#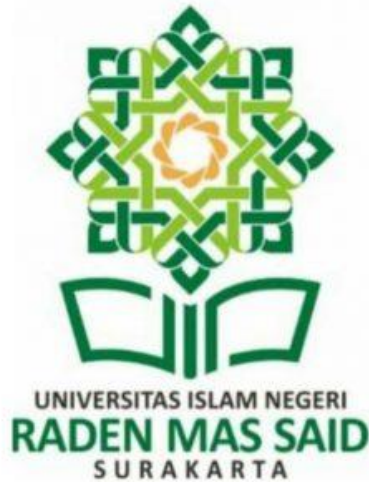 AN ANALYSIS OF POLITENESS STRATEGY USED BY STUDENTS IN ENGLISH TEACHING AND LEARNING PROCESS AT THE EIGHTH GRADE OF SMP N 2 TANON SRAGEN IN THE ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements for

the Undergraduate Degree in English Language Education

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Assalamu"alaikum Wr. Wb.

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as the advisors, we state that the thesis of :

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Thank you for the attention

Wassalamualaikum Wr. Wb.

Sukoharjo,   Juni 2023

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RATIFICATION

This is to certify the Sarjana thesis entitled "An Analysis of Politeness Strategy Used by Students in English Teahing and Learning Proess at the Eighth Grade of SMP N 2 Tanon Sragen in the Academic Year 2022/2023" by Melina Anggie Lestari has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education.

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DEDICATION

This thesis is dedicated to :

1. Allah SWT, God of the universe.
2. Both beloved parents, Father (Suripto) and Mother (Alm. Rini Lestari) who always be the best motivators for their children. Thank you for your endless prayers and love.
3. My beloved brother Risqan Arka Dwi Wibawa.
4. Everyone who had helped me accomplished this thesis.

MOTTO

" Hatiku tenang karena mengetahui bahwa apa yang melewatkanku tidak akan pernah menjadi takdirku, dana pa yang ditakdirkan untukku tidak akan pernah melewatkanku "

(Umar bin Khattab)

" Lemah Teles Gusti Allah sing Bales "

(Melina Anggie Lestari)

PRONOUNCEMENT

Name   : Melina Anggie Lestari
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I hereby sincerely state that the thesis titled *"An Analysis of Politeness Strategy Used by Students in English Teahing and Learning Proess at the Eighth Grade of SMP N 2 Tanon Sragen 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.

Surakarta, June 21st 2023

Stated by,

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12. All the one who had helped the researcher in writing this thesis.

The researcher realizes 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.

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The researcher

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ABSTRACT

Melina Anggie Lestari. 2023. *An Analysis of Politeness Strategy Used by Students in English Teaching and Learning Process at the Eighth Grade of SMP N 2 Tanon Sragen in the Academic Year 2022/2023*. Thesis. English Language Education, Cultures and Languages Faculty, The State Islamic University of Raden Mas Said Surakarta.

Advisor : Dr. Hj. Woro Retnaningsih, M.Pd.

Keywords : Pragmatics, Politeness Strategy, English Teaching and Learning.

This research was conducted to analyze the politeness strategy used by students in English teaching and learning process. The researcher describes what types of politeness strategy used by students in English teaching and learning process.

This research used descriptive qualitative method. The subject of this research was students of SMP N 2 Tanon Sragen. The researcher collected the data by observation and interview. The collected data were analyzed by reducing the data, data display and data conclusion. The researcher did technique of data validation used methodological triangulation. The researcher used Brown and Levinson's politeness strategies theory, namely; bald-on record, positive politeness, negative politeness, off-record.

The result of this research showed that there are four strategies employed by the students in English class. The strategies are bald on record strategy, positive politeness strategy, negative politeness strategy, off-record strategy. From 15 of students utterances, 1 of them identified as bald on record, 8 utterances of positive politeness, 1 as negative politeness and 5 utterances of off record strategy. It meant that 7% were bald on record, 53% as positive politeness, 7% as negative politeness, and 33% as off record strategy. Therefore, positive politeness strategy is mostly used by the students in English teaching learning process.

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CHAPTER 1

INTRODUCTION

A. Background of Study

   Interaction between teacher and students is one of aspect to make a situation be conducive in teaching learning process. Interaction in the classroom is an essential part of teaching and learning process. As Dagarin (2004: 128) stated that the function of the interaction in the teaching learning process is to establish a pleasant atmosphere in the classroom with friendly relationship of students and encourage the students to become effective communicators especially in second language learning.

   Interaction between teacher and students must be good and clearly so that the interaction will not have negative impact to learning and teaching process. According to Içbay (2008:1), through interactions in the classroom, the participants share what they know, how they do what they know, what they feel, what they think and what they plan to do. The interaction are supposed to be polite, to make communication comfortable and to enable students enjoy conversation.

   In this era, many students think that the teacher is a friend, students are free to call or say anything to the teacher with any greeting. In that sense, there is no visible gap between teachers and students in their relationship. Their status or position varies, as teachers, as students. However, they do not make this status a barrier that prevents intense communication and association. In this case, many disagreements or misunderstandings are going on, some people think if they know the boundaries then everything will be fine. However, some prohibit are considered strange because they can damage the image of the teacher. When a teacher is close to a student, the student may no longer respect that teacher. When students and teachers meet, students greet their teachers at school like friends. For example, in Pasemah Language, when students meet

their teachers outside of school, the teacher asks them "nak kemane, nak?" (Same as Where are you going), then one of the answers "ngerayaulah, bu. Kan anak mude" (Same like hangout, Miss. We are a young man). Maybe this situation is strange when some people see this event because some students talk to the teacher liked that. However, some people think this is okay because it happens outside the school environment. For students and teachers, this event is polite, in the sense of solidarity between them.

In a school, students are taught to do good and care about what happens in their environment. A student must have a good attitude and respect for their teacher. According to Muhtar (2008), politeness of students towards their teachers includes:

"*Mengucapkan salam apabila bertemu dengannya, bertutur kata dan bersikap sopan apabila berhadapan dengannya, mengamalkan ilmu yang telah di dapat dengan benar, jangan tertawa jika berbicara dengan guru, membantu serta mendoakan guru agar diberi keberkahan oleh Allah SWT.*" (p.161).

The translation of Muhtar (2008) is as follows:

"*Say greetings when meeting teachers. Speak words and be polite when dealing with teachers, practice the knowledge that has been obtained correctly, responsibility when talking to teachers, help and pray for teachers to be blessed by Allah SWT.*" (p. 161).

In this situation, the person is obliged to have a polite conversation; they will choose certain strategies for having a polite conversation to maintain communication. Politeness strategies are important to research because they are utilized by people in social interactions and certain contexts, knowing what to say, how to say, when to say, and being with other people (Yule, 2020).

This study uses the theory of politeness strategies according to Brown and Levinson (1987) which classifies four strategies, namely off-record, on-record-bald on-record, on-record-negative politeness, and on-record-positive politeness. The researcher chooses this theory because the theory follows the phenomena found; this theory is the most influential, which states that the problem of politeness is one of the main points in pragmatics because

politeness is a universal phenomenon in the use of language in a social context. The context of politeness strategies is not only applied in informal situations such as how two friends can build good communication but also informal situations; for example, in the context of teaching and learning, politeness strategies are considered essential to be applied as a means, bridge for teachers and students to build a good atmosphere in the process teaching and learning so that learning becomes effective as stated by Jiang, (2010).

Teachers have to ensure that information exchange, instructions and discussion are all possible, while students need to be able to engage in discussions, complete assignments and interact with each other and with teachers. In their interaction, teachers and students are quite aware that the ability to participate in the communication process lies in the ways in which they use the language. As participants in the communication process, we may see interaction as being built up of different expressions which may be used as we attempt to establish and maintain social and professional relationships. The different expressions do not only include linguistic features such as words but also gestures, pauses and tone. In using these expressions, we choose strategically relevant language to initiate and maintain interaction. Depending on the reason to communicate or interact, teachers and students may fulfill socially recognized and accepted ways of requesting, offering, suggesting, complaining for example. The language chosen in these instances would then include indirect expressions and implicatures, Markus (2011: 4).

There are several studies which have been conducted by some researcher. A study by (Andi, 2018) aims to find out politeness strategies between teachers and students. The findings prove that there are 3 strategies formulated by Brown and Levinson, namely bald-on record, positive politeness strategies, and negative politeness strategies between students, teachers and observers. The next study describes the expressions used by students when communicating with others who display their politeness during class discussions but not in the learning environment by (Wahyuni, S. 2019). The

results of his study show that there are many factors that influence students' politeness in communication which can be seen from the situation, status, age, culture, gender, and others. There are two most dominant ways that students use to express politeness, namely by asking and ordering.

Politeness strategies used in the teaching process in English class by (Tsamratul'aeni, 2019). The results of this study indicate that lecturers in the teaching process use four politeness strategies and the most frequently used politeness strategy by lecturers is positive politeness. Another study that seeks to find out about politeness strategies used by students in English foreign language class interactions at SMA Muhammadiyah 9 Makassar and wants to find out what politeness strategies are most often used in English Foreign language class interactions by (Martina, S.H. 2020). The researcher found the results of his study, namely bald-on record and positive politeness strategies that are widely used by students in interactions.

The researcher have conducted pre research by doing observation and interview. The result of observation are there are so many various utterances from the students in English learning process, students are lack in using the language of politeness in English teaching learning process and students have limited ability in understanding the language of politeness. While the result of interview is the teacher found difficulties to analys the various utterances used by students during teaching learning process. The emergence of these various utterances because the class is included in the active class category and the teacher requires more effort in managing the class.

Based on the observation and interview with English teacher, the researcher decided to conduct the research in politeness strategy used by the students in English teaching and learning process. Through this research, the researcher would like to review the politeness strategy proposed by (Brown & Levinson, 1987) for knowing which politeness strategies are used in the interaction of teacher-students in the English teaching and learning process. Therefore, this research entitled **"*An Analysis of Politeness Strategy Used by*

Students in English Teaching and Learning Process at the Eighth Grade of SMP N 2 Tanon Sragen in Academic Year 2022/2023".

B. Identification of Study

Based on the background study above, the researcher identified the problem were follows:

1. There are so many various utterances from the students in English learning process.
2. Students are lack in using the language of politeness in English teaching learning process.
3. Students have limited ability in understanding the language of politeness.

C. Limitation of Study

Based on the background of research, the researcher will limit the research on :

This research focuses in politeness strategy used by the students as independent variables whereas for dependent variables is English teaching learning process. It also find out the types of politeness strategies that used by the students in core of English teaching learning process. This study used Brown and Levinson's theory to analyze the data. The research took in 8 grades. The researcher chooses one of the classes were taught by Miss Winarni, has four meetings on one month. Therefore, the researcher limited this study to analysis of politeness strategy used by the students in English Teaching Learning Process at Eighth grade of SMP N 2 Tanon Sragen in the Academic Year 2022/2023.

D. Research Question

What types of politeness strategy used by the students in English learning process at eighth grade of SMP N 2 Tanon Sragen in the academic year 2022/2023?

E. Objective of the Study

To analyze the types of politeness strategy used by the students in English teaching learning process at the Eighth grade of SMP N 2 Tanon Sragen in the academic year 2022/2023.

F. Benefit of the Study

1. Theoretically

   This research is hopefully could give more understanding of politeness strategies. Moreover, these theories can give further information and knowledge about types of politeness strategy. Beside, the reader will be able to identify the politeness strategy in English teaching learning process.

2. Practically

   a. For Students

   The benefit of the study for the students is that the students will understand the politeness expressions.

   b. For Teachers

   By knowing the expression of expressions of politeness, the teachers could use this knowledge to teach their students to communicate clearly and fluently in their teaching activity. The teacher will understand politeness as the important things in communication. Being polite in classroom interaction is very important to create effective teaching learning process.

   c. For The Researcher

   Hopefully, the researcher could use this research as one of the source books to study about politeness, particularly politeness utterances which often occur in the interaction between teacher and students in English teaching and learning process.

G. Definition of the Terms

1. Pragmatics

    Levinson (1983: 5) defines that pragmatics is the study of language use, that is the study of relation between language and context which is basic to an account of language understanding which involves the making of inferences which will connect what is said to what is mutually assumed or what has been said before.

2. Politeness

    According to Yule (1996: 106) politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing potential conflict and confrontation inherent in all human interchange. Furthermore, she also states that politeness is interpreted as strategies (or series of strategies) employed by the speaker to achieve a variety of goals, such as promoting or maintaining harmonious relations.

3. Teaching and Learning

    Brown (2000: 7) defines the concept of teaching. He explains that teaching is guiding and facilitating learning encouraging the learners to learn, and setting the condition for learning.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Pragmatics

Pragmatics is a branch of linguistics which is focuses how utterances communicate meaning in context. According to Levinson (1983: 5), pragmatics is the study of language usage. It can be said that pragmatics is how people interpret the meaning of the conversation based on the context. Stalnaker (1999: 34) stated that pragmatics is the study of linguistics acts and the contexts in which they are performed. Pragmatics plays an important role in studying a language as tool of human interaction, the interaction between the speaker and the hearer.

