

**POLITENESS STRATEGIES FOUND IN ENGLISH TEACHERS’
UTTERANCES IN THE ENGLISH TEACHING LEARNING PROCESS
AT SMA NEGERI COLOMADU IN THE ACADEMIC YEAR 2022/2023**

THESIS

Submitted as a Partial Requirements for
the degree of Sarjana



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Thank you for the attention.

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My parents, Gatot Sutopo and Maya Sukmawati
2. My brother, Prima Andi Pradana and his wife, Eka Novitasari
3. My big family
4. All of my best friends
5. All people that have helped and supported me
6. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“Failing doesn’t give you a reason to give up, as long as you believe.”

-Naruto Uzumaki

“The best way to get started is to quit talking and begin doing.”

- Walt Disney

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*Politeness Strategies Found in English Teachers' Utterances in the English Teaching Learning Process at SMA Negeri Colomadu in the Academic Year 2022/2023*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 21st June 2023

Stated by,



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Alhamdulillah, all praises to be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled Politeness Strategies Found in English Teachers' Utterances in the English Teaching Learning Process at SMA Negeri Colomadu in the Academic Year 2022/2023. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 21st June 2023

The researcher

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ABSTRACT

Febrina Amanda Putri. 2023. *Politeness Strategies Found in English Teachers' Utterances in the English Teaching Learning Process at SMA Negeri Colomadu in the Academic Year 2022/2023*. Thesis. English Education Departement, Cultures and Languages Faculty.

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This research is conducted to analyze the politeness strategies found in English teachers' utterances in the English teaching-learning process. This research describes the types of politeness strategies found in English teachers' teaching-learning process in the academic year 2022/2023. The subjects of this research were two English teachers

This study was conducted at SMA Negeri Colomadu from April 2023 until May 2023. The researcher used a descriptive qualitative study to conduct this research by observation and recording audio to collect data on the English teaching-learning process. The data were analyzed by using Miles and Huberman (1994), they were data reduction, data display, conclusion, and verification. The data were classified based on Brown and Levinson's theory about politeness strategies (1987). This research used investigator triangulation to get valid data.

The research findings showed that the English teachers performed four types of politeness strategies based on Brown and Levinson's theory with a total of 239 data. From the first teacher, there are 125 data with bald on record 53%, positive politeness 34%, negative politeness 9%, and off record 4%. The highest data from the first teacher is bald on record, which means that the teacher commands the students with directness to makes it simple for the listener to understand what they mean, helping to avoid misunderstandings. From the second teacher, there are 114 data with bald on record 40%, positive politeness 51%, negative politeness 5%, and off record 4%. The highest data from the second teacher is positive politeness, which means that the teacher wanted to satisfy the students' faces in some respect. The total data from the two English teachers found that bald on record had the highest number.

Keywords : *Politeness Strategies, Pragmatic, English Teacher*

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers as the main role in the teaching and learning process are the core of the entire educational process. The relationship between educators or teachers and students that takes place in the teaching and learning process has a specific purpose. The main requirement of the teaching and learning process is the interaction or reciprocal relationship between teachers and students. Not only as a teacher, but the teacher's role in the teaching process is also as a motivator and a second parent for students. When interacting with students, teachers must speak politely and behave well because they must realize that they are role models for their students. The good or bad attitude of the teacher will affect the students. In schools, especially during classroom interactions, teachers have a responsibility to teach their students how to speak politely and remind them if they speak impolitely.

Interaction is a key aspect of the learning activity process. During the teaching and learning process, the interaction between teacher and student can be done by communication. According to Brown (2000), “teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. Misconceptions often occur to teachers. They assume that teaching only transfers material to their

students, but the reality is not like that. In the teaching-learning process, the teacher must be known the condition of the student and not depend on what the teachers want to teach. If there is good communication between teachers and students, it can happen.

Spoken communication is structured through conversation. In many social contexts, verbal or spoken communication requires at least two participants, there are the speaker and the listener. The speaker aims for the hearer to understand certain meanings, and the listener works to understand what the speaker means when they make utterances. The speaker and the listener should be able to transmit and comprehend each other's thoughts, feelings, and desires. There is a topic of study in linguistics called pragmatics that is used to explore this.

According to Yule (1996), pragmatics is the study of meaning in communication that is conveyed by the speaker and understood by the listener. It means that this study looks at how the message is delivered by the speaker and how the listener understands the speaker's message. Thus, to create effective communication, the speaker must emphasize the context in communicating.

To communicate the purpose, people regularly use indirect utterances. However, sometimes the speaker's intention cannot be understood by the listener. Therefore, the speaker must speak in good manners or politely to convey their message. To express the speaker's intention in communicating, politeness is a good way. Politeness strategies

are how to say it as politely as possible (Brown and Levinson, 1987) cited by (Sari, 2019). One of the major elements of language is politeness strategy. Brown and Levinson stated politeness strategies into four categories; bald on record, positive politeness, negative politeness, and off-record.

Based on the observation conducted in English teaching-learning process in the tenth grade of SMA Negeri Colomadu in the academic year 2022/2023, it was found some examples of politeness strategies expressed by an English teacher. The pre-research was conducted at X-2 in narrative text material and Mrs. Atikah S.Pd. as the teacher. The teaching-learning process was based on Merdeka Curriculum. There was the example:

1. Context : Opening with greetings. The teacher greeted her students by Salam and asking the students' condition.

Teacher : *Assalamu'alaikum warahmatullahi wabarakatuh.*

Students : *Wa'alaikumussalam warahmatullahi wabarakatuh.*

Teacher : *Sehat semua kan?*

Students : *Alhamdulillah.*

From the first example above, the utterance of the teacher is “positive politeness strategy”. The utterance *Assalamu'alaikum warahmatullahi wabarakatuh* is type of positive politeness strategy by using greeting. The utterance *Sehat semua kan?* also belongs to that type but it is classified into exaggerate (sympathy with H). She asked the condition for her students in the opening activity. The speaker (the teacher)

sympathy with H (the students) is a kind of positive politeness strategy. The teacher wants to know the student's condition because she feels sympathy.

Politeness strategies are used in the teaching learning process. It can be seen from the examples that have been found when conducting observation in school. It is important to maintain positive interactions between the teacher and the students in the classroom. In this situation, the teacher welcomes the students and starts asking about their well-being. This is shown as a sign of the teacher's formality in opening teaching learning activities.

2. Context : Main activity. The teacher asked the students to put their cellphones on their bag.

Teacher : *Hape-nya dimasukkan, gaboleh ada hp di meja.*
Terima kasih.

Students : *Ya, bu.*

At the second example above, the teacher's utterance identified as "bald on record" because it could be seen that the teacher was directly straight to the point, the intention of the utterances is clear, so the students can understand what the teacher wants. Based on the teacher's utterance, it can be seen that the teacher gave instructions not to open the cellphone during class and gave directions in answering questions.

Previously, there are similar studies that have been analyzed by Muhasibi (2020) entitled Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon,

Sragen in Academic Year 2020/2021. English teacher and students of SMP N 2 Tanon, Sragen as the subjects of this research. In this research, she describes about politeness strategies used by teachers and students at SMP N 2 Tanon, Sragen in academic year 2020/2021. The teacher used of politeness strategy is dominated by the bald-on record strategy, while the students' use is dominated by positive politeness strategy.

Other previous study is a journal by Soviana and Mukminatien (2020). The title is Illocutionary Acts and Politeness Strategies in EFL Classroom Interaction and The Students' Perceptions. This article explores illocutionary acts and politeness strategies employed by the academic staff and also the students' perceptions on the academic staff 's language and politeness strategies in EFL classroom interaction. And the result indicate that the lecturers use four of the five types of illocutionary acts, namely: directive, representative, commissive, and expressive. And the use of politeness strategies in the academic staff's illocutionary acts, bald on-record, positive, negative and off-record politeness strategies were all employed.

The differences of this research with others are the subject and the setting of this research. The setting of this research at SMA Negeri Colomadu in academic year 2022/2023. The subjects of this research are two English teachers. The researcher focus on English teachers' utterances in the English teaching learning process. The researcher used Brown and Levinson's (1987) theory to analyze the politeness strategies.

The researcher finds out the politeness strategies that found in English teachers' utterances in the English teaching learning process based on Brown and Levinson theory about politeness strategy. The researcher chooses Mrs. Atikah S.Pd. and Mr. Marsono S.Pd. at SMA Negeri Colomadu. Based on those reasons on the background above, the researcher conducted the research entitled **“Politeness Strategies Found in English Teachers’ Utterances in the English Teaching Learning Process at SMA Negeri Colomadu in Academic Year 2022/2023”**.

B. Identification of the Problem

Based on the background of the study above, the researcher identify the problems were follows:

1. If the teacher cannot communicate effectively, the students will not be interested in learning English.
2. The goal of teaching and learning process would be achieved when communication between teachers and students is good.
3. Teachers sometimes have trouble in delivering information, because the students did not perceive the meaning of teachers' utterances in teaching learning process.

C. Limitation of the Problem

Limitation in this research to find out the type of politeness strategy expressed by English teachers on English teaching learning process from opening until closing activity at SMA Negeri Colomadu in the academic

year 2022/2023. In the SMA Negeri Colomadu there are two English teachers. The researcher chooses tenth grade at X-3 for teacher I and eleventh grade at XI MIPA 4 for teacher II. Brown and Levinson (1987) theory will be used to analyze the data.

D. Formulation of the Problems

Based on the limitation of the problem, the formulation of the problems is: what are the types of politeness strategies found in the English teachers' utterances in the English teaching learning process at SMA Negeri Colomadu in the academic year 2022/2023?

E. Objectives of the Study

To find out the types of politeness strategies by English teachers' utterances in the English teaching learning process at SMA Negeri Colomadu in the academic year 2022/2023.

F. Benefits of the Study

The results of this study are expected to give the benefits between theoretically and practically.

1. Theoretically

In theoretical benefit, this research hoped to increase linguistics study, particularly in the area of socio-pragmatics. It is also hoped to be helpful for the reader, especially the teacher when using politeness strategies in teaching learning process.

2. Practically

In practical benefit, the research finding might be used by the author and the other researcher.

a. Author

The author is able to get significant information and knowledge about the use of the politeness strategies.

b. Other researcher

The findings of this study can help other researchers in collecting information for their studies on the use of politeness strategies.

G. Definition of Key Terms

The researcher wrote several key terms related to this research to make it easier to understand this research. They are following:

1. Pragmatics

According to Yule (1996), pragmatics is the study of what speakers mean or how the speaker's meaning in an utterance depending on the situation, whether it be spoken or written.

2. Politeness

According to Brown and Levinson (1987), politeness is the best way to say something in order to avoid upsetting other people, which in this context is essential.

3. Teaching process

According to Brown (2000) stated teaching is defined as helping someone to learn how to do something, giving instructions, guiding in learning, delivering knowledge, providing understanding.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Pragmatics

Language is used by people to communicate, as is well known. Understanding a language's nature requires knowledge of how it is applied in communication. Language should be considered both a process and an outcome, shown in utterances. The process relates to how individuals use language as a tool to further their goals. Pragmatics is a field of study that studies this phenomenon. Levinson (1983: 6) defines that pragmatic is the study of language a context which involves the making of inferences which will connect what is said to what is mutually assumed.

According Thomas (1995:22) stated that pragmatics as meaning in interaction He argues that in order to interpret speaker meaning, it must consider the possible meaning of an utterance as well as the negotiation of meaning between the speaker and the hearer (the utterance's physical, social, and linguistic context). It is because meaning in interaction is not something which is inherent in the words alone, nor is produced by the speaker or the hearer alone, but it relates to context and meaning potential of an utterance.

Thomas's definition was later developed by Yule (1996:3) who divides the definition of pragmatics into four:

a. Pragmatic is the study of speaker meaning

Sometimes, people don't express something clearly. They signify more than their actual words convey. Pragmatics deal with the study of meaning uttered by the speaker and interpreted by listener.

b. Pragmatic is the study of contextual meaning

When people in saying something, they also think about who they are talking to, where they are talking, when they are talking, and under what situations. It is because a particular context may influence what is said by the speaker.

c. Pragmatic is the study of how more gets communicated than what it said

In other terms, pragmatics is the study of 'invisible meaning' that it explores how a great deal of what is unsaid is recognized as part of what is communicated.

d. Pragmatic is the study of expression of relative distance

People will not say anything whom they don't recognize well. Hence, closeness whether it physical, social or conceptual, implies shared experience.

Based on some of the previous opinions, it can be emphasized that pragmatics is a scientific discipline that examines the structure of

language externally in relation to how units of language are used in communication. Basically, pragmatics explore what is the meaning behind the utterances related to the context that encapsulates rather than language, so that the basis for understanding pragmatics is the relationship between language and context.

2. Politeness

Everyone wants to be understood while communicating and avoid being disturbed by others. Moreover, during communication, he or she does not want to lose his or her face. Face refers to a person's public self-perception, it is the social and emotional sense of self that each individual possesses and expects to be recognized by all. So, the meaning of losing face is a feeling of shame, humiliation, or disappointment. That is why face is something that is emotionally invested, maintained, enhanced and constantly attended and important in an interaction.

According to Yule (1996), politeness, in a language use and in communication, can be defined as a means to show awareness of another person's face. He also states that if a speaker says something that contains a threat to another individual's expectations regarding self-image, this is described as a Face Threatening Act (FTA). According to Brown and Levinson (1987) states that politeness is one of the important problems in speech acts because it is considered as a universal phenomenon in the use of language. Also from Brown and Levinson

theory that face is the public self-image that each member wants to claim for himself and divided into two related aspects consisting of the following:

a. Negative face

Negative face refers freedom of action and freedom from imposition. It means that someone's desire to be free to do an action and free from a given imposition.

b. Positive face

Positive face is showing what is done and what is owned can be approved or appreciated as something good by others. In other words, negative face is the need to be independent while positive face is the need to connect with others.

From the explanation stated above, it can be inferred that politeness is a cultural language product created by society that influences people's perceptions of what is appropriate or inappropriate language use in various contexts.

3. Politeness Strategy

According to Brown and Levinson (cited by Sari, 2019:16), politeness strategies are developed in order to save the hearer's face. Face refers to the self-image that a person has for himself, and maintains 'self-esteem' in any situations. Based on the theory of Brown and Levinson (1987), there are four types of politeness strategies. Those are:

a. Bald On Record Strategies

In this strategy there is no effort from the speakers to minimize the impact of the FTA because it is stated clearly and unambiguously. According to Brown and Levinson (1987), the main reason for this strategy is that the speaker is more concerned with the effectiveness of communication than saving the hearer's face. However, this strategy is usually found among people who know each other in their environment such as friends and family.

According to Brown and Levinson (1987), different types of bald-on-record use in different situation, because speakers can have different motives for his want to do the FTA with maximum efficiency. They divided the bald-on-record strategies into two types, those are:

1) Cases of non-minimization of the face threat

In this type, a condition where maximum efficiency is very important, is known by S and H so that no face redress is needed. In cases of great urgency or desperation, redress would actually decrease the communicate urgency. For example: *Help!* (An emergency condition).

The situation where the speaker emphasizes something with metaphorical intensity. It explains why orders and entreaties, which have flipped assumptions about the speaker's and the hearer's respective position, appear in many languages

with the same superficial syntax, namely, imperative. For examples:

a) *Forgive me.*

b) *Send me a postcard.*

In this case, the speaker (S) expresses a great appreciation for the hearer's friendship by expressing as if begging with the hearer (H) to take care of speaker (S). Face redresses could be important in a task-oriented interaction. For example: *Lend me a hand here.*

There is another case where non-redress occurs in a situation when the S wants to satisfy the face of H is small, because S is powerful and not worried about retaliation or non-cooperation from the H, or because S wants to be rude, or doesn't care about maintaining face. Usually by teasing or joking. For example: *Cry. Get angry.* (teasing the baby).

Another case when non-minimization occurs where doing FTA in H's interest. In doing the FTA, speaker (S) conveys that he cares about hearer (H), it can be happened in sympathetic or warning. Example: *Careful! He's a dangerous man!* (warning H). The condition in which S gave H the permission that he has requested. For example: *Yes, you may go.*

2) Cases of FTA oriented bald-on-record usage

It is aimed to H's face. It is usually use in: (1) welcoming (outpost-greetings), where S insist that H may impose in his negative face, (2) farewells, where Speaker insists that Hearer may transgress on his face by talking his leave; and (3) offers, where S insists that H impose on S's negative face. For examples:

- a) *Come in, don't hesitate, I'm not busy* (welcoming)
- b) *Go.* (farewell)
- c) *Sit down.* (offering)

b. Positive Politeness Strategies

Positive politeness is aimed to emphasize the hearer's positive face. Positive face refers to showing the situation when the hearer wants appreciated and accepted by speaker. Positive politeness technique can be used not only for FTA redress, but also as kind of social accelerator which indicates that speaker wants to come closer to hearer. The purpose of this strategy is to facilitate communication in which the speaker attempts to convey the same impression as the interlocutor and seems to have the same desire, giving the appearance that the speaker's desire is taken for given and contradicts the speech. Brown and Levinson (1987) divide positive politeness strategies into fifteen sub-strategies, those are:

- 1) Strategy 1: Notice, attend to H (his interest, wants, needs, goods)

The strategy that the speaker (S) should pay attention to aspects of the hearer's (H) condition that appear to be related to their needs, wants, or interests (Brown and Levinson, 1987: 103).

Example: *Harry, you are really good at solving machine problem. I wonder if you could just help me with a little problem I have got.*

2) Strategy 2: Exaggerate (interest, approval, sympathy with H)

This strategy is applied by using exaggerated intonation about the speaker's (S) interest at the hearer (H) (Brown and Levinson, 1987: 104).

Example: *What a fantastic garden you have!*

3) Strategy 3: Intensify interest to H

This strategy refers to the speaker's desire to share his interests with the hearer in the conversation by making a good story that will involve the hearer in the conversation (Brown and Levinson, 1987: 106).

Example: *I come down the stairs, and what do you think I see? – a huge mess all over the place, the phone is off the hook and clothes are scattered all over...* (Brown and Levinson, 1987: 106)

Based on phrase above, the speaker tried to get H's notice before the speaker tells a story by saying "*and what do you think I see?*".

4) Strategy 4: Use in-group identity marker

This strategy using innumerable address forms such as darling, dear, bro, guys, luv, etc. to indicate that the speaker (S) and the hearer (S) belong to several people who share certain desires.

Example: *help me to bring this bag, dear.*

From the example above shows that the speaker employs positive politeness by using in-group identity markers; dear. The identity marker “dear” might be another address form from his or her friend.

5) Strategy 5: Seek agreement

There are two ways to seek agreement on this strategy, safe topics and repetition. Safe topics are the way the speaker emphasizes his agreement with listeners, such as raising the topic of weather as a 'safe topic'. Furthermore, repetition, in conversation to seek agreements can be stressed by repeating part or all of what the speaker said, this is to show emotion with the utterance. Example:

A: *Nick went to Tokyo this weekend!*

B: *To Tokyo!*

6) Strategy 6: Avoid disagreement

This strategy is to appear and pretend agreement from the listener in order to hide disagreement. There are four to avoid

disagreement namely by means of token agreement, pseudo agreement, white lies, and hedging opinion. Examples:

a) A: *You hate your Mom and Dad.*

B: *Yeah, sometimes.*

b) *So when are you coming to see us?* (pseudo-agreement)

c) *Oh I can't. The batteries are dead.* (white lies)

d) *It's really beautiful, in a way.* (hedging opinions)

7) Strategy 7: Presuppose/raise/assert common ground

This strategy is a way of showing or using the speaker to find out the desires, tastes, or habits of the listener which includes three ways, namely gossip or small talk, point of view operations and presupposition manipulation.

Example: *Harry you look very well today. Did you have a wonderful time last night? By the way, can I borrow your car?*

8) Strategy 8: Joke

This strategy is used to put the hearers at ease with jokes made by speakers so it may minimize an FTA of requesting.

Example: *Ok if I tackle those cookies now?*

Actually the speaker means is he or she want eat all the cookies.

9) Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants

It is a strategy that is done by asserting or implying knowledge of the hearer's wants and willingness to fit other's wants.

Example: *I know you like frappuccino, but in the cafe was sold out, so I brought you a latte.*

10) Strategy 10: Offer, promise

This strategy refers when the speaker offer promise to the listener when doing something with consider the listeners' wants to demonstrate the speaker's good intentions in satisfying the hearer's wants.

Example: *I will take you out to the YOASOBI concert if you will get the highest score in class for your English subject.*

11) Strategy 11: Be Optimistic

In this strategy, be optimistic refers to the speaker who argues optimistically to the listener, with the assumption that the listener will cooperate with the speaker because they have a same interest.

Example: *I'm sure you can pass the audition.*

12) Strategy 12: Include both S and H in the activity

This strategy is done by using an inclusive form 'we', when the speaker really means 'you' or 'me'. The point of this strategy is to involve both the speaker and the listener where the speaker tends to make the listener agree or in line with his/her.

Example: *Let's make your favorite cake.*

13) Strategy 13: Give (or ask for) reasons

This is a strategy in which the speaker gives and asks the listener for reasons to ask for help, and demands 'why not' reasons and assumes that the listener has no good reason why she or he cannot help.

Example: *I know you are having problems with your parents.*

Why not stay here tonight?

14) Strategy 14: Assume or assert reciprocity

It is a strategy that relies on mutual obligations and rights between the speaker and the listener.

Example: *If you help me with decorating this room, I will wash the dishes after that.*

15) Strategy 15: Give gifts to H (sympathy, understanding, cooperation)

In this strategy the speaker gives gifts to the listeners, not only goods but human relations such as to be liked, admired, listened to and so on.

Example: *I know what you feel.*

c. Negative Politeness Strategies

Contrary to the positive politeness strategy, in this strategy Brown and Levinson focus on negative faces by showing social distance between the speaker and the hearer. It is oriented that the speaker respects the listener's negative face and will not interfere

with his freedom by showing respect to the hearer. Brown and Levinson (1987) categorize this strategy into ten sub-strategies:

1) Strategy 1: Be conventionally indirect

This is a strategy in which the speaker speaks without rambling words using phrases and sentences that have an unambiguous meaning contextually that is different from the literal meaning. Being indirect can be realized by questioning (Brown and Levinson, 1987: 132).

Example: *Can you get the book, please?*

The use of "please" in the phrase indicates a desire to ask directly and provide the listener with options.

2) Strategy 2: Question, hedge

In this strategy, a hedge is a particle, word, or phrase that alters the level of membership of a predicate or noun phrase in a set, the purpose of which is to change a command to a good suggestion.

Examples:

a) *I'm pretty sure I've read that novel before.*

b) *I wonder whether I could really join a competition.*

3) Strategy 3: Be pessimistic

It is a strategy that is used by stating a doubt in utterance. The subjunctive (if) can be used in the utterance. A speaker tries to speak effectively by expressing indirect requests and using

suitable language depending on the listener's expectation that such requests have little chance of being granted.

Examples:

a) *If you had a little time to spare for me this morning, I'd like to talk about my presentation.*

b) *I really want you to come to my birthday party but I'm afraid your mother will be angry with that.*

4) Strategy 4: Minimize the imposition

This is a strategy used when the speaker minimizes imposition the conversation with the listener.

Example: *Sir, can I have your time for a bit?*

5) Strategy 5: Give deference

It is a strategy that addresses the listener with an honorific or respectful manner.

Example: *Excuse me, mam, but would you mind if I close the window?*

6) Strategy 6: Apologize

This strategy is used to apologize for conducting an FTA as well as to show that the speaker is reluctant to offend the hearer's negative face. It can be said by admit the impingement, indicate reluctance, give overwhelming reasons, and beg forgiveness.

Examples:

a) *I am sure you must be very busy, but I need your help to move this sofa.*

b) *I hesitate to trouble you, but I want to borrow your money.*

c) *I can think of nobody else who could lend me any money to buy a new phone.*

d) *I am sorry to bother you, but I want to borrow a car from you.*

7) Strategy 7: Impersonalize S and H

This is a strategy used when the speaker does not want to impinge the hearer by hiding who the speaker or hearer is. This tends to avoid pronouncing the pronouns 'I' and 'you'.

Example: *The manuscript must be typed as soon as possible.*

8) Strategy 8: State the FTA as a general rule

This is a strategy where the speaker declares an FTA because it is forced by circumstances, social rules, regulations, and obligations.

Example: *Recording the video in theaters is illegal, so I have to give you a fine.*

9) Strategy 9: Nominalize

This strategy is occurred by changing the word to be noun, this is to save other people's face and avoid possible threats to the hearer's face. It shows formally which is associated with the noun end of the continuum.

Example:

- a) *You performed well on the audition and we were favourably impressed.*
- b) *You performing well on the audition impressed us favourably.*
- c) *Your good performance on the audition impressed us favourably.*

Sentences in point (c) look better and more formal than points (a) and (b).

10) Strategy 10: Go on record as incurring a debt, or as not incurring

H

This strategy is used to redress FTAs explicitly by claiming the speaker's indebtedness to the hearer or by disclaiming any indebtedness of the hearer.

Example: *I could easily do it for you.*

d. Off Record Strategies

The last politeness strategy detailed by Brown and Levinson is off-record strategy. Brown and Levinson (1987) states that: “A communicative act is done off record if it is done in such a way not possible to attribute only one clear communicative intention to the act. In other words, the actor leaves himself an out by providing himself with a number of defensible interpretations.”

“off record utterance are essentially indirect uses of language: to construct an off record utterance one says something that is either more general (contains less information in the sense that it rules out for possible states of affair) or actually different from what one means (intends to be understood).”

Referring to Brown and Levinson statement above, off-record strategy has several purposes in communicative action. Speakers not only provide information, but have several purposes. In other words, indirect language is used in this strategy. This happens when the speaker says something, he or she is just giving a hint, so the listener has to interpret it self. Brown and Levinson divides this strategy into fifteen sub-strategies:

1) Strategy 1: Give hints

This is a strategy used by speakers to convey information to listeners by giving hints. Such information and instructions can be 'raising issue of' for certain actions by stating reasons or motives for carrying out these actions (it can be 'demands' or 'requests').

Example: *How boring that film is!*

2) Strategy 2: Give association clues

This is a strategy that is carried out by mentioning something related to the act required by the listener either by precedent in

the speaker-listener's experience or from shared knowledge of their interactional experience.

Example: *Are you going to supermarket tomorrow?* (Give me ride there).

3) Strategy 3: Presuppose

This is a strategy that the speaker may say something that seems relevant but violates maxims only at the level of presupposition.

Example: *I washed the dishes again today.* (He presupposes that he or she has done it before).

4) Strategy 4: Understate

This is a strategy used by the speaker to express understatement.

In implementation, the speaker indirectly says something that is less or different from what he or she actually wants to convey.

Example: *The black dress is quite nice for you.* (quite means not to good).

5) Strategy 5: Overstate

This is a strategy in which the speaker says something in an exaggerated sentence or on a higher point scale than the actual state of affair. Or also called hyperbole.

Example: *I have a thousand things to do next week.*

In this context, the speaker is exaggerating like she or he has thousands of activities to do in the next week.

6) Strategy 6: Use tautologies

This is a strategy of saying something repeatedly in which the speaker encourages the hearer to look for an informative interpretation of the non-informative utterance. Based on the oxford dictionary, tautology means saying something with two different words that have the same meaning.

Example: *Why didn't you come last night? Promise is promise.*

7) Strategy 7: Use contradictions

This is a strategy of stating contradictory things that the speaker makes it appear that he cannot be telling the truth. Thus, the speaker encourages the hearer to look for an interpretation that reconciles the two contradictory proposition.

Example: *Supernatural activity? mmm maybe between belief and disbelief.*

8) Strategy 8: Be ironic

This is a strategy by saying the opposite of what the speaker means, so that in the application, she or he indirectly conveys the intended meaning. In this case there is usually some clues (prosodic, kinesics, or textual) in conveying the indirect meaning of her or his utterance.

Example: *Jack's a real genius.* (after John has just done twenty stupid things in a row)

9) Strategy 9: Use metaphor

This is a strategy related to the speaker uttering utterances that are literally false. In using it, he or she makes the listener interpret the intended meaning by him/herself.

Example: *Yuda is real a horse.* (it means he runs without getting tired).

10) Strategy 10: Use rhetorical questions

This is the strategy of asking questions but without the intention of getting answers.

Example: *How many times should I mention this to you?*

11) Strategy 11: Be ambiguous

This is a strategy where the speaker uses ambiguity to allow the listener to guess what he or she means because it has more than one possible meaning.

Example: *Harry is a pretty sharp or smooth cookie.*

12) Strategy 12: Be vague

This is a strategy where the speaker says something in a vague way about who the object of the FTA is or what the offense is.

Example: *Maybe someone is doing something naughty.* Because the speaker didn't want to identify who did the naughty, he used the word "someone."

13) Strategy 13: Over-generalize

This is a strategy where the speaker saying utterance that may leave the object vaguely off record because it says something

general, then the hearer has the option of deciding whether the general rule applies to him or her.

Example: *The lawn has got to be mown.*

14) Strategy 14: Displace H

This is a strategy where the speaker pretends to deliver FTA to someone whom it would not threaten and hopes that the real target will see this FTA as directed at him or her.

Example: *Naya, could you run to storage-room and get a pack of HVS paper for me?*

15) Strategy 15: Be incomplete, use ellipsis

This is a strategy when the speaker says something that is incomplete in delivering the sentence or 'hanging in the air'.

Example: *Well, I just...*

4. Teaching Learning Process

At the SMA Negeri Colomadu currently uses two curriculums, there are Merdeka Belajar curriculum and curriculum 2013. Merdeka belajar curriculum is used for tenth grade and curriculum 2013 is used for eleventh and twelfth grade. So, in providing the teaching and learning process given by teachers in the classroom there are differences based on the curriculum used.

a. Definition of Merdeka Belajar Curriculum

Merdeka Belajar is the idea of the minister of education and culture, Nadiem Makarim, he has the intention to be independent in

thinking. It can be concluded in another sense that they have an open mind and can express ideas without fear of being wrong in conveying. Merdeka Belajar curriculum was used to replace the 2013 curriculum when experiencing a pandemic because learning activities with the 2013 curriculum were considered ineffective so that Merdeka Belajar curriculum was created. The purpose of Merdeka Belajar is so that teachers, students and parents can get a pleasant atmosphere. (Ainia, 2020). It is hoped that from this curriculum, teachers and students can be independent in thinking so that this can be implemented in teacher innovation in conveying material to students, not only that students are also facilitated in independent learning because students are facilitated in innovation and creativity in learning.

b. The Implementation of Learning Based on Merdeka Belajar Curriculum

Based on Merdeka Belajar curriculum, the implementation of learning includes three stages, there are introduction or opening, core or main activity and closing.

1) Introduction or opening

The first stage in learning activity is the introduction or opening. In this activity includes greetings from the teacher, praying to start activities, providing motivation to students, checking student attendance, give an motivation that is relevant

with the material, associating and providing an overview of the material with the experiences of students.

2) Core or main activity

The second activity in learning activity is core or main activity. In this activity, there are five stages; stimulation, problem statement, data collection, data processing, and generalization.

a) Stimulation

The teacher provides motivation or stimulation to students to focus their attention on the topic of the material.

b) Problem statement

The teacher gives learners the opportunity to identify as many questions as possible related to the material.
related to the material.

c) Data collection

- Students collect relevant information to answer the questions that have been identified through activities: observing objects/events, reading other sources besides textbooks, doing interesting activities.
- Students are formed into groups to discuss, collect information, re-present information, and exchange information about the material.

d) Data processing

- Students in groups discuss processing observation data by discussing, processing information, working on questions about data from the material.
- Students discuss their observations and verify their observations with data or theories in the source book through information processing activities.

e) Generalization

- Students discuss to conclude and convey the results of the discussion, present the results of the discussion, express opinions, ask questions about the presentation of the material.

The teacher gives several questions to find out students' understanding of the material provided, the teacher gives the material and instructs students to do the practice questions, the teacher and students discuss the material with each other.

3) Closing

The last activity in learning activity is closing. In this activity includes the teacher provides feedback on the lessons learned, the teacher summarizes the material that has been presented, the teacher closes the activity with greetings.

c. The 2013 Curriculum

Besides Merdeka Belajar curriculum, there is the 2013 curriculum. The 2013 curriculum (K-13) is the curriculum that

applies in the Indonesian Education System. The emphasis of the 2013 curriculum aims to make students or students have better abilities in observing, asking questions, reasoning, and communicating, presenting what is obtained or known after receiving learning material (Idi, 2016:25). The 2013 curriculum is an integrated curriculum as a concept that can be said as a learning system or approach that involves several disciplines to provide meaningful and broad experiences to students.

d. The Implementation of Learning based on 2013 Curriculum

The implementation of the 2013 curriculum based on a scientific approach can be carried out properly by teachers. There are includes opening, core and closing activities.

1) Opening

In this activity there are includes opening with greeting by the teacher, then proceed with praying, after that check student attendance, give some motivation to students, convey learning objectives, and convey the topic of material to be studied.

2) Core or main activity

This activity is the most important activity in the learning process. Because in this activity, learning material will be delivered to students. In this activity there are five stages including observing, questioning, exploring, associating, and

communicating. The five stages of scientific learning are implemented when starting the core learning activities (Pahrudin and Pratiwi, 2019).

a) Observing

The learning activities include seeing, observing, reading, listening, listening (without and with tools).

b) Questioning

Express several questions from the factual to the hypothetical.

c) Exploring

Determine the data that will be required from the questions asked, determine data sources (objects, documents, books, experiments), collect data.

d) Associating

Analyzing data in the form of making categories, concluding from the results of data analysis.

e) Communicating

Conveying the results of conceptualization can be in the form of oral, written, diagrams, charts, pictures, or other media.

3) Closing

This is the last activity in teaching learning process based on the 2013 curriculum. In this activity there are gives a

review of today's material, provide an overview of the next meeting's learning, close the lesson by greeting.

B. Previous Related Studies

To enrich the data this study, the researcher took some data from previous studies about politeness strategy. Several studies have been conducted by several experts on politeness strategy to serve as support for this research.

The first studies that have been analyzed by Muhasibi (2020) entitled *Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon, Sragen in Academic Year 2020/2021*. She is a student from UIN Raden Mas Said Surakarta. The researcher described about the used of politeness strategies by English Teacher and students on Online Teaching Learning Process and the most dominant type of politeness strategy used by Teacher and Students on English Online Teaching Learning Process. This research was descriptive qualitative research.

The second, the research from Hartanti (2021) entitled *An Analysis of Politeness Strategies in Sule's Podcast*. She is a student from University of Muhammadiyah Sumatera Utara, Medan. In this research discuss about the types of politeness strategies used by Sule in his podcats with Rizky Febian and the reasons that influence the use of these politeness strategies. This research includes descriptive qualitative research. The data is obtained by transcribing all utterances realized during the podcast.

The third research is *A Study on Politeness Strategies in Academic English Debate at Students of Moslem Smart Club in IAIN Surakarta* by Muzaedah (2019), she is a student of UIN Raden Mas Said Surakarta. This study aims to find out the types of politeness strategies conveyed by Brown and Levinson and to find out the politeness strategies most frequent used by debaters in English academic debates at Moslem Smart Club (MSC) UIN Raden Mas Said Surakarta.

The next previous study is article by Soviana and Mukminatien (2020). The title is *Illocutionary Acts and Politeness Strategies in EFL Classroom Interaction and The Students' Perceptions*. This is Jurnal Pendidikan Humaniora Volume 8, Number 2, June 2020, pp 58-70. This article explores illocutionary acts and politeness strategies employed by the academic staff and also the students' perceptions on the academic staff's language and politeness strategies in EFL classroom interaction. And the result indicate that the lecturers use four of the five types of illocutionary acts, namely: directive, representative, commissive, and expressive. And the use of politeness strategies in the academic staff's illocutionary acts, bald on-record, positive, negative and off-record politeness strategies were all employed.

The last previous study conducted by Tsamratul'aeni (2019) entitled *Politeness Strategy Used by Lecturer in Teaching Process*. This is an article journal of Language Teaching and Learning, Linguistics and Literature Vol. 7 No. 2 December 2019, pp 212-220. In this research, the researcher

describes about politeness strategies that can be found in the lecturers' utterances. Based on the data, positive politeness is dominant.

Table 2.1
The Differences and Similarity Previous Study

No.	The Title	Difference	Similarity
1	<i>Politeness Strategies Used by Teacher and Students on Online English Teaching Learning Process at SMP N 2 Tanon, Sragen in Academic Year 2020/2021</i>	The difference is the subject of the study. In this study, the subject are one teacher and twelve students at eight grade of VIII C on online teaching learning process.	The similarity of this study is to describe the politeness strategy by Brown and Levinson's theory. Also this research used descriptive qualitative research.
2	<i>An Analysis of Politeness Strategies in Sule's Podcast</i>	The difference is that this research examines the types of politeness strategies used by Sule in his podcast with Rizky Febian and the reasons that	The similarity is using the theory from Brown and Levinson to analyze the politeness

		influence the use of these politeness strategies.	strategy. And this study belongs to descriptive qualitative research.
3	<i>A Study on Politeness Strategies in Academic English Debate at Students of Moslem Smart Club in IAIN Surakarta</i>	The difference is on the subject. The subject in this research is the students who were being debaters in academic English debate at Moslem Smart Club IAIN Surakarta.	The similarity of this study is the used of Brown and Levinson's theory to analyze politeness strategy and this study belongs to descriptive qualitative research.
4	<i>Illocutionary Acts and Politeness Strategies in EFL Classroom Interaction and</i>	The difference is this study focus on explores illocutionary acts and politeness strategies employed by the academic staff and the students'	The similarity of this study is to describe the politeness strategy by Brown and

	<i>The Students' Perception</i>	perceptions on the academic staff's language and politeness strategies in EFL classroom interaction. And other difference is by the subject, they are the academic staff and the students.	Levinson's theory. This research used descriptive qualitative research.
5	<i>Politeness Strategy Used by Lecturer in Teaching Process.</i>	The difference is the subject of the study. In this study the subject is lecturer in Cokroaminoto Palopo University.	The similarity of this study is to describe the politeness strategy by Brown and Levinson's theory. Moreover this research used descriptive qualitative research.

CHAPTER III

RESEARCH METHOD

A. Research Design

For this study, the researcher employed qualitative research of pragmatics. Because the data were presented in the form of words and sentences, this research was a qualitative study. The goal of this study was to understand the findings of language phenomena of politeness strategies by English teachers' utterances in the English teaching-learning process. Therefore, descriptive qualitative research is used in this study. Samsu (2017) stated that descriptive research is often referred to as taxonomic research because this research is intended to explore or clarify a phenomenon or existing social reality.

