

**POLITENESS IN REQUESTING AND REFUSING TEACHER'S  
INSTRUCTION IN ENGLISH TEACHING LEARNING  
AT THE SECOND GRADE STUDENTS  
IN SMA NEGERI 2 TAKALAR  
(A Descriptive Research)**



**A Thesis**

*Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Part Fulfillment  
Of the requirement for the Degree of Education in English Department*

By

**Rinilda Candra**  
**10535 5670 13**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHERS TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY  
2018**

## SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : **Rinilda Candra**  
NIM : 10535567013  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : ***Politeness in Requesting and Refusing Teacher's Instruction in English Teaching Learning at the Second Grade Students in SMA Negeri 2 Takalar***

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Januari 2018

Yang membuat perjanjian

**Rinilda Candra**

## SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : **Rinilda Candra**  
NIM : 10535567013  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : *Politeness in Requesting and Refusing Teacher's Instruction in English Teaching Learning at the Second Grade Students in SMA Negeri 2 Takalar*

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah *hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Januari 2018

Yang membuat pernyataan

**Rinilda Candra**

## **MOTTO DAN PERSEMBAHAN**

*Teruslah berusaha, sampai Allah SWT memberi Jawaban.*

Kupersembahkan karya ini untuk kedua orang tuaku, saudaraku, dan sahabatku. Sebagai ucapan terima kasih atas segala doa dan dukungan yang selama ini telah diberikan. Semoga Allah SWT membalas kebaikan kalian semua. Aamiin

## ABSTRACT

**Rinilda Candra, 2017. Politeness in Requesting and Refusing Teacher's Instruction in English Teaching Learning at The Second Grade Students in SMA Negeri 2 Takalar.** Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supirvised by **Erwin Akib** and **Andi Asri Jumiaty**)

Politeness is an important aspect in human behavior. It concerns the entire attitude that influences people in their life. They need politeness to interact with each other. In English teaching learning, politeness is very needed to build student's character that is created through the teacher's instruction. The reason for investigating politeness is its importance in teaching and learning. Second language learners experience great differences in acquiring formulaic routines so that they can present themselves in situational appropriate ways.

This study is carried out to describe the request and refusal polite expression when teacher instruct students. This study is also intended to know the types of politeness strategies and instructional activities that are used by English teacher, what kinds of politeness used in ETL.

The writer has chosen English teacher on the second grade students of SMA Negeri 2 Takalar and the object are 2 teachers. The writer joins in the class and records the activities when teachers teach students. The data analyzed by using descriptive qualitative method.

The types of politeness are based on the Brown and Levinson's theory about politeness strategy that should people use when they instruct others. The result of this study shows that there are five types of instructional activities; these are motivating students (5 expressions), informing students of objectives ( 1 expression), helping students recall prerequisites (2 expressions), presenting information and example ( 1 expression) and providing practice and feedback (1 expression). From politeness strategy, teacher use four types of them, Bald on Record (19 expressions), Positive Politeness (1 expression), Negative Politeness (13 expression), and Off- record (2 expression). Moreover the kinds of politeness used in ETL are Positive politeness and Negative politeness.

**Key Words:** Politeness, Request, Instruction.

## **ACKNOWLEDGE**

### **BISMILLAHIRHMANIRAHIM**

*In the name of Allah SWT, Most Gracious, Most Merciful*

Alhamdulillah Rabbil Alamin, the researcher expresses her sincere gratitude to the almighty God, Allah S.W.T, who has given guidance, mercy, and good health, so that she could finish writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life.

The researcher realize that many hands had given their helps and useful suggestion for the completed this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

My highest appreciation and deepest thankfulness to my beloved parents Cappa and Hadaria, for their prayer, financial, motivation and sacrifice for the researcher success and my beloved brother and sisters who always give the spirit.

Dr. H Abd Rahman Rahim SE MM, Rector of the Makassar Muhammadiyah University for his advices during the researcher studies at the University.

Erwin Akib M.Pd., Ph.D the Dean of the FKIP Unismuh Makassar and as my first consultant.

Ummi Khaeraty Syam, S.Pd.,M.Pd, who gives his valuable authorities and suggestion in doing thesis and my second consultant Andi Asri Jumiaty who give valuable time and guidance to finish this thesis.

All the lectures of the English Department and All of staffs of Makassar Muhammadiyah University for their guidance during the years of the researchers study.

The deep appreciation for all the teachers, staffs and students SMA Negeri 2 Takalar. Great thankful to the members Homina class who have spared their time always support and shared many knowledge for me. My beloved close friends (Meli, Fita, Nuni, Marisah, Wulan, dan Tika). Those cannot be mentioned one by one. Finally, this graduating paper is expected to be able to provide useful information to the readers.

*Wassalamu'alaikum Wr.Wb.*

Makassar , Januari 2018

Rinilda Candra

## TABLE OF CONTENTS

TITLE.....	i
APROVAL SHEET .....	ii
COUNSELLING SHEET .....	iii
SURAT PERNYATAAN.....	iv
SURAT PERJANJIAN .....	v
HALAMAN MOTTO .....	vi
ABSTRACT .....	vii
ACKNOWLEDGEMENT .....	viii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	x
CHAPTER I INTRODUCTION .....	1
A. Background.....	1
B. Problem Statement.....	4
C. Objective of The Study.....	4
D. The Significance of the Study .....	4
E. Scope of the study.....	5
CHAPTER II REVIEW OF RELATED LITERATURE .....	6
A. Previous Research Finding.....	6
B. Some Pertinent Ideas.....	8
1. Definition of Sociolinguistics.....	8
2. Language .....	8
3. Teaching and Learning.....	11
4. Teacher Instruction.....	15
C. Politeness .....	16
1. Definition of Politeness.....	15
2. Types of Politeness Strategies.....	17
3. Kinds of Politeness .....	20
4. The Importance of Politeness in Teaching Instruction .....	21
D. The Politeness in Requesting and Refusing .....	21
E. Conceptual Frame Work .....	23

CHAPTER III RESEARCH METHOD .....	25
A. Research Design.....	24
B. Research Participants .....	26
C. Research Variable .....	26
D. Research Instrument.....	26
E. Procedures of Data Collection .....	27
F. Technique of Data Analysis.....	27
CHAPTER IV FINDINGS AND DISCUSSIONS .....	30
A. Findings.....	30
B. Discussions.....	35
1.Types of Instructional Activities.....	35
2.Types of Politeness Strategies.....	39
3.Kinds of Politeness.....	42
CHAPTER V CLOSURE .....	43
A. DISCUSSIONS .....	43
B. SUGGESTIONS .....	43
BIBLIOGRAPHY .....	45
APPENDICES	
CURRICULUM VITAE	

## LIST OF TABLES

Table 2.1 Conceptual Framework .....	23
Table 4.1 Types of Instructional Activities.....	30
Table 4.2 Types of Politeness Strategies .....	32
Table 4.3 Kinds of Politeness.....	34

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Politeness is an important aspect in human behavior. It concerns the entire attitude that influences people in their life. They need politeness to interact with each other. People sometimes disregard it, while it is the key to make a good communication with others. They are disposed to act directly, but it makes an assessment that they do not know about moral value which is described in their behavior. There are many characteristics of politeness, for instance, hospitality. Hospitality is the act or practice of being hospitable. Hospitality brings about care and concern. In addition, honesty make this character is stronger and give positive effect in that contact. Furthermore, it develops mental discipline to each person, mental discipline in their personality and attitude. Thus, politeness includes many features.