Mey (2001) also defines pragmatic is a study about the use of language in human communications as determined by the conditions of society. To understand about pragmatic, the people must know about the condition in their society. Social society is filled by different background and different behavior. Some people will easily get offend when talking a negative thing about them. Therefore, the people must carefully to says something to other people that the other people will not be offended about what people talk.

Yule (1996: 3) stated that pragmatics is the study of speaker meaning. Therefore, pragmatics deals with the study of meaning as communicated by a speaker or a writer and interpreted by a listener or reader. The communication clearly not only depends on recognizing the meaning of words in utterance, but also recognizing what speakers mean or the writers mean by their utterance. Yule (1996:3) divided pragmatic field into four definitions. The first definition said that pragmatics is study how to analyze what people mean in that utterance and what the words or phrase

in those utterance that is referred to speaker. Pragmatic is the study of the contextual meaning, the second definition. It means that pragmatic needed a consideration of how speaker organize what they want to say in accordance with who they are talking to, where, when the utterance is uttered. Third, pragmatic is the study of how to get communication purpose that is said by the speaker. This definition explains how listeners can make a conclusion about what is said in order to be successful of an interpretation. Fourth, pragmatic is the study of the expression of relative distance. It means how close the distance of the listener and the speakers determined how much need to be said.

In conclusion, pragmatic is a general study of how the context influences the speaker in interpreting the meaning of a sentence or study in the connection with situations of speech in system of communication. Pragmatic teach us to understanding the context when the people says something. If not, the misunderstanding will be happening and it makes other people get offend about what the people are saying. Pragmatic also can make the people know about what the meaning of other people talking about.

2. Teaching Learning

Teaching is 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. Brown (2000: 7) defines the concept of teaching. He explains that teaching is guiding and facilitating learning encouraging the learners to learn, and setting the condition for learning.

The definition of teaching cannot be separated from the definition of learning. The understanding towards the concepts of teaching and learning may underlie the success of language teaching and learning process. Therefore, the following presents a discussion on the notion of teaching and learning. Tomlinson (1998: 4) states that learning is normally considered to

be a conscious process which consists of the committing to memory of information relevant to what is being learned. In addition, Murray and Christison (2011: 140), state that learning is a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. Learning also refers to a relatively permanent change in behavior as a result of practice or experience.

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Oddly, Slavin (2003:138) an educational psychologist would define learning even more succinctly as a change in an individual caused by experience. Brown (2000: 7) proposes that learning is acquisition or getting information and skill which imply storage systems, memory, and cognitive system. Brown (2000: 7) breaks down the components of the definition of learning as follows:

1) Learning is acquisition or getting.
2) Learning is retention of information or skill.
3) Retention implies storage system, memory, and cognitive organization.
4) Learning involves active, conscious focus or and acting upon events outside or inside the organism.
5) Learning is relatively permanent but subject to forgetting.
6) Learning involves some form of practice, perhaps reinforced practice.
7) Learning is a change in behavior.

In relation to English teaching learning, Harmer (1998: 24) suggests that the natural language acquisition can be difficult to replicate in the classroom, but there are elements which can help the students learn effectively. The elements are engaged, study, and activate. "Engage" is related to a teaching sequence where teachers try to arouse students" interest by involving their emotion. Meanwhile, the concept of "study" focuses on the language and how the language is constructed. The last element is

"activate". This term refers to the 18 exercise and activities which are designed to get the students using language as freely and communicatively as they can. In fact, teaching and learning are related to each other. Language learning cannot be separated from language teaching. To learn is to know something while to teach is to let learners know something. Brown (2000: 7) defines the concept of teaching. He explains that teaching is guiding and facilitating learning encouraging the learners to learn, and setting the condition for learning.

3. **Theory of Politeness**

Politeness is one of the most important aspects of human communication which arise from social interaction. Politeness theory is firstly systematized by Brown and Levinson in 1987. According to Brown and Levinson (1987), politeness theories are developed to account for face to face interaction. Another definition of politeness is stated by Fraser in Hei et al (2012:168), Fraser defines politeness as a property associated with an utterance in which, according to the hearer, the speaker has neither exceeded any rights nor failed to fulfill any obligations.

According to Yule (1996: 106) politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing potential conflict and confrontation inherent in all human interchange. Furthermore, she also states that politeness is interpreted as strategies (or series of strategies) employed by the speaker to achieve a variety of goals, such as promoting or maintaining harmonious relations. Meanwhile, according to Weydt (1983 in Trosborg 1995: 24) politeness can be said as a pragmatics mechanism in which a variety of structures (including non-verbal and prosodic features) work together 31 according to the speaker's intention of achieving a smooth communication. Thus, politeness can be determined from the linguistic form used, the context of the utterance, the relationship between speaker and hearer (Yule, 1996: 157).

Definition of Politeness According to Lakoff as cited in Leech (2014) stated that politeness as "a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange". Yule as cited in Manik (2015), politeness are very important to investigate as it is used by people in their social interactions and in the 7 specific contexts, knowing what to say, how to say, when to say and how to be with other people. Holtgraves as cited in Cahyanti (2019) politeness allows people to perform many interpersonally sensitive actions in a nonthreatening or less threatening manner. There are also definition from Brown and Levinson and Watt. Brown and Levinson as cited in Kecskes (2011), politeness is largely focused around the notion of mitigation of face threat, and whilst politeness is clearly used to avoid threatening others' face, it is clear that politeness has many different functions. Watt as cited in Adel (2016), politeness is as the ability to please others through external actions. From all the statement above, the researcher conclude that politeness strategies are influence based on the goal of communicational process. Politeness is important in teaching and learning. In the teaching and learning process, the politeness strategies are based on the awareness on the importance of verbal politeness to be used in the classroom.

Types of Politeness According to Brown and Levinson as cited in Kurniyatin (2017) outline four main types of politeness strategies, these are:

a. Bald-on record

In the bald-on record strategy, the speaker does nothing to minimize threats to the hearer's face. The reason for its usage is that whenever a speaker (S) wants to do the FTA (Face Threatening Act) with maximum efficiency more than he or she wants to satisfy the hearer's (Hs) face, even to any degree, the bald-on record strategy chosen according to Brown and 8 Levinson as cited Kurniyatin (2017). From the statement above, the researcher conclude that bald on record

strategies is the speaker speaks frankly without chit chat. There are two kinds of bald-on record usage:

1) Non-minimization of the face threat

   Non-minimization of the face threat is the standard use of bald-on record usage where other demands override face concerns. Speaker (S) and hearer (H) both agree that the relevance of face demands may be suspended in the interest of urgency or efficiency. This strategy is often most utilized in situations where the speaker has a close relationship with the audience.

   a) Strategy 1: Maximum efficiency

      This strategy is known to S and H where face redress is not requires. In case of great urgency or desperation, redress actually decreases the communicated urgency. From the statement, the researcher concludes that this strategy is speaker wants to give advice to the hearer which in very urgent conditions. For example: Listen to me!

   b) Strategy 2: Metaphorical urgency for emphasis

      This strategy is used when speaker speaks as if maximum efficiency is very important, it will provide metaphorical urgency for emphasis. From the statement, the researcher concludes that this strategy is speaker talks to the hearer about something that important. Example: Here, a cup of tea for you. Attention please.

   c) Strategy 3: Metaphorical urgency for high valuation of hearer's friendship

      This strategy describes why orders and begging, which have inverted assumptions about the relative status of S and H, seem to occur in many languages with the same superficial syntax-namely, imperatives. From the statement, the researcher concludes that this strategy is speaker makes a request to the hearer. For example: Pardon me.

d) Strategy 4: Case of channel noise

This strategy happens where communication difficulties exploit pressure to speak with maximum efficiency such as calling across a distance. From the statement, the researcher concludes that this strategy is speaker uses pressure to speak with the hearer. For example: "Come here now!"

e) Strategy 5: Task oriented/paradigmatic form of instruction

In this kind of interaction, face redress will be irrelevant. From the statement, the researcher concludes that this strategy is emphasizes instruction, where the speaker gives instruction to the hearer. Example: Before you're very eyes.

f) Strategy 6: Power different between S and H (S is higher) This strategy used commonly when there are difference between speaker (S) and hearer (H), either because S is more powerful than H and does not fear retribution or non-cooperation from H. S does not 10 have to redress the expression in order to satisfy H's face. From the statement, the researcher concludes that this strategy is speaker has a difference of opinion with the hearer. For example: Send me the report, Suti.

g) Strategy 7: Sympathetic advice or warnings Based on the theory of politeness strategy by Brown and Levinson as cited in Kurniyatin (2017), speaker (S) does care about hearer (H) and therefore about H's positive face, so that no redress is required. From the statement, the researcher concludes that this strategy is speaker cares to the hearer. For example: Thank you for your kindness.

h) Strategy 8: Permission that H has requested Granting permission that hearer (H) has requested may baldly on record based on the theory of Brown and Levinson as cited in kurniyatin (2017). From the statement, the researcher

concludes that this strategy is speaker gives permission to the hearer. Example: "Yes, you should listen to her".

2) FTA- oriented bald-on record usage

The theory of Brown and Levinson as cited in Kurniyatin (2017) stated the use of bald-on record is actually oriented to face. In other words, it is used where face involves mutual orientation, so that each participant attempts to foresee what the other participant is attempting to foresee. For in certain circumstances it is reasonable for S to assume 11 that H will be especially worried with H's potential violation or S's maintaining.

a. Strategy 1: Welcoming based on the theory of Brown and Levinson as cited in Kurniyatin (2017), it is used when speaker insist that hearer may impose on his negative face. From the statement, the researcher concludes that this strategy is speaker greets to the hearer. For example, "Good evening".

b. Strategy 2: Farewells based on Brown and Levinson as cited in Kurniyatin (2017), it is used when speaker insist that hearer may transgress on his positive face by taking his leave. From the statement, the researcher concludes that this strategy is used when the speaker wants to separate with the hearer. For example, "See you when I see you".

c. Strategy 3: Offers, used when speaker insist that hearer may impose on speaker's negative face. From the statement, the researcher concludes that the speaker offers, command something to the hearer. For example, Go away!

b. **Positive politeness**

Brown and Levinson as cited in Kurniyatin (2017) give definition that politeness is the strategy which is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for himself. The speaker can satisfy the addressee's positive face wants by emphasizing that speaker wants what the hearer's wants.

Positive 12 politeness techniques are usable not only for FTA redress, but as kind of social accelerator which indicates that speaker wants to come closer to hearer. From the statement above, the researcher conclude that positive politeness strategies is the speaker speaks frankly with chit chat positive politeness. Brown and Levinson as cited in Kurniyatin (2017) divide positive politeness strategy into fifteen strategies. They are:

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

   The strategy suggests that S (speaker) should take notice as aspects of hearer's condition of the listener (the changes can also note, common ownership, and everything that listeners want to be noticed and recognized by the speakers). From the statement, the researcher concludes that the speaker pays attention to the condition of the hearer. For example: "Bayu, you're really good at solving computer problems. I wonder if you could just help me with a little problem I have got".

   The speaker knows that Bayu is good at solving computer problems. Therefore, when he or she has a problem, he asks Bayu to help him or her. Before the speaker asks him, he or she tries to satisfy Bayu's positive face by praising Bayu's ability in solving computer problems. Thus, Bayu feels good and tries to help the speaker to solve his or her problem.

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

   This strategy is often done with exaggerated intonation, stress, and other aspect of prosodic, as well as intensifying modifiers. From the 13 statement, the researcher concludes that the speaker uses excessive words or intonation. Example: "Oh Anne, so beautiful you are. Just the girl I wanted to see. I knew I'd met you here. Could you spare me a couple of minute?"

The utterance above shoes that the speaker is glad to see Anne. The speaker indicates his or her exaggeration by saying that Anne is beautiful and the only person he or she wants to meet, Anne gets satisfied because the speaker gives interest to her by exaggerating. Therefore, Anne does not feel disturbed to spare her time.

3) Strategy 3: Intensify interest to H

Another way for S to communicate to hearer (H) that he shares his wants is to intensify the interest of S's own contributions to the conversation, by 'making good story'. From the statement, the researcher concludes that the speaker wants to be cared by the hearer based on the story of the speaker. Example: "I came down the stairs, and what do you think I see? – a hug mess all over the place, the phone's of the hook and clothe are scattered all over…" (Brown and Levinson as cited in Kurniyatin, 2017).

Before the speaker tells the story, he or she tries to get the hearer's attention by saying "and what do you think I see?". This phrase makes the hearer interested in listening to his or her story. It shows that the speaker has saved the hearer's positive face because the speaker has made the hearer involved in the discussion. 14

4) Strategy 4: Use in-group identity markers (addressed forms, dialect, jargon or slang)

This strategy is done by using innumerable address forms to indicate that S and H belong to some set of persons who share specific wants. In conveying of group member, the speaker can use terms such as, mac, mate, buddy, pal, honey, dear, duckie, luv, babe, Mom, blondie, brother, sister, cutie, sweetheart, guys, fella, etc. In Indonesian use terms such as, kawan, say, bo', eke, dsb. From the statement, the researcher concludes that the speaker uses the term when talking to the hearer. Example: "Help me with this bag here, will you darling?

