AN ANALYSIS OF POLITENESS PRINCIPLES USED
BY STUDENTS OF ENGLISH DEPARTMENT
IN CLASSROOM DISCUSSION
(A Study Conducted to the Sixth Semester Students
of IAIN Curup the Academic Year of 2018/2019)

THESIS

This thesis is submitted to fulfill the requirement
for 'Sarjana' degree in English Language Education

By:

NOPRIAN ABDI KUSUMA
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ENGLISH DEPARTEMENT
EDUCATION (TARBIYAH) FACULTY
INSTITUTE COLLEGE FOR ISLAMIC STUDIES
(IAIN) CURUP
2019

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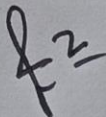
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Noprian Abdi Kusuma, NIM. 12552042** Mahasiswa IAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **"An Analysis of Politeness Principles Used by Students of English Department in Classroom Discussion (A Study Conducted to the Sixth Semester Students of IAIN Curup in the Academic Year of 2018/2019)"** sudah dapat diajukan dalam sidang Munaqasah Institut Agama Islam Negeri (IAIN) Curup.

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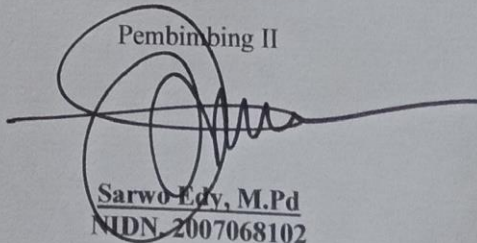
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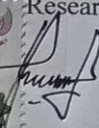NIP. 19650627 200003 1 002

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Curup, July, 2019

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ACKNOWLEDGEMENT

All praises be to Allah who has given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been a good example for every Muslim in this world.
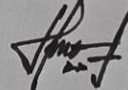
The researcher finished this thesis entitled "An analysis of politeness principles used by students of English department in classrooms discussion". This thesis is presented in partial fulfillment of the requirement for the degree of Strata I in English Department of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the researcher would like to express his deepest appreciation to: My beloved parents Mr. Hanafi and Mrs. Nur Aini who have given me support, always pray for me, and gave me motivation and my beloved sister and her husband Marlita Puspita Sari, S.Pd.I and Sony Anggara who has never leave me, always care about me. My advisor Mrs. Jumatul Hidayah, M.Pd who has been a constant source knowledge, strong encouragement and sustained critical support for the whole course of this research. And Mr. Sarwo Edy, M.Pd as my Co-advisor. My deepest thanks to Mr. Ruly Morganna who has given contribution and knowledge to this research and all of the sixth semester students of English department who have helped me to complete my data to my research, my beloved friends Yolanda, Novy, Eka, Dwi,

Lestari, Dika, Akas, Arya, Bima, and all of my friends in TBI A,B,C,D,E. Special thanks to my friends in Institute College For Islamic Studies.

Finally, the researcher needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development English Department. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

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MOTTO AND DEDICATION

Motto…..

☺ *I never took lessons to learn how to play the drums, I never took lesson to learn how to play guitar, I just sort of figured it out. I think that if you are passionate about something and you are driven and focused, that you can pretty much do anything that you want to do in life.*

☺ *Do not be afraid to change. You may lose something good but you may gain something better.*

Dedication…..

With gratitude and lots of love, this thesis is dedicated to:

♥ *Thanks to Allah SWT, who given me everything I need.*

♥ *My beloved parents, BAPAK (Hanafi) thanks for your spirit, thank you for all of you done to me, support, pray, help, and everything that you have given to me, I am nothing without you. Big thanks for my mom EMAK (Nur Aini) thanks for all of you done to me, your tears, your supports, your loves, who made me always felt so safe, always give everything you can do, your life to me, really care about me, when I am sick, whatever my condition, thanks mom for everything. I love you My DAD and My MOM.*

♥ *My beloved sister and her husband, Marlita Puspita Sari, S.Pd.I. and Sony Anggara "inspirasi coffee", thanks for your motivation, your spirit, who always protect me, never let me down, always try to make me smile, never leave me alone, really care about me. You are the one, the best that I ever have. Thanks for everything. And my beloved niece, Hasya Annisa who always makes me smile, and give spirit to me. And my special one, Erna who always give me support, thanks for everything.*

♥ *My beloved best friends, Yolanda Fresiska Jaya, Novy Wulandari, Eka Wahyumi, Dwi Lumayanto, Lestari, Dika Rahmad Hidayat, Akas Prasetiyo, Arya Pramudianto, Saputra Bima Ambodo, thank you guys, for all of your support, motivation, always love you guys.*

♥ *Big thanks to My almamater IAIN Curup.*

ABSTRACT

Noprian Abdi Kusuma, 2019. An Analysis of Politeness Principles Used by Students of English Department in Classroom Discussion.

Advisor:
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This research was aimed to know the types of politeness principles and the dominant type of politeness principle used by students in classroom discussion. To gather the information, the researcher used observation technique. Moreover, the researcher used descriptive research using mixed method which will involve both qualitative and quantitative design to analyze the types of politeness principles and the dominant type of politeness principle used by students in classroom discussion. Those aspects were analyzed descriptively based on the related theory of politeness principles as postulated by Leech. After collecting the data, the researcher identified and classified the data into every politeness principle. In this research, there were six maxims which were performed by the students, in different themes or conditions on-going discussion. They were Tact maxim, Generosity maxim, Approbation maxim, Modesty maxim, Agreement maxim, and Sympathy maxim. For the tact maxim, the students tried to minimize cost to others and maximize benefit to others. In generosity maxim, the students tried to minimize benefit to self and maximize cost to self. In approbation maxim, the students tried to minimize dispraise of others and maximize praise of others. In modesty maxim, the students tried to minimize praise of self and maximize dispraise of self. In agreement maxim, the students tried to minimize disagreement between self and other and maximize agreement between self and other. The last maxim was sympathy maxim, whereby in this maxim, the students tried to minimize antipathy between self and other and maximize sympathy between self and other. The overall six maxims were indicated by several themes which emerged in the discourse of discussion. They were: requesting, ordering, asking, giving argumentation, offering, responding, and ending discussion. This research also found out that tact maxim was the most dominant one used by the students during discussion. The reason lying beyond this dominance was in light of that the students wanted to make their statements acceptable as polite statements by the hearers or partners in every condition of speaking or communication, and to increase their politeness insofar as the communication took place.

Keywords: the politeness principles, maxims, classroom discussion.

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CHAPTER I

INTRODUCTION

A. **Background of the Research**

Politeness is an important value in human behavior. In the communication process it requires politeness to have a good relationship with each other. According to Yule, politeness in an interaction can then be defined as the means employed to show awareness of another person's face.[1] In Indonesia, politeness is very important in our life. Although our country is multi-cultural country, Indonesians are taught to respect with each other. Even though in the world, there are many countries that have different way of politeness and culture.

There are many cultures in the world. Every country has different cultures in their politeness. According to Matsumoto, Culture, in turn, emerges from the interaction of basic human nature with specific ecological contexts in which groups exist through process of environmental adaptation.[2] People know that Indonesian is famous with their hospitality and friendly attitude. When they

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[1] G. Yule, *Pragmatics*. Published by Oxford University Press, New York, 1996. https://www.scribd.com/doc/11637500/Yule-George-Pragmatics. (retrieved on, April, 2nd, 2019)

[2] D. Matsumoto, *Culture, Context, and Behavior*. Published by Journal of Personality, 2007, 2, 1467-6494. https://scholar.google.co.id/scholar?q=D.+Matsumoto,+Culture,+Context,+and+Behavior.+Published +by+Journal+of+Personality,+2007,+2,+1467-6494.&hl=id&as_sdt=0&as_vis=1&oi=scholart. (retrieved on April, 3rd, 2019)

meet new or older people they always say "hello", "how are you?", and etc. Japanese people are also famous of their hospitality and friendly attitude. They always bow to each other when they meet. It is different between Indonesian and Japanese, American never say "hello" or bow to each other when they meet. American is famous as individual human.

Human are individual creatures. According to Randy, human are complex beings and have so many differences need to survive.[3] They are free to do what they want such as sharing their ideas, feeling, and creativity. While human must remember that human is social creatures. As a social creature, human cannot live without others. They need to have an interaction with others by using language as tool for communication.

Jendra argues, communication is a social interaction that can occur whenever, with communication human can share any information. Communication can be done by using language. Language is an instrument that we used to communicate. Although many linguists believe that humans are genetically programmed to learn language, it takes social contact to flip the switch that makes us talk.[4] Without language we cannot get or share our information. There is one language that can be used to communicate with people around the world. The language is called as international language.

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[3] Randy, *Peranan Cultural Control dalam Mendukung Implementasi Code of Conduct Karyawan Study Kasus di Radio Suara Surabaya. Caliptra: Jurnal Ilmiah Mahasiswa Universitas Surabaya..* 2013, *2:2 e.* https://www.neliti.com/id/publications/183369/peranan-cultural-control-dalam-mendukung-implementasi-code-of-conduct-karyawan-s. (retrieved on April, 3rd, 2019)

[4] I. M. I. Jendra, *Sociolinguistics: The Study of Societies' Languages.* Published by Graha Ilmu, Yogyakarta, 2010

In the world, there is international language which is used to communicate with others. The international language is English. According to H. Naseri, N. Assadi, and M. Zoghi, the English language is an international language and people different areas of expertise need to be proficient in this language.[5] English is a language that can connect people around the world. In Indonesia English has been taught in many schools.

In school, English is not something new because there is English subject in the school. Not only as English subject, English also used as speech contest, drama, and discussion in many programs, especially as classroom discussion.

According to Grossi, classroom is a place where pragmatic instruction can occur.[6] Discussion is two or more people talk about something and share their ideas with others. Classroom discussion occurs when there are some students groups in the class which are divided by the teacher to discuss the given topic. In classroom discussion process, there are good and bad attitude of the students such as "sorry" when he corrects his friend's opinion, or say "thank you" when there is a friend gives him good opinion.

Normally in classrooms discussion of IAIN Curup especially in English

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[5] H. Naseri, N. Assadi, & M. Zoghi, *The Effect of Teaching Systemic- Oriented Summarization Strategies on The Reading Comprehension of Advanced Iranian EFL Learners.* Publisher by International Journal of Language Learning and Applied Linguistic World (IJLL ALW), 2013 4 (4), 74-87

[6] V. Grossi, *Teaching Pragmatic Competence: Compliments and Compliments responses in The ESL classroom.* Publisher by An Australian Journal of Tesol, 2009, 24(2), 53-63. https://researchers.mq.edu.au/en/publications/teaching-pragmatic-competence-compliments-and-compliment-response. (retrieved on, April, 4th, 2019)

department, the students speak based on the discussion topic. They only focus on the theme or topic of conversation imaginable and they pay less attention to the politeness principles that are involved in their conversation and how the politeness principles work along conversation. For example, when they could not give more explanations to answer question from other students, they usually say "we couldn't talk much about it, because it is not totally clear, we think our lecturer could give us more explanation later". Another example, when a student gives an appreciation to other students, he/she says "your performance is very good in conveying the presentation". From the utterances above, there are politeness principles that spontaneously occurred in their conversation. Furthermore, the researcher has conducted pre-interview to students, especially sixth semester students. It turns out that from the result of pre-interview, the researcher found that they already knew and learned about politeness in pragmatics course, but their knowledge about it was only briefly not discussed in depth about others elements in politeness like types of politeness principles and how it appear in conversation. Thus, when they talk to their partner they only speak and do not know that there are politeness principles on going conversation especially in classroom discussion.

As regards to the pre-observation in classroom discussion done by the researcher found that there are politeness principles when the students speak to their partner. Intentionally or unintentionally utterance and gesture when discussion happened always appear politeness principles. Based on the case

above, the writer is interested in analyzing politeness principle in classroom discussion. Therefore, the writer formulates a research study entitled **"AN ANALYSIS OF POLITENESS PRINCIPLES USED BY STUDENTS OF ENGLISH DEPARTMENT IN CLASSROOM DISCUSSION (A STUDY CONDUCTED TO THE SIXTH SEMESTER STUDENTS OF IAIN CURUP IN THE ACADEMIC YEAR OF 2018/2019)".**

B. Research Questions

Based on the background of the research, the writer formulates some research questions as follows:

1. What are the types of politeness principles that are used by the students of English department in classroom discussion?

2. What is the dominant type of politeness principle used by the students of English department in classroom discussion?

C. Research Objectives

Dealing with the statements of problems above, the researcher intends to achieve some objectives through the research as follows:

1. To find the types of politeness principles are used by the students of English department in classroom discussion.

2. To know the dominant type of politeness principle are used by the

students of English department in classroom discussion.

D. Delimitation of the Research

The writer limits this research on the analysis of politeness principles of English department in classroom discussion. The dialogue and gesture in classroom discussion becomes the main focus of analysis. The participants of this research are the sixth semester students of English department. Totally they are 55 students of IAIN Curup in the academic year of 2018/2019.

E. Significances of the Research

The researcher hopes that this research gives some benefits to several aspects as follows:

1. For the lecturers

   The findings in this research are aimed to enrich the knowledge of literature and expected to add insight to understand a literary work. Furthermore, the lecturers are hoped to understand more especially about politeness principles.

2. For the students

   The findings in this research are expected to be useful for the readers and the students especially in State Institute for Islamic Studies (IAIN) Curup who are interested in Pragmatic study. Moreover, this research is

intended to enhance their insight especially in the realm of the politeness principles. The readers are able to recognize politeness principles used by students of English department in classroom discussion.

F. Definition of the Key Terms

The researcher defines some of key terms used in the research. In order to avoid misunderstanding about those terms, the following highlights are the list of definitions which have been utilized by the researcher:

1. Pragmatics

According to Yule, Pragmatics is the study of contextual meaning. It means pragmatics is concerned with the implicit meaning which is unsaid. It might be considered as the investigation of invisible meaning.[7]

2. Politeness Principles

According to Holmes, politeness as behavior which actively expresses positive concern for others as well as non-imposing distancing behavior.[8]

According to Leech, politeness as forms of behavior that establish

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[7] G. Yule, *Pragmatics*. P. 266
[8] J. Holmes, *An Introduction to Sociolinguistics*. Published by Longman, New York & London, 1992, p.5. https://www.academia.edu/23480149/_Janet_Holmes._An_introduction_to_sociolinguistic.org. (retrieved on, April, 3rd, 2019)

and maintain comity and he propose what he terms "The Politeness Principle" as a way of explaining how politeness operates in conversational exchanges, indicating the ability of participants in a social interaction to engage in interaction in an atmosphere of relative harmony.[9]

3. **Classroom Discussion**

According to Grossi, classroom is a place where pragmatic instruction can occur. Discussion is not debates and intellectual "showing off" is discouraged.[10] Byrd explains that discussions are a success when each student develops his/her own personal insight about the subject of the discussion.[11]

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[9] Geoffrey Leech, *Prinsip-Prinsip Pragmatik*. Universitas Indonesia, 2011
[10] V. Grossi, *Opcit*. P. 24-53
[11] J. Byrd, *Guide Book for Student-Centered Classroom Discussion*. Interactivity Foundation, United States of America, 2008

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Pragmatics

a) Definitions of Pragmatics

Pragmatics is the study of the relationship between linguistic forms and the users of those forms, in this three-part distinction only pragmatics allows humans into the analysis.[12]

According to Leech, Pragmatics is the study of meaning in relation to speech situation.[13] It means that pragmatics is concerned with the meaning of utterance, in which the meaning depends on the situation where the utterance occurs.

Another definition of pragmatics as proposed by Yule, Pragmatics is the study of utterance meaning, sentences which are used in communication and also the study of meaning in language interaction between speakers and hearers.

In the pragmatics there are four areas that pragmatics are concerned with. They are:

1. Pragmatics is the study of speaker meaning. Pragmatics is

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[12] G. Yule, *Pragmatics*. P. 266
[13] Geoffrey Leech, *Prinsip-Prinsip Pragmatik.* Universitas Indonesia, 2011

concerned with the study of meaning as communicated by a speaker (or written) and interpreted by listener (or reader). This study is more to do with the analysis of what people mean by their utterances than what the word or phrase in those utterances might mean by themselves.

2. Pragmatics is the study of contextual meaning. This study is involves the interpretation of what people mean in the particular context and how the context influences what is said. It means that the speaker should recognize what they want to say in accordance with who they are talking to, where, when and under what circumstances.

3. Pragmatics is the study of how to get more communication than is said. This type of study explores how a great deal of what is unsaid is recognized as of part of what is communicated. We might say that it is the investigation of invisible meaning.

4. Pragmatics is the study of the expression of relative distance. There is a perspective about the choice between the said and the unsaid meaning. The basic answer is tied to the national distance. Closeness, whether it is physical, social, or the listener and the speaker determine how much

need to be said.[14]

Thus based on the outlined definitions above, it can be concluded that pragmatics is the study of relation or utterance meaning in language interaction between the speaker and hearer.

2. **Politeness Principle**

   a. **Definition of Politeness**

   According to Yule, politeness in an interaction can then be defined as the means employed to show awareness of another person's face.[15] In this sense, politeness can be accomplished in situations of social distance or closeness. Showing awareness for another person's face when that other seems socially distant is often described in terms of respect or deference. Showing the equivalent awareness when the other is socially close is often described in terms of friendliness, or solidarity.

   According to Cruse, politeness as linguistic behavior is concerned, politeness is a matter of minimizing the negative effects of what one says on the feelings of others and maximizing the positive effects (known as 'negative politeness' and 'positive politeness' respectively).[16]

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[14] G. Yule, *Pragmatics*. Published by Oxford University Press, New York, 1996
[15] G. Yule, Opcit, P.266
[16] A. Cruse. *A Glossary of Semantics and Pragmatic.* University Press, Edinburgh, 2006.

Another method of approaching politeness was developed by Leech: 'minimize (other things being equal) the expression of impolite beliefs' and 'maximize (other things being equal) the expression of polite beliefs'.[17] To this politeness principle he attaches a number of maxims (such as modesty, tact, approbation, sympathy, generosity, agreement). Politeness in this model is essentially a scalar phenomenon: the degree of imposition on the hearer will normally condition the degree of indirectness, mitigation or other politeness marker from the speaker.

b. Types of Politeness

1) In the book Principles of Pragmatics, Leech defines politeness as form of behavior that establish and maintain comity and he proposes what he terms. The Politeness Principles as a way of explaining how politeness operates in conversational exchanges, indicating the ability of participants in a social interaction to engage in interaction in an atmosphere of relative harmony. Leech's maxims of Politeness Principle are:

a) Tact Maxim

Tact maxim is, to minimize cost to others and maximize

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[17] Geoffrey Leech, *Prinsip-Prinsip Pragmatik.* Universitas Indonesia, 2011

benefit to others. The tact maxim is oriented towards the hearer. The main statement is: Minimize cost to the hearer and Maximize benefit to the hearer. People can use indirect illocution to increase the degree of optionality, and more diminished and tentative it force tend to be.[18] The tact maxim is the most important kind of politeness in English speaking society. The tact maxim applies to searle's directive and commisive which is only applicable in illocutionary functions classified as 'impositive' e.g ordering, requesting, commanding, advising, recommending, etc., and 'commisive' e.g promoting, vowing, offering, etc. tact maxim according to leech, involves minimizing the cost and maximizing the benefit speaker/ hearer.

Language is the way to convey a purpose from the speaker to hearer. From language a person used, it can be judged whether the speaker is polite or less polite and gives a benefit to the hearer or give a cost to the hearer, this is called Tact maxim.

