THE USE OF POLITENESS PRINCIPLES ON TEACHERS’ TALKS AT INTERNATIONAL CLASS PROGRAM IAIN SALATIGA IN THE ACADEMIC YEAR 2015/2016

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Study (IAIN) Salatiga

By:
ALFIATU ROHMAH
113 12 040

ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDY (IAIN) SALATIGA
2017
DECLARATIONS

Bismillahirrahmanirrahim

In the Name of Allah the Most Gracious and the Most Merciful

Hereby the writer declares that this graduating paper is made by the writer herself and it is not containing materials written and has been published by other people and other people’s idea except the information from the references.

The writer is capable to account her graduating paper if in the future it can be proved of containing other’s idea or in fact, the writer imitates the other’s graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, September 27th 2017

Affiatu Rohmah
113 12 040
Salatiga, September 27th 2017

Faizal Risdianto, M. Hum
The Lecturer of English and Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR NOTES
Case: Alfiatu Rohmah’s Graduating Paper

Dear:
Dean of Teacher Training and Education

Assalamualaikum Wr. Wb.

After reading and correcting Alfiatu Rohmah’s Graduating Paper entitled "THE USE OF POLITENESS PRINCIPLE ON TEACHER TALK AT INTERNATIONAL CLASS PROGRAM (A Study in Teacher Training and English Education of International Class Program of IAIN Salatiga in the Academic Year 2015/2016)"

I have decided and would like to propose that if it could be accepted by educational faculty. I hope it would be examined as soon as possible.

Wassalamualaikum Wr. Wb.

Counsellor,

Faizal Risdianto, M. Hum
NIP : 19780917 2008 011010
GRADUATING PAPER

THE USE OF POLITESS PRINCIPLES ON TEACHERS' TALKS AT INTERNATIONAL CLASS PROGRAM (A Study in English Education and Teacher Training of International Class Program of IAIN Salatiga in the Academic Year 2015/2016)

WRITTEN BY:
ALFIATU ROHMAH

NIM: 113 12 040

Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on September 17th, 2017 and hereby to completely fulfill the requirement of the Degree of Sarjana Pendidikan (S.Pd) in English and Education Department.

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Head : Sari Fumolansih, S.Pd.I., M.A.
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Salatiga, September 27th 2017
Dean of Teacher Training and Education Faculty
MOTTO

ANYONE FROM ANYWHERE CAN DO ANYTHING

-Tyler
DEDICATION

This graduating paper is dedicated to:

1. My God the Almighty
2. My dearest mother and father (Zumrotun Umiyannah and Puji), who teach me to love Allah SWT and knowledge, thank for your sacrifices.
3. My dearest brothers (Muhammad Ni’am Bisri, Muhammad Febrian Khairul Annas and Ahmad Wildan Aufa Rizal), thankful for your motivation, kindness, and love.
4. M. Ibnu Sahal as my partner in every situation.
5. Kh. Mahfudz Ridwan as the caretaker of Edi Mancoro Boarding School Semarang Regency and his families.
6. My dearest Brother and sister in Salatiga (Mbak Imma, Mas Dedi and Mbak Tyas)
7. My dearest Iis Sholichah, who relieving my tired by your innocent cuteness.
8. All of my family in Salatiga
9. All lectures of English Department of Educational Faculty
10. All of my friends in English Department ’12
11. My beloved friends (Siti Muasyaroh, Chusnul Wardati, and Naily Iffatul Maula), thank for your support.
12. All of Santri Edi Mancoro Boarding School Semarang Regency.
13. Twenty One Pilots, especially Tyler Joseph who always give me inspiration.
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8. Thank also to all sides that help me, it is impossible for me to mention one by one here, for the help, suggestion and guidance.

Also we have effort as maximum as possible in finishing this graduating paper, but the writer believes that there is many lack in this. Therefore, the writer hopes the critique and suggestion for the completion of this graduating paper is able to give the function for the writer, the readers, and the further researchers.

Wassalamu’alaihukum Wr. Wbx.

Salatiga, September 27th 2017

The Writer

Alfiatu Rohmah
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ABSTRACT

Counselor: Faizal Risdianto, M. Hum.

The present study investigates the politeness principle used by teachers toward teacher’s talk. The aims are to know what the kinds and the reasons of politeness principle that used by English teachers. This was descriptive qualitative study. The data was collected form recorded and then transcribed of teacher’s talk during English teaching learning process. It was found three types of politeness principle. They are tact maxim, approbation maxim and agreement maxim. Three types of politeness principle are identified with different range occurrences tact maxim appears for 22 times out of 42 or 52.30% of all the maxims listed and this is the most dominant maxim that used by the teacher in class, then approbation maxim appears for 15 times or 35.70%. The other types of maxim with least percentage of infrequently used by the teacher is agreement maxim that appears 21.40% . The reasons why tact maxim of politeness principle is most often appeared than other because the teacher more often use maxim that show ordering, requesting, commanding, advising and recommending applicable in illocutinary functions classified as “impossitive”. Another reason is the teacher should pay attention about how to speak in polite communication to makes a good social relation and more closely with their students.

Keywords: Politeness Principle, Teacher Talks.
CHAPTER I
INTRODUCTION

A. Background of the Study

In Indonesia, English is a foreign language. Although it is taught from kindergarten level and has become one of the important subjects as schools, it is not used as communication language in Indonesia. Therefore, in general the learner is limited to use English only in the classroom. In other word, students cannot use English to communicate with their surrounding outside the classroom.

For Foreign language learners, they are frequently exposed to the target language in the classroom. Language used by the teacher for instruction in the classroom is known as teacher talk (TT). Longman Dictionary of Language Teaching and Applied Linguistics defines teacher talk as “that variety of language sometimes used by teacher when they are in the process of teaching”.

We can see that teacher talks are a special communicative activity. Its goal is to communicate with students and develops students’ foreign language proficiency. In this way, learners practice the language by responding to what their teacher says. In the interaction learners tries to understand the intended meaning of the word said by their teacher and relates it with the context of situation. For explaining this communicative behavior we can start by pragmatic point. Learning pragmatics is
considered to be important in daily communication. One important aspect of pragmatic competence is politeness. It might because by its close relation to human’s interaction. Politeness to be communicated, and the absence of communicated politeness may, be taken as absence of the polite attitude (Brown & Levinson, 1987: 5)

Politeness is often seen as a deviation from efficiency in conversation. That is, human beings are rational agents and will usually choose the most efficient means to an end. In language, we often avoid the most efficient form. Rather than saying “shut the door” we might say things like “would you mind shutting the door please”. Based on Yule (1996: 60) as cited in Wuri (2015: 8) Politeness is a concept of polite social behavior in a particular culture. It can be shown by showing good manners towards other.