The example above shows that the speaker employs positive politeness by using in-group identity markers. The identity marker

"darling" might be another address form from his friend. The speaker uses these words to minimize the threat as he or she is asking the hearer to help him or her. Therefore, the hearer's positive face is saved because he has been treated as a member of the same group.

5) Strategy 5: Seek agreement (safe topics, repetition)

Another way to save positive face of H is to seek ways in which it is possible to agree with him. Seek agreement may be stressed by raising weather topics and repeating what the preceding speaker has said in a conversation. From the statement, the researcher concludes that the speaker talks about topic in conversation and the hearer repeat what the 15 speaker said. There are two ways: safe topics and repetition (Brown and Levinson as cited in Kurniyatin, 2017).

a) The raising of 'safe topics' allows the speaker to stress his agreement with the hearer that the hearer's opinion is right. The speaker corroborates in his opinions and therefore to satisfy the hearer's positive face. For example, if your neighbor comes home with a new car and you think that it is hideously huge and pollution producing, you might still be able to say sincerely "Isn't your new car a beautiful color!". Hence, your neighbour' positive face is safe because we do not tell him about his dreadful car.

b) Agreement may also be stressed by repeating a part or what the entire preceding the speaker has said in a conversation. It is not only used to demonstrate that one has heard correct what was said but also used to stress emotional agreement with the utterance (or to stress interest and surprise).

For example:

A: I had a flat tyre on the way home.

B: Oh God, a flat tyre!

(Brown and Levinson as cited in Kurniyatin, 2017)

The example above shows how B uses agreement by repeating part of what A has said. It is used to show his or her cooperation with his or her boss. Thus, A feels satisfied because B appreciates his or him.

6) Strategy 6: Avoid disagreement

The desire to agree or appear to agree with H leads to mechanisms for pretending to agree. Using this strategy, speakers may go in twisting their utterances to agree or to hide disagreement. From the statement, the researcher concludes that the speaker may go in twisting his/her utterances to agree or to hide disagreement. There are four ways to avoid disagreement namely by means of token agreement, pseudo agreement, white lies, and hedging opinion.

a) For instances of 'token' agreement are the desire to agree or appear to agree with the hearer leads also to mechanism for pretending to agree (Brown and Levinson as cited in Kurniyatin, 2017). The remarkable degree to which speakers may go in twisting their utterances so as to appear to agree or to hide disagreement-to respond to a preceding utterances with "Yes, but…' in effect, rather than 'No'.

For example:

Adam: What is she, small?

Bryan: Yes, yes, she's small, smallish, um, not really small but certainly not very big.

(Brown and Levinson as cited in Kurniyatin, 2017)

The example above shows that Bryan avoids disagreement. In this case, Bryan disagrees with the Adam's opinion. In order to minimize FTA, Bryan chooses to say 'yes' rather than 'no'. Therefore, the Adam's positive face is fulfilled because he feels that his opinion is not wrong.

b) Pseudoagreement is found in English in the use of then as a conclusory marker, an indication that the speaker is drawing a

conclusion to a line of reasoning carried out cooperatively with the addressee (Brown and Levinson as cited in Kurniyatin, 2017). For example:

Banu: "All right".

Della: "I'll be seeing you then". (Brown and Levinson as cited in Kurniyatin, 2017)

Banu: "I love you".

Della: "Love you, too".

The example above shows that Della avoids disagreement. Della actually wants to end the conversation with her father. She says "I'll be seeing you then" and it can mean that she does not want to talk to her father. However, she does not want to treat her father's positive face. The word 'then' points to a conclusion of an actual agreement between the speaker and the hearer. Therefore, their conversation ends well.

c) White lies ways happen when a speaker confronted with the necessity to states an opinion, wants to lie rather than to damage the hearer's positive face. It is also used to avoid confrontation when refusing a request by lying, pretending there are reasons why one 18 cannot comply (Brown and Levinson as cited in Kurniyatin, 2017).

For example, in response to a request to borrow a radio, "Oh I can't. The batteries are dead".

The example above shows that the hearer avoids disagreement. The hearer actually does not want to lend the radio.

d) Hedging opinion occurs when the speaker may choose to be vague about his own opinions, so as not to be seen to disagree (Brown and Levinson as cited in Kurniyatin, 2017). Normally hedges are a feature of negative politeness, but some hedges are a feature of positive politeness function as well.

For example:

Della: Are you—are you saying I'm fired?

Banu: No, no, no yet. I mean not yet, Dan.

The example above shows that actually Banu wants to say 'yes' because as the matter of fact Della will be fired. In order to safe Della's positive face Banu responses Della's question by hedging his opinion. Banu chooses to be vague about his own opinion so that it is not seen that he disagrees with Della.

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

This strategy includes three ways among them are gossip or small talk, point of view operations and presupposition manipulation.

a) Gossip or small talk the value of speaker's spending time and effort on being with the hearer, as a mark of friendship or interest him. It gives rise to the strategy of redressing FTAs by talking for a while about unrelated topic before leads to the real topic (Brown and Levinson as cited in Kurniyatin, 2017)). For example, actually the speaker wants to request something to the hearer, thereby he can stress his general interest with the hearer and indicates that he has not come to see the hearer simply to do it even though his intent might be obvious by his having brought gift to the hearer.

b) Point of view operations by means of deixis. It is used for reducing the distance between the speaker and the hearer's point of view. Personal-center switch: the speaker to the hearer. This where the speaker speaks as if the hearer were the speaker, or the hearer's knowledge were equal to the speaker's knowledge (Brown and Levinson as cited in Kurniyatin, 2017). For example, when the speaker gives directions to a stranger, unfamiliar with the town "It's at the far end of the street, the last house on the left, isn't it".

Time switch, the use of 'vivid present', a tense shift from past to present tense (Brown and Levinson as cited in Kurniyatin, 2017). The vivid present functions to increase the immediacy and therefore the interest of the story. For example, "John says he really loves your roses".

Place switch, the use proximal rather than distal demonstrative (here, this, rather than that, there), where either proximal or distance would be acceptable, seems to convey increased involvement or empathy (Brown and Levinson as cited in Kurniyatin, 2017).

For example:

Dan : Uh, this is my boss, Carter Duryea.

The word 'this' shows positive politeness strategy, place time.

c) Presupposition manipulation means that the speaker presupposes something that it is mutually taken for granted. (Brown and Levinson as cited in Kurniyatin, 2017).

Presuppose knowledge of the hearer's wants and attitudes. Negative questions, which presume 'yes' as an answer, are widely used as a way to indicate that the speaker knows the hearer's wants, tastes, habits, etc., and thus partially to redress the imposition of FTAs. For example, "Wouldn't you like a drink?"

Presuppose the hearer's values being the same as the speaker's values. For example, the use of scalar prediction such as 'tall' assumes that the speaker and the hearer share the criteria for placing people (or things) on this scale.

Presuppose familiarity in speaker-hearer relationship. The use of familiar address forms like honey or darling presupposes that the addressee is 'familiar'.

Presuppose the hearer's knowledge. The use of any term presupposes that the referents are known to the addressee. For

example, "Well I was watching High Life last night". The speaker assumes that the 21 hearer does know the program even though the hearer indeed does not know about the TV program. However, it may operate as an expression of good intentions, indicating that the speaker assumes that the speaker and the hearer share common grounds.

From the statement above, the researcher concludes that the speaker knows the wants, tastes, habits of the hearer.

8) Strategy 8: Joke

Jokes are based on mutual shared background knowledge and values that they redefine the size of FTA. From the statement, the researcher concludes that the speaker jokes to the hearer. Example: when a speaker wants to borrow his friend's new Cadillac by saying, "How about landing me this old heap of junk?. Actually, what the speaker means about old heap of junk is new Cadillacs hearer.

9) Strategy 9: Assert S's knowledge of H's wants and willingness to fit one's own wants in with them.

Example: "I know you do not like parties. But this is different. You must like. Coming huh?"

The example above shows the cooperation stressed by the speaker. He indicates his knowledge of the hearer. He knows that the hearer do not like party. He asserts or implies knowledge of the hearer's wants and willingness to fit is coming to the party. Thus, the hearer's positive face has been satisfied because he has been appreciated by the speaker. From the statement, the researcher concludes that the speaker knows something the hearer dislikes but the speaker encourages the hearer to like it.

10) Strategy 10: Offer, promise.

This strategy is done to redress the potential threat of some FTAs. Speaker may claim that whatever H wants, S wants for him and will

help to obtain. From the statement, the researcher concludes that the speaker helps the hearer realize his/her wishes.

For example, "I'll send the money tomorrow. Do not worry."

This example shows that the speaker conveys to the hearer that they are cooperated. The speaker stresses his or her cooperation by promising to the hearer that he or she will send the money tomorrow. This expression can minimize the imposition when the speaker asks the hearer to not worry it. Thus, the hearer's positive face has been fulfilled because the speaker has appreciated him or her.

11) Strategy 11: Be optimistic This strategy assumes that H will cooperate with S because it will be in their mutual shared interest. From the statement, the researcher concludes that the speaker works with the hearer in their mutual interest.

Example:"A wife said to her husband before appearing in public: "Wait a minute, you haven't brushed your hair!" (as husband goes out of the door). (Brown and Levinson as cited in Kurniyatin, 2017)

In this utterance, the speaker asks the hearer to wait before the hearer goes out of the door. The speaker assumes that the hearer cooperated with him because both of them know that the hearer have not brush his hair. It shows that the speaker has appreciated the hearer and satisfied the hearer's positive face.

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

This is done by using an inclusive 'we' form, when S really means 'you' or 'me'. The use of let's is an inclusive form of 'we'. For example, "Let us stop for a bit". From the statement, the researcher concludes that the speaker wants the hearer to stop doing something and the speaker also wants to make the hearer agree to do that.

In the example above, the speaker wants the hearer to stop. The use of the pronoun "us" in that sentence shows that the speaker includes the hearer in his or her activity. It makes the request more polite because it indicates the cooperation between the speaker and the

hearer that the goals not only for the speaker but also for both of them.

13) Strategy 13: Give or ask for reasons

Another aspect of including H in the activities demanding reasons 'why not' and assuming that H has no good reasons why can't help. From the statement, the researcher concludes that the speaker asks the reason for something the hearer is doing. For example, "I know there is no one in your home. Why not stay here tonight?". Since the speaker thinks that there is no one in the hearer's home, the speaker can say directly "Why not stay here tonight?". However, the speaker decides to give the suggestion indirectly by asking the reason of why the hearer does not stay at his or her home. Therefore, the speaker has satisfied the hearer's positive face.

14) Strategy 14: Assume or assert reciprocity

The strategy is done by giving evidence of reciprocal right or obligations obtaining between S and H. Therefore, the speaker can say "I'll do X for you if you do Y for me,' or 'I did X for you last week, so you do Y for me this week '(or vice versa). From the statement, the researcher concludes that the speaker responds to the kindness of the hearer and vice versa. For example, "I washed the dishes yesterday so you do that for me today". The example above is clearly seen that the speaker and the hearer are cooperated by assuming reciprocity. The speaker and the hearer get their own right. The speaker gets a help from the hearer and the hearer gets a help from the speaker.

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

To satisfy H's positive face, S may do this classic strategy. That is to give gift not only tangible gifts but also human-relation wants such to be liked, to be admired. From the statement, the researcher concludes that the speaker gives a gift to the hearer like give

sympathy. For example, "I'm sorry for what happened to you yesterday."

The example above shows that the speaker decides to save the hearer's positive face by giving gift to the hearer. By giving sympathy as a gift, the speaker makes the hearer feel appreciated. Therefore, the speaker can minimize the imposition when he or she confide in the hearer.

c. Negative politeness

Brown and Levinson as cited in Kurniyatin (2017) assert that negative politeness strategy is regressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. Unlike positive politeness which is free ranging, negative politeness is specific and focused; it performs the function of minimizing the particular imposition that the FTA unavoidably effects. From the statement above, the researcher conclude that negative politeness strategies is the speaker speaks frankly with chit chat negative politeness.

Brown and Levinson as cited in Kurniyatin (2017) also classify negative politeness strategy into ten strategies:

1) Strategy 1: Be conventionally indirect

This is the first mechanism of negative politeness namely 'be direct', speak directly without rambling. This strategy is a way out for two circumstances which conflict with each other, namely the desire to not pressing the speaker on one side and a desire to proclaim the message directly without rambling and obviously meaning the other side. Therefore, the strategy is conducted by using phrases and sentences that have contextually unambiguous meanings that are different from their literal meaning. From the statement, the researcher concludes that the speaker speaks directly without rambling.

