teaching-learning process

The second finding of this study is the occurrence of the effects of politeness principle in the classroom interaction during teaching

and learning process. Politeness principles, which are used by the teacher in the classroom interaction, give some effects during teaching and learning process. From the interview, the researcher found that the effects of politeness principles in teaching and learning process performed in five aspects. In this part, those aspects are elaborated and corresponded with the theories and previous findings.

- a. Teacher's politeness principle creates togetherness between teacher and students.

The first effect found by the researcher is that politeness principle can create togetherness between teacher and students. It can be seen clearly from the conversation of the teacher's response while the teacher was interviewed.

According to the teacher, her polite utterances close the distance between him and her students. She also said that the togetherness was also created in the teaching and learning process because of politeness principle she used in teaching. It indicates that the teacher's politeness principle can create togetherness between the teacher and the students. The teacher's statement was supported by result of the interview conducted to the students. All of them also answered that the teacher's politeness can create togetherness between them and their teacher. The result of data analysis shows that when a

student was asked about the effect of her teacher's politeness toward their relationship in learning, they answered that they found the togetherness between them and their teacher.

According to Ulya (2017), politeness principle used by EFL teacher in classroom interaction has great influence toward teaching and learning process in creating efficient interaction.

b. Politeness principle builds respect behavior of the students

The researcher also interviewed to the teacher by asking "When you give advice or guidance to your students with polite utterance, do you find that they respect to you as their teacher?". The teacher answered, that she found that, If a teacher speaks politely, commands wisely, care of students, the students would respect to the teacher, because they finally realize that a teacher is a person we must respect.

The teacher's utterance above indicates that, if a teacher speaks or commands politely, all students will respect to the teacher. It was also supported by the students respond while they were interviewed. The result of the interview conducted to the students shows that teacher's politeness principle can create respect behavior of the students. The students said that she more respect to her teacher if the teacher delivers the lesson material by using polite utterances. The data indicates

that the teacher's politeness principle can build respect behavior of the students to the teacher.

- c. Politeness principle creates cooperating interaction between teacher and students

The result of the interview conducted to the teacher and the students shows that teacher's politeness principle could create cooperating interaction between teacher and students. The teacher said that if she gave indirect instruction to the students, they were very easy to cooperate. Indirect instruction is a part of politeness principle. It indicates that the teacher's politeness principle can create the cooperating interaction between teacher and students.

The result of the interview conducted to students supports this data. The students' answer indicates that the teacher's politeness principle can create the cooperating interaction between teacher and students. It is in line with Ulya (2017), who stated that politeness principle applied by teacher in EFL classroom has great influence toward teaching and learning process, namely creating efficient interaction. Cooperating interaction between teacher and students is also a part of efficient interaction.

- d. Politeness principle helps students to have positive feelings towards the lesson

The result of the interview conducted to the students shows that teacher's politeness principle helps students to have positive feelings towards the lesson. The students said that English was the most confusing lesson for them. However, because their teacher always speaks politely, their feeling toward English changed into positive. The teacher's politeness principle makes them enthusiastic toward English. Therefore, the teacher's politeness helps students to have positive feelings towards the lesson. It is related to the research conducted by Sülü (2015) who found that politeness existed in the EFL classroom and it helped students to have positive feelings towards the lesson.

- e. Politeness principle motivates the students to participate more in learning

The result of the interview conducted to the students also shows that teacher's politeness principle can motivate the students to participate more in learning. The students said that, the teacher's politeness principle made them more motivated in learning.

- f. Shapes the character and sel-development of students to local culture.

The result of data analysis shows that politeness exists in that EFL classroom, and it creates togetherness between

teacher and students, can build respect behavior of the students, creates the cooperating interaction between teacher and students, helps students to have positive feelings towards the lesson, motivates them to participate more in learning activities in classroom and shapes the character and self-development of students to local culture



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the researcher can draw two conclusions.

1. The EFL teacher used five types of politeness principle, namely tact maxim, generosity maxim, approbation maxim, agreement maxim, and sympathy maxim during three meetings of the classroom interaction. From the data also showed that within three meetings in VIII and VII grade of classroom observation, the teachers used 55 utterances and tact maxim most dominantly in teaching and learning process.
2. The effects of politeness principles used by the EFL teacher's in the classroom interaction during teaching-learning process performs in six aspects. The six aspects are creating togetherness between teacher and students, building respect behavior of the students to the teacher, creating the cooperating interaction between teacher and students, helping students to have positive feelings towards the lesson, motivating the students to participate more in learning and shapes the character and self-development of students to local culture.

B. Suggestions

After conducting the research process, including analyzing the data, the researcher then addresses some suggestions and recommendations.

1. In teaching and learning process, there are significant influences of the politeness principle used by the teachers in classroom interaction. Therefore, the researcher gives a recommendation that all teachers keep on using politeness principles in teaching.
2. The teachers also should be able to control their utterances belong to politeness principles in some kinds of condition in the EFL classroom especially to the students in first grade of junior high school. In this stage, children are unable to control their feeling and like to imitate the people around them therefore teacher should be careful and selective in producing some utterance when they are communicating to their students so does parent.
3. For further study, the researcher recommended to observe the deviations of politeness principles used by teacher and students in EFL classroom.

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CURRICULUM VITAE



The researcher, Ratnasari Dewi was born in Sungguminasa 11th February 1986. She is the third daughter of 4 brothers, from lovely couple of her parents H. Abdul Rauf and Hj. Hamidah Majid. She began her study at SDN Sungguminasa II in 1991. Then she joined in Junior High School at SMP Negeri 1 Sungguminasa in 1997. Afterwards she continued her study at SMA Negeri 1 Sungguminasa in 2000. She finished her study as undergraduate student in Muhamadiyah University of Makassar in 2008. Then, in 2020, she continues her study as post graduate students in the same University and present the thesis title "Politeness Principles Used by EFL Teacher In Classroom Interaction during Teaching-Learning Process".

APPENDICES



Appendix 1 Instrument 1

Observation Checklist

Class VIII

No.	Maxim	Meeting			Total
		I	II	III	
1.	Tact Maxim				
2.	Generosity Maxim				
3.	Approbation Maxim				
4.	Modesty Maxim				
5.	Agreement Maxim				
6.	Sympathy Maxim				
Total					

Class VII

No.	Maxim	Meeting			Total
		I	II	III	
1.	Tact Maxim				
2.	Generosity Maxim				
3.	Approbation Maxim				
4.	Modesty Maxim				
5.	Agreement Maxim				
6.	Sympathy Maxim				
Total					

Appendix 2 Instrument 2
Open-ended questions for students

1. What do think about your English teacher's personality?
Apa pendapat Anda tentang guru Bahasa Inggris Anda?
2. What is your opinion about your teacher's attitude when he asks you to do something in teaching process?
Bagaimana tentang sikap guru Anda ketika beliau meminta Anda untuk melakukansesuatu?
3. Do you think that your teacher speak and behave politely in teaching?
Menurut Anda apakah guru Anda berkata dan berperilaku santun di dalammengajar?
4. What factors do you see so that you think that your teacher is polite?
Faktor-fakior apa saja yang Anda jumpai sehingga Anda berpendapat bahwa guruAnda itu santun?
5. From the politeness of your teacher's utterances, what effect do you feel toward the relationship between you and your teacher?
Dari kesantunan ucapan guru Anda, apakah yang Anda rasakan terhadaphubungan antara Anda dengan guru Anda?
6. When your teacher speaks politely, do you underestimate or respect to him?
Ketika guru Anda berkata dengan santun, apakah Anda meremehkannya ataukahAnda menghormatinya?
7. Do you like if your teacher speaks politely?
Apakah Anda senang jika guru Anda berbicara dengan santun?
8. How do you feel toward the English lesson in relation with your teacher's utterances in classroom interaction?
Bagaimana perasaan Anda terhadap pelajaran Bahasa Inggris terkait denganujaran guru Anda di dalam interaksi kelas?
9. Do you think that your teacher's politeness in teaching affects your motivation in learning?