In communication there is a linguistic politeness phenomena: a common principle of politeness which is evident in common linguistic behavior patterns in the performance of polite speech acts such as requests, offers, compliments, apologies, thanks, and responses to these. The once popular “principle of politeness” can be described in terms of “universal maxim” such as listed in maxim of politeness by Leech; Tact Maxim (in impositives and commissives), Generosity Maxim (in impositives and commissives), Approbation Maxim (in expressives and assertives), Modesty Maxim (in expressives and assertives), Agreement Maxim (in assertives), Sympathy Maxim (in assertives)
This paper aims at investigating the politeness principle used by EFL learners in terms of interaction between English learner and English teacher. The aim of the study is to find the types of politeness principle when students and teacher share the foreign language and the most dominant of a maxim used in the classroom. Thus, the researcher will study the topic of this graduating paper under the title “THE USE OF POLITENESS PRINCIPLES ON TEACHERS TALKS AT INTERNATIONAL CLASS PROGRAM (A Study in Teacher Training and English Education of International Class Program IAIN Salatiga in the Academic Year 2015/2016)”

B. Problems of the Study

Based on the research background, the writer formulates some problems statements as follows:

1. What are the types of Politeness principle used by teachers in Teacher Training and English Education of International Class Program IAIN Salatiga in the academic year of 2015/2016?

2. What is the most dominant kind of politeness principle used by teachers in Teacher Training and English Education of International Class Program IAIN Salatiga in the academic year of 2015/2016?
C. Limitation of the Study

In this research the researcher only take the data which deal with politeness principles used by the teacher in Teacher Training and English Education of International Class Program of IAIN Salatiga, into which the kind of politeness principles fit and reasons why the teacher like to produce kinds of politeness principles in the classroom setting.

D. Benefit of the Study

The writer expects that the result of this study can give contribution for academic field and practical field.

1. Theoretical Benefit
   a. This research gives additional academic reference about the politeness principle.
   b. This research gives more information for further researches dealing with the politeness principle.

2. Practical Benefit
   a. The result of this research can enrich the readers knowledge about information of variations of the politeness principle especially maxims of politeness.
   b. The result of this study can help people to realize that the politeness principle have impact in learning process.
E. Definition of key terms

To avoid misinterpretation and make easy to understand this research title, the writer would like to clarify and explain the terms used in this study as follows:

1. Pragmatics

   Pragmatics is the study of the relationships between linguistic forms and the users of those forms” (Yule 1996: 4). It means that this subject is related too human being and context situation. Learning pragmatics might ease people in communication, because people are able to know the intended meaning of somebody else’s utterance including the context.

2. Politeness Principles

   In the book Principles of pragmatics published in 1983 : 84, Leech defines politeness principles consists of maximizing the politeness of polite illocutions (which includes taking opportunities for performing polite illocutions in situations where no speech may be otherwise called for).

3. English Classroom

   Based on Nunan (2009 : 15) as cited in Nurul Amarotiz (2016 : 4) “Classroom is place in which teachers and learners are gathered together for instructional purpose. It means that English classroom can be defined as the gathering, for given period of time, of two or more
persons (one of whom generally assumes the role of instructor) for the purpose of English language learning”

4. Teacher Talk

Teaching is a social context where communication is very important. The dialogue that takes place between a teacher and pupils in a class forms the basis of the educational process and serve as a foundation for teaching-learning in society. Based on Richards (1985: 289) as cited in Sarah (2004: 8) The variety of language sometimes used by teachers when they are in process of teaching.

5. Speech act

To communicate is to express a certain attitude, and the type of speech act being performed to the type of attitude being expressed. As an act of communication, a speech act succeeds if the audience identifies, in accordance with the speaker’s intention, the attitude being expressed. Yule (1996: 47) defines speech acts as an action performed by use of utterance to communicate.

F. Research Paper Organization

The graduating paper is composed into systematically five chapters.

The organization of this research paper is as follow is:

Chapter I is introduction. It consists of the background of problem, problem of the study, limitation of the study, benefit of the study, definition of key terms, method of the study, and research paper organization.
Chapter II is theoretical framework. It elaborates review of previous study, the theories of pragmatics, teacher talks, politeness principles and maxims of politeness.

Chapter III is research method. Consist of type of research, sources of data, method of collecting data, data analysis technique, and data presentation.

Chapter IV is data analysis and discussion of the finding. It is present data analysis of politeness principles on teacher talk at International Class Program.

Chapter V draws conclusion and suggestion. Conclusion deals with the answer of the problem statement and the other findings. This chapter related to some suggestion for other research and reader.

The last part is bibliography
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, the writer is going to make attempts to explain about review of previous study, definitions and theories related to the kinds of object that the researcher viewpoint toward the phenomena being observed. The supporting theories will help to solve the research problem.

A. Review of Previous Study

The studies of politeness were done by some researchers: some of them are as follow:

The first research was conducted by Tinatin Kurdghelashvili (2015: 306-309) entitled “Speech Acts and Politeness Strategies in an EFL Classroom in Georgia” she has explored the students’ and the teachers’ practice of politeness strategies and speech acts of apology, thanking, request, compliment/encouragement, command, agreeing, disagreeing, agreeing and code switching. The research method includes observation as well as a questionnaire. The analysis is based on Searle’s Speech Act Theory and Brown and Levinson’s politeness strategies. The findings show that the students have certain knowledge regarding politeness yet they fail to apply them in English communication. In addition, most of the speech acts from the classroom interaction are used by the teachers and not the students.
The second research was conducted by Maria Christiani (2015: 1-98) entitled “The Use of Politeness Strategies When Implicating a Third Person: A Case study of Indonesian Au Pairs in the Netherland” she has investigated the politeness strategies in which a third person addressee is implicated in the utterances, especially in a sociolinguistic interview. This study looks at how Indonesian au pairs employ politeness strategies when interviewed regarding their perception of their host parents and when they talk about the host parents. The data was collected from interviewing two Indonesian au pairs who have stayed in Netherlands for least four month. The finding show that the au pairs use not only independence strategies, but also involvement strategies. Both of the politeness strategies are employed when implicating the host parent in different ways. It is concluded that the au pairs complex politeness strategies when responding to questions in a semi-structured sociolinguistic interview and their choice of strategy appears to be directly contingent on the context given and individual situational relationship.