In language study, politeness refers to the ways teachers do when they converse with their students. Teacher is the main character in education, although education system does not make teacher as the main focus, but the moral education still set teacher as the first model to follow. It relates with polite instructions that has meaning to instruct someone to do something as well.

The reason for investigating politeness is its importance in teaching and learning. Second language learners experience great differences in acquiring formulaic routines so that they can present themselves in situational appropriate. Politeness is at the focus of attention. (Handayani, 2013;

Pishghadam & Navari, 2012) show the use of politeness strategies in different situations and contexts such as textbooks, TV advertisements, academic emails, commercial companies' emails, and letters. In daily communication, we should apply language politely to minimize the addressee's face threatening ways.

When the teacher talks about something, for example a teacher request to students, sometimes he/she disappears the word *please* and *thank*, both of those is the polite words and the simple word which became a problem to some of people. These words will change someone to respect one person to other. The teacher ought to create education in accurate learning process. The students will imitate what teacher's talks. From teacher's instructional, students study language, and it will be used not only in the course of study, but also in real life in the out of school.

Besides that, the politeness in refusing a request should be considered well, because it influences an uncomfortable feeling to someone. The use of *thank* and *sorry* are needed in there. Mainly, in the class, it will construct a good communication between teacher and students. Moreover, learning process having a goal to set up students become educated person with a good skill to express feeling accurately.

Otherwise, the function of *face* is important to the contribution of influencing the meaning of what someone's says, not except for teacher to student. It can be denied that language is very global to make a fusion that will produce new change.

Based on Licenciada as cited in Kramsch (2010); Language is very important not only to get a sign or act, but also to put up definite behaviors. In

behavior, face and utterance are about the invention to build better interaction politely. People utterances will determine it will be positive or negative face. From that statement it include that all of those is related one other, particularly to get a good politeness.

In English teaching learning, politeness is very needed to build students' character that is created through the teacher's instruction. That instructional will make a good intercede to build the acquisition of L2 pragmatic ability. The teacher is the main role to teach students about it. Although every country have a difference in using it, in English, those words become important in communication. It can be difficult if teachers do not master English as well.

Therefore, the writer decided to analyze the politeness in the teacher's instruction. According to above explanation, the writer interest in conducting the research entitled: **Politeness in Requesting and Refusing Teacher's Instruction in English Teaching Learning.**

## **B. Problem Statement**

From this study there are some main problems that discussed here, such as:

1. What are the types of instructional activities used by the teacher in English teaching learning process?
2. What are the types of politeness strategies used by the teacher in English teaching learning process?
3. What kinds of politeness used by the teacher in English teaching learning process?

## **C. Objective of the Study**

The purpose of the study is as follows:

1. To know the types of instructional activities used by the teacher in English teaching learning processes.
2. To know the types of politeness strategies used by the teacher in the processes.
3. To know the kinds of politeness used by the teacher in English teaching learning processes.

## **D. Significances of the Study**

From this research, the writer gets some benefit, such as:

1. Theoretical Benefit

The result of the study is expected to be input in teaching learning process especially for instructing accurately.

## 2. Practical Benefit

- To the teacher, they will know more about politeness in requesting and refusing in the English Teaching Learning.
- To the students, they will get more understanding of the politeness in requesting and refusing in the English Teaching Learning.
- To other researchers, may be this research will give more understanding about Politeness of requesting and refusing in the English Teaching Learning.

## **E. Scope of the Study**

The scope of the study was the instructional activities use in teaching learning process, the types and kinds of politeness strategies.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Findings

1. Marcia Markus in the journal of spring term 2011 entitled “Politeness in Interaction, An analysis of Politeness Strategies in Online Learning and Teaching”, to know the accurate strategies are used in teacher-student interaction and what effects that will created.
2. According to Licenciada Romina Ariana Marazita (2011) in the Journal of NELTA entitled “The Role of Negative Politeness in Requests: The Strategies that Non-Native Speaker Apply and Fail to Apply when Performing Request” elaborate the ability of non-native speaker to make a polite request, and how the teacher make students become more understand about the important politeness in their education system.
3. Aneta (2013) Aspects of politeness in a classroom of English as a Second Language. The theoretical part describes the most influential politeness theories and also the findings on the topic of teaching pragmatics and linguistic politeness.
4. Prastyani, Wida (2012) An Analysis of Positive and Negative Politeness. Politeness seems like an old customs, politeness is very important, especially in speaking and writing activities. There are some reasons why politeness is important. First, politeness is sign that we respect the other people who speak with us. Second, politeness indicates that we are a professional person.

Based on the research finding above, four writers have done research to more know about politeness strategies in different method and technique. Therefore that is way is correlated with the writers will be done to know more about politeness. In this research the researcher will tries to know politeness in requesting adn refusing teacher's instruction in English teaching learning. This research hope this research could give contribution in education.

## B. Some Pertinent Ideas

### 1. Sociolinguistics

This research is included in sociolinguistics study because it analyzes about language in class. According to Holmes (2012) sociolinguistics is study about relationship between language and society. Based on that theory, there are differentiations to speak that will create in different context. For instance, the language that is used in home has different with language in class and office, etc.

There are four components of social factors which influence the choice of language.

- The participants (e.g. wife – husband, customer – shop-keeper, etc)
- The setting (e.g. home, office, school, market)
- The topic
- The function

Sociolinguistics is the descriptive study of the effect of any and all aspects of [society](#), including cultural [norms](#), expectations, and context, on the way [language](#) is used, and the effects of language use on society. Sociolinguistics differs from [sociology of language](#) in that the focus of sociology of language is the effect of language on the society, while sociolinguistics focuses on the society's effect on language. Sociolinguistics overlaps to a considerable degree with [pragmatics](#). It is historically closely related to [linguistic anthropology](#) and the distinction between the two fields has even been questioned

It also studies how language [varieties](#) differ between groups separated by certain social variables (e.g., [ethnicity](#), [religion](#), [status](#), [gender](#), level of [education](#), [age](#), etc.) and how creation and adherence to these rules is used to categorize individuals in [social or socioeconomic classes](#). As the usage of a language varies from place to place, language usage also varies among social classes, and it is these [socialists](#) that sociolinguistics studies.