The tact maxim criteria are:

1. Minimize cost to other

2. Maximize benefit to other

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[18] Geoffrey Leech, *Prinsip-Prinsip Pragmatik.* Universitas Indonesia, 2011

Table 2.1 Example of Tact Maxim

Num.	Examples	Indirectness	Less polite	More polite
1	Answer the Phone!		✓	
2	I want you to answer the phone.		✓	
3	Will you answer the phone?		✓	
4	Can you answer the phone?		✓	
5	Would you mind answering the phone?	✓		✓
6	Could you possibly answer the phone?	✓		✓

Regarding to the examples above we can see that are order sentences, in this case the speaker instruct the hearer to answer phone, but the speaker uses indirectness scale or strategy to achieve the purpose of the illocution by not using an unacceptable or harsh utterance that causes a cost to the hearer. Indirectness can be seen from the speaker's utterance who aims

ordering, but by changing an impolite ordering utterance into a question utterance that will be more acceptable for the hearer. So, the indirectness strategy here not only aims to convey the purpose of the speaker, but also aims to make the speaker utterances will be acceptable, to make polite utterance, and not give cost to the hearer.

In addition to the indirectness scale, there are also others scales such as optionality scale. The optionality scale also aims to make polite utterance, for example :

Could you explain about the function of this part? Please

The word "Please" here is an optional to refine and make the utterance will be more polite because it looks like a pleading or deep request from the action requested by the speaker. This scale is not only limited to short utterance like the word "please", but also can be applied in long sentences, but the core of this strategy is also same as other strategies, that are to achieve the goal or purpose of an illocution and make illocution be more polite and acceptable to the listener. Besides the word "please" to show the polite utterance we can also use words like "sorry", "thank you", "I apologize", etc.

Further, the word "would you" and "could you" are more polite words than "will you" or "can you" in the English

society conversation because they are more formal, acceptable and not harsh words for the listener who receives it. Besides the words "would you" or "could you" to show the tact maxim in the context above, we also can also use words like "I wonder if", "do you mind", "would you mind", "could you possibly" etc.

b) Generosity Maxim

The Generosity Maxim is oriented towards costs and benefits to the speaker. The main statement is: Minimize benefit to self and Maximize cost to self. The maxim works in a way parallel to the tact maxim, except that the effects are reversed. In practice, there is little need to distinguish the "other-centered" Maxim of tact from the "self-centered" Maxim of generosity.

The generosity maxim involves minimizing the benefit and maximizing the cost to self. Generosity maxim is only applicable in impositives and commisives. Generosity maxim focuses more on the speaker or sender.

The generosity maxim criteria are:

1. Minimize benefit to self

2. Maximize cost to self

There are some examples of this maxim:

(1) You can lend me your car. (Impolite).

(2) I can lend you my car.

(3) You must come and have dinner with us.

(4) We must come and have dinner with you. (Impolite).

Based on the example above, there are two reason why offering (2) and inviting (3) are considered polite: first, because the two sentences imply benefit to the hearer, and second, because the two sentences imply cost to the speaker. In other cases generosity maxim also can be applied without tact maxim, for example a guest request whether he may add more food, would be more polite if host's role as giving food (donors) is not highlighted, for example: *could I have some more X?,* it would be a little more polite if the reference to the host as a donor is completely removed: *is there some more X?*

Other examples include someone who wants to offer something to others, for example:

(5) You can borrow my bicycle, if you like
    (compare with: I could lend you my bicycle, if you like)

(6) Would you like these pencils sharpened?
    (compare with: would you like me to sharpen this

pencils?)

In sentence (5) and (6) the speaker's role as a donor is reduced. Offering sentences (5) and (6) are indeed more polite because the sentences give an impression that the person offering is not at a cost, so that it is polite enough for the person to accept the offering. Besides the words above, there are also others words to indicate the generosity maxim, such as could I, I will, I can, you could, would you, etc.

c) Approbation Maxim

The approbation maxim involves minimizing dispraise and maximizing praise to speaker/ hearer. The approbation maxim is only applicable in illocutionary functions classified as 'expressive' e.g thanking, congratulating, pardoning, blaming, praising, condoling, etc. And 'assertives' e.g stating, boasting, complaining, reporting etc. Approbation maxim is closed to politeness strategy of avoiding disagreement.

The approbation maxim criteria are:

1. Minimize dispraise of other

2. Maximize praise of other

Example:

1. Her performance as outstanding!

2. Yes wasn't it!

As regard to the example above, approbation maxim works on illocutions which show praise to others. In other words, approbation maxim is used to show expression of praise to the hearer or listener. At this maxim the negative aspect is more important, that is "don't say unpleasant things about other people, especially about the hearer. Because of that, according to approbation maxim a praise like *"what a marvelous meal you cooked!"* is so appreciated, while saying *"what an awful meal you cooked!"* will be not appreciated.

Aside from words like the examples above to show approbation maxim can also use words that are similar to the meaning of the words above that indicate praise towards others, such as, nice, clear, active, good, beautiful, handsome, great, wonderful, awesome, amazing, etc.

d) Modesty maxim

The modesty maxim is, to minimize praise of self and maximize dispraise of self. The modesty maxim is only applicable in expressive and assertive. Modesty maxim is found in self-deprecating expression.

The modesty maxim criteria are:

1. Minimize praise of self

2. Maximize dispraise of self

There are some examples of these maxims:

1. a. They were so kind to us.

   b. Yes they were, weren't them

2. How stupid of me, I didn't make a note of our lecture!

   Did you?

In connection with the example above, it can bee seen that modesty maxim is implemented in an attempt to lower self-praise, because to minimize praise of self is a form of politeness to others.

The modesty maxim also can be seen in other situations such as the following example *"please accept this small gift as a token of our esteem"*, it appears that the speaker try to minimize meaning of his praise to his interlocutor in giving gift. But if he says: *"please accept this large gift as a token of our esteem"*, then the speaker has violated the first sub-maxim of modesty maxim means to brag, and this is a social violation.

Apart from the examples above modesty maxim can also be shown by others sentences that have same meaning from the example above which is to show humility and appropriate to

the contexts or situations of conversation, such as: *"how late of me"*, *"thank you, but my explanation is not good enough"*, *"sorry, for all my mistakes"*, etc.

e) Agreement Maxim

The agreement maxim involves minimizing disagreement and maximizing agreement between self and other. The agreement maxim is only applicable in assertives. Agreement maxim seeks agreement and avoids disagreement. It is in line with Brown and Levinson's positive politeness strategies of 'seek agreement' and 'avoid disagreement', to which they attach great importance. However, it is not being claimed that people totally avoid disagreement. It is simply observed that they much more direct in expressing agreement, rather than disagreement.

The agreement maxim criteria are:

1. Minimize disagreement between self and other

2. Maximize agreement between self and other

Example:

1. a. It was an interesting exhibition, wasn't it?

    b. No. It was very uninteresting.

2. a. A referendum will satisfy everybody.

   b. Yes, definitely.

3. a. English is difficult language to learn.

   b. True, but the grammar is quiet easy.

4. a. The book is tremendously well written.

   b. Yes, well written as a whole, but there are some rather boring patches, don't you think?

Based on the examples above, it can be assumed that agreement on a topic of conversation is a form of politeness to another person or the interlocutor.

Besides words like the examples, to show the agreement can use words or utterances like: *"I agree"*, *"correct"*, *"right"*, *"sure"*, *"absolutely"*, *"yes"*, *"i feel the same way"*, *"it will be good"*, *"okay"*, etc, depending on the situation and context in the conversation, and the words have a meaning that shows the agreement.

f) Sympathy Maxim

The sympathy maxim involves minimizing antipathy and maximizing sympathy between self and other. The sympathy maxim is only applicable in assertive. Sympathy maxim can be found in polite speech acts as to congratulate, commiserate of

express condolence.

The sympathy maxim criteria are:

1. Minimize antipathy between self and other

2. Maximize sympathy between self and other.

Example:

1. I am terribly sorry to hear that your cat died.

2. I am terribly sorry to hear about your cat

As regard to the examples above, maxim sympathy is used to show sympathy or condolences to the interlocutor. it appears that the speaker sympathizes with the events experienced by the interlocutors. Therefore sympathy maxim is very important in a conversation to show condolences.

In addition to utterances such as examples, to show condolences can also use other commensurate sentences, but with notes, the utterances or sentences must have condolences or sympathies, it can be shown in the following lecturer and student conversations below:

Mr. Bayu   : This is the last, right. Umm last group.
                 Lucy. OK, the title is?
Lucy   : Not yet, sir.
Mr. bayu   : Why haven't you finished it?

From this dialogue the lecturer said *"Why haven't you finished it?"* He maximized sympathy to student because he

cared about his student and he tried to ask her. It is related to the criteria of sympathy maxim.

2) Brown and Levinson talk about two kinds of politeness;

    a) Positive Politeness, an atmosphere of inclusion and mutually created by linguistic means such as compliments, encouragement, joking, even the use of "white lies". Small talk irony expression of positive politeness that is, creating linguistically a connection to other people.

    b) Negative politeness, involves respecting the privacy of other people and leaving a "back door" open that is showing some reservation. The use of distance-creating linguistic devices (e.g., passive forms), irony, or general vagueness.[19]

3) The American philosopher and logician, Paul Grice pointed out that in conversation, the participant must first of all be willing to cooperate; otherwise, it would not be possible for them to carry on the talk. This general principle is called the cooperative principle.

    a) The maxim of quantity

        Make your contribution as informative as required (for the

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[19] P. Brown, & S. Levinson, *Politeness: Some Universals in Language Usage, 2nd edition.* Cambridge University Press, Cambridge, 1987

current purpose of the exchange). Do not make your conversation more informative than is required.

b) The maxim of quality

Do not say what you believe to be false and not say that for which you lak adequate.

1. The maxim of relation be relevant.

2. The maxim of manner.[20]

Avoid obscurity of expression and ambiguity. Be brief (avoid unnecessary prolixity and orderly.

3. Kinds of Leech's politeness scale:

1) Cost- benefit scale: representing the cost or benefit of an act to speaker and hearer.

2) Optionality scale: indicating the degree of choice permitted to speaker and or hearer by a specific linguistic act.

3) Indirectness scale: Indicating the amount of inference required of the hearer in the order to establish the intended speaker meaning.

4) Authority scale: representing the status relationship between speaker and hearer.

5) Social distance scale: Indicating the degree of familiarity between speaker and hearer.

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[20] H.P. Grice, *logic and conversation.* University of California, Berkeley

4. The five kinds of scales

Measuring civility Leech one by one can be further described in the following sections:

1. Cost benefit scale or scale of losses and gains, refers to the size of the losses and gains caused by a speech act on the substitutions. Speech of the speaker self-harm it is more considered polite speech. So instead, the speech was favorable self-speakers will be considered polite utterances that. If such a case it is seen from the eyes of the partner says it can be said that the more favorable self-partner said, will be deemed to be polite utterances that. So instead, the speech was detrimental to themselves, the partners said it will be more polite speech.

2. Optionality scale or scale selection, point too many or at least given the option to partner said speakers at the events recalled. The more substitutions that allow speakers or partner said that a lot of choice and flexibility, will be considered more polite utterances that. Conversely, if the substitutions that did not provide for the possibility to choose speakers and partners said, the speech will be considered not polite. Imperatives associated with the use of speech utterances presents many options will be more polite imperative that the use of speech.

3. Indirectness scale or scale refers to the rank direct or indirect purpose of an utterance. Increasingly it is direct speech would be considered more polite speech it again. And vice versa, the more indirect, meaning a speech, it would be more polite utterances that.

4. Authority scale refers to the social status of the relationship between the narrator and the partners involved in the subtitutions said. The farther the distance between the narrator and the social rank partner said. Speech that is used will tend to be more polite. Conversely, the closer the distance between the two ratings of social status, will likely rank diminished politeness utterances used in recalled it.

5. Social distance scale or the scale of social distance refers to the ranking of social relations between speakers and said partners involved in the subtitutions. There is a tendency that the closer the social rank of the two will be increasingly less polite speech. And vice versa, the greater the distance between the speakers and the social rank partner said, will be polite speech used it. In other words, the level of intimacy with the partner relationship between the narrators sayas so rank politeness utterances used in recalled.

5. **Positive and Negative Face**

According to Brown and Levinson as quoted by Elizabeth Black, there are two kinds of face. They are positive face and negative face. Positive face is when people want to be received and become the parts of a group, and also people can share their wants by others. In addition, negative face implied that people want their actions move without hindrance from others. But, the word "negative" here does not mean "bad" because it is only the opposite of "positive".

6. **Classroom Discussion**

   a. **Definition of Classroom Discussion**

   Classroom is a place where pragmatic instruction can occur. Discussion are not debates and intellectual "showing off" is discouraged.[21] Discussions are a success when each student develops his/her own personal insights about the subject of the discussion.[22]

   Discussion as a method of instruction, where the purpose is to help engage students in a lesson, and learn academic content by encouraging verbal interactions; and discussion competence as the subject matter, where the desired outcome is for students to learn to discuss more effectively. To be better understand teachers use of

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[21] V. Grossi, *Teaching Pragmatic Competence: Compliments and Compliments responses in The ESL classroom.* Publisher by An Australian Journal of Tesol, 2009, 24(2), 53

[22] J. Byrd, *Guide Book for Student-Centered Classroom Discussion.* Interactivity Foundation, United States of America, 2008

discussion in the classroom.[23]

Based on the definition above, the researcher summarizes that classroom discussion is when there are some student groups in the class which are divided by the teacher to discuss the given topic.

B. Review of Related Finding

In this research, the researcher chose some previous researches written by some researchers in order to support the research that is conducted by the researcher. There are four previous researches chosen by the researcher. They are as follows:

Fitrya afriyanti from STAIN, she analyzed about positive and negative politeness on permission and negative request utterances.

Elia from Vrije Universiteit Amsterdam, she analyzed about predicting politeness strategies in conversation.

Farahsani (2017) has conducted the research in line with the current research. She conduct a research about the implementation of politeness principles by javanese people. The participants are the javanese people in Yogyakarta that use three levels of language; *ngoko, krama alus, krama inggil*. The result is Javanese utterances are appropriate with the politeness principle, javanese society always prioritize politeness and try to not offend other people.

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[23] B. E. Larson, *Classroom Discussion: A Method of instruction and a Curriculum Outcome. Teaching and Teacher Education*, 2000, 11, 661-177

However, Farahsani's research is a little bit different with the current research. That is why the researcher wants to analyze about politeness principle in english language teaching in classrooms discussion.

Another research about politeness principle is analysis in cartoon movie that is conducted by Mulyono (2016). The data are collected by note taking technique and analyzed descriptively. The result showed that there are 25 politeness principle found in cartoon movie "Stand By Me Doraemon". 1 tact maxim, 3 generosity maxim, 6 approbation maxim, 1 modesty maxim, 2 agreement maxim, 3 sympathy maxim. Approbation maxim is the maxim of the most numerous in the movie. It is because the characters in this film seek to avoid conflict and create an environment that is comfortable in communication.

By referencing to the previous researches, the researcher will conduct An Analysis of Politeness Principles Used by Students of English Department in Classroom Discussion (A Study Conducted to the Sixth Semester Students of IAIN Curup in the Academic Year of 2018/2019).

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter discusses methodology of the research which includes the setting of the research, methodology of the research, subject of the research, data sources, technique of collecting data, technique of data analysis and research procedure.

A. Setting of the Research

The setting of the research contains of research location and profile of IAIN Curup.

1. Research Location of IAIN Curup

The researcher conducted the research in English department of IAIN Curup during the event so-called classroom discussion. The participants in this research were the sixth semester students of English department of IAIN Curup. IAIN Curup is located at Jl. Dr. AK Gani No. 01, Curup, Dusun Curup, Curup Utara, Kabupaten Rejang Lebong, Bengkulu 39119, Indonesia. This institution has a lot of students. The students come from different schools such as: SMA, MA, and SMK.

2. Profile of IAIN Curup

IAIN Curup is one of the major institutes in Curup. This campus basically teaches the students about Islamic religion in the teaching and

learning process. It is one of the profits when studying in this institution compared to other universities. The students acquire the general knowledge and also the knowledge with respect to Islamic religion. Thus, the students obtain the good knowledge and also good attitude when they have interaction with the citizens.

a. Vision

Becoming an excellent, religious, innovative and competitive Islamic higher education institution.

b. Mission

1. Organizing an excellent, religious, and producing innovative and competitive knowledge in teaching and education.

2. Organizing and developing various fields of science through competitive and qualified research.

3. Organizing a public service as a process of strengthening and utilizing science development.

B. Methodology of the Research

The design of this research is descriptive research using mixed method which will involve both qualitative and quantitative method. According to Creswell, mixed methods research is an approach to inquiry that combines or

associated both qualitative and quantitative forms of research.[24]

In this research the researcher made efforts to report and describe the data or information as the way things existed. According to Moleong, qualitative research is research procedures that produce descriptive data in the form of written or oral words of the people and behaviors that can be observed.[25] This research executed an analysis of politeness principles. Descriptive research is one of the types of research which aims at describing several conditions in the environment. It means that this research purpose is to collect information about the real condition of the research. Descriptive method is selected by the researcher because it can give general picture about individual language situation, indication or certain group. In this research, the researcher used this method to clarify the types of politeness principles used by students in classroom discussion.

According to Wiersma, Quantitative research relies heavily on statistical result represented with number, and qualitative research relies heavily on narrative description. In this research the researcher used quantitative method would involve to see the dominant type of politeness principle used by students in classroom discussion which involve percentage and number.[26]

In conducting this research, the researcher used mixed method because in

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[24] J.W, Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches.* University of Nebraska, Lincoln, 2009
[25] Lexy J. Moleong, *Metodologi Penelitian Kualitatif.* PT Remaja Rosdakarya, Bandung, 2012
[26] W. Wiersma. *Research methods in education: An introduction.* Boston: Allyn & Bacon, 1995, p. 14

clarifying the research question cannot be done by using only one research method, either qualitative or quantitative, and if this research only used one type of method the answers to the problems or the results of this study are not enough accurate. Furthermore, by using combination of qualitative and quantitative method will be able to obtain the best understanding (when compared with one method).

Accordingly in this case, the researcher discussed and carried out an analysis of politeness principles used by students in English language teaching in classroom discussion. In this research, the researcher analyzed the utterances which emerged to be used during classroom discussion activity in the process of English language teaching and learning. The researcher collected the data in association with politeness principle in classroom discussion and then analyzed them based on Leech's politeness principles.

C. **Subjects of the Research**

The subjects in this research entailed all sixth semester students of English department. The researcher used total sampling technique in order to capably involve the overall students who became the subjects of this research. Total sampling is a technique that incorporates all of subjects or participants.[27] The participants in this research were comprised of 55 students. The detailed students who were involved as the participants or subjects in the research can be seen in

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[27] Sugiyono, *Metode penelitian pendidikan.* Published by: Alfabeta, Bandung, 2010, p. 124

the following table:

Table 3.1

Research Participants Class: Class 6 A

NUM.	NIM	NAME
1.	16551061	Azizah
2.	16551060	Selvi Shintia
3.	16551001	Ade Gusrianti Utami
4.	16551059	Ade Eka Wahyu Utami
5.	16551019	Ike Nur Syafitri
6.	16551012	Dwi Utari Fransiska
7.	16551025	Mahlia Wati
8.	16551027	Mesi Irene Putri
9.	16551003	Ajeng Dwi Ramadhanty
10.	16551008	Dhani Oktavianti
11.	16551017	Haja Mendi Arina
12.	16551011	Dita Levia Anggraini

13.	16551023	Jeni Santia
14.	16551005	Anggi Marlia
15.	16551002	Ade Yunita Annisah
16.	16551056	Adhelia Pratiwi
17.	16551006	Aprian Nur Azali
18.	16551018	Hengki Kris Jaya
19.	16551013	Elia Sapitri
20.	16551010	Dina Mardani
21.	16551062	Ramsya Aryadi
22.	16551022	Itria Safira
23.	16551020	Ina Ita Bella
24.	16551014	Febbry Anggraini
25.	16551026	Mellyza
26.	16551009	Dike Sundari
27.	16551015	Fitria Susanti
28.	16551007	Dewi Wulandari

| 29. | 16551063 | Jelita Leona Putri |

Table 3.2

Research Participants Class: Class 6 B

NUM.	NIM	NAME
1.	16551041	Rio Sugiarto
2.	16551057	Joko Ahmad Winata
3.	16551051	Wike Winarni
4.	16551053	Yesi Yolandari
5.	16551031	Novia Fransiska Nirwana
6.	16551036	Putri Sanda Monica
7.	16551037	Rani Savitri
8.	16551054	Zain Irfan Hajar
9.	16551035	Ratih Purwasih
10.	16551029	Mutiara Mujaddidah
11.	16551045	Sri Meilinda

12.	16551052	Wulan Indah Lestari
13.	16551032	Nunit Venti Lova
14.	16551030	Nana Herlina
15.	16551036	Rahman Prasetio
16.	16551042	Sefti Dedek Kendiani
17.	16551050	Via Armu Manangsa
18.	16551048	Trisanto
19.	16551055	Fajri Hariadi
20.	16551058	M. Iqbal Prayoga
21.	16551028	M. Rahman Syakir
22.	16551044	Silvi Permata Sari
23.	16551055	Zelvia Noprianti
24.	15551011	Eko satrio
25.	16551046	Suganda Pranata
26	16551000	Fhadli Abdurrachman

D. Data Sources

This research made use of primary data or original data and secondary data. Original data in this regard means that the researcher garnered the data naturally. According to Moleong, qualitative research is directed to individually background holistically. Hence, the researcher could not divide the people based on variable or hypothesis. The data of this research were directly oriented towards the problems observed and directly delivered from the resources. The source of data in this research can be seen in the following details:

1. Primary Data: The dialogs that took place when the students had a conversation with lecturer and other students in classroom discussion.