Menurut Anda kesantunan guru Anda dalam mengajar mempengaruhi motivasi Anda dalam belajar?

Adapted from Peng, Xie, and Cai (2014)



Appendix 3
The Result of Observation Checklist

Class VIII

No.	Maxim	Meeting			Total
		I	II	III	
1.	Tact Maxim	√√√	√√√√	√√	9
2.	Generosity Maxim	-	√	-	1
3.	Approbation Maxim	√√	√	√√√√	7
4.	Agreement Maxim	√	√	√	3
5.	Sympathy Maxim	-	√√√	-	3
Total					23

Class VII

No.	Maxim	Meeting			Total
		I	II	III	
1.	Tact Maxim	√√√√√	√√√√√ √√√√	√√√√	23
2.	Approbation Maxim	√√	-	√√√	5
3.	Agreement Maxim	√√	√	√	4

Appendix 4

Transcript of class observation recording

Recorded on August 22th 2022

Meeting : 1

Time : 08.00 – 09.20

Teacher : Ini sudah jamnya pelajaran Bahasa Inggris, ya?

All students : Iyye, Mam.

Teacher : Saya di kelas ini yah?

All students : Iya, Mam.

Teacher : Oo...saya kira saya salah masuk kelas.

(the students laughed)

Teacher : Okey, well. Assalamu alaikum warahmatullahi wabarokatuh, and, good morning students. [Tact Maxim]

All students : Wa alaikumussalam... Good morning, Mam.

Student : Mam, bisa istirahat dulu, Mam? Karena sudah ki upacara, capek ki, Mam.

A student : Tidak capek jaki juga Mam upacara tadi?

(The situation became rowdy for a moment)

Teacher : (only smile) ok. Let's start our lesson! (with a high tone, and all students focus on the teacher). Chairman, could you please get the class ready? [Tact Maxim]

Student : Attention, please! (all students are silent)

Stand up, please! (all students stood up) Greeting to our teacher!

All students : Good moming, Mam! (all students greeted to the teacher)

Teacher : Good moming, students.

Student : Sit down, please! (and all students sat again)

Teacher : Muh. Rafif mana? Kok tidak kelihatan?

Student : he is sick, Mam.

Teacher : ok.

Student : Mam, maaf Mam, peneliti itu Mam? Itu Mam, yang duduk di belakang?

(The teacher looked at the researcher who sat in the back)

Teacher : Ya, jadi kemarin kakak itu izin untuk meneliti. Beliau itu akan menyusun thesis.

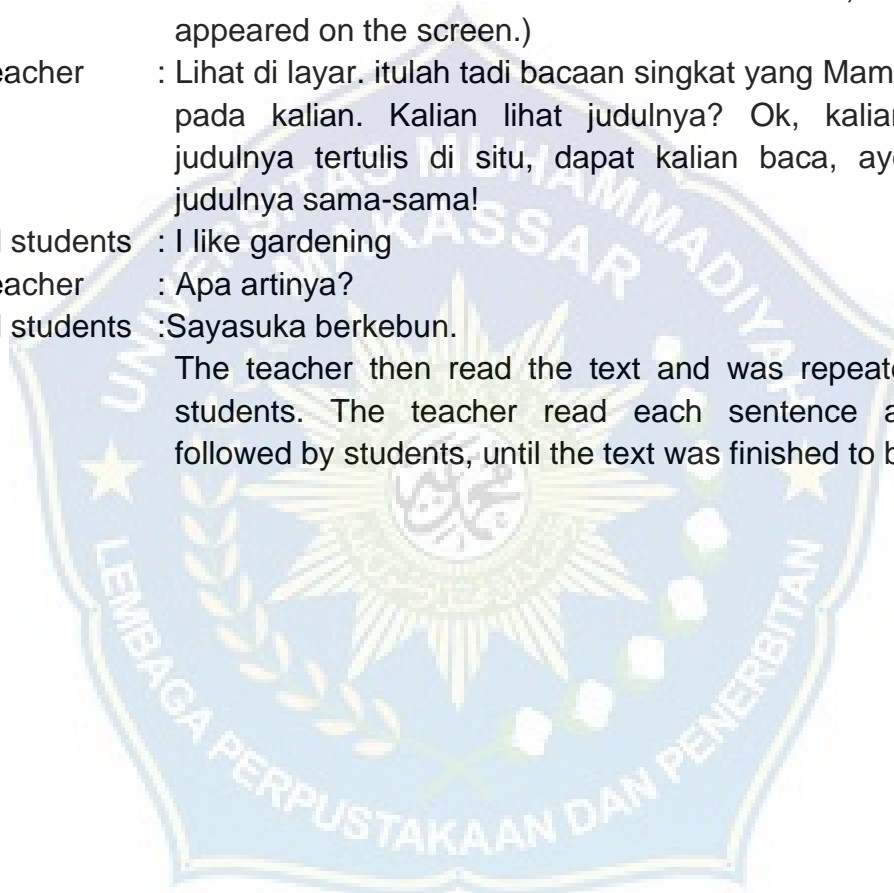
The teacher introduced the researcher to all students. In that occasion, the researcher also introduced herself to all

- students. However, the situation werevery crowded about 5 minutes.After 5 minutes, the situation was normal again. The teacher started the lesson material.
- Teacher : Nah, sudah siap memulai pelajaran?
- Student : Siap, Pak
- Student : Mam, materi apa hari ini? Aaa...maksudnya topiknya, Mam.
(The teacher walked around the classroom).
- Teacher : Okay. Wait. Mmm...I will read a short passage. Your task is ecechhhh, you all must listen carefully. After I read, here will be some questions for you. Kalian mengerti penjelasan Mam tadi?
- All Student : Mengerti, Mam.
(The teacher took a book from his bag and then opened it. She looked for a certain page in the book).
- Teacher : iyek, ok.Let's start. Dengarkan baik-baik!
(The teacher started reading a text in the book that she handled. The teacher spent 2 minutes to read the text.)
- Teacher : Nah, sudah selesai, sekarang ada beberapa pertanyaan untuk kalian.
(Some students commented but all is unclear. The classroom was crowded enough. There were many unclear voices.)
- Teacher : Well, the first question! (with very high intonation)
(All students were silent.)
- Teacher :Raihan, could you tell me what is the title of the textl read?
[Tact Maxim]
(The student pointed by the teacher looked confused. He could not answer. Some unclear voices appeared again. The situation was rather noisy.)
- Sudent : Raihan? Yang lain jangan gaduh. Kita tunggu jawaban Raihan yang masih malu-malu kucing menjawab.
All students laughed.
- A student : Uhhui..malu-malu tikus, Mam.
(The situation was noisy again)
- Teacher :Well, who can answer? Karena Raihan memberi kesempatan kepada teman yang lain, haha...
- Student : Me, Mam. (aboy student raised his hand)
- Teacher : Yah, Muh. Sofyan, please.
- Student : I like gardening, Mam.