## **2. Language**

### **a. Definition of Language**

Language is a crucial component in society because it holds the entire roles in the world. Human cannot commit without language. Based on Edward Sapir (2011), about language: Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols.

From the theories above, language develop from people longing to reach a product means people's thought that will change situation. Language and education deal each other. However, language that functions to transmit information should be conveyed accurately and effectively. All of live are started b language, because it will construct community. In the education system, language is very notable because this place will shape a tribe in the eyes other countries. Language will explain how teacher becomes a guide to their students.

## **b. The Function of Language**

Based on Halliday's (2013) there are seven functions of language, such as:

- Instrumental Function, it is used to manipulate the domain that causes a certain event. For example, "Don't touch me!"
- Regulatory Function, to control an event. For example, "The court has decided that you are culpable and imprison 3 years in the prison!"
- Representation Function, the use of language to make a question, to deliver a fact and knowledge, and to explain the reality as clear as possible. For example, "The sun is very hot".
- Interactional Function, to ensure social protection.
- Personal Function, to enable a speaker expresses his/her feeling, emotion, personality and "instinctive" reaction.
- Heuristic Function, to get knowledge and to analyze the environment. For example the use of question that takes an answer, "Why do people pillage?"
- Imaginative Function, to create concept and imaginary systems. For example people make a poem or story.

### **3. Teaching and Learning**

#### **a. Teaching**

##### **1. Definition of Teaching**

According to B.O. Smith, there are two operational definitions of teaching, such as:

- Teaching is the action of a person to teach or the profession of a teacher
- Teaching is the process in giving knowledge or skill

Based on Brown (2010), teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

##### **2. Teaching Instruction**

Instruction is the activities of educating or instructing; activities that impart knowledge or skill. There are three components to instructional intent: behavior, conditions, and criterion. There are six types of Instructional activities (Reiser, 2010);

###### **2.1. Motivating Students**

Teacher sometimes cannot get really attention from students. It may teacher do not have enough ways to reach students. That is why there are some strategies to make students interest to teacher, such as:

- Arousing students' curiosity
- Making instruction relevant to students' interests
- Entertaining students
- Getting students to be involved actively in the lesson
- Arranging conditions for students success
- Being enthusiastic

- Providing students with rewards that may be tangible

## **2.2. Informing Students of Objectives**

Give clear instruction to students through describing the outcomes of instruction may be sufficient. If teacher can do it, students will be enthusiastic what they should do from teacher's directions.

## **2.3. Helping Students Recall Prerequisites**

Teachers should make students remember what necessary they will learn before they get knowledge from there. It will make them enjoy following learning process to get new knowledge and skill.

## **2.4. Presenting Information and Example**

Teacher should give necessary information before he/she asks students some activities. They will be better if teacher give clear examples of those activities. It will make clear instruction so that students can do what the teacher wants as well.

## **2.5. Providing Practice and Feedback**

Teacher teaches students not only theory but also practice. Students should have particular skill, knowledge or attitude. In getting practice some behavior like that, certainly they will do incorrect action. In this case, teacher duties to give feedback to correct what students have implemented. So teacher can correct the mistakes. Besides that, in giving a feedback, teacher should think the type of feedback that appropriate to students.

## **2.6. Summarizing the Lesson**

Teacher can conclude the lesson with summarize what students have learned. It is very important because students will remind the last subject. Teacher can start with simple terms; thus students will be easier to remember.

### **b. Learning**

#### **1. Definition of Learning**

According to Jeff Cobb (2010) regarding the meaning of learning, Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes. Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

#### **2. Types of Learning**

According to Brown, there are several types of learning according to the context and subject matter,

##### 1) Signal Learning

- The individual learns to make a general diffuse response to a signal.
- This is the classical conditioned response of Pavlov.

##### 2) Stimulus-response learning

- The learner acquires a precise response to a discriminated stimulus.

##### 3) Chaining

- What is acquired is a chain of two or more stimulus-response connections.

4) Verbal association

- Verbal association is the learning of chains that are verbal.

5) Multiple discrimination

- The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.

6) Concept learning

- The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.

7) Principle learning

- In simplest term, a principle is a chain of two or more concepts.

8) Problem solving

- Problem solving is a kind of learning that requires the internal events usually referred to as “thinking”

**c. The Similarity and Difference of Teaching and Learning**

The relationship between teaching and learning which is teaching is what teachers do and learning is what students do. Both of them will be tied in instruction. In addition, that there is not necessarily a connection between teaching and learning. Some students can and will learn in spite of bad teaching and some students will not learn even with the best teaching.

#### **4. Teacher Instruction**

There are three ways of teachers in giving instructions to students (Davies, 2011)

- a. Instructions must be given in a calm, warm manner.

Teacher's attitude must be supportive and fair because it is the foundation on which effective classroom management and positive teacher-student relationships are built. If you expect students to act responsibly, you need to model good communication and behavior for them to copy.

- b. Instructions must be clear and specific.

When teachers give instructions they have to steer away from ambiguous words such as „quietly“ or „properly“ because they aren't specific enough; words like these are left open to different interpretations and arguments.

- c. Instructions should be backed up by fair and consistent consequences.

Having pre-arranged and consistent consequences will help you remain calm in challenging situations. Having prearranged consequences in place can also help you to avoid losing your temper as both you and the offending child will know what the consequence is ahead of time for each specific offense. From the theories above it is known that teacher should pay attention when they want to give instruction to students. Teacher should give clear instruction and keep the polite words to give appropriate lesson about how to make instruction as well.

## C. Politeness

### 1. Definition of Politeness

Politeness is the key of live to continue communication fluently and seriously. Based on Yongliang Huang (2010), there are some examples to define politeness easily, to offer your seat to the elderly on a bus is considered polite behavior, and to interrupt when someone is talking is considered impolite behavior; to greet to someone at the first time when you meet in the morning is polite and to stand up to reach for the dish you want at a dinner table is impolite.

From that illustration, politeness can be conceived as an observable, it happens in people's daily life that it is not noted by their self. People are too busy to see the implicit meaning what the speaker says. Besides that, politeness includes social phenomenon. It is real in every event in the human relation. Social Phenomenon gives influence that takes the character to follow the current situation to be positive or negative.

Politeness is very close with the way language is used in the right side or right situation. When people use language politely, it will not make a friction between speaker and listener (Alidou, 2010). Particularly, in the academic world, that present teacher as a guidance to student. Both of them have to achieve smooth communication.

