AN ANALYSIS ON POLITENESS PRINCIPLES USED BY STUDENTS IN RESEARCH IN ENGLISH LANGUAGE TEACHING IN CLASSROOMS DISCUSSION
(A Study for the Sixth Semester Students of IAIN Salatiga in the Academic Year of 2016/2017)

GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of SarjanaPendidikan (S.Pd.) in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:
BETIK NURWIDYAWATI
113 13 131

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2017
DECLARATION

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

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials including ideas, information, opinions, and quotations from other people, except the information from the references.

This declaration is written by the writer in hope that this declaration can be understood.

Salatiga, August 30th, 2017

The Writer

Betik Nurwidyawati

113 13 131
Salatiga, August 30th 2017

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

ATTENTIVE COUNSELOR’ NOTE
Case: Betik Nurwidyawati

Dear,
Dean of Teacher Training and Education Faculty

Assalamu‘alaikum wr. wb.

After reading and correcting Betik Nurwidyawati’s graduating paper entitled “AN ANALYSIS ON POLITENESS PRINCIPLES USED BY STUDENTS IN RESEARCH IN ENGLISH LANGUAGE TEACHING 1 IN CLASSROOMS DISCUSSION (A Study for the sixth semester students of IAIN Salatiga in the Academic year of 2016/2017)” I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu‘alaikum wr. wb.

Counselor

Faizal Risdianto, S. S., M. Hum.
NIP. 19750917.2008.01.1010
GRADUATING PAPER

AN ANALYSIS ON POLIETENESS PRINCIPLES USED BY STUDENTS IN
RESEARCH IN ENGLISH LANGUAGE TEACHING 1 IN CLASSROOMS

DISCUSSION (A Study for the Sixth semester students of IAIN Salatiga in the
Academic Year of 2016/2017)

WRITTEN BY:

BETIK NURWIDYAWATI

113 13 131

has been brought to the board of examiners of English Education Department of
Teacher Training and Education Faculty at State Institute for Islamic Studies
(IAIN) Salatiga on Friday, September 15th, 2017, and hereby considered to have
completed the requirements for the degree of Sarjana Pendidikan (S.Pd).

Board of Examiners,

Head : Noor Malihah, S.Pd., M.Hum, Ph. D

Secretary : Hammam, S. Pd., M. Pd, Ph. D

First examiner : Maslihatul Umami, S. Pd.I., M. A

Second examiner : Sari Famularsih, S. Pd.I., M.A

Salatiga, September 15th, 2017
Dean of Teacher Training and
Education Faculty

Suwardi, M.Pd.

Republic of Indonesia
MOTTO

“When one door closes, another door opens.

But, we so often look so long and so regretfully upon the closed door, that we
do not see the ones which open for us.”

-Alexander Graham Bell-

“Don’t lose hope, we never know what Allah’s plan to us”

–The Writer–
DEDICATION

This graduating paper is especially dedicated for:

1. My beloved family, my mother; Sri Nuryani, my father; Tugiman, and my brother; Bastian Agus H. Your endless care, love, and support are very precious to me.

2. My beloved partner, Bayu Bhurhanudin. Thank you so much for your support and pray.
ACKNOWLEDGMENT

Alhamdulillahi robbil ‘alamin. All praises be to Allah Subhanahu wa Ta’ala, the Lord of Universe. Because of Him, the writer could finish this graduating paper as one of the requirements for getting Sarjana Pendidikan (S.Pd) degree in English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in 2017.