- Teacher : Yah, Sofyan menjawab bahwa judul bacaan tadi adalah I like Gardening.
- Teacher : Ada yang tahu apa artinya itu I like gardening?
- Student : Saya suka berkebun, Mam.
- Student : Saya suka perkebunan, Mam... (Some students laughed.)
(Many voices in the classroom)
- Teacher : what? Saya suka Perkebunan? Jadi... bukan perkebunan yah. Sudah benar jawaban kalian yang tadi menjawab berkebun.
- Student : ok, Mam.
- Teacher : Okey, well. Next. Di dalam bacaan tadi, disebutkan beberapa tanaman yang bagus untuk ditanam di kebun kita, karena yaa, tadi disebutkan manfaatnya banyak, mmm.... terutama dapat dinikmati buahnya dan tumbuhnya mudah. Okay, who can mention, some trees that are easy to plant and can produce fruits for us, based on the text?
- All students : Me, Mam. Saya, saya, me, Mam.
(Many students raised hands. The classroom was rather noisy.)
- Student : (only smile) Okay, Syahrul.
- Student : (He is Syahrul) Anu, eee... apa tadi itu, jagung, Mam.
- Teacher : (laughed) Menurut yang lain, apakah ada tadi disebut pohon jagung?
- All students : tidak adaaaaa., tidak ada Mam.
- Teacher : Come on Fitrah, what is your opinion? (The teacher pointed to a boy student.)
- Student : Eee.., may be mango and, .. papaya trees, Mam.
(the boy student answered, the teacher mentioned that his name was Fitrah.)
- Teacher : Yes, that is right, it is very good answer. Next, other students, give me your opinion. [Approbation Maxim]
- Students : Me, Mam, melon, Mam.
- Students : Banana, Mam.
(All students answered at the same time. The situation was very rowdy.)
- Teacher : Okay, all students, attention please. Baik, dengar dulu!
The situation was still rather noisy but most students paid attention to the teacher.
- Teacher : Okay. Sekarang perhatikan. Ada tugas lagi. Nah, ayo, semua diam dulu, perhatikan. Iya, okay. Tadi sudah

- menyebutkan beberapa contoh pohon yang bagus untuk ditanam di kebun. Ada tadi yang menyebut mango trees.
- Student : Me, Mam. (aboy student said by raising his hand)
- Teacher : Nah, coba Fitrah, coba dieja huruf-hurufnya mango trees.
- Student : Oh... okay, Mam. Mmm, anu dulu, em, ei, en, ji, o, teeruuus, te, er, e.
(she meant /em/, /ei/, Jen/, Ijil, lou, /til, /ar/, i, I, /es/.)
- Teacher : Yakin jaki begitu? Tidak ada yang kurang? Coba ulang dulu.
- Student : Saya, Mam, mau tambahkan.
- Teacher : Apa seng Akbar? Na cocok mi itu tadi Fitrah.
- Student : Belumpi lengkap. Masih ada kurangnya toh Mam?
- Student : Oo...tunggu, Mam, o iyya, kurang tepat tadi caraku, Mam. Boleh saya ulangi, Mam? Untuk menyempurmakan?
- Teacher : Yes, of course, I give you chance to complete your answer tapi, kalau masih salah, saya persilakan Irsal atau yang lainnya.[Agreement Maxim]
- Student : Thank you, Mam. Eee... pertama, em, ei, en, baru, aaa.ji, Oo.Terus ti, ar e, terakhir s.
- Student : Uuu....(Some students yelled)
- Teacher : Alright, I think we must give Fitrah the chance to complete that.
- Teacher : Yah, Risaldi.
- Student : (He is Risaldi) em, ei, en, ji, ou, and then, ti, ar, i, i, and s.
(Some students clapped hands.)
- Teacher : Risaldi, why do you add letter s in the last?
- Student : Because it is plural noun, Mam. Maksudnya lebih dari satu, Mam.
- Teacher : Yap. That is right. Your answer is very good and clear. Bagaimana yang lainnya? Fitrah? Sudah tau di bagian mananyatadi yang kurang tepat?
- Student : Iya, Mam. Hehe... cara penyebutanku untuk huruf O. Baru huruf E-nya juga satu kali ji saya sebut
- Teacher : Iyek, jadi untuk huruf O, kita baca ou. Kemudian kata tree yang artinya pohon, ada du huruf E-nya. Yang lain juga paham? Kalian harus termotivasi dengan fasilitas dari sekolah, yah! Nah, sekolah telah memberikan fasilitas lebih, seharusnya disyukuri. Kalian mendapat kemudahan dalam belajar.
- All students : yaa, Mam

- Teacher : And now, prepare your pens and note books
- Student : Yes, Mam
- Students : Mau maki mencatat ini?
- Teacher : Yes, there is something you have to notice.
(The teacher meant that she will deliver some materials and the students had to write or note the materials)
(All students prepared their pens and their note books. The teacher took her laptop and then connected it to the LCD that was available in the classroom. After that, the material appeared on the screen.)
- Teacher : Lihat di layar. itulah tadi bacaan singkat yang Mam bacakan pada kalian. Kalian lihat judulnya? Ok, kalian benar, judulnya tertulis di situ, dapat kalian baca, ayo dibaca judulnya sama-sama!
- All students : I like gardening
- Teacher : Apa artinya?
- All students : Sayasuka berkebun.
The teacher then read the text and was repeated by all students. The teacher read each sentence and then followed by students, until the text was finished to be read.



Appendix 5

Transcript of class observation recording

Recorded on August 23th 2022

Meeting : 2

Time : 08.00 – 09.20

Teacher : Okey, well. Assalamu alaikum warahmatullahi wabarakatuh and, good morning students.[Tact Maxim]

All students : Wa alaikumussalam... Good morning, Mam.[Tact Maxim]

Teacher : Okay Kurniawan, could you please lend me your pen?Ketinggalanpulpen saya di meja tadi. Listen to me. I will check yourpresence.[Tact Maxim]

(The teacher checked the attendant list and called all students name.)

Teacher : Alhamdulillah, hari ini hadir semua ya?[Sympathy Maxim]

Student : YesMam.

Teacher : Baik, untuk hari ini, sayaakan mendikte beberapa kata. Kaliandengar dengan seksama dan tulis di buku kalian.
(The teacher mentioned some words. She repeated every word until three times. The students had to write what words the teacher mentioned. There were anycommotions. The teacher then came to the whiteboard and wanted to write.)

Teacher : Ya sudah, kalian sudah menulis? Sudah berapa kata tadi?sudah lima kata, ya. Oke, ini tulis ya... Biar saya tuliskan saja dipapan tulis untuk kalian, agar semua bisa lihat ya, nah, oke,sekarang tulis nomor enam dan seterusnya.[Generosity Maxim]

Student : Mam, lanjutannya yang tadi ini, Mam?

Teacher : Iya, ini terusannya.

(The process of recording was stil running for five minutes, but there were no utterances from the teacher.)

Teacher :OkayRezky, please read this word. Ya, this one, in number seven.

Student :(He is Rezky) Mmmm..bacanya, parmer, Mam. [TheCorrect one is farmer.]

(Some students laughed.)

Teacher :Coba, Yusuf, dibetulkan cara membacanya Rezky.

Student : (He is Yusuf) Farmer, Mam.

Teacher :(looked at Rezky). Bisa diulang Rezky?