Besides that, politeness connects with *face* of someone, moreover as a face threatening acts. It is like theory by Mills, state that: Politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another.

## 2. Types of Politeness Strategies

According to Marcia Markus (2011) as mention in Brown & Levinson describes four types of politeness strategies on FTA that sum up human politeness behavior, these are Bald on-record, positive politeness, negative politeness and off-record

- a. Bald on-record is said to be used when the speaker makes no attempt to minimize the threat to the other person's face. This strategy can use when the speaker has more power than the listener. For example, *join the club Kid!* (Hesti) That utterance is clear and explicit as the characteristic of Bald on-record. The hearer should obey that instruction whether he wants or not.
- b. Positive politeness the speaker recognizes the friendliness in the relationship with the listener or listeners and their desire to be respected. There are some sub-strategies of positive politeness (Hesti, cited in Brown and Levinson)
  - Notice, attend to hearer: his interests, wants, needs, goods (Brown and Levinson)
  - Exaggerate: interests, sympathy with hearer by giving intonation and stressing through his pronunciation (Brown and Levinson)
  - Intensify interest to hearer (Brown and Levinson)
  - Use in- group identity markers: addressed forms, dialect, jargon or slang (Brown and Levinson)
  - Seek agreement: safe topics, repetition (Brown and Levinson)

- Avoid agreement: token agreement, pseudo- agreement, white lies, hedging opinions (Brown and Levinson)
  - Presuppose/raise/assert common ground: gossip, small talk (Brown and Levinson)
  - Joke (Brown and Levinson)
  - Assert or presuppose speaker's knowledge of and concern for hearer's wants (Brown and Levinson)
  - Offer, promise (Brown and Levinson)
  - Be optimistic (Brown and Levinson)
  - Include both speaker and hearer in the activity
  - Give or ask for reasons
  - Assume or assert reciprocity
  - Give gifts to hearer (goods, sympathy, understanding, cooperation)
- c. Negative politeness is somewhat similar to positive politeness; however in this situation the speaker recognizes friendliness but assumes that whatever is said in the conversation would most likely be an imposition on the listener. Brown and Levinson (2010) divide negative politeness into some sub-strategies:
- Be conventionally indirect (Brown and Levinson)
  - Question, hedge (Brown and Levinson)
  - Be pessimistic (Brown and Levinson)
  - Minimize the imposition (Brown and Levinson)
  - Give deference (Brown and Levinson)

- Apologize (Brown and Levinson)
- d. Off record can be recognized in situations where the speaker, for example, poses an indirect question and through this is able to transfer the decision making to the listener. Off-record is divide become some sub strategies (Brown and Levinson, 2010):
- Giving instruction by suggesting argument to do certain action.
  - Associating the direction by mentioning certain thing which is connected on behavior that is asked to hearer.
  - Presupposing what the speaker wants.
  - Expressing less from the fact by limiting amount of attributes to implicate something bad.
  - Declaring certain thing excessively by enlarging truly condition.
  - Repeating utterances without adding clearness by saying a patent honesty which is important.
  - Using a contradiction by proposing a truth and stimulate the hearer to reconcile a problem.
  - Insinuating by asserting the aim indirectly and contrary.
  - Using metaphor by hiding real connotation from the pronunciation that is pronounced.
  - Expressing incompletely by using ellipsis.
  - Self and other.

### 3. Kinds of Politeness

Brown and Levinson (2010) talk about two kinds of politeness;

- a. Positive Politeness, an atmosphere of inclusion and mutually created by linguistic means such as compliments, encouragement, joking, even the use of “white lies”. Small talk irony expression of positive politeness that is, creating linguistically a connection to other people.
- b. Negative politeness, involves respecting the privacy of other people and leaving a “back door” open that is showing some reservation. The use of distance-creating linguistic devices (e.g., passive forms), irony, or general vagueness.

Developing the concept of politeness further, Scollon and Scollon about two kinds of linguistic politeness strategies are;

1. Involvement strategies
  - Paying attention to other person or taking care of him/her
  - Being optimistic
  - Being voluble
  - Using the other person’s language or dialect
2. Independency Strategies
  - Giving the other person the possibility to retreat
  - Speaking in general terms
  - Not speaking much
  - Using your own language or dialect

#### **4. The Importance of Politeness in Teaching Instruction**

According to Alidou (2010) states, most importantly, it provides an alternative to the view that polite verbal behavior is motivated by the desire to communicate politeness, while still being able to explain situations – such as repair – where there is a strong case for characterizing polite behavior in terms of, communication.

Alidou says that Politeness becomes more attractive to be discussed because it presents an explanation about speaker linguistic behavior that focuses on a speaker, what the speaker says and how he/she says it. From that theory, teacher becomes the main point to teach students. Students will keep in mind what the teacher instructs. In this situation, teacher must be well known about subject matter which will be given to students.

Politeness is important in teaching and learning. Learners have two choices to be polite or impolite. They have to present themselves in appropriate ways. Students dispose less attention, if they are not really to understand about the language which is learned, they will do a minimal effort and they make wrong circumstance.

#### **D. The Politeness in Requesting and Refusing**

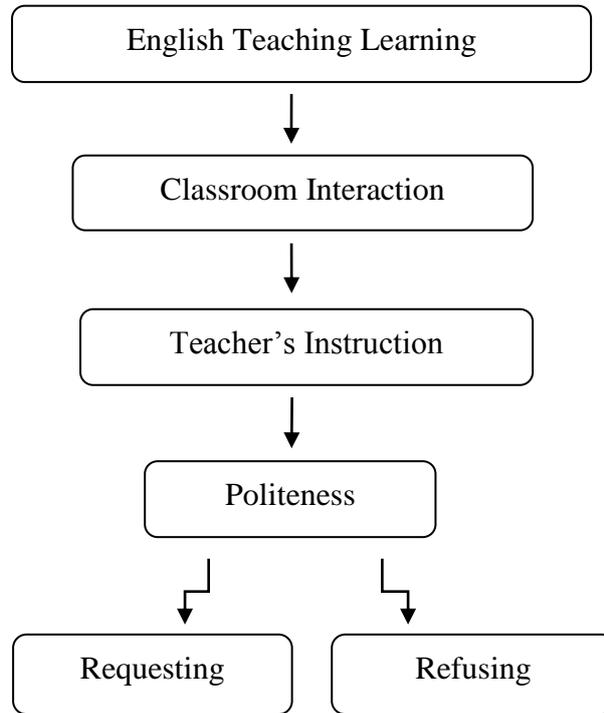
When speaker wants other people to do something, it is a sense of request. In their communication, people need someone else to interact, such as request. On the other hand, in that transmission there is an opposition which is named refusing. Thus, there will be no misunderstanding among them. To begin that expression to become polite, people can start with the

words “please” and “thank”. Those words are very simple but sometimes people neglect to use them when they request and refuse in the conversation. The sentence which the people pronounce will be softer to be heard. By using the words, it makes the listener more observe in the speaker’s request. Additionally, when the listener refuses what the speaker wants, it will not make a gap. There are some ways to make request become softer by using any sentence as exemplified by Donna H. Tatsuki (2006) in her Journal, follows :