2. Secondary Data: Book, E-book, website, Journal, and etc.

E. Technique of Collecting Data

In an effort to collect the data of this research, the researcher carried out observation as the techniques of data collection. According to Hatch, observation method is a technique to get information about human behavior by watching and recording without any direct contact. Doing the observation only takes the observer's role to step away from the teacher's role and gets another point of view of the situation.[28] It is a fundamental way to find out about the real thing around us. It is more than just looking or listening. The data collected in this research referred to the utterances which were produced by the students of

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[28] J. Amos, Hatch, *Doing Qualitative Research in Education Settings*. State University Of New York Press, USA, 2002

English department in classroom discussion, and those data were obtained for being further analyzed through recording. In this research, the observation technique was used to collect the data in revealing the types of politeness principles that were used by the students of English department in classroom discussion. Then this technique was also applied to explain the dominant type of politeness principle which appeared in discussion that is gotten from previous observation by using percentage analysis.

F. Research Instrument and Equipment

In this part the researcher will explain about Research Instrument and Equipment. According to Suharsimi Arikunto, research instrument is a tool or facility used by researchers in collecting data to make their work become easier, and the results are better, in the sense of being more accurate, complete, and systematic so that the data will be easier to process.[29]

In this research, the research instrument referred to the equipment used by the researcher to collect the intended data. In other words, research instrument became a fundamental tool in order to collect and explore the data. The researcher used the research instrument in the form of an observation checklist as well as video recorder for observation technique.

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[29] Suharsimi, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek.* Published by PT. Renika Cipta Jakarta, 2006

1. Observation Checklist

   In this research, the observation checklist was assigned to list the things that would be observed by the researcher. Within the observation checklist, the researcher had prepared the referential points or in the other term indicators which were subjected during the observation. This observation checklist was useful to help the researcher collected and further analyzed the data related to the use of the politeness principles by students in classroom discussion.

Table 3.3

Observation Checklist

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
1.	Tact Maxim Criteria : 1. Minimize cost to other 2. Maximize benefit to other		Student X: Student X:

			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

			Student X:

Num.	**Maxim of Politeness Principle Criteria (Indicators)**	**Class**	**Dialogue**
2.	Generosity Maxim Criteria : 1. Minimize benefit to self 2. Maximize cost to self		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue

3.	Approbation Maxim Criteria : 1. Minimize dispraise of other 2. Maximize praise of other		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

			Student X:
			Student X:
			Student X:
			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
4.	Modesty Maxim Criteria : 1. Minimize praise of self 2. Maximize dispraise of self		Student X:
			Student X:

			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
5.	Agreement Maxim Criteria : 1. Minimize disagreement between self and other 2. Maximize agreement between self and other		Student X:
			Student X:
			Student X:
			Student X:

			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
6.	Sympathy Maxim Criteria : 1. Minimize antipathy between self and other 2. Maximize sympathy between self and other		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

Table. 3.4

The Percentage of the Use of Maxims in Politeness Principle

Num.	Type of Politeness Principle	Total	Percentage
1.	Tact Maxim		
2.	Generosity Maxim		
3.	Approbation Maxim		
4.	Modesty Maxim		
5.	Agreement Maxim		
6.	Sympathy Maxim		
Result			

2. Video Recorder

In this research, video recorder was assigned to make a video for every staging of discussion that took place. The video recorded by the researcher was greatly beneficial to help the researcher gain the detailed data as well as process further analysis as regards the use of

politeness principles by the students of English department insofar as they were having discussion with one another.

G. Research Procedure

In this research, the procedure of the research could be seen in the following details:

a. First, the lecturer made some groups in class to do classroom discussion.

b. Second, the lecturer gave the topic to be discussed.

c. Third, the researcher recorded the classroom discussion.

d. Fourth, the researcher classified the data.

e. Fifth, the researcher selected the relevant data.

f. Sixth, the researcher reported the selected data.

g. Seventh, the researcher watched and listened to the recording data of activities in classroom discussion.

h. Eighth, the researcher made the transcription of data collection.

i. Ninth, the researcher analyzed the transcript of data collection.

j. Tenth, the researcher made research summary from the research result.

H. Technique of Data Analysis

In this research, the researcher analyzed the data by using the technique adapted from Creswell's theory. There were six steps taken to analyze the data

wherein they could be seen in the following details:

1. Organize and prepare the data for analysis. This involves transcribing interviews. Optically scanning material. Typing up field notes, or sorting and arranging the data into different types depending on the sources of information. In this step, the researcher organized and prepared the data from the classroom observation, the researcher organized the utterances or the dialogues that were spoken by the students with their lecturer or other students. The researcher further transcribed the data into the form of utterances or the dialogues from data recording.

2. Read through all the data. In this step, the researcher read all the data after arranging them. The purpose in this steps was to correct the mistake or wrong data which were not included in data to be analyzed.

3. Begin detailed analysis with a coding process. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. In this step, the researcher made the code or initial of students that were involved in this research. The researcher also made the code of the utterances or dialogues which were spoken by the students that included in politeness principles. The purpose was to make the researcher

easier in arranging and analyzing the data later.

Table 3.5

List of Participants

NUM.	NAME	CODING	CLASS
1.	First speaker	Student 1	A
2.	Second speaker	Student 2	A
3.	Third speaker	Student 3	A
4.	Fourth speaker	Student 4	A
5.	Fifth speaker	Student 5	A
6.	Sixth speaker	Student 6	A
7.	Seventh speaker	Student 7	A
8.	Eighth speaker	Student 8	A
9.	Ninth speaker	Student 9	A
10.	Tenth speaker	Student 10	A
11.	Eleventh speaker	Student 11	A

12.	Twelfth speaker	Student 12	A
13.	Thirteenth speaker	Student 13	A
14.	Fourteenth speaker	Student 14	A
15.	Fifteenth speaker	Student 15	A
16.	Sixteenth speaker	Student 16	A
17.	Seventeenth speaker	Student 17	A
18.	Eighteenth speaker	Student 18	A
19.	Nineteenth speaker	Student 19	A
20.	Twentyeth speaker	Student 20	A
21.	Twenty first speaker	Student 21	A
22.	Twenty second speaker	Student 22	A
23.	Twenty third speaker	Student 23	A
24.	Twenty fourth speaker	Student 24	A
25.	Twenty fifth speaker	Student 25	A
26.	Twenty sixth speaker	Student 26	A
27.	Twenty seventh speaker	Student 27	A

28.	Twenty eighth speaker	Student 28	A
29.	Twenty ninth speaker	Student 29	A
30.	Thirtieth speaker	Student 30	B
31.	Thirty first speaker	Student 31	B
32.	Thirty second speaker	Student 32	B
33.	Thirty thirth speaker	Student 33	B
34.	Thirty fourth speaker	Student 34	B
35.	Thirty fifth speaker	Student 35	B
36.	Thirty sixth speaker	Student 36	B
37.	Thirty seventh speaker	Student 37	B
38.	Thirty eighth speaker	Student 38	B
39.	Thirty ninth speaker	Student 39	B
40.	Fortieth speaker	Student 40	B
41.	Forty first speaker	Student 41	B
42.	Forty second speaker	Student 42	B
43.	Forty third speaker	Student 43	B

44.	Forty fourth speaker	Student 44	B
45.	Forty fifth speaker	Student 45	B
46.	Forty sixth speaker	Student 46	B
47.	Forty seventh speaker	Student 47	B
48.	Forty eighth speaker	Student 48	B
49.	Forty ninth speaker	Student 49	B
50.	Fifty speaker	Student 50	B
51.	Fifty first speaker	Student 51	B
52.	Fifty second speaker	Student 52	B
53.	Fifty third speaker	Student 53	B
54.	Fifty fourth speaker	Student 54	B
55.	Fifty fifth speaker	Student 55	B

4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. In this step, the researcher used the coding process to get the description of data to be analyzed.

5. Advance how the description and themes will be represented in the qualitative narrative. In this step, the researcher provided the description of the data that were included into politeness principles appropriate to Leech's theory.

6. A final step in data analysis involves making an interpretation or meaning of the data.[30] In the final step, the researcher made interpretation of the data that included into politeness principles.

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[30] J.W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches.* University of Nebraska, Lincoln, 2009

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the findings and discussion of this research whereby the given details are anchored in the focuses formulated in the research questions of this research.

A.   Findings

This chapter explains the analysis of politeness principles used by students of English department in classroom discussion by applying politeness principles theory as proposed by Geoffrey Leech as indicator in data analysis. The theory is used to know: first, what types of politeness principles used by the sixth semester students of English department in classroom discussion. Second the dominant type of politeness principle used by the sixth semester students of English department in classrooms discussion.

The data are collected from the sixth semester students of English department in IAIN Curup. The data are collected by the following steps: firstly, organizing and preparing included the transcribing, secondly, reading the entire utterances, third, coding the data, fourth, making the description of utterances, classifying which includes establishing themes or situation of data, and the last analyzing the data. The data that the writer has obtained can be presented below:

1. The types of politeness principles used by students in classroom discussion.

Through tables below, the researcher will give the explanation about the maxims used to know what types of politeness principles that are used by the sixth semester students of English department in classroom discussion. The data as regards this issue were gained from observation which was undertaken on the Twenty seven of May, 2019.

1) Tact Maxim

Based on the observation carried out to the students, the first politeness principle manifested by students extends to the use of tact maxim.

Tact maxim is to minimize cost to other and maximize benefit to other. The tact maxim is oriented towards the hearer. The main statement is: to minimize cost to the hearer and maximize benefit to the hearer.[31] The data indicated several coded themes pertinent to tact maxim. They were requesting, ordering, asking, giving argumentation, offering, and responding. The following table casts light on the data in the form of utterances which nuance the use of tact maxim as students showed during the on-going discussion.

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[31] Geoffrey Leech, Opcit P. 166-206

Table 4.1

Tact maxim used by students in classroom discussion.

Num.	Theme	Utterance	Dialogue	Description
1.	Requesting	**Could you begin to explain the material? please**	Student 8 : Okay, today we are going to our presentation from the fourth group. Briefly, The first material will be explained by adhelia.. okay, adhelia, <u>**could you begin to explain the material? please**</u> Student 16 : Thank you, okay, I will explain the first material.	Minimize cost to other Maximize benefit to other - *Could you begin to explain the material?* - *Please* Following to the scale: Cost-benefit scale: *Could you begin to explain the material?* Optionality scale: *Please*

		Would you like to explain it? Please, thank you	Student 10	: Okay.. I got it.. but, you said about the valid in your explanation.. what is it meaning? **would you like to explain it? Please, thank you**	Minimize cost to other
					Maximize benefit to other
					- *Would you like to explain it?*
					- *Please*
					- *Thank you*
			Student 3	: Oh.. okay.. the fourth principle of assessment is insure that the assessment are valid, reliable, fair and useable.. the meaning of valid, here.. is reflects of purpose of the test reliability, use consistent on the result, fair free from basis, usability, practicability, coverage, convenience, and economical	Following to the scale:
					Cost-benefit scale: *Would you like to explain it?* and *Thank you*
					Optionality scale: *Please*

| | | **Would you like to answer jeni's question?** | Student 8 : Okay.. question from jeni will be answered by adhelia pratiwi.. adhelia.. **would you like to answer jeni's question?**

 Student 16 : Okay.. I will answer jeni's question about summative and formative.. formative usually done like quiz in the learning process, for example when the teacher is done in explaining a material already, then the teacher make a quiz.. that is called formative.. while the summative is done when the teacher finished to explain all the materials, so the teacher do the final examination to decide students pass or not.. so that is summative | Minimize cost to other

 Maximize benefit to other

 - *Would you like to answer jeni's question?*

 Following to the scale:

 Cost-benefit scale: *Would you like to answer jeni's question?* |

		Could you repeat again about the formative?	Student 8	: All right.. I will answer the question.. formative and summative.. summative for mid term, and formative for final assessment.. for the part of placement test, pre-test..	Minimize cost to other
					Maximize benefit to other
					- *Could you repeat again about the formative?*
			Student 13	: Sorry.. how about the formative.. **could you repeat again about the formative?**	Following to the scale:
					Cost-benefit scale: *Could you repeat again about the formative?*
			Student 8	: Well.. the formative for the final examination.. while the summative for..	
			Student 16	: Forgive me.. so, summative for determining like final examination, ujian nasional. But formative is in the middle of learning.. like test.. whlie post-test, pre-test is included in the types of test	

| | | Would you mind to answer it? | Student 8 : Okay.. thank you for question.. and next question answered by ade yunita.. ade, **would you mind to answer it?**

Student 15 : Okay.. I would like to answer your question.. the question is what the characteristics in assessment.. so.. in the explanation before the meaning is "penilaian dari suatu tes yang dijalani" there are four : first, objective, second reliable, third is multidimensional in structure, and the last one is value- laden..

(student 15 gives long explanation)

Hemm.. how anggita, did you get the point? Enough? | Minimize cost to other

Maximize benefit to other

- *Would you mind to answer it?*

Following to the scale:

Cost-benefit scale: W*ould you mind to answer it?* |

		Sorry, could you explain it more, jen? please	Student 13 : Okay, thank you.. I would like to ask to you, so.. from your explanation, there are four.. one of them, is… what the name is.. the assessment, there is affective term and others.. there are affective included in the characteristics or principles.. sorry, in the principle.. yahh.. principle.. nah.. I would like to ask about, how to make assessment be more effective?	Minimize cost to other
				Maximize benefit to other
				- *Sorry*
				- *Could you explain it more, jen?*
				- *Please*
				Following to the scale:
				Cost-benefit scale: *Sorry* and *Could you explain it more, jen?*
			Student 8 : **Sorry, could you explain it more, jen? please**	Optionality scale: *Please*
			Student 13 : Okay, How to make the learning process in the classrooms be more effective? Like that	

| | | Trisanto, **would you? please** | Student 48 : Thank you, I would like to explain about speaking anxiety as a factor study of EFL

(Student 48 gives explanation of discussion material)

Thank you my friend for your good attention. Next, trisanto will continue explain the material, **<u>Trisanto, would you? please</u>**

Student 47 : Well, Thank you before that. I would like to explain about the chapter start from chapter 2 that is about literature review

(Student 47 gives explanation of discussion material)

Okay, those are our presentation. Thank you | Minimize cost to other

Maximize benefit to other

- *Would you?*
- *Please*

Following to the scale:

Cost-benefit scale: *Would you?*

Optionality scale: *Please* |

| | | Could you repeat again your question? Please | Student 35 : Thank you before i. So, I would like to ask you. What is the consequent from the speaking anxiety for student and how the teacher find the solutions about it?

Student 32 : Yeah. I see. Good question sanda

Student 45 : Sorry, How late of me. I late to type your question, sanda. **Could you repeat again your question? Please**

Student 35 : Okay.. what is the consequent from the speaking anxiety for student? And how the teacher find the solutions about it? | Minimize cost to other

Maximize benefit to other

- *Could you repeat again your question?*

- *Please*

Following to the scale:

Cost-benefit scale: *Could you repeat again your question?*

Optionality scale: *Please* |

		Could you read again the question?	Student 47 : What is the question from sanda? **Could you read again the question?** Student 45 : The questions are : what is the consequent from the speaking anxiety for student? And how the teacher find the solutions about it?	Minimize cost to other Maximize benefit to other - *Could you read again the question?* Following to the scale: Cost-benefit scale: *Could you read again the question?*
		Could you repeat again? Please	Student 35 : **Could you repeat again? Please** Student 47 : Okay.. the consequence from the anxiety for the student, that is student always silent in the classroom, because student has worried to speak english and worried about when he speak.. he is wrong about pronounciation	Minimize cost to other Maximize benefit to other - *Could you repeat again?* - *Please* Following to the scale: Cost-benefit scale: *Could you repeat again?* Optionality scale: *Please*

		Could you talk us about the previous study? and explain it more?, **thank you**	Student 45 : Well.. how ratih? Student 38 : Okay, thanks. Based on your research. It means your research there is previous study. **Could you talk us about the previous study?** Student 47 : Previous study? Student 38 : Yes the previous study	Minimize cost to other Maximize benefit to other - *Could you talk us about the previous study?* - *Thank you* Following to the scale: Cost-benefit scale: *Could you talk us about the previous study?* and *thank you*
2.	Ordering	**Okay ade, you could continue explain the material**	Student 8 : Well, next material will be explained by ade yunita.. **okay ade, you could continue explain the material** Student 15 : Thank you, mesi.. I would like to continue read the material	Minimize cost to other Maximize benefit to other - *Okay ade, you could continue explain the material* Following to the scale: Cost-benefit scale and social distance scale: *Okay*

					ade, you could continue explain the material
		Okay ade, now, you could explain the material, please	Student 8	: That is all my explanation.. and then, the last material will be explained by ade gustrianti**.** **Okay ade, now, you could** **explain** **the** **material,** **please**	Minimize cost to other Maximize benefit to other - *Okay ade, now, you could explain the material* - *Please* Following to the scale: Cost-benefit scale and social distance scale: *Okay ade, now, you could explain the material* Optionality scale: *Please*
			Student 3	: Okay. Thank you, I will continue to read the material.	