- Student : Farmer, Mam.
- Teacher : Yes, farmer. No parmer. Apa artinya?
- All students : Petani Mam.
(The situation was noisy again.)
- Teacher : well. (high intonation) You have written ten words. You wrote five by dictation, I mentioned and you wrote, andkalian tulis dengan, melihat tulisannya di papan. Oke.
- Teacher : Tugas kalian, sepuluh kata ini kalian buat menjadi kalimat. Berarti kalian gunakan dalam kalimat, mengerti maksudnya?
- Student : Yes, Mam. Maaf, Mam, kalau ada kata yang belum ditau artinya?
- Teacher : Kalian cari dulu artinya. Karena sulit memakainya dalam kalimat kalau artinya belum diketahui.
(All students worked seriously to finish their task. Ten minutes later, one by one, all students came forward and showed their works to the teacher.)
- Teacher : Fajri, could you please close all windows?Sebentar lagi selesai jamnya Mam.Yang belum selesai, teruskan sampai selesai. I will check the task that is completed.
(One student who mentioned by the teacher then closed all windows in the classroom.)
- Teacher : Okey, Rafif. What's wrong?
- Student : Rafif, Sir.Boleh kalimat yang dibuat ini, positif semua, Mam?Satusampai sepuluh, positif semua ji.
- Teacher : hemn, yah. Actually you must write various kinds 10 sentences, but, alright, I think it's no problem if only one kind yah, tidak apa-apa. Tapi kalau ada yang bisa membuat beberapa kalimat yang bervariasi, itu lebih bagus.[Agreement Maxim]
(Another girl student came forward to the teacherbringing her book)
- Student : Ini, Mam. Benar ji tensisnya kalimatku ini, Mam?
(He offered his book to the teacher)
- Teacher : (looked at the book) ini sudah sepuluh kalimat. Yang nomor Berapa nak?
- Student : Yang nomor sembilan, Mam, ragu-ragu ka Mam.
- Teacher : Hmm.. I think it is very good. Bagus sekali kalimat yang kau buat ini, mmm.oke.[Approbation Maxim]

Some student: Cieee Rafif, bangga mi.

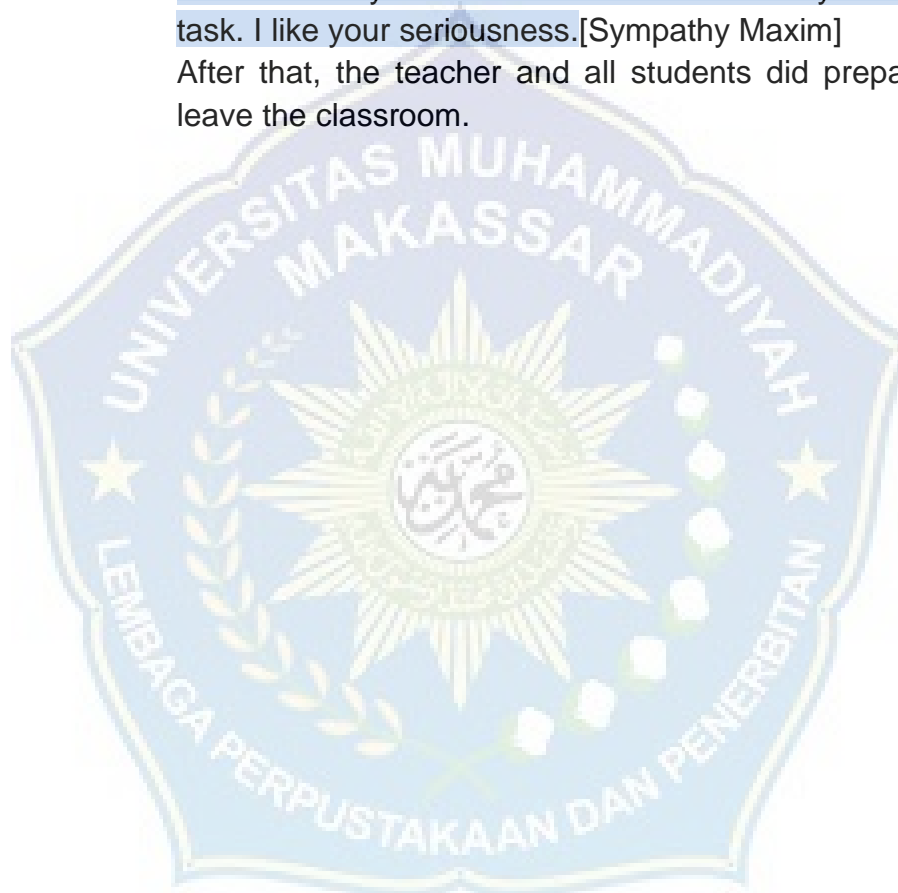
Teacher : Okey, the chairman, Please help me, Nak. Kumpulkan semua pekerjaan teman-teman kamu. I think it's enough. [Tact Maxim]

(The chairman then collected his friends entire book and submitted them to the teacher)

Teacher : I am so glad you can do your assignment well. [Sympathy Maxim]

It shows that you all have been tried seriously to finish your task. I like your seriousness. [Sympathy Maxim]

After that, the teacher and all students did preparation to leave the classroom.



Appendix 6

Transcript of class observation recording

Recorded on August 24th 2022

Meeting : 3

Time : 09.20 – 10.40

Teacher : Ketua kelas silahkan pimpin doa teman-temannya, Nak.
[Tact Maxim]

Student : Attention, please! (all students are silent) Stand up.
please! (all students stood up) Greeting to our teacher!

All students : Good morning. Mam. (All students greeted to the teacher)

Teacher : Good morning, student

Student : Sit down, please! (And all students sat again)

Teacher : Okay. Di pertemuan sebelumnya kita sudah membaca sebuah teks singkat. Kalian juga sudah menjawab beberapa pertanyaan terkait dengan teks tersebut. Kalian juga sudah mengidentifikasi beberapa kosa kata atau kata-kata penting atau, eee..kata-kata baru yang terdapat dalam teks tersebut.

All students : Yes, Mam.

(The situation became rowdy for a moment)

Teacher : (With a loud voice) let's go on! (And all students calmed down again) Okay. Nah sekarang, kita akan lebih mendalami mengenai grammar terkait dengan teks yang telah kita bahas pada pertemuan sebelumnya.

All students : Apa itu grammar, Mam?

(Many unclear voice)

Teacher : Grammar? Tenses yang telah kalian pelajari seperti present tense itulah semua materi yang dibahas kalau kita bicara tentang grammar. Jadi di dalam grammar itu kita belajar tata cara menyusun sebuah kalimat yang berterima, kita belajar merangkai kata dengan tepat membentuk kalimat yang sempurna atau kalimat yang tepat.

Student : Mam, jadi grammar itu pelajaran tentang menyusun kata menjadi kalimat?

Teacher : Iya, bisa dikatakan begitu.

Some students: Ooo.

Teacher : Di pertemuan sebelumnya kita sudah menulis beberapa kata benda dalam Bahasa Inggris. Kata benda disebut apa?

Some students: Noun, Mam!!!

(The situation was rowdy. There were many unclear voices.)

Teacher : Yes, noun. Kita juga sudah menyinggung sedikit tentang plural noun dan singular noun. Ada yang bisa menyebutkan perbedaannya? (could you mention the differences?) [Tact Maxim]

Student : Me, Mam. (one boy student raised his hand)

Teacher : Yes, Rezky.

Student : Plural is jamak, and singular is tunggal, Mam.

Teacher : Okay good, I give you score one hundred. Plural noun artinya jumlah bendanya lebih dari satu, sedangkan singular noun artinya jumlahnya hanya satu. [Approbation Maxim]

(Some students commented, some others clapped hands)

Teacher : Nah, ada yang bisa kasih contoh?

Student : Contoh apa, Mam?

Teacher : contoh singular noun. Yah, who can give an example of singular noun.

Student : Me, Mam.

Teacher : Yah, Fatih.

Student : Book, Mam. Itu artinya satu buku, Mam.

Teacher : It is very good, You are right ya, book. Dikasih -s apatidak? [Approbation Maxim]

Some students: No, Mam.

Teacher : ya, karena kalau ada -s nya.. 2

Students : Berarti lebih dari satu buku, Mam.

Teacher : Now, who can give example of plural noun?

Student : Me, Mam. Mais. [The student meant mice.]

Teacher : Yes, Fitrah. That excellent answer. Apa artinya itu? [Approbation Maxim]

Student : Tikus, Mam

Teacher : Okay.

(The discussion ran for 10 minutes.)