1. Past and continuous (e.g., I was hoping that/for . . .)
2. Modals
  - Could I (please) . . . ? Would you (please). . . ?\
  - Would you mind (V + ing) . . . ? - *Would you mind helping me?*
  - Could you possibly . . . ? - *Could you possibly help me out here?*
  - Would you be so kind as to . . . ? (very polite) - *Would you be so kind as to help me (with this)?*
3. Embedding (e.g., I was wondering if . . . it would be all right if . . . ?)
4. Please + verb (more polite) - *Please help me.*

## E. Conceptual Framework

**Table 2.1**



In this study, the writer used *descriptive qualitative* methods. The purpose of this method is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. This study was carried out to describe the request and refusal polite expression when teacher instruct students. This study also intended to know the types of politeness strategies and instructional activities that are used by English teacher, what kinds of politeness used in ETL.

The writer stated about the politeness of requesting and refusing of teacher's instructional in English Teaching Learning on the Second Grade Students in SMA NEGERI 2 TAKALAR. It is taken from activities in class directly or learning process in class, it is real and the writer know and explain

what types of instructions that used by teacher, what types of politeness in there and whether or not the request and refusal used by teacher in English instructional are polite. Then the target was the teacher and students would know more or understanding about politeness in requesting in refusing in English teaching learning.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this study, the writer used *descriptive-qualitative* methods. Qualitative description (QD) is a label used in qualitative research for studies that are descriptive in nature. This genre is particularly common in qualitative studies of health care and nursing-related phenomena (Polit & Beck, [2014](#))

The writer stated about the politeness of requesting and refusing of teacher's instructional in English Teaching Learning. It is taken from activities in class directly, it is real and the writer explains what types of instructions that used by teacher, what types of politeness in there and whether or not the request and refusal used by teacher in English instructional are polite.

#### B. Research Participants

This research conducted in SMA Negeri 2 Takalar as the place of the research. The writer used English teachers on the second grade students to be the participant. There are two teachers in the research, such as:

##### 1. Teachers

- a. Name : Murniati S.Pd
- NIP : 19790111 200604 2 017
- Position : Functional Teacher
- Work Unit : Sma Negeri 2 Takalar
- Office Address : Pappa Jl. Ranggong Dg Romo Takalar

b. Name : Asmawati S.Pd  
NIP : 19801030 200502 2007  
Position : Functional Teacher  
Work Unit : Sma Negeri 2 Takalar  
Office Address : Pappa Jl. Ranggong Dg Romo Takalar

## **2. Students**

In this research, the writer took the second grade students in SMA Negeri 2 Takalar as the participant, but the students were not the main focus because the writer only analyzed the teacher's instruction. Even though, students are still the main subjects in learning process, so that this research can be done.

## **C. Research Variable**

The variable of the research consist of independent and dependent variable. The independent variable in this research was teacher's instruction. The dependent variable of this research was the politeness in requesting and refusing in English teaching learning.

## **D. Research Instrument**

In this research, there are three main instruments which were used to collect data they were interview, observation and documentation. The function of each research instrument is: (1). Interview is resulting communication and joint construction of meaning about a particular topic. (2). Observation helps us decide whether it's safe to cross the road and helps to determine if cupcakes were ready to come out of the oven. (3). Documentation is used to collect the data; it is like, photo, video etc.

## **E. Procedures of Data Collecting**

The data in this study was collected through interview, observation and documentation. The writer collected the data based on from activities in class directly, it is real and the writer will explain what types of instructions that used by teacher, what types of politeness in there and whether or not the request and refusal use by teacher in English instructional are polite.

## **F. Technique of data analysis**

Moleong (2011) states that “to accomplish research, there are four stages, (1) field preceding stage, (2) field work stage, (3) data analysis stage, (4) writing report stage”. In this research, the procedures are:

### **1. Field Preceding Stage**

There are six activities that the writer should do in this stage by ,adding one consideration to be understood that is researcher ethics. (Moleong, 2011). The activities in this stage are:

- a. Arranging the research plans
- b. Choosing field research
- c. Organizing the allowance
- d. Evaluating and exploring the condition in the field
- e. Preparing the equipment to research
- f. Preparing the researcher ethics

## **2. Field Work Stage**

It covers with collect the data that suitable with the type of instruction that is used in the class and the type of politeness which the teacher utilizes when request and refuse students. The data are acquired by observation, documentation and note taking.

- a. Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic (Esterberg, as mention in Sugiyono, 2010).
- b. Observation is a method that takes researcher learn about behavior and the meaning attached to those behavior (Marshal, as mention in Sugiyono, 2010).
- c. Documentation is used to collect the data, it is like photo, video and reference books appropriate with the study. The writer use record activities in the learning process when teacher teaches students thus it gathered in video.
- d. Note taking with keep a record in the note as an addition data.

## **3. Research Data Analysis**

The technique which is used in analyzing the data is descriptive. There are some steps that will writer do to analyze data (Sugiyono, cited in Miles and Huberman 2010 ), they are:

- a. Data Collection

Collecting data starts from searching needed data in multiple forms. As the explanation before, the researcher used some techniques of data collection, (i.e. documentation and interview)

b. Data Reduction by including data to select the main point.

- The writer forms into groups the data by choosing the important matter and classifies the data based on the problem statement. The writer also makes a code by giving number in the transcript to know similar expression in teacher's utterances. For example, (1) (2) (3), etc. it shows the ranking of the instruction in transcript.
- The writer makes the result of interviewing.

c. Data Display by making analysis.

- The writer analyzed data and compares it with theories.
- The writer added data is summing up the expression to know the intensity of usage that expression.
- Conclusion drew is making conclusion appropriate with finding. The writer makes research summary from result of the research.

#### **4. Writing Report Stage**

The writer arranged the result from the whole of collecting data until giving meaning. After that, the writer consults the result with lecturer to get correction, and then the writer follows up the outcome and will be proper to be publicized.

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Findings**

**1. Types of Instructional Activities**

In this research, the writer found five types of instructional activities, such as motivating students, informing students of objectives, helping students recall prerequisites, presenting information and example and providing practice and feedback.