		Okay fajri please. Please, you could start read the material	Student 45 : **Okay fajri please. <u>Please, you could start read the material</u>**	Minimize cost to other
				Maximize benefit to other
			Student 48 : Okay, assalamualaikum warahmatullahi wabarakatuh	- *Okay fajri Please.*
			All student : Walaikumsalam watahmatullahi wabarakatuh	- *You can start read the material*
			Student 48 : Thank you, I would like to explain about speaking anxiety as a factor study of EFL	Following to the scale:
				Optionality scale: *Okay fajri please*
			(Student 48 gives explanation of discussion material)	Cost-benefit scale and social distance scale: *You could start read the material*
			Thank you my friend for your good attention. Next, trisanto will continue explain the material, Trisanto, please	

		Would you like to answer the question, now?	Student 45 : Okay. Next question from sanda monica will answer from trisanto. Trisanto, do you finish write the clues? **would you like to answer the question, now?**	Minimize cost to other
				Maximize benefit to other
				- *Would you like to answer the question, now?*
			Student 47 : Okay.. we can read again our presentation.. we back to effect of anxiety on motivation.. anxiety can effect to student motivation to speak in front of all people or student can't to speaking well in publick speaking or when the student want to talk. And I think anxiety can make student silent because he worried to talk something and he worried about pronounciation, grammar and the other. So, the consequency from the anxiety, that is student always silent on the classroom.	Following to the scale:
				Cost-benefit scale and social distance scale: *Would you like to answer the question, now?*

		Okay, for ratih's question. **Trik, would you like to explain it?**	Student 45	: Okay, for ratih's question. **Trik, would you like to explain it?**	Minimize cost to other
			Student 47	: Previous study	Maximize benefit to other
			Student 45	: Fajri… you can read this to answer ratih's question. *(the moderator is showing material in the slide on trisanto's laptop for answering ratih's question)*	- *Trik, would you like to explain it?* Following to the scale:
			Student 48	: Well, I will explain it. Wait a few minutes	Cost-benefit scale and social distance scale: *Trik, would you like to explain it?*
3.	Asking	**Could you explain what the summative and formative?** And how is the different? **Please, thank you**	Student 13	: Well.. My name is Jeni Sintia. I would like to ask to you. From the four part (measurement, assessment, test and evaluation). is there part of summative and formative, isn't it? so, **could you explain what the summative and formative? And how is the different? Please, thank you**	Minimize cost to other Maximize benefit to other - *Could you explain what the summative and formative?* - *Please* - *Thank you* Following to the scale: Cost-benefit scale: *Could you explain what the*

				summative and formative? and *thank you* Optionality scale: *Please*
		Did you find another question from our presentatio n?	Student 16 : Others, **<u>did you find the another question from our presentation?</u>** Student 2 : Yup.. we still make a note for question. Wait	Minimize cost to other Maximize benefit to other - *Did you find another question from our presentatio n?* Following to the scale: Cost-benefit scale: *Did you find another question from our presentation?*

		Could you explain about what the characteristics of assessment? thank you	Student 1	: Excuse me.. I'm azizah from group 3. I want to ask. Hmm.. **Could you explain about what the characteristics of assessment? thank you**	Minimize cost to other
					Maximize benefit to other
					- *Could you explain about what the characterist ics of assessment ?*
			Student 15	: Okay.. we see that	- *Thank you*
					Following to the scale:
					Cost-benefit scale: *Could you explain about what the characteristics of assessment?* and *thank you*
		Thank you, you get the point?	Student 3	: Right.. the assessment has six principles, that are : first, address learning targets or curriculum goals, provide efficient feedback on instructions, three use a variety of assessment procedure, insure that the assessment are valid, reliable,	Minimize cost to other
					Maximize benefit to other
					- *Thank you*
					- *You get the point?*
					Following to the scale:
					Cost-benefit scale: *Thank you* and *You*

			fair and useable, five keep record of assessment, and the last one is interpret or communicate the result of assessment meaningfully. **Thank you, you get the point?** Student 8 : How dani? any another question? Student 10 : Okay.. I got it.. but, you said about the valid in your explanation.. what is it meaning? would you like to explain it? Please, thank you	*get the point?*
		Hemm how anggita, enough.. **Did you get the point?**	Student 15 : Okay.. I would like to answer your question.. the question is what the characteristics in assessment.. so.. in the explanation before the meaning is *"penilaian dari suatu tes yang dijalani"* there are four : first, objective, second reliable, third is multidimensional in structure, and	Minimize cost to other Maximize benefit to other - *Did you get the point?* Following to the scale: Cost-benefit scale: *Did you get the point?*

				the last one is value- laden..	
				(student 15 gives long explanation)	
				Hemm.. how anggita, enough.. <u>did you get the point?</u>	
			Student 1	: Okay.. enough.. thank you for your answer, it is very nice and clear, and easy to understand, thank you	
		Do you find other question from the material?	Student 8	: Well, guys, I think all question in first section have been answered, totally. We will come to next section. In this section, unfortunately just for one question. So for all. **<u>Do you find other question from the material?</u>**	Minimize cost to other Maximize benefit to other - *Do you find other question from the material?* Following to the scale: Cost-benefit scale: *Do you find other question from the material?*
			Student 13	: Yes, I found	

		Would you like to ask to the first group? Audience	Student 47 : Well, Thank you before that. I would like to explain about the chapter start from chapter 2 that is about literature review *(Student 47 gives explanation of discussion material)* Okay, those are our presentation. Thank you	Minimize cost to other Maximize benefit to other - *Would you like to ask to the first group?* Following to the scale: Cost-benefit scale: *Would you like to ask to the first group?*
			Student 45 : Okay guys. That is result of the first group presentation. And then here we want to open the questions section. So who want to ask to first group? please rise your hand and your name	
			Student 44 : **Would you like to ask to the first group? Audience**	

		So, zain. **Did you get the point from the answer?**	Student 45 : **So, zain. Did you get the point from the answer?** Student 37 : Okay.. I get the point. So, the stress is the part of anxiety. Isn't it?	Minimize cost to other Maximize benefit to other - *Did you get the point from the answer?* Following to the scale: Cost-benefit scale: *Did you get the point from the answer?*
		Is that enough, zain?	Student 45 : **Is that enough, zain?** Student 37 : Yes, I got the point.. enough.. thank you Student 45 : Okay.. clear	Minimize cost to other Maximize benefit to other - *Is that enough, zain?* Following to the scale: Cost-benefit scale: *Is that enough, zain?*

| | | Nana, **that is enough?** **Clear?** | Student 45 : Nana, **that is enough?** Student 43 : Yes enough Student 45 : **Clear?** Student 43 : Clear | Minimize cost to other Maximize benefit to other - *Nana, that is enough?* - *Clear?* Following to the scale: Cost-benefit scale: *Nana, that is enough?* and *clear?* |
| | | **How ratih, enough?** **It is clear ya** | Student 44 : Okay.. what I catch from the slide.. the result is the student anxiety will be appeared for the first they don't have much thing to speak… that is the first, the second is the student anxiety is the worst thing when we want to speak because as english foreign language when we get speak as well, the people around us will judge we are as a good speaker, the third is the student, the | Minimize cost to other Maximize benefit to other - *How ratih, enough?* - *It is clear ya* Following to the scale: Cost-benefit scale: *How ratih, enough?* and *it is clear ya* |

			speaking anxiety I mean speaking anxiety is something for student who cannot speaking is well.. I found it.. three results.. so from my description	
			Student 45 : How ratih, **Enough?**	
			Student 38 : Yes.. enough	
			Student 45 : **It is clear ya**	
			Student 38 : Yes clear, thank you	
		How about nana, Do you have addition?	Student 45 : How about nana. <u>**Do you have addition?**</u> Student 43 : No, I think enough, thank you	Minimize cost to other Maximize benefit to other - *How about nana, do you have addition?* Following to the scale: Cost-benefit scale: *How about nana, do you have addition?*

| 4. | Giving Argumentation | So, **maybe the question will be more appropriate** for the test field, not in assessment because assessment is, *"penilaian"* or *"penilaian akhir"* or the last step before do evaluation, ya. So the question will be more appropriate for the test field, not to the assessment | Student 13 : Okay, How to make the learning process in the classrooms be more effective? Like that

Student 8 : So, for your question, the meaning of assessment word here is *"penilaian"*, so there is not something have to be more effective or not because it is part of the assessment, it is not part of measurement or test. But, it is ok, we can understand that. <u>**So, maybe the question will be more appropriate for the test field, not in assessment**</u> because assessment is, *"penilaian"* or *"penilaian akhir"* or the last step before do evaluation, ya. So the question will be more appropriate for the test field, not to the assessment | Minimize cost to other

Maximize benefit to other

- *Maybe the question will be more appropriate for*

Following to the scale:

Indirectness scale: *Maybe the question will be more appropriate for* |

			Student 13 : Oh, yeah.. I see that. Thank you	
5.	Offering	**Who want to ask to first group?** **Please rise your hand and your name**	Student 47 : Well, Thank you before that. I would like to explain about the chapter start from chapter 2 that is about literature review ***(Student 47 gives explanation of discussion material)*** Okay, those are our presentation. Thank you Student 45 : Okay guys. That is result of the first group presentation. And then here we want to open the questions section. <u>**So who want to ask to first group? please rise your hand and your name**</u>	Minimize cost to other Maximize benefit to other - *Who want to ask to first group?* - *Please rise your hand and your name* Following to the scale: Cost-benefit scale: *Who want to ask* Optionality scale: *Please rise your hand and your name*

		And then, other questions?	Student 45 : And then. **Other questions?** Student 44 : Others.. I think, zain want to ask a question Student 45 : Yes, zain, please	Minimize cost to other Maximize benefit to other - *Other question?* Following to the scale: Cost-benefit scale: *Other question?*
		You could ask to the group, please	Student 45 : Thank you. Others. Okay Sanda. **You could ask to the group, please** Student 35 : Thank you before it. So, I would like to ask you. What is the consequent from the speaking anxiety for student and how the teacher find the solutions about it?	Minimize cost to other Maximize benefit to other - *You could ask to the group* - *Please* Following to the scale: Cost-benefit scale: *You could ask to the group* Optionality scale: *Please*

| | | Sanda, **it is enough?** Or **any more question?** | Student 45 : **Sanda, it is enough? Or any more question?**

Student 35 : Yes.. enough | Minimize cost to other

Maximize benefit to other

- *It is enough?*

- *Any more question?*

Following to the scale:

Cost-benefit scale*: It is enough?* and *Any more question?* |
| | | **Any others question?** | Student 47 : Okay nana. .I think that is right because I agree about what you think that is related to the lesson of english language because so many people in Indonesia from sabang to marauke the student live Indonesia but so many student can't to speak Indonesian well. I don't know what.. I think about so many factor from student but we government just | Minimize cost to other

Maximize benefit to other

- *Any others question?*

Following to the scale:

Cost-benefit scale: *Any others question?* |

			want to show to the world, people Indonesia can speak Indonesia well.. so I agree about that and about english in lesson junior high school and senior high school is very good because we have time to learn english from the school and the second from the course, and the third from the community and the other.. so, when we talk about we can't to speak english or we can't to learn english that is not impossible, just we want to learn language or not. **Any others question?**	
			Student 43 : Okay.. in my opinion if we want be a great country you can make two language be a great your country life english language and Indonesia language.. can.. what we called	

			that.. because Indonesia is so important for your nationality and english so important for globalization in era modern	
		Okay.. Okay guys now open the section two.. second two I mean. **Any question?** Joko?	Student 45 : **Okay.. Okay guys now open the section two.. second two I mean. <u>Any question? Joko?</u>** Student 31 : No, I think overall is good. So maybe the other want to ask	Minimize cost to other Maximize benefit to other - *Any question?* Following to the scale: Cost-benefit scale: *Any question?*
		May I try to answer the question?	Student 44 : **<u>May I try to answer the question?</u>** Student 45 : Yes. You can	Minimize cost to other Maximize benefit to other - *May I try to answer the question?* Following to the scale: Cost-benefit scale: *May I try to answer*

				the question?
6.	Responding	**Okay, It is clear ya!**	Student 48 : Okay.. what the motivation have to teacher give to the student was silent speaking english..or speaking anxiety. I think is simple. the teacher have to give appreciation for student if the student break to speaking english in front of their class. The teacher have to appreciate or give something if the student break to speaking. The Teacher always give support. Student 35 : Yes, I get the point. I agree with it, thank you Student 48 : **Okay, <u>It is clear ya!</u>**	Minimize cost to other Maximize benefit to other - *Okay, It is clear ya!* Following to the scale: Cost-benefit scale: *Okay, it is clear ya!*

			Student 35 : Yes, enough	

Based on the table above, the use of tact maxim was indicated in several themes coming up during discussion held by students. Those themes extended to requesting, ordering, asking, giving argumentation, offering, responding. Each theme was represented by several politeness scales. For the utterances of requesting, the politeness in the aspect of tact maxim was manifested in cost-benefit scale and optionality scale. For the utterance of ordering, the politeness in the aspect of tact maxim was manifested in cost-benefit scale and optionality scale. For the utterance of asking, the politeness in the aspect of tact maxim was manifested in cost-benefit scale and optionality scale. For the utterance of giving argumentation, the politeness in the aspect of tact maxim was manifested in indirectness scale. For the utterance of offering, the politeness in the aspect of tact maxim was manifested in cost-

benefit scale and optionality scale. For the utterance of responding, the politeness in the aspect of tact maxim was manifested in cost-benefit scale.

2) Generosity Maxim

Based on the observation carried out to the students, the second politeness principle manifested by students extends to the use of generosity maxim.

The Generosity Maxim is oriented towards costs and benefits to the speaker. The main statement is: to minimize benefit to self and to maximize cost to self. The maxim works in a way parallel to the tact maxim, except that the effects are reversed. In practice, there is little need to distinguish the "other-centered" Maxim of tact from the "self-centered" Maxim of generosity.[32] The data indicated several coded themes pertinent to generosity maxim. They were requesting, offering, and responding. The following table casts light on the data in the form of utterances which nuance the use of generosity maxim as students showed during the on-going discussion.

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[32] Geoffrey Leech, Opcit, P. 209-211

Table 4.2

Generosity maxim used by students in classroom discussion.

Num.	Theme	Utterance	Dialogue	Description
1.	Requesting	**Could I lend this question list?**	Student 48 : **Could I lend this question list?** Student 45 : Yes, I can lend you for this list (book)	Minimize benefit to self Maximize cost to self - *Could I lend this question list?* Following to the scale: Cost-benefit scale: *Could I lend this question list?*
2.	Offering	**I will read again the question from Sanda for you**	Student 45 : Okay.. clear **I will read again the question from Sanda for you,** the questions are what is the consequent from the speaking anxiety for student and how the teacher find the solutions about it? Student 47 : Yes. I will answer for sandra. Before that, I have to	Minimize benefit to self Maximize cost to self - *I will read again question from Sanda for you* Following to the scale: Cost-benefit scale: *I will read again question from*

				make some clues to answer it correctly	*Sanda for you*
3.	Responding	**We have noted your question,** and **we will answer your question later**	Student 13	: Well.. My name is Jeni Sintia. I would like to ask to you. From the four part (measurement, assessment, test and evaluation). is there part of summative and formative, isn't it? so, could you explain what the summative and formative? And how is the different? Please.. thank you	Minimize benefit to self

Maximize cost to self

- *We have noted your question*

- *We will answer your question later*

Following to the scale:

Cost-benefit scale: *We have noted your question* and

We will answer your question later |
| | | | Student 8 | : Okay.. <u>**we have noted your question, and we will answer your question later, thank you**</u> | |

		Okay, **we still waiting for it,** thank you	Student 16 : Others, did you find the another question from our presentation? Student 2 : Yup.. we still make a note for question. wait Student 16 : Okay, **we still waiting for it,** thank you	Minimize benefit to self Maximize cost to self - *We still waiting for it* Following to the scale: Cost-benefit scale: *We still waiting for it*

Based on the table above, the use of generosity maxim was indicated in several themes coming up during discussion held by students. Those themes extended to requesting, offering, and responding. Each theme was represented by several politeness scales. For the utterances of requesting, the politeness in the aspect of generosity maxim was manifested in cost-benefit scale. For the utterance of offering, the politeness in the aspect of generosity maxim was manifested in cost-benefit scale. For the utterance of responding, the politeness in the aspect of generosity maxim was manifested in cost-benefit scale.

3) Approbation Maxim

Based on the observation carried out to the students, the third politeness principle manifested by students extends to the use of approbation maxim.

The approbation maxim involves minimizing dispraise and maximizing praise to speaker/ hearer. The approbation maxim is only applicable in illocutionary functions classified as 'expressive' e.g thanking, congratulating, pardoning, blaming, praising, condoling, etc. And 'assertive' e.g stating, boasting, complaining, reporting etc. Approbation maxim is closed to politeness strategy of avoiding disagreement.[33] The data indicated several coded themes pertinent to approbation maxim. They were giving argumentation and responding. The following table casts light on the data in the form of utterances which nuance the use of approbation maxim as students showed during the on-going discussion.

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[33] Geoffrey Leech, Opcit, P. 211-214

Table 4.3

Approbation maxim used by students in classroom discussion.

Num.	Theme	Utterance	Dialogue	Description
1.	Giving Argumentation	Okay, so **I would like to ask to this nice group.**	Student 45 : Yes, zain, please Student 37 : **Okay, so I would like to ask to <u>this nice group.</u>** This is about anxiety right? Student 47- 48 : Yes, This is Student 37 : My question is simple. What is the different from stress and anxiety? Is that same between stress and anxiety or no?	Minimize dispraise of other Maximize praise of other - *I would like to ask to this nice group.* Following to the scale: Cost-benefit scale: *I would like to ask to this nice group.* .
		I Think, Your argument is so clear	Student 43 : **<u>I think, your argument is so clear</u>** Student 44 : Oh thank you. But I think my answer is not good enough, maybe others have better answer	Minimize dispraise of other Maximize praise of other - *I think, your argument is so clear* Following to the scale: Cost-benefit scale: *I think,*

				your argument is so clear
		Ratih, **I think before, You are really active in your group.**	Student 45 : Okay, ratih.. Student 44 : Ratih, **I think before, <u>you are really active in your group</u>**. Maybe you want to give question to our presentation	Minimize dispraise of other Maximize praise of other - *I think before, you are really active in your group.* Following to the scale: Cost-benefit scale: *I think before, you are really active in your group.*

2.	Responding	Okay, so **I think It is good question, thank you**	Student 10 : Okay. I'm dani from group 3. I would like to ask to you. My question is, what do you think about measurement or assessment. Are they have principles as refence from the result of learning evaluation? thank you Student 8 : **Okay, so i think it is good question, thank you**	Minimize dispraise of other Maximize praise of other - *I think it is good question,* - *Thank you* Following to the scale: Cost-benefit scale: *I think it is good question* and *thank you*
		Okay**, thank you for answer my question, your answer is good, thank you**	Student 3 : Oh.. okay.. the fourth principle of assessment is insure that the assessment are valid, reliable, fair and useable.. the meaning of valid, here.. is reflects of purpose of the test reliability, use consistent on the result, fair free from basis, usability, practicability, coverage, convenience, and economical Student 10 : Okay, **thank you for answer**	Minimize dispraise of other Maximize praise of other - *Thank you for answer my question* - *Your answer is good* - *Thank you* Following to the scale: Cost-benefit scale: *Thank you for answer my question, Your answer is*

			my question, <u>your answer is good, thank you</u>	*good* and *Thank you*
		Okay, **I can understand from answer of the group. Overall good**. **Thank you yaa**	Student 3 : Yupp.. that is.. It is include type of test.. if we come to type of test, so we will talk about the progress test, diagnostic, et, Jen Student 13 : Yup. I got Student 3 : So, it is just on the definition basically, not into the type, jen. Thank you Student 13 : **<u>Okay.. I can understand from answer of the group. Overall good. Thank you yaa</u>**	Minimize dispraise of other Maximize praise of other - *I can understand from answer of the group* - *Overal good.* - *Thank you yaa* Following to the scale: Cost-benefit scale: *I can understand from answer of the group, Overal good* and *thank you yaa*

| | | Okay, enough. **Thank you for your answer, It is very nice and clear, and easy to understand** | Student 15 | : Okay.. I would like to answer your question.. the question is what the characteristics in assessment.. so.. in the explanation before the meaning is "penilaian dari suatu tes yang dijalani" there are four : first, objective, second reliable, third is multidimensional in structure, and the last one is value- laden..