Example:

Can you open the door, please!!

The inserts of 'please' in the sentence above shows that there is a willingness to ask directly and give choices to the hearer.

2) Strategy 2: Question, Hedge

A hedge makes the membership of a noun phrase in a set that it is partial or true only in certain respects and more complete than might be expected. Hedge may be functioned to soften command and turn it into a polite suggestion. From the statement, the researcher concludes that the speaker asks the hearer for advice.

Example: I was wondering if you could help me.

3) Strategy 3: Be pessimistic S

This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for the appropriateness of S's speech act obtain (Brown and Levinson as cited in Kurniyatin, 2017). From the statement, the researcher concludes that the speaker expresses doubts to the hearer. Example:

I want to ask for help, but I'm afraid you do not want.

4) Strategy 4: Minimize the imposition

One way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great, though it is. From the statement, the researcher concludes that the speaker doesn't want to be forced to do something by the hearer.

Example: You can just talk like that, but we do not necessarily agree.

5) Strategy 5: Give deference

According to Brown and Levinson as cited in Kurniyatin (2017), there are two sides of deference realization. First, the speaker humbles and abases himself and another. Second, speaker raises H (pays him positive face/ satisfies H's wants to be treated as superior). From those two ways, the speaker is giving respect actually. From

the statement, the researcher concludes that the speaker respects to the hearer.

Example:

"I don't think you ought to do that, Mr. President".

6) Strategy 6: Apologize

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative and thereby redress that impingement. There are four ways to convey apologizing, a) recognizes the pressures and distractions provided, b) showed reluctance and use of certain expressions, c) deliver the reason that force the speaker for doing that and d) begging forgiveness and begged the speakers delay the FTA from the utterance are delivered. From the statement, the researcher concludes that the speaker apologizes to the hearer.

Example:

Sorry, I may be wrong, but I did not mean it.

7) Strategy 7: Impersonalize S and H

Other way of indicating that S doesn''t want to impinge on H is to phrase the FTA as if the agent were other than S, or not S alone at least, and the addressee were other than H, or only speaker and inclusive of H. This strategy uses impersonal form by didn't show the speaker and hearer. This strategy avoids the use of word 'I' and 'You', doubling the pronoun 'I' becomes 'we' replace the word 'you' with 'sir' or 'ma'am'.

Example:

'Excuse me, you!' becomes 'Excuse me, Sir!!' to avoid the use of word 'you'.

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

This strategy states that the FTA One way of dissociating S and H from particular imposition in the FTA is to state the FTA as an instance of some general social rule, regulation, or obligation. The

characteristic is avoiding the uses of pronoun. Example: DPR is obliged to resolve the case of Bank Century. The third characteristic is to express utterances as the rules that apply to everyone including speaker and hearer. From the statement, the researcher concludes that this strategy is utterances as the rule that apply to everyone including speaker and hearer. For example, 'Smoking is prohibited in this place'. Those prohibition is pointed to everyone which was in that place.

9) Strategy 9: Nominalize

This strategy is done by changing a word to be noun. According to Brown and Levinson as cited in Kurniyatin (2017), the degree of negative politeness (or at least formality) run hand in hand with nouniness. The more nouns are used in an expression, the more removed an actor from doing or being something and the less dangerous an FTA seems to be. From the statement, the researcher concludes that this strategy the speaker changing word into nouns.

Example:

You performed well on the examinations and we…

Your performing well on the examinations impressed us…

Your good performance on the examination impressed us…

According to Brown and Levinson, the third sentence is more formal than the second sentence and the second sentence is more formal than the first sentence. The changes of the word performed to be performing then becomes performance is a strategy to change the verb becomes a noun.

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

The strategy is the highest negative politeness which can fulfill the desire of the hearer to be respect. It is done by claiming S's indebtness to H or by disclaiming any indebtness of H, so that S can redress an 30 FTA. From the statement, the researcher concludes that the speaker very respects to the hearer.

Example:

"I'll never be Able to repay you if you can bring this book to me.

From the example above, the speaker shows that S's indebtness to H or by disclaiming any indebtness of H.

d. Off Record

Off record strategy is a communicative action which has some purpose. Therefore, when speaker doing off record, it's didn't mean just give an information but the speaker has some purpose. Besides that, the language that use in off record strategy is indirect language. When the speaker uses this strategy, he would only give a clue, so the hearer must have to interpret itself. From the statement above, the researcher conclude that off record strategies is the speaker speaks vaguely. The following is explanation of fifteen off record strategy according to Brown and Levinson theory as cited in Kurniyatin (2017)

1) Strategy 1: Give hints

This strategy is used by the speaker to implicit an information to the hearer. The information may be a "demand" or "request" from the speaker to the hearer to do something. From the statement, the researcher concludes that this strategy the speaker implies information to the hearer. Example:

"Ouh, I'm so thirsty" (give me a drink). In this example S implies that S wants H to give some water.

In the example above, S asked for a request by giving hint.

2) Strategy 2: Give association clues

Brown and Levinson as cited in Kurniyatin (2017) state, "The speaker mentions something associated with either precedent addressee's experiences or mutual knowledge of other interpretation experiences". The strategy is conducted by mentioning something associated with the act required of H either by precedent in S-H's experience or by mutual knowledge irrespective of their interaction experience. From the statement, the researcher concludes that this

strategy the speaker mentions something related to the action that the hearer needs.

Example: When someone needs a ride to a market, she says "Are you going to market tomorrow? There's a market tomorrow, I suppose"

3) Strategy 3: Presuppose

Brown and Levinson state "The speaker presupposes something which is relevant with the context of the conversation". This strategy is done through an utterance which relevant in context and invites H to search for an interpretation of the possible relevance just at the level of its presuppositions. From the statement, the researcher concludes that this strategy the speaker presupposes something which is relevant with the context of the conversation.

Example:

When someone implicates a criticism on his friend responsibility to wash the car, he says "I washed the car again today".

4) Strategy 4: Understate

"The speaker chooses one way of generating implicature by saying less than is required it is choosing a point on scalar predicates" (Brown and Levinson as cited in Kurniyatin, 2017). The speaker uses this strategy to express understatements; S says less than is required and as result generates implicatures. From the statement, the researcher concludes that the speaker expresses the statement to the hearer.

Example:

When someone doesn't really like a friend's new haircut, she just says "It's pretty nice".

5) Strategy 5: Overstate

According to Brown and Levinson "The speaker exaggerates or chooses a point scale which is higher than the real situation or to make important situation". The strategy is done by saying more than is necessary, or by exaggerating or choosing a point on scale which

is higher than the actual state of affair. It also called hyperbole. From the statement, the researcher concludes that the speaker exaggerates something.

Example: "You never do the washing up".

In this context exaggerates like the hearer never washing up.

6) Strategy 6: Use tautologies

A very obvious statement in which speaker encourages the hearer to look for an informative interpretation of the non-informative utterance, because the speaker just other. Using the strategy tautology means S encourage H to look for an informative interpretation of the noninformative utterance. From the statement, the researcher concludes that the speaker encourages the hearer to seek views or information from others.

Example:

"You are men. Why don't you do something about it?"

In this context, the speaker uses tautologies to show the hearer that the bold sentence aims to pressuring the information.

7) Strategy 7: Use contradictions

The speaker by stating two things that contradict each other, speaker makes it appear that he cannot be telling the truth. Thus the speaker encourages to addressee looking an interpretation. The strategy is done by stating to contradict things. By doing so, S makes it appear that he cannot be telling the truth, thus encourage H to look for an interpretation that reconciles the two contradictory propositions. From the statement, the researcher concludes that the speaker states two conflicting things and the speaker makes the hearer unable to tell the truth.

Example:

A: Are you upset about that?

B: Well, I am and I'm not.

8) Strategy 8: Be ironic

Brown and Levinson state that, "By saying the opposite of what he means speaker can indirectly convey his intended meaning". To be ironic means by saying the opposite of what s means. Through that way, S can indirectly convey his intended meaning, if there are clues (prosodic, kinesics, or textual) which relevant to the context. From the statement, the researcher concludes that the speaker says the opposite of what speaker means.

Example:

Ouh, you always come on time.

In this context the speaker actually wants to tell that the hearer always coming late.

9) Strategy 9: Use metaphor

Brown and Levinson as cited in Kurniyatin (2017) state that, "The speaker uses a word that described a first subject as being equal to a second subject". The use of metaphor is usually on record, but there is possibility that the connotations of the metaphor uttered by S may be off record. From the statement, the researcher concludes that the speaker uses a word that described a first subject as being equal to a second subject.

Example: when someone says "Harry's a real fish" whichmeans Harry drinks like a fish. In this context the speaker shows that Harry like a fish, because the fish love the water. Harry as being equal to the fish, because both of them love the water.

10) Strategy 10: Use rhetorical questions

The speaker uses a linguistic expression used to make a request or information or else itself made by such an expression. The use of this strategy is by raising questions that leave their answers hanging in the air or implicated to do FTAs.

Example: "How many times do I have to tell you?" In this context, the speaker has to tell to the hearer for many times, but the hearer still understands.

11) Strategy 11: Be ambiguous

When the speaker produces an ambiguous utterance it means the speaker is trying to minimize the threat of FTA, because the utterance has more one possible meaning. The term 'ambiguity' includes the ambiguity between the literal meaning of an utterance and any possible implicatures inside. From the statement, the researcher concludes that the speaker said something ambiguous.

Example:

Lovely neighborhood, uh? This context indicates ambiguity, because it could mean that S really has lovely neighborhood or otherwise (his neighbors is very annoying).

12) Strategy 12: Be vague

According to Brown and Levinson as cited in Kurniyatin (2017), "The speaker may go off record with FTA by being vague about who the object of the FTA or what the offence is". This strategy is conducted by being vague about who the object of the FTA is, or what the offence is. From the statement, the researcher concludes that the speaker tells the hearer unclearly.

Example:

You must have known, where I go.

In this context the speaker is being vague, because he didn't want to tell where he goes.

13) Strategy 13: Over-generalize

This strategy is done by saying utterance that may leave the object vaguely off record, and then H has the choice of deciding whether the general rule applies to him. The speaker did not give clear information by saying something general. From the statement, the

researcher concludes that the speaker says something general and does not give specific information.

Example:

"Mature people sometimes help do the dishes".

In this context, the speaker uses this strategy to show that mature people generally have a responsibility help to serve the dishes.

14) Strategy 14: Displace H

Brown and Levinson as cited in Kurniyatin (2017) state,"S may go off record as to who the target for his FTA is, or he may pretend to address the FTA to someone whom it wouldn't threaten and hope that the real target will see that the FTA is aimed to him." From the statement, the researcher concludes that the speaker asking for help to the hearer but which helps the speaker is another hearer.

Example: "Tito, please bring daddy's bag, honey!!

In this context, Tito is still a child, then his wife out while brings the bag"

15) Strategy 15: Be incomplete, use ellipsis

"The speaker may be pretend to addressee the FTA to somehow one who would not threaten and hope the real target will see that the FTA is aimed at him/her (Brown and Levinson as cited in Kurniyatin, 2017). The strategy is done by leaving the implicature 'hanging in the air', without rhetorical question. From the statement, the researcher concludes that the speaker does not give the hearer complete information.

For example: S got headache and ask H to go for an aspirin, he just says: "Oh sir, a headache…."

B. Previous Study

According the previous study, the researcher can get more understanding about the detail information of the research in politeness strategy used by the students in English teaching and learning process. The more detail explanation of previous study as follow:

In Kurniyatin's Thesis (2017), investigating "An Analysis of Politeness Strategies Used by Teacher and Students in English class at MTs NU Assalam Kudus". This study explores answer for the types of politeness strategies are used by teacher and students in English class. The result of types politeness strategies used by teacher there were 64 utterances were used bald on record strategy, 15 utterances were used positive politeness strategy, 4 utterances were used negative politeness strategy, and 21 utterances were used off record strategy. Type of politeness strategies used by students the result were 2 utterances were used bald on record strategy, 16 utterances were used positive politeness strategy, 4 utterances were used negative politeness strategy and an utterances was used off record strategy.

A journal entitled "Politeness Strategies in EFL Classroom: Building Positive Values in Students". This research was done by Khusnia (2017) from Universitas Muhammadiyah Purwokerto. This study investigates politeness strategies used by students and teacher in EFL, and the effect on good values applied in EFL. The result of this study was the students applied politeness strategies such as positive politeness, negative politeness and bald on record strategies. Those positive politeness strategies bring about positive values in EFL such as the students' positive utterances in giving opinion, students' avoidance of direct expression showing disagreement, students' new perspective on changing instruction to awareness.

The next research is entitled "A Case Study of College Teacher's Politeness Strategy in EFL Classroom", a research conducted by Liu Peng, et al., (2015). Adopting Brown and Levinson's politeness strategies through class observation, the researcher aims to reveal how the teacher applies politeness strategies to his teaching practice in the language use. Through 54 analyzing the data collected, the researcher finds out the college teacher conducts his class on term of positive politeness and negative politeness in a practical way. Evidently the adoption of politeness strategies shortens the teacher-student

social distance, makes the class interesting, and in turn facilitates English teaching and learning.