**Table 4.1 Types of Instructional Activities**

<b>No.</b>	<b>Types of results (Instructional Activities)</b>	<b>Expressions</b>
<b>1.</b>	<b>Motivating students</b>	<ul style="list-style-type: none"> <li>• If you have a homework done it by yourself.</li> <li>• Do not use Makassar language if you are in the class, because it is language class, at least use Indonesia or better use English language.</li> <li>• If there any people asking, please see her eyes nak.</li> <li>• do trust me easily, maybe I will be false (<i>teacher try to invite students to answer the question</i>)</li> <li>• Try it your real answer. No time</li> </ul>

		to ask and other friend (teacher invite students to be confident)
2.	<b>Informing students of objectives</b>	<ul style="list-style-type: none"> <li>• The purpose of studying this material is so that we know how to give suggestion and offer something to others by using polite words</li> </ul>
3.	<b>Helping students recall prerequisites</b>	<ul style="list-style-type: none"> <li>• T : Remember what is material last week? S : Yes mam. T : What is it? S : Suggestion, over and accept.</li> <li>• T : Does anyone know what is over? S : Over is menolak mam. T : Yes, it'right. Over adalah menolak.</li> </ul>
4.	<b>Presenting information and example</b>	<ul style="list-style-type: none"> <li>• Today we are still learn about how to give suggestion and offer something to the others. Example, would like to join with us.</li> </ul>

<b>5.</b>	<b>Providing practice and feedback</b>	<ul style="list-style-type: none"> <li>• T : Ok, please number 1</li> <li>S : My answer is A</li> <li>T : What is greating, greating itu apa?</li> <li>S : Selamat</li> </ul>
-----------	--	---

## 2. Types of Politeness Strategies

In this research, the writer found four types of politeness strategies, such as ball on record, positive politeness, negative politeness and off record.

**Table 4.2 Types of Politeness Strategies**

No.	Types of Result (Politeness Strategies)	Expressions
<b>1.</b>	<b>Ball on record</b>	<ul style="list-style-type: none"> <li>• No talking</li> <li>• No cheating with other friends!</li> <li>• Write down quickly!</li> <li>• Give your real answer!</li> <li>• Be honest!</li> <li>• Listen carefully!</li> <li>• Look at page 17!</li> <li>• Ask your friends!</li> <li>• Take a shit!</li> <li>• Let's open your homework!</li> <li>• Do with your partners!</li> <li>• Discuss into your group!</li> </ul>

		<ul style="list-style-type: none"> <li>• Ten minutes again!</li> <li>• Time is up!</li> <li>• Do that by your self</li> <li>• Hurry up!</li> <li>• Listen to your friends!</li> <li>• Choose one of them!</li> <li>• Choose the other!</li> </ul>
2.	<b>Positive politeness</b>	<ul style="list-style-type: none"> <li>• It is right(giving praise)</li> <li>• It's good.</li> </ul>
3.	<b>Negative politeness</b>	<ul style="list-style-type: none"> <li>• Please, write down your name</li> <li>• Silent, please!</li> <li>• Please, be honest!</li> <li>• Please, give your real answer!</li> <li>• Please, come here!</li> <li>• Please, prepare yourself!</li> <li>• Introduce yourself, please!</li> <li>• Stand up, please!</li> <li>• Hurry up, please!</li> <li>• Repeat, please!</li> <li>• Please, speak a loud!</li> <li>• Listen to me, please!</li> <li>• Please, complete the dialog!</li> </ul>
4.		<ul style="list-style-type: none"> <li>• <i>(students are noisy when</i></li> </ul>

	<b>Off record</b>	<i>teacher explained)</i>
--	-------------------	---------------------------

### 3. Kinds of Politeness

In this study, the writer focused in universal politeness by Brown and Levinson about positive politeness and negative politeness.

**Table 4.3 Kinds of Politeness**

<b>No.</b>	<b>Types of Results</b>	<b>Expressions</b>
<b>1.</b>	<b>Positive politeness</b>	<ul style="list-style-type: none"> <li>The teacher given the praise to the students to defrost the atmosphere or there is good feedback between teachers and students</li> </ul>
<b>2.</b>	<b>Negative politeness</b>	<ul style="list-style-type: none"> <li>Mam like to teach in this class, please dont make noisy when mam explained</li> </ul>

## **B. DISCUSSIONS**

The result of this descriptive research dialed with the answer of the problem statement which aimed to know about instructional activities used in English teaching learning process. There were motivating students, helping students recall prerequisites, providing practice and feedback. Additionally, it can be known the types of politeness strategies used in English teaching learning process. There were bald on record, positive politeness, negative politeness, off record. And the last was kinds of politeness used in English teaching learning process. There were, positive politeness and negative politeness.

Based on the analysis result, it can be seen that there were 2 teachers as the subject of the research that had made by observation, interview and documentation. Some types of instructional activities, types of politeness strategies and kinds of politeness presented below based on the analysis result.

### **1. Types of Instructional Activities**

In this research, the writer founds five types of instructional activities, such as motivating students, informing students of objectives, helping students recall prerequisites, presenting information and example and providing practice and feedback

#### **a. Motivating Students**

Teacher tries to give spirit to students when they felt that they can not do the teacher's instruction to work an assignment. Motivating students are very important to stimulate students' interest in learning process. Teacher should try to support students in their practice

continuously. Whether it is right or wrong, when students loss their confidence, teacher ought to motivate them in whole conditions

- Mrs. Asma : Makanya ibu bilang kalau kalian punya tugas, tugasnya dikerjakan sendiri supaya kalian bias mengerti {That's why I say, if you have a homework done it by yourself so you can understand }
- Mrs. Asma : Jangan menggunakan bahasa Makassar ketika di dalam kelas karena kalian kelas bahasa setidaknya gunakan bahasa Indonesia, lebih baik lagi gunakan bahasa Inggris. {Do not use Makassar language if you are in the class because it is language class, at least use Indonesia or better use English language}
- Mrs. Asma : Kalau orang bertanya, lihat matanya nak. { if there are any people asking, please see her eyes nak }
- Mrs. Murni : Usahakan itu hasil jawaban kamu sendiri. Tidak ada waktu untuk bertaanya ke teman yang lain ( try itu your real answer. No time to ask and other friend)
- Mrs. Murni : Jangan mudah percaya, siapa tahu Bu Murni salah. {do trust me easily, maybe I will be false} (*teacher try to invite students to answer the question*)

Students: (*silent but try to look for the right answer of the assignment*)

## **b. Informing Students of Objectives**

Before the learning process, teacher gave clear instruction and example to the students.

- Mrs. Asma : Tujuan mempelajari materi ini adalah supaya kita mengetahui cara memberikan saran dan menawarkan sesuatu kepada orang lain dengan menggunakan kata – kata yang sopan {The purpose of studying this material is so that we know how to give suggestion and offer something to others by using polite words}

## **c. Helping Students Recall Prerequisites**

Teachers made students remember what necessary they would learn before they get knowledge from there.