(student 15 gives long explanation)

Hemm.. how anggita, enough.. did you get the point? | Minimize dispraise of other

Maximize praise of other

- *Thank you for your answer*

- *It is very nice and clear, and easy to understand*

Following to the scale:

Cost-benefit scale: *thank you for your answer* and *It is very nice and clear, and easy to understand* |
| | | | Student 1 | : **Okay.. enough.. thank you for your answer, it is very nice and clear, and easy to understand, thank you** | |

		Thank you my friend for your good attention. Next, trisanto will continue explain the material	Student 48 : Thank you. I would like to explain about speaking anxiety as a factor study of EFL *(Student 48 gives explanation of discussion material)* **Thank you my friend for <u>your good attention.</u>** Next, trisanto will continue explain the material	Minimize dispraise of other Maximize praise of other - *Thank you my friend* - *For your good attention* Following to the scale: Cost-benefit scale: *Thank you my friend* and *for your good attention*
			Student 47 : Well, Thank you before that. I would like to explain about the chapter start from chapter 2 that is about literature review *(Student 47 gives explanation of discussion material)* Okay, those are our presentation. Thank you	

		Yeah. I see. **Good question, sanda**	Student 35 : Thank you before i. So, I would like to ask you. What is the consequent from the speaking anxiety for student and how the teacher find the solutions about it? Student 32 : Yeah. I see. **Good question,** sanda	Minimize dispraise of other Maximize praise of other - *Good question, sanda* Following to the scale: Cost-benefit scale: *Good question, sanda*
		Good statement, that is the point	Student 38 : Excuse me, the point is, stress is the effect that appeared when the person feel the anxiety when he/she speak Student 44 : **Good statement, that is the point**	Minimize dispraise of other Maximize praise of other - *Good statement, that is the point* Following to the scale: Cost-benefit scale: *good statement, that is the point*

		Hemm yeah, good argument	Student 43 : Okay.. in my opinion if we want be a great country you can make two language be a great your country life english language and Indonesia language.. can.. what we called that.. because Indonesia is so important for your nationality and english so important for globalization in era modern Student 47 : **Hemm, Yeah, good argument**	Minimize dispraise of other Maximize praise of other - *Hemm yeah, good argument* Following to the scale: Cost-benefit scale: *Hemm yeah, good argument*
		No, **I think overall is good.** So maybe the other want to ask	Student 45 : Okay.. Okay guys now open the section two.. second two I mean. Any question? Joko? Student 31 : No, I think **overall is good**. So maybe the other want to ask	Minimize dispraise of other Maximize praise of other - *I think Overall is good* Following to the scale: Cost-benefit scale: *I think Overall is good*

Based on the table above, the use of approbation maxim was indicated in several themes coming up during discussion held by students. Those themes extended to giving argumentation, and responding. Each theme was represented by several politeness scales. For the utterance of giving argumentation, the politeness in the aspect of approbation maxim was manifested in cost-benefit scale. For the utterance of responding, the politeness in the aspect of approbation maxim was manifested in cost-benefit scale.

4) Modesty Maxim

Based on the observation carried out to the students, the fourth politeness principle manifested by students extends to the use of modesty maxim.

The modesty maxim is to minimize praise of self and maximize dispraise of self. The modesty maxim is only applicable in expressive and assertive. Modesty maxim is found in self-deprecating expression.[34] The data indicated several coded themes pertinent to modesty maxim. They were responding and ending discussion. The following table casts light on the data in the form of utterances which nuance the use of modesty maxim as students showed during the on-going

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[34] Geoffrey Leech, Opcit, P. 214-217

discussion.

Table 4.4

Modesty maxim used by students in classroom discussion.

Num.	Theme	Utterance	Dialogue	Description
1.	Responding	**Sorry, How late of me. I late to type your question.** Could you repeat again you question? **Please**	Student 35 : Thank you before i. So, I would like to ask you. What is the consequent from the speaking anxiety for student and how the teacher find the solutions about it? Student 32 : Yeah. I see. Good question sanda Student 45 : **Sorry, How late of me. I late to type your question, sanda. Could you repeat again your question? Please**	Minimize praise of self Maximize dispraise of self - *Sorry* - *How late of me. I late to type your question.* - *Please* Following to the scale: Social distance scale: *Sorry* Cost-benefit scale: *How late of me. I late to type your question.* Optionality scale: *Please*

		Oh thank you. But I think my answer is not good enough, maybe others have better answer	Student 43	: I think, your argument is so clear.	Minimize praise of self
			Student 44	: Oh thank you. But I think **my answer is not good enough, maybe others have better answer**	Maximize dispraise of self - *Thank you* - *I think my answer is not good enough, maybe others have better answer* Following to the scale: Cost-benefit scale: *Thank you* and *I think my answer is not good enough, maybe others have better answer*
2.	Ending Discussion	Well, that is our presentation today. **Thank you for your attention**, and **sorry for all our mistakes that happen in our discussion.**	Student 8	: Well, that is our presentation today. Thank you for your attention, and **sorry for all our mistakes** that happen in our discussion. Closing to our presentation. Assalamualaikum warahmatullahi wabarakatuh	Minimize praise of self Maximize dispraise of self - *Thank you for your attention* - *Sorry* - *For all our mistakes, that happen in*

			All student : Walaikumsalam warahmatullahi wabarakatuh	*our discussion.* Following to the scale: Social distance scale: *Sorry* Cost-benefit scale: *Thank you for your attention* and *For all our mistakes, that happen in our discussion*
		Right.. that is our discussion today.. **thank you for attention,** we want to say **sorry** for **many mistakes along discussion**	Student 45 : <u>**Right.. that is our discussion today.. thank you for attention, we want to say sorry for many mistakes along discussion**</u> and I say assalamualaikum warahmatullahi wabarakatuh.. All student : Walaikumsalam warahmatullahi wabarakatuh	Minimize praise of self Maximize dispraise of self - *Thank you for attention* - *Sorry* - *Many mistakes along discussion* Following to the scale: Social distance scale: *Sorry* Cost-benefit scale: *Thank you for attention* and *Many mistakes*

Based on the table above, the use of modesty maxim was indicated in several themes coming up during discussion held by students. Those themes extended to responding and ending discussion. Each theme was represented by several politeness scales. For the utterance of responding, the politeness in the aspect of modesty maxim was manifested in cost-benefit scale and optionality scale. For the utterance of ending discussion, the politeness in the aspect of modesty maxim was manifested in social distance scale and cost-benefit scale.

5) Agreement Maxim

Based on the observation carried out to the students, the fifth politeness principle manifested by students extends to the use of agreement maxim.

The agreement maxim involves minimizing disagreement and maximizing agreement between self and other.[35] The data indicated one coded theme pertinent to agreement maxim. It was responding. The following table casts light on the data in the form of utterances which nuance the use of agreement maxim as students showed during the on-going discussion.

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[35] Geoffrey Leech, Opcit, P. 217-218

Table 4.5

Agreement maxim used by students in classroom discussion.

Num.	Theme	Utterance	Dialogue	Description
1.	Responding	**Yes, right. Measurement, assessment, test and evaluation**	Student 13 : The topic is about assessment,right? Student 12 : **<u>Yes, right. Measurement, assessment, test and evaluation</u>**	Minimize disagreement between self and other Maximize agreement between self and other - *Yes, right. Measurement, assessment, test and evaluation* Following to the scale: Cost-benefit scale: *Yes, right. Measurement, assessment, test and evaluation*

		Okay, sure. **Because of the time for this section we have to limit the question,** just three	Student 8	: Okay guys. For this section, we will limit just three question ya.	Minimize disagreement between self and other
			Student 16	: <u>**Okay, sure. Because of the time for this section we have to limit**</u> <u>the question, just three</u>	Maximize agreement between self and other
					- *Okay, sure*
					- *Because of the time for this section we have to limit the question*
					Following to the scale:
					Cost-benefit scale: *Okay, sure*
					Optionality scale: *Because of the time for this section we have to limit the question*
		Yes, it is. Assessment principles	Student 3	: Well.. I would like to answer question from dhani. The question is, what are the principles of assessment? Right	Minimize disagreement between self and other
			Student 10	: <u>**Yes, it is. Assessment principles**</u>	Maximize agreement between self and other
					- *Yes, it is. Assessment principles*

				Following to the scale: Cost-benefit scale: *Yes, it is. Assessment principles*
		Yes, right. It is include into the type of test. But it is not include measurement, assessment, test and evaluation.	Student 13 : Okay.. So the formative is included the part of type of test, isn't it? Student 8 : **Yes, right. It is include into the type of test.** But it is not include measurement, assessment, test and evaluation.. so it is include into type of test..	Minimize disagreement between self and other Maximize agreement between self and other - *Yes, right. It is include into the type of test.* Following to the scale: Cost-benefit scale: *Yes, right. It is include into the type of test.*

| | | **Yupp, that is. It is include type of test**

if we come to type of test, so we will talk about the progress test, diagnostic, etc, Jen | Student 13 : Okay.. So the formative is included the part of type of test, isn't it?

Student 8 : Yes, right. It is include into the type of test.. but it is not include measurement, assessment, test and evaluation.. so it is include into type of test..

Student 3 : **Yupp, that is. It is include type of test. If we come to type of test, so we will talk about the progress test, diagnostic, etc, Jen** | Minimize disagreement between self and other

Maximize agreement between self and other

- *Yupp, that is. It is include type of test*

- *if we come to type of test, so we will talk about the progress test, diagnostic, etc, Jen*

Following to the scale:

Cost-benefit scale: *Yupp, that is. It is include type of test.*

Optionality scale: *if we come to type of test, so we will talk about the progress test, diagnostic, etc, Jen* |

| | | **Yapp, Background education, sociality and environment.** So many factor there are. What do you think in our campus/ college? So many student have this problem | Student 45 : Yes nana

Student 43 : Okay, my name is nana. I would like to ask you about what big factor of anxiety. We know so many factor there is like in Indonesia, for example our education. I think there are big factor like social background, hmm

Student 45 : Your mean background education? Right

Student 43 : **<u>Yapp, Background education, sociality and environment. So many factor there are. What do you think in our campus/ college? So many student have this problem</u>** | Minimize disagreement between self and other

Maximize agreement between self and other

- *Yapp, background education, sociality and environment*

Following to the scale:

Cost-benefit scale: *Yapp, background education, sociality and environment* |

		Yes, This is. Anxiety	Student 45 : Yes, zain, please Student 37 : Okay, so I would like to ask to this nice group. This is about anxiety right? Student 47- 48 : <u>**Yes, This is. Anxiety**</u>	Minimize disagreement between self and other Maximize agreement between self and other - *Yes, This is. Anxiety* Following to the scale: Cost-benefit scale: *Yes, This is. Anxiety*
		Yes, I think enough. Two question.	Student 44 : What about this section, for the question.. is it enough? We will continue to add more questions or stop now. Student 45 : For the first section. Emm . I think just two questions Student 44 : <u>**Yes, I think enough**</u>. <u>**Two questions**</u>	Minimize disagreement between self and other Maximize agreement between self and other - *Yes, I think enough. Two question* Following to the scale: Cost-benefit scale: *Yes, I think enough. Two question*

| | | I think enough, yahh

Yes, enough for this section | Student 44 : What about this section, for the question.. is it enough? We will continue to add more questions or stop now.

Student 45 : For the first section. Emm . I think just two questions

Student 44 : Yes, I think enough. Two questions

Student 45 : Just, two or three, fajri, trisanto? Enough?

Student 48 : **I think enough, yahh**

Student 47 : **Yes, enough for this section** | Minimize disagreement between self and other

Maximize agreement between self and other

- *I think enough, yahh*

- *Yes, enough for this section*

Following to the scale:

Cost-benefit scale: *I think enough, yahh* and *Yes, enough for this section* |
| | | Yes, that is right | Student 37 : Okay.. I get the point. So, the stress is the part of anxiety. Isn't it?

Student 44 : **Yes, that is right** | Minimize disagreement between self and other

Maximize agreement between self and other

- *Yes, that is right*

Following to the scale:

Cost-benefit scale: *Yes, that is right* |

		Yes, I get the point**. I agree with it, thank you for your idea, guys**	Student 48 : Okay.. what the motivation have to teacher give to the student was silent speaking english..or speaking anxiety. I think is simple. the teacher have to give appreciation for student if the student break to speaking english in front of their class. The teacher have to appreciate or give something if the student break to speaking. The Teacher always give support. Student 35 : Yes, I get the point. **I agree with it**, **thank you for your idea, guys**	Minimize disagreement between self and other Maximize agreement between self and other - *I agree with it* - *thank you for your idea, guys* Following to the scale: Cost-benefit scale: *I agree with it* Social distance scale: *thank you for your idea, guys*
		Okay nana. **I think that is right because I agree about what you think.**	Student 43 : I disagree about your opinion because why in Indonesia speaking or english education, I think is low.. you cannot, in primary school english is not from our curriculum.. what do you think	Minimize disagreement between self and other Maximize agreement between self and other - *I think that is right* - *Because I agree*

| | | | | about that, we can't.. emm.. what we called that.. have ability..but, the government ignore that.. what do you think? | *about what you think*

Following to the scale:

Optionality scale: I think that is right

Cost-benefit scale: *Because I agree about what you think* |
| | | | Student 47 | : **Okay nana. .I think that is right because I agree about what you think. that is related to the lesson of english language because so many people in Indonesia from sabang to marauke the student live Indonesia but so many student can't to speak Indonesian well. I don't know what.. I think about so many factor from student but we government just want to show to the world, people Indonesia can speak Indonesia well. So I agree about that and about english in lesson junior high school and** | |

			senior high school is very good because we have time to learn english from the school and the second from the course, and the third from the community and the other.. so, when we talk about we can't to speak english or we can't to learn english that is not impossible, just we want to learn language or not. Any others question?	
		Okay, Go to section two, only two question	Student 45 : Okay, thank you..emm..will we go to section two? Group Student 47-48 : Section two? Student 45 : Yaa.. Student 44 : **Okay, Go to section two**, **only two question**	Minimize disagreement between self and other Maximize agreement between self and other - *Okay, go to section two* - *Only two question* Following to the scale: Cost-benefit scale: *Okay,*

				go to section two Optionality scale: *Only two question*
		Yes, two questions. **Because the situation**	Student 44 : Go to section two.. only two question Student 45 : Only two question? Student 44 : Yaa, two Student 47 : **Yes, two questions. Because the situation**	Minimize disagreement between self and other Maximize agreement between self and other - *Yes, two questions* - *Because the situation* Following to the scale: Cost-benefit scale: *Yes, two questions* Optionality scale: *because the situation*

Based on the table above, the use of agreement maxim was indicated in one theme coming up during discussion held by

students. The theme extended to responding. The theme was represented by several politeness scales. The utterance of responding, the politeness in the aspect of agreement maxim was manifested in cost-benefit scale, optionality scale and social distance scale.

6) Sympathy Maxim

Based on the observation carried out to the students, the sixth politeness principle manifested by students extends to the use of sympathy maxim.

The sympathy maxim involves minimizing antipathy and maximizing sympathy between self and other. The sympathy maxim is only applicable in assertive. Sympathy maxim can be found in polite speech acts as to congratulate, commiserate of express condolence.[36] The data indicated one coded theme pertinent to sympathy maxim. It was responding. The following table casts light on the data in the form of utterances which nuance the use of sympathy maxim as students showed during the on-going discussion.

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[36] Geoffrey Leech, Opcit, P. 218-219

Table 4.6

Sympathy maxim used by students in classroom discussion.

Num.	Theme	Utterance	Dialogue	Description
1.	Responding	**Why it is not clear?** Okay, the points are: First, Nana want you to explain about the speaking ability of student in our campus.. then, she want you to give explanation about the big factor of speaking anxiety in Indonesia, especially in our campus	Student 48 : Oh I'm sorry. I have not got specific point about nana's question Student 45 : **Why it is not clear? Okay, the points are : First, Nana want you to explain about the speaking ability of student in our campus.. then, she want you to give explanation about the big factor of speaking anxiety in Indonesia, especially in our campus**	Minimize antipathy between self and other Maximize sympathy between self and other - *Why it is not clear?* Following to the scale: Cost-benefit scale: *Why it is not clear?*
		Why it make you confused? Which part? Okay.. in youe research there is	Student 47 : Ratih.. excuse me. What is the question? Sorry, I have not clearly understand what you want us to explain. I'm still confused Student 38 : **Why it make**	Minimize antipathy between self and other Maximize sympathy between self and other - *Why it*

| | | previous study. So please tell us about it, more. I mean, about the result of previous study | **you confused? Which part?**

Okay.. in youe research there is previous study. So please tell us about it, more. I mean, about the result of previous study | *make you confused?*

- *Which part?*
Following to the scale:
Cost-benefit scale: *Why it make you confused?* And *Which part?* |

Based on the table above, the use of sympathy maxim was indicated in one theme coming up during discussion held by students. The theme extended to responding. The theme was represented by one politeness scale. The utterance of responding, the politeness in the aspect of sympathy maxim was manifested in cost-benefit scale.

There are 73 data containing expression of politeness principle. Certainly, they function as politeness principles. The seventy three data are going to be analyzed. The data are classified based on its form. The result of the classification shows that there are six types of politeness principle. Namely Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, Sympathy Maxim. The researcher also found that the maxims are used by the students in various themes or situations. First, Tact Maxim is used by students in

requesting, ordering, asking, giving argumentation, offering, responding. Second, Generosity Maxim is used by students in requesting, offering, responding. Third, Approbation Maxim is used by students in giving argumentation, responding. Fourth, Modesty Maxim is used by students in responding, ending discussion. Fifth, Agreement Maxim is used by students in responding. Sixth, Sympathy Maxim is used by students in responding. On the other word tact maxim has more various theme or situation than others maxims.

2. The dominant type of politeness principle used by students in classroom discussion.

In the table below the researcher will describe the percentage of every maxim used to know the dominant type of politeness principle which is used by students in classroom discussion.

Table 4.7

Percentage of Maxim in Politeness Principle

Num.	Type of Politeness Principle	Total	Percentage
1.	Tact Maxim	37	50,68 %
2.	Generosity Maxim	4	5,48%
3.	Approbation Maxim	12	16,44%
4.	Modesty Maxim	4	5,48%
5.	Agreement Maxim	14	19,18%
6.	Sympathy Maxim	2	2,74%
Result		73	100%

From the data above the researcher has found percentage of each maxim in English department in classroom discussion. Tact Maxim was used in the percentage of 50,68%, Generosity Maxim was used in the percentage of 5,48%, Approbation Maxim was used in the percentage of 16,44%, Modesty Maxim was used in the percentage of 5,48%, Agreement Maxim

was used in the percentage of 19,18%, Sympathy Maxim was used in the percentage of 2,74%.

The Tact Maxim is the dominant maxim that used by the sixth semester student of English department in classrooms discussion. It can be seen from many utterances of students that indicate to the tact maxim. Tact Maxim is to minimize cost to other, maximize benefit to other.[37] Based on the observation that is done by the researcher in the classrooms discussion of sixth semester student of English department, the researcher found that the tact maxim is used by the students in several themes or situations, those are, requesting, ordering, asking, giving argumentation, offering, and responding.

Based on the result of deepest interview to the students, the researcher found that the students use tact maxim in various facts, firstly, to appreciate their partner in discussion, this point is indicated by the following transcript of interview with one of the students:

> *"I use the utterance because I think that is more polite utterance and it can appreciate or honor the arguments from the presenter."*

From the transcript above, it can prove they use polite utterance to show that they very appreciate to the speaker.

Secondly, to avoid conflicts in communication, this point is indicated by the following transcript of interview with one of the students:

> *"I don't want a conflict happened between Trisanto and me. I mean*

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[37] Geoffrey Leech, Opcit, P.206

communication conflict. And I want my utterances accept as well as by Trisanto, so if I use polite utterance, he will give polite feedback too, to us."

From the transcript above, it means that the students did not want to make their partner be offended from what they speak. They always use good utterances when they speak to their partner. They always show their politeness in communication to avoid conflict.

Thirdly, they do not want to be claimed as an impolite person. This point is indicated by the following transcript of interview with one of the students:

"First, if we use good utterance or polite utterance, so our partner also give us polite feedback or give good feedback too to us. The second is, because I want to increase my mindset, my utterances will be more polite when I speak with other. And the last one is because when I speak polite to my friend or my lecturer, they do not claim I as a not polite person in speaking."

Because politeness is very important thing in speaking, through the polite utterances they hope get polite feedback too from their partner in discussion and by using polite utterances, so their partner will not be claimed them as impolite person.