The completion of this graduating paper is not apart from the supports, encouragement, guidance, advice, and help from individuals and institution. Therefore, the writer would like to express the deepest gratitude to:

1. Dr. Rahmat Hariyadi, M.Pd, the Rector of State Institute for Islamic Studies (IAIN) Salatiga
2. Suwardi, M. Pd., the Dean of Teacher Training and Education Faculty
3. Noor Malihah, Ph.D., the Head of English Education Department
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Salatiga, August 30th, 2017

The Writer

Betik Nurwidyawati

113 13 131
# TABLE OF CONTENTS

DECLARATION ................................................................. i  
ATTENTIVE COUNSELOR NOTE ......................................... ii  
CERTIFICATION PAGE ...................................................... iii  
MOTTO ........................................................................ iv  
DEDICATION ................................................................... v  
ACKNOWLEDGMENT ......................................................... vi  
TABLE OF CONTENTS ....................................................... viii  
LIST OF TABLES ................................................................ xiii  
ABSTRACT ...................................................................... xiv  

## CHAPTER I INTRODUCTION

A. Background of the Study .............................................. 1  
B. Statements of the Problems ........................................ 4  
C. Objectives of the Study .............................................. 4  
D. Limitation of the Study .............................................. 4  
E. Benefits of the Study ............................................... 5  
F. Definition of the Keywords ....................................... 5  
G. Organization of the Graduating Paper ...................... 7  

## CHAPTER II THEORETICAL FRAMEWORK

A. Previous Studies ..................................................... 8  
B. Supporting Theories ................................................. 9
1. Pragmatics ........................................................................................................... 9
   a. Definition of Pragmatics .............................................................................. 9

2. Politeness Principle ......................................................................................... 11
   a. Definition of Politeness ............................................................................ 11
   b. Type of Politeness .................................................................................... 12
   c. Positive and Negative Face ...................................................................... 18

3. Classroom Discussion .................................................................................... 18
   a. Definition of Classroom Discussion ....................................................... 18

CHAPTER III RESEARCH METHODOLOGY

A. Setting of The Research .................................................................................. 20
   1. Research Location of IAIN Salatiga ......................................................... 20
   2. Profile of IAIN Salatiga ............................................................................ 20

B. Subject of The Research .................................................................................. 22
   1. Lecturer ..................................................................................................... 22
   2. Students ................................................................................................... 22

C. Methodology of the Research ........................................................................ 27

D. Data Source ..................................................................................................... 27

E. Technique of Collecting Data ......................................................................... 27

F. Technique of Data Analysis ........................................................................... 28

G. Research Procedure ....................................................................................... 33

CHAPTER IV DATA PRESENTATION AND ANALYSIS

A. Data Presentation ............................................................................................. 34
B. Data Analysis ......................................................................................... 55

CHAPTER V CLOSURE

A. Conclusion .......................................................................................... 82
B. Suggestions .......................................................................................... 83

REFERENCES

APPENDIXES

CURRICULUM VITAE

DOCUMENTATION
LIST OF TABLES

Table 1.1 Example of Tact Maxim ................................................................. 13
Table 2.1 Research Participant Class: Research in ELT 1 Class D .................. 23
Table 2.2 Research Participant Class: Research in ELT 1 Class F .................. 24
Table 3.1 List of Respondent ........................................................................ 29
Table 4.1 Research Finding .......................................................................... 34
Table 5.1 Percentage of Maxim in Politeness Principle ............................... 80
ABSTRACT


The aim of this study is to find out students’ politeness principle in research in English language teaching 1 in classrooms discussion. The study is qualitativelydescriptive in nature. The subject of this study is the sixth semester students of English Education Department of IAIN Salatiga. The total respondents of this study istwo classes of research in ELT 1 class. The objectives of this research are; 1) to find out politeness principles that are used by the students in research in English language teaching 1 in classrooms discussion, 2) to know the dominant type of politeness principles used by the students in research in English language teaching 1 in classrooms discussion. The data of this research are collected through video-recorded. The result of the study shows that the writer has found six types of politeness principle that are used by the students in research in English language teaching 1 in classrooms discussion. The maxim are; tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The agreement maxim is the most dominant maxim that used by students in research in English language teaching 1 in classrooms discussion.