Teacher : Iyah. Nah, sekarang kalian perhatikan di layar. Well students. Nah ini perhatikan di slide yang ini. Coba lhwan baca petunjuknya yang tertulis di slide!

Student : (He is lhwan) Look at some words below, Classify them into Singular and plural.

Teacher : Kalian tau apa maksudnya itu?

- All Student : (only laughed) Tidak kutau ki Mam.
(The class was crowded. There were many unclear utterances. Some students
- Teacher : kalian mengklasifikasikan yang mana yang masuk ke dalam singular dan yang mana plural. Nah, tugas kalian adalah, mengelompokkannya. Iya, tentu saja. Kita akan menulis. Coba lihat perintahnya. Kita diminta menulis apa?
(The class was crowded, there were many unclear utterances)
Baik, ini contoh, Seumpama di sini ada kata K-N-I-F-E, atau dibaca naïf (she meant knife). Itu masuk apa, singular or plural
- Some students; Apa artinya, Mam?
- Other students: Plural Paakk.
- Some students: Singular kayaknya.
- Some studenis: Tunggal
- Some students: Pisauuuu.
(The situation was rowdy. There were many unclear voices.)
- Some others :ooh.. pisau ... Iya, Mam. Singular, Mam.
Singular, Mam.singulaaarr
- Teacher :Iya, ini masuk singular karena ini bermakna satu benda. Nah, kalau seumpama tulisannya, K-N--V-E-S, naïfs [She meant] knives, the plural form of knife. Nah itu apa?
- Some students: Apa lagi itu artinya?
- Some students: Plural toh, Mam?
- Some students: Iya Mam, plural, karena itu bentuk jamaknya itu tadi yang kenife.
- Teacher :Yes, that right. You are right. Yes, it is categorized as plural noun. [Approbation Maxim]Okay, baiklah, silahkan kalian selesaikan, sepertinya kalian sudah mengerti.
(After ten minutes, all students were successfully finished the task.)
Sebelum kita beralih ke materi selanjutnya, mari kita cek dulupemahaman kalian mengenal maleri yang baru saja kita bahas,setuju?[Agreemant Maxm]
- Some students: Mauki tanya-tanya, Sir
- Teacher :Perhaps, But my questions are related to our material. Just for confirming your understanding.
(The teacher then asked some questions related to kinds of singular and plural nouns. This took time for 10 minutes, After that, the teacher asked

the students to move to the next sub chapter on their books. They found writing activity.)

Teacher : Okay. Do you know what we must do in writing activity?
(The class was crowded. There were many unclear utterances.)

Teacher : Dengarkan. Jadi a short passage itu artinya sebuah pesan singkat.

Student : oh....(The situation was very noisy.)

Teacher : Singkat itu ringkas atau pendek, tidak terlalu panjang. Tapi memberikan penjelasan yang dapat dipahami, walaupun ringkas. Wacana itu artinya sebuah bahan bacaan. Jadi kita diminta menulis sebuah bahan bacaan yang ringkas, tetapi, ingat, memberikan informasi yang jelas.

Student : Oke Mam. Apakah di ada tema yang ditentukan?

Teacher : Coba dibaca baik-baik. Disini tertulis write a short passage, it can be explanation about sport, art, or culture. Berarti kita diberi pilihan topik. Boleh menulis tentang sport, atau art, atau culture. Nah, baiklah, kita batasi saja yah yang kita tulis wacana singkat dengan tema culture.

(The teacher explained the strategies to write a short passage. After that, students were asked to write short passage).



Appendix 7

Transcript of class observation recording

Recorded on August 22th 2022

Meeting : 1

Time : 09.20 – 10.40

[Teacher start the lesson by writing the word the school on the white board and asking the students about it]

Teacher : Ayo semuanya lihat ke papan tulis (look at the white board) and pay attention to the word!

[Teacher writes the word “school”]

Student : [spontaneously see to the whiteboard]

Teacher : Follow after me! “School”

Student : School [say it together]

Teacher : What do you know about this word, class?

Student : Sekolah Mam [answering together]

Teacher : Ok sudah tahu semua ya apa itu sekolah? (all of you already know what the “school” is, Right?)

Student : Yes Mam

Teacher : Dari kata school kira-kira ada yang bisa menebak apa yang akan kita pelajari hari ini? (from the word “school”, could you guess what we will learn today?) [Tact Maxim]

[Some of them start to guess what the teacher means]

Student : Kegiatan sekolah ya Mam? (is it school activity?)

Student : Tentang belajar ya Mam? (is it about studying?) [Students keep guessing based on their opinions]

Teacher : Ok all of you right guys, hari ini kita akan membahas tentang sesuatu yang berkaitan dengan sekolah lebih tepatnya yang ada di dalam sekolah?(Today we will discuss about school, especially in the school)

Student : Keadaan sekolah (the condition of school) Mam? [answer uncertainly]

Teacher : [Let the students to guess what the appropriate material based on their opinions]

Student : Teacher and students Mam.

Teacher : Anything else?

- Student : Ruangan yang ada di sekolah mungkin? (may be the room in the school?)
- Teacher : Apa tadi nurul? (what did you say?) bisa diulangi lagi? (Could you repeat once more?) [Tact Maxim]
- Student : Ruangan di sekolah (the room in the school) Mam. [Repeat her answer]
- Teacher : Good, ruangan atau tempat yang ada di sekolah (rooms or places at school). Semuanya pintar-pintar ya sudah bisa menebak, berarti semalam sudah pada belajar ya? (All of you are smart, you can guess it well. Did you studied last night?)[Approbation Maxim]
- Student : Yes Mam. Walaupun cuman pegang buku. Tidak belajar.
- Student : Kalau saya Mam cuman menebak ternyata benar hehe (it's just lucky Mam, the answer is correct)
- Teacher : Baik, walaupun cuma pegang buku tok ndak papa yang penting sudah ada niat buat belajar ya? (well, it's ok, even just hold the book, the most important is you have an intention to learn right?)[Approbation Maxim]
- Student : Yes Mam
- Teacher : Perhaps now you just able to hold the book, hopefully next week you will be able to finish reading the book, I mean just reading the front and back page).[Agreement Maxim]
- Student : [Suddenly, all of students laugh] yes, Mam.
- Teacher : Today we will discuss about places at school. Coba perhatikan di sekolah ini ada tempat apa saja? (Try to look around the school, what places are there in this school?) Ada yang tahu? (Who knows?)
- Student : Banyak banget Mam (so many, Mam). [Answer enthusiastically]
- Teacher : Yes, there are so many places. apasaja coba sebutkan? (could you mention it, please!)[Tact Maxim]
- Student : Class, office, canteen, meeting hall, musholla, bathroom.... [mentioned what in the school noisily]
- Teacher : Nak bareng-bareng rame banget ya (it's really noisy when you are answer together). Coba bu guru pengen dengar satu persatu menyebutkan ruangan yang ada disekolah biar dengar semua dan jelas.(now I would like to hear one by one mention the places at school in order to make it audible and clear!). [Tact Maxim] Ok Sasmita, bisa sebutkan tempat