Based on transcripts above, the researcher found that the students use tact maxim in order to increase their politeness when they speak to their partners in discussion, This point can be strengthen by several data from the

interview, as follows:

> *"Because I want all audiences can accept our language. Actually when we speak in formally, so people will accept our language, our utterances as well."*

> *"Because we have to use polite utterance in every communication to increase our politeness. And then the situational, when we request someone to do something, so we have to speak in polite, so they can accept our utterance. The point is I want to increase my ability in english, I mean increase my politeness."*

> *"I use the utterance. Because I want to appreciate my friend. If I am polite in speaking, so my friend can accept my utterance. In this context if we polite in speaking, it can rise our politeness."*

Based on the data above, the researcher found that the students use tact maxim in order to increase their politeness in speaking with their partner in discussion. The purpose of students increase their politeness is, they want to their utterances are acceptable as polite utterances by the hearer or their partners when they speak. Thus, it is appropriate to the tact maxim criteria, is to minimize cost to other, maximize benefit to other.[38] It means the students applied the tact maxim criteria in maximizing benefit to the hearer and minimizing cost to the hearer. In this case, the students applied the tact

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[38] Geoffrey Leech, Opcit, P. 206

maxim in requesting, ordering, asking, giving argumentation, offering, and responding.

B. Discussion

This section extends to discuss all data having been garnered, displayed and analyzed in prior. There were two major scopes of finding that were addressed. They entailed 1) The types of politeness principles used by students in classroom discussion, and 2) The dominant type of politeness principle used by students in classrooms discussion. Within each of the scopes there also encountered a wide range of themes carefully coded to represent the central orientation of the data.

1. The types of politeness principles used by students in classroom discussion.

As revealed from an observation which was done in classroom discussion, this research found that there was six politeness principles used by students in classroom discussion, they were 1) Tact Maxim, 2) Generosity Maxim, 3) Approbation Maxim, 4) Modesty Maxim, 5) Agreement Maxim, and 6) Sympathy Maxim.

1) Tact Maxim

Tact Maxim is the most important kind of politeness in English speaking society. Tact maxim has some purpose to minimize cost to others

and maximize benefit to others.[39] In the tact maxim the researcher found that the use of tact maxim was indicated in several themes coming up during discussion held by students. Those themes extended to requesting, ordering, asking, giving argumentation, offering, responding.

For the utterances of requesting, the researcher found that the politeness in the aspect of tact maxim was manifested in cost-benefit scale and optionality scale, based on the findings that the researcher analyzed as in the following explanation:

a) Data in the tact maxim table (requesting theme).

Utterance	Dialogue
Would you like to explain it?, Please, thank you	Student 10 : Okay.. I got it.. but, you said about the valid in your explanation.. what is it meaning? **would you like to explain it?, Please, thank you**
	Student 3 : Oh.. okay.. the fourth principle of assessment is insure that the assessment are valid, reliable, fair and useable.. the meaning of valid, here.. is reflects of purpose of the test reliability, use consistent on the result, fair free from basis, usability, practicability, coverage, convenience, and economical

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[39] Geoffrey Leech, Opcit, P. 166

Based on the data above, it showed that the speaker used tact maxim in requesting condition, liked the speaker utterance *"Would you like to explain it? Please, thank you"*, this speaker's utterance tried to maximize the benefit to address by saying the words *"would you like to explain it?"*, in this case the speaker has unclear something related to presenter's argument. The speaker wanted more explanation. So that the speaker requested to presenter to give explanation related to her question. Furthermore, the speaker obliged to request, but in polite way. The speaker used utterance *"would you like to explain it?"*, *"would you"* is more polite than *"will you"*. And the other hand the speaker might purposes course of action which is beneficial of hearer would be assumed more polite if it followed by the statement *"please, thank you"*, and followed the Leech scale liked cost and benefit, the speaker tried to make or the speaker tried to maximize the benefit for the address.

For the utterance of ordering, the researcher found that the politeness in the aspect of tact maxim was manifested in cost-benefit scale and optionality scale, based on the findings that the researcher analyzed as in the following explanation:

b) Data in the tact maxim table (ordering theme).

Utterance	Dialogue
Okay fajri please. **Please, you could start read the material**	Student 45 : Okay fajri please. **Please, you could start read the material**
	Student 48 : Okay, assalamualaikum warahmatullahi wabarakatuh
	All student : Walaikumsalam watahmatullahi wabarakatuh
	Student 48 : Thank you, I would like to explain about speaking anxiety as a factor study of EFL
	(Student 48 gives explanation of discussion material)
	Thank you my friend for your good attention. Next, trisanto will continue explain the material, Trisanto, please

Based on the data above, it showed that the speaker used tact maxim in ordering condition, liked the speaker utterance *"Please, you could start read the material"*, this speaker's utterance tried to maximize the benefit to address by saying the words *"you could start read the material"*. In this context, the speaker instructed her partner to start read the presentation material. The speaker used polite utterances to avoid conflict in communicating and the statement of command can be well received by his partner and seems polite. The speaker's utterance *"you could start read the material"*, word *"you could"* more polite than *"you can"*, as we known this

situation was formal situation. Moreover, the speaker's utterance was followed by the word *"please",* which was showed level of politeness of speaker to the hearer when gave the instruction. And followed by leech scale, they were cost-benefit scale, where the speaker made benefit to hearer by using polite utterance, and optionality scale, where the speaker also used others polite utterance to convey her intentions.

For the utterance of asking, the researcher found that the politeness in the aspect of tact maxim was manifested in cost-benefit scale and optionality scale, based on the findings that the researcher analyzed as in the following explanation:

c) Data in the tact maxim table (asking theme).

Utterance	Dialogue
Would you like to ask to the first group? Audience	Student 47 : Well, Thank you before that. I would like to explain about the chapter start from chapter 2 that is about literature review ***(Student 47 gives explanation of discussion material)*** Okay, those are our presentation. Thank you Student 45 : Okay guys. That is result of the first group presentation. And then here we want to open the questions section. So who want to ask to first group? please rise your hand and your name

	Student 44 : **Would you like to ask to the first group? Audience**

Based on the data above, it showed that the speaker used tact maxim in asking condition, liked the speaker utterance *"Would you like to ask to the first group? Audience"*, this speaker's utterance tried to maximize the benefit to address by saying the words *"Would you like to ask to the first group?"*, word *"would you"* is more polite than *"will you"* or others words. Furthermore, in this case the speaker asked to the audiences about the result of their group presentation with the aim of confirming whether it was clear or not, then he asked to audiences. By using polite utterance as stated by the speaker *"would you like to ask to the first group?"* besides this utterance was an acceptable statement for the hearer, this statement also indicated that the speaker applied the politeness principle in speaking, namely tact maxim where the speaker tried to give benefit to the listener through polite statement, and followed by Leech scale, namely cost-benefit scale which can be seen from the polite utterance conveyed by the speaker to his partner, so that there were not costs given by the speaker to the hearer.

For the utterances of giving argumentation, the researcher found that the politeness in the aspect of tact maxim was manifested in indirectness scale, based on the findings that the researcher analyzed as in the following explanation:

d) Data in the tact maxim table (giving argumentation theme).

Utterance	Dialogue
So, **maybe the question will be more appropriate for** the test field, not in assessment because assessment is, *"penilaian"* or *"penilaian akhir"* or the last step before do evaluation, ya. So the question will be more appropriate for the test field, not to the assessment	Student 13 : Okay, How to make the learning process in the classrooms be more effective? Like that Student 8 : So, for your question, the meaning of assessment word here is *"penilaian"*, so there is not something have to be more effective or not because it is part of the assessment, it is not part of measurement or test. But, it is ok, we can understand that. **<u>So, maybe the question will be more appropriate for the test field, not in assessment</u>** because assessment is, *"penilaian"* or *"penilaian akhir"* or the last step before do evaluation, ya. So the question will be more appropriate for the test field, not to the assessment Student 13 : Oh, yeah.. I see that. Thank you

Based on the data above, it showed that the speaker used tact maxim in giving argumentation condition, liked the speaker utterance *"maybe the question will be more appropriate for"*, this speaker's utterance tried to maximize the benefit to address by saying the words *"maybe the question will be more appropriate for"*, in this case a student asked a question that was not accordance to the topic of discussion, the speaker responded by giving her

argument about the irrelevance question. So that, the speaker through her argument did not directly blame the student question, but by giving polite argument the speaker expressed the incompatibility of question to the topic of discussion. This was really accordance with the rules of tact maxim which is to maximize benefit to others. The speaker within her polite and acceptable utterance gave benefit to the hearer, and followed by Leech scale, namely indirectness scale where in this context the speaker conveyed the main purpose of her argument indirectly through long argument to keep her utterance in an acceptable and polite utterance.

For the utterances of offering, the researcher found that the politeness in the aspect of tact maxim was manifested in cost-benefit scale and optionality scale, based on the findings that the researcher analyzed as in the following explanation:

e) Data in the tact maxim table (offering theme).

Utterance	Dialogue
May I try to answer the question?	Student 44 : **May I try to answer the question?** Student 45 : Yes. You can

Based on the data above, it showed that the speaker used tact maxim in offering condition, liked the speaker utterance *"May I try to answer the*

question?", this speaker's utterance tried to maximize the benefit to address by saying the words *"May I try to answer the question?"*, in this case the speaker offered to answer question from one of the students in discussion. The speaker asked to moderator for permission by using word *"may I?"*, the word mean that the speaker asked to moderator to give speaker's permission to answer the question and it showed that was done by the speaker was a form of appreciation to his interlocutor. And if we look the statement of speaker was polite. This statement refers to Leech scale, cost-benefit scale because it was very clear that the speaker gave benefit to the hearer by using polite statement in speaking and the speaker purpose was, to give explanation or answer of student's question. This was very clearly, the speaker wanted to minimize the cost to others and maximize the benefit to others.

For the utterances of responding, the researcher found that the politeness in the aspect of tact maxim was manifested in cost-benefit scale, based on the findings that the researcher analyzed as in the following explanation:

f) Data in the tact maxim table (responding theme).

Utterance	Dialogue
Okay, It is clear ya!	Student 48 : Okay.. what the motivation have to teacher give to the student was silent speaking english..or speaking anxiety. I think is simple. the teacher have to give appreciation for student if the student break to speaking english in front of their class. The teacher have to appreciate or give something if the student break to speaking. The Teacher always give support. Student 35 : Yes, I get the point. I agree with it, thank you Student 48 : **Okay, <u>It is clear ya!</u>** Student 35 : Yes, enough

Based on the data above, it showed that the speaker used tact maxim in responding condition, liked the speaker utterance *"Okay, It is clear ya!"*, this speaker's utterance tried to maximize the benefit to address by saying the words *"Okay, It is clear ya!"*, in this case the speaker responded to audiences' argument. The speaker purpose was to confirm the understanding of the audience from the answer of the question, the speaker used words *"Okay, it is clear ya!"*. The words used by the speaker are acceptable and seems polite. On the other hand, the utterance gave a good impact to the audience, provided benefit to audience according to the criteria of tact

maxim, to maximize benefit to others. If it is linked to the Leech scale, the utterance was included in cost-benefit, namely cost-benefit scale.

2) Generosity Maxim

Generosity maxim involved minimizing the benefit and maximizing the cost to self.[40] Based on the finding above, the researcher found that the use of generosity maxim was indicated in several themes coming up during discussion held by students. Those themes extended to requesting, offering, and responding.

For the utterances of requesting, the researcher found that the politeness in the aspect of generosity maxim was manifested in cost-benefit scale, based on the finding that the researcher analyzed as in the following explanation:

a) Data in the generosity maxim table (requesting theme).

Utterance	Dialogue
Could I lend this question list?	Student 48 : **Could I lend this question list?**
	Student 45 : Yes, I can lend you for this list (book)

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[40] Geoffrey Leech, Opcit, P. 209

Based on the data above, it showed that the speaker used generosity maxim in requesting condition, liked the speaker utterance *"Could I lend this question list?"*, the utterance was more polite than *"could you lend me this question list?"* because the speaker tried to soften and made the utterance more polite by removing the reference to the cost of his partner. Thus, giving of the benefit of action taken by the partner to the speaker could also be limited. It means, the speaker tried to minimize benefit and maximize cost for himself by eliminating point at the cost of his partner. From the analysis, the speaker applied politeness principle of generosity maxim by making the benefit as small as possible, and making the cost as large as possible. Further, it was followed by Leech scale, namely, cost-benefit scale.

For the utterances of offering, the researcher found that the politeness in the aspect of generosity maxim was manifested in cost-benefit scale, based on the finding that the researcher analyzed as in the following explanation:

b) Data in the generosity maxim table (offering theme).

Utterance	Dialogue
I will read again the question from Sanda for you	Student 45 : Okay.. clear **I will read again the question from Sanda for you,** the questions are what is the consequent from the speaking anxiety for student and how the teacher find the solutions about it? Student 47 : Yes. I will answer for sandra. Before that, I have to make some clues to answer it correctly

Based on the data above, it showed that the speaker used generosity maxim in offering condition, liked the speaker utterance *"I will read again the question from Sanda for you"*. The illustration of this case was the speaker offered to re-read the question from one of students that indicated there was miss-point from the question. The speaker re-read question in a polite way by saying *"I will read again the question from Sanda for you"*, from the statement indicated there was cost for the speaker through his action in re-reading the question and certainly there was no benefit for the speaker to his action. From this case indicated that there was politeness principle worked on the speaker's action, indeed, the speaker's cost was only the energy released for his action, but this reflected that the speaker implemented politeness principle, namely generosity maxim which tried to minimize

benefit to self and maximize cost to self. On the other hand, the utterance was also include in the Leech scale, namely cost-benefit scale.

For the utterances of responding, the researcher found that the politeness in the aspect of generosity maxim was manifested in cost-benefit scale, based on the finding that the researcher analyzed as in the following explanation:

c) Data in the generosity maxim table (responding theme).

Utterance	Dialogue
Okay, we still waiting for it, thank you	Student 16 : Others, did you find the another question from our presentation? Student 2 : Yup.. we still make a note for question. wait Student 16 : **Okay, we still waiting for it, thank you**

Based on the data above, it showed that the speaker used generosity maxim in responding condition, liked the speaker utterance *"Okay, we still waiting for it, thank you"*. In this situation the speaker responded to the audience's statement who asked the speaker to wait for the question being written. The speaker applied the politeness principle, was generosity maxim

through her statement *"Okay, we still waiting for it, thank you"*, from the statement could be analyzed that the speaker made his benefit as small as possible, and made his cost as much as possible, it could be seen from the action taken by speaker who disposed to wait. In this case the speaker's utterance was an acceptable and polite by saying *"Okay, we still waiting for it"* and followed by *"thank you"*, which was a form of speaker's appreciation to the audience and further, *"thank you"* was also an utterance that supported the evidence that speaker's statement was polite. On the other side, the statement also followed to the Leech scale, namely cost-benefit scale.

3) Approbation Maxim

In this research, the researcher found that there were 12 utterances used by student in this maxim. Approbation maxim is closed to politeness strategy of avoiding disagreement. Approbation maxim involved minimizing dispraise and maximizing praise to speaker or hearer.[41] Based on the finding above, the researcher found that the use of approbation maxim was indicated in two themes coming up during discussion held by students. Those themes extended to giving argumentation and responding.

For the utterances of giving argumentation, the researcher found that the politeness in the aspect of approbation maxim was manifested in cost-benefit scale, based on the finding that the researcher analyzed as in the

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[41] Geoffrey Leech, Opcit, P. 211

following explanation:

a) Data in the approbation maxim table (giving argumentation theme).

Utterance	Dialogue
Ratih, **I think before, You are really active in your group.**	Student 45 : Okay, ratih.. Student 44 : Ratih, **I think before, <u>you are really active in your group</u>**. Maybe you want to give question to our presentation

Regarding to data above, it showed that the speaker used approbation maxim in giving argumentation condition by saying *"I think before, You are really active in your group"*, word like *"active"* was declared a compliment to other person, so it did not cause offense to the sense of the other person. The utterance is used by people when they give an appreciation or give praise to other person, like in classroom discussion of sixth semester student of English department in IAIN Curup, the students used this utterance when they declared an appreciation, or praise to other student. This also could be seen by using the cost-benefit scale that used by students when they delivered the polite speech.

For the utterances of responding, the researcher found that the politeness in the aspect of approbation maxim was manifested in cost-benefit scale, based on the finding that the researcher analyzed as in the following explanation:

b) Data in the approbation maxim table (responding theme).

Utterance	Dialogue
Okay, enough. **Thank you for your answer, It is very nice and clear, and easy to understand**	Student 15 : Okay.. I would like to answer your question.. the question is what the characteristics in assessment.. so.. in the explanation before the meaning is "penilaian dari suatu tes yang dijalani" there are four : first, objective, second reliable, third is multidimensional in structure, and the last one is value- laden.. *(student 15 gives long explanation)* Hemm.. how anggita, enough.. did you get the point? Student 1 : <u>**Okay.. enough.. thank you for your answer, it is very nice and clear, and easy to understand,**</u> thank you

As regard to the data above, it showed that the speaker used approbation maxim in responding condition by saying *"Thank you for your answer, It is very nice and clear, and easy to understand"*, words like *"very*

nice and clear" were conveyed by people in giving appreciation or giving praise to the other people for the good something or good action, like in this research, based on the finding, the student used the utterances when she gave responding to something or students' actions. The statement also was preceded by saying "thank you" that meant the student gave appreciation to the hearer. On the other hand, the student's utterance was included in cost-benefit scale, it could prove that the student delivered polite utterances.

4) Modesty Maxim

In this research, the researcher found that there were 4 utterances used by students in this maxim. The modesty maxim is to minimize praise of self and maximize dispraise of self. The modesty maxim is only applicable in expressive and assertive. Modesty maxim is found in self-deprecating expression.[42] Based on the finding above, the researcher found that the use of modesty maxim was indicated in two coded themes coming up during discussion held by the students. They were responding and ending discussion.

For the utterances of responding, the researcher found that the politeness in the aspect of modesty maxim was manifested in cost-benefit scale, social distance scale and optionality scale, based on the finding that the researcher analyzed as in the following explanation:

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[42] Geoffrey Leech, Opcit, P. 214-217

a) Data in the modesty maxim table (responding theme).

Utterance	Dialogue
Sorry, How late of me. I late to type your question. Could you repeat again you question? Please	Student 35 : Thank you before it. So, I would like to ask you. What is the consequent from the speaking anxiety for student and how the teacher find the solutions about it? Student 32 : Yeah. I see. Good question sanda Student 45 : **Sorry, How late of me. I late to type your question, sanda. Could you repeat again your question? Please**

Regarding to the data above, it showed that the speaker used modesty maxim in responding condition by *saying "Sorry, How late of me. I late to type your question, could you repeat again you question? Please"*, word *"how late of me"* showed that the speaker deprecated himself, and certainly she did not praise him at all. It is very appropriate as Leech put it in his book that deprecating oneself is considered polite and in accordance with the modesty maxim criteria itself, that is to minimize praise of self and maximize dispraise of self. Thus it could be said that the speaker applied politeness principle, namely modesty maxim. Then the speaker used utterance *"sorry"* in her statement, it could be seen that the speaker's utterance refers to social distance scale which showed the closeness of the relationship between the speaker and the audience, besides that there were also cost-benefit scale and optionality

scale. Farther, by using these three scales, the more polite utterance would be conveyed.

For the utterances of ending discussion, the researcher found that the politeness in the aspect of modesty maxim was manifested in cost-benefit scale and social distance scale, based on the finding that the researcher analyzed as in the following explanation:

b) Data in the modesty maxim table (ending discussion theme).

Utterance	Dialogue	
Well, that is our presentation today. **Thank you for your attention**, and **sorry for all our mistakes that happen in our discussion.** Assalamualaikum warahmatullahi wabarakatuh	Student 8 :	**Well, that is our presentation today. Thank you for your attention, and sorry for all our mistakes that happen in our discussion. Closing to our presentation. Assalamualaikum warahmatullahi wabarakatuh**
	All student :	Walaikumsalam warahmatullahi wabarakatuh

Based on the data above, it showed that the speaker used modesty maxim in ending discussion condition by saying *"Thank you for your attention, and sorry for all our mistakes that happen in our discussion"*, word *"mistakes"* indicated that the speaker deprecated her group, and certainly did not give praise to all of their action during the discussion. Within his

statement, the speaker could be assumed that she used modesty maxim, it can be seen from the context of her utterance which did not give praise to her group, but she criticized her group. Other than that the speaker's statement was preceded by the word *"sorry"* which showed the level of closeness of the speaker with the audience, so that polite speech will also be conveyed.