B. Research Setting

1. Place of the research

This research was conducted at SMA Negeri Colomadu during the English teaching-learning process in class. The location of this school is at Jl. Fajar Indah, Kelurahan Baturan, Kecamatan Colomadu, Kabupaten Karanganyar, Provinsi Jawa Tengah, Indonesia 57171.

2. Time of Research

The observation had been done on November 1st, 2022. After that, the researcher created the proposal thesis on November 2nd, 2022.

Then this research was held on October 2022 – May 2023 at SMA Negeri Colomadu.

Table 3.1
Time of the Research

No	Activity	Month									
		Oct 202 2	Nov 202 2	Des 202 2	Jan 202 3	Feb 202 3	Mar 202 3	Apr 202 3	May 202 3	June 202 3	
1	Doing observation										
2	Designing and writing thesis proposal										
3	Thesis Proposal Seminar										
4	Collecting the data										
5	Consulting and writing the research report										
6	Thesis examination										

C. Research Subject and Informant

The research subject and informant in this study are two English teachers of SMA Negeri Colomadu. First is Mrs. Atikah S.Pd. who teaches in tenth grade (all classes of tenth grade). The second one is Mr. Marsono S.Pd. who teaches in eleventh grade (XI MIPA 4 – XI MIPA 6).

D. Data and Source of the Data

1. Data of the research

Data in the research consists of all the information collected and selected by the researcher. Qualitative research data is generally soft data in the form of words, expressions, sentences, and actions, not hard data in the form of numbers of statistics (Nugrahani, 2014: 107). According to Samsu (2017), the type of data used in the research is divided into two, primary data and secondary data. Primary data refers to data directly from informants. Meanwhile, secondary data refers to additional data taken not directly in the field, but from sources that have been made by others.

In this study, the data was taken from the English teacher's utterances in the teaching and learning process in class which were collected from opening until closing activity. The data will be taken with audio recordings to record the lesson in class. The data of the research is politeness strategies used by English teachers in tenth grade and eleventh grade.

2. Source of the data

Samsu (2017: 95) stated that data sources refer to the types of information that researchers get through the research subject and from which data can be obtained. The data sources in this study were taken from observation of the teachers on the English teaching-learning

process at SMA Negeri Colomadu. The researcher used an audio recorder to take the teachers' utterances during the lesson from the opening until the closing activity. The researcher took two meetings with Mrs. Atikah S.Pd. in tenth grade and Mr. Marsono S.Pd. in eleventh grade.

E. Techniques of Collecting the Data

Collect the data is important in conducted the research. Sugiyono (2015) stated that there are four techniques to collecting the data, there are observation, interview, questionnaire, and documentation. In this research, the researcher used descriptive method. The researcher did some ways to collect data, such as observation and audio recording.

1. Observation

Observation is a very important part of qualitative research. Through observation, researchers can systematically document the activities and interactions of research subjects. Marshall (in Sugiyono, 2015) stated that researchers learn about behavior and the meaning attached to the behavior through observation. According Sugiyono (2015), Patton said that observation has several benefits, there are researcher will be better able to understand the context of data in social situations, researcher get direct experience so that they are not influenced by previous concepts or views, researcher can see things that are less or not observed by others, can find things that might not be

revealed because they are sensitive, can find something that is beyond the perception of respondents, and get personal impressions also feel the social situation under study.

Observation is used for collecting the types of politeness strategies found in English teachers in the English teaching-learning process. The researcher took the audio recorder on what teachers said on the English teaching-learning process. Then, the researcher transcribed the English teachers' utterances in the English teaching learning process.

2. Recording and Transcribing

During the teaching learning process, the researcher using audio recorder to record the teachers' speech to observe the phenomena in the class then the audio record will be made into the transcript. Creswell in Akbarina (2020: 60) explains that to note observation in the field, a form of recording is required. Thus, this form can include place or location information that describes the field settings about the time, place and date where the observations took place. According Sugiyono (2015), Patton said that observation has several benefits, there are researcher will be better able to understand the context of data in social situations, researcher get direct experience so that they are not influenced by previous concepts or views, researcher can see things that are less or not observed by others, can find things that might not be revealed because they are sensitive, can find something that is beyond the perception of

respondents, and get personal impressions also feel the social situation under study.

F. Research Instrument

This study is qualitative with descriptive analysis. In qualitative research, which used as an instrument is a human instrument, that is the researcher herself. According to Sugiyono (2015), qualitative researchers are human instruments, whose function is to determine the research focus, select informants as data sources, collect data, assess data quality, analyze data, interpret data and make conclusions on the findings. So, it can be concluded that the researcher is the main instrument of this study because she collected the data by herself and analyzes the data to find the answer to the research question. Because the instrument of qualitative research is the researcher, therefore the researcher will use audio recordings recorded by the researcher herself.

G. Trustworthiness of the Data

The researcher needs to analyze the validity of the data to get the valid data in analyzing the data. The researcher uses triangulation technique to prove the trustworthiness of the data. Wiersma (in Sugiyono, 2015) stated “triangulation is qualitative cross-validation, it assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures”.

According to Nugrahani (2014), that are four kinds of triangulation, they are data triangulation, investigator triangulation, methodological triangulation and theoretical triangulation.

1. The data triangulation is triangulation which directs researchers to collect data from various available sources.
2. Investigator triangulation is n is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study.
3. Methodological triangulation is s the use of multiple methods to study a situation or phenomenon. Which refers to the use of more than one option to gather data, such as interviews, observations and documents.
4. Theoretical triangulation refers to the use of multiple theories or hypotheses when examining a situation or phenomenon.

In this research, data triangulation will be used by the researcher. The sources of the data are two teachers' utterances on the English teaching-learning process. The data in this research is the transcript of English teachers' utterances in the English teaching-learning process. The researcher checks the data of the teachers' utterances based on the politeness strategies explained by Brown and Levinson (1987). The researcher will use investigator triangulation to check the validity to the expert. The researcher will consult the pragmatic study.

H. Techniques of Analyzing the Data

Miles and Huberman (1994: 10) stated that analysis of qualitative data includes three procedures, they are:

1. Data Reduction

According to Miles and Huberman (1994), “data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions”. After collecting the data of teachers’ utterances, the researcher continued the research by selecting and simplifying the data, then make a summary and identifying politeness strategy used by English teacher in the English teaching learning process at SMA Negeri Colomadu. The researcher use coding to simply the data classification and the data analysis. The data coding as follows:

1. The researcher gives capital T for the teacher. There were T1 as teacher I (Mrs. Atikah S.Pd.) and T2 as teacher II (Mr. Marsono).
2. The researcher gives capital M for the meeting in the classroom. The number of each meeting will write M-1, M-2.
3. The data will give capital with numeral D1, D2, D3,...
4. The form of politeness strategies
 - BR: Bald on Record
 - PP: Positive Politeness
 - NP: Negative Politeness
 - OR: Off-record

2. Data Display

After reducing data, the next step on data analysis is data display. Data display is an activity that allows drawing conclusions and actions on a collection of information in an organized and compressed. According to Miles, Huberman and Saldana (2014), on designing data display is deciding on the rows and columns for qualitative data. In classified the data, the researcher used an informative table. The researcher classified the data of the politeness strategies that found in teachers' utterances and displayed them in informative tables.

3. Conclusion Drawing

The next step after the data displayed in a form of table, the researcher will draw conclusions and verification. According to Miles, Huberman and Saldana (2014), conclusion drawing refers to interpreting what things mean by nothing patterns, explanations, causal flows, and propositions.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

The research would like to discuss about the result of the study related to types of politeness strategies based on Brown and Levinson theory. Brown and Levinson stated politeness strategies into four categories, there are bald on record, positive politeness, negative politeness, and off record. The researcher focused to analyze the application of politeness strategies in English teachers' utterances in the English teaching learning process at SMA Negeri Colomadu in the academic year 2022/2023. The researcher found 239 utterances of two English that classified in to Brown and Levinson theory about politeness strategies in teaching learning process.

The researcher did observation of two teachers at four times, every teacher observed two time. In each meeting, the data finding was classified in to three parts. For the first teacher used Merdeka Curriculum, there are opening, main activity and closing activity. The second teacher used K-13 Curriculum, there are opening, main activity, and closing activity. The researcher wanted to explain the application of politeness strategies by English teachers on teaching and learning process.

1. Types of Politeness Strategies Used by English Teachers

a. Types of Politeness Strategies by Teacher 1

The observation of the first teacher conducted at X-3 grade with the teacher, Mrs. Atikah S.Pd. on May, 5th and 19th 2023. The researcher took two meeting for the observation in the class. The first day on Friday, May, 5th 2023 the researcher did the observation during an hour and the second day on Friday, May, 12th 2023. The two meeting included of three activities, there are opening activity, main activity and closing activity based on the Merdeka Curriculum and the teacher used it to her teaching learning activity.

The material on this meeting is Analytical Exposition Text. The researcher found 125 utterances that classified by Brown and Levinson's theory about politeness strategies in teaching learning process. The details information about the findings of politeness strategies found in the first teacher on the teaching learning process at X-3 class below:

1) Opening Activity

In the opening activity, the researcher found 43 utterances belong to bald on record strategy, positive politeness and negative politeness, explained below:

a) Bald on Record

In this strategy, the researcher found 18 utterances based on the first meeting and the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Maximum efficiency

In this sub-strategy, the researcher found 5 utterances by English teacher 1 when the teacher teaches the lesson to the students. There are number 2 and 7 on the first meeting data, and on the second meeting on number 2, 7 and 9. The example the data coding T1/At/X-3/M-1/05.05.2023/D2

T : *Hape nya ditaruh dulu, hape hape hape, hape nya ditaruh.*

The situation of the utterance above when the teacher asked the students to put their cellphones on their bag. The teacher wanted to start the lesson, therefore the teacher instructed the students to put their cellphone on the bag in the opening activity.

(2) Offering

The researcher found 5 utterances in this sub-strategy by English teacher 1 when teaching the lesson on the second meeting, there are number 13, 20, 21, 22,

and 25 on the data. The example the data coding
T1/At/X-3/M-2/12.05.2023/D13

T : *Setuju gak? Sepakat gak?*

The situation of the utterance above when the teacher tried to make an agreement with the students by offering the rule about not looking for references on the internet when doing the task.

(3) Power different between S and H

The researcher found 6 utterances in this sub-strategy by English teacher 1 when teaching the lesson on the second meeting, there are number 11, 14, 15, 16, 23 and 27 on the data. The example the data coding
T1/At/X-3/M-2/12.05.2023/D11

T : *Ya yang sudah maju buat poster atau apapun menggunakan imperative. Yang bagus ya.*

The situation of the utterance above when the teacher asked the students to made the poster after they did the test. The teacher as the speaker is higher more than the students as the hearer in terms of position, as well as age.

(4) Task or paradigmatic form of instruction

The researcher found 2 utterances in this sub-strategy by English teacher 1 when teaching the lesson on the second meeting, there are number 6 and 8 on the data. The example the data coding T1/At/X-3/M-2/12.05.2023/D6

T : Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang 'stop' trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri.

The situation of the utterance above when the teacher informed the students of the speaking test procedure before it started. Therefore, students will understand the procedure for taking the speaking test face to face with the teacher.

b) Positive Politeness

In this strategy, the researcher found 21 utterances based on the first meeting and the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Notice, attend to H

The researcher found 4 utterances in this sub-strategy by English teacher 1 when teaching the lesson

on the second meeting, there are number 2 utterances on the first meeting, there are number 9 and 12 on the data. And 2 utterances on the second meeting, there are number 18 and 19 on the data. The example the data coding T1/At/X-3/M-1/05.05.2023/D9

T : Tapi kamu sudah punya belum bocoran atau gambaran? Keluarnya seperti apa, sudah?

The situation of the utterance above when the teacher asked the students about the system of selecting subjects of interest to students for next grade.

(2) Intensify interest to H

In this sub-strategy, the researcher found 3 utterances by English teacher 1 when teaching the lesson in the first meeting, there are number 8, 10 and 15 on the data. The example the data coding T1/At/X-3/M-1/05.05.2023/D8

T : Terus nanti masalah nanti kelas sebelas nya nanti gimana bu, pakai sistemnya apa, nanti menunggu informasi. Pasti kalau sudah ada kejelasan dan di datangkan dari pihak kurikulum nanti akan disampaikan. Entah bentuknya rumpun atau apa, seperti itu ya. Yang jelas kalau yang namanya kurikulum merdeka ya pasti nya

kamu yang memilih ya, bukan dari sekolah yang memilikannya.

The situation of the utterance above when the teacher gave the student understanding about learning activities in the next grade. In the opening activity, the teacher gave the students information about the system for the next grade. It is hoped that the students will not choose the wrong subjects because the students are free to choose subjects that will be provided by the government according to the grouped subjects.

(3) Use in group identity marker

In this sub-strategy, the researcher found 1 utterance on the second learning by English teacher 1. The data coding T1/At/X-3/M-2/12.05.2023/D10

T : Untuk memanfaatkan waktu, yang sudah maju ulangan, mengerjakan tugas membuat...itu cah..membuat poster atau apapun dengan menggunakan kalimat imperative, kalimat don't atau be.

The situation of the utterance when the teacher explained about the task, make the poster, after the

students do the speaking test. The teacher called his students with second person plural pronoun, with “cah”.

(4) Seek agreement

In this sub-strategy, the researcher found 4 utterances, there are 3 utterances on the first meeting and 1 utterance on the second meeting. On the first meeting, there are number 13, 14 and 16 on the data, and for the second meeting on number 3. The example with the data coding T1/At/X-3/M-2/12.05.2023/D3

T : *Nanti uh... ulangannya majunya acak ya, tidak dari atas, tengah atau bawah ya.*

The situation of the utterance above when the teacher gave information about the procedure doing the speaking test in the opening activity. The teacher tried to give agreement to students about the procedure of the speaking test face to face with the teacher. The teacher as the speaker wanted the students agree with her about the procedure of the test. Therefore, the teacher asked immediately to the students.

(5) Be optimistic

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the English teaching

learning process on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D11.

T : Mudah-mudahan bisa seperti itu karena kan kalau kamu belajar 16 mapel, tidak khusus yang memang kamu minati, itu kan jadi nya belajarnya juga gak semangat ya.

The situation of the utterance above when the teachers showed an optimistic attitude that the subject selection system can be implemented. The teacher motivates and gives students the belief that they are capable of learning more.

(6) Include both S and H

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the English teaching learning process on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D1.

T : Eh ayo-ayo! Duduk nya yang baik. Yok duduk yang baik!

The situation of the utterance above when the teacher came inside the class and asked the students to getting sit down soon because the lesson will begin in the opening activity.

(7) Give (or ask for) reason

In this sub-strategy, the researcher found 2 utterances on the second meeting by English teacher 1. There are number 4 and 12. The example with the data coding T1/At/X-3/M-2/12.05.2023/D4

T : Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup. Sebatas saya sudah bisa menilai readingmu, cara membacamu, ini benar-benar ujian lisan memakan waktu lama.

The situation of the utterance above when the teacher asked the procedure how the speaking test went to the students. In the opening activity, the teacher gave the information about the speaking test. This learning activity was conducted on the second meeting.

(8) Give gifts to H (sympathy, understanding, cooperation)

The researcher found 5 utterances in this sub-strategy by the English teacher 1 in the English teaching learning process. There are 3 utterances at the first meeting and 2 utterances at the second meeting. On the first meeting, there are number 4, 5 and 6 on the data. And for the second meeting, on number 1 and 17. The

example of the utterance on this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D6.

T : *Tadi habis pelajarannya siapa?*

The situation of the utterance above when the teacher came inside the class and she greeted the students, after that she asked the students about the subject before her. The teacher showed sympathy to the students as the hearer. This learning activity was conducted on the first meeting.

c) Negative Politeness

In this strategy, the researcher found 3 utterances based on the first meeting and the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Question, hedge

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D26.

T : *Sudah? Jadi bisa ya dipahami ya tadi 2, apa namanya itu, 2 tugas untuk hari ini sama untuk besok bisa?*

The situation of the utterance above when The teacher confirmed to the students that they could did that assignment. This utterance conducted on the second meeting. In the opening of the second meeting, the teacher gave information about the task to the student before the learning strated.

(2) Minimize the imposition

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D24.

T : Semuanya saya lakukan itu adalah cara biar kamu bisa belajar bahasa inggris dan pembelajarannya bermakna, paham ya.

The situation of the utterance above when the teacher gave the students motivation and she told the reason why the student is not allowed using the cellphone for browsing references in the internet in the hope that they will understand it.

(3) Impersonalize S and H

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning

process on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D3.

T : *Sudah ditaruh hapenya?*

The situation of the utterance above when the teacher confirmed that the students had put their phones in their bags in the opening activity on the first meeting.

d) Off Record

In this strategy, the researcher found 1 utterance based on the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Give hints

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D5.

T : *Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tirunan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya.*

The situation of the utterance above when the teacher informed the students about how she will give the students score based on the speaking test.

2) Main Activity

In the main activity, the researcher found 57 utterances belong to bald on record strategy, positive politeness and negative politeness, explained below:

(a) Bald on Record

In this strategy, the researcher found 39 utterances based on the first meeting and the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Maximum efficiency

In this sub-strategy, the researcher found 20 utterances. There are 15 utterances on the first meeting and 5 utterances on the second meeting. For the first meeting, there are number 17, 18, 20, 21, 23, 24, 25, 28, 30, 32, 33, 37, 49, 50 and 53 on the data. On the second meeting, there are number 31, 33, 40, 41 and 44 on the data. The example of the utterance on the data coding T1/At/X-3/M-2/12.05.2023/D40.

T : *Perhatikan!*

The situation of the utterance above when the teacher need the students' attention. The teacher wanted to gave information about the speaking test but the students still talking with their friends on the main activity. Therefore, the teacher gave instruction to the students to pay attention to her.

(2) Offering

The researcher found 5 utterances in this sub-strategy by English teacher 1 when the teacher teaching the lesson. There are 2 utterances on the first meeting and 3 utterances on the second meeting. For the first meeting, there are number 27 and 38 on the data. On the second meeting, there are number 32, 34 and 39 on the data. The example of the utterance in this sub-strategy on the data coding T1/At/X-3/M-2/12.05.2023/D34.

T : *Siapa yang siap maju duluan? Acungkan jari!*

The situation of the utterance above when the teacher offered the students to do the speaking test first. In the main activity, with the topic speaking test of analytical exposition text, the teacher invited the students to do the test first.

(3) Power different between S and H

In this sub-strategy, the researcher found 8 utterances by English teacher 1 when she teaches the class. There are 4 utterances on the first meeting and 4 utterances on the second meeting. On the first meeting, there are number 34, 39, 47 and 54 on the data. And on the second meeting, there are number 29, 35, 37 and 38 on the data. The example of utterance in this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D34.

T : *The importance of having breakfast. **Coba ditirukan semua.***

The situation of the utterance above on the first meeting when the teacher read the text and then she ordered the students to imitate her words. Therefore, the students have been able to read well, thus for the next meeting next week they will be able to spell or read the text well.

(4) Metaphorical urgency for emphasis

In this sub-strategy, the researcher found 2 utterances by English teacher 1 when she teaches the class on the first meeting. There are number 36 and 43 on the data. The example of the utterance in this sub-

strategy with the data coding T1/At/X-3/M-1/05.05.2023/D43

T : *Harus dikurangi ya sedikit waktunya untuk belajar.*

The situation of the utterance above on the first meeting when the teacher asked her students to manage their time between studying and playing games.

(5) Task or paradigmatic form of instructional

In this sub-strategy, the researcher found 3 utterances by English teacher 1 when she taught the class on the first meeting. There are number 40, 44 and 51 on the data. The example of the utterance in this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D44

T : *Ini tahapnya saya bentuk kelompok tapi terus belajar membaca, disuarakan jangan dibatin suaranya. Kemudian berikutnya apa.. dengarkan.*

The situation of the utterance above on the first meeting when the teacher told about the learning activity for that day and asked the students to learn to read English texts during the lesson with their group.

(6) Sympathetic advice or warnings

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D30.

T : ***Ingat!** Ulangan lisannya hari ini yang akan saya ambil nilainya cara membacanya.*

The situation of the utterance above on the second meeting when the teacher gave warning to the students to pay attention them and reminder them about the procedure of the speaking test.

(b) Positive Politeness

In this strategy, the researcher found 13 utterances based on the first meeting and the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Notice, attend to H

In this sub-strategy, the researcher found 4 utterances by English teacher 1 when she teaches the class. There are 2 utterances on the first meeting and 2 utterances on the second meeting. On the first meeting, there are number 29 and 41 on the data. And on the second meeting, there are number 36 and 43 on the data.

The example of utterance in this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D29.

T : Semua penjelasan di modul sudah saya pakaikan bahasa Indonesia. Tujuannya biar kamu gampang mempelajari. Bukan bahasa Inggris ya.

The situation of the utterance above on the first meeting when the teacher taught the lesson and then the teacher knew the material needs of her students and she explained that the material can be easily learned because the text explained with Indonesian.

(2) Use in group identity marker

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D46.

T : Soalnya kadang to cah...

The situation of the utterance above on the first meeting when the teacher wanted to explained the reason why the group made by her and the teacher called his students with second person plural pronoun with “cah”.

(3) Seek agreement

In this sub-strategy, the researcher found 3 utterances by English teacher 1 when she taught the class on the first meeting. There are number 22, 26 and 45 on the data. The example of the utterance in this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D22.

T : *Oiya yang ngerjain ini yang di suruh bu Atikah ya?*

The situation of the utterance above on the first meeting when the teacher explained about the task and the teacher asked the students' agreement about giving assignments.

(4) Offer, promise

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D19.

T : *Ya pokoknya tetap saya jelasin.*

The situation of the utterance above on the first meeting when the teacher asked the students about the material. But the students answered that the material had

been explained by the intern teacher the previous week. The teacher still wanted explain more to the students.

(5) Be optimistic

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D48.

T : Sama siapa saja oke gitu ya. Bisa ya? Semangat ya?

The situation of the utterance above on the first meeting when one of the students wanted to move his place but the teacher not allowed that and gave her understanding to her students that it is good to be with other friends.

(6) Include both S and H in the activity

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D35.

T : Coba paragraph pertama itu gampang bisa kita terjemahkan bersama.

The situation of the utterance above on the first meeting when the teacher taught the lesson on the main activity and then she gave instruction her students to translate the text together with her.

(7) Give gifts to H (sympathy, understanding, cooperation)

In this sub-strategy, the researcher found 2 utterances by English teacher 1 in the teaching learning process on the first meeting. There are number 31 and 42. The example of the utterance on this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D31.

T : *Iso ra? Yo bahasa ne ra kudu podo karo bu guru ya.*

The situation of the utterance above on the first meeting when the teacher instructed the students to repeated her word but the students were unable to do so because the sentence was so wordy. Therefore, the teacher gave her sympathy to her students' because she knew the students' ability.

(c) Negative Politeness

In this strategy, the researcher found 3 utterances based on the first meeting and the second meeting data by

English teacher 1 in the teaching learning process. The detailed as below:

(1) Question, hedge

The researcher found 2 utterances in this sub-strategy by English teacher 1 when she taught the lesson on the first meeting and second meeting. On the first meeting, on number 55 on the data, and the second meeting on number 28 on the data. The example of the utterance in this sub-strategy with the data coding T1/At/X-3/M-2/12.05.2023/D28.

T : *Sudah siap untuk ulangan lisannya?*

The situation of the utterance above on the second meeting when the teacher asked student readiness for the speaking test.

(2) Impersonalize S and H

In this sub-strategy, the researcher found 1 utterance by English teacher 1 in the teaching learning process on the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D42.

T : *Trus yang sudah maju langsung itu ya, tidak boleh membiarkan waktunya buat ngapa-ngapain, untuk ini boleh (pointed the poster).*

The situation of the utterance above on the second meeting when the teacher instructed the students to do the assignment immediately after they did the test.

(d) Off Record

In this strategy, the researcher found 1 utterance based on the first meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Give hints

In this sub-strategy, the researcher found 1 utterance by English teacher 1 when she taught the lesson on the first meeting. The data coding is T1/At/X-3/M-1/05.05.2023/D52.

T : *Mulai dari sana. Satu...*

The situation of the utterance above when the teacher let the students continue counting the number one by one to form the groups by counting the number.

3) Closing Activity

In the main activity, the researcher found 25 utterances belong to bald on record strategy, positive politeness and negative politeness, explained below:

(a) Bald on Record

In this strategy, the researcher found 9 utterances based on the first meeting and the second meeting data by

English teacher 1 in the teaching learning process. The detailed as below:

(1) Farewell

The researcher found 2 utterances in this sub-strategy by English teacher 1 on the closing activity on the first meeting and second meeting. On the first meeting, on number 58 on the data, and the second meeting on number 67 on the data. The example of the utterance in this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D58.

T : *Sudah ya, ini sudah jam nya sholat ya.*

The situation of the utterance above on the first meeting when the teacher asked the students to get ready for pray in the mosque. The meeting was cut short by Friday prayer time.

(2) Power different between S and H

The researcher found 3 utterances in this sub-strategy by English teacher 1 on the closing activity on the first meeting and second meeting. On the first meeting found 1 utterance on number 57 on the data. And the second meeting on number 59 and 66 on the data. The example of the utterance in this sub-strategy with the data coding T1/At/X-3/M-1/05.05.2023/D57.

T : *He'em taruh situ aja. Sini-sini tak nilai ne. Tungguin sekalian.*

The situation of the utterance above on closing activity. The teacher instructed the student when the student wanted to submit the assignment.

(3) Maximum efficiency

In this sub-strategy, the researcher found 3 utterances by English teacher 1 in the teaching learning process on the second meeting. There are number 45, 47 and 62. The data coding is T1/At/X-3/M-2/12.05.2023/D45.

T : *Perhatikan, perhatikan, perhatikan!*

The situation of the utterance above when he teacher warned the students to pay attention to her because she wanted to close the meeting.

(4) Task or paradigmatic form of instructional

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity on the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D54.

T : *Yang minggu depan, kamu harus juga memberikan argumenmu tentang argumennya penulis, paham?*

The situation of the utterance above on the closing activity and the teacher reminded the students to give their opinion to the writer's argument during the speaking test.

(b) Positive Politeness

In this strategy, the researcher found 9 utterances based on the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Notice, attend to H

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D56.

T : *Ya untuk menyeimbangkan aja karena kan yang hari ini tadi waktunya dari minggu kemarin sudah saya beritau 1 minggu trus ini kan belum selesai, jadi saya tambah 1 minggu lagi untuk belajar.*

The situation of the utterance above when the teacher understood the students' need so she wanted that the students gave their opinion for the next week to get more score.

(2) Exaggerate

In this sub-strategy, the researcher found 3 utterances by English teacher 1 on the closing activity at the second meeting. There number 48, 50 and 55 on the data. The example of the utterance on the data coding is T1/At/X-3/M-2/12.05.2023/D48.

T : *Jadi senang luar biasa, pada tanpa dipanggil, maju.*

The situation of the utterance above when the teacher showed her expression on the last meeting that she is happy because the students are supportive and active to did the speaking test.

(3) Use in group identity marker

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D46

T : *Halo... guys, guys, guys.*

The situation of the utterance above when the teacher need their attention and called her students with second person plural pronoun, with “guys”.

(4) Seek agreement

In this sub-strategy, the researcher found 3 utterances by English teacher 1 on the closing activity at the second meeting. There number 51, 52 and 53 on the data. The example of the utterance on the data coding is T1/At/X-3/M-2/12.05.2023/D51.

T : Jadi nanti yang misalnya yang gak maju hari ini, maju nya minggu depan.

The situation of the utterance above when the teacher informed the students for the next week they will do the speaking test again for those who have not tested yet because the time is over.

(5) Offer, promise

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D49.

T : Itu ada nilai sendiri untuk kalian ya.

The situation of the utterance above on the last meeting when the teacher informed the students if they are active during learning activities, the teacher will give more score.

(c) Negative Politeness

In this strategy, the researcher found 5 utterances based on the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Question, hedge

In this sub-strategy, the researcher found 2 utterances by English teacher 1 on the second meeting. There are number 60 and 63 on the data. The example of the utterance in this sub-strategy with the data coding T1/At/X-3/M-2/12.05.2023/D60.

T : Tapi sudah ada tugas piketnya kan? Coba yang tadi pagi, yang hari ini piket tadi pagi sudah nyapu?

The situation of the utterance above when the teacher saw the class dirty and then she asked the students about the schedule of the students' tasks for cleaning the class and who is on duty that day.

(2) Be pessimistic

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D64.

T : *Belum ya.*

The situation of the utterance above when the teacher asked the students about the schedule of cleaning the class but they answered that they have not cleaned the class that day. Therefore, the teacher felt disappointed when the students have not clean the class.

(3) Minimize the imposition

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D57.

T : *Cuma saya pengen kamu berpendapat, kamu berargumen disertai alasan-alasan, contoh-contoh yang menguatkan argumenmu.*

The situation of the utterance above when the teacher told her students that she would asked the students about their opinion so the teacher will know the

students learned the text or not for the speaking test on the next week.

(4) Apologize

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D58.

T : *Masalahnya, mohon maaf ini saya, maksudnya yang di meja guru, ini ada...ini ada plastik apa ini?*

The situation of the utterance above was when the teacher saw the plastic on his desk and he apologized before delivering her sentence, which was to clean the plastic, for fear of the students feeling burdened.

(d) Off Record

In this strategy, the researcher found 2 utterances based on the second meeting data by English teacher 1 in the teaching learning process. The detailed as below:

(1) Give hints

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at

the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D65.

T : Jadi setiap hari di kelas yang bu Atikah wali itu saya denda kalau yang piket itu tidak piket. Jadi denda dimasukin di uang kas gitu.

The situation of the utterance above when the teacher told the rules on the other class so that students feel interested and apply these rules in class to keep the class comfortable.

(2) Use contradictions

In this sub-strategy, the researcher found 1 utterance by English teacher 1 on the closing activity at the second meeting. The data coding is T1/At/X-3/M-2/12.05.2023/D61.

T : Jujur aja, gak tak marahin kok, saya gak marahin cuma ngajarin aja.

The situation of the utterance above when the teacher asked about the schedule of cleaning the class but the students not answered it. Therefore, the teacher asked her statement with other diction so the students will not be afraid to give their honesty.

From the data finding above, the researcher uses table to make easier to know the types of politeness strategies in each teacher. The table is below:

Table 4.1

The Data Finding of the Types of Politeness Strategies Found in the First Teacher

No	Politeness Strategies	Sub Strategies	Context			Frequency
			Opening Activity	Main Activity	Closing Activity	
1	Bald on Record	Offering	5	5	-	10
		Farewell	-	-	2	2
		Metaphorical urgency for emphasis	-	2	-	2
		Maximum efficiency	5	20	3	28
		Task or paradigmatic form of instruction	2	3	1	6
		Power different between S and H	6	8	3	17
		Sympathetic advice or warnings	-	1	-	1
2	Positive Politeness	Notice, attend to H	4	4	1	9

		Exaggerate (interest, approval, sympathy with H)	-	-	3	3
		Intensify interest to H	3	-	-	3
		Include both S and H in the activity	1	1	-	2
		Use in group identity marker	1	1	1	3
		Seek agreement	4	3	3	10
		Give (or ask for) reason	2	-	-	2
		Be optimistic	1	1	-	2
		Offer, promise	-	1	1	2
		Give gifts to H (sympathy, understanding, cooperation)	5	2	-	7
3	Negative Politeness	Question, hedge	1	2	2	5
		Be pessimistic	-	-	1	1
		Minimize the imposition	1	-	1	2
		Apologize	-	-	1	1
		Impersonalize S and H	1	1	-	2
4		Give hints	1	2	1	4

	Off Record	Use contradictions	-	-	1	1
Total			43	57	25	125

From the data above, researcher found 125 utterances found in English teacher during teaching learning process that classified into politeness strategies by Brown and Levinson theory. Bald on record consist 7 sub-strategies, classify 66 utterances. The researcher found 18 utterances of bald on record in the opening activity, consist of 5 utterances of maximum efficiency, 6 utterances of power different between S and H, 2 utterances of task or paradigmatic form of instructional and 5 utterances of offering. Then in the main activity, the researcher found 39 utterances consist of 20 utterances of maximum efficiency, 5 utterances of offering, 8 utterances of power different between S and H, 2 utterances of metaphorical urgency for emphasis, 3 utterances of task or paradigmatic form of instructional and 1 utterance of sympathetic advice or warnings. In the closing activity, the researcher found 9 utterances, consist of 3 utterances of power different between S and H, 2 utterances of farewell, 3 utterances of maximum efficiency and 1 utterance of task or paradigmatic form of instructional.

The researcher found 43 utterances of positive politeness consist of 11 sub-strategies. The researcher found 21 utterances in

opening activity, consist of 1 utterance of include both S and H in the activity, 5 utterances of give gifts to H, 3 utterances intensify interest to H, 4 utterances of notice attend to H, 1 utterance of be optimistic, 4 utterances of seek agreement, 1 utterance of use in group identity marker and 2 utterances of give (or ask for) reason. In the main activity, the researcher found 13 utterances consists of 1 utterance of offer promise, 3 utterances of seek agreement, 4 utterances of notice attend to H, 2 utterances of give gift to H, 1 utterance of include both S and H, 1 utterance of use in group identity marker and 1 utterance of be optimistic. In the closing activity, the researcher found 9 utterances, consist of 1 utterance of use in group identity to marker, 3 utterances of exaggerate, 1 utterance of offer promise, 3 utterances of seek agreement, 1 utterance of notice attend to H.

The researcher found 11 utterances of negative politeness consist of 5 sub-strategies. In the opening activity, the researcher found 3 utterances, consists of 1 utterance of impersonalize S and H, 1 utterance of question hedge, 1 utterance of minimize imposition. The researcher found 3 utterances in the main activity, consist of 2 utterances of question hedge and 1 utterance of impersonalize S and H. In the closing activity, the researcher found 5 utterances, consists of 1 utterance of minimize the imposition, 1 utterance of apologize, and 2 utterances of be pessimistic.

The researcher found 5 utterances of off record strategy that consist of 2 sub-strategies. In the opening activity, the researcher found 1 utterance of give hints. In the main activity, the researcher found 2 utterances of give hints. In the closing activity, the researcher found 1 utterance of give hints and 1 utterance of use contradiction.

The highest data of politeness strategies found in the first English teacher utterances was maximum efficiency of bald on record. It was found with total 28 utterances. The teacher used maximum efficiency as 5 times in opening activity, 20 times in main activity and 3 time in closing activity.

b. Types of Politeness Strategies by Teacher 2

The observation of the first teacher conducted at XI IPA 4 grade with the teacher, Mr. Marsono S.Pd. on May, 4th and 16th 2023. The researcher took two meeting for the observation in the class. The first day on Thursday, May, 4th 2023 the researcher did the observation during an hour and the second day on Tuesday, May, 16th 2023. The two meeting included of three activities, there are opening activity, main activity and closing activity based on the K-13 Curriculum and the teacher used it to her teaching learning activity.

The material on this meeting is Song Lyrics. The researcher found 114 utterances that classified by Brown and Levinson's theory about politeness strategies in teaching learning process. The details information about the findings of politeness strategies found in the second teacher on the teaching learning process at XI IPA 4 class below:

1) **Opening Activity**

The researcher found 21 utterances in the opening activity, there are 3 utterances on bald on record, 16 utterances on positive politeness and 2 utterances on negative politeness.

The detail as below:

(a) Bald on record

On bald on record, there are 3 utterances that found in English teacher 2, they were offering, metaphorical urgency for emphasis and maximum efficiency.

(1) Offering

In the opening activity, the researcher found one utterances belong to offering in data number 1 on the first meeting, the data coding is T2/Mr/XIA-4/M-1/04.05.2023/D1.

T : Yuk everyone, everybody, we are start for our lesson by replaying from my greeting seriously.

The utterance above showed that sub-strategy Offering. The situation is that the teacher asks the students to start the lesson by answering the greeting seriously.

(2) Metaphorical urgency for emphasis

The researcher found 1 utterance in the English teaching learning process on the first meeting, the data coding is T2/Mr/XIA-4/M-1/04.05.2023/D9.

T : Please take your mobile phone. *Hape nya ditaruh lagi ya. Hape ne ditaruh sek.*

That utterance on the situation when the teacher asked the students to put their cellphones on their bag.

(3) Maximum efficiency

The last on bald on record strategies, the researcher found 1 utterance on the second meeting, the data coding is T2/Mr/XIA-4/M-2/16.05.2023/D10.

T : Go on, *dicari teksnya, sini. Ayo cepetan!*

The situation of the utterance above when the teacher asked and instructed the students to immediately come to in front of the class and do the test.

(b) Positive politeness

The researcher found 16 utterances on positive politeness strategies and sub-strategy in the English teaching learning process by English teacher 2. There are 6 utterances on Notice attend to H sub-strategy, 1 utterance on Intensify interest to H, 1 utterance on Include both S and H in activity, 1 utterance on Use in group identity marker, 2 utterances on Joke, 1 utterance on Offer, promise, and the last 1 utterance on Give gifts to H (sympathy, understanding, cooperation).

(1) Notice, attend to H (his interest, wants, needs, goods)

In the opening activity, the researcher found 6 utterances in the English teaching learning process by English teacher 2 on the first meeting. There are number 3, 4, 5, 6, 7 and 8 on the data. For the example the data coding T2/Mr/XIA-4/M-1/04.05.2023/D6

T : Are you tired? *Apakah kalian lelah?*

The situation of the utterance above when the teacher asked about the students' condition on that day as it was noon. The teacher as the speaker pay attention with the hearer's (the students) condition because when the teacher started the lesson, it was already early afternoon.

(2) Intensify interest to H

On this sub-strategy, the researcher found 1 utterance in the English teaching learning process by English teacher 2 on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D3

T : And then because our meeting only twice again before you have *PSAT, PSAT opo PAT?*

The situation of the utterance above when the teacher the teacher asked about their meeting with the students before they do the last exams. The teacher as the speaker wants to share his interest about the students' exam so he made a good story.

(3) Include both S and H in the activity

This sub-strategy, the researcher found 1 utterance when the teacher teaches the lesson on the second meeting. The data coding T2/Mr/XIA-4/M-2/16.05.2023/D4

T : So, *jadi kita selesaikan our last test it's about song.*

The situation of the utterance above when teaching learning process requires including teacher and students in the same activity. The utterance category on

Include both S and H in the activity because the using word “kita” indicate S and H in the activity.

(4) Use in group identity marker

This researcher found 1 utterance in this sub-strategy when the teacher teaches the lesson on the second meeting. The data coding T2/Mr/XIA-4/M-2/16.05.2023/D9

T : *Minta kursi 1 di depan mbak.*

The situation of the utterance by the teacher when he called his students with students with second person plural pronoun. The teacher called the student to ask for help.