- yang ada di sekolah? (could you mention the places at school?) [Tact Maxim]
- Student : Classroom Mam.
- Teacher : Ok good. Next Shofiah mention it please!
- Student : Canteen
- Teacher : Well done. Next Kaisya, please!
- Student : Mosque [reads the word wrongly]
- Teacher : What? Bisa diulangi lagi?(could you repeat it?)[Tact Maxim]
- Student : Mosque [repeat her word unsure]
- Teacher : Ok, bukan mosque tapi mask ya! (it's not mosque but *mask* ok?) [correct the wrong pronunciation].
- Student : *Mask* [correct her pronunciation]
- Teacher : Ok say together! "*mask*"
- Student : Mask [repeat what teacher say]
- Teacher : Good, diingat bukan mosque tapi mask ya! (just remind it's not mosque but mask!)
- Student : Yes Mam. [some students keep repeating the word "mask" in their mind]
- Student : [Students start to mention the thing in the school one by one] classroom, canteen, library, garden, clinic, office, toilet, etc. [After students finished mentioning the places at school]
- Teacher : Jadi kalian tadi sudah disebutin semua ya ruangan yang ada di sekolah. (ok you have mentioned all the places at the school) now open your book! Halaman 40 (on page 40)
- Student : [Start opening their books]
- Teacher : Sudah ketemu? (Have you got it?)
- Student : Yes Mam.
- Teacher : Disitu ada beberapa kosa kata tentang places at school. (there are some vocabularies about places at school) now I want you to read it. Siapa yang mau mulai duluan? (who want to start?) apa mau ditunjuk bu guru? (or you want to be appointed by me?)
- Student : Ditunjuk saja Mam. (be appointed only)
- Teacher : Ok. Then Annisa read your book please!
- Student : [start reading the book.]
- Teacher : Ok, thank you Annisa. Next Febri read your book please!
- Student : Scouting room.

- Teacher : Wait Febri it's *skating* not skoting [correct the wrong pronunciation]
- Student : *Skating* [correct her wrong pronunciation]
- Teacher : Ok. Lanjutkan bacanya Febri! (just continue your reading!)
- Teacher : Ok. Thank you Febri. Have you understand about places at school, class?
- Student : Yes, Mam.
- Teacher : **Next week vocabnnya dihafalkan ya! (Memorize the vocab please!)[Agreement Maxim]**
- Student : Yes, Mam
- Teacher : Sekarang lihat halaman 44 disitu ada task 4 dan 5 (now look at page 45 there are task 4 and 5). Dikerjakan sekarang! (do it right now!)
- Student : Ok Mam
- Teacher : Sudah paham perintahnya kan? (have you understood the direction?)
- Student : InsyaAllah Mam.
- Teacher : Kalau ada yang belum jelas boleh ditanyakan. (when you find unclearly sentences you may ask me!)
- Student : Ok Mam.
- Teacher : Yang sudah selesai dibawa maju kedepan (who finished just move forwards and bring your book!)
- Teacher : Untuk minggu depan tugasnya cari gambar tentang places at school ya! (For next week you should search pictures about places at school!)
- Student : Mam gambarnya itu harus cari di internet? (should we search the image from internet?)
- Teacher : Ya boleh cari di internet or sumber yang lain. (yes you may search it from internet or another sources) is ok too. Yang penting gambar tentang places at school, paham? (itshould be picture places at school)
- Student : Yes Mam
- Teacher : Ok kalau sudah paham (if you've understood) don't forget to do it! Temannya yang tidak masuk dibilangin ya! (tell to your friend who absent today!)
- Student : Ok Mam.

Appendix 8

Transcript of class observation recording

Recorded on August 24th 2022

Meeting : 2

Time : 09.20 – 10.40

- Teacher : Hari ini kita akan belajar tentang classroom (Today we will discuss aboutclassroom)something that related to classroom. What the meaning of classroom?
- Student : Kelas Mam.
- Teacher : Sudah pernah belajar classroom di SD? (Have you studied about classroom at elementary school?)
- Student : Yes, we have Mam.
- Teacher : Siapa yang belum pernah? (who never studied it?)
- Student : SukmaMam, dia masih bingung. (she seems confused)
- Teacher : **Sukmaapa belum pernah belajar classroom? (did you study classroom yet?)**[Tact Maxim]
- Student : [Answered ashamedly] sudah Mam tapi agak lupa sedikit (I did Mam but I think I forget it a little)
- Teacher : O lupa itu wajar soalnya ga pernah dibaca lagi kan? (O forgetful is natural thing because you never review it right?)
- Student : Yes Mam
- Teacher : Tapi ga papa nanti kalau diulangi lagi pasti ingat. (but it's ok. When it's repeated more you will recall it)
- Student : Insya Allah Mam.
- Teacher : **Ok, then bisakah kalian menyebutkan barang-barang yang ada di kelas? (Could you mention things in the classroom)**[Tact Maxim]
- Student : Book, table, chair, pencil [students mention something in the classroom]
- Teacher : Wait!! Pencil? [some students pronounce the pencil with wrong word]
- Student : Pensil Mam, [correct their friend pronunciation]
- Teacher : O it means pensil, yang lainnya? (the other please!)
- Student : Black board, pencil case.
- Teacher : Ok, next?

- Student : Eraser Mam.
 Teacher : What is eraser?
 Student : Penghapus Mam.
 Teacher : Ok good. anything else?
 Student : windowMam.
 Teacher : Yes. Good.
 Teacher : Hayo yang lain diperhatikan ya jangan asik sendiri dikelas!
 (Pay attention well! don't make noise by yourself in the class!)[Tact Maxim]
- Student : Yes Mam
 Teacher : Ok sekarang tanya teman samping mu (now ask your next friend about it)[Tact Maxim]
- Student : Yes Mam.
 Teacher : Besok lagi jangan ada yang sibuk sendiri ya! (Next don't make noise by yourself) and pay attention well to the teacher explanation![Tact Maxim]
- Student : Ok Mam.
 Teacher : Is there another thing left?
 Student : Ruler, glue, door, [most of students mentioned something remains in the classroom]
 Teacher : Now listen to me! Kalian harus menebak (you have to guess) what is it?[Tact Maxim]
- [Holding some tools and asking the students about them and they answer her one by one]
- Teacher : What is this? [Point towards the announcement board]
 Student : Pengumuman Board
 Teacher : Siapa yang tahu bahasa inggrisnya pengumuman? (Who knows pengumuman in English?)[Tact Maxim]
- Student : [Keep silent and seem confused]
 Teacher : Tidak ada yang tahu bahasa inggrisnya pengumuman? (no one knows what pengumuman in English is?)
 Student : No, Mam
 Teacher : Pengumuman is announcement, do you understand class?
 Student : Yes Mam, we do.
 Teacher : coba apa bahasa inggrisnya pengumuman, Nisa? (what pengumuman in English is?)
 Student : Announcement
 Teacher : Ok. Say together! "Announcement"[Tact Maxim]
 Student : Announcement [repeat what teacher said]

- Teacher : What is this? [point towards announcement board]
- Student : Announcement board [repeat it together]
- Teacher : Good. Then what about this? [Point toward a student's glasses]
- Student : Mirror eyes Mam.
- Teacher : No, itu kalau diartikan kata perkata (that is translated word by word). Ini hanya terdiri dari satu kata (It has a single word) do you know what is it?
- Student : Don't know Mam.
- Teacher : Ok it is glasses. What is it?
- Student : Glasses. [Students say it together]
- Teacher : Do you remember it all guys? Sudah kamu ingat? (have you remember it?) [Assert them in bahasa]
- Student : Insya Allah we have Mam.
- Teacher : Ok, kalau sudah ingat semua (if you have remember all) now come to the class and write down the things in the classroom yang sudah kalian sebutkan! (that you have mentioned before!)
- Student : Ok Mam
- Teacher : Kanaya bisa isikan tinta spidolnya dulu? ini sudah habis (Emir, could you fill out the board marker? it is used up) [Tact Maxim]
- Student : Ok Mam. [after the board marker is ready] this Mam.
- Teacher : Ok thank you Kanaya. Now please give example about things in the classroom on the white board! [Tact Maxim] [Students move forward one by one write down the vocabularies]
- Student : Bu saya boleh maju lagi? (May I write the example more Mam?)
- Teacher : Ya boleh yang mau kasih contoh lagi tidak apa-apa. (Yes, its ok, you can an example again). [After students finished giving examples on the white board] ada lagi yang mau menambahkan? (Is there anyone wants to add the example?)
- Student : Sudah semua Mam. (We have done Mam).
- Teacher : Are you really? It is finished?
- Student : Yes Mam. Ok now look at number 1 to 41 kita lihat terjemahannya dulu (let see the translation first). [Tact Maxim] [Students are reading the examples on the white board]