5) Agreement Maxim

In this research, the researcher found that there were 14 utterances used by students in this maxim. The agreement maxim involves minimizing disagreement and maximizing agreement between self and other.[43] Based on the finding above, the researcher found that the use of agreement maxim was indicated only one theme coming up during discussion held by the students, it was responding.

In the utterances of responding, the researcher found that the politeness in the aspect of agreement maxim was manifested in cost-benefit scale, social distance scale and optionality scale, based on the finding that the researcher analyzed as in the following explanation:

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[43] Geoffrey Leech, Opcit, P. 217-218

a) Data in the agreement maxim table (responding theme).

Utterance	Dialogue
Yes, I get the point. **I agree with it, thank you for your idea, guys**	Student 48 : Okay.. what the motivation have to teacher give to the student was silent speaking english..or speaking anxiety. I think is simple. the teacher have to give appreciation for student if the student break to speaking english in front of their class. The teacher have to appreciate or give something if the student break to speaking. The Teacher always give support. Student 35 : Yes, I get the point. **I agree with it**, **thank you for your idea, guys**

As regard to the data above, it showed that the speaker used agreement maxim in responding condition by saying *"Yes, I get the point. I agree with it, thank you for your idea, guys"*, words *"i agree"* proved that there was an agreement between the speaker and the hearer or partner. In this case, the speaker agreed on the argument or answer explained by her partner in the discussion, and tried to make disagreement between herself and his partner as small as possible. It could be ascertained that the speaker used agreement maxim, where she applied the rules in the maxim. On the other hand, the speaker said *"thank you for your idea, guys"*, this expression was categorized as statement that follows social distance scale that declares level

of familiarity between the speaker and the partner, either in terms of age, status or position as student. Furthermore, there were two more scales on the speaker statement, namely the cost-benefit scale and optionality scale, so that polite statement would be conveyed from the speaker to her partner.

6) Sympathy Maxim

In this research, the researcher found that there were 2 utterances used by students in this maxim. The sympathy maxim involves minimizing antipathy and maximizing sympathy between self and other. Sympathy maxim can be found in polite speech acts as to congratulate, commiserate of express condolence.[44] Based on the finding above, the researcher found that the use of sympathy maxim was indicated only one theme coming up during discussion held by the students, it was responding.

In the utterances of responding, the researcher found that the politeness in the aspect of sympathy maxim was manifested in cost-benefit scale, based on the finding that the researcher analyzed as in the following explanation:

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[44] Geoffrey Leech, Opcit, P. 218-219

a) Data in the sympathy maxim table (responding theme).

Utterance	Dialogue
Why it makes you confused? Which part? Okay.. in your research there is previous study. So please tell us about it, more. I mean, about the result of previous study	Student 47 : Ratih.. excuse me. What is the question? Sorry, I have not clearly understand what you want us to explain. I'm still confused Student 38 : **<u>Why it makes you confused? Which part?</u>** **<u>Okay.. in your research there is previous study. So please tell us about it, more. I mean, about the result of previous study</u>**

Based on the data above, it showed that the speaker used the sympathy maxim in responding conditions by saying "*Why it makes you confused? Which part?"*, the statement of *"Why it makes you confused?"* indicated that the speaker took care to her partner who had not understand about the point of question from the speaker or in the other words the speaker showed sympathy to her partner. This showed that the speaker used sympathy maxim to show her concern to her partner. And the speaker's statement leads to the Leech scale, namely cost-benefit scale which speaker's statement was an acceptable statement and implicitly provided benefit to her partner. Then from this case, the speaker conveyed her utterance and sympathy in polite way.

2. The dominant type of politeness principle used by students in classroom discussion.

As explicated from an observation which was done by the researcher, this research found that the tact maxim was dominant type of politeness principle used by students in classroom discussion. According to Leech, tact maxim is, to minimize cost to others and maximize benefit to others. The tact maxim is oriented towards the hearer. The main statement is: Minimize cost to the hearer and Maximize benefit to the hearer. Tact maxim is the most important kind of politeness in English speaking society. The tact maxim applies to Searle directive and commisive which is only applicable in illocutionary functions classified as 'impositive' e.g ordering, requesting, commanding, advising, recommending, etc., and 'commisive' e.g promoting, vowing, offering, etc.[45] There were 37 of 73 utterances indicated to the tact maxim which used by student in discussion, it means 50,68% of 100% student utterances tend to this maxim. Tact maxim was used by the students in several themes or situations, those are, requesting, ordering, asking, giving argumentation, offering, and responding.

This research also revealed that the reason of students were dominant in using tact maxim. Based on the finding above, the students' reasons are, first, to appreciate their partner in discussion, secondly, to avoid conflicts in communicate, thirdly, they do not want to be claimed as an impolite person.

Regarding to the data above, the researcher found that the students used

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[45] Geoffrey Leech, Opcit, P. 166-206

tact maxim in order to increase their politeness in speaking with their partner in discussion. The purpose of students increase their politeness are, they want to their statements are acceptable as polite statement by the hearer or their partners when they speak in every condition or situation. Thus, it is appropriate to the tact maxim criteria, is to minimize cost to others, maximize benefit to others.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions and suggestions. After analyzing and interpreting the obtained data in the previous chapter, the conclusions and suggestions as the last part of this research are taken. The conclusions below is the answer of the research questions, while the suggestions is intended to give information to the reader who are interest in doing further research in this area.

A. Conclusions

Based on the finding and discussion in previous chapter, the researcher takes some conclusions from all of the data, the conclusion is there are six politeness principles used by sixth semester students of English department in classroom discussion. They are, Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim. The use of politeness principles are in the different seven coded themes or conditions, they are requesting, ordering, asking, giving argumentation, offering, responding, and ending discussion. And based on the finding there are 73 data founded regard to politeness utterance.

The data also shows that the tact maxim as the dominant type of politeness principle used by students in classroom discussion. Based on the

finding, there are 37 of 73 utterances tend to the tact maxim. Then, the reason of students are dominant in using tact maxim is, to make their statement are acceptable as polite statement by the hearer or partner in every condition of speaking, and to increase their politeness in communication with their partner.

B. Suggestions

After doing this research, the researcher would like to give some suggestions which may be useful for the reader.

The researcher suggests for understanding the definition of politeness principles. They are the most important elements to make easier in analyzing what the types of politeness principles used by students in classroom discussion and what the dominant type of politeness principle used by students in classroom discussion and hope the reader will be easier to know the message.

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APPENDIX

THE OBSERVATION CHECKLIST

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
1.	Tact Maxim Criteria : 1. Minimize cost to others 2. Maximize benefit to others		Student X:
			Student X:
			Student X:
			Student X:
			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
2.	Generosity Maxim Criteria : 1. Minimize benefit to self 2. Maximize cost to self		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
3.	Approbation Maxim Criteria : 1. Minimize dispraise of others 2. Maximize praise of others		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
4.	Modesty Maxim Criteria : 1. Minimize praise of self 2. Maximize dispraise of self		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
5.	Agreement Maxim Criteria : 1. Minimize disagreement between self and others 2. Maximize agreement between self and others		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

Num.	Maxim of Politeness Principle Criteria (Indicators)	Class	Dialogue
6.	Sympathy Maxim Criteria : 1. Minimize antipathy between self and others 2. Maximize sympathy between self and others		Student X:
			Student X:
			Student X:
			Student X:
			Student X:
			Student X:

The Percentage of the Use of Maxims in Politeness Principle

Num.	Type of Politeness Principle	Total	Percentage
1.	Tact Maxim		
2.	Generosity Maxim		
3.	Approbation Maxim		
4.	Modesty Maxim		
5.	Agreement Maxim		
6.	Sympathy Maxim		
Result			

THE BLUEPRINT DATA OF POLITENESS PRINCIPLES USED BY STUDENTS IN CLASSROOM DISCUSSION

1. TACT MAXIM

Maxim Of Politeness Principle Criteria (Indicators)	Class	Theme/ Condition	Utterance	Dialogue
Tact Maxim Criteria : 1. Minimize cost to others 2. Maximize benefit to others				

2. GENEROSITY MAXIM

Maxim Of Politeness Principle Criteria (Indicators)	Class	Theme/ Condition	Utterance	Dialogue
Generosity Maxim Criteria : 1. Minimize benefit to self 2. Maximize cost to self				

3. APPROBATION MAXIM

Maxim Of Politeness Principle Criteria (Indicators)	Class	Theme/ Condition	Utterance	Dialogue
Approbation Maxim Criteria : 1. Minimize dispraise of others 2. Maximize praise of others				

4. MODESTY MAXIM

Maxim Of Politeness Principle Criteria (Indicators)	Class	Theme/ Condition	Utterance	Dialogue
Modesty Maxim Criteria : 1. Minimize praise of self 2. Maximize dispraise of self				

5. AGREEMENT MAXIM

Maxim Of Politeness Principle Criteria (Indicators)	Class	Theme/ Condition	Utterance	Dialogue
Agreement Maxim Criteria : 1. Minimize disagreement between self and others 2. Maximize agreement between self and others				

6. SYMPATHY MAXIM

Maxim Of Politeness Principle Criteria (Indicators)	Class	Theme/ Condition	Utterance	Dialogue
Sympathy Maxim Criteria : 1. Minimize antipathy between self and others 2. Maximize sympathy between self and others				

Student 8   : Assalamualaikum warahmatullahi wabarakatuh

All students   : Waalaikumsalam warahmatullahi wabarakatuh

Student 8   : Alhamdulillaahi robbil 'aalamiin, wassolaatu wassalaamu 'alaa asyrofil anbiyaa-i wal mursaliin, sayyidina muhammadin, wa'ala alihi wa'ashabihi aj'ma'iin, Amma ba'du.

First of all, let's pray and thank to our god Allah SWT, the lord of this world who has been giving us mercies and blessings that we cannot count so we can attend and gather in this unforgettable place in good condition and happy situation.

Secondly, may sholawat and salam always be with our best prophet Muhammad SAW, who has guided us to know and do the right thing to live in this world namely Islam, the religion which guides mercy to all worlds.

Student 8   : Okay, today we are going to our presentation from the fourth group. Briefly, The first material will be explained by adhelia.. okay, adhelia, could you begin to explain the material? please

Student 16   : Thank you, okay, I will explain the first material.

(Srudent 16 gives explanation of the discussion materials)

Next, your time ade

Student 8   : Well, next material will be explained by ade yunita.. okay ade, you could continue explain the material

Student 15   : Thank you, mesi.. I would like to continue read the material

(Srudent 15 gives explanation of the discussion materials)

Student 8 : Thank you for the explanation, adhe.. next material.. I would like to explain about the process assessment.. process by which evidence of student achievement in obtain and evaluate..

(Srudent 8 gives explanation of the discussion materials)

That is all my explanation.. and then, the last material will be explained by ade gustrianti**.** Okay ade**,** now, you could explain the material, please

Student 3 : Okay. Thank you, I will continue to read the material.

(Srudent 3 gives explanation of the discussion materials)

Thank you

Student 8 : Okay. That is our presentation about measurement, assessment, test and evaluation. Thank you

Student 15 : Any question from audience?

Student 8 : Yahh.. any question? Please

Student 13 : The topic is about assessment,right?

Student 12 : Yes, right.. measurement, assessment, test and evaluation

Student 8 : Okay guys. Thank you before that. If you have a something that is not clear. So you could give us questions. so please rise your hand, and say your name. thank you

Student 13 : Well.. My name is Jeni Sintia. I would like to ask to you. From the four part (measurement, assessment, test and evaluation). is there part of summative and formative, isn't it? so, could you explain what the summative and formative? And how is the different? Please.. thank you

Student 8	: Okay.. we have noted your question, and we will answer your question later, thank you. How about the other, is there some question?
Student 10	: Excuse me..
Student 8	: Okay dhani.. you can ask to us, please
Student 10	: Okay. I'm dani from group 3. I would like to ask to you. My question is, what do you think about measurement or assessment. Are they have principles as refence from the result of learning evaluation? thank you..
Student 8	: Okay, so i think it is good question, thank you
Student 16	: Others, did you find the another question from our presentation?
Student 2	: Yup.. we still make a note for question. wait
Student 16	: Okay.. we still waiting for it, thank you
Student 1	: Excuse me.. I'm azizah from group 3. I want to ask. Hmm.. Could you explain about what the characteristics of assessment? thank you
Student 15	: Okay.. we see that
Student 8	: Okay guys. For this section, we will limit just three question ya.
Student 16	: Okay, sure.. Because of the time for this section we have to limit the question, just three
Student 3	: Well.. I would like to answer question from dhani. The question is, what are the principles of assessment? Right
Student 10	: Yes..it is.. Assessment principles

Student 3	: Right.. the assessment has six principles, that are : first, address learning targets or curriculum goals, provide efficient feedback on instructions, three use a variety of assessment procedure, insure that the assessment are valid, reliable, fair and useable, five keep record of assessment, and the last one is interpret or communicate the result of assessment meaningfully. Thank you.. you get the point?
Student 8	: How dani? any another question?
Student 10	: Okay.. I got it.. but, you said about the valid in your explanation.. what is it meaning? would you like to explain it? Please, thank you
Student 3	: Oh.. okay.. the fourth principle of assessment is insure that the assessment are valid, reliable, fair and useable.. the meaning of valid, here.. is reflects of purpose of the test reliability, use consistent on the result, fair free from basis, usability, practicability, coverage, convenience, and economical
Student 10	: Okay, thank you for answer my question, your answer is good, thank you
Student 3	: My pleasure, and I hope my answer can help you to be more understand. thank you
Student 8	: Okay.. question from jeni will be answered by adhelia pratiwi.. adhelia.. would you like to answer jeni's question?
Student 16	: Okay.. I will answer jeni's question about summative and formative.. formative usually done like quiz in the learning process, for example when the teacher is done in explaining a material already, then the teacher make a quiz.. that is called

formative.. while the summative is done when the teacher finished to explain all the materials, so the teacher do the final examination to decide students pass or not.. so that is summative

Student 8   : Class, do you have any responses, suggestions or addition for the answer?

Student 11   : Yes, I think jeni

Student 13   : Okay.. well.. adhelia said that the summative.. what we called that.. hmm.. the assessment is done in the last of learning process, like a final examination, UAS or UTS etc.. so I want to ask about.. hmm.. if the summative like that, so what the different from the summative and placement test?

Student 8   : All right.. I will answer the question.. formative and summative.. summative for mid term, and formative for final assessment.. for the part of placement test, pre-test..

Student 13   : Sorry.. how about the formative.. could you repeat again about the formative?

Student 8   : Well.. the formative for the final examination.. while the summative for..

Student 16   : Forgive me.. so, summative for determining like final examination, ujian nasional. But formative is in the middle of learning.. like test.. whlie post-test, pre-test is included in the types of test

Student 13   : Okay.. So the formative is included the part of type of test, isn't it?

Student 8	: Yes, right. It is include into the type of test.. but it is not include measurement, assessment, test and evaluation.. so it is include into type of test..
Student 3	: Yupp.. that is.. It is include type of test.. if we come to type of test, so we will talk about the progress test, diagnostic, etc, Jen
Student 13	: Yup. I got
Student 3	: So, it is just on the definition basically, not into the type, jen. Thank you
Student 13	: Okay.. I can understand from the answer of the group. Overall good. Thank you yaa
Student 8	: Okay.. thank you for question.. and next question answered by ade yunita.. ade, would you mind to answer it?
Student 15	: Okay.. I would like to answer your question.. the question is what the characteristics in assessment.. so.. in the explanation before the meaning is "penilaian dari suatu tes yang dijalani" there are four : first, objective, second reliable, third is multidimensional in structure, and the last one is value- laden..
	(student 15 gives long explanation)
	Hemm.. how anggita, enough.. did you get the point?
Student 1	: Okay.. enough.. thank you for your answer, it is very nice and clear, and easy to understand, thank you
Student 8	: Well, guys, I think all question in first section have been answered, totally. We will come to next section. In this section, unfortunately. Just for one question. So for all. Do you find other question from the material?

Student 13   : Yes, I found

Student 8   : Okay, we can give the chance for you to ask

Student 13   : Okay, thank you.. I would like to ask to you, so.. from your explanation, there are four.. one of them, is… what the name is.. the assessment, there is affective term and others.. there are affective included in the characteristics or principles.. sorry, in the principle.. yahh.. principle.. nah.. I would like to ask about, how to make assessment be more effective?

Student 8   : Sorry, could you explain it more, jen? please

Student 13   : Okay, How to make the learning process in the classrooms be more effective? Like that

Student 8   : So, for your question, the meaning of assessment word here is *"penilaian"*, so there is not something have to be more effective or not because it is part of the assessment, it is not part of measurement or test. But, it is ok, we can understand that. So, maybe the question will be more appropriate for the test field, not in assessment because assessment is, *"penilaian"* or *"penilaian akhir"* or the last step before do evaluation, ya. So the question will be more appropriate for the test field, not to the assessment

Student 13   : Oh, yeah.. I see that. Thank you

Student 8   ; Well, that is our presentation today. Thank you for your attention, and sorry for all our mistakes that happen in our discussion. Closing to our presentation. Assalamualaikum warahmatullahi wabarakatuh

All student   : Walaikumsalam warahmatullahi wabarakatuh

THE TRANSCRIPT OF STUDENTS DIALOGUE

CLASS 6B

Student 45 : Assalamualaikum warahmatullahi wabarakatuh

All students : Waalaikumsalam warahmatullahi wabarakatuh

Student 45 : Alhamdulillaahi robbil 'aalamiin, wassolaatu wassalaamu 'alaa asyrofil anbiyaa-i wal mursaliin, sayyidina muhammadin, wa'ala alihi wa'ashabihi aj'ma'iin, Amma ba'du.

First of all, let's pray and thank to our god Allah SWT, the lord of this world who has been giving us mercies and blessings that we cannot count so we can attend and gather in this unforgettable place in good condition and situation. Secondly, may sholawat and salam always be with our best prophet Muhammad SAW, who has guided us to know and do the right thing to live in this world namely Islam, the religion which guides mercy to all worlds.

So this is from the first group, the presentation about the speaking anxiety

Okay there, trisanto and fajri. The first speaker who,trisanto?

Student 47 : Fajri

Student 45 : Fajri Hariadi. Okay, lets us say Bismillahirrohmanirrohim to open this presentation.

All student : Bismilaahirrohmanirrohim

Student 45 : Okay, fajri please. Please, you can start read the material

Student 48 : Okay, assalamualaikum warahmatullahi wabarakatuh

All student : Walaikumsalam watahmatullahi wabarakatuh

Student 48	: Thank you. I would like to explain about speaking anxiety as a factor study of EFL
	(Student 48 gives explanation of discussion material)
	Thank you my friend for your good attention. Next, trisanto will continue explain the material, Trisanto, would you? please
Student 47	: Well, Thank you before that. I would like to explain about the chapter start from chapter 2 that is about literature review
	(Student 47 gives explanation of discussion material)
	Okay, those are our presentation. Thank you
Student 45	: Okay guys. That is result of the first group presentation. And then here we want to open the questions section. So who want to ask to first group? please rise your hand and your name
Student 44	: Would you like to ask to the first group? Audience
Student 45	: Yes nana
Student 43	: Okay, my name is nana. I would like to ask you about what big factor of anxiety. We know so many factor there is like in Indonesia, for example our education. I think there are big factor like social background, hmm
Student 45	: Your mean background education? Right
Student 43	: Yapp, Background education, sociality and environment. So many factor there are. What do you think in our campus/ college? So many student have this problem
Student 45	: Okay, you see the big factor there in our college. So you want they to explain about our campus?
Student 43	: Yeah, please. What they think

Student 44   : I got it. So, big factor in our campus that you see. So you want they to clarify that

Student 43   : Yes, right

Student 45   : And then. Other questions?