(5) Joke

In this sub-strategy, the researcher found 2 utterances by English teacher 2 on the first meeting. For the example the data coding T2/Mr/XIA-4/M-1/04.05.2023/D10

T : *Linda belum laku?*

The situation of the utterance when the teacher gave his joke to one of his student about the student's relationship. The teacher wanted to be closer to his students so he gave a joke to one of his students.

(6) Offer, promise

The researcher found 1 utterance in this sub-strategy by English teacher 2 on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D6

T : Maybe before I'm choose you, 5 person rise your hand!

The situation of the utterance when the teacher offered five students to do the test first. The teacher offers her students to do a speaking test by singing a song in front of the class.

(7) Give gifts to H (sympathy, understanding, cooperation)

The researcher found 3 utterances in this sub-strategy. In the first meeting, number 2 on the data, and in the second meeting number 1 and 2. For the example, the data coding is T2/Mr/XIA-4/M-2/16.05.2023/D2.

T : On the table there is 2 students was absent because sick, Duta and Muhammad Hati, **the other? *Masih ada yang lain?***

The teacher gave his sympathy about the students' condition. The teacher wanted to confirm the students' attendance on that day and wanted to know their condition.

(c) Negative politeness

The researcher found 2 utterances on negative politeness strategies in the English teaching learning process by English teacher 2 based on the second meeting. The detailed below:

(1) Be pessimistic

The researcher found 2 utterances in this sub-strategy during teaching learning process by English teacher 2. There are number 7 and 8 on the second meeting. For example, the code is T2/Mr/XIA-4/M-2/16.05.2023/D8.

T : The boy, the boy? *Yang laki-laki nya gak berani.*

The situation of the utterance when the teacher offered five students to do the test first but only students who were girls volunteered.

2) Main Activity

The researcher found 83 utterances in the main activity, there are 39 utterances on bald on record, 37 utterances on positive politeness, 4 utterances on negative politeness and 1 utterance on off record. The detail as below:

(a) Bald on record

In this strategy, the researcher found 38 utterances based on the first meeting and the second meeting data by English teacher 2 in the teaching learning process. The detailed as below:

(1) Offering

In this sub-strategy, the researcher found 2 utterances on the second meeting. There are number 20 and 41 on the data. The example of the utterance in this sub-strategy with the data coding T2/Mr/XIA-4/M-2/16.05.2023/D20.

T : *Yok, silahkan duduk dulu.*

The situation of the utterance above when the teacher let the students to sit down first before do the test sing a song.

(2) Metaphorical urgency for high valuation of hearer's friendship

In this sub-strategy, the researcher found 3 utterances on the first meeting. There are number 33, 43 and 54. The example of the utterance in this sub-strategy with the data coding T2/Mr/XIA-4/M-1/04.05.2023/D33.

T : Tell your song.

The situation of the utterance above when the teacher instructed to the student to tell all about the song in the main activity. The teacher wanted the students to tell more about their song.

(3) Metaphorical urgency for emphasis

In this sub-strategy, the researcher found 1 utterance on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D35.

T : Hello! *Ojo banter-banter*.

The situation of the utterance above when the teacher warned the students on the outside of class to keep lower their voice.

(4) Maximum efficiency

In this sub-strategy, the researcher found 17 utterances, there are 11 utterances on the first meeting and 6 utterances on the second meeting. The first meeting, there are on number 29, 37, 39, 40, 41, 42, 48, 50, 51, 56 and 58 on the data. Then, on the second meeting, there are on number 11, 15, 19, 22, 33 and 38 on the data. The example of the utterance in this sub-strategy, the data coding is T2/Mr/XIA-4/M-1/04.05.2023/D39.

T : **Hurry up!** We are waiting for you.

The situation of the utterance when the teacher instructed the student to present the result immediately in front of class.

(5) Task or paradigmatic form of instruction

In this sub-strategy, the researcher found 4 utterances by English teacher 2 during the lesson. There are 2 utterances on the first meeting and 2 utterances on the second meeting. On the first meeting, there are number 24 and 26 on the data. The second meeting, there are number 14 and 28 on the data. The example of the utterance in this sub-strategy, the data coding is T2/Mr/XIA-4/M-1/04.05.2023/D24.

T : *Yuk*, and now please try to find of the song.

The situation of the utterance when the teacher instructed the student to found the song for their task on the main activity.

(6) Power different between S and H

In this sub-strategy, the researcher found 11 utterances on the first meeting and second meeting by English teaching 2 during the lesson. There are 5 utterances on the first meeting and 6 utterances on the

second meeting. On the first meeting, there are on number 12, 13, 17, 38, and 55 on the data. Then, on the second meeting, there are number 17, 30, 31, 34, 35 and 39 on the data. The example of the utterance with the data coding T2/Mr/XIA-4/M-1/04.05.2023/D55.

T : *Makane ayo*, one or two presentation.

The situation of the utterance above when the teacher gave instruction to his student to come in front of class immediately to do presentation.

(b) Positive politeness

In this strategy, the researcher found 38 utterances during teaching learning process on the first meeting and second meeting. The detailed as below:

(1) Notice, attend to H

In this sub-strategy, the researcher found 1 utterance on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D32.

T : *Dikasih semangat ya temannya*.

The situation of the utterance above when the teacher asked the students on the class to give support to the student who do the test sing a song.

(2) Include both S and H in the activity

In this sub-strategy, the researcher found 2 utterances on the first meeting. The utterances on number 19 and 20 on the data. The example of the utterance with the data coding T2/Mr/XIA-4/M-1/04.05.2023/D19.

T : So for this day we will learn the English through by song.

The situation of the utterance above when the teacher taught the material including teacher and students in the same activity. That can be look at the word “we”.

(3) Use in group identity marker

In this sub-strategy, the researcher found 11 utterances by English teacher 2 during the lesson. On the first meeting, there are 7 utterances. Then on the second meeting, there are 4 utterances. On the first meeting, there are on number 18, 21, 22, 23, 30, 36 and 49 on the data. On the second meeting, there are on number 12, 23, 37 and 42 on the data. The example of the utterance with the data coding T2/Mr/XIA-4/M-1/04.05.2023/D18.

T : Through *itu artine apa mas mbak?*

The situation of the utterance above when the teacher asked the students, about the meaning of that

word in Indonesian. The teacher called his students with second person plural pronoun, “mas, mbak”.

(4) Seek agreement

In this sub-strategy, the researcher found 4 utterances on the first meeting and second meeting. There are 2 utterances on the first meeting and 2 utterances on the second meeting. On the first meeting, there are on number 45 and 47 on the data. Then, on the second meeting, there are on number 13 and 18 on the data. The example of the utterance with the data coding T2/Mr/XIA-4/M-2/16.05.2023/D13.

T : Mau duduk, mau berdiri, silahkan. Duduk aja ya? Ya.

The situation of the utterance above when the teacher allowed the student if she wanted to sit down or stand up when doing the test. And then the student choosed sit down on the chair.

(5) Joke

The researcher found 6 utterances in this sub-strategy by English teacher during the lesson. There are 3 utterances on the first meeting and 3 utterances on the second meeting. On the first meeting, there are on number 14, 59 and 60 on the data. Then, on the second

meeting there are on number 24, 25 and 29 on the data. The example of the utterance with the data coding T2/Mr/XIA-4/M-2/16.05.2023/D29.

T : *Untung tidak siaran langsung.*

The situation of the utterance when the teacher recorded the student sing the song for the test but suddenly she laughed and then teacher stopped recorded her. The teacher gave his joke to one of his student about the student's relationship.

(6) Give (or ask for) reason

The researcher found 1 utterance in this sub-strategy by English teacher during the lesson on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D16.

T : *Lah.. ndadak ditunjuk lho.. why I have to choose you?*

The situation of the utterance above when the when students pointed at each other to take the test, looks like they are waiting the teacher called their name one by one. Then the teacher asked the students for the reason why they did not immediately come to do the singing test.

(7) Give gifts to H (sympathy, understanding, cooperation)

In this sub-strategy, the researcher found 3 utterances on the first meeting and second meeting. On the first meeting, there are 2 utterances, on number 16 and 44 on the data. Then on the second meeting found 1 utterance on number 21 on the data. The example of utterance with the data coding T2/Mr/XIA-4/M-1/04.05.2023/D16.

T : **Okay good job**, learn English trough by song.

The situation of the utterance above when the teacher looked the student is notebook when the student wrote the note and the student wrote the word "through" correctly. The teacher gave praise to the students.

(c) Negative politeness

In this strategy, the researcher found 4 utterances by English teacher 2 during the teaching learning process on the main activity. The detail as below:

(1) Questions, hedge

In this sub-strategy, the researcher found 3 utterances, there are 2 utterances on the first meeting and 1 utterance on the second meeting. The first meeting on number 57 on the data. On the second meeting on

number 26 and 44. The example of the utterance with the data coding T2/Mr/XIA-4/M-2/16.05.2023/D26.

T : *Lha ini katanya sudah diurutkan?*

The situation of the utterance above when the teacher confirmed the paper as the students said that they had sorted the names on the paper according to the order of their turn to do the singing test.

(2) Be pessimistic

In this sub-strategy, the researcher found 1 utterance on the first meeting. The data coding is T2/Mr/XIA-4/M-1/04.05.2023/D46.

T : *Paham ya yang bapak harapkan, yang bapak maksudkan?*

The situation of the utterance above when the teacher explained about the assignment and he confirmed to the students because he doubted his students' understanding of the assignment.

(d) Off record

In this strategy, the researcher found 3 utterances by English teacher during teaching learning process. The detail as below:

(1) Give hints

The researcher found 1 utterance on the first meeting. The data coding is T2/Mr/XIA-4/M-1/04.05.2023/D35.

T : Two minutes later ya.

The situation of the utterance above when the teacher warned the students about the time, therefore the students finished their task immediately.

(2) Displace H

The researcher found 1 utterance on the first meeting. The data coding is T2/Mr/XIA-4/M-1/04.05.2023/D25.

T : *Minimal cari lagu yang ada pesan moralnya ya, moral value nya ada.*

The situation of the utterance above when the teacher instructed the students to choose the song with the moral value for their assignment at that day.

(3) Be incomplete

The researcher found 1 utterance on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D40.

T : *Mbak, tolong...*

The situation of the utterance above when the teacher felt the studentson the outside of class so noisy,

therefore he instructed one of the student to tell the students on the outside to be quiet.

3) Closing Activity

The researcher found 10 utterances in the main activity, there are 5 utterances on bald on record, 4 utterances on positive politeness and 1 utterance on off record. The detail as below:

(a) Bald on record

In this strategy, the researcher found 5 utterances by English teacher 2 during teaching learning process. The detail as below:

(1) Farewell

In this sub-strategy, the researcher found 3 utterances consists of the first meeting and second meeting. On the first meeting, found 1 utterance on number 65 on the data. Then, on the second meeting, found 2 utterances on number 47 and 49 on the data. The example of the utterance with the data coding T2/Mr/XIA-4/M-2/16.05.2023/D47.

T : *Selasa? Sampai ketemu hari Selasa nggih.*

The situation of the utterance above when the teacher said goodbye for that day because time is over and time to go home.

(2) Task or paradigmatic form of instructional

In this sub-strategy, the researcher found 1 utterance on the first meeting. The data coding is T2/Mr/XIA-4/M-1/04.05.2023/D61.

T : But don't forget to have to write your song ya on your notebook and retelling by your own words. *Dan jangan lupa untuk menuliskan pesan moralnya.*

The situation of the utterance above when the teacher reminder the students on the last meeting about their assignment to find the song with moral value.

(3) Power different between S and H

In this sub-strategy, the researcher found 1 utterance on the first meeting. The data coding is T2/Mr/XIA-4/M-1/04.05.2023/D63.

T : *Nanti disiapkan untuk minggu depan.*

The situation of the utterance above when the teacher asked the students to prepare their task for next week on the last meeting.

(b) Positive politeness

In this strategy, the researcher found 4 utterances by English teacher during the lesson. The detail on below:

(1) Notice, attend to H

The researcher found 1 utterance on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D45.

T : *Yo. Sholat dulu trus pulang ya.*

The situation of the utterance above when the teacher on the closing activity, he suggested the students to pray first before they go home.

(2) Joke

The researcher found 1 utterance on the first meeting. The data coding is T2/Mr/XIA-4/M-1/04.05.2023/D62.

T : We will sing together, *kita akan nyanyi bareng-bareng tapi nyanyi dewe-dewe di depan.*

The situation of the utterance above when the teacher gave the information but he made up confusing sentences to give the students a joke.

(3) Include both S and H in the activity

The researcher found 2 utterances in this sub-strategy. The first meeting found 1 utterance on number 64 on the data. Then, on the second meeting found 1 utterance on number 48 on the data. The example of the utterance with the data coding T2/Mr/XIA-4/M-2/16.05.2023/D48.

T : *Kita tutup dulu*, come on. We are close.

The situation of the utterance above when the teacher closing the activity of the lesson with their students.

(c) Off record

In this strategy, the researcher found 1 utterance on the second meeting. The detail on below:

(1) Be incomplete

In this sub-strategy, the researcher found 1 utterance on the second meeting. The data coding is T2/Mr/XIA-4/M-2/16.05.2023/D46.

T : *Bapak berarti...*

The situation of the utterance above when the teacher asked about the next meeting to the students but he did not completed his speech as the students answer him that they will meet again on the next week.

Table 4.2

The Frequency of the Types of Politeness Strategies Found in the Second Teacher

No	Politeness Strategies	Sub Strategies	Context			Frequency
			Opening Activity	Main Activity	Closing Activity	
1		Offering	1	2	-	3

	Bald on Record	Farewell	-	-	3	3
		Metaphorical urgency for high valuation of hearer's friendship	-	3	-	4
		Metaphorical urgency for emphasis	1	1	-	2
		Maximum efficiency	1	17	-	18
		Task or paradigmatic form of instruction	-	4	1	5
		Power different between S and H	-	11	1	12
2	Positive Politeness	Notice, attend to H	6	1	1	8
		Intensify interest to H	1	-	-	1
		Include both S and H in the activity	1	2	2	5
		Use in group identity marker	1	11	-	12
		Seek agreement	1	4	-	5
		Joke	2	6	1	9
		Give (or ask for) reason	-	1	-	1

		Be optimistic	-	1	-	1
		Offer, promise	1	9	-	10
		Give gifts to H (sympathy, understanding, cooperation)	3	3	-	5
3	Negative Politeness	Question, hedge	-	3	-	3
		Be pessimistic	2	1	-	3
4	Off Record	Give hints	-	1	-	1
		Displace H	-	1	-	1
		Be incomplete, use ellipsis	-	1	1	2
Total			21	83	10	114

From the data above, researcher found 114 utterances found in English teacher 2 during teaching learning process that classified into politeness strategies by Brown and Levinson theory. Bald on record consist 7 sub-strategies, classify 46 utterances. The researcher found 3 utterances of bald on record in the opening activity, consist of 1 utterances of offering, 1 utterances of metaphorical urgency for emphasis and 1 utterances of maximum efficiency. Then in the main activity, the researcher found 38 utterances consist of 2 utterances of offering, 1 utterances of metaphorical urgency H for emphasis, 3 utterances of metaphorical urgency for high valuation of hearer's friendship, 11 utterances of

power different, 17 utterances of maximum efficiency and 4 utterances of task or paradigmatic form of instructional. In the closing activity, the researcher found 5 utterances, consist of 3 utterances of farewell, 1 utterance of task or paradigmatic form of instructional and 1 utterance of power different.

The researcher found 58 utterances of positive politeness consist of 10 sub-strategies. The researcher found 16 utterances in opening activity, consist of 6 utterance of notice attend to H, 1 utterance of intensify interest to H, 1 utterance of include both S and H in the activity, 1 utterance of use in group identity marker, 1 utterance of seek agreement, 2 utterances of joke, 1 utterance offer promise and 3 utterances of give gifts to H. In the main activity, the researcher found 38 utterances consists of 11 utterances of use in group identity marker, 4 utterances of seek agreement, 1 utterance of give (or ask for) reason, 6 utterances of joke, 9 utterances of offer promise, 1 utterance of notice attend to H, 3 utterances of give gift to H, 2 utterances of include both S and H in the activity and 1 utterance of be optimistic. In the closing activity, the researcher found 4 utterances, consist of 1 utterance of joke, 1 utterance of notice attend to H and 2 utterances of include both S and H in the activity.

The researcher found 6 utterances of negative politeness consist of 2 sub-strategies. In the opening activity, the researcher

found 2 utterances, consists of 2 utterances of be pessimistic. The researcher found 4 utterances in the main activity, consist of 1 utterance of be pessimistic and 3 utterances of question hedge. In the closing activity, the researcher has not found this strategy in the closing activity.

The researcher found 4 utterances of off record strategy that consist of 2 sub-strategies. In the opening activity, the researcher has not found the utterance. In the main activity, the researcher found 1 utterance of be incomplete, 1 utterance of displace H and 1 utterance of give hints. In the closing activity, the researcher found 1 utterance of be incomplete.

The highest data of politeness strategies found in the second English teacher was maximum efficiency of bald on record. It was found with total 18 utterances. The teacher used maximum efficiency as 1 times in opening activity and 17 times in main activity.

B. Discussion

This part presents the discussion of the research findings. There was one research question proposed in this study and discussion only focuses on it. As mentioned in the previous chapter, to find out the types of politeness strategy and sub-strategy by English teachers' utterances in the English

teaching learning process. Then the researcher found the most dominant politeness strategies by English teachers on teaching learning process.

The researcher used Brown and Levinson theory about politeness strategies to describe kinds of politeness strategies that found in English teachers. From the research finding, the researcher found several politeness strategies by English teachers. Those finding discussed by Brown and Levinson theory about politeness strategy, as below:

In the previous section of the chapter, it was mentioned that there were 239 data which have been identified as politeness strategies. In the research finding, there were 4 politeness strategies found in English teachers' utterances on the teaching learning process at SMA Negeri Colomadu. They were bald on record, positive politeness, negative politeness and off record.

Table 4.3
Total Number of Data for Each Teacher.

Politeness Strategies	Frequency Teacher I	Percentage teacher I	Frequency Teacher II	Percentage Teacher II	Total Frequency	Total Percentage (%)
Bald on record	66 utterances	53%	46 utterances	40%	112 utterances	47
Positive Politeness	43 utterances	34%	58 utterances	51%	101 utterances	42
Negative Politeness	11 utterances	9%	6 utterances	5%	17 utterances	7

Off record	5 utterances	4%	4 utterances	4%	9 utterances	4
Total	125 utterances	100%	114 utterances	100%	239 utterances	100

From the data above, there is a difference in data between the first teacher and the second teacher. The use of politeness strategies by first English teacher was dominated on bald on record strategy with total frequency 112 utterances. Meanwhile, the use of politeness strategies by second English teacher was dominated on positive politeness strategy. The total data from the two English teachers found that bald on record had the highest number.

Types of politeness strategies found in first English teachers' utterances, total 125 utterances, consist of 66 utterances on bald on record, 43 utterances on positive politeness, 11 utterances on negative politeness and 5 utterances on off record. The use of politeness strategies was dominated by bald on record strategy.

Types of politeness strategies found in second English teachers' utterances, total 114 utterances, consist of 46 utterances on bald on record, 58 utterances on positive politeness, 6 utterances on negative politeness and 4 utterances on off record. The use of politeness strategies was dominated by bald on record strategy.

The use of politeness strategies by first English teacher from opening until closing activity was dominated on bald on record strategy with 66 data. Bald on record strategy is related with directness. Directness is usually used by speakers who have a higher status than the listener. Therefore, bald on record commonly spoken by a speaker who is in a higher or more powerful position than the listener. The use of the bald on record strategy is shown when the teacher said the command to the students. By applying this strategy, the speaker makes it simple for the listener to understand what they mean, helping to avoid misunderstandings.

The use of politeness strategies by second English teacher from opening until closing activity was dominated on positive politeness strategy with 58 data. Positive politeness is aimed to emphasize the hearer's positive face, to satisfy hearer's positive face in some respect (Brown and Levinson, 1987: 72). It is reflected when the teacher called the students with second person plural pronoun, like "*mbak*" or "*mas*". For the example, in data first meeting "T : Through *itu artine apa mas mbak?*". In this context, by called the students with second person plural pronoun, the relationship between teacher and students are closed. Other example when the teacher gave the joke, "T : *Ini korban ghosting gitu*". By giving the joke to his students, the relationship between the teacher and students more closer.

The total of research finding from two English teachers were 239 data with the percentage from bald on record 47%, positive politeness 42%, negative politeness 7% and off record 4%. There is a difference in data

between the first teacher and the second teacher. The data were most frequently from first teacher was bald on record that found 66 data. The data from second teacher, most frequently was positive politeness that found 58 data. The total data from the two English teachers found that bald on record had the highest number.

The findings in this study are not the same as previous research studies where in this study there are differences in data dominance, where the first teacher is dominated by bald on record strategy and the second teacher is dominated by positive politeness strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result that has been obtained and analyzed, the researcher was found the types of politeness strategies by two English teachers in English teaching learning process at SMA Negeri Colomadu in the academic year 2022/2023 by Brown and Levinson theory. The conclusion of this research can be seen as follow:

First, the first English teacher used all of politeness strategies, they were bald on record, positive politeness, negative politeness, and off record in the English teaching learning process during two meetings. Types of politeness strategies found in first teacher, from the total 125 utterances. The researcher found 66 used bald on record with percentage 53%, 43 used positive politeness with percentage 34%, 11 used negative politeness with percentage 9% and 5 used off record with percentage 4%. Meanwhile, there are 114 utterances found that used by second teacher during two meetings, they were 46 utterances used bald on record with percentage 40%, 58 utterances used positive politeness with percentage 51%, 6 utterances used negative politeness with percentage 5% and 4 utterances used off record with percentage 4%.

Second, the use of politeness strategies by first English teacher was dominated on bald on record strategy, the researcher found 66 times of this strategy. Bald on record strategy is related with directness. Directness is usually used by speakers who have a higher status than the listener. The teacher used bald on record to command the students in the class. And the use of politeness strategies by second English teacher was dominated on positive politeness strategy. The teacher wanted to satisfied the students' face in some respect. It was showed when the teacher called the students with second person plural pronoun with "mbak" or "mas". In this context, by called the students with second person plural pronoun, the relationship between teacher and students are closed. Other example when the teacher gave the joke to students. By giving the joke to his students, the relationship between the teacher and students can be more friendly and the situation of the class get more interactive.

From the total of the data on the table on the research finding, there are bald on record 112 data with percentage 47%, positive politeness 101 data with percentage 42%, negative politeness 17 data with percentage 7% and off record 9 data with percentage 4%. The research finding were 239 data.

B. Suggestions

Based on the conclusion, the researcher would like to give suggestion as follow:

1. For teacher

The teacher during the lesson should be clear and easily utterances to be understood. In addition, how the way the teacher giving materials and managing the class through the language used by the teacher in the classroom is able to influence the students' characters in life.

2. For students

This research can be an additional reference for the English student especially for linguistic students.

3. For other researcher

The researcher suggests to the next researchers to conduct studies by obtaining data from different contexts and situations, such as in result seminar. The researcher also suggests the next researchers to use more theories in analyzing the data.

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APPENDICES

Appendix 1: Transcript Recorder the English Teacher 1

Teacher: Mrs. Atikah S.Pd.

Class: X 3

Date: Friday, May 5th 2023

Time: 10.15 – 11.00 and 12.15 – 13.00 WIB

Place: SMA Negeri Colomadu

T: Teacher

S: Student

FIRST MEETING

T: Assalamualaikum. (sambil berjalan masuk kelas)

Ss: waalukumussalam.

T: jam nya bu guru kan?

Ss: ya..

T: oke. Eh ayo-ayo! Duduk nya yang baik. Yok duduk yang baik.

Ss: (mulai duduk di kursi nya masing-masing).

T: dah duduk semua? Hape nya ditaruh dulu, hape hape hape, hape nya ditaruh. Sudah ditaruh? Trus tak absen. Taruh dulu hape nya.

Ss:

T: sudah ditaruh hapenya?

Ss:

T: okay, assalamualaikum warahmatullahi wabarakatuh.

Ss: waalaikumussalam warahmatullahi wabarakatuh.

T: gimana kabarmu? sehat?

Ss: sehat.

T: sehat ya. Hape sudah ditaruh. Tadi habis pelajarannya siapa?

Ss: bu dewi.

T: bahasa Indonesia? Tadi belajar apa?

Ss: geografi.

T: Tak absen dulu.

(The teacher started called the student one by one to check their attendance).

T: oke, baik perhatikan! Nanti di... apa namanya itu, waktu mu di kelas 10 itu cuma tinggal sebentar. Kan mei ini kan, nanti akhir mei sudah ujian kenaikan kelas. Jadi nanti materi nya bahasa inggris tetap sesuai dengan modul, menyesuaikan. Kemudian nanti kamu tetap mengikuti pembelajaran dengan baik. Terus nanti masalah nanti kelas sebelas nya nanti gimana bu, pakai sistemnya apa, nanti menunggu informasi. Pasti kalau sudah ada kejelasan dan di datangkan dari pihak kurikulum nanti akan disampaikan. Entah bentuknya rumpun atau apa, seperti itu ya. Yang jelas kalau yang namanya kurikulum merdeka ya pasti nya kamu yang memilih ya, bukan dari sekolah yang memilihkan. Mungkin sistemnya beda dengan IPA IPS atau bagaimana. Tapi kamu sudah punya belum bocoran atau gambaran? Keluarnya seperti apa, sudah?

Ss: sudah.

T: sudah punya? Seperti apa?

Ss: pake rumpun-rumpun.

T: pake rumpun-rumpun itu ya? Rumpun nya ada maple-mapel nya ya, jadi tidak semua mapel tidak dipelajari ya. Mudah-mudahan bisa seperti itu karena kan kalau kamu belajar 16 mapel, tidak khusus yang memang kamu minati, itu kan jadi nya belajar nya juga gak semangat ya. Seperti bahasa inggris kan tidak semua orang minat bahasa inggris juga. Tapi kan bahasa inggris kan memang uh...harus dipelajari untuk ini lho nanti pas kuliah banyak buku-buku dari dosen yang berbahasa inggris, kayak gitu ya, jadi nanti kan itu dibutuhkan untuk memahami materi nya, sebetulnya seperti itu. Kemudian kalau istilah-istilah di dalam computer dimana-mana pakai bahasa inggris kan ya?

Ss: ya..

T: jadi kalau bisa kan kamu juga lebih senang lebih enak, gitu ya, oke ya?

Ss: ya.

T: ya. Disini yang ikut dan sudah dapat gelang pensi berapa orang? X 3. Yang pensi nawasena, tiket?

Ss: belum bu

S1: kayaknya besok tunggu pas hari h, nanti kita ngasih kwitansi.

T: sudah dibagikan (nada bingung dan ngasih tau).

Ss: kata nya hari ini, tapi gak tau.

T: dari kemarin sudah dibuka kok. Dua hari di lobi, setiap sore.

S1: ga ada i.

S2: lho ada, tapi ga dikasih tau bu.

T: gelang nya. Yang untuk ticketing nya untuk kamu masuk.

S3: ono Gas, ono.

T: jadi belum ada satupun yang dapat?

S1: belum

S2: ga dikasih tau o bu.

S3: ga disuruh, ga dikasih tau.

T: iya, dibuka dari hari apa itu kok. Itu nanti tiket untuk kamu masuk lho. Nanti masuknya pintu nya sebelah sana ya.

Ss: ya.

T: sing gerbang masjid, gerbang sini tutup nanti. Terus tidak boleh di kelas juga nanti ya. Pokoknya ikutin aja. Tapi X 3 banyak yang ikut?

Ss: enggak.

T: berapa orang?

Ss: ga semua.

T: 20 ada, 20?

Ss: lumayan.

T: kok ga mensupport sih kegiatannya smancol? Kamu kan murid smancol. Mosok sama pensi nya ga mensupport, gimana sih?

Ss: mahal.

T: ha? Mahal? Mahal piye to? Gur 80ewu kok.

Ss: kalo 50 gapapa bu.

T: yak an itu untuk keperluan artis nya dan lain-lainnya. Tapi tidak dipaksa ya, saya juga ga marah, enggak. Kan ga mengharuskan juga, cuma menanyakan aja. Nanti besok uh... apa namanya, banyak penampilan, cah. Penampilan-penampilan semua yang besok tampil itu dari ekstra-ekstra itu semua pakai kostum yang totalitas, jadi

gak yang asal-asalan. Jadi banyak banget, dari seni tari, dari pasukan ini aja dari PBB nya yang mau diperformkan adalah PBB variasi jadi bukan PBB biasa. Kemudian dari pencak silat, kemudian dari paduan suara. Paduan suara kalau yang megang sudah pak Puput sudah keren pokoknya.

S: tapi baju nya itu bu, apa namanya, hampir mirip kayak panitia tapi...

T: gapapa, sing penting kan membuat to, ngko mbok nggae sekolahan ya. Gitu ya. Jadi semangat. Tapi saya ada uh... niatan yang tampil di hari it utu tampil lagi di hari senin gitu lho, jadi biar yang senin itu yang ga ikut bisa melihat penampilan ekstra nya gitu lho.

Ss: tapi waktunya gimana bu.

T: semua nya, semua nya nduk, ga cuma seni tari. Yang lain-lain maksudnya juga bayar sendiri.

Ss: yang ga pake kostum nanti gundul-gundul pacul sama (terpotong).

T: wis rapopo, mosok yo ra ragat blas sekolah. Berapa iurannya?

Ss: itu ga iuran, cuma seadanya aja.

T: ya malah bagus kayak gitu.

Ss: classmeet nya nanti ngapain aja bu?

T: enggak, gak ada. Ga jadi ada classmeeting. Ga jadi ada lomba. Jadi cuma di minggu itu penampilan-penampilan dulu. Trus siang sampe sore nya yang dari... uh... apa namanya, yang dari artis. Trus senin nya itu acara pelepasan pagi nya kelas 12 trus habis pelepasan gelar karya, trus lanjut penampilan-penampilan dari PMR, dari ambalan dan dari Rohis, dan dari kelas-kelas. Itu ceritanya.

Ss: Cuma hari senin ya bu?

T: iya, hari senin aja. Kenapa to?

Ss: semangat nggarap...

T: oh, we mengharap hari liyane to?

Ss: iya bu..

T: ih, nakal banget. (jokes).

Ss: hari rabu bu.

T: oh we mengharapkan rabu? ben ora ulangan ngono? (laugh)

Ss: ya...

T: makanya harus itu, kalau nanti sudah kuliah atau melanjutkan kamu harus ambil jurusan yang memang sesuai dengan kesukaanmu. Jadi bener-bener menggeluti hanya khusus pelajaran-pelajaran yang kamu sukain saja, bidangnya itu lho ya. Kalau di SMA kan masih umum. Belajarnya sampai 16 mapel kan ya?

Ss: ya.

T: oke baik. Perhatikan! Sekarang modulnya disiapkan di meja masing-masing, modul. Sudah?

Ss: sudah.

T: ya pokoknya tetap saya jelasin. Oiya yang mbak ppl dulu itu apakah yang materi imperative? Halaman 6, coba dilihat halaman 6. Sudah ketemu halaman 6?

Ss:

T: yang mbak ppl yang imperative ini sudah?

Ss: sudah.

T: sudah dijelaskan?

Ss: (rame sendiri)

T: sudah dijelaskan? Halo...

Ss: sudah...

T: ada latihan soal?

Ss: sudah.

T: sudah ini, latihan soalnya?

Ss: sudah.

T: sek sebentar, dengarkan. Imperative itu kalimat perintah, ada 2 yang perintah sama larangan. Kalau yang perintah kan langsung verb 1. Kalau yang adjective ditambahin 'the' kan. Kalau yang larangan ditambahin apa?

Ss: don't.

T: don't. Don't nya ga boleh disingkat 'do not' ya. Harus 'don't'.

Ss: ya..

T: ya, terus latihan soalnya sudah dikerjain dan dibahas?

Ss: sudah.

T: sama ppl yang dulu?

Ss: belum dibahas tapi sudah dikerjain.

T: sudah ada penugasan?

Ss: sudah.

T: tugas, maksudnya ini lho. Oiya yang ngerjain ini yang di suruh bu Atikah ya?

Ss: enggak, sama ppl.

T: ppl juga?

Ss: iya.

T: trus ada tugas atau ulangan dari ppl nya yang imperative?

Ss: enggak.

T: tapi sudah dijelasin ya?

Ss: iya.

T: oke. Karena waktunya mepet tinggal minggu ini, minggu depan, minggu depannya lagi paling sudah PAT ya? Penilaian Akhir Tahun bagi summative ya. Oke baik, saya kira ini sekilas saja. Ini yang biasa dipake di teks procedure ya.

Ss: (berisik sendiri).

T: halo! yang dipake teks apa?

Ss: procedure.

T: itu biasanya banyak menggunakan imperative. Sekarang yang analytical exposition. Buka halaman 7. Ini sudah dijelasin sama ppl nya juga?

Ss: belum...

T: sekarang dengarkan, bu Atikah mau menjelaskan dengarkan ya.

(OSIS masuk minta izin dan bu Atikah keluar untuk minta tanda tangan).

(siswa-siswi mulai berisik dan tidak kondusif)

T: perhatikan! Sekarang semua hape ditaruh lagi. Fokus ya, dengarkan. Bahasa inggris itu di dalam pelajaran bahasa inggris kan ada berbagai macam teks to? Yok yang bisa menyebutkan contoh teks nya apa saja?

Ss: procedure.

T: procedure, apa lagi?

Ss: narrative.

T: narrative, apa lagi?

Ss: descriptive.

T: descriptive, apa lagi?

Ss: exposition.

T: exposition, yak. Nah ini disini kamu belajar yang namanya analytical exposition. Apa...?

Ss: analytical exposition.

T: ya. Ini SMP belum pernah, SMA juga baru ini kamu kenal. Nah perhatikan. Semua penjelasan di modul sudah saya pakaikan bahasa Indonesia. Tujuannya biar kamu gampang mempelajari. Bukan bahasa inggris ya. Teks analytical exposition itu adalah teks yang isinya menjelaskan pendapat dari penulis disertai argument yang mana penulis itu pengen mempengaruhi pembaca supaya setuju dengan pendapatnya. Yok diulangi, iso ra?

Ss: banyak bu..

T: iso ra? Yo bahasa ne ra kudu podo karo bu guru ya. Teks yang isinya...?

Ss: argument dari penulis...

T: hoo,dari penulis tentang suatu topik....?

Ss:untuk mempengaruhi pembaca...

T: untuk mempengaruhi pembaca...?

Ss:agar setuju melakukan pendapatnya.

T: agar setuju melakukan pendapat itu. Paham ya?

Ss: ya.

T: yak, contohnya kan sudah ada. Kalau strukturnya, teks nya, itu kamu cukup tau, gaperlu sing hafal yang penting tau. Oh teks analytical exposition itu terdiri dari thesis, thesis itu isinya pengenalan dulu apa yang dibahas. Lalu argument, argument nya itu apa apa apa. Kemudian reiteration itu isinya apa, kesimpulan. Yok diulangi, isinya apa pertama?

Ss: thesis.

T: ya, di thesis tadi apa?

Ss: pendahuluan.

T: pendahuluan. Kemudian argument?

Ss: pendapat.

T: pendapatnya. Lalu setelah itu reiteration?

Ss: kesimpulannya.

T: kesimpulannya. Contohnya sudah saya beri, simpel. Disitu halaman 10 cek halaman 10. Sudah ketemu halaman 10?

Ss: sudah.

T: the importance of having breakfast. Coba ditirukan semua.

Ss: the importance of having breakfast.

T: apa artinya?

Ss: pentingnya sarapan.

T: pentingnya sarapan, oke baik. Dengarkan uh... disini penulis berusaha memaparkan pendapatnya bahwa sarapan itu apa...?

Ss: penting.

T: penting. Nah tapi kamu boleh setuju atau tidak itu pendapat pribadi. Tapi disini penulis mengatakan bahwa uh... sarapan itu penting. Coba paragraph pertama itu gampang bisa kita terjemahkan bersama. In a busy morning, people tend to skip their breakfast, artinya apa?

Ss: di pagi hari yang sibuk...

T: di pagi yang sibuk...

Ss: ...orang-orang...

T: banyak orang cenderung...

Ss & T: menghilangkan sarapan mereka.

T: actually they are many benefits of having breakfast. Sebenarnya... (membiarkan siswa mengikuti rekaman)

Ss: ada banyak...

T: ada banyak...?

Ss: manfaat dari sarapan.

T: manfaat dari sarapan. Here are two reasons why is it important.

Ss: disini ada dua alasan...

T: disini ada dua alasan kenapa itu penting. Nah disitu trus dipaparkan tuh, itu kan thesis nya lalu ada argument, kemudian ada reiteration nya. Pahami ya?

Ss:

T: yak, saya ada 3 contoh teks analytical exposition. Waktu PJJ tak kasih tugas, ini mau saya koreksi dan saya nilai. Kemudian ini mau saya bentuk kelompok. Nah kelompoknya nanti adalah belajar membaca dulu 3 teks. Kamu harus meluangkan waktu untuk belajar membaca teks nya, paham ya? Kalau tidak dikasih waktu untuk belajar meluangkan waktu saya kasih waktu di kelas, saya yakin kamu ga akan dengan ikhlas langsung belajar sendiri membaca teksnya. Bagi yang merasa ga tau artinya nanti bisa tanya ke temen kelompok nya itu ya.

Ss: diartikan bu?

T: bukan diartiin, saya ga nyuruh. Saya nyuruh belajar inggrisnya. Belajar membaca inggris nya uh... tak kasih kasih nanti tak random berapa untuk membaca. Harus bisa membaca bahasa inggris nya, paham ya? Nanti baru berikutnya, tugas berikutnya, dengarkan. Saya ketika memberi tugas menerjemahkan itu uh... selalu dilematis karena anak-anak sudah menggunakan teknologi canggih untuk ditranslate jadi kamu nanti tinggal pake google lens, ya apa iya?

Ss: iya..

T: tapi jujur, ada gak yang menggunakan metode translate nya yang by word, yang kata per kata, jadi tidak google lens jadi kamu hanya tinggal langsung nulis terjemahannya. Tapi kamu cari kata sukarnya, seperti yang dulu saya pernah ngajarin terjemahin yang procedure itu lho. Terus kata sukarnya dipisah, ini tetap bersih teksnya, lalu belajar diterjemahin, dirangkai gitu. Ada gak yang pernah atau sering melakukan itu di kelas ini kalau dapat tugas memahami bacaan, ada gak?

Ss: saya bu, cuma beberapa kata aja...

T: iya, bukan terus semua nya satu teks. Ya, yang bagus gitu belajar nya. Evelin ya. Ada lagi? Gapapa jujur, ada lagi?