The third research was conducted by Senowarsito (2013: 82-96) entitled “Politeness Strategies in Teacher-Student interaction in an EFL Classroom Context” he has identified politeness strategies in a senior high school. The data were video-recorded from two different classroom setting where English is the object and the medium of teaching learning process. The analysis is based on Brown-Levinson’s politeness strategies. The result shows that teacher and students basically employed positive, negative and bald on record strategies. Teacher and students’ perception on social distance, the age
different, institutional setting, power, and the limitation of the linguistic ability of the students has contributed to the different choices of politeness strategies. The student tends to use some interpersonal function markers. Linguistics expressions that are used in classroom interaction are addressing, encouraging, thanking, apologizing, and leave-taking.

The fourth research was conducted by Budiati (2012: 51-61) entitled “Politeness Maxim in the film Laskar Pelangi”. There is a different politeness concept in one place to others. It may be influenced by the culture. Being polite or impolite is also determined by the four factors; power, range, distance and familiarity. The once popular “principle of politeness” can be described in terms of “universal maxim” such as listed in maxim of politeness by Leech; Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, Sympathy Maxim. In “Laskar Pelangi” the movie, it was found some maxims with Indonesian cultural background for its politeness.

From those previous studies, the most similar research belongs to Senowarsito (2013) who also observes Politeness in Classroom context. Then, it is different from this research. In addition, the similarities among this research and other previous studies are they have the same purpose to analysis the types of Politeness used and to find out the reason for choosing the strategies. Then, the difference is no one of the previous research that purposed to contrast the politeness used in the language phenomena.
B. Pragmatics

Pragmatics is a branch of linguistics studying of the aspects of meaning and language use that are dependent on the speaker, the addressee and other features of the context of utterance. Based on Leech (1983: 6) pragmatics is defined relative to a speaker or user of the language.

According to Yule (1996: 4), “Pragmatics is the study of the relationship between linguistic forms and the users of those forms”. It means that this subject is related to human being and context situation. Learning pragmatics might ease people in communication, because people are able to know the intended meaning of somebody else’s utterance including the context.

Pragmatics is related to human interaction. In his/her interaction with others, he/she has to pay attention the social and culture background. Sometimes she or he has to respect each other in order to make good interaction. To respect other people everyone has to consider politeness. Therefore, politeness becomes ones of the units to study in pragmatics.

C. Teacher Talk

Based on Nunan (1991) as cited in Ma Xiao Yan (2006: 11) “teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes acquisition. It is important for the organization and management of the classroom because it is through the language that teacher
either succeed or fail in implementing their teacher plans. In terms of acquisition, teacher talks is important because it is probably the major source of comprehensible target language input the learner is likely to receive”.

Teacher has a vital role in learning process to give an input to students. According to Krashen, the right level of input is attained automatically when interlocutor success in making themselves understood in communication (Rod, 2003: 47)

D. Speech act

There are two kind of speech act, direct speech act and indirect speech act. Srinarawat, (2005) as quoted by Hanaa (2009: 36) In the direct speech act, the speaker uses a sentence whose meaning explicity provides the hearer with the content of the intended act. Indirectness, on the other hand, refers to the speech act in which the expressed meaning of an utterance does not match the speaker’s implied or intended meaning. An indirect speech act requires the speaker’s and the hearer’s shared background information and the ability to make inferences on listener’s part.

Leech (1983: 199) provides a scale on which a continuum of directness can be justified. Indirectness is linked to politeness; the more indirect the speech act is, the higher the politeness is. Leech emphasizez the relationship between directness and politeness in offers. He claims that Tact Maxim applies to directives and commissives. With directives, we lessen the impositive illocutionary force by minimizing the cost to the hearer. In offers,
however, the scale of politeness is reserved. That is, the imperative which does not give the hearer chance to say “no” is positively polite. In this respect, direct offers are more polite than the indirect ones. For example: Have another sandwich is more polite than would you mind having another sandwich? Because the latter suggests that the hearer would do the speaker a favor by accepting eating the sandwich. So many sandwiches are “stale inedible, or poisoned.”

E. Politeness Principles

People usually communicate their ideas through conversation. A conversation is communication between multiple people which consist of speaker and hearer or addressee. Speaker is person who speaks particular words. Hearer is person who hears the word spoken by the speaker. Addressee is person to whom the words addressee. In a conversation, an addressee must be the hearer too, but a hearer is not always as addressee. It depends on the amount of people involved in the conversation. In having conversation, people are advisable to be careful in using strategy in order to maintain the communication. They also must be aware of politeness strategy to make their communication more acceptable by the others. According to Holmes (2001: 267) said “Being polite is a complicated business in any language. It is difficult to learn because it involves understanding not just the language, but also the social and cultural values of the community”. Based on Lakoff (1973) as cited in Hanaa (2009: 37) Lakoff proposes three rules for politeness: (a)
Don not impose (b) Give options (c) Make the hearer feel good/be friendly. In the politeness model of Brown and Levinson (1987: 74) as cited on Budi (2010: 157) there are three scales to determine the high and low of politeness level for utterance; contextually, socially and culturally.

According to Leech (1983: 80), states that the politeness principle can be seen not just as another principle to be added to the cooperative principle, but as necessary complement, which rescues the cooperative principle from serious trouble. He lists six maxims in politeness principle: tact, generosity, approbation, modesty, agreement, and sympathy.

F. Maxims of Politeness

According to Leech (1983: 105) each maxim have the specific criteria, the maxims are:

1. Tact Maxim (in impositives and commissives)

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 illocutinary 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.
The tact maxim focuses more on the hearer/recipient.

The tact maxim criteria are:

a. Minimize cost to other

b. Maximize benefit to other

Example:

You know, I really do think you to sell that car. Its costing more and more money in repairs and it uses up far too much fuel.

The tact maxim is adhered to by speaker minimizing the cost to addressee by using two discourse markers, one to appeal to solidarity, you know, and the other as a modifying hedge, really, one attitudinal predicate, I do think, and one modal verb. On the other hand, the speaker maximizes the benefit to the addresses in the second part of the turn by indicating that she/he saves a lot of time and money by selling the car.

Samples answer the phone! (Impolite)

2. Generosity Maxim (in impositives and commissives)

Minimize benefit to self: maximize cost to self
The generosity maxim involves minimizing the benefit and maximizing the cost to self. Generosity maxim only applicable in impossitive and commisive.

Generosity maxim focuses more on the speaker/sender.