And another aspect that difference of the previous study is reason of researcher Melina Anggie Lestari (2023), the research title is "An Analysis of Politeness Strategy Used by the Students in English Teaching and Learning Process at the Eighth Grade of SMP N 2 Tanon Sragen in the Academic Year 2022/2023. The present research will investigate the politeness strategy used by the students in the English teaching and learning process at SMP N 2 Tanon Sragen. The researcher used descriptive qualitative research.

CHAPTER III

RESEARCH METHODOLOGY

The research methodology applied in this study is discussed in this chapter. The discussion of this chapter involves of research design, research setting and time, subject of the research, source of data, techniques of data collection, techniques of data analysis and the trustworthiness of data.

A. Research Design

Vanderstoep and Johnston (2009:167), the aims of a qualitative research is more descriptive that predictive, they also add that the goal of a qualitative research is to understand, the research participants' point of view. In line with Vanderstoep and Johnston, Wiersma and Jers (2009:241) argue that a qualitative research is included in a thick description is the research where the researcher interpert the data richly. Meanwhile, this research used a qualitative descriptive approach, since the goal of thi study was to understand the findings of language phenomena of politeness strategies deeply, using the descriptive qualitative approach, this research is aimed at identifying the politeness strategies which indicate the substrategies of this type. Hopefully, it can finally answer the objectives of this research.

The design of this research was descriptive research which the researcher used qualitative research because it was going to be found the data and tried to describes the analyzed of impoliteness utterances used by the students in English teaching and learning process at eighth grade of SMP N 2 Tanon.

This research also belongs to the qualitative research. According to Denzin & Lincoln in Creswell (2007: 36) states that qualitative research is a situated activity that located the observer in the world. It consists of a set of interpretive, material practice that makes the world visible. These practices

transform the world. They turn the world into a series of representations, including field notes, interviews, conversation, photographs, recording, and memo to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative research study things in their natural settings, attempting to make sense or interpret, and phenomena in term of the meanings people bring them. This study focused to describe the kinds of impoliteness utterance used by the students in English teaching and learning process at SMP N 2 Tanon Sragen.

B. Research Setting

The setting of the research consists of location and time in which the researcher conducts the research. The research setting is explained broadly as follow:

1. Place of Research

The research was conducted in one of junior high school, at SMP N 2 Tanon Sragen. It is located at Jl. Tanon – Sukodono, Tanon, Tanon, Sragen, Central Java. Students here come from diverse social background and family environments. Those affect their attitude and behavior in interacting with other, especially the teacher. Here, the researcher found that some students often spoke in impolite way in the interaction of teacher-students during the English teaching and learning process in the classroom. Besides, the students also use some impoliteness utterances outside the classroom. Therefore, the researcher chooses to conduct a research in impoliteness utterances in the interaction of teacher and students.

2. Time of Research

The researcher conducted the research from November 2022. Before the study conducted, researcher has conducted a pre-research on the 2nd November 2022. During the pre-research time, the researcher observed the situation of the students, the classroom, the school, and the teaching learning activity. This research was conducted at the eighth grade of SMP N 2 Tanon in academic year 2022 / 2023.

C. **Subject of the Research**

The subjects of this research were students and teacher from class VIII B at SMP N 2 Tanon. The researcher observed one English teacher and 27 students from class VIII B of SMP N 2 Tanon. Besides, the researcher includes the eighth grade students as the subject of this research since in maintaining the communication during the English teaching and learning process, the teacher conducts an interaction with the students.

The researcher chooses the eighth grade since the class is appropriate to use as the research subject. The English teacher it was explained that the teacher has been difficult to manage the classes and enforce disciplinary measures and more especially the males and the students have enough time in participating in this research.

D. **Source of Data**

It is the important thing in a research. According to Creswell (2012:214), participant is a role adopt when the researcher take part in activities in the setting observe, participants are groups of individual that participants in research project. The sources of the data of this research are VIII B students and the English teacher at SMP N 2 Tanon.

The students are the primary source of data from which the researcher observed the students' impoliteness utterances in English teaching and learning process. Also the researcher has interviewed the English teacher to get information about the ability of the second year students at SMP N 2 Tanon. The data is in the forms of words, phrases, and utterances uttered by the teacher and students during the lesson. This is in line with Bogdan and Biklen (1982) who states that qualitative data are in the forms of words or pictures rather than in utterances.

E. **Techniques of Data Colection**

The researcher collected the data using *"simak"* method. Sudaryanto (2015: 203) states that the method is called *"simak"* method because it is done

by observing the language use. In other word, *simak* method is a method of collecting data by observing the language directly. Also, the researcher used *Simak Bebas Libat Cakap* technique in which the technique requires the researcher to be an observer, and not directly take a part in the process of language used. Besides *simak* method, the researcher also used "*catat*" or note taking technique. Thomas (2013:185) states that note taking is a method that is used to collect the data.

The researcher uses some techniques of data collection in this research. The techniques are observation, interview and documentation. First, the researcher prepared observation, because the instruments of this research were video recorder and field notes. According to Walliman (2011:10), this design relies on observation as a means of collecting data. Based on the type of information, the people can take a field note and make a record that with video and audio records. During the observation process, the researcher wrote the field note for getting additional information. Ary, Jocabs and Sorensen (2010: 213) state that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.

The interview was done with Mrs. Winarni who teaches English at eighth grade of SMP N 2 Tanon. The interview was done after finished the teaching and learning process. This interview would conduct to gain a spoken respond from the participants. The functions of interview in this research were to crosscheck the data and to make sure that the data from the observation were really valid.

F. Techniques of Data Analysis

After getting data and then analyzing the data. In analyzing the data, the researcher used the descriptive method. The data found from any instrument were analyzed together to get the result that describe the impoliteness utterances by the students in English teaching and learning at the eighth grade of SMP N 2 Tanon in academic year 2022/2023. According to Miles and Huberman (1984: 21-23) The data analysis consists of three streams

of activity, they are data reduction, data display, and drawing conclusion or verification. Then, the researcher adopted the framework of techniques of data analysis developed by Miles and Huberman with the description as below:

a. Data Reduction

According to Miles and Huberman (1992: 16) data reducing can be interpreted as the process of selection, simplification, and transformation of the data to the field. The researcher reduced the data from observation on Saturday, 02 November 2022, the researcher joined in the classroom especially the researcher to know the students' impoliteness utterances in English teaching and learning process at VIII B of SMP N 2 Tanon. Then interview on Tuesday, 05 November 2022 the researcher to get more information from interview with English teacher at SMP N 2 Tanon in academic years of 2022/2023. And the last from field note, the researcher to observe the activity in the classroom when the English teacher explain the material in the classroom about greeting card. The researcher only focuses on the data about politeness strategy used by students in English teaching and learning process at eighth grade of SMP N 2 Tanon.

b. Data Display

After data reduction the next step in analyzing data is data display. It is process of displaying data in the form of table or essay so what it gets more understandable. Miles and Huberman (1984) points out "looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding''. In this research, the researcher will display the data which were obtained in the observation by presenting it in the form of table and descriptions. The researcher shows context of situation occurred impoliteness in utterances. Next, the researcher identifies and classifies the context of situation occurred impoliteness in the utterances.

c. Conclusion drawing / Verification.

According to Miles and Huberman the last step in analysis of qualitative data is withdrawing conclusion and verification. Here, the

researcher begins to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Finally, the researcher can get the result and conclusion of the research. At this step, the researcher organizes the data classification or verification according to the data display. The result of the research becomes the description of the analysis of impoliteness utterances used by the students in English teaching and learning process at the eighth grade of SMP N 2 Tanon in academic year 2022 / 2023.

G. The Trustworthiness of Data

The qualitative research needs the trustworthiness of the data. The trustworthiness of the data is found by validating the finding. The validity of the data is important in qualitative research. The validation of the data determines the quality of the result of research. To prove the trustworthiness of the data, the researcher uses the triangulation technique.

Ary, Jacobs and Sorensen (2010: 259) states that triangulation is the process of corroborating evidence from different individuals (e.g. principal and student), type of data (e.g., observational, field note, and interview, or method data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. The inquirer examines each information source and finds evidence to support the theme. This ensures that the study will be accurate because the information draws on multiple sources of information, individuals, or process. In this way, it encourages the researcher to develop a report that is both accurate and credible.

Triangulation refers to the use of multiple methods or data source in qualitative research to develop a comprehension understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different source. Denzin (1978) and Patton (1999) identified four types of triangulation:

a) Method triangulation

b) Investigator triangulation

c) Theory triangulation

d) Data source triangulation

The current article will present the four types of triangulation followed by a discussion of the use of focus groups (FGs) and in-depth individual (IDI) interview as an example of data source triangulation in qualitative inquiry.

In addition, the researcher also applied investigator triangulation, the researcher check the data obtained from the observation to some experts. The researcher was at first classified the data of directive speech acts obtained from the observation based on her view. Then she consulted it to some experts of pragmatics study, or other researcher who have conducted research on the related topic, speech acts. The researcher carries out this process to get the data validation.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the research and is divided into two sections. The first section presents and describes the examined data from classroom observation. The data found are related to the politeness strategies used students utterance during teaching process was ongoing. The second section consists of discussion of the data found in students utterance. This section provides a deep explanation on the politeness strategies used by students. There are some examples for the analysis to make the explanation clear.

A. Research Finding

These data findings are related to types of politeness strategies used by students in English teaching learning process at SMP N 2 TANON, SRAGEN. Brown and Levinson classify politeness strategies into five categories, i.e. off record, bald on record, positive politeness and negative politeness. That have been done four times observation of document for teacher and students in 8B. The explanation of politeness strategies used by students during learning process in English class. The detail explanation is as below:

1. **First Meeting**

   The researcher found 2 utterances of politeness strategies used by students in the first observation. The detail as below:

   Description of context

   Day, Date: Wednesday , 2nd November 2022

   Time: 10.10 - 11.30 WIB

In the main activity, the researcher found that students use one politeness strategy in this section. The politeness strategy was explained bellow :

a. Off record strategy

1) Give association clues

"In the drawer"

The utterance above belongs to give association clues. It shows that the student coveys a command to his friend to take his dictionary in the drawer.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

Tabel 4.1 The frequency of the use of politeness strategy by students in first meeting

Context	Kinds of Politeness Strategy		Frequency
Core	Off record Strategy	Give Association clues	2
Total			2

2. Second Meeting

The researcher found 4 utterances of politeness strategies used by students in the second observation. The detail as below:

Day, Date: Wednesday, 9th November 2022

Time: 12.00- 13.20 WIB.

In the main activity, the researcher found that students use three politeness strategies in this section. They were That politeness strategies used explained bellow :

a. Bald on record strategy

1) Sympathetic advice or warnings

"Okay we shorten the time"

The student used bald on record strategy by giving a warning or advice to his friend. In this context, the student conveys a command to his friend to shorten his request soon because the time will end. The use of maximum efficiency is necessary because it is urgent.

b. Positive politeness strategy

1) Joke

"Lenser"

The example above shows that student employs a joke. When the teacher asked about what is "tanah longsor" in English, the student just responses by joking, "lenser". Lenser is Javanese language term which have meaning a landslide or it is usually called longsor.

2) Presuppose/ Assert common ground

S : Miss, I'm small. Not visible,Miss .

The students use point of view operation of positive politeness strategy. Especially, the student uses personal center switch where the teacher's knowledge were equal to the student's knowledge.

c. Off record strategy

There is an utterance found:

"Can you repeat that?!"

In this context, the students know that the meaning of that question is command. The student gives command by using question without hopes to get an answer from the students. The purpose of that utterance is the student wants the group who presents her assignment can repeat the answer from his question.

Table 4.2 The frequency of the use of politeness strategy by students in second meeting

Context	Kinds of Politeness Strategy		Frequency
Core	Bald on Record	Sympathetic advice or warnings	1
	Positive Politeness	Assert common ground	1
		Joke	1
	Off record Strategy	Use rhetorical questions	1
Total			4

3. **Third Meeting**

The researcher found 6 utterances of politeness strategies used by the students in the third observation. The detail as below:

Day, Date: Wednesday, 16th November 2022

Time: 10.10- 11.30 WIB

In the main activity, the researcher found that students use three politeness strategies in this section. They were That politeness strategies used explain bellow :

a. Positive politeness strategy

1) Seek agreement

"I forgot, because I was old"

Seek agreement may be stressed by repeating a part or what the entire preceding the speaker has said in a conversation. It is not only used to demonstrate that one has correctly what was said but also used to stressed emotional agreement with the utterance.

2) Avoid disagreement

"Oohh…when, Miss ?"

The context is the teacher asks to the student to do the assignment that day. The utterance above shows that actually the students want to say *"No"*. In order to safe teacher's positive face, the student responses by saying *"Oh.. when Miss?"* so that it is not seen that he disagrees with the teacher.

b. Negative politeness strategy

1) Be pessimistic

"Can you be inconsequential ..?"