Keywords: Pragmatic, Politeness Principle, Classroom Discussion
CHAPTER I

INTRODUCTION

A. Background of the Study

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 (1996:60), politeness in an interaction can then be defined as the means employed to show awareness of another person’s face. In Indonesia, politeness is very important in our life. Although our country is multi cultural country, Indonesians are taught to respect with each other. Eventhough 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(2007:2), Culture, in turn, emerges from the interaction of basic human nature with specific ecological contexts in which groups exist through process of environmental adaptation. People know that Indonesian is famous with their hospitality and friendly attitude. When they meet new or older people they always say “hello”, “how are you?”, and etc. Japanese also famous of their hospitality and friendly attitude. They always bow to each other when they meet. It is different with 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 (2013:2), human are complex beings and have so many different needs to survive. 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 creatures, human cannot live without other. They need to have interaction to other by using language as tool for communication.

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 (Jendra, 2010: 13). Without language we cannot get or share our information. There is one language that can be used to communication with people around the world. The language called as international language.

In the world, there is international language which is used to communicate with other. The international language is English. According to Naseri, H., Assadi, N., & Zoghi, M(2013:74), The English language is an international language and people different areas of expertise need to be proficient in this language. 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 program. Especially as classroom discussion.

Classroom is a place where pragmatic instruction can occur (Grossi, 2009: 53). Discussion is two or more people talking about something and share their ideas with other. Classroom discussion occurred when there are some student groups in the class which is 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.

In classroom discussion we can find politeness principles there. Intentionally or unintentionally, utterance and gesture when discussion always appear politeness principles. Based on the case above, the writer is interested to analyze politeness principle in classroom discussion. Therefore, the writer formulate a research study entitled “AN ANALYSIS ON POLITENESS PRINCIPLES USED BY STUDENTS IN RESEARCH IN ENGLISH LANGUAGE TEACHING 1 IN CLASSROOMS DISCUSSION (A STUDY FOR THE SIXTH SEMESTER STUDENTS OF IAIN SALATIGA IN THE ACADEMIC YEAR OF 2016/2017).”
B. **Statement of the Problems**

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

   1. What are the types of politeness principles that are used by the students in research in English language teaching 1 in classrooms discussion?
   2. What is the dominant type of politeness principles used by the students in research in English language teaching 1 in classrooms discussion? And why is it dominant?

C. **Objectives of the Study**

   Dealing with the statement of the problems above, the writer intends to achieve some objectives through the study as follows:

   1. To find the types of politeness principles that are used by the students in research in English language teaching 1 in classrooms discussion.
   2. To know the dominant type of politeness principles that are used by the students in research in English language teaching 1 in classrooms discussion.

D. **Limitation of the Study**

   The writer limit this research on an analysis politeness principles in research in English language teaching 1 in classrooms discussion. The dialogue and gesture in research in English language teaching 1 in classrooms dissucision becomes the main focus of analysis. The respondent
of this research is the sixth semester students, totally 63 students of IAIN Salatiga in the academic year of 2016/2017.

E. Benefits of the Study

The writer hopes that this research give some benefits as follows:

1. For the lecturers

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

2. For the students

   The findings in this study are expected to be useful for the readers and the student especially in State Institute for Islamic Studies (IAIN) Salatiga who are interested in Pragmatic study. Moreover, this study is desired to enhance their insight especially in the politeness principle. The readers are able to recognize politeness principle used by students in research in English language teaching 1 classrooms discussion.

F. Definition of the Keywords

   The writer defines some of key terms used in the study. In order to avoid misunderstanding about those terms, here is the list of definition which has been conducted by the writer:
1. **Pragmatics**

   According to Yule (1996:3), Pragmatics is the study of contextual meaning. It means pragmatics is concern with the implicit meaning which is unsaid. It might be considerate the investigation of invisible meaning.

2. **Politeness Principles**

   According to Holmes (1992:5), defines politeness as “behavior which actively expresses positive concern for others, as well as non-imposing distancing behavior.” In the book Principles of Pragmatics published in 1983, Leech (1983) defines politeness as forms of behavior that establish 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.

3. **Classroom Discussion**

   Classroom is a place where pragmatic instruction can occur (Grossi, 2009: 53). Discussion are not debates and intellectual “showing off” is discouraged. Discussions are a success when each student develops his/her own personal insights about the subject of the discussion (Byrd, 2008: 2).
G. Organization of the Graduating Paper

This research is divided into five chapters. Each of the chapters will be explained as follows.