Ss:

T: gak ada? Ya okay. Kamu harus punya keinginan, aku itu senengnya di bidang apa, mau tak gelutin, gitu ya. Tapi jangan di bidang games hape ya. Pada main apa biasanya itu?

Ss: PUBG, Mobile Legend, FF.

T: mobile legend itu masih? Gitu ya? masih ya? Itu cowok cewek sama suka main game itu?

Ss: ya, tapi kebanyakan cowok, kalo cewek juga ada.

T: tapi juga ada ya (laugh). Harus dikurangi ya sedikit waktunya untuk belajar. Ini tahapnya saya bentuk kelompok tapi terus belajar membaca, disuarakan jangan dibatin suara nya. Kemudian berikutnya apa, dengarkan. Kebetulan buku masih saya pegang, nanti pas sudah saya nilai saya kembalikan. Nanti seperti biasa saya

mengambil dengan metode itu. Menceritakan isi dari teks nya, kamu pahami, kamu pahami dulu ya. Kamu pahami dulu pakai yang kamu kerjain isi teksnya, misalnya nanti menceritakan ini teksnya berjudul tentang pentingnya sarapan. Disini penulis menjelaskan keuntungan-keuntungan dari sarapan. Uh... disini penulis mengatakan bahwa ketika belajar di sekolah dan kita belum sarapan maka konsentrasi belajar juga akan berkurang. Dijelaskan tapi tidak, apa namanya, tidak harus sesuai dengan translate nya. Tapi translate mu itu untuk belajar. Pahami ya?

Ss: (mengangguk)

T: paham. Metode pembentukan kelompoknya pake menyebutkan angka ya. Jadi yang membentuk kelompok saya. Soalnya kadang to cah...

Ss: sek tak pindah sek.

T: ojo, ojo pindah. Lha ngopo lho ndadak pindah-pindah. Rasah pindah. Sama siapa saja oke gitu ya. Bisa ya? Semangat ya?

Ss: ya.

T: eh tak kasih tau, kan kadang-kadang saya dicurhati anak-anak kalau yang misalnya kelompok yang bentuk temannya sendiri itu kadang-kadang dia gak dapat temen gitu. Jadi akhirnya yang bentuk dari bu Atikah tapi nanti dapatnya itu ya sudah diterima gitu ya. Kalau pake angka kan random ya, jadi harus bisa semuanya. Gitu ya?

Ss:

T: ini gak jadi pulang pagi, kemarin kan banyak yang... (terpotong suara berisik siswa).

T: tapi nanti disterilkan tempatnya. Jadi nanti ada pengumuman kelulusan jam 5 kelas 12. Terus pengumumannya kan online dan tidak menghadirkan siswa. Cuma kan khawatir kalau ada anak-anak yang sengaja berkumpul dan mau konvoi, coret-coretan, jadi bu Atikah jaga disini sama banyak guru terutama waka, aswak, aswak itu asisten waka gitu ya. Sampai kondisi aman dan dari polsek juga dihadirkan disini untuk menjaga keamanan. Kalau kamu masih kelas 10, masih kecil-kecil ya, karena kamu masih kecil jangan neko-neko. Ga usah pacaran yang aneh-aneh ya.

Ss: (laugh).

T: jadi uh... apa namanya, trus banyak yang bilang, bu katanya besok ga pelajaran, lha kan pengumumannya dibuat sore jam 5 dan online jadi tidak masalah gitu ya. Gitu ya. Tapi nanti, oh iya, untuk yang pensi yang misalnya besok berubah pikiran 'ah aku pengen datang, ikut' nanti tiketnya dibuka yang on the spot ya. Dibuka di depan pintu gerbang 2 jam pas open gate di jam 7 sampai setengah 9 sama jam 12 sampai setengah 1 ya. Nanti banyak yang seru permainannya, apa, penampilannya.

Ss:

T: oke sekarang berhitung ya. Nanti nomor 1, sek sek bentar dulu. Yang masuk berapa dulu, tak buat uh... berapa kelompok. Yang masuk berapa orang ini ya? Diitungke.

S1: (mulai menghitung siswa yang di kelas). 26

T: 26?

S2: 23.

T: piro, Bastian?

Ss: (menghitung lagi).

S3: 25 yo.

Ss: 25.

T: ya, bagi jadi 5 kelompok. Setiap kelompok 5 orang. Berhitungnya sampai 5, oke ya? Mulai dari sana. Satu.

(masing-masing siswa mulai berhitung 1 sampai 5 untuk membentuk kelompok).

T: oke kelompok 1, kelompok 1 disini. Kelompok 2 disini. Kelompok 3 disini. Kelompok 4 disini. Kelompok 5 di belakang. Silahkan cepat berkumpul sesuai kelompoknya.

(para siswa mulai berkumpul di kelompoknya masing-masing).

T: sambil saya nilai ini. Ingat ya, belajar meluangkan waktu untuk membaca ya.

(para siswa mulai berkumpul di tempat masing-masing kelompok dan mulai bekerja sama serta bu Atikah kembali ke tempat duduknya untuk mengoreksi tugas siswa sebelumnya).

T: ayo tidak ada yang megang hape, karena membaca. Jadi saling mengajari. 3 teks nya itu dipakai untuk belajar membaca semua. Pahami ya?

S: (mulai sibuk dengan kelompoknya masing-masing).

(setelah beberapa menit)

T: ini mana suara nya membaca? ya Allah, kok tidak ada?

Ss: (mulai membaca suara yang lebih keras).

(guru mulai mengembalikan buku ke siswa).

T: yesa! ini yang tugas. (mengembalikan buku tugas).

S1: bu aku dikasih serratus ya bu.

T: kasih apa?

S1: seratus.

T: o.. yo tergantung tugase. Lha wong iki gur ngumpulke present eh gur ngumpulke anu tok. Iki sopo iki ra eneng teks e. Leo, tugas mu mana? Kok cuma yang ini tok? Padahal kan ada yang teks 1, teks 2, teks 3, sama jawabannya juga, mana?

S2: mana to bu?

T: maksudnya kan teks nya ada 3.

S3: bukannya ada 2 bu?

T: yang itu yang having breakfast itu sama yang latihan soalnya.

S2: kurang yang mana bu?

T: banyak. Ini lho temenmu. Ini yang sarapan, yang ini, yang ini sama ini. Nah nek ini bener. Ardian?

S2: ikut acaranya itu bu.

T: ya, bawain. Taruh meja nya. (memberikan buku milik Ardian).

S2: ini kurang yang mana bu?

T: kurang, sing okeh no. Sing halaman kui lho, takono koncomu. Itu kamu baru ngerjain 1 tok.

S2:

T: Christian!

Ss: ga masuk.

T: (mulai mengoreksi lagi) iki yo podo, dudu iki. Bukan ini. Ndi Bastian? Bastian, ndi tugasmu? Dudu iki. Mas, Christian duduk nya mana?

S4: yang mana to bu?

T: piye to, takono kancamu sek.

S4: tugase sing ndi?

S1: iki lho.

T: okehno. Iki lho, iki lho, sing wis tak kumpulke iki lho.

S4: diterjemahin gitu to bu?

T: he'em. Karo dijawab soale. Silvia!

S4: tak kiro gausahe.

T: alah lha wong aku e ngshare tugase ning kowe og malah kowe ra nggarap.

S5: bu, bizi (busy) tu bacane bizi bu?

T: bizi (busy), ho'o bizi. Namamu sopo nduk? Kamu aktif lho nek bahasa inggris.

S5: silvia.

T: algusta! Mana algusta?

S6: bu kemarin hari jumat ga masuk bu karena... (terpotong).

T: lha wong itu tugas online kok. Alesan.

S6: oh..ga tau bu.

T: yo berarti rung nggarap.

S6: masih mudik og bu.

T: adam!

S6: yang ini to bu?

T: ho'o.

S6: belum tak kumpulin og bu.

T: oh... Adam!

S6: tak masukin sini ya bu.

T: he'em taruh situ aja. Sini-sini tak nilai ne. Tungguin sekalian. Lha iki uwes no, iki, iki, kurang tapi.

S6: belum tak terjemahke og bu.

T: kurang, nyo. Tapi nyo rapopo. (memberikan buku) Sopo jenenge? lali aku.

S6: refaldo. Absen 30.

T: refaldo. Bagus udah komplet og.

S6: 80 tok to bu?

T: hei.. lengkap kok. Lengkap ya 80.

S6: 90 lengkap.

T: tugas kok.

(mulai mengoreksi lagi)

T: yo iki yo komplet ki. Irfan!

Ss: dispen.

T: taruh ke meja nya. Mas refaldo, (punya) Irfan, taruh meja nya.

Ss:

T: gracia!

Ss: (silent)

T: gracia!

S7: iya bu, sebentar.

S2: yang ini?

T: ho'o yang itu. Bentar, bentar, ho'o yang itu.

S7: ini udah bu?

T: ho'o, sudah.

(mengoreksi lagi)

T: iki komplet ki. Uh.. Redista! Mana Redista? Redista komplet ki.

Ss: (maju ke depan).

T: ini kamu ngerjainnya di kertas. Kamu tetep ga komplet tapi ngerjain.

S2: lepas og bu. Uдах bu?

T: iya, sopo mau?

S2: Leo.

T: leo.

(mengoreksi lagi)

T: Zahra! Mana Zahra?

Ss: dispen.

T: tempat duduk nya mana? Kasihkan ke meja nya.

(mengoreksi)

T: rika!

Ss:

T: andini!

Ss:

T: apriliya!

Ss:

T: sudah dipelajari lho, harusnya lho. Christabel!

Ss: dispen.

T: tempat duduknya mana Christabel?

Ss:

T: Audrey!

Ss: dispen.

T: Fero! Mana?

Ss:

T: fadil!

Ss:

T: nadia!

Ss:

T: naraya! Eh nataya to? Tak celuk e naraya. Koyo merk makanan wae.

Ss:

T: hepi!

Ss: dispen.

T: tempat duduknya mana, hepi?

Ss: mana bu? (mengambil buku nya Hepi).

T: Taniya!

Ss:

(Anak OSIS masuk, meminta izin untuk mengambil waktunya).

T: sudah ya, ini sudah jam nya sholat ya. Nanti dilanjutin nanti lagi ya.

Teacher: Mrs. Atikah S.Pd.

Class: X 3

Date: Friday, May 12th 2023

Time: 07.00 – 08.30 WIB (2JP)

Place: SMA Negeri Colomadu

T: Teacher

S: Student

SECOND MEETING

T: Assalamualaikum warahmatullahi wabarakatuh

Ss: waalaikumussalam warahmatullahi wabarakatuh

T: baik, saya absen ya.

(guru mulai mengabsen siswa)

T: Perhatikan! Nanti uh... ulangnya majunya acak ya, tidak dari atas, tengah atau bawah ya. Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup. Sebatas saya sudah bisa menilai readingmu, cara membacamu, ini benar-benar ujian lisan memakan waktu lama. Tetapi dari pihak saya dan kamu benar-benar banyak yang bisa diambil. Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tiruan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya. Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang 'stop' trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri. Jangan menterjemahkan, ingat jangan apa?

Ss: menterjemahkan.

T: menterjemahkan, ya. Kalau yang menterjemahkan itu pasti ga masuk dengan tema saya. Meskipun terjemahanmu hafal, salah. Paham ya?

Ss: ... (mengangguk).

T: jadi jelaskan isi teksnya menurut pemahamanmu sendiri. Apapun bahasamu saya terima. Maksudnya susunan kalimatmu, apapun saya terima. Yang penting kamu memahami bacaanmu, memahami bacaan itu. Bisa dipahami?

Ss: ... (mengangguk).

T: oke baik. Dan uh... untuk disini karena ulangan maka saya tidak bisa memberikan uh... apa namanya, sedikit toleransi, misalkan ‘saya belum hafal, belum mempelajari yang itu i bu’ gitu ya. Ya... belajar. Ya berarti ga lolos. Kamu belajar latihan untuk ulangan lisan yang kamu benar-benar berjuang sendiri. Suatu saat ketika kamu akan sekolah, tesnya berjuang sendiri gak?

Ss: ya..

T: makanya. Orang tua hanya fasilitator, ya apa tidak?

Ss: ya...

T: semua tetap kamu penentunya, ya. Orang tua hanya mendoakan, memfasilitasi, gitu ya, mensupport gitu ya, semua tetap kamu sendiri. Oke gitu ya?

Ss: ... (mengangguk setuju)

T: yak. Nanti saya sediakan satu kursi disitu, nanti saya panggil. Tapi kalo misalkan bilang “belum siap” masih saya toleransi, oke ya? Misalnya tak panggil ‘ini’, “uh belum siap bu” gitu. Oke tak toleransi. Tapi kalo sampe belum siap semuanya sudah gak bisa ya, tetap tak kasih, tetap tak panggilin. Oke ya? Bisa ya? Sepakat seperti itu?

Ss: sepakat

T: sepakat ya. Ya baik. Sek tak ambil kursi satu.

(mengambil kursi)

T: untuk memanfaatkan waktu... Perhatikan! Untuk memanfaatkan waktu, yang sudah maju... perhatikan dulu, ini ada tugas soalnya.

Ss: ... (diam)

T: untuk memanfaatkan waktu, yang sudah maju ulangan, mengerjakan tugas membuat...itu cah..membuat poster atau apapun dengan menggunakan kalimat imperative, kalimat don’t atau be. Yang menginspirasi atau memberikan semangat atau ajakan yang baik kepada semua orang yang dibutuhkan. Paham ya?

Ss: ... (mengangguk)

T: paham ya. Nanti tak sediain kertas hvs. Ya yang sudah maju buat poster atau apapun menggunakan imperative. Yang bagus ya. Boleh searching, boleh, tapi kalimatnya uh... apa namanya harus... eh gak boleh, boleh searching, gak mau saya, gak jadi, gak jadi.

Ss: lho...

T: lha ngko mesti nirun kalimate. Mesti nirun seko internet garek nggawe postere terus gitu. Setuju gak? Sepakat gak?

Ss: enggak.

T: gak sepakat? Gapapa kita buat kesepakatan kok. Tapi itu tergantung dari niat anaknya sih, kalau dia bisa buatnya totalitas. Nanti karena itu butuh pewarna dan lain-lain untuk... (terpotong karena siswa bertanya)

S: yang mana sih itu?

T: imperative. Yang halaman 6. Yang don't atau be. Misalnya 'don't smoke here', kayak gitu itu kan memotivasi gitu lho. Ya terus, perintah, 'be a good student', tapi dikasih ilustrasi. Paham ya?

S: oh.. ya ya, tau tau.

T: itu tapi yang bagus ya dan minimal 10 tapi gak tak batasin. Iya gak cuma 1 atau 2, minimal 10 dan gak saya batasi yang komen harus berapa, yang prohibition harus berapa. Paham ya?

Ss: ya.

T: yak. Buat kalimatnya tidak boleh searching dari internet, oke? Kalo untuk memotivasi gambar-gambarnya searching boleh. Paham?

Ss: tau-tau.

T: paham ya. Tak ambil HVS dulu. Itu bagi yang sudah selesai. Tapi, kalo yang sudah maju trus ngerjain itu. Jadi semuanya waktunya maksimal. Paham ya? Oke bentar tak ambil kertas.

(mengambil HVS)

T: oke, untuk yang tugas membuat poster itu ada yang keberatan gak? Maksudnya ada yang ingin disampaikan? Mungkin ada yang kesulitan gak bisa nggambar atau apa kan gak bisa tak paksakan.

S: itu nanti diwarnai juga bu?

T: ya, itu kreativitas sih.

Ss: gak bisa nggambar bu.

T: gak bisa nggambar ya. Sek bentar. Kalau di kurikulum merdeka kan memang harus ada itu ya harus ada pilihan. Diferensiasi tugas.

S: pake canva bu.

T: gimana gimana?

Ss: pake canva aja bu.

T: pake canva? Kalo pake canva, kemampuan writingnya tidak bisa saya nilai.

S: nah ho'o bu, ya bu.

T: iya lah kemampuan menulisnya gak bisa saya nilai. Gini aja, gini aja, yang kesulitan nggambar karena gak bisa, kalau misalkan kamu cari kreativitas yang lain. Sebentar ya, itu imperative, komen, perintah, larangan. Anu aja, misalkan nyari gambar kemudian diprint, digunting gitu gapapa. Ya, paham ya? Ditempelin gitu lho. Kan tugasnya gak harus selesai hari ini. Bisa dikumpulin besok atau misalnya yang baru maju kemudian sudah gak ada waktu yak an berarti ngerjainnya jum'at depan di kelas juga bukan untuk PR. Paham ya?

Ss: ya.

T: yak. Oke. Ada lagi yang mau disampaikan? Jadi kreativitas. Kalau mau membuat bentuk komik itu juga boleh. Jadi kayak ada dialog, kemudian ada kata-kata komennya, prohibitionnya, itu boleh banget. Ada ceritanya gitu lho ya. Paham ya?

Ss: ya.

T: ya. Oke. Seperti itu ada yang mau disampaikan? Atau mau dikasih pilihan tugas lagi selain itu?

S: apa emangnya?

T: kalau ada pilihan tugasnya berarti berdialog dengan satu meja, kemudian maju tapi tanpa teks.

Ss: gak gak gak.

T: pilih yang ini? (nunjuk HVS untuk poster). Atau pilihan berikutnya adalah story, storytelling. Storytelling, ngomong pake bahasa inggris sendiri tapi apa namanya... pilihannya seperti itu. Pake pilihan atau langsung 1 saja?

Ss: langsung 1.

T: 1 aja ya, oke baik. Kalau satu malah sama semua. Saya menilainya juga lebih enak. Tapi toleransi... karena kan gini, tidak semua anak itu bisa menggambar ya. Jadi kan harus...tidak bisa dipaksakan ya. Maksudnya dipaksakan, emang kemampuannya beda jadi tidak bisa dipaksakan, jadi ada toleransi seperti itu. Yang penting disitu yang akan saya nilai di posternya itu adalah poster ataupun komik terserah, bentuknya apapun bebas ya. Kamu punya kreativitas yang penting disitu tu ada kata imperative, kalimat imperative dan kalimat comment nya yang dalam bahasa inggris. Dan bahasa inggris nya pun tidak boleh searching dari hape. Paham ya? Harus kalimatmu sendiri. Bahkan mungkin nanti pas saya nilai, satu persatu akan saya tanyain arti dari bahasa inggrisnya itu untuk memastikan bahwa kamu memahami kalimat itu. Paham ya?

Ss: ya.

T: yak. Semuanya saya lakukan itu adalah cara biar kamu bisa belajar bahasa inggris dan pembelajarannya bermakna, paham ya. Jadi gak yang asal, apa namanya itu, nerjemahin atau apa seperti itu. Oke? Bisa dipahami ya.

Ss: ... (mengangguk).

T: kemudian kalau yang kesulitan atau tidak pintar menggambar maka boleh mencari alternatif seperti itu. Semuanya tetap tergantung dari niatmu mengerjakan tugasnya dengan totalitas. Itu akan kelihatan dari... (terpotong ada mahasiswa s2 masuk untuk observasi).

Ss: ...

T: sudah? Jadi bisa ya dipahami ya tadi 2, apa namanya itu, 2 tugas untuk hari ini sama untuk besok bisa?

Ss: bisa.

T: oke. Yang kertas HVS nya ada disini. Nanti yang misalkan, apa namanya itu, misalkan butuh dan sudah, langsung ambil aja di depan. Tapi kamu cari referensi dulu ya. Referensi atau bayangan mau buat seperti apa posternya, komiknya, atau apapun yang berkaitan dengan tugasnya itu. Oke, bisa dipahami ya?

Ss: bisa.

T: sudah siap untuk ulangan lisannya?

Ss: sudah...siap.

T: dipanggilnya acak dan usahakan untuk bisa uh... pokoknya yang nunjuk bacaannya sama yang mana itu bu Atikah, bukan kalian yang milih. Oke ya? Yak oke.

(kembali ke tempat duduk guru)

T: oh ada yang mau saya sampaikan dulu sebelum ulangan. Coba, ini penting. Coba acungkan jari yang kemarin mengikuti kegiatan sekolah di hari minggu sama senin, 2 hari. Acungkan jari yang tinggi! 2 hari yang 2 hari minggu sama senin ikut semuanya. Minggu sama seninnya ikut semuanya.

(beberapa siswa mengacungkan jari nya)

T: oke baik terimakasih. Terimakasih, terimakasih. Oke baik dengarkan! Yang untuk hari minggu terimakasih sudah mensupport kegiatan sekolah meskipun itu sebenarnya semua kepanitiaan terpisah, tidak masuk dikepanitiaan dari sekolah tetapi. Kemudian bagi yang sudah bersikap baik, berpakaian baik itu terimakasih karena diam-diam saya mengamati penampilan-penampilan anak, performnya, outfitnya gitu ya, yang datang ke sekolah. Itu saya amati kemudian sikap-sikap mereka. Kalau yang di unjuk bakat sama, apa namanya, di hari senin sama di hari

minggu itu memang yang ngotot untuk diadakan. Ya karena saya gak mau sekolah kesannya kalau ada pentas seni hanya seperti tempat untuk melaksanakan konser ya, atau untuk mengundang artis. Tetapi juga disitu untuk mewedahi mereka-mereka yang mau.. uh.. apa namanya, ekskul-ekskul nya kita, semuanya untuk yang non akademik yang bisa digunakan untuk mewedahi minat dan bakat. Coba disini yang kemarin pentas, acungkan jari, entah gelar karya, entah apapun, entah yang unjuk bakat silahkan acungkan jari, yang tinggi, yang tinggi.

(menghitung yang mengacungkan jari)

T: itukan untuk kalau anak-anak mau berkembang menjadi baik itu bu Atikah sebagai guru itu puas banget ya. Maksudnya itu senang melihat anak-anak bisa berkembang di selain yang non akademik, selain yang akademiknya. Gitu ya. Kemudian yang sudah bersikap baik, tidak ugal-ugalan trus pas performnya...opo jenenge cah? Sing bintang tamu ne, sopo jenenge?

Ss: aftershine.

T: aftershine sama sopo?

Ss: pisah ranjang.

T: ya, pisah ranjang. Ya awalnya itu memang bukan dunianya bu Atikah banget ya. Memang seperti itu jogetannya kalau mmm apa namanya, model apa namanya, jenis lagu nya seperti itu? Itu hal biasa?

Ss: ya..

S: jogetan yang gimana bu?

T: yang pada kayak berantem itu lho.

Ss: oh moshingan

T: apa namanya?

Ss: moshingan

T: oh moshing.

S: emang yang cowok-cowok kayak gitu bu, aneh emang, agak lain.

T: emang anu, kayak berantem kayak gitu kalau nanti trus jadi berantem beneran gak?

Ss: enggak.

S: itu kalo kena beneran gitu mungkin anu...

T: tapi kemarin banyak yang kena beneran lho. (exaggerate)

S: yak an kalo sesame temen kan kayak biasa aja.

T: udah biasa aja gitu?

S: bestfriend bu.

T: ya kemudian pada jingkrak-jingkrak. Bu Atikah itu sampe ditarik lho ya sama anak-anak alumni. Terus diajakin pas dj nya itu lho, pas dj nya main. “ayo to sekali-sekali jangan ngurusin kegiatan terus aja” gitu ya, wis aku tetap gak mau, saya gak bisa gak bisa. Saya gak mau bukan dunia saya banget. Tapi saya memahami, mensupport, mendampingi bahkan dari h- berapa sampe pelaksanaan ya selesai, tak damping. Meskipun itu dunianya anak-anak. Kamu ikut joget juga pas dj-dj gitu?

Ss: ikut

T: nggumun ngeti bocah-bocah. Tapi, dengarkan! Yang penting bersikap dan tetap...uh... Cuma yang bikin saya kecewa itu banyak yang melepas jilbab, banyak yang menggunakan pakaian yang kelihatan badannya. Udel nya do ketok ngono. Kamu lihat gak ada yang kayak gitu?

Ss: lihat..

S: banyak.

T: hih sebel banget aku, jane pengen tak tarik, tutupono ngono ya. Itu aurat og diumbar umbar (exaggerate). Yang nari modern dance juga langsung saya ituin ya, langsung saya panggil, “besok lagi kalau pakai kostum kayak gini lagi gak boleh pentas.” Saya nek langsung, memang langsung gitu ya. Trus bocahe nangis, langsung tak peluk, langsung tak bisiki disininya itu lho, “dengarkan saya itu sayang sama badanmu itu lho, dilihat sama cowok seantero raya kayak gini”. Apa yo yang pake rok pendek itu lho yang rok nya segini (nunjuk diatas lutut).

Ss: ho’o ho’o

S: tau-tau, Elga.

T: nek Elga kan jek mending nduk, nganggo celana ne...

S: legingan.

T: ho’o, kan masih nutup. Tur rok nya kan panjang segini (menunjuk dibawah lutu). Lha itu pendek banget og segini (menunjuk diatas lutut).

S2: emang ada bu?

T: ada yo, kan saya mantau ke ruang-ruang yang untuk performnya anak. Kalau di luar sih terserah itu anaknya siapa ya. Kalau di sekolah masih ranahnya guru. Paham ya, paham ya?

Ss: ... (berisik sendiri)

T: halo! Semuanya paham kan?! (exaggerate)

Ss: paham..

T ya. Terus Adam, we ndek ingi ketok udele ra) (joke)

Ss: (laugh)

S3: gak pake baju malahan.

T: tapi kamu harus tau ya. Saya heran aja kenapa tidak semua siswa mensupport kegiatan itu meskipun itu tidak wajib ya. Meskipun dari pihak gubernur melarang pemungutan gitu ya. Tapi heran aja. Malah kemarin dari alumni itu banyak, dari yang kelas 12 itu banyak juga gitu ya. Dan senengnya itu kalau nanti pas ketemu alumni itu pasti mendekat dan nanya-nanya itu yang luar biasa senengnya disitu. Karena apa... sudah melihat mereka sudah tumbuh kembang menjadi lebih baik, menjadi lebih pintar. Nanti suatu saat kamu juga kesini ya, bisa ya? Dan tunjukkan kalau kamu sudah menjadi berkembang dan menjadi lebih baik dari yang sekarang ini, oke, paham?

Ss: ya...

T: trus baru bilang “aku lagi paham sing dimaksud bu Atikah ‘dalam 24 jam itu ada orang yang makek waktunya itu untuk ngurusin dirinya sendiri itu tidak bisa’ tapi ada yang dalam 24 jam seseorang itu hampir kekurangan waktunya karena yang harus dia urusin itu banyak banget, baru paham bu maksudnya itu, baru paham gini gini gini...” seperti itu ya. Baru paham, kenapa... dulu saya pernah cerita saat ada sahabat Rasul yang tanya, apa namanya, bilang ya, ‘didiklah anakmu 25 tahun sebelum dia lahir’ gitu ya. Kan saya sering bilang tuh, sering cerita sama anak-anak itu baru paham gitu ya ketika kamu semakin dewasa. Dan seneng banget kalau ada acara gitu ketika ketemu alumni dan dikerumunin sama alumni, gitu ya, jadi bahagia. Jadi besok kamu juga gitu ya, ya Evelin ya, harus masih ingat, Bastian ya!

S: ya, insyaAllah.

T: oke baik. Ingat! Ulangan lisannya hari ini yang akan saya ambil nilainya cara membacanya... perhatikan! Cara membacanya bahasa inggris di readingmu itu dengan bahasa Indonesia itu berbeda ya. Dan nanti intonasi, pronunciationnya, fluency nya itu saya nilai. Kelancaran, kemudian pengucapan sama intonasinya. Kemudian yang kedua, reading comprehensionnya ya, pemahaman dalam bacaan, jadi kamu jelasin jangan kamu terjemahkan lho ya. Pokoknya saya gak akan bilang, maksudnya “ulangi” gitu enggak. Tapi kalau saya lihat kamu nerjemahin ya nilainya beda sama yang retell, yang menceritakan kembali pakai bahasa nya sendiri. Paham?

Ss: ... (mengangguk)

T: oke baik. Terus nanti ada toleransi kalau belum siap boleh bilang “belum siap” saya ganti orangnya, saya acak. Kemudian kalau saya ini kasih kesempatan untuk siapa yang maju duluan dapat tambahan nilai.

S: oke

T: siapa yang siap maju duluan dapat tambahan nilai. Paham ya. Yak. Terus yang sudah selesai maju, buat poster menggunakan imperative dan tidak boleh searching dari hape. Kemudian kertas HVS nya sudah saya pakai disini. Nanti sejadi-jadinya dikumpulkan. Paham?

Ss: ...

T: maksudnya dilanjutkan minggu depan. Tidak boleh dikerjakan di rumah. Karena yang ini juga penilaian, paham ya?

Ss: ya.

T: siapa yang siap maju duluan? Acungkan jari!

(dua anak mengacungkan jari)

T: oke, Hesti maju. Teks nya dari bu Atikah ya.

(mulai ulangan lisan)

T: kalau mau latihan membaca dan kondisi kelas ramai, diperbolehkan. Karena ramainya karena belajar jadi tidak akan saya marahin, paham ya?

(mulai ulangan lisan lagi)

T: perhatikan! Tolong fokus, itukan namanya teks analytical exposition kan. Jadi kan disitu itu ada apa hayo?

Ss: thesis..

T: ada apa?

Ss: thesis.

T: bukan, bukan di situ, teksnya, tapi di dalamnya itu ada pendapat atau argumennya kan?

Ss: ya.

T: ya, jadi fokus sama di uh... tema yang diangkat sama argumennya.

Ss: ya.

(melanjutkan ulangan lisan)

T: yo, yang sudah maju ambil kertas HVS nya untuk mengerjakan tugas membuat poster atau komik ya. Yang memakai imperative ya. Ayo siapa lagi yang mau maju ayo.

(salah satu murid berdiri)

T: oke Evelin sini.

(mulai ulangan lisan lagi).

T: perhatikan! Ada evaluasi. Perhatikan, ada evaluasi buat yang maju. Trus yang sudah maju langsung itu ya, tidak boleh membiarkan waktunya buat ngapa-ngapain, untuk ini boleh (menunjuk poster). Masih boleh diskusi, masih boleh mencari untuk yang pembuatan tugas. Ini juga tak ambil nilainya.

Ss: (berisik sendiri)

T: Dengarkan! Beberapa temenmu ada yang menambahkan dengan uh... setelah dia membaca trus menjelaskan uh... yang ada di teks kemudian ditambahin dengan argumennya sendiri setuju atau tidak setuju, diperbolehkan, paham ya? Dengan yang ada di teks diperbolehkan. Jadi untuk mengasah kamu bagaimana belajar untuk berpendapat yang ada disitu. Saya itu diperbolehkan untuk menambah nilai aja, saya pengen tau dari kamu, sisi kamu itu menggunakan semua segenap pikiranmu untuk, apa namanya itu, berpendapatnya sama atau tidak seperti itu. Paham ya? Tapi itu tidak wajib, oke?

Ss: ya.

(melanjutkan ulangan lisan)

T: perhatikan! Hari ini batas pengumpulan yang surat pernyataan ya.

Ss: lho nanti malam bu.

T: itu yang di upload to. Berkasnya?

Ss: senin.

T: berkasnya boleh senin?

S2: upload di rumah, trus berkasnya senin bu.

T: enggak, maksudnyaa hardcopy nya itu lho.

S: iya, senin bu terakhirnya.

T: oh senin to? Oh... Alhamdulillah. berarti nanti dikumpulin. Tapi yang untuk di upload hari ini ya?

Ss: ya.

(melanjutkan ujian lisan).

(Setelah beberapa saat, murid-murid mulai berebutan)

T: bareng anu rebutan. (exaggerate)

S2: lha udah 08.30 og bu.

T: lha wong wis tak celuk lho, Bastian ranking 1 ngopo ra maju, yo.

S3: dipanggil aja bu biar gak rebutan.

T: tadi kan udah tak kasih kesepakatan yang sudah siap.

Ss: (mulai ribut sendiri)

(melanjutkan ulangan lisan dengan murid terakhir)

T: Perhatikan, perhatikan, perhatikan! Halo... guys, guys, guys. Duduk yang baik, duduk yang baik.

Ss: (mulai kembali ke tempat duduk)

T: oke baik. Jadi seneng luar biasa, pada tanpa dipanggil, maju. Itu ada nilai sendiri untuk kalian ya. Kemudian penampilannya... Leo bisa duduk?

S: (laugh)

T: jadi seperti itu nanti berlomba-lomba untuk bisa segera maju. Untuk bisa pengen segera ulangan lisan ya, itu satu juga nilai plus ya. Pokoknya kamu yang menentukan di dalam hidup kamu, pilihan kamu itu kamu sendiri, paham ya?

Ss: ya.

T: coba yang belum maju hari ini kita lanjutkan minggu depan. Kemudian minggu depan sama ya meskipun tidak siap, tadi ada yang tak tunjuk teks tapi belum siap dia berusaha untuk sebisa mungkin untuk mempresentasikan, membaca, menjelaskan, memberikan argument tentang teks itu. Jadi nanti yang misalnya yang gak maju hari ini, maju nya minggu depan. Mungkin karena ada tambahan waktu lagi jadi yang minggu depan harus ditambahi dengan... nek yang hari ini kan tidak wajib biar imbanglah sama yang hari ini, paham ya?

Ss: ya

T: ya lah! Kalo hari ini, trus kamu yang belum maju ditambah ada lagi satu minggu dengan yang maju hari ini, ada perbedaan penilaian ya, paham? Yang minggu depan, kamu harus juga memberikan argumenmu tentang argumennya penulis, paham?

S: tau.

T: paham ya. Ada tambahan satu. Semangat... ya! Yang maju minggu depan, semangat ya!

S: kok ada perbedaan nilai bu?

T: kenapa?

S: kok nilai nya beda?

T: bukan beda nilainya. Ada tambahan untuk penugasannya, penambahan dari yang penugasannya, bukan beda. Paham ya?

Ss: paham.

T: ya oke. Tapi tadi yang sebagian hari ini juga sudah, gitu. Ya untuk menyeimbangkan aja karena kan yang hari ini tadi waktunya dari minggu kemarin sudah saya beritau 1 minggu trus ini kan belum selesai, jadi saya tambah 1 minggu lagi untuk belajar. Semua juga buat kamu kok, bukan buat bu Atikah, paham ya?

Ss: ya.

T: kan hanya menambah, nanti biasa nya ada pertanyaan kok dari bu Atikah ya. Kamu setuju apa engga dengan pendapatnya penulis, cuma kayak gitu. Jadi bebas, bebas jawabannya tidak ada yang salah, tidak ada yang benar. Cuma saya pengen kamu berpendapat, kamu berargumen disertai alasan-alasan, contoh-contoh yang menguatkan argumenmu, paham? Bisa dipahami?

Ss: paham, ya..

T: kemudian, minta tolong ini beda sih dari tugas saya. Minta tolong itu disini tugas piketnya jalan?

S: halah...

T: masalahnya mohon maaf ini saya, maksudnya yang di meja guru, ini ada...ini ada plastik apa ini? Ini plastik apa? Ini nanti dibersihkan. Yang kayak kertas-kertas gitu dirapikan. Tapi sudah ada tugas piketnya kan? Coba yang tadi pagi, yang hari ini piket tadi pagi sudah nyapu?

Ss: belum..

T: jujur aja gak tak marahin kok, saya gak marahin cuma ngajarin aja. Yang piket hari ini acungkan jari, yang piket hari ini.

(beberapa anak mengacungkan jari)

T: tadi sudah membersihkan ruangan?

Ss: belum.

T: belum ya. Jadi setiap hari di kelas yang bu Atikah wali itu saya denda kalau yang piket itu tidak piket. Jadi denda dimasukin di uang kas gitu. Jadi ruangan kelas, dan boleh bebas milih mau pagi atau pas pulang sekolah. Jadi pas piketnya besok, pulang sekolah itu bersihin. Kemudian yang di meja guru itu harus rapi sama bersih.

Berlatih untuk menjaga kebersihan dan kerapian itu penting sekali. Paham ya? Oke, bisa, semangat ya!

Ss: ya.

T: berarti itu saja, ada yang mau ditanyakan untuk tugasnya?

S4: ini yang gambar gimana bu?

T: mmm... ini gimana ya, mau dibagikan dulu?

S: bu ada sesuatu, aku sama Hepi mau cerita.

T: boleh, boleh.

S: habis ini bentar dong.

T: habis ini boleh iya.

S: bentar ya bu.

T: oke tetap sama ya, bu Atikah masih membuka waktu untuk siapapun yang pengen cerita, curhat tentang masalahmu tapi kalau soal masalah pacar saya gak mau ya. Soal apapun tetap terbuka buat kalian, bu Atikah teman kamu di sekolah, orang tua kamu di sekolah, tapi memang pantas nya teman karena kita kan seumuran ya.

Ss: setuju.

T: heh we ngerti ora. Aku diarani bodyguard pas pensi kae mosok aku ditakoni ngeneki pas anu... kan saya pake kaos nawasena, pake kaos kembar anak-anak to. Lha trus ngeneki pertamane, “lho kita kok gak dikasih kaosnya?”, lha wong saya bayar sendiri biar kembar anak-anak panitia. Trus “iki murid opo bu guru?” yo aku langsung jawab “hayo murid apa bu guru” aku ngono kui ya (laugh). Pak camatnya juga kayak gitu ya. Trus waktu itu saya juga beramah-tamah kan karena dia kan posisinya membantu sekolah kita untuk mengamankan kan, ya apa tidak?

Ss: ya.

T: jadi kita masih pantas seumuran ya. Oke, jadi saya ada perlu jadi saya ganti, cuma sudah ada beberapa banyak siswa. Jadi mohon maaf mas arga tadi malam tidak kebaca WA nya. Mungkin ketumpuk WA nya anak-anak sama wali murid sama banyak banget karena tugas tambahan saya, sama mbak itu juga mohon maaf agak... sabar gitu ya. Bukan karena gak mau balesin gitu ya, jadi itu ketumpuk-tumpuk, jadi begitu ya. Jadi tetap seperti itu, sampaikan saja ketika saya sudah bersuara keras dan menegur dengan nada tegas artinya memang perlu saya lakukan. Tapi kadang-kadang malah diketawain anak-anak itu yang saya sebel banget itu ya. Saya kan lagi sangar kenapa diketawain, gitu ya. Nanti berarti gak ada yang ngoyak-

ngoyak muterin jumatan ya. Mudah-mudahan kamu tetap tau diri ya meskipun saya gak muterin 27 kelas, pake toa, karena saya ada perlu.

Ss: (laugh)

T: mesti, heran aku, kenapa sih harus nunggu suara bu Atikah. X 8 kui bu guru lagi lewat, “ayo x 8 sudah saatnya ke masjid” itu langsung gruduk gruduk gruduk ngono kui.