This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions.

c. Off record strategy

There is an utterance used Give association clues, the detail is below:

"Miss, get in the way!"

The utterance above belongs to give hint. It shows that the student conveys a command to the teacher to moves.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

Table 4.3 The frequency of the use of politeness strategy by students in third meeting

Context	Kinds of Politeness Strategy		Frequency
Core	Positive Politeness	Seek Agreement	1
		Avoid Disagreement	1
		Be pessimistic	1
	Negative Politeness	Give hints	1
Total			4

4. Fourth Meeting

There are 4 politeness strategies utterance found during teaching process in the fourth observation. The detail is below:

Day, Date: Wednesday, 23th November 2022

Time: 12.00- 13.20 WIB

In the main activity, the researcher found that the students use four politeness strategies in this section. The politeness strategies were four Those politeness explained bellow:

a. Positive politeness strategy

1) Seek agreement

"S: still."

In this context, the teacher ask to the students *"still tired?"*, then the students answer "still". That utterance shows how the students use seek agreement strategy by repeating part of what the teacher said.

2) Avoid disagreement

"S: I was going to pray earlier but it was full Miss. "

In this context, the teacher ask to the students, why he did not praying at break time?". Then, the student answer "I wanted to pray full, mis. In order to safe teacher's positive face, the student responses teacher question by hedging his opinion. He chooses to be vague about his own opinion so that it is not seen that he disagree with the teacher.

3) Joke

" Wow .. who taught me earlier."

The context is the teacher asks a question to the student, but he cannot answer. Then, his friend can answer the question correctly, he just responses by joking "*Wow .. who taught me earlier*".

4) Offer, Promise

" I'll do it Miss."

The student in this strategy tries to safe the hearer's negative face by saying "*I'll do it Miss"* to offer himself. The teacher wants to read the question when the teacher ask another to read.

b. Off Record Strategy

1) Displace H

" S: Why did Agra cry yesterday, Miss?"

The real target in this utterance is Agra. However the student chooses the teacher as the target for his FTA. It may cause that the student ashamed for asking to Agra directly. Furthermore, the students hope that Agra will see that the FTA is aimed at him.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

Table 4.4 The frequency of the use of politeness strategy by students in fourth meeting

Context	Kinds of Politeness Strategy		Frequency
Core	Positive Politeness	Avoid Disagreement	1
		Joke	1
		Offer, promise	1
	Negative Politeness	Displace H	1
Total			4

Table 4.5 The Frequency of The Use of Politeness Strategy by Students in Uttering Politeness Strategy during Teaching Process was Ongoing

Kind of Politeness Strategy		Meeting				Frequency	Total
		1	**2**	**3**	**4**		
Bald On Record	Symphatic advice or warnings		1			1	1
Positive Politeness	Seek Agreement			1		1	8
	Avoid Disagreement			2	1	3	

	Presuppose/assert common ground		1			1	
	Joke		1		1	2	
	Offer, promise				1	1	
Negative Politeness	Be pessimistic			1		1	1
Off Record	Give Hints			1		1	5
	Give association clues	2				2	
	Use rhetorical questions		1			1	
	Displace H				1	1	
							15

As it is drawn in table, there are 15 utterances of politeness strategies used by the students during learning process in English class. The finding clearly showed that the students apply most of positive politeness strategy in learning process. The strategy of Avoid Disagreement and Offer/ promise is in the highest rank with 3 data out of the 15 data. It is followed by two strategies which have 2 data. Those are strategy of joke and give association clues.

In the last rank, is covered by the strategies which have the occurrence once time. Those are the strategies of Sympathetic advice or warnings, welcoming, assert common ground, include both S and H in the activity, be pessimistic, give hints, use rhetorical questions, and displace H.

B. Discussion

This section presents the discussion of the research findings. As mentioned in the previous chapter, there are two problem statements proposed in this study. The aims of this study are to know what types of politeness strategies used by students in English teahing learning proess.

The researcher used Brown and Levinson theory to describe the type of students politeness strategies in English class. From the research finding above, the researcher found several types of politeness strategies used by students in English class. The data finding was discussed by using politeness strategies theory by Brown and Levinson. The detail is as below:

Types of politeness strategies used by students. There are 15 utterances found that used by students during four meetings. From the total number, 1 utterances used bald on record strategy, 8 used positive politeness strategy, 1 utterances used negative politeness strategy, and 5 utterance used off record strategy. The use of politeness strategy was dominated by positive politeness strategy. The speaker uses positive politeness strategies because he can satisfy hearer's positive face, to some respect.

It is reflected when the student giving a respect to the teacher even though they did some jokes. From doing this strategy, the students can minimize the face threatening acts by assuring the teacher that she considers them to be of a same kind; she likes them and wants their wants. For example, in data number 59 *"Ooh, kapan bu*?" in this context the teacher asked the students to do the assignment and they should compiled it soon, at that time. Actually they knew what the teacher means, but the still asked when they should do it. They wanted the teacher knew that they did not do it now, but tomorrow or the other times. Besides that the students can emphasize friendly context by doing some jokes.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is the last chapter of this research. After the researcher explored the discussion of the research findings which focus on the explanations of politeness strategies used by teacher and students in English class, then some conclusions and suggestions for some parties are made below.

A. Conclusions

This study was concerned with the use of politeness strategies used by students in english teaching learning process at SMP N 2 TANON, SRAGEN. It was intended to reveal types of politeness strategies which were applied by the students. Based on the research findings and discussions, the result of this research shows important point as follows.

First, the English teacher and students utilized all the Brown and Levinson's politeness strategies. that teacher and students used all of politeness strategies, they were off record, bald of record, positive politeness, and negative politeness in the english teaching learning process.The researcher found 15 utterances containing politeness strategy used by students. There are 1 utterance of bald on record, 8 utterances of positive politeness strategy and 1 utterance of negative politeness strategy and 5 utterances of off record strategy. The data show that the students preferred positive politeness strategy to other strategies in conducting communication with the teacher during teaching process.

The speaker uses positive politeness strategies because he can satisfy hearer's positive argument, to some respect (Brown and Levinson, 1992 :72). It is reflected when the student giving a respect to the teacher even though they did some jokes. From doing this strategy, the students can minimize the face threatening acts by assuring the teacher that she considers them to be of a same kind; she likes them and wants their wants.

B. Suggestion

From the analysis about the politeness strategies, the researcher has some suggestions as follows:

1. The researcher suggests the teacher who teaches especially English to more consider about the use of politeness strategy in giving material in the classroom interaction to the students. In addition, the function of politeness strategy is very necessary to support the students skill to be better. Moreover, how the way the teacher giving materials or giving motivations and managing the class through the language used by the teacher in the classroom is able to influence the students's characters in life.

2. The parents still play an important role to build students characters, so it is suggested to parents to give love and education for good attitude.

3. The research can be an additional reference for the English student especially for linguistic students. It is suggested for the English students who take linguistic concentration for they have to learn more about pragmatics especially politeness strategy. The students are supposed to learn pragmatics seriously. It is important because pragmatic is a study which learns about the meaning behind the sentence.

4. The research just focuses on what kinds of politeness strategies strategy used by student in English class. This study can lead other researchers to conduct research on politeness strategies in the other form of literary works such as poetry and drama in the purpose of enriching the discourse studies. It is also hoped that the study on politeness involves language other than English so, it can broaden the knowledge in applying linguistic aspects in various languages.

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APPENDICES

APPENDIX 1 : Subject of the Research

1. English Teacher : Winarni S.Pd.

2. Student list of 8B

NAME
1. Adittya Rifki Harjanto
2. Aditya Yoga Pratama
3. Afrian Aldian Saputra
4. Anggun Erlin Faizatun Naim
5. Arsita Melani
6. Bagas Pramudya
7. Banyu Radiansyah S
8. Della Tri Lestari
9. Dewi Cinta Rahmadani
10. Dewi Rain Mu'awanah
11. Drajat Saputro
12. Dwi Wahyuningrum
13. Farel Febrian Al Firdaus
14. Ilyas Ilham Pratama
15. Muh.Fathoni
16. Muhammad Dian S.
17. Muhammad Ilham
18. Muhammad Lutfi
19. Naila Mufidah Ramadhan H
20. Nayzylla Rasya P
21. Nikmatul R
22. Prameswara Angga N.P
23. Refa Anggi M.R

24. Rehan M
25. Rizal F
26. Riyani W
27. Salma R
28. Savina Cantika R

APPENDIX 2 : Transcript of English Teahing Learning

Meeting 1

Place : 8B SMP N 2 Tanon

Day, Date: Wednesday , 2nd November 2022

Time: 10.10 - 11.30 WIB

Classroom activity	UTTERANCES	
CORE	T :	Just in pairs, okay?
		In pairs of duties. Later notice this text. On take dictionary or not?
	S :	No …
	S :	Already smart Miss..
	S :	Don't take it Miss.
	S :	Earlier you said you just brought the book with the LKS, ma'am?
	T :	Is there in class or not?
	S :	Any..
	T :	Please representative of one of them take all the dictionaries in the class. One or two people.
	S :	Come on…in the drawer …
	S :	Quack.. Quack..quack…
	T :	Later you write down, group assignments, write on paper and continue to be identified. Which is the generic structure. There are two, identification and general classification**.** (while writing in the blackboard)
	S :	Report (pronounce: repɔ:t)
	T :	Report (pronounce: rI'pɔ:t, the teacher's justified). You will write later..
	S :	Miss…miss.. (a student is interrupt)

	T :	..which general classification and description of the text.
		As an example .. in this text. I'll just get the book, how many groups is this? 2, 3 (counting). Come with me!! (while pointing a student).
	THEY CAME OUT	
	S :	(she moves close to the S without say anything)
	THE TEACHER CAME IN	
	T :	I will lend this later, one group one. So, one group of two people. There is an example report text and an example of how to distinguish General classification and description. Still not enough? Less one
	S :	Ready Miss.
	T :	Turn to page 35. See an example!
		Ok, have you got everything? On page 35 there is an example report text about rock music. There is a general classification and description. Nah .. The task later, you guys write the text. There you guys will be like this (writing). Where is the general classification, where is the description.
		Then, after that you will give the reason why this is general classification, why is this called description. I gave the understanding yesterday. The description contains this..this .. This..if the identification is on record.
	T :	It's on that note, right? Suppose that general classification contains this.
		For example, if in heart (missing), the main part is general classification. Because it still describes the continent in general. But for the second part, the second part of the paragraph, it already explains the types of continents, then the part, keep what's in it.
		Then the next one is a more in-depth explanation than the first paragraph, that is the description paragraph. That description is a longer explanation than the general classification. Suppose you want to make the text 'Paint'. The general classification

		means,…
	S :	My cat?
	T :	The cat is a mammal, that's the general classification. Then, for the description it is usually about various kinds of cats, and their habitat, then the habit goes in the description. From an in-depth description of the cat is in the description. if the general classification is only an explanation just in general terms. Do you understand the task?
	S :	Already ma'am, God willing.
	T :	It's easier. Usually if the descriptive is the first paragraph. Like yesterday's procedure, it's clear what the goals are, where are the materials. The first paragraph the goal, then the material, the third paragraph the steps. So that's already in order, you know.
		What is the first paragraph, what the second to the last paragraph is. There were three procedures yesterday. There are only two of them, general classification and description. Just share it according to you which general classification Where are the general parts, there are examples too. I understand?
	S :	Mom, on what paper is in the book?
	T :	On paper only. there is a source (open laptop). The text in front of it is the whole text. So you stay determine which classification is generic and which description.
	S :	Copied first, ma'am? Then the answer is written?
	T :	Okay. Polar bear do you know what that means?
	S :	Beruang kutub.
	T :	Yes, there is an explanation.
	S :	Mom, is this all written?
	T :	Yes, that's the text. The text is written on paper, then we identify which general classification is which description.
	The students are doing the task from the teacher	

S :	Mom, interpreted?
T :	No, don't you understand it? I told you to bring a dictionary, if you find a word and want to know its meaning, you can open a dictionary. Don't forget to give the reason, for example the first paragraph is mentioned general classification. Why?
S :	General cause..
T :	Yes, can. Or for example the second, the cat has fur thick one.
	Dita didn't come in?
S :	Sick leave.
T :	I wasn't absent just now..

ABSEN

RAIN IS COMING

S :	**Miss, clothes line..**
T :	Ya..