The generosity maxim criteria are:
a. Minimize benefit to self
b. Maximize cost to self

Example:
(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)

The offer (2) and invitation (3) are presumed to be polite for two reasons: firstly, because they imply benefit to other, and secondly less crucially, because they imply cost to self. And in (1) and (5) the relation between self and other on both scales is reversed. Benefit to other but does not imply any cost to self apart from the verbal effort to giving the advice itself.

3. Approbation Maxim (in expressives and assertives)
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.

The approbation maxim criteria are:

a. Minimize dispraise of other

b. Maximize praise of other

The example (1) and (2) will serve to illustrate the illocutionary functions of thanking and complaining, in which the speaker maximize praise of the addressee in (1) and minimize dispraise in (2):

(1) Dear aunt Marry, I want to thank you so much for the Christmas present this year. It was so very thoughtful of you.

(2) I wonder if you could keep the noise from your Saturday parties down a bit. I’m finding it very hard to get enough sleep over the weekends.

(3) Your food is not delicious
In (3) a fall of the approbation maxim, because speaker say unpleasant thing to hearer.

4. Modesty Maxim (in expressives and assertives)

The modesty maxim involves minimizing praise and maximizing praise 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

a. Minimize praise of self
b. Maximize dispraise of self

For example:

(1) A : they were so kind to us
    B : yes, they were, weren’t they?

(2) A : you were so kind to us (impolite)
    B : yes, I was, wasn’t I?

As (1) shows, it is felicitous to agree with another’s commendation except when it is commendation of on self. But (2) fault maxim of modesty, it is to commit the social transgression of boasting.
5. Agreement Maxim (in assertives)

The agreement maxim involves minimizing disagreement and maximizing agreement between self and other. The agreement maxim is only applicable in assertive.

Agreement maxim seeks agreement and avoid disagreement.

The agreement maxim criteria are:

a. Minimize disagreement between self and other
b. Maximize agreement between self and other

For example:

(1) A: a referendum will satisfy everybody
   B: yes, definitely

(2) A: it was an interesting exhibition, wasn’t it?
   B: No, it was very uninteresting.

As (1) shows, it is agreement maxim because agreement was happened between self and other, in (2) partial disagreement happened so agreement maxim was fault it is often preferable to complete disagreement.

6. Sympathy Maxim (in assertives)
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:

a. Minimize antipathy between self and other
b. Maximize sympathy between self and other

For example:

(1) I’m was sorry to hear about your father
(2) I’m was sorry to hear your father’s death (impolite)

Can be interpreted that (1) as a condolence, an expression of sympathy for misfortune, and it might be preferable to say, instead of (2).
CHAPTER III
RESEARCH METHOD AND DATA PRESENTATION

This chapter consists of type of research, data and sources of data research instruments, and research procedures. Type of research explains about what kind of research which is conducted. Meanwhile, data and sources of data mention the form of the data and from what sources the data are taken. Research instruments used to conduct this research. The technique used to collect the data and the data analyses are explained in research procedure.

A. Type of Research

This research applies a descriptive qualitative research method. Qualitative research is of specific relevance to the study of social relations, due to the fact of the pluralization of life worlds (Feldmans, 2009: 12). Moreover, by using descriptive method Creswell (2009: 61) says that Qualitative inquiries use theory in their studies in several ways it is used as
a broad explanation for behavior and attitudes, and it may be with variables, constructs, and hypothesis.

Furthermore, by using descriptive qualitative method in this research the writer explains her idea, opinion, argument and analysis concerning the topic specifically.

B. Sources of the Data

The data in this research are taken from International Class Program IAIN Salatiga in academic year 2015/2016. The data are the whole utterance spoken by teacher as in the classroom. Then, the samples of this research are the utterances of the teacher which indicate politeness principle.

Further, the data are derived from the respondents by collecting information using recording.

C. Method of Collecting data

The writer used qualitative method to collecting the data, there are :

1. Qualitative Observation

Qualitative researchers tend to collect data in the field at the site where participant experience the issue or problem under study. In qualitative observation, the researcher took field notes on the behavior and activities of individuals at the research site. The researcher records activities at the research site. Qualitative observers may also engage in
roles varying from a non-participant to a complete participant Creswell (2009: 181)

2. Qualitative audio and visual material

Based on Creswell, (2009: 181) category of qualitative data consist of qualitative audio and visual materials. This data may take the form of photographs, art objects, videotapes, or any forms of sound.

Creswell, (1994: 216) as quoted by Anita Jati (2016: 20) the recording of documents and visual materials as are based on the writer’s structure for taking notes. Typically, notes reflect information about the document or other material as well as key ideas in the documents. For documents, it is helpful to not whether the information represents primary material. After recording during observation the writer listen and make transcriptions before analyze the data.

To find the percentage in every kind of politeness principle based on teacher talks the writers use this formula:

\[
\text{Percentage} = \left( \frac{\text{The Number of } X \text{ Politeness Principle}}{\text{The Total Number of Politeness Principle}} \right) \times 100
\]

\(X\) : Certain Type of Politeness Principle

D. Data Analysis Technique

Based on Sudaryanto (1993: 13) there are two methods that can be used to analyzed language, padan method (referential method) and agih
(distributional method). Referential method is method that data source from outside of language (extra linguistics). Different with referential method, distributional method is method that data source from language itself (intra linguistics).

In this research, the researcher used referential method and distributional method. The researcher used distributional method to select utterances in the teacher talk to classifying the data into the kinds politeness principle and to analyze the data the researcher used distributional method.

There are many steps to analyze the data as follows:

1. Documentations

The data are collected from Teacher training and English Education of International Class Program by recording audio and visual materials based on learning activity.

2. Selecting

The researcher selected the utterance in teacher talk that includes kinds of politeness principle. The researcher leaved out the other utterances.

3. Categorizing

The researcher classified the utterance based on the forms maxims of politeness principle whether tact maxim, generosity
maxim, approbation maxim, modesty maxim, agreement maxim and the last is sympathy maxim.

4. Analyzing

After classifying the utterance, the researcher described and analyzed the chosen utterances which include types maxim of politeness principle from the teacher talk.