Ss: (laugh)

T: kelas 11 yo ngono kui. Nanti saya gak ada, kamu ada atau tidak ada saya tetap tanggung jawab yang non muslim ke atas sama guru nya, yang beragama islam ke masjid jangan nunggu qomat, kemudian yang tidak sholat ke perpustakaan ikut kajian. Paham ya?

Ss: paham.

T: tapi aku khawatir, mesti mengko enek sing ndelik ning kelas. Aku yakin deh. Ya kan?

Ss: enggak bu.

T: enggak? Enggak ya. X 3 enggak ya?

Ss: enggak.

T: bener ya, janji sama bu guru ya. Janji? Janji buat kamu sendiri bukan buat bu guru, oke?

Ss: janji.

T: oke, insyaAllah saya percaya sama kamu. Alhamdulillah agak tenang ada satu kelas sudah janji tidak mau ndelik di kelas. Bastian, kamu nanti jadi mata-mata saya, oke?

S3: siap.

T: kan kamu tak simpen nomernya ya. Terus nanti tak WA ya secara pribadi trus kasih tau siapa aja yang gak sholat nanti dicatet.

(sudah ada guru selanjut)

T: Sudah segitu dulu. Wassalamualaikum warahmatullahi wabarakatuh.

Ss: waalaikumussalam warahmatullahi wabarakatuh.

Appendix 2: Transcript Recorder the English Teacher 2

Teacher: Mr. Marsono, S.Pd

Class: XI IPA 4

Date: Thursday, May 4th 2023

Time: 12.15 – 13.45 WIB (2JP)

Place: SMA Negeri Colomadu

T: Teacher

S: Student

FIRST MEETING

T: Kita mulai ya. Yuk everyone, everybody, we are start for our lesson by replying from my greeting seriously. Assalamualaikum warahmatullahi wabarakatuh.

S: waalaikumsalam warahmatullahi wabarakatuh.

T: thank you. Good afternoon students?

S: good afternoon.

T: how are you today?

S: I am fine, thank you, and you?

T: I am quite well too. Are you tired? apakah kalian lelah?

S: yes..

T: are you hungry?

S: yes.

T: keluwen juga?

S: ya..

T: okay next, I am absent you.

(absensi)

T: yok mbak mas excuse me. Please take your mobile phone. Hape nya ditaruh lagi ya. Hpne ditaruh sek, bapak sudah dapat satu lho. Apa kira-kira mau

ditambah boleh. Pulange, kembalinya satu bulan yang akan datang. Yok hape ne ditaruh dulu ya.

(lanjut absensi)

T: that's all, so one two three four, four students was absent ya.

S:

T: okay before we continue for our lesson, sebelum bapak lanjutkan, sedikit saya kenalkan teman bapak yang ikut belajar kita hari ini. Disebelah belakang paling kanan, itu mister Arga. Bisa dilihat disana.

S: kanan?

T: sebelah kanan nya saya. Beliau masih single nanti boleh kenalan lebih lanjut.

S: oh Linda, Linda.

T: Linda belum laku?

S: hahahaha

T: kebetulan beliau sedang study s2 nya di UMS nanti bisa kenalan lebih lanjut. Terus sebelah tengah. Siapa mbak namanya?

S: sebelah tengah?

M: dia aja pak, saya cuma nemanin.

S: teman kok lupa.

T: ya boleh dong. Yang di sebelah kanan ada mrs. febrina.

S: weh... lha ini febrina.

T: tapi febrina yang ini lahirnya bulan mei kok mbak, gatau nih.

S: hahahaha

T: beliau beliau ini sedang penelitian untuk study mereka, maka mohon bantuannya nanti kalau diperlukan apapun siap nggih? Siap tidak?

S: insyaAllah..

T: nek kalau ga siap nanti bilang ke saya, mas mbak nanti bilang ke saya.

T: yuk, now open your notebook. Buku catatannya kita buka. Don't forget to write day and date, Thursday, May, three or four?

S: four.

T: fourth, two thousand twenty three.

S:

T: masih ingat caranya belajar to?

S: insyaAllah

T: Alhamdulillah. Lama libur jadi lupa belajar. Thursday, May 4th 2023.

S:

T: have you finished?

S: finished.

T: you need ten...you need ten. Chapter ten.

S: ini pak? (memberikan spidol)

T: if your class don't have a marker, you can take the marker in my table on the office ya. Ada banyak sekali, nanti boleh minta ke saya ya.

S: ya..

T: the title is learn English through by song.

S1: ha apa pak?

S2: jeruk?

T: learn English. Learn English.

S: len?

T: learn, learn.

S: learn.

T: through by song.

(menulis di papan tulis)

S: oh...

T: learn English through by song.

S: okay

T: through, t-h-r-o-u-g-h.

S:

T: kelas sewelas ra lulus-lulus.

S: nek salah yowes.

T: through, through. Okay good job, learn English through by song.

S:

T: you can spell through?

S: ngomong, mengeja.

T: Artia, please spell 'through' to your friends, thorough.

S: through?

T: he'em

S: spell?

T: spell, spell.

S: t-h-r-o-u-g-h.

(para siswa mulai berisik)

T: sudah? What is through? What is through? Through itu artinya apa mas mbak?

S1: lewat

S2: melalui

T: lewat, melalui. So for this day we will learn the English through by song. Kita akan belajar bahasa Inggris melalui...?

S: lagu.

T: lagu. Ke depan tinggal prakteknya gitu.

S:

T: sudah mel?

S: mel?

T: amelia.

S: hahaha

T: yuk dibawahnya, manfaat belajar bahasa Inggris melalui lagu.

S: (menulis)

T: manfaat bahasa Inggris melalui lagu.

S: (menulis)

T: 1. Learn the vocabulary in easy way.

S: learn?

T: learn the vocabulary in easy way.

S: in... apa pak?

T: easy way.

S: (menulis).

T: bagus, artinya opo gas? Maksud e opo? Vocabulary, what is vocabulary?

S: kosa kata.

T: kosa....?

S: kosa kata.

T: kosa kata. Bapak tanya ke absen 4. Student has number 4 who is that?

S: (angkat tangan).

T: maksud e opo mas tadi mas?

S: belajar kosa kata...

T: ho'o...

S: ...dengan cara mudah.

T: dengan...? Cara yang mudah. Bisa memberikan alasannya kenapa belajar kosa kata melalui lagu kok lebih mudah?

S: sering di dengar.

T: sering? Sering didengar, sering diucapkan. Opo meneh? Apa lagi?

S:

T: Handoko, kenapa belajar bahasa inggris melalui lagu khususnya kosa kata nya lebih mudah dipelajari? It's why?

S: karena gampang diingat.

T: gampang diingat? Gampang diingat.

S:

T: next, yang berikutnya. Know how to pronounce it. (menulis di papan tulis). Ada pronunciation. Affandi, affandi ndi affandi?

S: hafid

T: oya hafid, nek nama belakangmu sering dirubah ya, kita yang ngerubah ya. Fid, hafid, what is pronunciation fid? Pronounce ki opo?

S: pengucapan pak.

T: pe? Pengucapan. Dadi artine kui piye fid?

S:

T: noun ki opo noun?

S:

T: ha?

S: mengetahui bagaimana...

T: mengetahui bagaimana...?

S:cara mengucapkannya.

T: cara mengucapkannya. Dengan lagu kira-kira lebih mudah nggak cara mengucapkannya?

S: ya.

T: mother how are you today (bernada), misale dibaca biasa bagaimana?

S: mother how are you today.

T: mother how are you today, gitu ya? Lebih enak mana? Lebih enak by song atau dibaca biasa?

S: by song.

T: by song ya. Next, help us to memorize... (lanjut menulis di papan tulis).

S:

T: lim. (manggil siswa)

S: apa pak?

T: what is memorize?

S: memori.

T: memori...

S: hahahaha ingatan.

T: memori hape mu berapa giga? What is memorize?

S: ingatan.

T: selain ingatan?

S: mengingat.

T: apa mbak?

S: mengingat.

T: mengingat. Berarti?

S:

T: (menuju papan tulis melanjutkan menulis) help?

S: membantu

T: membantu. Iki us yo (menebalkan tulisan di papan tulis). Kita...mengingat?

T & S: kata-kata dalam bahasa inggris.

T: yo nek kon apalan al kafirun yo ra apal-apal yo. Tapi nek kon nyanyi sedino apal?

S: astaghfirullah.

T: ya apa tidak?

S: ya. Tergantung sih.

T: kok tergantung? Memang mau nya begitu? Makanya kalau hafalan jangan... kalau hafalan ngaji ya, jangan ada music di rumah. Kalo ada music ilang kabeh.

S:

T: next, the last. (menulis di papan tulis).

T: find the message...of the song. (melanjutkan menulis di papan tulis)

T: sorry, to be nya tidak digabung ya, nanti beda artinya. (melanjutkan menulis).

T: what is wiser? Student has number 36? Sampe 36 nggak nih? Putri Zahra?

S: angkat tangan.

T: wiser apa mbak? Wiser?

S: bijaksana.

T: bijaksana. Nek wise saja?

S: bijak.

T: nek wiser?

S: bijaksana.

T: nek wise, bijak. Nek wiser? Bijaksana gitu?

S: (laugh)

T: jare sopo i. what is wise? Wise opo wise? Artinya?

S: bijaksana.

T: wiser?

S: lebih bijaksana.

T: lebih...bijaksana. Yo bijak atau bijaksana lah sama kan gitu ya. Nek wiser (melingkari -er di tulisan wiser) lebih. Ada tingkatan 'paling' ya. Degrees of comparison, masih ingat degress of comparison?

S:

T: artinya masih ingat degress of comparison?

S: belakangnya ada tambahan 'er' sama 'est'.

T: belakangnya ada tambahan?

S: 'er'

T: 'er'? (menulis di papan tulis)

S: sama 'est'

T: 'est' (menulis di papan tulis). Ini lebih (melingkari 'er'), paling (melingkari 'est').

T: (menulis 'more' di papan tulis) nek ini?

S: lebih juga.

T: lebih juga ya, (menulis 'most' di papan tulis) ini?

S: paling.

T: paling. Yo ngko dibuka lagi, tingkatan 'paling', ada sejajar, lebih dan paling. Ya di baca-baca lagi. Find the message, berarti menemukan message. What is message?

S: pesan.

T: pesan. Song, lagu. Membantu kita menjadi lebih bijak, begitu ya.

S:

T: the most, the most. Ya, masih ingat the most, the most? Tapi nggak ada the more ya. 'the' itu hanya untuk 'paling', 'paling' selalu diawali 'the'.

S:

T: yuk, and now please try to find of the song. Carilah sebuah lagu yang mungkin kalian sukai. Berarti sekarang boleh buka hapenya, boleh buka hape ne.

S: (membuka hape).

T: randue kuota? Kapok sisan.

S:

T: minimal cari lagu yang ada pesan moralnya ya, moral value nya ada. Jangan lagu-lagu, lagu ne wong edan, kan ada to? Grup music wong edan itu ada ya?

S: apa pak?

T: kamu belum tahu?

S: nggak tahu.

T: lagu ne lagu jowo, grup music dari jogja atau mana itu. Grup music e kan wong edan gitu ya. Dari jogja atau dari mana itu. Lagu ne kan, pesan moralnya kurang bagus.

S: gimana pak lagunya pak?

T: yo saya nggak tau. Tau nya dari temen karena music itu blank gitu.

S: (laugh).

T: English song ya. Not Indonesian song, dangdut, no gitu ya. Yang pertama tolong dicari pesan moralnya dulu.

S: (mulai mengerjakan).

T: contoh 1, misale disini.... (melihat buku).

T: reima! Rei.. what is your favorite song?

S: my favorite?

T: apa? Lagu kesukaanmu apa?

S: (mikir)

T: tapi paling tidak ada satu atau dua lagu yang memang disukai, what is that?

S: (silent).

T: yuk semuanya cari satu buah lagu, it's up to you, mungkin yang kamu tahu yang kamu hafal mungkin.

S: (mengerjakan).

T: okay, maybe you can choose the song you will be present for next week. Kamu bisa memilih lagu yang akan kalian presentasikan minggu depan. Lagu sing akan dipresentasikan nanti apa bisa dipilih, trus pesan moralnya apa.

S: (silent).

T: please write on your notebook ya. Dituliskan di buku tulisnya masing-masing.

S: (mengerjakan).

T: 5 minute enough? 5 menit cukup ya. Yok ndang.

S: enggak pak, banyak lho pak.

(mulai mengerjakan lagi, guru berputar).

T: ya mas mbak, setelah 5 menit yang akan datang, tolong nanti dipresentasikan ke depan. (bor metaphorical urgency for high valuation of hearer's) Maybe you can say in Indonesia it's okay, if you can say full in English, you can mix Indonesia and English ya. (np state the fta as a general rule) Sedikit diceritakan lagumu itu tentang apa trus pesan moralnya apa gitu ya.

S: (silent).

(mulai mengerjakan lagi, guru berputar lagi).

T: yok semuanya, have you finished?

S: belum.

T: mosok satupun belum? (pessimistic)

S: belum.

T: Ibrahim?

S: belum pak, belum.

(masih lanjut mengerjakan).

T: jadi nanti belum nyanyi dulu ya. Nanti cukup menceritakan dulu. Only tell your song, your favorite song.

S:

T: tell your song (bor metaphorical urgency for high valuation of the hearer's friendship). In English it's okay, mix English Indonesia it's okay (be optimistic). And what is the moral value. Pesan moral nya apa gitu kan. Agar kita lebih bijak, katanya.

S:

(masih mengerjakan dan guru berputar).

T: two minutes later ya, mas mbak 2 menit lagi. Ready or not ready tolong dipresentasikan ke depan. (bor maximum efficiency)

S: (silent)

(setelah 2 menit)

T: yuk, go on disampaikan ke depan. The first maybe handoko. Ayo dok (bor methaphorical urgency for high valuation of heare's friendship).

S: belum pak, belum. Belum selesai.

T: hurry up(bor maximum efficiency). We are waiting for you.

S: belum pak.

T: 2 menit?

S: pesan aja pak?

T: yok. Not only for a moral value, but you have to tell your song. Ceritakan lagu itu tentang apa. (State the FTA as a general rule)

S: belum pak.

T: kan tinggal oke mbah google selesai kamu (be optimistic). Nandang. Dah dapat belum?

S: sek sek sek.

T: okay, maybe while wait your friend, Handoko finishing on the job, Artian maybe go on. Artian, go on. Tell to us your song.

S: sedikit aja gapapa pak?

T: it's okay. (be optimistic)

S: assalamualaikum warahmatullahi wabarakatuh.

Ss: waalaikumsalam warahmatullahi wabarakatuh.

S: good afternoon everyone. So as you guys probably know that I am in this class and today I'm going to tell you about the song there I get. So, my song is Wish You Were Here by Avril Lavigne. So this is a song that talks about missing somebody for a day, for a week, for a month. Somebody it could be family, friends or anyone else. I personally think that we can't ignore all the people that come to our life because no matter how bad a person is. Who will always miss them and that is because who love them more. Can I tell it in Indonesia? Jadi lagu yang saya pilih itu adalah Wish You Were Here dari Avril Lavigne. Jadi lagu ini menceritakan tentang seorang wanita yang merindukan kekasihnya tapi saya memilih lagu ini bukan karena itu, lagu ini juga bisa diartikan sebagai merindukan

mungkin keluarganya, temannya atau siapapun itu. Dan menurut saya pesan yang ingin saya sampaikan kalian jangan menyianyikan orang yang datang di hidup di kalian karena ketika orang itu pergi kalian pasti akan tetap merindukannya. Thank you.

T: oke, jadi yang kita harapkan bukan pesan moral dari kita ya. Tapi pesan moral dari lagu tersebut, begitu ya. Paham ya yang bapak harapkan, yang bapak maksudkan? (give hints)

S: ya pak.

T: jadi pesan moral lagu itu bukan pesan moral yang ingin kita sampaikan. Jadi pesan morale lagu tersebut, bukan pesan moral yang ingin kita sampaikan.

T: yok, next. Handoko tadi mana?

S: belum pak.

T: belum, belum. Yok, seadanya (be optimistic).

S: belum pak, belum.

T: seadanya. Lagumu tentang apa, judulnya apa, di nyanyikan oleh siapa, tema ne sedang menunggu seseorang opo di ghosting opo dikapakne.

S:

T: Handoko.

S: belum pak.

T: sambil menunggu Handoko, ayo Rei..

S: (silent)

T: mbak, Handoko suruh maju mbak.

S: lagu nya belum ditulis pak.

T: seadanya, go on. Seadanya punyamu disampaikan ke depan dulu. Ayo! (max efficiency)

S: (silent).

T: Handoko, go on! (max efficiency)

S: sabar pak, sabar.

T: sabar. Selak jemuah barang kok.

S: lha yang laine dulu pak.

T: Reima aja dulu ndang.

S: belum siap.

T: Handoko, Reima, come on, go on! (max efficiency)

S: belum siap pak.

T: sampaikan seadanya dulu, nanti kita lengkapi bersama-sama (be optimistic).
Ayo rei.

S: satu kalimat tok.

T: yo seadanya dulu, yok, lagumu judulnya apa dan lain sebagainya. Ayo Reima.

S:

T: Reima, ayo to.

S: (silent)

T: yok Reima, silahkan, ditunggu.

S:

T: satu atau dua lagi mungkin, Reima atau Handoko yang mana dulu? (offer promise)

S: Reima.

T: Reima dulu. Come on Reima. (Metaphorical urgency for high valuation of hearer's friendship)

S: bentar pak.

T: makane ayo, one or two presentation. Reima go on, Reim. Ayo Reima.
Handoko, punyamu sudah belum? Ayok ndang, Handoko.

S: Assalamualaikum warahmatullahi wabarakatuh.

Ss: waalaikumussalam warahmatullahi wabarakatuh.

S: disini saya akan menceritakan lagu tentang A Thousand Years dari Christina Perri.

T: sopo?

S: Christina Perri.

T: Christina Peri (fairy). Peri or Perri?

Ss: Perri.

S: the song is with simply a love song Christina Perri that picks herself for someone who has been waiting year entire life to falling love and now that she

who has found that special someone. Yes, she is a bit expressive but overall she is realistic that the person standing in front of heart in a dream come true. Christina Perri, A Thousand Years song many tells about the feeling the singer has to someone, the feeling has actually come for a long time forever. She is not confident with herself just like all of us when falling in love and so she hide the feeling of consequence, who is romantic relationship between them has not been good. Even though, they are possibility that the one she adores actually has similar feelings to her.

T: okay, how... why Christina Perri not confident? That's why?

S: dia itu takut terjatuh gitu pak.

T: takut jatuh? Jatuh dari apa?

S: apa itu falling in love with..

T: takut jatuh cinta gitu?

S: ya pak, ya Allah (laugh). Message of the song for us is..bentar pak. The message based on the lyric is that hiding our feeling especially admiration and love, who just be love or like must will not anything but the feeling of trusted is must better for us just to tell our feeling to just with adore. It does not matter, how they not respond negative or to our respond. We will badly hurt, but one thing you should remember the hard by openness of our feelings to someone the last must further that they want cost by our decision to hide it from her. So tell me you love me if you really love me. Udah pak.

T: in our conclusion, what is the moral value? The moral value of the song.

S: jangan takut untuk mengatakan apa yang kita rasakan pada orang lain.

T: jangan takut untuk...?

S: mengatakan apa yang kita rasakan pada orang lain.

T: apa yang kita rasakan kepada orang lain. Tapi tadi si Christina Perri tadi takut jatuh cinta gitu ya?

S: ya pak.

T: apakah itu mewakili hatimu?

S: engga pak.

Ss: (laugh)

T: oke, ones later. Reima, satu lagi Reim. Kalo tadi temanmu takut jatuh cinta, kalo kamu tibo ters opo bagaimana?

S: my song is The Night by Avicii. This song contains a father's message to his son to be braver to face anything. So, you can listen this song on youtube. (laugh). Thank you for your attention.

-Closing-

T: okay, maybe that's all for this day. But don't forget to have to write your song ya on your notebook and retelling by your own words. Dan jangan lupa untuk menuliskan pesan moralnya. Tapi yang paling dekat untuk minggu depan for next week we have to presentation your song. We will sing together, kita akan nyanyi bareng-bareng tapi nyanyi dewe-dewe di depan.

S: okay.

T: your typing later? Sudah siap?

S: belum.

T: sudah diketik?

S: belum.

T: nanti disiapkan untuk minggu depan. We are close to this opportunity. Wassalamualaikum warahmatullahi wabarakatuh.

S: waalaikumussalam warahmatullahi wabarakatuh.

T: have a nice day.

S: have a nice day.

T: bye.

S: bye. Terima kasih pak.

Teacher: Mr. Marsono, S.Pd

Class: XI IPA 4

Date: Tuesday, May 16th 2023

Time: 13.45 – 15.15 WIB (2JP)

Place: SMA Negeri Colomadu

T: Teacher

S: Student

SECOND MEETING

T: Assalamualaikum warahmatullahi wabarakatuh

Ss: waalaikumussalam warahmatullahi wabarakatuh

T: on the table there is 2 students was absent because sick, Duta and Muhammad Hati, the other? Masih ada yang lain?

Ss: enggak.

T: gak ada ya. And then because our meeting only twice again before you have PSAT, PSAT opo PAT?

Ss: PAT.

T: PSAT itu yang kelas 10 kayaknya, kalo yang kelas 11 itu PSAJ.

Ss: PHP pak.

T: Malah PHP. So, jadi kita selesaikan our last test it's about song. Satu yang bapak tunjuk still wait in the class and the other wait out class gitu ya. Five students ya.

Ss: ya.

T: 5 ning jero, liyane nunggu di luar.

Ss: (berisik sendiri)

T: maybe before I'm choose you, 5 person rise your hand! Enek ra? Nothing?
(beberapa mengacungkan jari)

T: one..two..

Ss: (berisik sendiri)

(beberapa anak mengeluarkan tugasnya)

T: tumpuk sek, tumpuk sek.

(beberapa anak mulai mengumpulkan tugasnya)

T: ones later, 1..2...3.. three?

S: itu pak yang di depan pak.

T: lha ya, three. The boy, the boy? Yang laki-laki nya gak berani.

(ada beberapa anak lagi yang mengacungkan jari)

T: 4..5. Yang lain silahkan tunggu di luar, tapi mohon dengan sangat jangan mengganggu kelas yang lain. Tetapi ketika dipanggil sudah harus siap lho ya.

S2: pak kloter kedua ya.

T: cari 5 orang.

S2: udah pak.

T: ya.

(anak-anak mulai keluar dari kelas dan menyisakan 5 anak)

T: minta kursi 1 di depan mbak.

(murid laki-laki membantu mengambilkan kursi)

T: go on, the other wait in the outside class.

(murid-murid mulai berhamburan keluar kelas)

T: go on, dicari teksnya, sini. Ayo cepetan!

(5 anak di dalam kelas mulai mencari teks nya)

T: mana? Bawa sini no teksnya. Bawa sini teksnya!

...

T: yok, the first! Satu sopo? Ayo! Lha, ayo mbak.

(1 murid maju kedepan)

T: mau duduk, mau berdiri, silahkan. Duduk aja ya? Ya.

S1: perkenalan diri pak?

T: Hitungan ketiga ya, sek. Nanti sekali waktu jangan lihat kebawah terus ya, sekali waktu lihat kedepan gitu ya. Your name?

S1: Laila

T: Laila. (mencari teks nya Laila). Ready ya

S1: ya.

T: 1..2..3.. go!

(mulai bernyanyi)

T: next! Ayo! Lah.. ndadak ditunjuk lho. Why I have to choose you?

(1 murid maju ke depan)

T: your name?

S2: tiara.

T: (mencari teks milik murid tersebut). Love yourself (membaca judul lagu di teks). Yok!

S2: duduk apa berdiri?

T: monggo, enak nya kamu. Enak nya kamu gimana, mau duduk boleh, berdiri? Geser kesini. Oke, cukup. Ready?

(mulai bernyanyi)

T: bentar.. ready ya? yok..1..2..3.. go!

(mulai bernyanyi)

T: yak, cukup nggih. Your time I think only 2 minutes ya, 2 menit saja nggih.

(murid tersebut kembali ke tempat duduknya)

T: next! Nding. Your name?

S3: oktaviani.

T: oktaviani (mencari teks milik murid tersebut). Yok, 2 minute ya.

S3: ya.

T: 1..2..3.. go!

(murid tersebut mulai bernyanyi)

S3: sudah selesai pak.

T: okay. Next!

S4: saya pake instrument boleh pak?

T: boleh.

S4: mm.. ini kalo misalnya lagunya 4 menitan nanti gimana? Kok gabisa ya? atau reff nya saja?

T: 2 menit saja cukup. 2 menit saja. Reffnya mungkin kan kadang diulangi, jadi gaperlu..gausah diulangi.

S4: ya.

(murid mempersiapkan instrument nya dan bernyanyi)

(1 murid maju)

T: yok, silahkan duduk dulu. Ready ya?

S5: bentar pak.

(memutar instrument dan langsung bernyanyi)

T: sudah?

S5: ha..pak. (turn off the instrument)

T: kita hitung dulu. Judul lagu ne cupid i. Ready ya?

S5: bentar pak.

T: belum?

S5: ganti yang lain aja pak.

T: ganti apanya? Lagunya?

S5: enggak, belum siap. Orangnya.

T: dah kamu aja gapapa

S5: ha..pak.

T: it's okay. Never mind, gak ada salah dan benarnya.

S5: lagi batuk pak.

T: yok, gak ada salah dan benarnya.

S5: bentar bentar.

T: dah belum? Nek dah siap bilang ya.

S5: dah.

T: dah? 1..2..3.. go.

(mulai bernyanyi dan memutar instrument nya kembali)

T: okay, enough nggih, that's all.

S5: terima kasih pak.

T: 5 person in our class.

(siswa berisik sendiri)

T: teks nya dipilih dulu.

(murid-murid mulai mencari teks nya)

S6: pak nyanyi nya harus semua ya?

T: enggak. Your time only 2 minute.

S6: kalo gak nyampe gapapa pak? Kalo ini liriknya Cuma segini tok pak, gak nyampe 2 menit gapapa pak? Kalo liriknya udah habis sebelum 2 menit gimana?

T: it's okay.

S6: boleh pake instrument pak?

T: boleh.

T: yok! Mana teksnya?

S6: pak diacak aja ya pak, malah berebutan og pak.

(ribut sendiri siapa yang akan maju)

T: teks nya yang lain? The other? Yang sudah ini... bukan, yang mau maju ini lho. Wis ndang. Rifa.

(guru menyiapkan hape nya untuk mengambil video muridnya)

T: agak kedepan dikit mbak.

S6: ojo marai ngguyu.

T: have you ready?

S6: insyaAllah.

T: 1...2... oh ya, nanti jangan menunduk terus ya. Sekali waktu ya lihat kedepan. Mosok nanti tak unggah ke youtube nanti....

S6: ya Allah pak, jangan.

T: ready ya, 1..2..3.. common.

(murid tersebut mulai bernyanyi)

S6: dah pak.

T: ini korban ghosting gitu. Kamu korban ghosting gitu atau..?

S6: iya.. tapi bohong pak. Enggak pak, astaghfirullah.

T: anggun!

S7: bintan og pak, bintan.

T: lha ini katanya sudah diurutkan?

S6: iya, sudah.

S7: gak jadi pak, berubah pikiran.

T: ayo nggun, Anggun.

S8: kalo saya dulu gapapa pak?

S7: gapapa.

T: lha monggo, boleh.

(murid tersebut maju kedepan)

T: bisa lihat ke depan dulu?

S8: bisa.

T: ready?

S8: ready.

T: yok, 1..2...3.. common.

(mulai memutar instrument dan bernyanyi dan tiba-tiba tertawa)

T: kenapa?

S8: ini pak ketawa.

T: untung tidak siaran langsung.

S8: heh ojo ngguyu.

T: diulang?

S8: diulang pak.

T: diulang ya. yok, serius! Dikasih semangat ya temannya. Okay, common.

(mulai bernyanyi lagi)

T: okay, enough.

S7: boleh pake berdiri pak?

T: boleh. Siapa?

S7: anggun.

T: anggun.

S7: sebisanya ya pak?

T: sebisanya. Lha ya to. Sek, sesi pemotretan dulu ya. Lihat kamera, 1...2...3.
(memotret) ready?

S7: ya, ya ready.

T: yak, 1..2..3..

(mulai bernyanyi)

S7: makasih pak, absen 7 pak.

T: yes, Anggun.

...

T: wait a momet ya.

S6: ya pak, berisik banget.

(keluar ruang kelas)

T: hello! Ojo banter-banter.

(masuk ke dalam kelas)

T: yok, next! Natisa.

S9: sekarang pak?

T: besok. Sek.. look at the camera. 1..2..3. (memotret)

S9: sekarang pak? Ya.

T: 1..2..common.

(the student start to sang).

S9: 24 pak, 24.

T: yok the last.

S10: pak berdiri boleh gak?

T: berdiri? Ya boleh. Kursi ne gapapa, kursine di... berdiri apa duduk?

S10: berdiri.

T: disamping kursi tadi lho mbak, bagus. Maju, kamu maju dikit. Tak kasih kembang disampingnya ya ben rodok indah sedikit.

...

T: ready?

S10: belum.

T: udah? Yok. 1..2..3.. common.

S10: (mulai bernyanyi) kok geter sih (laugh)

(her friends start to give some support for her)

T: yok, 1..2..3.

(the student starts to sing)

S10: udah pak.

T: udah?

S10: udah.

T: panggilke berikute no.

Ss: terima kasih pak.

(5 students walks out from class and the next 5 students come inside the class)

T: ambil teks nya.

(the students start to take the paper)

T: yok, sudah ready? Ada olor sing sampe sini mbak?

S11: apa?

T: olore sampe sini gak?

S11: gak tau.

T: kelasmu gak ada olor?

S11: gak nyampe pak.

T: yasudah.

...

T: ready?

(the students in the outside so noisy)

T: mbak, tolong...

(the teacher tries to make them calm down)

T: ready ya? 1..2..3.

(the student start to sing)

T: yok next!

(the next student comes)

T: yok.

(the student start to sing)

S12: sudah.

T: Christina perry. Zaskia.. common zas.

S13: ya pak.

(the student plays the instrument and start to sing)

T: oke, cukup mbak.

S13: terima kasih pak.

T: oke. Next!

Ss: pak pulang pak.

T: pulang? Yo.

(one student comes to the teacher)

T: yok, go on mbak.

(memutar instrument dan bernyanyi)

T: oke, cukup. 1 lagi ya. ini sudah semua?

S14: sudah.

Ss: pak pulang pak.

T: yo. Sholat dulu trus pulang ya. Bapak berarti...

Ss: besok Kamis libur pak

T: bapak ada hari?

Ss: selasa lagi pak.

T: selasa? Sampai ketemu hari selasa nggih.

Ss: ya.

T: berarti selasa harus selesai ya. Sampai ketemu hari selasa ya.

Ss: ya.

T: kita tutup dulu, common. We are close, wassalamualaikum warahmatullahi wabarakatuh. Have a nice day, bye.

Appendix 3: The Data Finding of Politeness Strategies by English Teacher 1

POLITENESS STRATEGIES FOUND IN FIRST ENGLISH TEACHER’S UTTERANCES IN THE ENGLISH TEACHING LEARNING PROCESS AT SMA NEGERI COLOMADU IN THE ACADEMIC YEAR 2022/2023

Class	: X 3	BOR	: Bald On Record
Teacher	: Atikah, S.Pd.	PP	: Positive Politeness
Date	: Friday, May 5 th 2023	NP	: Negative Politeness
Subject	: Bahasa Inggris	OR	: Off Record
Topic	: Text Analytical Exposition		
Time	: 10.15 – 11.00 WIB		

FIRST MEETING

No	Code	Data	Indication	Politeness Strategies				Context
				BOR	PP	NP	OR	
Opening								
1	T1/At/X-3/M-1/05.05.2023/D1	Oke. Eh ayo-ayo! Duduk nya yang baik. Yok duduk yang baik!	Include both S and H in the activity		✓			The teacher asked to the students getting sit down soon.

2	T1/At/X-3/M-1/05.05.2023/D2	Dah duduk semua? Hape nya ditaruh dulu, hape hape hape, hape nya ditaruh. Sudah ditaruh? Trus tak absen. Taruh dulu hape nya.	Maximum efficiency	✓				The teacher asked the students to put their cellphones on their bag.
3	T1/At/X-3/M-1/05.05.2023/D3	Sudah ditaruh hapenya?	Impersonalize S and H			✓		The teacher confirmed that the students had put their phones in their bags.
4	T1/At/X-3/M-1/05.05.2023/D4	okay, assalamualaikum warahmatullahi wabarakatuh.	Give gifts to H (sympathy)		✓			The teacher welcoming the students in the opening activity with salaam.
5	T1/At/X-3/M-1/05.05.2023/D5	Gimana kabarmu? sehat?	Give gifts to H (sympathy)		✓			The teacher asked the condition of his students to show his sympathy in the opening activity.
6	T1/At/X-3/M-1/05.05.2023/D6	Sehat ya. Hape sudah ditaruh. Tadi habis pelajarannya siapa?	Give gifts to H (sympathy)		✓			The teacher asked the students who the previous teacher was to provide a sense of interest.
7	T1/At/X-3/M-1/05.05.2023/D7	Oke, baik, perhatikan! Nanti di... apa namanya itu, waktu mu di kelas 10 itu cuma tinggal sebentar. Kan Mei ini kan, nanti akhir Mei sudah ujian kenaikan kelas. Jadi nanti materi nya bahasa inggris tetap	Maximum efficiency	✓				The teacher asked the students to pay attention and listen to the teacher.

		sesuai dengan modul, menyesuaikan. Kemudian nanti kamu tetap mengikuti pembelajaran dengan baik. Terus nanti masalah nanti kelas sebelasnya nanti gimana bu, pakai sistemnya apa, nanti menunggu informasi. Pasti kalau sudah ada kejelasan dan di datangkan dari pihak kurikulum nanti akan disampaikan. Entah bentuknya rumpun atau apa, seperti itu ya. Yang jelas kalau yang namanya kurikulum merdeka ya pastinya kamu yang memilih ya, bukan dari sekolah yang memilih. Mungkin sistemnya beda dengan IPA IPS atau bagaimana. Tapi kamu sudah punya belum bocoran atau gambaran? Keluarnya seperti apa, sudah?						
8	T1/At/X-3/M-1/05.05.2023/D8	Oke, baik, perhatikan! Nanti di... apa namanya itu, waktu mu di kelas 10 itu cuma tinggal sebentar. Kan Mei ini kan, nanti akhir Mei sudah ujian kenaikan kelas. Jadi nanti materinya bahasa inggris tetap sesuai dengan modul,	Intensify interest to H		✓			The teacher gave the student understanding about learning activities in the next grade.

		<p>menyesuaikan. Kemudian nanti kamu tetap mengikuti pembelajaran dengan baik. Terus nanti masalah nanti kelas sebelanya nanti gimana bu, pakai sistemnya apa, nanti menunggu informasi. Pasti kalau sudah ada kejelasan dan di datangkan dari pihak kurikulum nanti akan disampaikan. Entah bentuknya rumpun atau apa, seperti itu ya. Yang jelas kalau yang namanya kurikulum merdeka ya pastinya kamu yang memilih ya, bukan dari sekolah yang memilihkan. Mungkin sistemnya beda dengan IPA IPS atau bagaimana. Tapi kamu sudah punya belum bocoran atau gambaran? Keluarnya seperti apa, sudah?</p>					
9	T1/At/X-3/M-1/05.05.2023/D9	<p>Oke, baik, perhatikan! Nanti di... apa namanya itu, waktu mu di kelas 10 itu cuma tinggal sebentar. Kan Mei ini kan, nanti akhir Mei sudah ujian kenaikan kelas. Jadi nanti materinya bahasa inggris tetap sesuai dengan modul, menyesuaikan. Kemudian nanti</p>	Notice, attend to H		✓		<p>The teacher asked the students about the system of selecting subjects of interest to students for next grade.</p>

		<p>kamu tetap mengikuti pembelajaran dengan baik. Terus nanti masalah nanti kelas sebelas nya nanti gimana bu, pakai sistemnya apa, nanti menunggu informasi. Pasti kalau sudah ada kejelasan dan di datangkan dari pihak kurikulum nanti akan disampaikan. Entah bentuknya rumpun atau apa, seperti itu ya. Yang jelas kalau yang namanya kurikulum merdeka ya pastinya kamu yang memilih ya, bukan dari sekolah yang memilihkan. Mungkin sistemnya beda dengan IPA IPS atau bagaimana. Tapi kamu sudah punya belum bocoran atau gambaran? Keluarnya seperti apa, sudah?</p>						
10	T1/At/X-3/M-1/05.05.2023/D10	Sudah punya? Seperti apa?	Intensify interest to H		✓			The teacher asked the students to confirm.
11	T1/At/X-3/M-1/05.05.2023/D11	Pake rumpun-rumpun itu ya? Rumpun nya ada mapel-mapel nya ya, jadi tidak semua mapel tidak dipelajari ya. Mudah-mudahan bisa seperti itu karena kan kalau kamu belajar 16 mapel, tidak khusus yang memang kamu	Be optimistic		✓			The teachers showed an optimistic attitude that the subject selection system can be implemented.

		<p>minati, itu kan jadi nya belajar nya juga gak semangat ya. Seperti bahasa inggris kan tidak semua orang minat bahasa inggris juga. Tapi kan bahasa inggris kan memang uh...harus dipelajari untuk ini lho nanti pas kuliah banyak buku-buku dari dosen yang berbahasa inggris, kayak gitu ya, jadi nanti kan itu dibutuhkan untuk memahami materi nya, sebetulnya seperti itu. Kemudian kalau istilah-istilah di dalam computer dimana-mana pakai bahasa inggris kan ya?</p>						
12	T1/At/X-3/M-1/05.05.2023/D12	<p>Pake rumpun-rumpun itu ya? Rumpun nya ada mapel-mapel nya ya, jadi tidak semua mapel tidak dipelajari ya. Mudah-mudahan bisa seperti itu karena kan kalau kamu belajar 16 mapel, tidak khusus yang memang kamu minati, itu kan jadi nya belajar nya juga gak semangat ya. Seperti bahasa inggris kan tidak semua orang minat bahasa inggris juga. Tapi kan bahasa inggris kan memang uh...harus dipelajari untuk ini lho nanti pas kuliah banyak buku-buku dari</p>	Notice, attend to H		✓			The teacher gave an understanding of the need to learn English for the students.

		dosen yang berbahasa inggris, kayak gitu ya, jadi nanti kan itu dibutuhkan untuk memahami materi nya, sebetulnya seperti itu. Kemudian kalau istilah-istilah di dalam computer dimana-mana pakai bahasa inggris kan ya?					
13	T1/At/X-3/M-1/05.05.2023/D13	Pake rumpun-rumpun itu ya? Rumpun nya ada mapel-mapel nya ya, jadi tidak semua mapel tidak dipelajari ya. Mudah-mudahan bisa seperti itu karena kan kalau kamu belajar 16 mapel, tidak khusus yang memang kamu minati, itu kan jadi nya belajar nya juga gak semangat ya. Seperti bahasa inggris kan tidak semua orang minat bahasa inggris juga. Tapi kan bahasa inggris kan memang uh...harus dipelajari untuk ini lho nanti pas kuliah banyak buku-buku dari dosen yang berbahasa inggris, kayak gitu ya, jadi nanti kan itu dibutuhkan untuk memahami materi nya, sebetulnya seperti itu. Kemudian kalau istilah-istilah di dalam komputer dimana-mana pakai bahasa inggris kan ya?	Seek agreement		✓		The teacher seeks agreement by giving the example that English is commonly used in computer terms.