CONTINUE ABSENT

S :	Miss , what is an?
T :	An can be a, a person, a person depending on the context. If animal means se?
S :	Seekor.
T :	Yes, one. How much less a person..
S :	Although Miss?
T :	Walaupun.
S :	Arround?
T :	Disekitar.
S :	Give me the reason, ma'am?
T :	Yes
S :	**Like that Miss?**
T :	Yes. I'll remind you, it's already 9:20. The important thing is written first

		the text. Later it can be continued after resting.
	S :	Mom, what is it related?
	T :	Related is related to.
	S :	What's special, Mom?
	T :	Like specific.
	S :	Ma'am, what is the specific writing?
	T :	S P E C I F I C
	S :	Miss?
	T :	Yes?
	S :	Behavior is the nature of ?
	T :	Behavior is behavior, if it's a characteristic.
	S :	So how do you write it later? The characteristic ?
	T :	Just use Indonesian it's okay.
	S :	What Brown bear?
	T :	Sun bear or brown bear.
	S :	Miss, open water is open water?
	T :	Open water is open water
	S :	Hunting?
	T :	Hunting is hunting.
		It's about to finish you know the time.
	S :	Mom, watch a movie? Miss, mermaid in love .
		Mom, gift of love.
		Mom, collected?
	T :	Yes, that has been completed.
	S :	Not yet mis. What the meaning quality?
	T :	Kualitas.

Meeting 2

Day, Date: Wednesday, 9th November 2022

Time: 12.00- 13.20 WIB.

Classroom activity		UTTERANCES
CORE	T :	Come on, please don't ...
	S :	don't dare to go forward .. don't dare to go forward ..
		don't dare to go forward .. don't dare to go forward ..
		embarrassed..
		Cie.. So sweet. (when the teacher gives them a book)
	T :	**Please come forward, !!**
		Come forward!!
	S :	Wuiihh (while give applause to the group)
		THE GROUP IS READING THEIR PRESENTATION
		ENGLISH TEXT
	T :	Do you have a problem with your hair?
	S :	No ……
	T :	Do you have any question?
	S :	**Can you repeat that?!**
		Meaning …
	T :	Any question?
	S :	Question and answer session. I want to ask..
	T :	Okay .. Three questioners
	S :	Don't be limited
		I want to ask, what are the ingredients and how to make them?
	T :	Sorry, please in English
	S :	(laugh)

	T :	Answer the question in Indonesia
	T :	In english..
	S :	How to make it, the process?
	T :	We only promote, sis, not make them
		Be quiet. Ask one by one ..
	S :	What are the advantages of this shampoo?
	S2 :	Reduces vaginal discharge..
	S3 :	Can drinking?
	T :	Can protect your hair from damage caused by rays sun.
	S :	Isn't that right? (laugh)
	T :	Come on, who wants to ask.
	S :	What percentage of dandruff will disappear after using the shampoo?
	T :	Depends on usage.
	S :	How many times?
	T :	How many times did you shower?
	S :	Twice.
	T :	Alright
	S :	This means that if you use it every day, dandruff will decrease, How long will it last ?
	T :	Who else?
	S :	This has not been answered. How long?
	T :	How? Already?
	S :	Not yet mis
		Where is the shampoo-making process?
	S2 :	PT …..
	S :	Then what is the name of the PT?

T :	Oo.. PT ? PT
S2 :	How long has it been established?
S :	Where is the place?
T :	Jakarta
S :	Any taste?
T :	Melon…
S2 :	How long has the PT been established?
T :	Since I wasn't born.
S2 :	What year?
S3 :	Who is the founder?
T :	Hallo.. Ssttt
S3 :	What are the ingredients?
	(noisy)
T :	Hallooo…
S :	Haii…
T :	One more questioner. Please, moderators choose one!
G :	Anes
T :	Who?
G :	Anes.
T :	Come on anes, please!!
S :	Is it guaranteed for all skins?
G :	Based on experience…
A :	Fais…. (they ask fais to answer aness' question
T :	Come on, Fais answered Anes's question!
S :	Cieee….

		This is my answer..
		The answer is full of love (laugh)
		Ciee…
	T :	The others are quiet huh..
	S :	**Mis .. Shorten your time, miss..**
	T :	Time is running
	S :	Is it guaranteed for all skins?
	T :	Is it guaranteed for all skins?
	S :	Mas fais ... answer kae you know mas
		Based on research
		Cieee…
	T :	Hey, the others can't be like that ...
	S :	According to research, it all depends on your skin type. Fits or not.
		Oo.. like that…
	G :	Ok it's enough.Wasalamualaikum, wr. Wb
		(Applause)
	S :	Mom, I'm small. invisible, mom. here move to the next
		I'm honest mom.
		Green beans?
		Mom, watch mermaid in love
		Mom, really invisible.
	T :	Okay, Report text. Open the LKS or open the package book page 33.
		Report teks is a teks which present information as ….
		If the package book is on page 44
		So report text is text that presents something as it is..
		The text of the report is the result of observations of analysis funds that are systematic.

		This means that this text explains something based on research or observation.
	S :	Like that news?
	T :	Yes, can. But this is in writing.
		Social function, to report something just the way it is.
		The subject include natural things, environment, social matters, or human matters.
		The purpose of this text is to convey something as it is.
		The object can be a natural phenomenon, environment, social problem or humanitarian problem.
		Usually in the report the text describes natural phenomena such as, tsunami.
	S :	Flood?
	T :	Floods can also.
	S :	Landslide?
	T :	Landslide. What landslides in english?
	S :	………?
	T :	Land?
	S :	Lenser
	T :	Landslide
	S :	landslide.
	T :	Or it could be related to the environment, for example about forests. It goes into the text report.
	S :	Trash?
	T :	Yes, trash. The trash can still enter into humanitarian problems or social problem. Garbage accumulation, for example. Understand ?
	S :	Not yet
	T :	Not yet? Yes, now it is asked which ones do not understand

	S :	What is systematic, mom?
	T :	Systematic, which is planned, systemic you know.
		So, if research is from the beginning you have to observe it first, there is research first, second, and conclusion.
		It can be said to be systematic, regular or systematic.
		And usually the report text is in accordance with the facts. In accordance with what is.
		Suppose you want to research about floods. Where is the flood, continues how many victims, how high, what are the effects of the damage?
		As a matter of fact, that includes report text.
		Generic structure. There are two generic structures.
		General classification is the same description.
		Stating classification of general aspect of thing, animal, etc which will be discussion in general.
		For example, from animal at public place or public places that are described in general.
		So, in general classification there is still an explanation / writing which is still general in nature and not specific.
		Then the second, description. That description describes what will be described in the general classification.
		But in more detail. More details can be found in the parts, quality, habits, behavior or behavior.
		This is for example in animals. If the place is usually located.
		That paagraf first, means entering general classification.
		Continue to describe in detail, you can add the history, the founder, who inaugurated who.
		It can enter into the description. So there is a more explanation more depth than the section on gene classification.

		Animal, for example, want to explain about Cats. How's
		the beginning?
	S :	Tiny, cute …
	T :	If it's cute, it will be included in ...
	S :	Circus
	T :	Entry in the description. Because it includes Qualities.
		Or it could be parts. Initially we could say 'Cats are meat-eating animals.
	S :	Meat?
	T :	Mouse ? Fish? Well, just like that.
	S :	Ma'am, what is the difference between report text and descriptive text?
	T :	The report text is more general in nature. The descriptive text is special.
		Suppose they both want to explain about cats. For report text describes the cat as a whole
		So cats globally.
		If it's descriptive, the cat is specific, for example my cat.
		That's it specific mine.
		Example song, animal. Suppose the herbivorous animals are the goats. What are herbivores included?
	S :	Report text.
	T :	why?
	S :	Because it is still general.
	T :	Yes, right. But when you enter the goat, it is already descriptive.
		Do you understand the difference between descriptive and report?
	S :	I did.

	T :	Its language features or linguistic characteristics are almost the same as descritive.
		Using the simple present. If you don't believe it, look at the examples in the book.
		Everything uses the simple present.
		The second uses the verbs have and has, which means to have.
		Suppose a goat has hair like this, smells like this.
		Finally, use action verbs. Using a verb that does profession.
		Any question after all.?
	S :	(silent)
	T :	If there isn't, please open the package book.
		There are many examples of report text.
	S :	Have it for what ma'am.
	T :	For I, they, you, we.use have.
	S :	For the plural?
	T :	Yes
	S :	Mom, he said for the plural. But I use have?
	T :	Yes, but if I use it have. There isn't, right? She, he, I used it.
		There are several examples of report text. Now you are in groups, in pairs.
		Look for an example report text here, after that it's classified.
		It only differentiates general classification and description.
	S :	What page?
	T :	Can, search!!
		Here are 4 examples of report text. Please choose one.
		Then you identify which paragraphs are included in

		the general classification, which are the descriptions.
		Please write it down on paper and collect it later!
	S :	Where are you?
	T :	Report text in chapter 2
	S :	Written ma'am? Collected?
	T :	Yes, continue to be collected.
		But this can't be right. The problem is there is already a statement. Besides that.
	S :	Oke. Ma'am, just these three. The one there is no partner.
	T :	No. This is both. You yourself.
	S :	Mom this is book?
	T :	Just on paper. The problem is that the previous class was also on paper.
	S :	Come here last ma'am?
	T :	Yes
	S :	Ma'am each group one or two?
	T :	Each group one. The group is two people.
	S :	Oke.
	T :	You will collect it here, ok?
	S :	Okay.
	T :	While I was absent..
		Can you help me?
	S :	(immediately stood up and cleared the LCD without asking what)
	T :	Who doesn't enter today?
	S :	Hamzah.

Meeting 3

Place : 8B SMP N 2 Tanon

Day, Date: Wednesday , 16th November 2022

Time: 12.00 - 13.30 WIB

T :	Please open the LKS page 34 !!
	Where is your worksheet?
	Why is it?
S :	It's okay mom.
T :	T Page 34! Activity 6
S :	S Sex.. Activity sex
T :	T Six !!
S :	S Heh, astaghfirullahaladzim..
T :	T Sttt…
	(the teacher writes some vocabs in the whiteboard and the students are noisy)
T :	T Shhh ... can you stop it, bro ?!
S :	S Yes..
T :	T This is the ramen man .. Oh my God
S :	S Written ma'am?
	(the teacher just silent)
S :	S Do you memorize it, Mom?
	(the teacher just silent)
	A boy is coming, without permission)
S :	S Where did he get? (ask someone to the boy)
	(the boy say nothing then sit on his chair)
S :	S Permission ma'am ... (came out)
	(the teacher bother it)
	(the students write the vocabularies)t\

T :	T Done writing it?
S :	S Not yet
T :	T When it's finished, please text this ... Do you bring a
	dictionary? In translate to Indonesian
	Because I told you the vocabulary, it was only a little single left.
	Please interpret. This is done later after the break, after breaks are collected. If not done, it must be memorized.
S :	S Do you translate everything, ma'am?
T :	T All. Those who do not work will be punished later.
S :	Which part?
T :	Activity 6
S :	**Oohh… When, mom?**
T :	Now!!
S :	E eh?
T :	Yes, there is still one lesson hour.
S :	Pray first, ma'am?
T :	Yes, that means today.
S :	Okay
T :	Anyway, later at the end of the lesson if nothing happens collect, next week I have to memorize all of these.
S :	ouch ma'am
T :	I have given the vocabulary here. So you just have to search which hasn't been.
S :	Now, Mom?
T :	Yes.
S :	Along what mom?
T :	Along it all along. Already, easy right? Look at it like this can..
S :	Can be careless
T :	So, you can do that, right?

S :	Important what mom?
S :	Carbon dioxide what mom?
T :	Carbon dioxide
S :	S Mom, important what ma'am? Asked earlier.
	(the teacher writes in whiteboard)
S :	Oo, important
S :	Dioxide what mom?
T :	Dioxide
S :	Kind what mom?
T :	That's kind
S :	Mom, what trees?
T :	Trees?
S :	Yes .
T :	Oo .. that's from the word Tree, tree. If there is an S it means plural.
S :	Which what mom?
T :	Which it which on
S :	Export?
T :	Ekspor yes Ekspor
S :	Kind what mom?
T :	Was that Jamal, kind?
S :	Earlier .. what did I forget ma'am
T :	Kind
S :	Sort of, **I forgot because I was old**
S :	True what mom?
T :	True is true
S :	Use ?
T :	Usefull?
S :	Using only

S :	Mom mom mom..
	(laugh)
T :	whats?(smile)
S :	This is what mam?
T :	As. Such as is like.
S :	Mom what is this?
T :	That is it.. (point the whiteboard)
S :	As well what mom?
T :	As well as it/s as good.
	After the break, do it. After it was collected.
	Please rest first!
S :	Ensure what mom?
T :	That is(points he whiteboard)
S :	S Irrigartion what mom?
T :	Irrigation . Please do this later. I'll wait at the end of the lesson.
	Let's take a break. Wassalamualaikum, wr. Wb
S :	Wa'alaikumsalm, wr. Wb
	(after break time)
S :	An what mom?
T :	An.. it means a
S :	Such what mom?
T :	Where? What paragraph?
S :	This
T :	Such as its like. Where is this guy?
S :	Here mom .. (a boy is sleeping)
S :	Find what mom?
T :	Find.
T :	Let's get up done.