E. Data Presentation

Table 3.1
Data In Line of Politeness Principles

<table>
<thead>
<tr>
<th>No</th>
<th>Types of Politeness Principle</th>
<th>Data</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tact Maxim</td>
<td>T1   : Please reflects on that remember last week what you learn last week? S : Focus on number and spelling.</td>
<td>1.1A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T1   : Anyone can reflects we did last week what kind of things we can do to</td>
<td>1.1B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : Look at the answer sheet.</td>
<td><strong>T1 : Can somebody tell what does that word mean?</strong></td>
<td>1.1C</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : To make a simple.</td>
<td><strong>T1 : So the simple is better even the shorter is better but you must know that in order you make note we have to what? In order to make your sentences your note taking shorter but full of information what do you need</strong></td>
<td>1.1D</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> :</td>
<td>Abbreviate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>T1</strong> :</td>
<td>Ridhaning Tyas and Hilmy may be abbreviation so it is important if you can do that just abbreviate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>T1</strong> :</td>
<td>If you cannot revise if you cannot correct your own mistake you make an error or kesalahan but if you can correct yourself because you have the knowledge because you know that, that is mistake that is keliru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>T1</strong> :</td>
<td>Who can correct that?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>T1</td>
<td>No, you can come in anytime you have your time it is library it is free but you not allowed to speak bahasa you have to speak in English and Arabic.</td>
<td>1.1H</td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>OK first of all I need volunteer to help me set up the LCD and also may I use your laptop?</td>
<td>1.1I</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Yes sir.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>Why you do not use your mobile phone? Your mobile phone did not have enough memory. Any other alternative? You can record with</td>
<td>1.1J</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>your laptop?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>I want to you to reflect about what you learn last week first somebody or two of you share for the class your reflection of last meeting.</td>
<td>1.1K</td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>Tell me more about last week about speaking. What can you reflect?</td>
<td>1.1L</td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>OK can someone tell how many section will you have for the speaking section of the IELTS?</td>
<td>1.1M</td>
<td></td>
</tr>
<tr>
<td>T1</td>
<td>Can you describe one by one?</td>
<td>1.1N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T1 : I want you to raise your hand if you find many mistakes?</td>
<td>1.1O</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T2 : Than you will move to other area or that English is major?</td>
<td>1.1P</td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>Yes, if you can. I believe you can, you can go to…</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>So you can read literature you can read books then you can write you can read we can speak but before be productive we have to rich our knowledge from reading from listening than we can produce it.</td>
<td>1.1Q</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>Could you please read first paragraph?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>Just read first paragraph?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>Yes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| T2 | We have the advantages you can catch by yourself for your exam you do not need to prefer with this so you can prefer to your references. |

<table>
<thead>
<tr>
<th>T2</th>
<th>Can one of you read it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Pak, Sofi.</td>
</tr>
</tbody>
</table>

| T2 | could you explain what it is? The differences between sociolinguistic and sociology of language? Many time I told you. |

1.1R
1.1S
1.1T
1.1U
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Generosity Maxim</td>
<td>(None)</td>
</tr>
</tbody>
</table>
| 3 | Approbation Maxim | T1 : Good morning everyone, how are you today?  
S : Good morning Sir, I am fine, thank you. And you?  
T1 : I am fine too thank you. |
|   |   | T1 : So what do you think to preparing |

T2 : Could you please explain the simple one the simple different between sociolinguistic and sociology of language, so actually Intan is almost correct but we should connect it first.
<table>
<thead>
<tr>
<th>T1 : What else did you do while you were listening?</th>
<th>S : Look at the answer sheet.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1 : Very good!</td>
<td></td>
</tr>
<tr>
<td>S : That's great!</td>
<td></td>
</tr>
</tbody>
</table>

While listening, make sure that you perform well for things we can do to reach our goals. Anyone can reflect on what we did last week, what kind of things we can do to make sure that you perform well for that kind of listening test.

Strategy: Reviewing spelling and number questions, like spelling and number.
S: Write down what you hear
T1: Good! Can somebody repeat what a…mas….what is your name?
S: Hilmy.

T1: Oh…you can borrow your friends laptop? OK good

T1: Very nice picture it is. So it is on Barcelona?
S: Yes.

T1: Love and compassion, the different? if you love someone you certainly feel compassion in order or if you cinta with somebody that you certainly you sayang that somebody but if you sayang somebody not
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>nec</strong>essary you love. OK good,</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : Good Morning Sir.</td>
<td>1.2G</td>
</tr>
<tr>
<td><strong>T</strong> : How are you today?</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : I am fine thank you, and you?</td>
<td></td>
</tr>
<tr>
<td><strong>T1</strong> : Thank you for the laptop.</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : Good Morning Sir.</td>
<td>1.2H</td>
</tr>
<tr>
<td><strong>T</strong> : How are you today?</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : I am fine thank you, and you?</td>
<td></td>
</tr>
<tr>
<td><strong>T1</strong> : I am fine too thank you.</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : Improving the sentence.</td>
<td>1.2I</td>
</tr>
<tr>
<td><strong>T1</strong> : Sorry?</td>
<td></td>
</tr>
<tr>
<td><strong>S</strong> : Improving the sentence.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>S</td>
<td>Section three is not exist.</td>
</tr>
<tr>
<td>T1</td>
<td>Very good, do you listen what she does said?</td>
</tr>
<tr>
<td>S</td>
<td>Section three is not exist.</td>
</tr>
<tr>
<td>T1</td>
<td>There is no section on the beginning of the video thank you very much mbak Lisa. No section three on the video but can you guess what on section three?</td>
</tr>
<tr>
<td>S</td>
<td>Question about the opinion related the part two.</td>
</tr>
<tr>
<td>T1</td>
<td>OK do you find many mistakes on her grammar?</td>
</tr>
</tbody>
</table>
S: Yes.
T1: OK good that means you do not really need to worry much on the speaking section of the IELTS.
|   |   | T2 : what for?  
S : To get the information.  
T2 : OK good, very good. To get the information. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Modesty Maxim</td>
<td>(None)</td>
</tr>
</tbody>
</table>
| 5 | Agreement Maxim | T1 : So…can somebody remember things that you need to do to perform well for the listening sections of the IELTS, please reflects on that remember last week what you learn last week?  
S : Focus on number and spelling.  
T1 : OK. Last week |
we concern on five of listening sections when you need to focus on spelling and number right?

T1: Anyone can reflects we did last week what kind of things we can do to make sure that you perform well for that kind of listening test.

S: Look at the answer sheet.

T: Very good! First of all you need to use the answer sheet to help you predict.

T1: Why do you think simple is
<table>
<thead>
<tr>
<th></th>
<th>important? Why do you think is good to be simple?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>To save our time.</td>
</tr>
<tr>
<td>T1</td>
<td>To save your time, ok good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>In order to make your sentences your note taking shorter but full of information what do you need to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Abbreviate.</td>
</tr>
<tr>
<td>T1</td>
<td>Yes, abbreviate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Do you see any abbreviate on that?</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Not yet.</td>
</tr>
<tr>
<td>T</td>
<td>Not yet, Ridhaning Tyas and Hilmy may be abbreviation so it is important if you can do that just</td>
</tr>
</tbody>
</table>
T1 : Edo you need to write this word I am majoring in?
S : No.