14	T1/At/X-3/M-1/05.05.2023/D14	Jadi kalau bisa kan kamu juga lebih senang lebih enak, gitu ya, oke ya?	Seek agreement		✓			The teacher agrees with the students that if they can learn English easily, it will make them happy.
15	T1/At/X-3/M-1/05.05.2023/D15	Makanya harus itu, kalau nanti sudah kuliah atau melanjutkan kamu harus ambil jurusan yang memang sesuai dengan kesukaanmu. Jadi benar-bener menggeluti hanya khusus pelajaran-pelajaran yang kamu sukain saja, bidangnya itu lho ya. Kalau di SMA kan masih umum. Belajarnya sampai 16 mapel kan ya?	Intensify interest to H		✓			The teacher gave an explanation to the students to make them feel interested and think about their future.
16	T1/At/X-3/M-1/05.05.2023/D16	Makanya harus itu, kalau nanti sudah kuliah atau melanjutkan kamu harus ambil jurusan yang memang sesuai dengan kesukaanmu. Jadi benar-bener menggeluti hanya khusus pelajaran-pelajaran yang kamu sukain saja, bidangnya itu lho ya. Kalau di SMA kan masih umum. Belajarnya sampai 16 mapel kan ya?	Seek agreement		✓			The teacher asked the students' agreement about the subject.
Main Activity								

17	T1/At/X-3/M-1/05.05.2023/D17	oke baik. Perhatikan! Sekarang modulnya disiapkan di meja masing-masing, modul. Sudah?	Maximum efficiency.	✓				The teacher asked the students to gave their attention.
18	T1/At/X-3/M-1/05.05.2023/D18	Oke baik. Perhatikan! Sekarang modulnya disiapkan di meja masing-masing, modul. Sudah?	Maximum efficiency	✓				The teacher informed the students to prepare their modules or books, but they did not pay attention. The teacher utterance means that the students must give more pay attention when the teacher said something to them.
19	T1/At/X-3/M-1/05.05.2023/D19	Ya pokoknya tetap saya jelasin. Oiya yang mbak PPL dulu itu apakah yang materi imperative? Halaman 6, coba dilihat halaman 6. Sudah ketemu halaman 6?	Offer, promise		✓			The teacher asked to the students about the material before.
20	T1/At/X-3/M-1/05.05.2023/D20	Ya pokoknya tetap saya jelasin. Oiya yang mbak PPL dulu itu apakah yang materi imperative? Halaman 6, coba dilihat halaman 6. Sudah ketemu halaman 6?	Maximum efficiency	✓				The teacher asked her students to open their book.
21	T1/At/X-3/M-1/05.05.2023/D21	Sek sebentar, dengarkan. Imperative itu kalimat perintah, ada 2 yang perintah sama larangan. Kalau yang perintah kan langsung verb 1. Kalau yang adjective	Maximum efficiency	✓				The teacher instructed the students to pay attention.

		ditambahin 'the' kan. Kalau yang larangan ditambahin apa?						
22	T1/At/X-3/M-1/05.05.2023/D22	Tugas, maksudnya ini lho. Oiya yang ngerjain ini yang di suruh bu Atikah ya?	Seek agreement		✓			The teacher asked the students' agreement about giving assignments.
23	T1/At/X-3/M-1/05.05.2023/D23	Itu biasanya banyak menggunakan imperative. Sekarang yang analytical exposition. Buka halaman 7. Ini sudah dijelaskan sama PPL nya juga?	Maximum efficiency	✓				The teacher asked her students about the topic and to confirm that the students have received the material from the PPL (intern teacher).
24	T1/At/X-3/M-1/05.05.2023/D24	Sekarang dengarkan, bu Atikah mau menjelaskan dengarkan ya.	Maximum efficiency	✓				The teacher instructed the students to pay attention
25	T1/At/X-3/M-1/05.05.2023/D25	Perhatikan! Sekarang semua hape ditaruh lagi. Fokus ya, dengarkan. Bahasa inggris itu di dalam pelajaran bahasa inggris kan ada berbagai macam teks to? Yok yang bisa menyebutkan contoh teks nya apa saja?	Maximum efficiency	✓				The teacher asked her students to give attention to her and to put their phone.
26	T1/At/X-3/M-1/05.05.2023/D26	Perhatikan! Sekarang semua hape ditaruh lagi. Fokus ya, dengarkan. Bahasa inggris itu di dalam pelajaran bahasa inggris kan ada berbagai macam teks to? Yok	Seek agreement		✓			The teacher tried to gave the students an understanding of the English language.

		yang bisa menyebutkan contoh teks nya apa saja?						
27	T1/At/X-3/M-1/05.05.2023/D27	Perhatikan! Sekarang semua hape ditaruh lagi. Fokus ya, dengarkan. Bahasa inggris itu di dalam pelajaran bahasa inggris kan ada berbagai macam teks to? Yok yang bisa menyebutkan contoh teks nya apa saja?	Offering	✓				The teacher offered the students to give answers to her questions.
28	T1/At/X-3/M-1/05.05.2023/D28	Ya. Ini SMP belum pernah, SMA juga baru ini kamu kenal. Nah perhatikan. Semua penjelasan di modul sudah saya pakaikan bahasa Indonesia. Tujuannya biar kamu gampang mempelajari. Bukan bahasa inggris ya. Teks analytical exposition itu adalah teks yang isinya menjelaskan pendapat dari penulis disertai argument yang mana penulis itu pengen mempengaruhi pembaca supaya setuju dengan pendapatnya. Yok diulangi, iso ra?	Maximum efficiency	✓				The teacher need the students' attention before continue the material more.
29	T1/At/X-3/M-1/05.05.2023/D29	Ya. Ini SMP belum pernah, SMA juga baru ini kamu kenal. Nah perhatikan. Semua penjelasan di modul sudah saya pakaikan bahasa Indonesia. Tujuannya	Notice, attend to H		✓			The teacher knew the material needs of her students and she explained that the

		biar kamu gampang mempelajari. Bukan bahasa inggris ya. Teks analytical exposition itu adalah teks yang isinya menjelaskan pendapat dari penulis disertai argument yang mana penulis itu pengen mempengaruhi pembaca supaya setuju dengan pendapatnya. Yok diulangi, iso ra?						material can be easily learned.
30	T1/At/X-3/M-1/05.05.2023/D30	Ya. Ini SMP belum pernah, SMA juga baru ini kamu kenal. Nah perhatikan. Semua penjelasan di modul sudah saya pakaikan bahasa Indonesia. Tujuannya biar kamu gampang mempelajari. Bukan bahasa inggris ya. Teks analytical exposition itu adalah teks yang isinya menjelaskan pendapat dari penulis disertai argument yang mana penulis itu pengen mempengaruhi pembaca supaya setuju dengan pendapatnya. Yok diulangi, iso ra?	Maximum efficiency	✓				The teacher asked the students to repeated what she had explained.
31	T1/At/X-3/M-1/05.05.2023/D31	Iso ra? Yo bahasa ne ra kudo podo karo bu guru ya. Teks yang isinya...?	Give gifts to H (sympathy)		✓			The teacher gave her sympathy to her students' because she

								knew the students' ability.
32	T1/At/X-3/M-1/05.05.2023/D32	Yak, contohnya kan sudah ada. Kalau strukturnya, teks nya, itu kamu cukup tau, gaperlu sing hafal yang penting tau. Oh teks analytical exposition itu terdiri dari thesis, thesis itu isinya pengenalan dulu apa yang dibahas. Lalu argument, argument nya itu apa apa apa. Kemudian reiteration itu isinya apa, kesimpulan. Yok diulangi, isinya apa pertama?	Maximum efficiency	✓				The teacher asked the students to repeated what she had explained.
33	T1/At/X-3/M-1/05.05.2023/D33	Kesimpulannya. Contohnya sudah saya beri, simpel. Disitu halaman 10 cek halaman 10. Sudah ketemu halaman 10?	Maximum efficiency	✓				The teacher ordered the students to open the material.
34	T1/At/X-3/M-1/05.05.2023/D34	The importance of having breakfast. Coba ditirukan semua.	Power different with S and H (S is higher)	✓				The teacher ordered the students to imitate her words.
35	T1/At/X-3/M-1/05.05.2023/D35	Penting. Nah tapi kamu boleh setuju atau tidak itu pendapat pribadi. Tapi disini penulis mengatakan bahwa uh... sarapan itu penting. Coba paragraph pertama itu gampang bisa kita terjemahkan bersama. In a busy	Include both S and H in the activity		✓			The teacher instruction her students to translate the text together with her.

		morning, people tend to skip their breakfast, artinya apa?						
36	T1/At/X-3/M-1/05.05.2023/D36	Yak, saya ada 3 contoh teks analytical exposition. Waktu PJJ tak kasih tugas, ini mau saya koreksi dan saya nilai. Kemudian ini mau saya bentuk kelompok. Nah kelompoknya nanti adalah belajar membaca dulu 3 teks. Kamu harus meluangkan waktu untuk belajar membaca teks nya, paham ya? Kalau tidak dikasih waktu untuk belajar meluangkan waktu saya kasih waktu di kelas, saya yakin kamu ga akan dengan ikhlas langsung belajar sendiri membaca teksnya. Bagi yang merasa ga tau artinya nanti bisa tanya ke temen kelompok nya itu ya.	Metaphorical urgency for emphasis	✓				The teacher informed the students what they would be doing for this meeting.
37	T1/At/X-3/M-1/05.05.2023/D37	Yak, saya ada 3 contoh teks analytical exposition. Waktu PJJ tak kasih tugas, ini mau saya koreksi dan saya nilai. Kemudian ini mau saya bentuk kelompok. Nah kelompoknya nanti adalah belajar membaca dulu 3 teks. Kamu harus meluangkan waktu	Maximum efficiency	✓				The teacher asked the students to learn to read English texts during the lesson.

		<p>untuk belajar membaca teks nya, paham ya? Kalau tidak dikasih waktu untuk belajar meluangkan waktu saya kasih waktu di kelas, saya yakin kamu ga akan dengan ikhlas langsung belajar sendiri membaca teksnya. Bagi yang merasa ga tau artinya nanti bisa tanya ke temen kelompok nya itu ya.</p>						
38	T1/At/X-3/M-1/05.05.2023/D38	<p>Yak, saya ada 3 contoh teks analytical exposition. Waktu PJJ tak kasih tugas, ini mau saya koreksi dan saya nilai. Kemudian ini mau saya bentuk kelompok. Nah kelompoknya nanti adalah belajar membaca dulu 3 teks. Kamu harus meluangkan waktu untuk belajar membaca teks nya, paham ya? Kalau tidak dikasih waktu untuk belajar meluangkan waktu saya kasih waktu di kelas, saya yakin kamu ga akan dengan ikhlas langsung belajar sendiri membaca teksnya. Bagi yang merasa ga tau artinya nanti bisa tanya ke temen kelompok nya itu ya.</p>	Offering	✓				The teacher allowed the students to asked his or her friends when they learned the text together with their group.

39	T1/At/X-3/M-1/05.05.2023/D39	Bukan diartiin, saya ga nyuruh. Saya nyuruh belajar inggrisnya. Belajar membaca inggris nya uh... tak kasih kasih nanti tak random berapa untuk membaca. Harus bisa membaca bahasa inggris nya. Paham ya? Nanti baru berikutnya, tugas berikutnya, dengarkan. Saya ketika memberi tugas menerjemahkan itu uh... selalu dilematis karena anak-anak sudah menggunakan teknologi canggih untuk ditranslate jadi kamu nanti tinggal pake google lens, ya apa iya?	Power different between S and H (S is higher)	✓				The teacher asked the students to must be able to read English after they learned with their group.
40	T1/At/X-3/M-1/05.05.2023/D40	Bukan diartiin, saya ga nyuruh. Saya nyuruh belajar inggrisnya. Belajar membaca inggris nya uh... tak kasih kasih nanti tak random berapa untuk membaca. Harus bisa membaca bahasa inggris ny. Paham ya? Nanti baru berikutnya, tugas berikutnya, dengarkan. Saya ketika memberi tugas menerjemahkan itu uh... selalu dilematis karena anak-anak sudah menggunakan teknologi canggih untuk ditranslate jadi kamu nanti	Form of instruction	✓				The teacher asked her students to give attention to her because she will explain for the next assignment.

		tinggal pake google lens, ya apa iya?						
41	T1/At/X-3/M-1/05.05.2023/D41	Tapi jujur, ada gak yang menggunakan metode translate nya yang by word, yang kata per kata? Jadi tidak google lens jadi kamu hanya tinggal langsung nulis terjemahannya. Tapi kamu cari kata sukarnya, seperti yang dulu saya pernah ngajarin terjemahin yang procedure itu lho. Terus kata sukarnya dipisah, ini tetap bersih teksnya, lalu belajar diterjemahin, dirangkai gitu. Ada gak yang pernah atau sering melakukan itu di kelas ini kalau dapat tugas memahami bacaan, ada gak?	Notice, attend to H		✓			The teacher wanted to know the methods that the students used when translating and understanding a text.
42	T1/At/X-3/M-1/05.05.2023/D42	Gak ada? Ya okay. Kamu harus punya keinginan, aku itu senengnya di bidang apa, mau tak gelutin, gitu ya. Tapi jangan di bidang games hape ya. Pada main apa biasanya itu?	Give gifts to H (sympathy)		✓			The teacher gave motivation to her students before gave the assignment to the students.
43	T1/At/X-3/M-1/05.05.2023/D43	Tapi juga ada ya (laugh). Harus dikurangi ya sedikit waktunya untuk belajar. Ini tahapnya saya bentuk kelompok tapi terus belajar	Metaphorical urgency for emphasis	✓				The teacher asked her students to manage their time between studying and playing games.

		<p>membaca, disuarakan jangan dibatin suaranya. Kemudian berikutnya apa, dengarkan. Kebetulan buku masih saya pegang, nanti pas sudah saya nilai saya kembalikan. Nanti seperti biasa saya mengambil dengan metode itu. Menceritakan isi dari teksnya, kamu pahami, kamu pahami dulu ya. Kamu pahami dulu pakai yang kamu kerjain isi teksnya, misalnya nanti menceritakan ini teksnya berjudul tentang pentingnya sarapan. Disini penulis menjelaskan keuntungan-keuntungan dari sarapan. Uh... disini penulis mengatakan bahwa ketika belajar di sekolah dan kita belum sarapan maka konsentrasi belajar juga akan berkurang. Dijelaskan tapi tidak, apa namanya, tidak harus sesuai dengan translate nya. Tapi translate mu itu untuk belajar. Paham ya?</p>						
44	T1/At/X-3/M-1/05.05.2023/D44	<p>Tapi juga ada ya (laugh). Harus dikurangi ya sedikit waktunya untuk belajar. Ini tahapnya saya bentuk kelompok tapi terus</p>	Form of instruction	✓				The teacher told about the learning activity for that day and asked the students to learn to read

		<p>belajar membaca, disuarakan jangan dibatin suara nya. Kemudian berikutnya apa.. dengarkan. Kebetulan buku masih saya pegang, nanti pas sudah saya nilai saya kembalikan. Nanti seperti biasa saya mengambil dengan metode itu. Menceritakan isi dari teks nya, kamu pahami, kamu pahami dulu ya. Kamu pahami dulu pakai yang kamu kerjain isi teksnya, misalnya nanti menceritakan ini teksnya berjudul tentang pentingnya sarapan. Disini penulis menjelaskan keuntungan-keuntungan dari sarapan. Uh... disini penulis mengatakan bahwa ketika belajar di sekolah dan kita belum sarapan maka konsentrasi belajar juga akan berkurang. Dijelaskan tapi tidak, apa namanya, tidak harus sesuai dengan translate nya. Tapi translate mu itu untuk belajar. Pahami ya?</p>						English texts during the lesson with their group.
45	T1/At/X-3/M-1/05.05.2023/D45	Tapi juga ada ya (laugh). Harus dikurangi ya sedikit waktunya untuk belajar. Ini tahapnya saya bentuk kelompok tapi terus belajar	Seek agreement		✓			The teacher tried to give or offer agreement to students about the

		<p>membaca, disuarakan jangan dibatin suaranya. Kemudian berikutnya apa, dengarkan. Kebetulan buku masih saya pegang, nanti pas sudah saya nilai saya kembalikan. Nanti seperti biasa saya mengambil dengan metode itu. Menceritakan isi dari teksnya, kamu pahami, kamu pahami dulu ya. Kamu pahami dulu pakai yang kamu kerjain isi teksnya, misalnya nanti menceritakan ini teksnya berjudul tentang pentingnya sarapan. Disini penulis menjelaskan keuntungan-keuntungan dari sarapan. Uh... disini penulis mengatakan bahwa ketika belajar di sekolah dan kita belum sarapan maka konsentrasi belajar juga akan berkurang. Dijelaskan tapi tidak... apa namanya, tidak harus sesuai dengan translate nya. Tapi translate mu itu untuk belajar. Pahami ya?</p>						learning activity that day.
46	T1/At/X-3/M-1/05.05.2023/D46	Paham. Metode pembentukan kelompoknya pake menyebutkan angka ya. Jadi yang membentuk	Use in group identity marker		✓			The teacher called his students with second person plural pronoun

		kelompok saya. Soalnya kadang to cah...						
47	T1/At/X-3/M-1/05.05.2023/D47	Ojo, ojo pindah. Lha ngopo lho ndadak pindah-pindah. Rasah pindah. Sama siapa saja oke gitu ya. Bisa ya? Semangat ya?	Power different between S and H (S is higher)	✓				The teacher instructed to one of her students not to move from his place.
48	T1/At/X-3/M-1/05.05.2023/D48	Ojo, ojo pindah. Lha ngopo lho ndadak pindah-pindah. Rasah pindah. Sama siapa saja oke gitu ya. Bisa ya? Semangat ya?	Be optimistic		✓			The teacher gave her understanding to her students that it is good to be with other friends..
49	T1/At/X-3/M-1/05.05.2023/D49	Oke sekarang berhitung ya. Nanti nomor 1, sek sek bentar dulu. Yang masuk berapa dulu, tak buat uh... berapa kelompok. Yang masuk berapa orang ini ya? Diitungke.	Maximum efficiency	✓				The teacher asked to the students as the teacher think about the number of the students on that day.
50	T1/At/X-3/M-1/05.05.2023/D50	Oke sekarang berhitung ya. Nanti nomor 1, sek sek bentar dulu. Yang masuk berapa dulu, tak buat uh... berapa kelompok. Yang masuk berapa orang ini ya? Diitungke.	Maximum efficiency	✓				The teacher asked the students to counting the number of students in the class to formed the group.
51	T1/At/X-3/M-1/05.05.2023/D51	Ya, bagi jadi 5 kelompok. Setiap kelompok 5 orang. Berhitungnya sampai 5, oke ya? Mulai dari sana. Satu.	Task oriented	✓				The teacher tried to give or offer agreement to students about on how the group was formed.
52	T1/At/X-3/M-1/05.05.2023/D52	Ya, bagi jadi 5 kelompok. Setiap kelompok 5 orang. Berhitungnya	Give hints				✓	The teacher did not continue her speech and let the students continue

		sampai 5, oke ya? Mulai dari sana. Satu...						counting the number one by one to form the groups by counting the number.
53	T1/At/X-3/M-1/05.05.2023/D53	Oke kelompok 1, kelompok 1 disini. Kelompok 2 disini. Kelompok 3 disini. Kelompok 4 disini. Kelompok 5 di belakang. Silahkan cepat berkumpul sesuai kelompoknya.	Maximum efficiency	✓				The teacher asked the students to get together with their own groups.
54	T1/At/X-3/M-1/05.05.2023/D54	Ayo tidak ada yang memegang hape, karena membaca. Jadi saling mengajari. 3 teks nya itu dipakai untuk belajar membaca semua. Paham ya?	Power different between S and H	✓				The teacher instructed the students not to use cellphones while studying and to ask their friends in the group to teach them when they were struggling to read a word in the text.
55	T1/At/X-3/M-1/05.05.2023/D55	Ayo tidak ada yang memegang hape, karena membaca. Jadi saling mengajari. 3 teks nya itu dipakai untuk belajar membaca semua, paham ya?	Question, hedge			✓		The teacher asked the students to learned all of the text on their modul with their group.
56	T1/At/X-3/M-1/05.05.2023/D56	Ini mana suara nya membaca? ya Allah, kok tidak ada?	Give hints				✓	The teacher instructed the students to continue their speaking practice and not to be noisy due to other activities.

Closing							
57	T1/At/X-3/M-1/05.05.2023/D57	He'em taruh situ aja. Sini-sini tak nilai ne. Tungguin sekalian. Lha iki uwes no, iki, iki, kurang tapi.	Power different between S and H (S is higher)	✓			The teacher instructed the student when the student wanted to submit the assignment.
58	T1/At/X-3/M-1/05.05.2023/D58	Sudah ya, ini sudah jam nya sholat ya. Nanti dilanjutin nanti lagi ya.	Farewell	✓			The teacher asked the students to get ready for pray in the mosque. The meeting was cut short by Friday prayer time.

Note:

T1 : First teacher

M-1 : Number of Meeting

D1 : Number data utterances

04.05.2023 : The date the data was collected

At : Teacher's name initial 1

Class : X 3
 Teacher : Atikah, S.Pd.
 Date : Friday, May 12th 2023
 Subject : Bahasa Inggris
 Topic : Speaking Test of Analytical Exposition
 Time : 07.00 – 08.30 WIB (2JP)

BOR : Bald On Record
 PP : Positive Politeness
 NP : Negative Politeness
 OR : Off Record

SECOND MEETING

No	Code	Data	Indication	Politeness Strategies				Context
				BOR	PP	NP	OR	
Opening								
1	T1/At/X-3/M-2/12.05.2023/D1	Assalamualaikum warahmatullahi wabarakatuh	Give gifts to H (sympathy)		✓			The teacher asked to the students getting sit down soon.
2	T1/At/X-3/M-2/12.05.2023/D2	Perhatikan! Nanti uh... ulangannya majunya acak ya, tidak dari atas, tengah atau bawah ya. Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup.	Maximum efficiency	✓				The teacher asked the students to give their attention by giving warning.

		Sebatas saya sudah bisa menilai readingmu, cara membacamu, ini benar-benar ujian lisan memakan waktu lama. Tetapi dari pihak saya dan kamu benar-benar banyak yang bisa diambil. Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tirunan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya. Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang 'stop' trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri. Jangan menterjemahkan, ingat jangan apa?						
3	T1/At/X-3/M-2/12.05.2023/D3	Perhatikan! Nanti uh... ulangannya majunya acak ya, tidak dari atas, tengah atau bawah ya. Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup. Sebatas saya sudah bisa menilai	Seek agreement		✓			The teacher tried to give agreement to students about the procedure of the speaking test face to face with the teacher.

		<p>readingmu, cara membacamu, ini benar-benar ujian lisan memakan waktu lama. Tetapi dari pihak saya dan kamu benar-benar banyak yang bisa diambil. Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tirunan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya. Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang 'stop' trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri. Jangan menterjemahkan, ingat jangan apa?</p>						
4	T1/At/X-3/M-2/12.05.2023/D4	<p>Perhatikan! Nanti uh... ulangnya majunya acak ya, tidak dari atas, tengah atau bawah ya. Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup. Sebatas saya sudah bisa menilai readingmu, cara membacamu, ini</p>	Give (or ask for) reason		✓			The teacher asked the procedure how the speaking test went to the students.

		<p>benar-benar ujian lisan memakan waktu lama. Tetapi dari pihak saya dan kamu benar-benar banyak yang bisa diambil. Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tirunan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya. Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang 'stop' trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri. Jangan menterjemahkan, ingat jangan apa?</p>						
5	T1/At/X-3/M-2/12.05.2023/D5	<p>Perhatikan! Nanti uh... ulangnya majunya acak ya, tidak dari atas, tengah atau bawah ya. Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup. Sebatas saya sudah bisa menilai readingmu, cara membacamu, ini benar-benar ujian lisan memakan</p>	Give hints				✓	The teacher asked the students about how she will give the students score based on the speaking test.

		<p>waktu lama. Tetapi dari pihak saya dan kamu benar-benar banyak yang bisa diambil. Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tirunan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya. Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang ‘stop’ trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri. Jangan menterjemahkan, ingat jangan apa?</p>						
6	T1/At/X-3/M-2/12.05.2023/D6	<p>Perhatikan! Nanti uh... ulangnya majunya acak ya, tidak dari atas, tengah atau bawah ya. Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup. Sebatas saya sudah bisa menilai readingmu, cara membacamu, ini benar-benar ujian lisan memakan</p>	Task oriented	✓				<p>The teacher informed the students of the speaking test procedure before it started.</p>

		waktu lama. Tetapi dari pihak saya dan kamu benar-benar banyak yang bisa diambil. Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tirunan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya. Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang ‘stop’ trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri. Jangan menterjemahkan, ingat jangan apa?					
7	T1/At/X-3/M-2/12.05.2023/D7	Perhatikan! Nanti uh... ulangnya majunya acak ya, tidak dari atas, tengah atau bawah ya. Kemudian nanti dari 3 teks saya akan menentukan teks mana yang harus kamu baca tapi kan tidak dibaca semuanya. Waktunya tidak cukup. Sebatas saya sudah bisa menilai readingmu, cara membacamu, ini benar-benar ujian lisan memakan waktu lama. Tetapi dari pihak saya	Maximum efficiency	✓			The teacher instructed the students not to translate but retell the text with their own words and the teacher wanted the students repeated her words to get their attention.

		<p>dan kamu benar-benar banyak yang bisa diambil. Saya benar-benar bisa langsung menilai perorangnya. Kemudian dari kamu juga tidak bisa mau tirunan, apapun tidak bisa gitu ya. Jadi saya benar-benar langsung bisa menilai bagaimana di kemampuan bahasa inggrismu yang untuk membaca sama memahami bacaannya. Nanti, setelah saya bilang misalkan saya sudah bisa melihat cara membacanya, maka saya akan bilang 'stop' trus kamu langsung jelaskan isi bacaannya dengan bahasamu sendiri. Jangan menterjemahkan, ingat jangan apa?</p>						
8	T1/At/X-3/M-2/12.05.2023/D8	<p>Jadi jelaskan isi teksnya menurut pemahamanmu sendiri. Apapun bahasamu saya terima. Maksudnya susunan kalimatmu, apapun saya terima. Yang penting kamu memahami bacaanmu, memahami bacaan itu. Bisa dipahami?</p>	Task oriented	✓				The teacher tried to give or offer agreement to the students about the procedure of the speaking test.
9	T1/At/X-3/M-2/12.05.2023/D9	<p>Untuk memanfaatkan waktu... Perhatikan! Untuk memanfaatkan waktu, yang sudah maju... perhatikan dulu, ini ada tugas soalnya.</p>	Maximum efficiency	✓				The teacher asked the students to pay attention because they are so noisy.

10	T1/At/X-3/M-2/12.05.2023/D10	Untuk memanfaatkan waktu, yang sudah maju ulangan, mengerjakan tugas membuat...itu cah..membuat poster atau apapun dengan menggunakan kalimat imperative, kalimat don't atau be. Yang menginspirasi atau memberikan semangat atau ajakan yang baik kepada semua orang yang dibutuhkan. Paham ya?	Use in-group identity marker	✓				The teacher called his students with second person plural pronoun.
11	T1/At/X-3/M-2/12.05.2023/D11	Paham ya. Nanti tak sediain kertas hvs. Ya yang sudah maju buat poster atau apapun menggunakan imperative. Yang bagus ya. Boleh searching, boleh, tapi kalimatnya uh... apa namanya harus... eh gak boleh, boleh searching, gak mau saya, gak jadi, gak jadi.	Power different between S and H (S is higher)	✓				The teacher asked the students to made the poster after they did the test.
12	T1/At/X-3/M-2/12.05.2023/D12	Paham ya. Nanti tak sediain kertas hvs. Ya yang sudah maju buat poster atau apapun menggunakan imperative. Yang bagus ya. Boleh searching, boleh, tapi kalimatnya uh... apa namanya harus... eh gak boleh, boleh searching, gak mau saya, gak jadi, gak jadi.	Give (or ask for) reason		✓			The teacher changes her mind because she felt that the students will copy paste by internet.
13	T1/At/X-3/M-2/12.05.2023/D13	Lha ngko mesti nirun kalimate. Mesti nirun seko internet garek nggawe	Offering	✓				The teacher tried to make an agreement

		postere terus gitu. Setuju gak? Sepakat gak?						with the students by offering the rule about not looking for references on the internet.
14	T1/At/X-3/M-2/12.05.2023/D14	Imperative. Yang halaman 6. Yang don't atau be. Misalnya 'don't smoke here', kayak gitu itu kan memotivasi gitu lho. Ya terus, perintah, 'be a good student', tapi dikasih ilustrasi. Paham ya?	Power different between S and H (S is higher)	✓				The teacher gave the examples to the students and asked to give some illustration.
15	T1/At/X-3/M-2/12.05.2023/D15	Itu tapi yang bagus ya dan minimal 10 tapi gak tak batasin. Iya gak cuma 1 atau 2, minimal 10 dan gak saya batasi yang komen harus berapa, yang prohibition harus berapa. Paham ya?	Power different between S and H (S is higher)	✓				The teacher asked the rules of the assignment to the students.
16	T1/At/X-3/M-2/12.05.2023/D16	Yak. Buat kalimatnya tidak boleh searching dari internet, oke? Kalo untuk memotivasi gambar-gambarnya searching boleh. Paham?	Power different between S and H	✓				The teacher gave the agreement the students to get some references in the internet but not for copy paste the sentence or the word on there.
17	T1/At/X-3/M-2/12.05.2023/D17	Oke, untuk yang tugas membuat poster itu ada yang keberatan gak? Maksudnya ada yang ingin disampaikan? Mungkin ada yang	Give gifts to H (sympathy)		✓			The teacher gave her sympathy to the students as the teacher asked them again to

		kesulitan gak bisa nggambar atau apa kan gak bisa tak paksakan.						confirm the assignment rules.
18	T1/At/X-3/M-2/12.05.2023/D18	Yak. Oke. Ada lagi yang mau disampaikan? Jadi kreativitas. Kalau mau membuat bentuk komik itu juga boleh. Jadi kayak ada dialog, kemudian ada kata-kata komennya, prohibitionnya, itu boleh banget. Ada ceritanya gitu lho ya. Paham ya?	Notice, attend to H		✓			The teacher let the students to say other suggestion if they have other idea.
19	T1/At/X-3/M-2/12.05.2023/D19	Yak. Oke. Ada lagi yang mau disampaikan? Jadi kreativitas. Kalau mau membuat bentuk komik itu juga boleh. Jadi kayak ada dialog, kemudian ada kata-kata komennya, prohibitionnya, itu boleh banget. Ada ceritanya gitu lho ya. Paham ya?	Notice, attend to H		✓			The teacher gave other suggestions for the students to make it easier for students to do the task.
20	T1/At/X-3/M-2/12.05.2023/D20	Ya. Oke. Seperti itu ada yang mau disampaikan? Atau mau dikasih pilihan tugas lagi selain itu?	Offering	✓				The teacher let the students to say other suggestion if they have other idea.
21	T1/At/X-3/M-2/12.05.2023/D21	Pilih yang ini? (pointed to HVS to make the poster). Atau pilihan berikutnya adalah story, storytelling. Storytelling, ngomong pake bahasa inggris sendiri tapi apa namanya... pilihannya seperti itu. Pake pilihan atau langsung 1 saja?	Offering	✓				The teacher confirmed the students' want as the students choose and pointed the HVS.

22	T1/At/X-3/M-2/12.05.2023/D22	Pilih yang ini? (pointed to HVS to make the poster). Atau pilihan berikutnya adalah story, storytelling. Storytelling, ngomong pake bahasa inggris sendiri tapi apa namanya... pilihannya seperti itu. Pake pilihan atau langsung 1 saja?	Offering	✓				The teacher offered the students to choose the assignment.
23	T1/At/X-3/M-2/12.05.2023/D23	1 aja ya, oke baik. Kalau satu malah sama semua. Saya menilainya juga lebih enak. Tapi toleransi... karena kan gini, tidak semua anak itu bisa menggambar ya. Jadi kan harus...tidak bisa dipaksakan ya. Maksudnya dipaksakan, emang kemampuannya beda jadi tidak bisa dipaksakan, jadi ada toleransi seperti itu. Yang penting disitu yang akan saya nilai di posternya itu adalah poster ataupun komik terserah, bentuknya apapun bebas ya. Kamu punya kreativitas yang penting disitu tu ada kata imperative, kalimat imperative dan kalimat comment nya yang dalam bahasa inggris. Dan bahasa inggris nya pun tidak boleh searching dari hape. Paham ya? Harus kalimatmu sendiri. Bahkan mungkin nanti pas saya nilai, satu	Power different between S and H (S is higher)	✓				The teacher instructed the students that she not allowed copy paste the words by internet.

		persatu akan saya tanyain arti dari bahasa inggrisnya itu untuk memastikan bahwa kamu memahami kalimat itu. Paham ya?						
24	T1/At/X-3/M-2/12.05.2023/D24	Yak. Semuanya saya lakukan itu adalah cara biar kamu bisa belajar bahasa inggris dan pembelajarannya bermakna, paham ya. Jadi gak yang asal, apa namanya itu, nerjemahin atau apa seperti itu. Oke? Bisa dipahami ya.	Minimize the imposition			✓		The teacher told the reason for the students in the hope that they will understand it.
25	T1/At/X-3/M-2/12.05.2023/D25	Kemudian kalau yang kesulitan atau tidak pintar menggambar maka boleh mencari alternatif seperti itu. Semuanya tetap tergantung dari niatmu mengerjakan tugasnya dengan totalitas. Itu akan kelihatan dari... (The sentence was cut short because a postgraduate student came in for observation.).	Offering	✓				The teacher allowed the students to search references for the pictures.
26	T1/At/X-3/M-2/12.05.2023/D26	Sudah? Jadi bisa ya dipahami ya tadi 2, apa namanya itu, 2 tugas untuk hari ini sama untuk besok bisa?	Question, hedge			✓		The teacher confirmed to the students that they could did that assignment.
27	T1/At/X-3/M-2/12.05.2023/D27	Oke. Yang kertas HVS nya ada disini. Nanti yang misalkan, apa namanya itu, misalkan butuh dan sudah, langsung ambil aja di depan. Tapi	Power different between S and H	✓				The teacher lets the students take the paper if they want do the assignment.

		kamu cari referensi dulu ya. Referensi atau bayangan mau buat seperti apa posternya, komiknya, atau apapun yang berkaitan dengan tugasnya itu. Oke, bisa dipahami ya?						
Main Activity								
28	T1/At/X-3/M-2/12.05.2023/D28	Sudah siap untuk ulangan lisannya?	Question, hedge			✓		The teacher asked student readiness for the speaking test.
29	T1/At/X-3/M-2/12.05.2023/D29	Dipanggilnya acak dan usahakan untuk bisa uh... pokoknya yang nunjuk bacaannya sama yang mana itu bu Atikah, bukan kalian yang milih. Oke ya? Yak oke.	Power different between S and H (S is higher)	✓				The teacher informed the procedure of the speaking test face to face with the teacher.
30	T1/At/X-3/M-2/12.05.2023/D30	Oke baik. Ingat! Ulangan lisannya hari ini yang akan saya ambil nilainya cara membacanya... Perhatikan! Cara membacanya bahasa inggris di readingmu itu dengan bahasa Indonesia itu berbeda ya. Dan nanti intonasi, pronunciationnya, fluency nya itu saya nilai. Kelancaran, kemudian pengucapan sama intonasinya. Kemudian yang kedua, reading comprehensionnya ya, pemahaman dalam bacaan, jadi kamu jelasin jangan kamu terjemahkan lho ya. Pokoknya saya gak akan bilang,	Sympathetic advice or warnings	✓				The teacher gave warning to the students to pay attention them and reminder them about the procedure of the speaking test.

		maksudnya “ulangi” gitu enggak. Tapi kalau saya lihat kamu nerjemahin ya nilainya beda sama yang retell, yang menceritakan kembali pakai bahasa nya sendiri. Paham?					
31	T1/At/X-3/M-2/12.05.2023/D31	Oke baik. Ingat! Ulangan lisannya hari ini yang akan saya ambil nilainya cara membacanya... Perhatikan! Cara membacanya bahasa inggris di readingmu itu dengan bahasa Indonesia itu berbeda ya. Dan nanti intonasi, pronunciationnya, fluency nya itu saya nilai. Kelancaran, kemudian pengucapan sama intonasinya. Kemudian yang kedua, reading comprehensionnya ya, pemahaman dalam bacaan, jadi kamu jelasin jangan kamu terjemahkan lho ya. Pokoknya saya gak akan bilang, maksudnya “ulangi” gitu enggak. Tapi kalau saya lihat kamu nerjemahin ya nilainya beda sama yang retell, yang menceritakan kembali pakai bahasa nya sendiri. Paham?	Maximum efficiency	✓			The teacher warned the students to pay attention.
32	T1/At/X-3/M-2/12.05.2023/D32	Oke baik. Terus nanti ada toleransi kalau belum siap boleh bilang “belum	Offering	✓			The teacher offered a reciprocal action if

		siap” saya ganti orangnya, saya acak. Kemudian kalau saya ini kasih kesempatan untuk siapa yang maju duluan dapat tambahan nilai.						there was a student who wanted to do the test first.
33	T1/At/X-3/M-2/12.05.2023/D33	Maksudnya dilanjutkan minggu depan. Tidak boleh dikerjakan di rumah. Karena yang ini juga penilaian, paham ya?	Maximum efficiency	✓				The teacher understood that students will not finished the assignment so she gave a suggestion to the students.
34	T1/At/X-3/M-2/12.05.2023/D34	Siapa yang siap maju duluan? Acungkan jari!	Offering	✓				The teacher offered the students to do the test first.
35	T1/At/X-3/M-2/12.05.2023/D35	Oke, Hepi maju. Teks nya dari bu Atikah ya.	Power different between S and H (S is higher)	✓				The teacher informed the student that used the teacher's paper for the speaking test.
36	T1/At/X-3/M-2/12.05.2023/D36	Kalau mau latihan membaca dan kondisi kelas ramai, diperbolehkan. Karena ramainya karena belajar jadi tidak akan saya marahin, paham ya?	Notice, attend to H		✓			The teacher allowed the students make some noisy because she believed that the students learned how to speak properly before do the test.
37	T1/At/X-3/M-2/12.05.2023/D37	Perhatikan! Tolong fokus, itukan namanya teks analytical exposition kan. Jadi kan disitu itu ada apa hayo?	Power different between S and H	✓				The teacher asked the students to pay attention.