- Mrs. Asma : Remember what is material last week?  
Students : Yes mam  
Mrs. Asma : What is it?  
Students : What is the suggestion, over and accept.  
Mrs. Asma : Yeah right. Does anyone know what is over?  
Students : Over is menolak mam.  
Mrs. Asma : Yes, it's good. Over adalah menolak

## **d. Presenting Information and Example**

Teachers gave necessary information and example before she asks students some activities.

- Mrs. Asma : Hari ini kita masih membahas tentang bagaimana memberikan saran dan menawarkan sesuatu kepada orang lain. Contohnya, would you like to join with us dan jawabannya yes I

will. {Today we are still discussing how to give suggestions and offer something to others. For example, would you like to join with us and the answer is yes I will}

**e. Providing Practice and Feedback**

Teacher teach students not only theory but also practice. Students should have particular skill, knowledge or attitude. In getting practice some behavior like that, certainly they will do incorrect action. In this case, teacher duties to give feedback to correct what students have implemented. So teacher can correct the mistakes. Besides that, in giving a feedback, teacher should think the type of feedback that appropriate to students.

- Mrs. Murni : Ok, please number 1
- Students : My answer is A
- Mrs. Murni : What is greeting, greeting itu apa?
- Students : Selamat
- Mrs. Murni : Greeting itu selamat, yakan? Jadi memberikan selamat untuk orang. Tapi yang disini itu kan yang mengatakan balas. Dia pakai undangan. Dia invitation, itu bukan greeting. Ada 2 yang sama, iyakan? Invitation sama announcement itu kan hampir sama ,iyakan? Jadi perhatikan baik - baik. Jadi pengumuman itu juga sama, ada timing, ada tanggalnya dll. Tapi ada perbedaan – perbedaan khusus disitu. Cuma invitation, iyakan? Jadi yang benarapa? The correct answer?

{ Greeting is selamat, right? So it give regards to people. But, in this case he has to reply. He uses invitation. It is invitation, not greeting. There are two kinds that are same, right? Invitation and announcement is almost near. Pay attention. Announcement also has timing, date, etc. But, there is specific classification. So, the correct answer is? }

Students : B

Mrs. Murni : Yah, its right answer.

## **2. Types of Politeness Strategies**

The writer founds four types of politeness strategies, such as Bald on Record, Positive Politeness, Negative Politeness and Off Record. In this analysis, teacher has power to ask students do anything in the learning process.

### **a. Bald on Record**

- Mrs. Murni : No talking!

That utterance showed that teacher uses Bald on Record because it is communicated directly. Teacher moves in the main purpose to request students to do what the teachers says. Teacher stated clearly and there is no courteousness.

There are other findings of teacher's instruction that similar with this utterance, such as:

- b) No cheating with other friends!
- c) Write down quickly!
- d) Give your real answer!

- e) Be honest!
- f) Listen carefully!
  
- Mrs. Asma : Look at page 17!
  - a) Ask your friends!
  - b) Take a shit!
  - c) Let's open your homework!
  - d) Do with your partners!
  - e) Discuss into your group!
  - f) Ten minutes again!
  - g) Time is up!
  - h) Do that by your self
  - i) Hurry up!
  - j) Listen to your friends!
  - k) Choose one of them!
  - l) Choose the other!

**b. Positive Politeness**

Teacher gave honor to students when they success to answer teacher's question. If the teachers gave praise to the students, for instance *it's good*; this appreciation will make students enthusiasm and get spirit to continue the learning.

- Mrs. Asma : What is the meaning of over?
- Students : Menolak
- Mrs. Asma : Yes, it's good.

### c. Negative Politeness

- Mrs. Murni : Please, write down your name!

One of the characteristic of Negative Politeness is added “please” when asking someone to do something. It will make the demand be softer. In Brown and Levinson’s theory in sub strategy number 1 “be conventionally indirect” by using please in requesting. The other expressions are:

- a) Silent, please!
  - b) Please, be honest!
  - c) Would like to close the door please!
  - d) Please, give your real answer!
  - e) Please, come here!
  - f) Please, prepare yourself!
- 
- Mrs. Asma : Come here, please!
  - a) Introduce yourself, please!
  - b) Stand up, please!
  - c) Hurry up, please!
  - d) Repeat, please!
  - e) Please, speak a loud
  - f) Listen to me, please!
  - g) Please, complete the dialog!

#### **d. Off Record**

- Students : (*the students are noisy when teacher explained*)

Mrs. Asma : Ibu suka mengajar dikelas ini jadi jangan membuat keributan ketika mam sedang menjelaskan. {Mam like to teach in this class, please dont make noisy when mam explained }

- Mrs. Asma : Kalau masuk dikelas saya syaratnya adalah memiliki buku paket dan kamus. Karena apabila tidak memiliki buku paket dan kamus akan sangat susah dan ketinggalan dalam pembelajaran. {In my class I have a requirement to have a book package and dictionary. Because if you do not have a book package and dictionary will be very difficult and miss in learning }

### **3. Kinds of politeness**

Based on the research, the writer focused in universal politeness by Brown and Levinson about Positive Politeness and Negative Politeness;

- a. Positive Politeness, the teacher making a joke to the students to defrost the atmosphere or there is good feedback between teachers and students.
- b. Negative politeness, the teacher making an irony or direct instruction to give information to the students.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

Based on the explanations and analysis above, the writer draws the following conclusions:

- a. Teacher used five kinds of instructional activities in teaching learning process, as motivating students, informing student of objectives, helping students recall prerequisites, presenting information and example and providing practice and feedback.
- b. Teacher employs four strategies of politeness in their instruction, namely Bald on Record, Positive Politeness, Negative Politeness and Off Record. Avery strategy emphasizes including the sense of effect.
- c. Teacher used two kinds of universal politeness by Brown and Levinson's theory, such as Positive Politeness and Negative Politeness.

#### **B. Suggestion**

After finding the result of this research, the writer suggests that:

1. To the teacher

The data might become a reference for teachers while teaching. They will know more about politeness in the requesting and refusing in the English Teaching Learning. Teacher should careful in order to instruct students. Every utterance which is teacher says will be a reference for their students to be imitated. Teacher should more understand the theory to be the better teacher so that students can take good example.

2. To the students

Students can implement it in their daily life.

3. To other researchers

The data might become reference to other researchers or they can complete this research in next time to progress education better because there is no practice without theory and vice versa.