- Teacher : ada yang mau ditanyakan? Yang tidak tahu artinya mungkin? (who don't know the meaning you may write down. Or you want to ask something?)
- Student : Tidak ada Bu (there is no Mam)
- Teacher : Kalau begitu bu guru yang baca vocabnya kalian yang menerjemahkan ya? (ok then I will read the vocab and you should translate it)[Agreement Maxim]
- Student : [Translate what the teacher said] yes, mam.
- Teacher : Now I want you to read it one by one! Siapa yang berani? angkat tangan mu! (Who want to start reading the vocab? Raise your hand please!)[Tact Maxim]
- Student : MeMam
- Teacher : Ok. Read your book please!
- Student : [Read the book]
- Teacher : Ok thank you Zulfa. Siapa yang berani lagi? (who want be the next?)
- Student : I'm Mom.
- Teacher : Ok good. Read your book please!
- Student : [Read the book]
- Teacher : Ok class, is there any question? Atau mau bertanya cara membacanya? (or want to ask the way to read it?)
- Student : No, Mam.
- Teacher : Kalau tidak ada, (if there is no) you have to classify the things on the white board related to the place. Which one is a thing in the bag and which one is thing in the classroom?
- Student : Classify itu gimana bu? (What does classify means Mam?)
- Teacher : Jadi classify itu mengelompokkan. (classify means grouping) jadi benda yang ada di whiteboard di kelompokkan sesuai dengan tempatnya (then you should categorize the things on the whiteboard related to its places). Mana yang biasanya ada di dalam tas dan mana yang biasanya ada di dalam kelas. Mengerti? (which is one is things in the bag and things in the classroom. understand?)
- Student : O. yes Mam.
- Student : Dikerjakan di buku apa kertas Mam? (where should we do it? On notebook or paper Mam?)
- Teacher : Di buku tulis (on your note book). Kerjakan sendiri-sendiri ya! (Do it by yourself)
- Student : Ok Mam.

Appendix 9

Transcript of class observation recording

Recorded on August 26th 2022

Meeting : 3

Time : 08.00 – 09.20

Teacher : Ada yang masih ingat Apa materi yang kemarin? (What is the material before?)

Student : Things in the classroom Mam.

Teacher : Baik yang akankita bahas perbedaan much and many. (Ok let's discuss about the differences between many and much? Perbedaanya apa?

[Assert them by asking in bahasa]

Student : Much itu artinya banyak. (Much means banyak)

Teacher : Much sama many itu artinya sama ya banyak. (Much and many have the same meaning) terus apa yang membedakan? (So what are the differences?)

Student : Bisa dihitung sama tidak Mam (it's countable and uncountable)

Teacher : Ok good. Kalau many countable atau uncountable? (What about many, is countable or uncountable?)

Student : Countable Mam.

Teacher : What about much?

Student : Uncountable Mam

Teacher : OK, good! Kalau a lot of apa? (What about a lot of?)

Student : Counta... eh dua-duanya (Both of them)

Teacher : Yah good it's both of them. Selain itu apalagi perbedaan much, many sama a lot of apa? (what is the other differences of much, many, and a lot of?)

Student : Tulisannya (the letter)

Teacher : Ya it's right. So what the other?

Student : Bacanya (pronunciation)

Teacher : Iya terus? (ya, and then?)

Student : Bunyinya (the sound)

Teacher : Ok trus apa lagi? (Anything else?)

Student : Bentuk kalimat (the form of sentence)

- Teacher : Apa? (pardon?)
- Student : Bentuk kalimat. (the form of sentence)
- Teacher : Kalau dari bentuk kalimatnya yang positif, negative sama interrogative yang mana? (from the sentence form which one is applied to positive, negative or interrogative)
- Student : Many itu positif, (many is positive) negative and interrogative
- Teacher : Terus kalau much apa? (what about much?)
- Student : Much positif (much is positive)
- Teacher : Kalau beberapa apa? (what do you say in English berapa?)
- Student : Some and any Mam.
- Teacher : Perbedaan some n any (what is the different between some and many?)
- Student : Eeee some positif any negatif
- Teacher : Ok good. Give applause please! [Approbation Maxim]
Terus perbedaannya apa lagi? (what is the other differences?)
- Student : Apa ya? (what it was)
- Teacher : Some sama any itu sama-sama digunakan dalam count... (both any and has the same usage)
- Student : Countable n uncountable
- Teacher : Kalau sedikit apa? (what do you say in English sedikit?)
- Student : Few n little
- Teacher : Yang membedakan apa? (which is one is differ?)
- Student : Countable and uncoun
- Teacher : Clara! bedanya apa ayo? (sandii. What is the different?)
- Student : Meringis [smile]
- Teacher : Ayo perhatikan! (Pay attention please!) Apa tadi bedanya? (what is the different?) Kalau few yang apa? (what about few?)
- Student : Countable
- Teacher : Little?
- Student : Uncountable
- Teacher : Nah ini pada bisa semua? (all of you already understand?..) belajar yah tadi malam? (do you studied last night?)
- Student : yes, Mam
- Teacher : Kalau countable bisa dihitung dan sebaliknya. (countable is calculable and the opposite.)

- Student : Ok Mam
- Teacher : Ada yang tahu apa itu expression of commendation? (Who knows what expression of comment?)[Tact Maxim]
- Student : Belum bu. (not yet Mam)
- Teacher : Mengekspresikan pujian (to express an approbation)
- Student : Oooo
- Teacher : Apa contoh mengekspresikan pujian? (what is the example of commendation?)
- Student : [Keep silent]
- Teacher : Ayo apa contohnya? (what is the sample?)
- Student : Nice, excellent, beautiful, awesome
- Teacher : [Writes the sample on the whiteboard]. Apalagi?(Anything else?)
- Student : That's great. Good job
- Teacher : Good job ekspresi apa respon? (Is it expression or response?)
- Student : Ekspresi Mam.
- Teacher : Good. kalau responnya apa? (So what is the response?)
- Student : [Keep silent]
- Teacher : The response is "Thank you"
- Student : Ooo [signed that they are understand]
- Student : Bu kalau thank a lot itu terimakasih banyak ya? (Mam is "thank a lot" means terimakasih banyak?)
- Teacher : Yes. yang dimaksud nice disini apa? (What does "nice" mean here?)
- Student : [They seem confused]
- Teacher : Nice disini harus diikuti object apa itu object? (Nice should be followed by object. What is object?)
- Student : Tidak tau Mam (we don't know)
- Teacher : Object disini contohnya (object here such as) dress, house, car, ect. For example nice dress, nice house. Now pay attention to the whiteboard please![Tact Maxim]
- Student : [Pay attention to the whiteboard]
- Teacher : Excellent apa artinya? (What the meaning of excellent?)
- Student : Luar biasa Mam
- Teacher : Ok good, [Approbation Maxim] kalau awesome apa? (What the meaning of awesome?)
- Student : Mengagumkan Mam