T1 : No, because that is not a good information that you need to write down.

S : We have together sir.

T2 : Yes, you are together

S : Just read first paragraph?

T2 : Yes.

T2 : OK good, very good. To get the information, is it important for you that where he will go to somewhere?
CHAPTER IV
DATA ANALYSIS

A. Research Findings

The Focus of this study was to identify the kinds of politeness principle and the reasons of the speaker to use that ways in International Class Program. The main purpose of this chapter was to answer the questions as it was presented in chapter one, i.e. concerned to how many types of Politeness Principles used in English Education and Teacher Training of International Class Program IAIN Salatiga.

Table 4.1
Frequency of Politeness Principle

<table>
<thead>
<tr>
<th>NO</th>
<th>Maxim of Politeness</th>
<th>T1</th>
<th>T2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tact</td>
<td>16</td>
<td>6</td>
<td>22</td>
</tr>
</tbody>
</table>
Table 4.2
Percentage of Politeness Principle

<table>
<thead>
<tr>
<th>No</th>
<th>Maxim of Politeness</th>
<th>T1</th>
<th>T1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tact</td>
<td>38,00%</td>
<td>14,30%</td>
<td>52,30%</td>
</tr>
<tr>
<td>2</td>
<td>Generosity</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Approbation</td>
<td>28,60%</td>
<td>7,10%</td>
<td>35,70%</td>
</tr>
<tr>
<td>4</td>
<td>Modesty</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Agreement</td>
<td>14,30%</td>
<td>7,10%</td>
<td>21,40%</td>
</tr>
<tr>
<td>6</td>
<td>Sympathy</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

T1 : Teacher 1
T2 : Teacher 2

The table 4.1 and 4.2 indicated that tact maxim and approbation maxim were the most frequently politeness principle used by teacher in the classroom. Tact maxim appeared for 22 times out of 42 or 52.30% of all
the maxims listed, then approbation maxim appeared for 15 times or 35.70%. The other types of maxim with least percentage of infrequently used by the teacher was agreement maxim that appeared 21.40%.

B. Data Analysis

a) Tact Maxim

1) 1.1A

T1 : Please reflects on that remember last week what you learn last week?

S : Focus on number and spelling.

The tact maxim was adhered to by the teacher minimizing the cost to the student by using word “please” when the teacher made offers. It can be categorized to tact maxim.

2) 1.1B

T1 : Anyone can reflects we did last week what kind of things we can do to make sure that you perform well for that kind of listening test.

S : Look at the answer sheet.

The conversation 1.1B was presumed to be polite because the teacher implied benefit to other and gave command. Command itself belonged to tact maxim, which minimized benefit and maximized cost to the student.
3) 1.1C

T1 : Can somebody tell what does that word mean?
S : To make a simple.

The utterance above can be included as tact maxim because the teacher gave command with phrase “can somebody tell what does that word mean?” as a marker maximizing benefit to other then the student made a response to it.

4) 1.1D

T1 : So the simple is better even the shorter is better but you must know that in order you make note we have to what? In order to make your sentences your note taking shorter but full of information what do you need to do?
S : Abbreviate.
T1 : Yes, abbreviate.

The conversation deals with tact maxim because it minimized cost to other and maximized benefit to other because the teacher gave recommendation to the student.

5) 1.1E

T1 : Ridhaning Tyas and Hilmy may be abbreviation so it is important if you can do that just abbreviate.
The presented teacher’s talk included tact maxim because the teacher maximized benefit to other by giving advice, the teacher said “Ridhaning Tyas and Hilmy may be abbreviation, so it is important if you can do that just abbreviate”. Teacher gave advice to both of the student to make abbreviation during IELTS test.

6)  1.1F

T1 : If you cannot revise if you cannot correct your own mistake you make an error but if you can correct yourself because you have the knowledge because you know that, that is mistake.

The teacher’s utterance above belonged to tact maxim because the teacher gave advice to the student and it indicated on maximizing benefit to the student

7)  1.1G

T1 : Who can correct that?

In this context the tact maxim was clearly understood that the teacher offered student to correct the task. He needs to know that such kind of offering included as tact maxim.
8) 1.1H

T1 : No, you can come in anytime you have your time it is library it is free but you not allowed to speak bahasa you have to speak in English and Arabic.

Teacher gave recommendation to the student to come to the language room. It was shown that the teacher minimized cost to other and maximized benefit to other.

9) 1.1I

T1 : OK first of all I need volunteer to help me set up the LCD and also may I use your laptop?

S : Yes sir.

The utterance in 1.1I was more polite; it minimized cost to other and maximized benefit to other. The teacher offered the student to set up the LCD then the student did that way without any pressure.

10) 1.1J

T1 : Why you do not use your mobile phone? Your mobile phone did not have enough memory. Any other alternative? You can record with your laptop.
The utterance above had the intention that the teacher minimized cost to the student and maximized benefit to the student by giving advice. It was important because in learning process in general students always pay attention to teacher talk.

11) 1.1K

T1  : I want to you to reflect about what you learn last week first somebody or two of you share for the class your reflection of last meeting.

Teacher talk above indicated that the teacher minimized cost to other and maximized benefit to other when the teacher was offering the student to reflect about what they have learnt last week.

12) 1.1L

T1  : Tell me more about last week about speaking. What can you reflect?

The teacher requested the student for reflecting the material about speaking last week. And it included to tact maxim
because the teacher maximizing benefit to other and minimizing cost to other.

13) 1.1M

T1 : OK can someone tell how many section will you have for the speaking section of the IELTS?

The situation described about IELTS material that was learnt in the classroom. Teacher asked about speaking section of IELTS and it minimized cost to the student and maximized benefit to the student.

14) 1.1N

T1 : Can you describe one by one?

After the student gave feedback, the teacher responded with command to the student to give explanation of the answer. Therefore, the teacher utterance above belonged to tact maxim.

15) 1.1O

T 1 : I want you to raise your hand if you find many mistakes?

The situation described that after the teacher gave some explanation then asked the student to propose some mistakes.
This utterance belonged to tact maxim because the teacher minimized cost and maximized benefit to other.