S :		What page ma'am?
T :		Page 34. What are you doing?
S :		Javanese language.
T :		Javanese language? Do you teach Javanese?
S :		Other what mom?
T :		Other
S :		Protect mom?
T :		Protect
S :		Meted what mom?
T :		What is it, I don't know.
S :		You said the English, ma'am?
T :		I am Javanese
S :		Also mom?
T :		What paragraph?
S :		the very bottom itself
T :		Also.
S :		Mom, what roots?
T :		Root
S :		mom, in dry machine
T :		Dry machine . so?
S :		Machine dry
		Came out what mom?
T :		Came out, is exit
S :		Usefull what mom?
T :		Usefull
S :		Mom two people so one may not?
T :		Alright
S :		you know, all of you just gather one, ma'am?

T :	not. make say two people into one
S :	How is it ? Mom , will come..
T :	Willcome
S :	mom, will find?
T :	Will find
S :	There are what mom?
T :	If, there are, no, forest
S :	There is?
T :	Yes
S :	Cannot?
T :	Can what?
S :	Could
T :	Not?
S :	Not. Can not
T :	(not)
S :	mom, usfol?
T :	Usefull?
S :	Yes
T :	There it is. (point the whiteboard)
S :	For?
T :	For
S :	There will mom?
T :	There will be
S :	On paper, ma'am?
T :	Want to book, on paper, please !!
S :	Mom, terrible what?
T :	Terrible?
S :	What terrible?

T :	Open the dictionary !! What terrible
S :	Us what mom?
T :	Us?
S :	Yes
T :	What paragraph?
S :	Last
T :	Us is us, a lot is a lot
S :	one table, one book, right?
T :	Yes
S :	We will what mom?
T :	We what?
S :	We
T :	We?
S :	We
T :	Yes. Will?
S :	Will
T :	Coming came out.
S :	What, terrible flood?
T :	Flood, terrible, this means?
S :	Floods are terrible.
T :	It is said to be appropriate.
S :	Important what mom?
T :	important!!
S :	The meaning is important
S :	S Be what mom?
T :	Be? There will be.
S :	Made what mom?
T :	Made is make

S :	Very what mom?
T :	Very is very
S :	The trees of the forest
T :	where are you
S :	Paragraf 3
T :	Trees in the forest
S :	Which?
T :	Which is which
S :	The one for water
T :	Uh, what is water?
S :	Water
T :	Water is water, if air?
S :	Air or wind
T :	Ouh
S :	What rain?
T :	Rain
T :	Which one?
S :	Its
T :	Adjusted to the context of the sentence, look for words
	that are appropriate not out of the ordinary
	Are you done?
S :	Yes I done
S :	Pure what mom?
T :	(points the whiteboard)
S :	Pure or original
S :	Needed what mom?
T :	Derived from the word need. What was the need?
S :	Send what mom?

T :	Send
S :	Rain water.
T :	Rain water
S :	Needed what mom?
T :	Needed what earlier?
S :	Need
S :	Gren what mom?
T :	Ground.. what underground?underground.
S :	Hear?
T :	where? Oh heard?
S :	Water will come out?
T :	What water?
S :	Water is water
T :	Will is will, come out is exit.
S :	Us for what mom?
T :	For us is for us.
S :	Mom, it's invisible
	Bu, what is for us mom?
T :	For us is for us
S :	Ma'am left or what?
T :	Lives?
S :	Yes
T :	Life
S :	Mom, but on live tellevision it means straight away, mom!
	Hahah Mom what ensure ? Us lot what mom
T :	Us is we, a lot is lots
S :	What is live mom?
T :	(just points the word lives in the whiteboard)

S :	Astaghfirullah
	If there are no forest?
T :	If is if, there are is there is, no is not, forest is forest
S :	What is thing mom?
T :	Thing is something.
S :	Sold?
T :	Shoud! Should is almost the same as have to means you must.
S :	Canot?
T :	Can't is canot.
S :	What is ensiur mom?
T :	(point the word 'ensure' in the whiteboard)
S :	Mom send?"
T :	Send
S :	Which?
T :	Which is which one.
S :	There
T :	There is. There will be.
S :	Make?
T :	Make is made
S :	Thing ?
T :	Thing is something.
	(some one try to enter the class)
T :	Hee, don't be like that, bro!

Meeting 4

Place : 8B SMP N 2 Tanon

Day, Date: Wednesday , 23th November 2022

Time: 12.00 - 13.30 WIB

T: photocopy paper friends whether you bring it or not?
S: no..
S: mom .. left home
T: mmm ,, it's not done, left behind
S: vino here lo (ask his friend to keep sitting at the back)
T: bimo .. where is your book?
T: Come on, get the lks out!
S: ma'am, I haven't got the schedule earlier.
S: LKS mom?
T: yes lks
T: still tired?
S: still
S: The sailor brother is cruel ma'am.
S: But the name is also tent for sure, right? (while pointing at that student still sitting at the back in order to move to the front)
T : if tired I am also tired friends
S: Mom, why did you cry yesterday Mom?
S: why are you crying gra?
S : haha can't enjoy it huh? ha ha ha
T: yes come on. 59! all the materials have been completed. now it's time to discuss the questions. quiet, calm, relaxed but pay attention. Brian ?! Open the book !!
Brian : (open book..)
(two students entered the class)

T: Where are you from?
S: from dhuha prayer ma'am.
T: can you take a break earlier,
S: pray again mom
T: pray again how is this?
S: I was going to pray full ma'am.
T : yes now you read and discussed.
S: which one ma'am?
T : the LKS.
S: what number, miss?
T: (looks annoyed)
S: 59..
T:so pay attention.
S: ears that you know..
T: PAGE FIFTY NINE !! FIFTY NINE. How much is Fifty Nine?
S: 59
T: that's the back don't just talk. prey opened lksnya
T: let's start .. (ordered the front corner student to read the questions number one)
Sttt .. others pay attention!
S: question
T: what is the text about?
S: exercise.
T: if you want to be healthy.
S: if you want to be healthy.
T: well, if you want to be healthy, what should you do?
S: Sports.
T: here what options .. go to bed early at night, wake up early in the morning. Go to bed and wake up early what does it mean?
S: sleep at night and wake up in the morning ..

T: mm .. wake up early and sleep early. Ok, what else? You also
have to take a bath at least twice a day. What does it mean?
S: diligently take a shower ..
T: must shower at least twice a day, then have meal regularly ..
What does it mean.
S: eat, a healthy diet.
T : eat regularly. From breakfast, what breakfast?
S: breakfast
T: lunch
S: lunch
T: and dinner.
S: and dinner.
T: and if you are tired you have to take a rest What is Tired?
(no student knows, the teacher sets another example)
T: after go to tawang mangu, I feel tired.
S: tired
T: Naahhh. Do you still tired? (ask the teacher to student)
Still tired?
S: still…
S: yes, I''m still tired
T: huh ?? What are you all doing there?
S: clean clean ... tortured ma'am ... push up 5 times ma'am
T: lha why do you puh up?
S : actually yes it's okay
T: hey i let you know his name too camp You've been to camp
before, haven't you
S : has never been.
T : your time this camp has been very comfortable. Your bed is
very comfortable. There is a swimming pool. First of all, if the
name of the camp is really in the field. Well, people like

so we complain no.
S : lots of ants, ma'am. Sleeping on ant bites.
S : because it's sweet. Haha
T: it's okay, experience .. what experience did you get there?
S: the child was in a trance .. until crying.
T : How about your friend Fatkhur now?
S : don't know mom.
S : already healthy ma'am.
T : already brought home?
S: already mom, but still weak.
T : already visited?
S : not yet.
T : I'll visit you later! with his friends.
S: yes ma'am, come home later.
T : greetings for the fatkhur Come on! If you are tired, you should have to take a rest. If you are tired, rest. Don't force yourself to work till midnight. Don't force yourself to work late at night. You should do exercise in the morning. What exercise?
S: Sports
T : example?
S : jumping, running.
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T : or doing exercise that you like more.
S : tennis, volly, badminton
T : what else?
S : Basket
T : eat a nutrition food... And keep your environment clean.
Ok, number one!!
S : (read the question)

T: is one not suggested.?
To eat too much. Oke, next!!
S : (read the question)
T: the word exercise, means..
S : thinking
T : thinking . Doing test?
S: Tri is it
T : his father is great what is his name
S :Yatno..
T : next!
T : according to the text, when we should have to take a rest?
Number four? When I feel..?
S : tired.
T : yes, when I feel tired.next!!
S : (read the question)
T : haloo… haloo…
S : hai..
T : OK. Mr. Basuki is a director of a publishing company in this city.
This company publishes many kinds of books.. In this company, Mr.
Basuki has many manager. Mr. Parker as a news manajer, Mr. Condro
as a production manager, and Mrs. Paul as a personal manager. This
company also… many other people.Thirtteen people. How is it?
S : thirtheen
T : thirtheen?
S : thrtheen
T: yes, thritheen
S : wiih .. that taught me that
T : thirtheen people work as a …five people work as a
author. Authoris writer. Ten people work as a setter. Six people…
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S : six
T : oke number five!!
S : (read the question of number six and the anser is C)
T : oke C, a director. Next number six!!
S : (read the question)
Q: Why is it so hot, girl, is your room a fan?
S : that's it ma'am. (while pointing at the fan that turned out to be just directed at one of the students)
T : how come it's so good, where's your own LKS? don't bring it?
S : this is mom
T : open !!
T : what does the company…
S : C
T : ya publishing some books. Next!!
S : (read..)
T : Mr. Condro is?
S : Production Manager
T : Production Manager. D
T : try to read!!
S : me mom
T : you?? now number 8
S : (read..)
T : what is the text about?
S : C
T : about flowers. There are a lot of flowers. But, in this text
I'll tell you about Rose.
What kind of the text is? Descriptive..
About exposure. Example of describing Selfi. Selfi is not always
tae a picture, but she is a girl in this class. What is the narrative
about? Example: cinderella, snow white. If you recount?

Tells the past.
S : what is the answer ma'am?
T : Where is your worksheet? Listen, this is discussing not only
knowing the answer. If you want to know the answer, I can just give
you the answer, so let you know what the recommendation is?
S : telling the past.
T : example.?
S : forget
T : Procedure text?
Yesterday I made it, you know, the group you know.
S : the how is Miss.
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T : yes, how to make what?
S: orange juice, fried rice, ice tea.
T : ok, next!!
S: (read the question..)
T : they study from 7 am until 12.45 (a quarter to one)
Number twelve.
S: what number ma'am?
S : twelve
S : twelve
T: just heard here
S : (read the question..)
T : ok.. how many classroom?
S : eighteen
T :. Next!
S : (read the question..)
T: please help out loud, Bim!!
S : A mis
T : A? Over you know. The over is over.

S : Seven, C
T : return home what time?
S : D miss.
T yes, D. a quarter to one and C A quarter to twelve?
S : half 12.
Q: twelve to a quarter. If it's a quarter past nine?
S : nine more 30
T : Ok next!
S : (read the question..)
T :the student, Ya. Number fiftheen!
S : (read the question..)
T : how many classrooms are there?
S : 32
T : Ok next. Seventeen!!
S : (read the question..)
T : the student goes to the ... in the break time to share with their friends.
Share with friends,
S : Cafetaria.
Oke next. Number seventeen!
S : (read the question..)
T : identification paragraf. What was the first descriptive text?
S : A
T : yes, the A. an elephant is one of .. animal. For that B recount text. Next!
S : (read the question)
S : what number?
S : 18
T : what answer?
S : C

T :next..
S : me..?
T : yes your people there
S : (reads the question)
T :what this is??
S : A
T : .... No, I don"tlike. like or dislike?
S : dislike.
T : Yes. What about cooking??
S : cooking is cooking.
T : Next!!
S : (Reads the question)
T : hard !! read aloud !!
S : B
T : can you hep me, ……… Sorry, I cant,. Next twenty one!!
S : (reads the question)
T : Ssssttt…
S : C mom.
T : do you know that .. is sick? He has been in the hospital, t. For a week,. If you have time..?
S : C mom.
T: if you hear friends are sick. How about you guys?
S : I"m sorry to hear that.
T : ya, I"m sorry to hear that. Ok, next!
S : there are guests ma'am ...
(someone"s coming)
T : Yes, please come in!!
(She want to gives an announcement)
Assalamualaikum, wr.wb
Attention please. Tomorrow to Pinru and Wapinru, don't go

home yet. Tomorrow bring sports clothes. Tomorrow the
collapsed, clean it courtyard and bathroom.
T : who is here Pinru with Wapinru?
S : This is pinru, ma'am. (points his friend)
T : Hallo..
S : hai…
T : oke next. Twenty two!!
S : reads the question.
S : reading mom?
T: yes.. ..
S : yess. (imitate the teacher)
T : what smell is this??
S : yes, what does it smell like?
T : the smell of garbage from outside maybe
S : my bee mom
T : next twenty three!!
T : Sttt….
S : what the number
T : you are paying attention but why don't you mean
S : (reads the question)
T : Who is praying at dawn?
S : me …
S: lie, sin, you know

APPENDIX 3: Pictures