- Teacher : Sekarang bikin contoh ekspresi commendation dalam bentuk dialog! (Now, make a dialogue used commendation expression!)[Tact Maxim]
- Student : [Discussing in pair making example of commendation expression]
- Teacher : Ayo siapa yang mau beri contoh, please? (Who want to give an example, please?)[Tact Maxim]
- Student : Ayu and Andani [point towards their friends]
- Teacher : Ok. Silahkan! (Come on!) Ayu mengungkapkan ekspresi Andani kasih respon(Ayu you express the commendation and Andani give the response!)
- Student : You are so good. [Approbation Maxim]
- Student : [Just silent]
- Teacher : Ok then ayoAndaniapa respon mu? (where is your response Andani?)
- Student : Sebentar bu! (wait a moment Mam) [still thinking] really?
- Student : Yes
- Teacher : Ok good thank you Andani and Ayu. You may sit down. Sekarang dilihat bukunya halaman 50! (Now look at the book on page 50!) Ayo artikan bersama-sama! [They translate the dialogue on the book together]
- Teacher : Have you understand about commendation expression guys?
- Student : Yes Mam.
- Teacher : Sekarang bikin dialog tentang ekspresi of contiment seperti yang ada di buku berpasangan! (Now make a dialogue about commendation expression such as in the book in pair!)
- Student : Ok Mam. [Make group in pair]
- Teacher : Dikerjakan berpasangan tapi semua harus nulis ya! (It's done in pair but all of you should write the dialogue!)
- Student : Yes Mam.
- Student : Bu yang ini sisa satu gimana? (What about the odd group Mam? There is a remain student.)
- Teacher : Yang itu gabung bertiga saja samakelompok mu! (Just join to your group!)
- Student : Mam was itu artinya apa? (What the meaning of was Mam?)
- Teacher : Itu bentuk past dari is (that is the past form of is)
- Student : O, thank you Mam

- Teacher : You're welcome
- Teacher : Yang lain ada yang bingung? (Who still confused?)
- Student : Bingung nyusunnya bu (how to arrange it Mam?)
- Teacher : Kalau bingung pakai bahasa Indonesia dulu nanti baru di terjemahkan keinggris! (If you confused for arranging the sentence use Indonesian language first then translate into English!)
- Student : Ok Mam
- Teacher : Keep silent please! Yang kerja tangannya ya bukan mulutnya! (Just let your hand to work and lock your mouth please!)
- Student : Yes Mam
- Teacher : Have you finished?
- Student : Not yet Mam.
- Teacher : Ada yang sudah selesai? (who is finished?) Ayo yang selesai maju kedepan dibaca dialognya!(Who finished move forwards and read the dialogue!)
- Student : [A pair of student moves forward and read their dialogue]
- Teacher : Good. Give applause please!
- Student : [give applause to their friends]
- Teacher : Untuk yang belum selesai nanti dikumpulkan ya! (To whom finished yet, collect he book on my table!) Jangan lupa belajar! minggu depan kita ulangan. (Don't forget to study next week we will have a test) [Agreement Maxim]
- Student : Yes, Mam.

Appendix 10

Transcript of Interviewing Students

Student 1

Adrian Saputra

Researcher	: bagaimana pendapat Anda tentang guru bahasa Inggris Anda? What do you think about your English
Student	: Mam sangat baik kalau menjelaskan mudah di pahami (SHe is a kind person, his explana is easy to understand.)
Researcher	: Bagaimana tentang sikap guru Anda ketika beliau meminta Anda untukmelakukan sesuatu? (How about your teacher's attitude when he she asks you to do somethig
Researcher	: pernah menyuruh dengan memaksa, tapi kadang menyuruh
Student	: Beliau tidak pernah menyuruh dengan memaksa tapi kadang dengan suara agak keras. (She never asks forceruly, but sometimes commands with rather loud)
Researcher	:Anda apakah guru Anda berkata dan berperilaku santun di dalam mengajar? (Do y think that your teacher speaks and behave politely in teaching?)
Student	: ya, beliau santun. (Yes. He is polite.)
Researcher	: Faktor-fakior apa saya yag Anda Jumpai sehingga Anda berpendapat bahwa guru Anda itu santun? (What factors do you see so that you think that your teacher is polite?)
Student	: Mmmm....banyak hal. Dari ucaparnya Dia juga bijaksana. Beliau tidak memaksa kami ketika memerintah sesuatu. (Mmmm...many things. From his speech. He is also wise. He does not impose us when ne commands something.)
Researcher	: Dari kesantunan ucapan guru Anda, adampak apa yang Anda rasakan terhadap hubungan antara Anda dengan guRru Anda? (From the politeness of your teacher's utterances, what effect

	do you feel toward the relationship between you and your teacher?)
Student	: Yaaa, apa dii, eeee, karena Mam selalu bicara dengan bijaksana sama kita di kelas, jadii, eee, dekat ka kurasa sama beliau, kayak tidak ada kerenggangan gitu, terus, mmm, ada kurasa kebesamaan dalam setiap pembelajaran dengan beliau. (Yeah, how to say, eeee, because my teacher always speaks wisely to us in the classroom, so, cee, I feel close to him, it seems there is no gaps, and then, mmm, I feel there is togetherness with him in learning activity-)
Researcher	: Ketika guru Anda berkata dengan santun, apakah Anda meremehkannya ataukah Anda menghormatinya? (When your teacher speaks politely, do you underestimate or respect to her?)
Student	: /ye. ecee, ada sebagian teman biasa berbuat kurang ajar sama guru kalau sopanki itu guru tapi, saya pribadi semakin hormat sama guruku yang selalu menyampaikan materi dengan kata-kata yang sopan (Yes, there are some of my friends usually do the brashness to teacher if teacher speaks politely. But for me, personally if he always delivers the lesson material by using polite utterances)
Researcher	: Apakah Anda senang Jika guru Anda berbicara dengan santun? (Do you like if your teacher speaks politely?)
Student	: iyee...karena biasanya guru yang santun itu kalau kasih perltniah untuk melakukan sesuatu, biasa seperti tidak memaksaki caranya, tapi kita sendiri langsung merasa bahwa itu memang kewajiban ta, ini tugas ta, terus apa di, mmm..terpanggil sendiri ki untuk kerjakan perintahnya. (Yes. because a polite teacher usually does not impose if he gives us an instruction to do something, but ourselves directly release that is our duty, this is our task we are invited by ourselves to perform his command.)
Researcher	: Bagaimana perasaan Anda terhadap pelajaran Bahasa Inggris terkait dengan ujaran guru Anda di dalam interaksi kelas? (How do you feel toward the English lesson in relation with your teacher's utterances in classroom interaction?)
Student	: Feee, sebenarnya pelajaran Bahasa Inggris mi itu yang

paling susah bagisaya, karena membingungkan sekali. Tapi, dengan cara mengajarnya Mam guru, ditambah juga dengan cara bicara beliau yang bagaimana dii, enaksekali, nyaman kurasa. jadi saya semangat sekali dengan pelajaran Bahasa Inggris.

(Eeee, actually English is the most difficult lesson for me, because it is very confusing. However, because of my teacher's teaching method, also supported by the way he speaks, that, how to say, is very nice, I feel comfortable, so I am very enthusiastic toward English lesson.)

Researcher : Apakah menurut Anda kesantunan guru Anda dalam mengajar mempengaruhi motivasi Anda dalam belajar?

(Do you think that your teacher's politeness in teaching effect your motivation in learning?)

Student : Iya, saya rasa begitu. Karena Mam guru sering memberi naseha, baru jarang ki marah, dan kalau menjelaskan pelan-pelan ki juga, apa lagi dii, bijaksana juga, jadi itu semua yang bikin kita lermotivasi untuk lerus belajar, terutama Bahasa Inggris.

(Yes, I think so, because our teacher always gives advice, she is seldom angry, and she explains the lesson material slowly, what else, she is also wise, So that's all that make us more motivated in leaning, particularly English.)



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Program Studi : Magister Pendidikan Bahasa Inggris

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Makassar, 27 September 2022

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