16) 1.1P

T2 : Than you will move to other area or that English is major?  
S  : Yes.  
T2 : Yes, if you can. I believe you can, you can go to…

This dialogue happened in English class. The teacher gave some motivation and advice to the student during learning process and it minimized cost and maximized benefit to the student during learning process. Therefore, it included to tact maxim.

17) 1.1Q

T2 : So you can read literature you can read books then you can write you can read we can speak but before be productive we have to rich our knowledge from reading from listening than we can produce it.

The teacher’s advice on learning process included to tact maxim, because when the teacher giving advice, it minimized cost and maximized benefit to the student. And from this dialogue it showed that the teacher gave advice the student to enrich their knowledge from reading and listening.
18) 1.1R

T2 : Could you please read first paragraph?
S : Just read first paragraph?
T2 : Yes.

In learning process teacher should pay attention to have a polite communication in class. The utterance above indicated that teacher minimized cost and maximized benefit to other by using polite words when making a request. Therefore, it belonged to tact maxim.

19) 1.1S

T2 : We have the advantages you can catch by yourself for your exam you do not need to prefer with this so you can prefer to your references.

Teacher sometimes gave some advice to the student in class, not only focus on the materials. In this case, the teacher gave advice to the student for their exam. This utterance indicated to tact maxim because the teacher maximized benefit and minimized cost to the student.

20) 1.1T

T2 : Can one of you read it?
S : Pak, Sofi.
The utterance 1.1T described that the teacher wanted the student reading the learning materials. Offering in this case indicated to tact maxim. It minimized cost and maximized benefit to the student.

21) 1.1U

T2 : could you explain what it is? The differences between sociolinguistic and sociology of language? Many time I told you.

The utterance dealt with tact maxim. The teacher paid attention to polite utterance, teacher said “could you” and it indicated that the teacher minimized cost and maximized benefit to the student.

22) 1.1V

T2 : Could you please explain the simple one the simple different between sociolinguistic and sociology of language, so actually Intan is almost correct but we should connect it first.

Same with utterance before, in this utterance the teacher used polite utterance to make some offers for the student. Teacher not only gave some materials in the class but also gave moral education by saying “could you” during making offers. It
indicated that the teacher maximized benefit and minimized cost to the student. Therefore, it belonged to tact maxim.

b) Approbation Maxim

1) 1.2A

T1 : Good morning everyone, how are you today?
S : Good morning Sir, I am fine, thank you. And you?
T1 : I am fine too thank you.

The sentences above served to illustrate the illocutionary functions of thanking in which the teacher maximized praise of the student.

2) 1.2B

T1 : So what do you think to preparing focus for you be successful in answering questions like that like spelling and number what strategy do you need? Anyone can reflects we did last week what kind of things we can do to make sure that you perform well for that kind of listening test.
S : Look at the answer sheet.
T1 : Very good!

The utterance 1.2B indicated approbation maxim which minimized dispraise of other and maximized praises to other.
When the student answering teacher’s question, then teacher responded with praising.

3) 1.2C

T1 : What else did you while you have listening test especially on spelling and numbering?
S : Write down what you hear
T1 : Good! Can somebody repeat what a…mas….what is your name?
S : Hilmy.

The teacher’s say “Good!” was relevant with the answer from the student, because the student’s answer was true, the teacher appreciated that with maximizing praise to the student.

4) 1.2D

T1 : Oh…you can borrow your friends laptop? OK good

The context of the utterance was when the teacher minimized dispraise to other and maximized praise to other. The teacher praised the student who has initiation.
5) 1.2E

T1 : Very nice picture it is. So it is on Barcelona?
S : Yes.

The utterance above implied that the act by the teacher. When teacher looked at the picture in the screen, the teacher praised it, it maximized praise to other.

6) 1.2F

T1 : Love and compassion, the different? if you love someone you certainly feel compassion in order or if you cinta with somebody that you certainly you sayang that somebody but if you sayang somebody not necessary you love. OK good.

This utterance was spoken by teacher that praised the student idea with repeating the answer. The utterance above maximized the praise of other or minimized dispraise to other.

7) 1.2G

T1 : Thank you for the laptop.

In the end of class the teacher said “Thank you for the laptop” to the student. It included approbation maxim because the teacher maximized praise to student with said thank you.

8) 1.2H
S : Good Morning Sir.
T : How are you today?
S : I am fine thank you, and you?
T1 : I am fine too thank you.

It included to approbation maxim because the teacher maximized praise and minimized dispraise of the student. The dialogue happened in opening of learning process, teacher said thank you to student because they asked about the teacher condition and the teacher appreciated that.

9) 1.2I

S : Improving the sentence.
T : Sorry?
S : Improving the sentence.

In this utterance teacher did not listen clearly about the student’s answer. Teacher’s say “sorry” indicated the approbation maxim as pardoning, minimized dispraise and maximized praise to other.

10) 1.2J

S : Section three is not exist,
T : Very good, do you listen what she does said?
S : Section three is not exist.
The teacher’s utterance above belonged to approbation maxim. The teacher’s utterance showed on maximizing praise and minimizing disparage to the student.

11) 1.2K

T : There is no section on the beginning of the video thank you very much mbak Lisa. No section three on the video but can you guest what on section three?

S : Question about the opinion related the part two.

The teacher’s response above minimized disparage to the student and maximized praise to the student with saying “thank you very much” and it included to approbation maxim.

12) 1.2L

T : OK do you find many mistakes on her grammar?

S : Yes.

T : OK good that means you do not really need to worry much on the speaking section of the IELTS

When the teacher gave a question, the student responded with relevant word. The teacher praised student’s response and it belonged to approbation maxim.
13) 1.2M

S : Good Morning Sir.

T2 : How are you today?

S : I am fine thank you, and you?

T2 : I am fine too thank you

The dialogue above happened between teacher and student in general opening section of learning process. Teacher appreciated to student when they asked about condition of the teacher with saying “thank you” and thanking was include to approbation maxim, which minimized dispraise and maximized praise to other.

14) 1.2N

S : Good Morning Sir.

T2 : How are you today?

S : I am fine thank you, and you?

T2 : I am fine too thank you

By asking the teacher condition it was indicate that the student had respected to the teacher. Teacher responded with thanking and it minimized dispraise and maximized praise of other. It was belong to approbation maxim.

1) 1.2O
T2 : what for?
S : To get the information.
T2 : OK good, very good. To get the information.