38	T1/At/X-3/M-2/12.05.2023/D38	Yo, yang sudah maju ambil kertas HVS nya untuk mengerjakan tugas membuat poster atau komik ya. Yang memakai imperative ya. Ayo siapa lagi yang mau maju ayo.	Power different between S and H		✓			The teacher remembered the students to take the paper to do the assignment after the speaking test.
39	T1/At/X-3/M-2/12.05.2023/D39	Yo, yang sudah maju ambil kertas HVS nya untuk mengerjakan tugas membuat poster atau komik ya. Yang memakai imperative ya. Ayo siapa lagi yang mau maju ayo.	Offering	✓				The teacher offered the students to do the test.
40	T1/At/X-3/M-2/12.05.2023/D40	Perhatikan! Ada evaluasi. Perhatikan, ada evaluasi buat yang maju. Trus yang sudah maju langsung itu ya... tidak boleh membiarkan waktunya buat ngapa-ngapain, untuk ini boleh (menunjuk poster). Masih boleh diskusi, masih boleh mencari untuk yang pembuatan tugas. Ini juga tak ambil nilainya.	Maximum efficiency	✓				The teacher need the students' attention.
41	T1/At/X-3/M-2/12.05.2023/D41	Perhatikan! Ada evaluasi. Perhatikan, ada evaluasi buat yang maju. Trus yang sudah maju langsung itu ya... tidak boleh membiarkan waktunya buat ngapa-ngapain, untuk ini boleh (pointed poster). Masih boleh diskusi, masih	Maximum efficiency	✓				The teacher need the students' attention.

		boleh mencari untuk yang pembuatan tugas. Ini juga tak ambil nilainya.						
42	T1/At/X-3/M-2/12.05.2023/D42	Perhatikan! Ada evaluasi. Perhatikan, ada evaluasi buat yang maju. Trus yang sudah maju langsung itu ya, tidak boleh membiarkan waktunya buat ngapa-ngapain, untuk ini boleh (pointed the poster). Masih boleh diskusi, masih boleh mencari untuk yang pembuatan tugas. Ini juga tak ambil nilainya.	Impersonalize S and H		✓			The teacher instructed the students to do the assignment immediately after they did the test.
43	T1/At/X-3/M-2/12.05.2023/D43	Perhatikan! Ada evaluasi. Perhatikan, ada evaluasi buat yang maju. Trus yang sudah maju langsung itu ya, tidak boleh membiarkan waktunya buat ngapa-ngapain, untuk ini boleh (pointed poster). Masih boleh diskusi, masih boleh mencari untuk yang pembuatan tugas. Ini juga tak ambil nilainya.	Notice, attend to H		✓			The teacher allowed the students discuss with their friends when do the assignment.
44	T1/At/X-3/M-2/12.05.2023/D44	Dengarkan! Beberapa temenmu ada yang menambahkan dengan uh... setelah dia membaca trus menjelaskan uh... yang ada di teks kemudian ditambahin dengan argumennya sendiri setuju atau tidak setuju, diperbolehkan, paham ya? Dengan yang ada di teks	Maximum efficiency	✓				The teacher warned the students to pay attention to her,

		diperbolehkan. Jadi untuk mengasah kamu bagaimana belajar untuk berpendapat yang ada disitu. Saya itu diperbolehkan untuk menambah nilai aja, saya pengen tau dari kamu, sisi kamu itu menggunakan semua segenap pikiranmu untuk, apa namanya itu, berpendapatnya sama atau tidak seperti itu. Paham ya? Tapi itu tidak wajib, oke?						
Closing								
45	T1/At/X-3/M-2/12.05.2023/D45	Perhatikan, perhatikan, perhatikan! Halo... guys, guys, guys. Duduk yang baik, duduk yang baik.	Maximum efficiency	✓				The teacher warned the students to pay attention to her.
46	T1/At/X-3/M-2/12.05.2023/D46	Perhatikan, perhatikan, perhatikan! Halo... guys, guys, guys. Duduk yang baik, duduk yang baik.	Use in group identity marker		✓			The teacher called her students with second person plural pronoun.
47	T1/At/X-3/M-2/12.05.2023/D47	Perhatikan, perhatikan, perhatikan! Halo... guys, guys, guys. Duduk yang baik, duduk yang baik.	Maximum efficiency	✓				The teacher instructed the students to sit down after the teacher finished the test.
48	T1/At/X-3/M-2/12.05.2023/D48	Oke baik. Jadi seneng luar biasa, pada tanpa dipanggil, maju. Itu ada nilai sendiri untuk kalian ya. Kemudian penampilannya... Leo bisa duduk?	Exaggerate		✓			The teacher shared her feeling because the students are supportive and active to did the speaking test.

49	T1/At/X-3/M-2/12.05.2023/D49	oke baik. Jadi seneng luar biasa, pada tanpa dipanggil, maju. Itu ada nilai sendiri untuk kalian ya. Kemudian penampilannya... Leo bisa duduk?	Offer, promise		✓			The teacher informed the students if they are active during learning activities, the teacher will give more score.
50	T1/At/X-3/M-2/12.05.2023/D50	Coba yang belum maju hari ini kita lanjutkan minggu depan. Kemudian minggu depan sama ya meskipun tidak siap, tadi ada yang tak tunjuk teks tapi belum siap dia berusaha untuk sebisa mungkin untuk mempresentasikan, membaca, menjelaskan, memberikan argument tentang teks itu. Jadi nanti yang misalnya yang gak maju hari ini, maju nya minggu depan, mungkin karena ada tambahan waktu lagi jadi yang minggu depan harus ditambahi dengan... nek yang hari ini kan tidak wajib biar imbanglah sama yang hari ini, paham ya?	Exaggerate		✓			The teacher felt pride when some students were active in taking the speaking test even though they were not fluent in their pronunciation.
51	T1/At/X-3/M-2/12.05.2023/D51	Coba yang belum maju hari ini kita lanjutkan minggu depan. Kemudian minggu depan sama ya meskipun tidak siap, tadi ada yang tak tunjuk teks tapi belum siap dia berusaha untuk sebisa mungkin untuk mempresentasikan, membaca,	Seek agreement		✓			The teacher informed the students for the next week they will do the speaking test again for those who have not tested yet.

		menjelaskan, memberikan argument tentang teks itu. Jadi nanti yang misalnya yang gak maju hari ini, maju nya minggu depan. Mungkin karena ada tambahan waktu lagi jadi yang minggu depan harus ditambahi dengan... nek yang hari ini kan tidak wajib biar imbanglah sama yang hari ini, paham ya?						
52	T1/At/X-3/M-2/12.05.2023/D52	Ya lah! Kalo hari ini, trus kamu yang belum maju ditambah ada lagi satu minggu dengan yang maju hari ini, ada perbedaan penilaian ya. Paham? Yang minggu depan kamu harus juga memberikan argumenmu tentang argumennya penulis. Paham?	Seek agreement		✓			The teacher gave her agreement to the students for the suggestion from herself.
53	T1/At/X-3/M-2/12.05.2023/D53	Ya lah! Kalo hari ini, trus kamu yang belum maju ditambah ada lagi satu minggu dengan yang maju hari ini, ada perbedaan penilaian ya, paham? Yang minggu depan, kamu harus juga memberikan argumenmu tentang argumennya penulis, paham?	Seek agreement		✓			The teacher tried to give or offer agreement to students about the procedure of the speaking test for the next week.
54	T1/At/X-3/M-2/12.05.2023/D54	Ya lah! Kalo hari ini, trus kamu yang belum maju ditambah ada lagi satu minggu dengan yang maju hari ini, ada perbedaan penilaian ya, paham?	Task oriented	✓				The teacher reminded the students to give their opinion to the writer's argument

		Yang minggu depan, kamu harus juga memberikan argumenmu tentang argumennya penulis, paham?						during the speaking test.
55	T1/At/X-3/M-2/12.05.2023/D55	Paham ya. Ada tambahan satu. Semangat... ya! Yang maju minggu depan, semangat ya!	Exaggerate		✓			The teacher gave the support for the students to do the test for next week.
56	T1/At/X-3/M-2/12.05.2023/D56	Ya oke. Tapi tadi yang sebagian hari ini juga sudah, gitu. Ya untuk menyeimbangkan aja karena kan yang hari ini tadi waktunya dari minggu kemarin sudah saya beritau 1 minggu trus ini kan belum selesai, jadi saya tambah 1 minggu lagi untuk belajar. Semua juga buat kamu kok, bukan buat bu Atikah. Paham ya?	Notice, attend to H		✓			The teacher understood the students' need so she want that the students give their opinion for the next week to get more score.
57	T1/At/X-3/M-2/12.05.2023/D57	Kan hanya menambah, nanti biasanya ada pertanyaan kok dari bu Atikah ya. Kamu setuju apa engga dengan pendapatnya penulis, cuma kayak gitu. Jadi bebas, bebas jawabannya tidak ada yang salah, tidak ada yang benar. Cuma saya pengen kamu berpendapat, kamu berargumen disertai alasan-alasan, contoh-contoh yang menguatkan	Minimize the imposition			✓		The teacher told her students that she would asked the students about their opinion so the teacher will know the students learned the text or not.

		argumenmu, paham? Bisa dipahami?						
58	T1/At/X-3/M-2/12.05.2023/D58	Masalahnya, mohon maaf ini saya, maksudnya yang di meja guru, ini ada...ini ada plastik apa ini? Ini plastik apa? Ini nanti dibersihkan. Yang kayak kertas-kertas gitu dirapikan. Tapi sudah ada tugas piketnya kan? Coba yang tadi pagi, yang hari ini piket tadi pagi sudah nyapu?	Apologize			✓		The teacher apologized before she delivered her sentence for fear of the students feeling burdened.
59	T1/At/X-3/M-2/12.05.2023/D59	Masalahnya mohon maaf ini saya, maksudnya yang di meja guru, ini ada...ini ada plastik apa ini? Ini plastik apa? Ini nanti dibersihkan. Yang kayak kertas-kertas gitu dirapikan. Tapi sudah ada tugas piketnya kan? Coba yang tadi pagi, yang hari ini piket tadi pagi sudah nyapu?	Power different between S and H (S is higher)	✓				The teacher instructed the students to clean up the teacher's table in the class before the teacher came.
60	T1/At/X-3/M-2/12.05.2023/D60	Masalahnya mohon maaf ini saya, maksudnya yang di meja guru, ini ada...ini ada plastik apa ini? Ini plastik apa? Ini nanti dibersihkan. Yang kayak kertas-kertas gitu dirapikan. Tapi sudah ada tugas piketnya kan? Coba yang tadi pagi,	Question, hedge			✓		The teacher asked the students about the schedule of the students' tasks for cleaning the class and who is on duty that day.

		yang hari ini piket tadi pagi sudah nyapu?						
61	T1/At/X-3/M-2/12.05.2023/D61	Jujur aja, gak tak marahin kok, saya gak marahin cuma ngajarin aja. Yang piket hari ini acungkan jari, yang piket hari ini.	Use contradictions				✓	The teacher asked her statement with other diction so the students will not be afraid to give their honesty.
62	T1/At/X-3/M-2/12.05.2023/D62	Jujur aja gak marahin kok, saya gak marahin cuma ngajarin aja. Yang piket hari ini acungkan jari, yang piket hari ini.	Maximum efficiency	✓				The teacher asked the students about the schedule of the students' tasks for cleaning the class and who is on duty that day.
63	T1/At/X-3/M-2/12.05.2023/D63	Tadi sudah membersihkan ruangan?	Question, hedge			✓		The teacher asked the students when she saw the class so dirty.
64	T1/At/X-3/M-2/12.05.2023/D64	Belum ya. Jadi setiap hari di kelas yang bu Atikah wali itu saya denda kalau yang piket itu tidak piket. Jadi denda dimasukin di uang kas gitu. Jadi ruangan kelas, dan boleh bebas milih mau pagi atau pas pulang sekolah. Jadi pas piketnya besok, pulang sekolah itu bersihin. Kemudian yang di meja guru itu harus rapi sama bersih. Berlatih untuk menjaga kebersihan dan kerapian itu	Be pessimistic			✓		The teacher felt disappointed when the students have not clean the class.

		penting sekali. Pahami ya? Oke, bisa, semangat ya!						
65	T1/At/X-3/M-2/12.05.2023/D65	Belum ya. Jadi setiap hari di kelas yang bu Atikah wali itu saya denda kalau yang piket itu tidak piket. Jadi denda dimasukin di uang kas gitu. Jadi ruangan kelas, dan boleh bebas milih mau pagi atau pas pulang sekolah. Jadi pas piketnya besok, pulang sekolah itu bersihin. Kemudian yang di meja guru itu harus rapi sama bersih. Berlatih untuk menjaga kebersihan dan kerapian itu penting sekali. Pahami ya? Oke, bisa, semangat ya!	Give hints				✓	The teacher told the rules on the other class so that students feel interested and want to do or apply these rules in class to keep the class comfortable.
66	T1/At/X-3/M-2/12.05.2023/D66	Belum ya. Jadi setiap hari di kelas yang bu Atikah wali itu saya denda kalau yang piket itu tidak piket. Jadi denda dimasukin di uang kas gitu. Jadi ruangan kelas, dan boleh bebas milih mau pagi atau pas pulang sekolah. Jadi pas piketnya besok, pulang sekolah itu bersihin. Kemudian yang di meja guru itu harus rapi sama bersih. Berlatih untuk menjaga kebersihan dan kerapian itu penting sekali. Pahami ya? Oke, bisa, semangat ya!	Power different between S and H	✓				The teacher asked the students to clean the classroom in the morning and when the lesson is over.

67	T1/At/X-3/M-2/12.05.2023/D67	Sudah segitu dulu. Wassalamualaikum warahmatullahi wabarakatuh.	Farewell	✓					The teacher greeted the students by salaam in the last meeting.
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Note:

T1 : First teacher

M-2 : Number of Meeting

D1 : Number data utterances

12.05.2023 : The date the data was collected

At : Teacher's name initial 1

Appendix 4: The Data Finding of Politeness Strategies by English Teacher 2

POLITENESS STRATEGIES FOUND IN SECOND ENGLISH TEACHER'S UTTERANCES IN THE ENGLISH TEACHING LEARNING PROCESS AT SMA NEGERI COLOMADU IN THE ACADEMIC YEAR 2022/2023

Class	: XI IPA 4	BOR	: Bald on Record
Teacher	: Marsono, S.Pd.	PP	: Positive Politeness
Date	: Thursday, May 4 th 2023	NP	: Negative Politeness
Subject	: Bahasa Inggris Lintas Minat	OR	: Off Record
Topic	: Song Lyrics		
Time	: 12.30 – 14.00 WIB		

FIRST MEETING

No.	Code	Data	Indication	Politeness Strategies				Context
				BOR	PP	NP	OR	
Opening								
1	T2/Mr/XIA-4/M-1/04.05.2023/D1	Kita mulai ya. Yuk everyone, everybody, we are start for our lesson by replaying from my	Offering	✓				The situation is that the teacher asks the students to start the lesson by answering

		greeting seriously. Assalamualaikum warahmatullahi wabarakatuh.						the greeting seriously.
2	T2/Mr/XIA-4/M-1/04.05.2023/D2	Kita mulai ya. Yuk everyone, everybody, we are start for our lesson by replaying from my greeting seriously. Assalamualaikum warahmatullahi wabarakatuh.	Give gift to H (sympathy)		✓			The teacher opened the learning with greeted the students by Salam.
3	T2/Mr/XIA-4/M-1/04.05.2023/D3	Thank you. Good afternoon students?	Notice, attend to Hearer (his interest, wants, needs, goods)		✓			The teacher gave the sympathy to his students because they gave their attention.
4	T2/Mr/XIA-4/M-1/04.05.2023/D4	Thank you. Good afternoon students?	Notice, attend to Hearer (his interest, wants, needs, goods)		✓			The teacher greeted the students.
5	T2/Mr/XIA-4/M-1/04.05.2023/D5	How are you today?	Notice, attend to Hearer (his interest, wants, needs, goods)		✓			The teacher asked the condition of his students to show his sympathy.
6	T2/Mr/XIA-4/M-1/04.05.2023/D6	I am quite well too. Are you tired? Apakah kalian lelah?	Notice, attend to Hearer (his interest, wants, needs, goods)		✓			The teacher asked about the students' condition on that day as it was noon.
7	T2/Mr/XIA-4/M-1/04.05.2023/D7	Are you hungry?	Notice, attend to Hearer (his interest, wants, needs, goods)		✓			The teacher asked the teachers' condition as it was noon, shows

								sympathy and wants to know if the student has eaten.
8	T2/Mr/XIA-4/M-1/04.05.2023/D8	Keluwen juga?	Notice, attend to Hearer (his interest, wants, needs, goods)		✓			The teacher asked the teachers' condition as it was noon, shows sympathy and wants to know if the student has eaten.
9	T2/Mr/XIA-4/M-1/04.05.2023/D9	Yok mbak mas excuse me. Please take your mobile phone. Hape nya ditaruh lagi ya. Hape ne ditaruh sek , bapak sudah dapat satu lho. Apa kira-kira mau ditambah boleh. Pulange, kembalinya satu bulan yang akan datang. Yok hape ne ditaruh dulu ya.	Metaphorical urgency emphasis	✓				The teacher asked the students to put their cellphones on their bag.
10	T2/Mr/XIA-4/M-1/04.05.2023/D10	Linda belum laku?	Joke		✓			The teacher gave his joke to one of his student about the student's relationship.
11	T2/Mr/XIA-4/M-1/04.05.2023/D11	Tapi Febrina yang ini lahirnya bulan Mei kok mbak, gatau nih.	Joke		✓			The teacher gave a joke by making a mistake in the month of birth of one of the students.

Main Activity								
12	T2/Mr/XIA-4M-1/04.05.2023/D12	Yuk, now open your notebook. Buku catatannya kita buka. Don't forget to write day and date, Thursday, May, three or four?	Power different between S and H (S is higher)	✓				The teacher asked her students to open their book.
13	T2/Mr/XIA-4/M-1/04.05.2023/D13	Yuk, now open your notebook. Buku catatannya kita buka. Don't forget to write day and date , Thursday, May, three or four?	Power different between S and H	✓				The teacher asked the students to wrote the date on their notebook.
14	T2/Mr/XIA-4/M-1/04.05.2023/D14	Masih ingat caranya belajar to?	Joke		✓			The teacher gave a joke to the students because they started the lesson after a long holiday.
15	T2/Mr/XIA-4/M-1/04.05.2023/D15	If your class don't have a marker, you can take the marker in my table on the office ya. Ada banyak sekali, nanti boleh minta ke saya ya.	Offer, promise		✓			The teacher offers students to get markers if their class does not have them.
16	T2/Mr/XIA-4/M-1/04.05.2023/D16	Through, through. Okay good job , learn English trough by song	Give gifts to H		✓			The teacher gives praise to the students.
17	T2/Mr/XIA-4/M-1/04.05.2023/D17	Artia, please spell 'through' to your friends, through.	Power different between S and H (S is higher)	✓				The teacher asked to the student to spell the word of 'through'.

18	T2/Mr/XIA-4/M-1/04.05.2023/D18	Sudah? What is through? What is through? Through itu artine apa mas mbak?	Use in-group identity marker		✓			The teacher called his students with second person plural pronoun.
19	T2/Mr/XIA-4/M-1/04.05.2023/D19	Lewat, melalui. So for this day we will learn the English through by song. Kita akan belajar bahasa inggris melalui...?	Include both S and H in the activity		✓			Teaching learning process requires including teacher and students in the same activity.
20	T2/Mr/XIA-4/M-1/04.05.2023/D20	Lewat, melalui. So for this day we will learn the English through by song. Kita akan belajar bahasa inggris melalui...?	Include both S and H in the activity		✓			Teaching learning process requires including teacher and students in the same activity.
21	T2/Mr/XIA-4/M-1/04.05.2023/D21	Maksud e opo mas tadi mas ?	Use in-group identity marker		✓			The teacher called his students with second person plural pronoun.
22	T2/Mr/XIA-4/M-1/04.05.2023/D22	Apa mbak?	Use in-group identity marker		✓			The teacher called his students with second person plural pronoun.
23	T2/Mr/XIA-4/M-1/04.05.2023/D23	Wiser apa mbak ? Wiser?	Use in-group identity marker		✓			The teacher called his students with second person plural pronoun.
24	T2/Mr/XIA-4/M-1/04.05.2023/D24	Yuk, and now please try to find of the song. Carilah sebuah lagu yang	Task oriented	✓				The teacher instructed the

		mungkin kalian sukai. Berarti sekarang boleh buka hapenya, boleh buka hape ne.						student to found the song for their task.
25	T2/Mr/XIA-4/M-1/04.05.2023/D25	Minimal cari lagu yang ada pesan moralnya ya, moral value nya ada. Jangan lagu-lagu, lagu ne wong edan, kan ada to? Grup music wong edan itu ada ya?	Displace H				✓	The teacher asked the student to found the song with moral value on that song.
26	T2/Mr/XIA-4/M-1/04.05.2023/D26	Yuk semuanya cari satu buah lagu, it's up to you, mungkin yang kamu tahu yang kamu hafal mungkin.	Task oriented	✓				The teacher asked the student to found the song for their task.
27	T2/Mr/XIA-4/M-1/04.05.2023/D27	5 minute enough? 5 menit cukup ya. Yok ndang.	Offer, promise		✓			The teacher offers the students a duration of time to do the assignment.
28	T2/Mr/XIA-4/M-1/04.05.2023/D28	5 minute enough? 5 menit cukup ya. Yok ndang.	Offer, promise		✓			The teacher believed his students can finished the task.
29	T2/Mr/XIA-4/M-1/04.05.2023/D29	5 minute enough? 5 menit cukup ya. Yok ndang.	Maximum efficiency	✓				The teacher instructed the students to do their tasks immediately.
30	T2/Mr/XIA-4/M-1/04.05.2023/D30	Ya mas mbak, setelah 5 menit yang akan datang, tolong nanti dipresentasikan ke depan. Maybe you can say in Indonesia it's okay, if you	Use in group identity mark		✓			The teacher asks the students to present the results of their task.

		can say full in English, you can mix Indonesia and English ya. Sedikit diceritakan lagumu itu tentang apa trus pesan moralnya apa gitu ya.						
31	T2/Mr/XIA-4/M-1/04.05.2023/D31	Ya mas mbak, setelah 5 menit yang akan datang, tolong nanti dipresentasikan ke depan. Maybe you can say in Indonesia it's okay, if you can say full in English, you can mix Indonesia and English ya. Sedikit diceritakan lagumu itu tentang apa trus pesan moralnya apa gitu ya.	Offer, promise		✓			The teacher offered and allowed the students to present their assignments in Indonesian or English.
32	T2/Mr/XIA-4/M-1/04.05.2023/D32	Jadi nanti belum nyanyi dulu ya. Nanti cukup menceritakan dulu. Only tell your song, your favorite song.	Offer, promise		✓			The teacher notices the needs of his students through the task he has given.
33	T2/Mr/XIA-4/M-1/04.05.2023/D33	Tell your song. In English it's okay, mix English Indonesia it's okay. And what is the moral value. Pesan moral nya apa gitu kan. Agar kita lebih bijak, katanya.	Metaphorical urgency for high valuation for the hearer's friendship	✓				The teacher instructed to the student to tell all about the song.
34	T2/Mr/XIA-4/M-1/04.05.2023/D34	Tell your song. In English it's okay, mix English Indonesia it's okay. And what is the moral value. Pesan moral nya apa gitu kan. Agar kita lebih bijak, katanya.	Offer, promise		✓			The teacher offered and allowed the students to present their assignments in Indonesian or English.

35	T2/Mr/XIA-4/M-1/04.05.2023/D35	Two minutes later ya , mas mbak 2 menit lagi. Ready or not ready tolong dipresentasikan ke depan.	Give hints				✓	The teacher asked the students to finished their task.
36	T2/Mr/XIA-4/M-1/04.05.2023/D36	Two minutes later ya, mas mbak 2 menit lagi . Ready or not ready tolong dipresentasikan ke depan.	Use in-group identity marker		✓			The teacher called his students with second person plural pronoun.
37	T2/Mr/XIA-4/M-1/04.05.2023/D37	Two minutes later ya, mas mbak 2 menit lagi. Ready or not ready tolong dipresentasikan ke depan.	Maximum efficiency	✓				The teacher asked the students to do presentation about their task.
38	T2/Mr/XIA-4/M-1/04.05.2023/D38	Yuk, go on disampaikan ke depan! The first maybe handoko. Ayo dok!	Power different between S and H	✓				The teacher asked the student to present the assignment immediately.
39	T2/Mr/XIA-4/M-1/04.05.2023/D39	Hurry up! We are waiting for you.	Maximum efficiency	✓				The teacher instructed the student to present the result immediately in front of the class.
40	T2/Mr/XIA-4/M-1/04.05.2023/D40	Yok. Not only for a moral value, but you have to tell your song. Ceritakan lagu itu tentang apa.	Maximum efficiency	✓				The teacher instructed the students on the instructions for the task.

41	T2/Mr/XIA-4/M-1/04.05.2023/D41	Kan tinggal oke mbah google selesai kamu. Ndang . Dah dapat belum?	Maximum efficiency	✓				The teacher instructed the student to finished the task immediately.
42	T2/Mr/XIA-4/M-1/04.05.2023/D42	Okay, maybe while wait your friend, Handoko finishing on the job, Artian maybe, go on! Artian, go on! Tell to us your song.	Maximum efficiency	✓				The teacher asked the student to present the task.
43	T2/Mr/XIA-4/M-1/04.05.2023/D43	Okay, maybe while wait your friend, Handoko finishing on the job, Artian maybe, go on! Artian, go on! Tell to us your song.	Metaphorical urgency for high valuation for the hearer's friendship	✓				The teacher asked to the student to tell all about the song.
44	T2/Mr/XIA-4/M-1/04.05.2023/D44	It's okay.	Give gifts to H (sympathy)		✓			The teacher gave the student a sense of understanding.
45	T2/Mr/XIA-4/M-1/04.05.2023/D45	Oke, jadi yang kita harapkan bukan pesan moral dari kita ya. Tapi pesan moral dari lagu tersebut, begitu ya. Paham ya yang bapak harapkan, yang bapak maksudkan?	Seek agreement		✓			The teacher gave his students understanding and agreement on the assignment he had given.
46	T2/Mr/XIA-4/M-1/04.05.2023/D46	Oke, jadi yang kita harapkan bukan pesan moral dari kita ya. Tapi pesan moral dari lagu tersebut, begitu ya. Paham ya yang bapak harapkan, yang bapak maksudkan?	Be pessimistic			✓		The teacher doubted his students' understanding of the assignment.

47	T2/Mr/XIA-4/M-1/04.05.2023/D47	Jadi, pesan moral lagu itu bukan pesan moral yang ingin kita sampaikan. Jadi, pesan morale lagu tersebut, bukan pesan moral yang ingin kita sampaikan.	Seek agreement		✓			The teacher gave his students understanding and agreement on the assignment he had given.
48	T2/Mr/XIA-4/M-1/04.05.2023/D48	Belum, belum. Yok, seadanya.	Maximum efficiency	✓				The teacher gave instruction to his student to do presentation immediately.
49	T2/Mr/XIA-4/M-1/04.05.2023/D49	Mbak, Handoko suruh maju mbak.	Use in-group identity marker		✓			The teacher called the student with second person plural pronoun.
50	T2/Mr/XIA-4/M-1/04.05.2023/D50	Seadanya, go on. Seadanya punyamu disampaikan ke depan dulu. Ayo!	Maximum efficiency	✓				The teacher gave instruction to his student to do presentation immediately.
51	T2/Mr/XIA-4/M-1/04.05.2023/D51	Handoko, go on!	Maximum efficiency	✓				The teacher gave instruction to his student to do presentation immediately.
52	T2/Mr/XIA-4/M-1/04.05.2023/D52	Sampaikan seadanya dulu, nanti kita lengkapi bersama-sama. Ayo Rei.	Be optimistic		✓			The teacher gave the student a feeling of confidence so

								that he would present the task.
53	T2/Mr/XIA-4/M-1/04.05.2023/D53	Satu atau dua lagi mungkin, Reima atau Handoko yang mana dulu?	Offer, promise		✓			The teacher offered his students to present the task.
54	T2/Mr/XIA-4/M-1/04.05.2023/D54	Reima dulu. Come on Reima!	Metaphorical urgency for high valuation of hearer's friendship	✓				The teacher asked his student to come in front of the class to present the task.
55	T2/Mr/XIA-4/M-1/04.05.2023/D55	Makane ayo, one or two presentation. Reima go on, Reim. Ayo Reima. Handoko, punyamu sudah belum? Ayok ndang, Handoko.	Power different between S and H (S is higher)	✓				The teacher gave instruction to his student to come in front of class immediately to do presentation.
56	T2/Mr/XIA-4/M-1/04.05.2023/D56	Makane ayo, one or two presentation. Reima go on, Reim. Ayo Reima. Handoko, punyamu sudah belum? Ayok ndang, Handoko.	Maximum efficiency	✓				The teacher gave instruction to his student to do presentation immediately.
57	T2/Mr/XIA-4/M-1/04.05.2023/D57	Makane ayo, one or two presentation. Reima go on, Reim. Ayo Reima. Handoko, punyamu sudah belum? Ayok ndang, Handoko.	Question, hedge			✓		The teacher not asked the student about her task but about to complete the task immediately.

58	T2/Mr/XIA-4/M-1/04.05.2023/D58	Makane ayo, one or two presentation. Reima go on, Reim. Ayo Reima. Handoko, punyamu sudah belum? Ayok ndang, Handoko.	Maximum efficiency	✓				The teacher gave instruction to his student to do presentation immediately.
59	T2/Mr/XIA-4/M-1/04.05.2023/D59	Christina Peri (fairy). Peri or Perri?	Joke		✓			The teacher gave a joke to his students because of the unclear pronunciation of the word.
60	T2/Mr/XIA-4/M-1/04.05.2023/D60	Apakah itu mewakili hatimu?	Joke		✓			The teacher gave a joke to his students because the topic of the song is so sad.
Closing								
61	T2/Mr/XIA-4/M-1/04.05.2023/D61	Okay, maybe that's all for this day. But don't forget to have to write your song ya on your notebook and retelling by your own words. Dan jangan lupa untuk menuliskan pesan moralnya. Tapi yang paling dekat untuk minggu depan for next week we have to presentation your song. We will sing together, kita akan nyanyi bareng-bareng tapi nyanyi dewe-dewe di depan.	Task oriented	✓				The teacher asked the student to found the song with moral value on that song and write it on the notebook.

62	T2/Mr/XIA-4/M-1/04.05.2023/D62	Okay, maybe that's all for this day. But don't forget to have to write your song ya on your notebook and retelling by your own words. Dan jangan lupa untuk menuliskan pesan moralnya. Tapi yang paling dekat untuk minggu depan for next week we have to presentation your song. We will sing together, kita akan nyanyi bareng-bareng tapi nyanyi dewe-dewe di depan.	Joke		✓			The teacher gave a joke to his students with his words.
63	T2/Mr/XIA-4/M-1/04.05.2023/D63	Nanti disiapkan untuk minggu depan. We are close to this opportunity. Wassalamualaikum warahmatullahi wabarakatuh.	Power different between S and H	✓				The teacher asked the students to prepare their task for next week.
64	T2/Mr/XIA-4/M-1/04.05.2023/D64	Nanti disiapkan untuk minggu depan. We are close to this opportunity. Wassalamualaikum warahmatullahi wabarakatuh.	Include both S and H in the activity		✓			The teacher close the learning with his students by his word 'we'.
65	T2/Mr/XIA-4/M-1/04.05.2023/D65	Nanti disiapkan untuk minggu depan. We are close to this opportunity. Wassalamualaikum warahmatullahi wabarakatuh.	Farewell	✓				The teacher greeted the students by salaam in the last meeting.

Note:

T2 : Second teacher

M-1 : Number of Meeting

D1 : Number data utterances

XIA-4 : The name of the class

04.05.2023 : The date the data was collected

Mr : Teacher's name initial

Class : XI IPA 4
 Teacher : Marsono, S.Pd.
 Date : Tuesday, May 16th 2023
 Subject : Bahasa Inggris Lintas Minat
 Topic : The Exam Singing a Song
 Time : 13.45 – 15.15 WIB

BOR : Bald on Record
 PP : Positive Politeness
 NP : Negative Politeness
 OR : Off Record

SECOND MEETING

No.	Code	Data	Indication	Politeness Strategies				Context
				BOR	PP	NP	OR	
Opening								
1	T2/Mr/XIA-4/M-2/16.05.2023/D1	Assalamualaikum warahmatullahi wabarakatuh.	Give gifts to H (Sympathy)		✓			The teacher opened the learning with greeted the students by Salam.
2	T2/Mr/XIA-4/M-2/16.05.2023/D2	On the table there is 2 students was absent because sick, Duta and Muhammad Hati, the other? Masih ada yang lain?	Give gifts to H (Sympathy)		✓			The teacher gave his sympathy about the students condition.
3	T2/Mr/XIA-4/M-2/16.05.2023/D3	Gak ada ya. And then because our meeting only twice again before you have PSAT, PSAT opo PAT?	Intensify interest to H		✓			The teacher asked about their meeting with the students before they do the last exams.

4	T2/Mr/XIA-4/M-2/16.05.2023/D4	So, jadi kita selesaikan our last test it's about song. Satu yang bapak tunjuk still wait in the class and the other wait out class gitu ya. Five students ya.	Include both S and H in the activity		✓		Teaching learning process requires including teacher and students in the same activity.
5	T2/Mr/XIA-4/M-2/16.05.2023/D5	So, jadi kita selesaikan our last test it's about song. Satu yang bapak tunjuk still wait in the class and the other wait out class gitu ya. Five students ya.	Seek agreement		✓		The teacher informed the procedure of the test to the students.
6	T2/Mr/XIA-4/M-2/16.05.2023/D6	Maybe before I'm choose you, 5 person rise your hand! Enek ra? Nothing?	Offer, promise		✓		The teacher offered five students to do the test first.
7	T2/Mr/XIA-4/M-2/16.05.2023/D7	Maybe before I'm choose you, 5 person rise your hand! Enek ra? Nothing?	Be pessimistic			✓	The teacher offered five students to do the test first but only three students who were volunteered.
8	T2/Mr/XIA-4/M-2/16.05.2023/D8	Lha ya, three. The boy, the boy? Yang laki-laki nya gak berani.	Be pessimistic			✓	The teacher offered five students to do the test first but only students who were girls volunteered.
9	T2/Mr/XIA-4/M-2/16.05.2023/D9	Minta kursi 1 di depan mbak.	Use in group identity marker		✓		The teacher called his students with second person plural pronoun.
10	T2/Mr/XIA-4/M-2/16.05.2023/D10	Go on, dicari teksnya, sini. Ayo cepetan!	Maximum efficiency	✓			The teacher asked and instructed the students to

								immediately come to in front of the class and do the test.
Main Activity								
11	T2/Mr/XIA-4/M-2/16.05.2023/D11	Yok, the first! Satu sopo? Ayo! Lha, ayo mbak.	Maximum efficiency	✓				The teacher asked and instructed the students to immediately come to in front of the class and do the test.
12	T2/Mr/XIA-4/M-2/16.05.2023/D12	yok, the first! Satu sopo? Ayo! Lha, ayo mbak.	Use in group identity marker		✓			The teacher called his students with second person plural pronoun.
13	T2/Mr/XIA-4/M-2/16.05.2023/D13	Mau duduk, mau berdiri, silahkan. Duduk aja ya? Ya.	Seek agreement		✓			The teacher allowed the student if she wanted to sit down or stand up when doing the test.
14	T2/Mr/XIA-4/M-2/16.05.2023/D14	Hitungan ketiga ya, sek. Nanti sekali waktu jangan lihat kebawah terus ya, sekali waktu lihat kedepan gitu ya. Your name?	Task oriented	✓				The teacher asked the students to look at the front or at the camera while singing or while doing the test.
15	T2/Mr/XIA-4/M-2/16.05.2023/D15	Next! Ayo! Lah.. ndadak ditunjuk lho. Why I have to choose you?	Maximum efficiency	✓				The teacher asked and instructed the students to immediately come to in front of the class and do the test.

16	T2/Mr/XIA-4/M-2/16.05.2023/D16	Next! Ayo! Lah.. ndadak ditunjuk lho.. why I have to choose you?	Give (or ask for) reason		✓			The teacher asked the students for the reason why they did not immediately volunteer to do the singing test.
17	T2/Mr/XIA-4/M-2/16.05.2023/D17	Yak, cukup nggih. Your time I think only 2 minutes ya, 2 menit saja nggih.	Power different between S and H (S is higher)	✓				The teacher stopped the student when she is singing a song.
18	T2/Mr/XIA-4/M-2/16.05.2023/D18	Yak, cukup nggih. Your time I think only 2 minutes ya, 2 menit saja nggih.	Seek agreement		✓			The teacher asked his suggestion about the duration for singing.
19	T2/Mr/XIA-4/M-2/16.05.2023/D19	Next! Ndang. Your name?	Maximum efficiency	✓				The teacher asked and instructed the students to immediately come to in front of the class and do the test.
20	T2/Mr/XIA-4/M-2/16.05.2023/D20	Yok, silahkan duduk dulu. Ready ya?	Offering	✓				The teacher let the students to sit down first before do the test sing a song.
21	T2/Mr/XIA-4/M-2/16.05.2023/D21	It's okay. Never mind, gak ada salah dan benarnya.	Give gifts to H (sympathy)		✓			The teacher gave his support to his student so that student can do the test of sing a song.
22	T2/Mr/XIA-4/M-2/16.05.2023/D22	Teks nya yang lain? The other? Yang sudah ini... bukan, yang mau maju ini lho. Wis ndang. Rifa.	Maximum efficiency	✓				The teacher instructed the student to do the test immediately and called that student.