## BIBLIOGRAPHY

- Alidou, M. Hassan, etc. 2010. *Optimizing for the Development of Education in Africa*.
- Brown, H. Douglas. 2010. *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall.
- Brown P., Levinson S. C. (2010). *Politeness: Some universals in language usage* (Vol. 4). Cambridge, UK: Cambridge University Press.
- Davies, Candace. 2011. *Three Ways Teachers Can Give Instructions to Students*.<http://resume-use-for-teacher.com>.
- Eshghinejad, Shahrzad and M. Raouf Moini. 2016. *Politeness Strategies Used in Text Messaging: Pragmatic Competence in an Asymmetrical Power Relation of Teacher–Student* (Online) access on May , 19<sup>th</sup> 2017 at 18:12pm
- Denise F. Polit, Cheryl Tatano Beck. 2014. Generalization in quantitative and qualitative research: Myths and strategies
- Halliday's, Michael. 2013. *The Functions of Language*
- Handayani T. (2013). Violating politeness principles in cellular phone provider. *Journal of English Language, Culture, and Literature*, 2, 293-303.
- Holmes, Janet. 2012. *An Introduction to Sociolinguistics*. USA: Longman Publishing.
- Huang, Yongliang. 2010. *Politeness Principle in Cross-Culture Communication*. from [www.ccsenet.org/journal.html](http://www.ccsenet.org/journal.html). Vol1(1).
- Jeff, Cobb. 2010. *Definition of Learning*. (Online) (<https://www.missiontolearn.com/definition-of-learning/> July 31<sup>th</sup> 2107 at 2.09)
- Makus, Marcia.2011. *Politeness in Interaction*. Retrieved January 28, 2012 from [Marmar11@student.hh.se](mailto:Marmar11@student.hh.se).
- Marazita, Licenciada Romina Ariana. 2010. *The Role of Negative Politeness in Request: The Strategies that Non-Native Speakers Apply and Fail to Apply when 70 Performing Request*. Retrieved July 30, 2017 from *Journal of NELTA* Vol. 1 No. 1-2.
- Moleong, Lexy. 2011. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Reiser, Robert A & Walter Dick. 2010. *Instructional Planning (A Guide for Teachers)*. *Second Edition*. Massachusetts: A Simon and Schuster Company.
- Sapir, Edward. 2011 *Language, An Introduction to the Study of Speech*. Nework Harcourt, Brace.
- Sugiyono, Prof, Dr. 2010. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Penerbit Alfabeta.

Tatsuki, D. & Kite, Y. (2006). Comparing film dialogue and ethnographic data cited in pragmatics research. *ATEM Bulletin: Teaching English through Movies*, 11, 26-39.

# **A P P E N D I C I S**

## **Result of Interviewing**

1. Me : Why mam intrested to become an English teacher?

Mam. Asma : The reason why mam interested and want to be an English teacher because yaah, of my small does have a talent in the field of English, so when in college, mam chosed English majors beacuse mam want to be an English teacher.
  
2. Me : Since when mam tough English language in this school?

Mam. Asma : February 2005. Ibu sama – sama terangkat jadi guru disini dengan ibu murni, honor 1 tahun kemudian ada pendaftaran cpns, Alhamdulillah saya dan ibu murni diterima di sekolah ini.
  
3. Me : What do you think about English Language mam?

Mam. Asma : Uhm, talking about English...I think English language is very important communication device to human ; especially English in this globalization era is needed to communicate with foreigner.
  
4. Me : In education, why the English language is important to learn?

Mam. Asma : Begini, seperti kata pepatah jika Anda menguasai bahasa Inggris, dunia akan berada di tangan Anda. Based on the

Words, English hold a power in communication. In education, this foreign language becomes obligatory subject that students should learn it because it is universal language.

5. Me : One of the rules of language is politeness. There a way or strategies teachers can use to apply a level of politeness in students?

Mam. Asma : How to convey that expression is appropriated where is place we are using it. Surely, in education will different with office about how to instruct someone to do something. For example, In SMA Negeri 2 Takalar, teacher often uses can and will to request students in class. She rarely using would or should, because she thinks that these words is too high to students. Would and should more exact to people who is honored by speaker. In selecting words, teacher match it with level students to master English, moreover in senior high school is prone by simple words, for example come forward, etc. to request something, teacher will be better by adding pleas

6. Me : There are any difference in the giving of instructions to each grade levels?

Mam. Asma : I thinks there is no difference, tapi mungkin bedanya kalau di kelas 1 memberikan instruksinya masih disertai bahasa Indonesia tapi kalau di kelas 2 biasanya atau lebih sering menggunakan English language karena mereka sudah bisa mengerti apa yang di instruksikan.

7. Me : How and what kind of sentence is used to motivate Students?

Mam. Asma : Connected with instruction, teacher will motivate students by giving motivate words when they success to do an activities. Teacher usually expresses good or other utterances that will give spirit to students. For example, yeaah it's good, you are smart students, awesome. Etc

8. Me : What are the words instructions that teachers give to students?

Mam. Asma : Pemberian instruksi yah ketika didalam di kelas?

Me : Yes, mam. Ketika mam memerintahkan students untuk melakukan sesuatu atau memberikan arahan.

Mam. Asma : Oh, biasanya. When mam ask the students homework. Mam says, let's open your homework or please open your homework. Moreover, other instructions such as, come

hear please, introduce your self please, hurry up please ,  
don't be noisy and etc. Yaah instruksi seperti biasanya  
sajaa.

9. Me : What is the impact of politeness instructions given by the  
teachers?

Mam. Asma : The impact of politeness will build character to students,  
they will know that language better when it is used  
accurately. To refuse, teacher also adds thanks, for  
instance, no thanks and soon. It is needed to be stated  
“teacher is the first model in school”. So, teacher must pay  
attention about subject which will they teach to students.

10. Me : Have students apply politeness in daily life or while  
talking with his classmate?

Mam. Asma : I thinks is already, such as when students want to  
borrow something to his friend. He asked with polite  
expressions. Meskipun baru sebagian siswa, belum  
semuanya.

**ZO-HA-TZEMCCOD**



Picture 1. The teacher explained learning material to the students.



Pictrure 2. Students followed the learning process in the classroom.



Picture 3. Teacher explained the learning material to the students



Picture 4. The writer followed the learning proses in the classroom for observation.



Picture 5. Talking with the teacher participant (mam asma)



Picture 6. Talking with the teacher participant (mam asma)





Pictures 9. Identity of teacher participant.



Picture 10. Identity of teacher participant.

## CURRICULUM VITAE



**Rinilda Candra** was born on March 19<sup>th</sup> 1996 in Baba Kec. Cendana Kab. Enrekang and came from the small family. In 2007 graduated from Elementary School SDK Baba, Enrekang. In 2008 studied at Junior High School SMP Negeri 3 Enrekang. In 2010 school at Senior High School SMA Negeri 1 Cendana. In 2013 graduated from Senior High School SMA Negeri 1 Cendana and registered in Muhammadiyah University of Makassar by choosing English Department.