Student 44   : Others.. I think, zain want to ask a question

Student 45   : Yes, zain, please

Student 37   : Okay, so I would like to ask to this nice group. This is about anxiety right?

Student 47- 48 : Yes, this is. Anxiety

Student 37   : My question is simple. What is the different from stress and anxiety? Is that same between stress and anxiety or no?

Student 45   : Thank you. Others. Okay Sanda. You could ask to the group, please

Student 35   : Thank you before i. So, I would like to ask you. What is the consequent from the speaking anxiety for student and how the teacher find the solutions about it?

Student 32   : Yeah. I see. Good question sanda

Student 45   : Sorry, How late of me. I late to type your question, sanda. Could you repeat again your question? Please

Student 35   : Okay.. what is the consequent from the speaking anxiety for student? And how the teacher find the solutions about it?

Student 45   : Okay..

Student 44   : What about this section, for the question.. is it enough? We will continue to add more questions or stop now.

Student 45   : For the first section. Emm . I think just two questions

Student 44   : Yes, I think enough. Two questions

Student 45   : Just, two or three, fajri, trisanto? Enough?

Student 48   : I think enough, yahh

Student 47   : Yes, enough for this section

Student 47   : What is the question from sanda? Could you read again the question

Student 45   : The questions are : what is the consequent from the speaking anxiety for student? And how the teacher find the solutions about it?

Student 47   : Thank you..

Student 48   : Could I lend this question list?

Student 45   : Yes, I can lend you for this list (book)

Student 44   : May I try to answer the question?

Student 45   : Yes. You can

Student 44   : I would like to answer zain's question.. the question is: what is the different about stress and anxiety? Is that same between stress and anxiety or no?

If we discuss about stress and anxiety. It is totally different, because stress is the impact of anxiety self. As we know anxiety is where the person doubt. So, stress is something like mental illness or impact after we are having anxiety. For example where you are speaking, but you shy to speak, the stress will be appeared. And after your stress is appeared, your anxiety will be kept in your mind, so stress will consume you and after that you cannot speak english.. you will think about anxiety, anxiety, anxiety. When I speak, is wrong. When I speak, people will judge me when I wrong. When I speak the people

will say you are not good speaker. That makes stress in our mind. So the point is, stress is the impact of anxiety.

Student 45	: So, zain. Did you get the point from the answer?
Student 37	: Okay.. I get the point. So, the stress is the part of anxiety. Isn't it?
Student 44	: Yes.. that is right
Student 38	: Excuse me, the point is, stress is the effect that appeared when the person feel the anxiety when he/she speak
Student 44	: Good statement, that is the point
Student 37	: Stress is the impact of the anxiety.. yes.. I get the point..
Student 45	: Is that enough, zain?
Student 37	: Yes, I got the point.. enough.. thank you
Student 45	: Okay.. clear

I will read again the question from Sanda for you, the questions are what is the consequent from the speaking anxiety for student and how the teacher find the solutions about it?

Student 47   : Yes. I will answer for sanda. Before that, I have to make some clues to answer it correctly

(while student 47 is writing some clues to answer sanda's question, student 44 and student 43 do a converstation) that is:

Student 43	: I think, your argument is so clear.
Student 44	: Oh thank you. But I think my answer is not good enough, maybe others have better answer

Student 45	: Okay. Next question from sanda monica will answer from trisanto. Trisanto, do you finish write the clues? would you like to answer the question, now?
Student 47	: Okay.. we can read again our presentation.. we back to effect of anxiety on motivation.. anxiety can effect to student motivation to speak in front of all people or student can't to speaking well in publick speaking or when the student want to talk. And I think anxiety can make student silent because he worried to talk something and he worried about pronounciation, grammar and the other. So, the consequency from the anxiety, that is student always silent on the classroom.
Student 35	: Could you repeat again? Please
Student 47	: Okay.. the consequence from the anxiety for the student, that is student always silent in the classroom, because student has worried to speak english and worried about when he speak.. he is wrong about pronounciation
Student 35	: Okay…. I got it.. so.. how…?? Trik…. How about the many phenomena.. and.. how the teacher give the motivation.. motivation.. for person.. motivation for the student in classroom.. if the student always like shy, silent in classroom.. so, how the teacher give the motivation from her study in classroom. What your opinion?
Student 48	: Okay.. what the motivation have to teacher give to the student was silent speaking english..or speaking anxiety. I think is simple. the teacher have to give appreciation for student if the student break to speaking english in front of their class. The teacher have to appreciate or give something if the student break to speaking. The Teacher always give support.

Student 35	: Yes, I get the point. I agree with it, thank you for your idea, guys
Student 48	: Okay, It is clear ya
Student 35	: Yes, enough
Student 45	: Sanda, enough? Or any more question?
Student 35	: Yes.. enough
Student 45	: The last question from nana.. fajri??
Student 48	: Oh I'm sorry. I have not got specific point about nana's question
Student 45	: Why it is not clear? Okay, the points are
	First, Nana want you to explain about the speaking ability of student in our campus.. then, she want you to give explanation about the big factor of speaking anxiety in Indonesia, especially in our campus
Student 48	: Okay, thank you
Student 45	: Okay.. emm.. question from nana will answer trisanto and fajri.. trisanto will answer first is about what the big factor.. and from fajri will answer about what do you think about the speaking in our campus..
Student 43	: All right
Student 47	: Yes.. I think the big factor the student anxiety in our campus.. the student wrong in pronounciation.. in the english department the student always silent and can't talk in team.. but we have english zone, but the student still can't to speak english, but speak from local dialect or other language not use english language in our english department..
Student 43	: Before I give u question. I mention a big factor like about education background.. what do think? What your opinion about that?

Student 47   : I think about the background education that is very lmportant because so many student went from the background, I think from some school when the student can't to speak in from all people. I think when the school teacher is so hard to increase the student skill or speaking ability.. like the in SMAN 1 curup, has english community.. so, student from SMAN 1 Curup has ability about speaking.. and I think different from senior high school on curup and the other when the school don't have about english community

Student 43   : I disagree about your opinion because why in Indonesia speaking or english education, I think is low.. you cannot, in primary school english is not from our curriculum.. what do you think about that, we can't.. emm.. what we called that.. have ability..but, the government ignore that.. what do you think?

Student 47   : Okay nana. .I think that is right because I agree about what you think that is related to the lesson of english language because so many people in Indonesia from sabang to marauke the student live Indonesia but so many student can't to speak Indonesian well. I don't know what.. I think about so many factor from student but we government just want to show to the world, people Indonesia can speak Indonesia well.. so I agree about that and about english in lesson junior high school and senior high school is very good because we have time to learn english from the school and the second from the course, and the third from the community and the other.. so, when we talk about we can't to speak english or we can't to learn english that is not impossible, just we want to learn language or not. Any others question?

Student 43   : Okay.. in my opinion if we want be a great country you can make two language be a great your country life english language and

Indonesia language.. can.. what we called that.. because Indonesia is so important for your nationality and english so important for globalization in era modern

Student 47   : Hemm.. Yeah, good argument

Student 45   : Nana, that is enough?

Student 43   : Yes enough..

Student 45   : Clear?

Student 43   : Clear

Student 45   : Okay, thank you..emm..will we go to section two? Group

Student 47-48   : Section two?

Student 45   : Yaa..

Student 44   : Go to section two.. only two question

Student 45   : Only two question?

Student 44   : Yaa, two

Student 47   : Yes, two question, because the situation

Student 45   : Okay.. Okay guys now open the section two.. second two I mean. Any question? Joko?

Student 31   : No, I think overall is good. So maybe the other want to ask

Student 45   : Okay, ratih..

Student 44   : Ratih.. I think before, you are really active in your group. Maybe you want to give question to our presentation

Student 42   : Yeah.. it is true.. she is really active in their group

Student 45   : Well.. how ratih?

Student 38   : Okay, thanks. Based on your research. It means your research there is previous study. Could you talk us about the previous study? and explain it more?, thank you

Student 47   : Previous study?

Student 38   : Yes the previous study

Student 45   : Okay, for ratih's question. Trik, would you like to explain it?

Student 47   : Previous study?

Student 45   : Fajri… you can read this to answer ratih's question. *(the moderator is showing material in the slide on trisanto's laptop for answering ratih's question)*

Student 48   : Well, I will explain it. Wait a few minutes

Student 47   : Ratih.. excuse me. What is the question? Sorry, I have not clearly understand what you want us to explain. I'm still confused

Student 38   : Why it make you confused? Which part?

Okay.. in youe research there is previous study. So please tell us about it, more. I mean, about the result of previous study

Student 47   : Oh okay.. the result.. I see that, now

Student 48   : Ratih, Actually I have explained about the previous study.. the first from Natades show that there was significance relationship between anxiety press by student and their speaking ability from Natades

Student 47   : Wait, fajri.. she wants us to explain the result of the previous study..

Student 44   : Okay.. what I catch from the slide.. the result is the student anxiety will be appeared for the first they don't have much thing to speak… that is the first, the second is the student anxiety is the worst thing when we want to speak because as english foreign language when we

get speak as well, the people around us will judge we are as a good speaker, the third is the student, the speaking anxiety I mean speaking anxiety is something for student who cannot speaking is well.. I found it.. three results.. so from my description

Student 45   : How ratih, Enough?

Student 38   : Yes, enough

Student 45   : It is clear ya

Student 38   : Yes clear, thank you
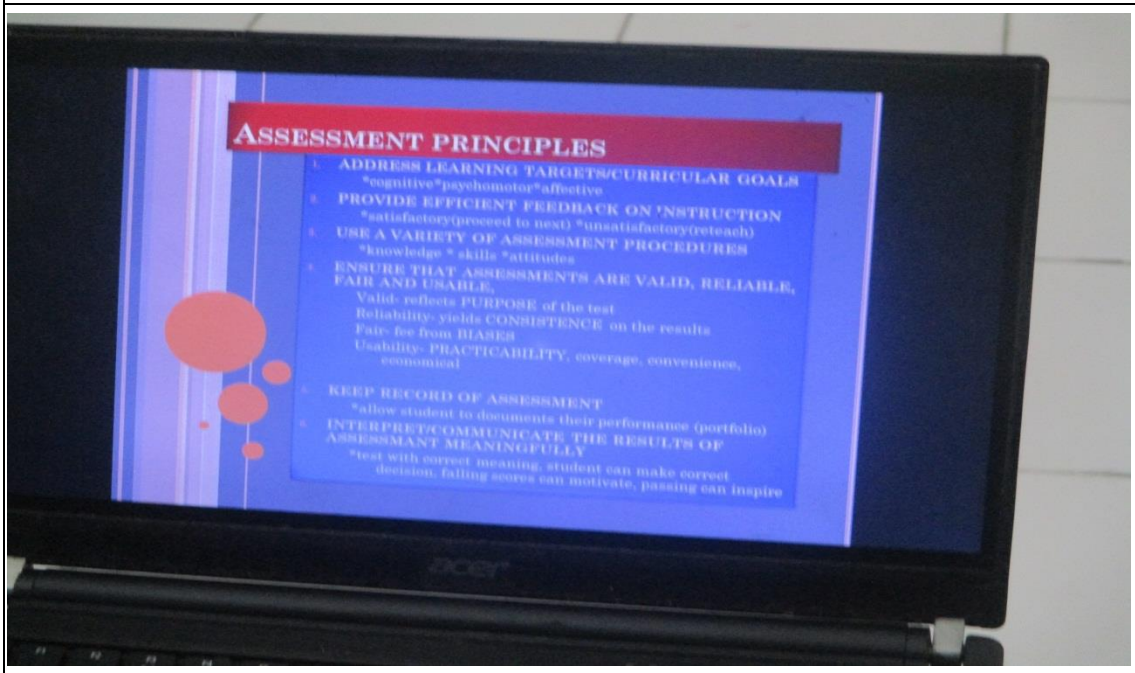
Student 45   : How about nana. Do you have addition?

Student 43   : No, I think enough, thank you

Student 45   : Right.. that is our discussion today.. thank you for attention, we want to say sorry for many mistakes along discussion and I say assalamualaikum warahmatullahi wabarakatuh

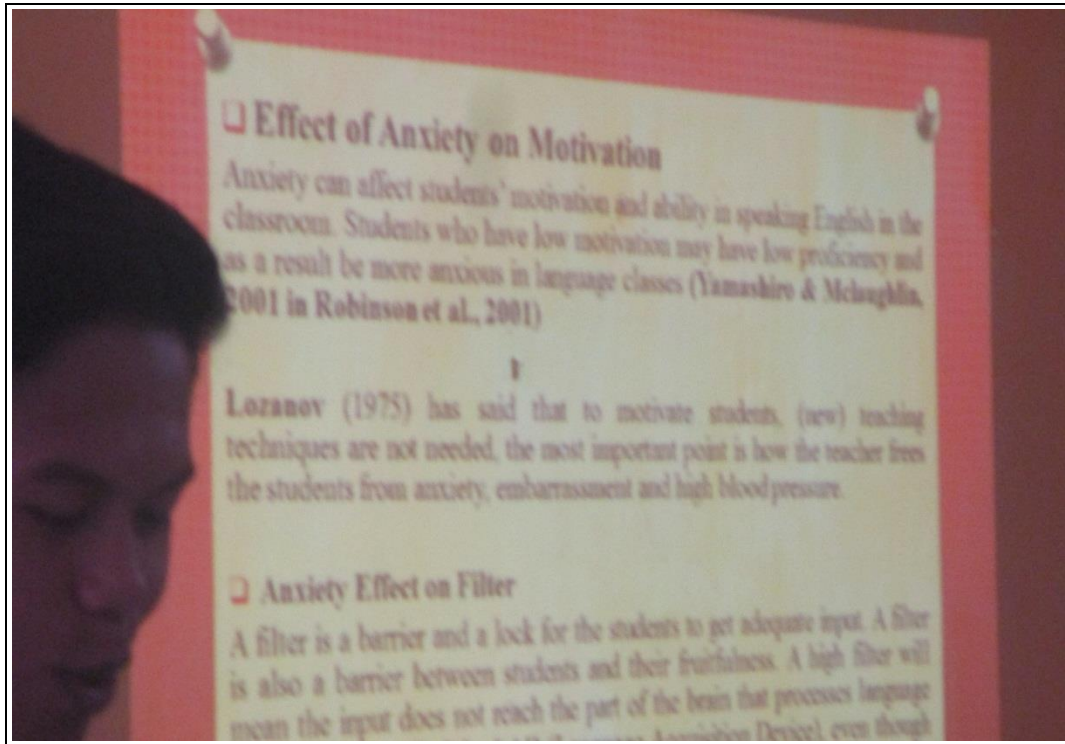All student   : Walaikumsalam warahmatullahi wabarakatuh

DOCUMENTATION

1. The activities in classroom discussion, Class 6A.

2. The activities in classroom discussion, Class 6B.

Effect of Anxiety on Motivation

Anxiety can affect students' motivation and ability in speaking English in the classroom. Students who have low motivation may have low proficiency and as a result be more anxious in language classes (Yamashiro & Mclaughlin, 2001 in Robinson et al., 2001)

Lozanov (1975) has said that to motivate students, (new) teaching techniques are not needed, the most important point is how the teacher frees the students from anxiety, embarrassment and high blood pressure.

Anxiety Effect on Filter

A filter is a barrier and a lock for the students to get adequate input. A filter is also a barrier between students and their fruitfulness. A high filter will mean the input does not reach the part of the brain that processes language

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
Nomor : 12 /In.34/FT/PP.00.9/03/2019
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan

Pertama	: 1.	Jumatul Hidayah, M.Pd	19791225 200912 2 002
	2.	Sarwo Edy, M.Pd	20011038702

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

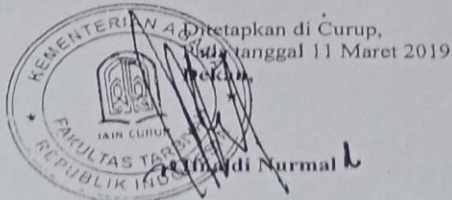|		
N A M A	:	**Noprian Abdi Kusuma**
N I M	:	**12552042**
JUDUL SKRIPSI	:	**An Analysis Of Principles Used By Student Of English Department In Classrooms Discussion.** **(A Study For The Sixth Semester Students In IAIN Curup)**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
tanggal 11 Maret 2019

Dr. Ifnaldi Nurmal

Tembusan : Disampaikan Yth ;
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

Nomor	: 731 /In.34/FT/PP.00.9/06/2019	5 April 2019
Lampiran	: Proposal Dan Instrumen	
Hal	: **Permohonan Izin Penelitian**	

Yth. **Rektor IAIN Curup**
     Kab. Rejang Lebong

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama	:	Noprian Abdi Kusuma
NIM	:	12552042
Fakultas / Prodi	:	Tarbiyah / Pendidikan Bahasa Inggris (PBI)
Judul Skripsi	:	An Analysis Of Principles Used By Student Of English Department In Classrooms Discussion.
		(A Study For The Sixth Semester Students In IAIN Curup)
Waktu Penelitian	:	5 April 2019 s.d 5 Juli 2019
Tempat Penelitian	:	IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

An. Dekan
Wakil Dekan I,

Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1 004

Tembusan : Disampaikan Yth ;
1. Rektor
2. Warek I
3. Ka. Biro AUAK

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : NOPRIAN ABDI KUSUMA
NIM : 1255 2042
FAKULTAS/JURUSAN : TARBIYAH
PEMBIMBING I : JUMATUL HIDAYAH, M.Pd
PEMBIMBING II : SARWO EDI, S.Pd.I, M.Pd
JUDUL SKRIPSI : An Analysis of Politeness Principles Used by Students of English Department in Classroom Discussion (A Study Conducted to the Sixth Semester Students of IAIN Curup in the Academic Year of 2018/2019)

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di-harapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : NOPRIAN ABDI KUSUMA
NIM : 1255 2042
FAKULTAS/JURUSAN : TARBIYAH
PEMBIMBING I : JUMATUL HIDAYAH, M.Pd.
PEMBIMBING II : SARWO EDI, S.Pd, M.Pd
JUDUL SKRIPSI : An Analysis of Politeness Principles Used by Students of English Department in Classroom Discussion (A Study Conducted to the sixth Semester Students of IAIN Curup in the Academic Year of 2018/2019)

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Pembimbing II.

JUMATUL HIDAYAH, M.Pd
NIP. 19780224 200212 2 002

SARWO EDI, S.Pd.I, M.Pd
NIP. 1608 01008 2016

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	02 April 2019	Perbaikan Chapter 1,2,3.		
2	16 April 2019	Penambahan Teori-Teori di Chapter 2.		
3	23 April 2019	Perbaikan Chapter 3.		
4	25 April 2019	Konsultasi Pembuatan Instrumen pada observation dan Interview.		
5	18 Juni 2019	Konsultasi Chapter 4 Bagian Findings untuk cara Penyajian dan Pelaporan Data.		
6	25 Juni 2019	Perbaikan dan Finishing Chapter 4 Bagian Findings.		
7	28 Juni 2019	Konsultasi Chapter 4 bagian Discussion untuk cara penyajian dan Pelaporan data.		
8	03 Juli 2019	Perbaikan dan Penambahan Chapter 5 Bagian Conclusion.		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	09 April 2019	Memperjelas Tujuan penelitian.		
2	30 April 2019	Menambahkan dan Memperjelas Technique of collecting Data.		
3	07 Mei 2019	Finishing Chapter 1,2,3 (Proofreading)Perbaikan Kata-kata dan Grammar.		
4	28 Mei 2019	Konsultasi Transcribing Data Video Recorded.		
5	11 Juni 2019	Konsultasi Blueprint data of Research.		
6	14 Juni 2019	Konsultasi Pembuatan dan Penyusunan Tema data (coding of the Data).		
7	02 Juli 2019	Perbaikan dan Finishing Chapter 4 Bagian Discussion (proofreading/perbaikan Kata-kata dan Grammar).		
8	05 Juli 2019	Perbaikan Abstract dan Perbaikan List of Tables.		