In the utterance 1.2O teacher praised the student’s answer for more than one praising. Teacher said “OK Good, Very good” it belonged to approbation maxim because she minimized dispraise and maximized praise of other or in this situation the teacher maximized praise to the student.

c) Agreement Maxim

1) 1.3A

T1 : So…can somebody remember things that you need to do to perform well for the listening sections of the IELTS, please reflects on that remember last week what you learn last week?
S : Focus on number and spelling.
T1 : OK. Last week we concern on five of listening sections when you need to focus on spelling and number.

As 1.3A shown, it was agreement maxim because agreement was happened between teacher and student. The teacher minimized disagreement and maximized agreement to the student.
2) 1.3B

T1 : Anyone can reflects we did last week what kind of things we can do to make sure that you perform well for that kind of listening test.

S : Look at the answer sheet.

T : Very good! First of all you need to use the answer sheet to help you predict.

The utterance above was maximizing agreement or minimizing disagreement between self and other. The teacher agreed with the student. So, the utterance was observing maxim of politeness principles.

3) 1.3C

T1 : Why do you think simple is important? Why do you think is good to be simple?

S : To save our time.

T1 : To save your time, ok good.

The utterance above was minimizing disagreement between self and other, because the teacher agreed with the student’s states. We could concern to the teacher response with repeating the student states.

4) 1.3D
T1 : In order to make your sentences your note taking shorter but full of information what do you need to do?
S : Abbreviate.
T1 : Yes, abbreviate.

The context of the utterance was when the teacher asked the student. When the student answered the question, the teacher maximized the agreement to the student.

5) 1.3E
T1 : Do you see any abbreviate on that?
S : Not yet.
T : Not yet, Ridhaning Tyas and Hilmy may be abbreviation so it is important if you can do that just abbreviate.

The utterance in the dialog above indicated that the teacher minimized disagreement and maximized the agreement to the student. Teacher repeated the student’s answer and gave some explanation.

6) 1.3F
T1 : Edo you need to write this word I am majoring in?
S : No.
T1 : No, because that is not a good information that you need to write down.

The dialogue between student and teacher above included maxim of agreement. The situation in the class was when teacher asked then student answered the question. Teacher repeated the answer and it indicated that teacher maximizing agreement to the student.

7) 1.3G

S : We have together sir.
T2 : Yes, you are together

The teacher utterance above belonged to agreement maxim. The teacher said yes when the student conveyed their statement and maximizing the agreement to the student.

8) 1.3H

S : Just read first paragraph?
T2 : Yes.

The teacher’s talk indicated in minimizing disagreement and maximizing agreement to the student and it dealt with the
agreement maxim. It was because the teacher on the conversation agreed with the student states.

9) 1.3I

T2 : OK good, very good. To get the information, is it important for you that where he will go to somewhere?
S : No.
T2 : No, it is not important

When the teacher asked the opinion to the student, the student answer was relevant with the question and the teacher stressed their answer with repeating their answer.
CHAPTER V
CLOSURE

Chapter five concludes and summarizes the findings of the study. It also presents some pedagogical implications and suggestions about the politeness issues.

A. CONCLUSION

There are two questions on problems statement about politeness principles of Leech’s maxim, first what are the types of politeness principles used by the teacher? and the second is what kind of politeness principle which most dominantly used in the utterance of teacher? The analysis of the politeness principles made by the English teachers of International class program IAIN Salatiga leads to the conclusion that:

1. We can conclude there are three types of politeness principles. They are tact maxim, approbation maxim and agreement maxim. Three types of politeness principles are identified with different range occurrences tact maxim appears for 22 times out of 42 or 52,30% of all the maxims listed, then approbation maxim appears for 15 times or 35,70%. The other types of maxim with least percentage of infrequently used by the teacher is agreement maxim that appears 21,40%. 
2. The most dominant maxim that is used by the teacher is tact maxim, which is minimize cost to other and maximize benefit to other, tact maxim appears for 22 times out of 42 or 52.30% of all the maxims listed.

The reasons why tact maxim of politeness principle is most often appeared than other because the teacher more often use maxim that show ordering, requesting, commanding, advising and recommending applicable in illocutinary functions classified as “impossitive”. Another reason is the teacher should pay attention about how to speak in polite communication to makes a good social relation and more closely with their students.

B. SUGGESTION

The writer would like to give some suggestions as follow:

1. Academically

   Students count a significant part of learning on teacher talk and their preferences towards to the ideal teacher talk greatly run contrary to the current college English teaching. For most students, teacher talk serves as the most valuable input of language exposure. Therefore, learning from teacher talk is one of the most affective learning strategies.

2. For the teachers
In English classroom the teacher has important role in teaching learning process, the teacher can reflects their behavior embodied in Teacher Talks and improve their teaching quality effectively. Therefore teacher can use many kinds of politeness principle to speak in polite communication to makes good social relation and more closely with their student, also motivate the students to learn English.

3. To the students

During the learning process the students should always to be active and asking to the teacher when they find difficulties. Also the students must develop their motivation to learn English to make situation in the English classroom is more active.

4. To other researchers

Based on the explanation above the researcher would like to suggest other researcher that the result of the study can be used as additional reference for further research with different sample and situations. This research contributes to give inspiration for the other researcher to be better than this research.

5. Teacher Training and English Education of IAIN Salatiga

This research can gives the reference for the people especially college student in IAIN Salatiga who have difficulties in comprehend Leech’s maxim of politeness principle also can be a good reference to look for the examples of Leech’s maxim in learn the politeness principle.
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APPENDICES
CURRICULUM VITAE

Name : Alfiatu Rohmah

Place/Date of birth : Grobogan, 22 Oktober 1994

Sex : Female

Nationality : Indonesian

Religion : Islam

Address : Tunggak 1 RT 09/ RW 02 Kec. Toroh Kab. Grobogan, Purwodadi

E-mail : Alfiaturohmah1@gmail.com

Education : 2006 passed from SDN Tunggak 1

2009 passed from MTs YPI Toroh, Boloh

2012 passed from SMK Bhakti Nusantara Mranggen, Demak

Organization Experience : 1. Secretary of Alzheimer Indonesia in Salatiga 2016 - present

2. The chief of Edi Mancoro Islamic Boarding School 2017

This curriculum vitae has written seriously and be able to responsibility by the writer.

Salatiga, September 15th 2017

Writer

Alfiatu Rohmah

NIM: 113 12 040
# DAFTAR NILAI SKK

Nama : Alfiatu Rohmah  
NIM : 113-12-040  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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[Signature]

Achmad Maimun, M.Ag.
NIP. 19700510 199803 1 003
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I have been marked bellow:

Name : Alfiatu Rohmah
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The researcher,

Alfiatu Rohmah

113 12 040