23	T2/Mr/XIA-4/M-2/16.05.2023/D23	Agak kedepan dikit mbak.	Use in group identity marker		✓			The teacher called his students with second person plural pronoun and asked the student to more closer to him because he wanted record her.
24	T2/Mr/XIA-4/M-2/16.05.2023/D24	Ini korban ghosting gitu. Kamu korban ghosting gitu atau..?	Joke		✓			The teacher give his joke to one of his student about the student's relationship.
25	T2/Mr/XIA-4/M-2/16.05.2023/D25	Ini korban ghosting gitu. Kamu korban ghosting gitu atau..?	Joke		✓			The teacher did not completed his speech to let the student answered it immediately.
26	T2/Mr/XIA-4/M-2/16.05.2023/D26	Lha ini katanya sudah diurutkan?	Question, hedge			✓		The teacher confirmed the paper as the students said that they had sorted the names on the paper according to the order of their turn to do the singing test.
27	T2/Mr/XIA-4/M-2/16.05.2023/D27	Lha monggo, boleh.	Offer, promise		✓			The teacher allowed the student when she asked permission to used the instrument to do test sing a song.

28	T2/Mr/XIA-4/M-2/16.05.2023/D28	Bisa lihat ke depan dulu?	Task oriented	✓				The teacher instructed the student to look on the camera because the teacher wanted to took the picture.
29	T2/Mr/XIA-4/M-2/16.05.2023/D29	Untung tidak siaran langsung.	Joke		✓			The teacher give his joke to one of his student about the student's relationship.
30	T2/Mr/XIA-4/M-2/16.05.2023/D30	Diulang ya. Yok, serius! Dikasih semangat ya temannya. Okay, common.	Power different between S and H	✓				The teacher asked the student to repeat again to sing a song as she laughed a little bit.
31	T2/Mr/XIA-4/M-2/16.05.2023/D31	Diulang ya. Yok, serius! Dikasih semangat ya temannya. Okay, common.	Power different between S and H	✓				The teacher asked the student to keep seriously do the test to sing a song.
32	T2/Mr/XIA-4/M-2/16.05.2023/D32	Diulang ya. Yok, serius! Dikasih semangat ya temannya. Okay, common.	Notice, attend to H		✓			The teacher asked the students on the class to give support to the student who do the test sing a song.
33	T2/Mr/XIA-4/M-2/16.05.2023/D33	Diulang ya. Yok, serius! Dikasih semangat ya temannya. Okay, common.	Maximum efficiency	✓				The teacher asked the student to keep seriously do the test to sing a song.
34	T2/Mr/XIA-4/M-2/16.05.2023/D34	Wait a momet ya.	Power different between S and H	✓				The teacher asked permission to his student to wait him because he

								has been sending a message.
35	T2/Mr/XIA-4/M-2/16.05.2023/D35	Hello! Ojo banter-banter.	Metaphorical urgency for emphasis	✓				The teacher warned the students on the outside of class to keep lower their voice.
36	T2/Mr/XIA-4/M-2/16.05.2023/D36	Yok, next! Natisa.	Power different between S and H	✓				The teacher called the student to come to him to do the test.
37	T2/Mr/XIA-4/M-2/16.05.2023/D37	Disamping kursi tadi lho mbak, bagus. Maju, kamu maju dikit. Tak kasih kembang disampingnya ya ben rodok indah sedikit.	Use in group identity mark		✓			The teacher offered the student to move a little bit from her place.
38	T2/Mr/XIA-4/M-2/16.05.2023/D38	Disamping kursi tadi lho mbak, bagus. Maju, kamu maju dikit. Tak kasih kembang disampingnya ya ben rodok indah sedikit.	Maximum efficiency	✓				The teacher asked the student to more closer to him because he wanted record her.
39	T2/Mr/XIA-4/M-2/16.05.2023/D39	Panggilke berikute no.	Power different between S and H (S is higher)	✓				The teacher instructed the students to asked the next students to do the test.
40	T2/Mr/XIA-4/M-2/16.05.2023/D40	Mbak, tolong...	Be incomplete				✓	The teacher asked the student to tell the students on the outside to be quiet.

41	T2/Mr/XIA-4/M-2/16.05.2023/D41	Yok next!	Offering	✓				The teacher offered the students to did the test sing a song in front of him.
42	T2/Mr/XIA-4/M-2/16.05.2023/D42	Oke, cukup mbak.	Use in group identity marker		✓			The teacher called his students with second person plural pronoun.
43	T2/Mr/XIA-4/M-2/16.05.2023/D43	Pulang? Yo.	Offer, promise		✓			The teacher allowed the students wants to go home.
44	T2/Mr/XIA-4/M-2/16.05.2023/D44	Oke, cukup. 1 lagi ya. Ini sudah semua?	Question, hedge			✓		The teacher asked the students about the number of students who volunteered.
Closing								
45	T2/Mr/XIA-4/M-2/16.05.2023/D45	Yo. Sholat dulu trus pulang ya. Bapak berarti...	Notice, attend to H		✓			The teacher wanted the students to pray first before they go home in the last meeting.
46	T2/Mr/XIA-4/M-2/16.05.2023/D46	Yo. Sholat dulu trus pulang ya. Bapak berarti...	Be incomplete				✓	The teacher did not completed his speech as the students answer him that they will meet again on the next week.
47	T2/Mr/XIA-4/M-2/16.05.2023/D47	Selasa? Sampai ketemu hari Selasa nggih.	Farewell	✓				The teacher said goodbye for the day to the students.

48	T2/Mr/XIA-4/M-2/16.05.2023/D48	Kita tutup dulu, come on. We are close, wassalamualaikum warahmatullahi wabarakatuh. Have a nice day, bye.	Include both S and H in the activity		✓			The teacher asked the students to closed the meeting that day.
49	T2/Mr/XIA-4/M-2/16.05.2023/D49	Kita tutup dulu, common. We are close, wassalamualaikum warahmatullahi wabarakatuh. Have a nice day, bye.	Farewell	✓				The teacher greeted the students by salaam in the last meeting.

Note:

T2 : Second teacher

M-2 : Number of Meeting

D1 : Number data utterances

XIA-4 : The name of the class

16.05.2023 : The date the data was collected

Mr : Teacher's name initial

Appendix 5: Data Validation

DATA VALIDATION OF POLITENESS STRATEGIES FOUND IN ENGLISH TEACHERS' UTTERANCES IN THE TEACHING LEARNING PROCESS

No	Data Coding	Validation	
		True	False
1	T1/At/X-3/M-1/05.05.2023/D1		✓
2	T1/At/X-3/M-1/05.05.2023/D2		✓
3	T1/At/X-3/M-1/05.05.2023/D3		✓
4	T1/At/X-3/M-1/05.05.2023/D4		✓
5	T1/At/X-3/M-1/05.05.2023/D5		✓
6	T1/At/X-3/M-1/05.05.2023/D6		✓
7	T1/At/X-3/M-1/05.05.2023/D7	✓	
8	T1/At/X-3/M-1/05.05.2023/D8	✓	
9	T1/At/X-3/M-1/05.05.2023/D9	✓	
10	T1/At/X-3/M-1/05.05.2023/D10	✓	
11	T1/At/X-3/M-1/05.05.2023/D11	✓	
12	T1/At/X-3/M-1/05.05.2023/D12	✓	
13	T1/At/X-3/M-1/05.05.2023/D13	✓	
14	T1/At/X-3/M-1/05.05.2023/D14	✓	
15	T1/At/X-3/M-1/05.05.2023/D15	✓	
16	T1/At/X-3/M-1/05.05.2023/D16	✓	

17	T1/At/X-3/M-1/05.05.2023/D17	✓	
18	T1/At/X-3/M-1/05.05.2023/D18		✓
19	T1/At/X-3/M-1/05.05.2023/D19		✓
20	T1/At/X-3/M-1/05.05.2023/D20		✓
21	T1/At/X-3/M-1/05.05.2023/D21		✓
22	T1/At/X-3/M-1/05.05.2023/D22	✓	
23	T1/At/X-3/M-1/05.05.2023/D23		✓
24	T1/At/X-3/M-1/05.05.2023/D24		✓
25	T1/At/X-3/M-1/05.05.2023/D25		✓
26	T1/At/X-3/M-1/05.05.2023/D26	✓	
27	T1/At/X-3/M-1/05.05.2023/D27	✓	
28	T1/At/X-3/M-1/05.05.2023/D28	✓	
29	T1/At/X-3/M-1/05.05.2023/D29	✓	
30	T1/At/X-3/M-1/05.05.2023/D30		✓
31	T1/At/X-3/M-1/05.05.2023/D31		✓
32	T1/At/X-3/M-1/05.05.2023/D32		✓
33	T1/At/X-3/M-1/05.05.2023/D33		✓
34	T1/At/X-3/M-1/05.05.2023/D34	✓	
35	T1/At/X-3/M-1/05.05.2023/D35	✓	
36	T1/At/X-3/M-1/05.05.2023/D36	✓	
37	T1/At/X-3/M-1/05.05.2023/D37		✓
38	T1/At/X-3/M-1/05.05.2023/D38		✓
39	T1/At/X-3/M-1/05.05.2023/D39	✓	
40	T1/At/X-3/M-1/05.05.2023/D40		✓

41	T1/At/X-3/M-1/05.05.2023/D41	✓	
42	T1/At/X-3/M-1/05.05.2023/D42		✓
43	T1/At/X-3/M-1/05.05.2023/D43	✓	
44	T1/At/X-3/M-1/05.05.2023/D44		✓
45	T1/At/X-3/M-1/05.05.2023/D45	✓	
46	T1/At/X-3/M-1/05.05.2023/D46		✓
47	T1/At/X-3/M-1/05.05.2023/D47	✓	
48	T1/At/X-3/M-1/05.05.2023/D48	✓	
49	T1/At/X-3/M-1/05.05.2023/D49		✓
50	T1/At/X-3/M-1/05.05.2023/D50	✓	
51	T1/At/X-3/M-1/05.05.2023/D51		✓
52	T1/At/X-3/M-1/05.05.2023/D52	✓	
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54	T1/At/X-3/M-1/05.05.2023/D54		✓
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57	T1/At/X-3/M-1/05.05.2023/D57	✓	
58	T1/At/X-3/M-1/05.05.2023/D58	✓	
59	T1/At/X-3/M-2/12.05.2023/D1		✓
60	T1/At/X-3/M-2/12.05.2023/D2	✓	
61	T1/At/X-3/M-2/12.05.2023/D3	✓	
62	T1/At/X-3/M-2/12.05.2023/D4	✓	
63	T1/At/X-3/M-2/12.05.2023/D5	✓	
64	T1/At/X-3/M-2/12.05.2023/D6		✓

65	T1/At/X-3/M-2/12.05.2023/D7		✓
66	T1/At/X-3/M-2/12.05.2023/D8		✓
67	T1/At/X-3/M-2/12.05.2023/D9	✓	
68	T1/At/X-3/M-2/12.05.2023/D10	✓	
69	T1/At/X-3/M-2/12.05.2023/D11	✓	
70	T1/At/X-3/M-2/12.05.2023/D12		✓
71	T1/At/X-3/M-2/12.05.2023/D13	✓	
72	T1/At/X-3/M-2/12.05.2023/D14	✓	
73	T1/At/X-3/M-2/12.05.2023/D15	✓	
74	T1/At/X-3/M-2/12.05.2023/D16		✓
75	T1/At/X-3/M-2/12.05.2023/D17		✓
76	T1/At/X-3/M-2/12.05.2023/D18	✓	
77	T1/At/X-3/M-2/12.05.2023/D19		✓
78	T1/At/X-3/M-2/12.05.2023/D20	✓	
79	T1/At/X-3/M-2/12.05.2023/D21	✓	
80	T1/At/X-3/M-2/12.05.2023/D22	✓	
81	T1/At/X-3/M-2/12.05.2023/D23	✓	
82	T1/At/X-3/M-2/12.05.2023/D24	✓	
83	T1/At/X-3/M-2/12.05.2023/D25		✓
84	T1/At/X-3/M-2/12.05.2023/D26	✓	
85	T1/At/X-3/M-2/12.05.2023/D27		✓
86	T1/At/X-3/M-2/12.05.2023/D28	✓	
87	T1/At/X-3/M-2/12.05.2023/D29	✓	
88	T1/At/X-3/M-2/12.05.2023/D30	✓	

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92	T1/At/X-3/M-2/12.05.2023/D34	✓	
93	T1/At/X-3/M-2/12.05.2023/D35	✓	
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127	T2/Mr/XIA-4/M-1/04.05.2023/D2		✓
128	T2/Mr/XIA-4/M-1/04.05.2023/D3	✓	
129	T2/Mr/XIA-4/M-1/04.05.2023/D4		✓
130	T2/Mr/XIA-4/M-1/04.05.2023/D5		✓
131	T2/Mr/XIA-4/M-1/04.05.2023/D6		✓
132	T2/Mr/XIA-4/M-1/04.05.2023/D7		✓
133	T2/Mr/XIA-4/M-1/04.05.2023/D8		✓
134	T2/Mr/XIA-4/M-1/04.05.2023/D9	✓	
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137	T2/Mr/XIA-4M-1/04.05.2023/D12		✓
138	T2/Mr/XIA-4/M-1/04.05.2023/D13	✓	
139	T2/Mr/XIA-4/M-1/04.05.2023/D14	✓	
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142	T2/Mr/XIA-4/M-1/04.05.2023/D17		✓
143	T2/Mr/XIA-4/M-1/04.05.2023/D18	✓	
144	T2/Mr/XIA-4/M-1/04.05.2023/D19	✓	
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165	T2/Mr/XIA-4/M-1/04.05.2023/D40		✓
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169	T2/Mr/XIA-4/M-1/04.05.2023/D44		✓
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183	T2/Mr/XIA-4/M-1/04.05.2023/D58	✓	
184	T2/Mr/XIA-4/M-1/04.05.2023/D59	✓	

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193	T2/Mr/XIA-4/M-2/16.05.2023/D3	✓	
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205	T2/Mr/XIA-4/M-2/16.05.2023/D15	✓	
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208	T2/Mr/XIA-4/M-2/16.05.2023/D18	✓	

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211	T2/Mr/XIA-4/M-2/16.05.2023/D21		✓
212	T2/Mr/XIA-4/M-2/16.05.2023/D22	✓	
213	T2/Mr/XIA-4/M-2/16.05.2023/D23	✓	
214	T2/Mr/XIA-4/M-2/16.05.2023/D24	✓	
215	T2/Mr/XIA-4/M-2/16.05.2023/D25		✓
216	T2/Mr/XIA-4/M-2/16.05.2023/D26	✓	
217	T2/Mr/XIA-4/M-2/16.05.2023/D27	✓	
218	T2/Mr/XIA-4/M-2/16.05.2023/D28		✓
219	T2/Mr/XIA-4/M-2/16.05.2023/D29	✓	
220	T2/Mr/XIA-4/M-2/16.05.2023/D30		✓
221	T2/Mr/XIA-4/M-2/16.05.2023/D31		✓
222	T2/Mr/XIA-4/M-2/16.05.2023/D32	✓	
223	T2/Mr/XIA-4/M-2/16.05.2023/D33	✓	
224	T2/Mr/XIA-4/M-2/16.05.2023/D34		✓
225	T2/Mr/XIA-4/M-2/16.05.2023/D35	✓	
226	T2/Mr/XIA-4/M-2/16.05.2023/D36		✓
227	T2/Mr/XIA-4/M-2/16.05.2023/D37		✓
228	T2/Mr/XIA-4/M-2/16.05.2023/D38		✓
229	T2/Mr/XIA-4/M-2/16.05.2023/D39	✓	
230	T2/Mr/XIA-4/M-2/16.05.2023/D40	✓	
231	T2/Mr/XIA-4/M-2/16.05.2023/D41	✓	
232	T2/Mr/XIA-4/M-2/16.05.2023/D42	✓	

233	T2/Mr/XIA-4/M-2/16.05.2023/D43	✓	
234	T2/Mr/XIA-4/M-2/16.05.2023/D44	✓	
235	T2/Mr/XIA-4/M-2/16.05.2023/D45	✓	
236	T2/Mr/XIA-4/M-2/16.05.2023/D46	✓	
237	T2/Mr/XIA-4/M-2/16.05.2023/D47	✓	
238	T2/Mr/XIA-4/M-2/16.05.2023/D48	✓	
239	T2/Mr/XIA-4/M-2/16.05.2023/D49		✓

Sukoharjo, 12 Juni 2023



Robith Khoiril Umam, S.S., M.Hum.
NIP. 19871011 201503 1 006

Appendix 6: Modul English X Class

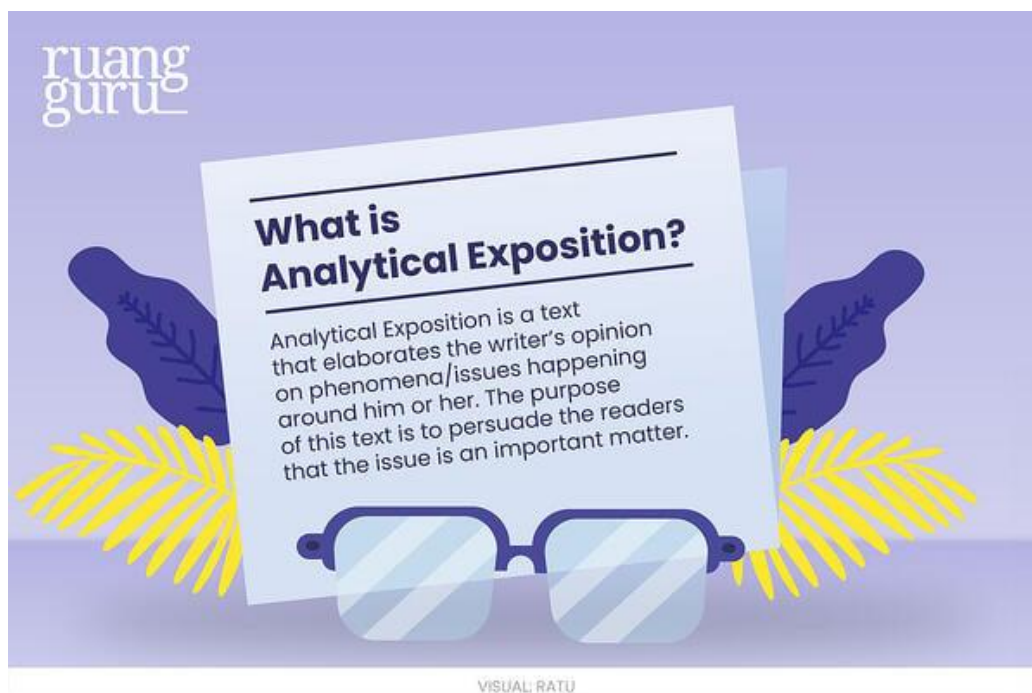
CHAPTER 3 ANALYTICAL EXPOSITION

MATERIAL SUMMARY

Pengertian Analytical Exposition Text

What is analytical exposition text? Sebelumnya, kita *breakdown* dulu. Pertama adalah, apa itu *exposition text*? Jadi, secara sederhananya, *exposition text* adalah sebuah teks yang menyajikan **satu sudut pandang** tentang **sebuah isu**. *Exposition text* umumnya dapat kita temukan di **artikel ilmiah, jurnal, majalah**, dan bagian **tajuk rencana** atau **editorial** suatu koran / media massa

Sedangkan *analytical exposition text* adalah sebuah teks yang berisikan **pendapat penulis tentang hal-hal yang terjadi di sekitarnya**. Baik itu suatu benda, tempat, ataupun kejadian, tanpa mengajak pembaca untuk melakukan sesuatu. Lebih jelasnya kalian dapat menyimak pengertian *analytical exposition* di gambar berikut:



Dari pengertian di atas, kita bisa tahu kalau ***analytical exposition text*** berisi pemikiran penulis tentang hal-hal yang terjadi di sekitarnya, baik benda, kejadian, ataupun tempat. Teks ini termasuk dalam *argumentative text* karena menunjukkan suatu pendapat (argumen) terhadap sesuatu. .

Tujuan *Analytical Exposition Text*

Oke, kita udah tau tentang apa itu *analytical exposition text*. Tapi mungkin kamu bertanya-tanya, *what is the purpose of analytical exposition text?* *Well, the main purpose of analytical exposition text is to persuade the reader that the issue is an important matter.*

Singkatnya tujuan dari *analytical exposition text* yakni **untuk meyakinkan pembaca bahwa topik yang dihadirkan adalah topik yang penting untuk dibahas**. Kamu perlu ingat, kalau *analytical exposition text* tidak “berusaha” untuk mengubah sudut pandang pembacanya, ya. Jadi, teks ini murni hanya berisi pendapat penulis.

Struktur *Analytical Exposition Text*

“Terus, kalau aku mau buat *analytical exposition text*, gimana caranya?” Tenang aja guys! Sekarang kita akan membahas struktur atau *generic structure analytical exposition text*. *Analytical exposition text* terdiri dari 3 bagian, yakni *thesis*, *arguments*, dan *reiteration*. Simak penjelasannya masing-masing bagian ini ya:



1. Thesis

Pada bagian ini, *thesis* adalah bagian yang memberitahu pembaca tentang **topik utama dan sudut pandang penulis**. *Thesis* selalu bisa kamu temukan di paragraf pertama teks.

Di bagian ini, pembaca juga bisa melihat mengapa penulis memberikan pendapat terhadap hal yang menjadi topiknya.

2. Arguments

Di paragraf selanjutnya, kamu bisa menemukan bagian *arguments*. *Arguments* adalah **pendapat untuk mendukung topik utama** yang telah disampaikan sebelumnya. Biasanya dalam *analytical exposition* terdapat lebih dari dua argumen.

Semakin banyak argumen yang ditampilkan, pembaca akan semakin percaya bahwa topik yang dibahas adalah topik yang penting atau membutuhkan perhatian.

3. *Reiteration*

Setelah bagian *thesis* dan *arguments* sudah dipaparkan, tentu saja ditutup dengan kesimpulan atau *reiteration*. Bagian ini selalu terletak di akhir teks dan menjadi paragraf penutup tulisan.

Reiteration adalah **penegasan kembali posisi dan pendapat** penulis terhadap topik utama. *Reiteration* juga sering disebut sebagai *conclusion*, yang mana artinya adalah kesimpulan.

Kaidah Kebahasaan *Analytical Exposition Text*

Selain struktur, kamu juga harus tahu tentang kaidah kebahasaan atau *language features* dalam penulisan *analytical exposition text*. Kaidah kebahasaannya adalah berikut ini:



1. Penulisan *analytical exposition text* menggunakan ***simple present tense***.
2. Menggunakan **kata-kata yang mengekspresikan pikiran atau perasaan penulis**, contohnya: *experience, feel, know, realize, sense, think*, dll.

3. Menggunakan **connective words** yaitu **kata penghubung**. Penggunaan *connective words* bertujuan untuk menghubungkan antar ide, baik itu frasa, klausa, kalimat, maupun paragraf.
- *Connective words* ini banyak fungsinya. 3 fungsi dari kata hubung yang paling sering dipakai dalam *analytical exposition text* adalah:
 - *Adding information*, yaitu menambahkan informasi. Contohnya seperti *and, moreover, in addition*, dan *also*.
 - *Contrasting information*, yaitu mengkontraskan sesuatu. Contohnya seperti *but, however*, dan *even though*.
 - **Causality**, yaitu menunjukkan sebab-akibat. Contohnya seperti *because, therefore, thus, consequently, despite, due to, for that reason, dll*.

Contoh Analytical Exposition Text

ruang guru

Contoh Analytical Exposition

The Importance of Having Breakfast

In a busy morning, people tend to skip their breakfast. Actually, there are many benefits of having breakfast. Here are two reasons why it is important.

Having breakfast helps us feel more focused for the coming day. When we study at school and didn't have breakfast before, we will more likely to not focus during the lesson. There's nothing worse than being constantly aware that you are hungry and counting the minutes until lunchtime. Having breakfast in the morning not only fuels us until lunchtime but actually gives our brains the essential energy to function and focus better on tasks, so we can concentrate more.

Having breakfast will also control our appetite. If we don't eat breakfast, we are much more likely to end up snacking throughout the morning, which could pile up the unhealthy calories! Stay away from overly-refined snacks with added sugar, so if you do feel like snacking, have some slices of fruits.

The two reasons above, to help us feel more focused and to control our appetite are only some of many reasons out there on why having breakfast is important. There are indeed many other benefits of having breakfast.

Thesis

Argument

Reiteration

VISUAL: RATU

Exercise

Read the texts carefully then answer the questions

Text 1

Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every students' desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types. Students just need to decide which type they really need.

Questions:

1. What is the different between conventional students and non conventional student in this multimedia era?
2. How is the subject given in the multimedia era?

3. Why is laptop very important for students?
4. Where does the writer advice the student to buy laptop
5. What is the synonym of “appropriate” ?

Text 2

Do you know if you are too fat, you may have serious problems with your health? A group of doctors wrote a report about some of the effects of too much fat.

One important effect is on the heart. If you are fat, your heart has to work harder. This may lead to a heart attack, or it may lead to other heart problem.

In addition, extra fat can also change the amount of sugar in your blood. This can cause serious disease such as diabetes. Furthermore high blood pressure is another possible result of being fat.

More studies are needed about all these problems but one thing is clear, extra fat may make your life shorter.

Questions:

1. What will happen to your heart if you are too fat?
2. Is there any effect on your blood if you are too fat? What is it?
3. What is the conclusion of all the text?
4. From where do all of the facts come from?
5. What word in the text is the synonym of “head to” ?

Appendix 7: Lesson Plan XI Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri Colomadu
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Genap
 Materi Pokok : Fungsi Sosial dan Unsur Kebahasaan Lirik Lagu Terkait Kehidupan Remaja
 Alokasi Waktu : 3 Minggu x 2 Jam Pelajaran @45 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi fungsi sosial lirik lagu terkait kehidupan remaja
- Mengidentifikasi unsur kebahasaan lirik lagu terkait kehidupan remaja
- Menirukan lirik lagu secara lisan
- Menyebutkan bagian-bagian yang terkait dengan pesan-pesan tertentu
- Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja

B. Langkah-Langkah Pembelajaran

1 . Pertemuan Pertama (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingatkan kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.
Kegiatan Inti (70 Menit)

1 . Pertemuan Pertama (2 x 45 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ➢ Pemberian contoh-contoh materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Menulis Menulis rangkuman dari hasil pengamatan dan bacaan terkait <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Mendengar Pemberian materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.

1 . Pertemuan Pertama (2 x 45 Menit)	
	<ul style="list-style-type: none"> ❖ Membaca sumber lain selain buku teks Secara <i>disiplin</i> melakukan <i>kegiatan literasi</i> dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa <i>percaya diri</i> <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> ❖ Mengolah informasi dari materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari

1 . Pertemuan Pertama (2 x 45 Menit)	
	<p>kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <ul style="list-style-type: none"> ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan <i>sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</i>. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <ul style="list-style-type: none"> ➢ <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> ❖ Menjawab pertanyaan tentang materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang terdapat pada

1 . Pertemuan Pertama (2 x 45 Menit)	
	buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>Fungsi sosial lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	
2 . Pertemuan Kedua (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingatkan kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar 	

2 . Pertemuan Kedua (2 x 45 Menit)	
❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ➢ Pemberian contoh-contoh materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Menulis Menulis rangkuman dari hasil pengamatan dan bacaan terkait <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Mendengar Pemberian materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian

2 . Pertemuan Kedua (2 x 45 Menit)	
	<p>Mengamati dengan seksama materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <ul style="list-style-type: none"> ❖ Membaca sumber lain selain buku teks Secara <i>disiplin</i> melakukan <i>kegiatan literasi</i> dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa <i>percaya diri</i> <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi :

2 . Pertemuan Kedua (2 x 45 Menit)	
	<p>➤ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i></p> <ul style="list-style-type: none"> ❖ Mengolah informasi dari materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➤ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan <i>sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</i>. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➤ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <ul style="list-style-type: none"> ➤ <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> ❖ Menjawab pertanyaan tentang materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang terdapat pada

2 . Pertemuan Kedua (2 x 45 Menit)	
	<p>buku pegangan peserta didik atau lembar kerja yang telah disediakan.</p> <ul style="list-style-type: none"> ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.
<p>Catatan : Selama pembelajaran <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i>. ❖ Memberikan penghargaan untuk materi pelajaran <i>Unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	
3 . Pertemuan Ketiga (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ❖ Mengingat kembali materi prasyarat dengan bertanya. ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i> 	

3 . Pertemuan Ketiga (2 x 45 Menit)	
<ul style="list-style-type: none"> ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ❖ Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ❖ Pembagian kelompok belajar ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Makna lirik lagu terkait kehidupan Remaja</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➢ Lembar kerja materi <i>Makna lirik lagu terkait kehidupan Remaja</i>. ➢ Pemberian contoh-contoh materi <i>Makna lirik lagu terkait kehidupan Remaja</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca. Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Makna lirik lagu terkait kehidupan Remaja</i>. ❖ Menulis Menulis rangkuman dari hasil pengamatan dan bacaan terkait <i>Makna lirik lagu terkait kehidupan Remaja</i>. ❖ Mendengar Pemberian materi <i>Makna lirik lagu terkait kehidupan Remaja</i> oleh guru. ❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i> untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan tentang materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data	<u>KEGIATAN LITERASI</u>

3 . Pertemuan Ketiga (2 x 45 Menit)	
collection (pengumpulan data)	<p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <ul style="list-style-type: none"> ❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Membaca sumber lain selain buku teks Secara <i>disiplin</i> melakukan <i>kegiatan literasi</i> dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang sedang dipelajari. ❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang sedang dipelajari. ❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang telah disusun dalam daftar pertanyaan kepada guru. <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Makna lirik lagu terkait kehidupan Remaja</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa <i>percaya diri</i> <i>Makna lirik lagu terkait kehidupan Remaja</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i>

3 . Pertemuan Ketiga (2 x 45 Menit)	
	<ul style="list-style-type: none"> ❖ Mengolah informasi dari materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Makna lirik lagu terkait kehidupan Remaja</i>.
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Makna lirik lagu terkait kehidupan Remaja</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Makna lirik lagu terkait kehidupan Remaja</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p><u>CREATIVITY (KREATIVITAS)</u></p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi : <ul style="list-style-type: none"> ➢ <i>Makna lirik lagu terkait kehidupan Remaja</i> ❖ Menjawab pertanyaan tentang materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang akan selesai dipelajari ❖ Menyelesaikan uji kompetensi untuk materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

3 . Pertemuan Ketiga (2 x 45 Menit)	
Catatan : Selama pembelajaran <i>Makna lirik lagu terkait kehidupan Remaja</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u><i>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</i></u>	
Kegiatan Penutup (10 Menit)	
Peserta didik :	
❖ Membuat resume (<i>CREATIVITY</i>) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Makna lirik lagu terkait kehidupan Remaja</i> yang baru dilakukan.	
❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Makna lirik lagu terkait kehidupan Remaja</i> yang baru diselesaikan.	
❖ Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah.	
Guru :	
❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Makna lirik lagu terkait kehidupan Remaja</i> .	
❖ Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas proyek/produk/portofolio/unjuk kerja pada materi pelajaran <i>Makna lirik lagu terkait kehidupan Remaja</i> .	
❖ Memberikan penghargaan untuk materi pelajaran <i>Makna lirik lagu terkait kehidupan Remaja</i> kepada kelompok yang memiliki kinerja dan kerjasama yang baik.	

C. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soedarmono	75	75	50	75	275	68,75	C
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)

- 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				

3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1

		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat

Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas

: _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian	Isi sangat sesuai dengan judul	5	4	

	isi dengan judul	Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2

		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Lampiran

Ringkasan Materi

A song is a short musical composition of words and music. It usually consists of lyrics in the form of verses and lines. It can be about the experience of the writer, social criticism, and expression of feeling either happy or sad or a description about something. Love, however, is one of the most common themes in songs.

Refrain or chorus is the part of a song for all to sing. Rhyme is one of aspects which makes a song is heard more beautiful.

Example:

“Songs for A Dying Planet”

Song by: Joe Walsh

Is anyone out there?
 Does anybody listen or care anymore?
 We are living on a dying planet,
 We're killing everything that's alive,
 And anyone who tries to deny it
 Wears a tie
 And gets paid to lie
 So I wrote these songs for a dying planet,
 I'm sorry but I'm telling the truth,
 And for everybody trying to save it
 These songs are for you, too.
 Is anyone out there?

I. Choose the correct answer by crossing A, B, C, D or E

1. Sameness of sound of the endings of two or more words at the ends of lines of verse is called...

- a. hymn

- b. rhyme
 - c. rhythm
 - d. lyrics
 - e. rhapsody
2. Part of song for all to sing is the definition of.....
- a. beat
 - b. choir
 - c. orchestra
 - d. anthem
 - e. chorus
3. Lyric is.....
- a. Part of song for all to sing
 - b. words of song
 - c. composition in irregular form
 - d. song or hymn of a country
 - e. A group of persons playing musical instrument together
4. Portable musical instrument with a bellows, metal reeds and a keyboard is...
- a. cymbal
 - b. tambourine
 - c. bass drum
 - d. gong
 - e. Accordion
5. Percussion instrument made of a hollow cylinder or hemisphere with parchment stretched over the open side is the definition of
- a. piano
 - b. drum
 - c. trio
 - d. violin
 - e. saxophone

Text 1 (For number 6 to 10)

Down to Earth

Song by: Peter Gabriel

[Verse 1]

Did you (6) that your feet had been bound
By what gravity brings (7) the ground?
Did you feel you were tricked
By the future you picked?
Well, come on down
All those rules don't apply
When you're high in the sky
So, come on down
Come on down

[Chorus}

We're coming down to the ground
There's no better place to go
We've got snow up on the mountains
We've got rivers down below
We're coming down to the ground
We hear the birds sing in the trees
And the land will be looked after
We send the seed out in the breeze

[Verse 2]

Did you think you'd escaped from routine
By changing the script and the scene?
....(8) all you made of it
You're always afraid
Of the change
You've got a lot on your chest
Well, you can come as my guest
....(9), come on down

Come on down

[Bridge]

Like the fish(10) the ocean

We felt at home in the sea

We learned to live off the good land

Learned to climb up a tree

Then we got up on two legs

But we wanted to fly

When we messed up our homeland

We set sail for the sky

[Outro]

We're coming down

Coming down to Earth

Like babies at birth

Coming down to Earth

We're gonna find new priorities

These are extraordinary qualities

6. a. say
b. think
c. hear
d. feel
e. consider
7. a. on
b. to
c. of
d. off
e. on
8. a. despite

- b. because
- c. although
- d. nevertheless
- e. moreover

9. a. but

- b. so
- c. let's
- d. and
- e. or

10. a. on

- b. in
- c. at
- d. under
- e. beneath

Text 2 (For number 11 to 15)

Straight Through The Heart

Song by: Dio

Hanging(11) the cobwebs in your mind
It looks like a long, long way to fall
No one ever told me life was kind
I guess I never heard it, never heard it all

Living in a world of make believe
I can hide(12) what's real
But wearing your emotions on your sleeve
And they all know what you(13)
And here it comes again
Straight through the heart
Straight through the heart
Oh, never (14) a secret with your eyes

It's the eyes that let you down
Tell a little truth(15) many lies
It's the only way I've found
Shout to the wind
How can you hurt me this way
Oh once it begins
It looks like it's coming to stay

11. a. from

b. for

c. to

d. at

e. will

12. a. beside

b. behind

c. front

d. up

e. beneath

13. a. see

b. hear

c. feel

d. saw

e. felt

14. a. mouth

b. tell

c. say

d. say

e. hear

15. a. or

b. with

c. and

d. so

e. from

Text 3 (For number 16 to 18)

AIR SUPPLY LYRICS

“ I Can Wait Forever”

When you say, I miss the things you do
I just want to get back close again to you
But for now, your voice is near enough
How I miss you and I miss your love
And though, all the days that pass me by so slow
All the emptiness inside me flows
All around and there's no way out
I'm just thinking so much of you, there was never any doubt

I can wait forever
If you say you'll be there too
I can wait forever if you will
I know it's worth it all, to spend my life
Alone with you

When it looked as though my life was wrong
You took my love and gave it somewhere to belong
I'll be here, when hope is out of sight
I just wish that I was next to you tonight

And though, I'll be reaching for you even though
You'll be somewhere else, my love will go
Like a bird on its way back home
I could never let you go, and I just want you to know

I can wait forever

If you say you'll be there too
 I can wait forever if you will
 I know it's worth it all, to spend my life
 alone with you

I can wait forever
 If you say you'll be there too
 I can wait forever if you will
 I know it's worth it all, to spend my life
 Alone with you

I can wait forever
 If you say you'll be there too
 I can wait forever if you will
 I can wait forever more, I can wait forever

16. What is the theme of the song?
- a. War
 - b. World peace
 - c. Longing
 - d. Victory
 - e. Death
17. How does the narrator feel?
- a. Happy
 - b. Lonely
 - c. Disappointed
 - d. Desperate
 - e. Envious
18. What is the song about?
- a. A man who is alone and misses his girl, but he still waits for her
 - b. A man who wants to end the relationship with the girl
 - c. A man who feels so disappointed and down because the girl leaves him
 - d. A man who surrenders to love and wait for the girl
 - e. A man who doesn't care about his love anymore
19. What is the synonym of the word 'worth' ?

- a. Silent
- b. Invisible
- c. Available
- d. Remain
- e. Value

20. Which one is true according to the song lyric?

- a. The man doesn't miss the girl
- b. The man doesn't want to know about the girl anymore
- c. The man will let the girl go to be with other man
- d. The man wishes to be with the girl
- e. The man is with the girl

II. Answer the question based on the lyrics of the song!

“Viva Forever”

Song by: Spice Girls

Do you still remember
 How we used to be
 Felling together, believe in whatever
 My love has said to me
 Both of us were dreamers
 Young love in the sun
 Felt like my savior, my spirit I gave ya
 We'd only just begun
 Hasta Manana,
 Always be mine
 [Chorus:]
 Viva forever, I'll be waiting
 Everlasting, like the sun
 Live forever,
 For the moment
 Ever searching for the one
 Yes I still remember,
 Every whispered word

The touch of your skin, giving life from within
Like a love song that I'd heard
Slipping through out fingers,
Like the sands of time
Promise made, every memory saved
Has reflections in my mind
Hasta Manana,
Always be mine
[Chorus]
Back where I belong now,
Was it just a dream
Feelings unfold, they will never be sold
And the secret's safe with me
Hasta manana,
Always be mine
[Chorus x2]

Questions:

1. What is theme of the song above?
2. What does "Hasta Manana" means?
3. What was still remembered by the singer?
4. Does the writer think that the feeling is a dream?
5. What is represented by the sand of time?

Appendix 8: Documentations