The first chapter is the introduction. Introduction part is consisted of six subheadings that includes background of the study, statement of the problems, objectives of the study, limitation of the study, benefit of the study, definition of the keywords, and the last is organization of the graduating paper.

The second chapter is the review of literature. Review of literature part is consisted of two subheadings that includes previous studies and supporting theories.

The third chapter is the research methodology. Research methodology part is consisted of seven subheadings that includes setting of the research, subject of the research, methodology of the research, data sources, technique of collecting data, technique of data analysis, research procedure.

The fourth chapter is data presentation. Data presentation part is consisted of two subheadings that include data presentation and data analysis.

The fifth chapter is the closure. Closure part is consisted of two subheadings that include conclusion and suggestions.
CHAPTER II
REVIEW OF LITERATURE

A. Previous Studies

In this study, the writer chose some previous studies written by some writers in order to support the research that will be conducted by the writer. There are three previous studies chosen by the writer as follows.

Farahsani (2017) has conducted the research in line with the current research. She conducted 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. However, Farahsani’s research is a little bit different with the current research. That is why the writer wants to analysis about politeness principle in research in English language teaching 1 in classrooms discussion.

Another research about politeness principle 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. It is different with the writer’s research. In the writer’s research agreement is the dominant maxim. It is because in the classroom discussion the lecturer wanted to connect the actual existing material to the previous students knowledge.

Huang (2008) also conducts a research about politeness principle. His research entitled politeness principle in cross-culture in communication. Chinese and western culture is the main focus to analyze. The result from this research is the chinese people considered to be polite may not be true according to western culture.

By referencing to the previous studies, the writer will conduct an analysis on politeness principles used by the students in research in English language teaching 1 in classrooms discussion (A study for the sixth semester students of IAIN Salatiga in the academic year of 2016/2017).

B. Supporting Theories

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 (Yule, 1996: 4).
According to Leech (1999: 6), pragmatics is the study of meaning in relation to speech situation. 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, 1996: 3) as quoted by Risdianto (2016: 1-2), 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 hearer.

In the pragmatics there are four areas that pragmatics concerned with, they are:

1. Pragmatics is the study of speaker meaning. Pragmatics is 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 involved 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 accordance with who they are talking to, where, when and under what circumstances.

3. Pragmatics is the study of how more gets 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 is speaker determine how much need to be said.

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

2. Politeness Principle

a. Definition of Politeness

According to Yule(1996: 60), politeness in an interaction, can then be defined as the means employed to show awareness of another person’s face. 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 (2006: 131), politeness as linguistic behaviour is concerned, politeness is a matter of minimising the negative effects of what one says on the feelings of others and maximising the positive effects (known as ‘negative politeness’ and ‘positive politeness’ respectively).

Another method of approaching politeness was developed by (Leech, 1983: 81): ‘minimize (other things being equal) the expression of impolite beliefs’ and ‘maximize (other things being equal) the expression of polite beliefs.’ 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 published in 1983, Leech (1983) defines politeness as forms 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 minimize cost to other and maximize cost to other. People can use indirect illocution to increase the degree of optionality, and more diminished and tentative its force tend to be (Leech, 1983: 107).

Table 1.1 example of Tact Maxim

<table>
<thead>
<tr>
<th>No</th>
<th>Example</th>
<th>Indirectness</th>
<th>Less polite</th>
<th>More polite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Answer the phone</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I want you to</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Will you answer the phone.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Can you answer the phone.</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Would you mind answering the phone?</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Could you possibly answer the phone?</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

b) Generosity Maxim

The generosity maxim is minimize benefit to self and maximize cost to self. There are some examples of these maxims:

(1) You can lend me your car. (impolite).
(2) I can lend you my car.

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

(4) We must come and have dinner with you. (impolite). (Leech, 1983: 133)

c) Approbation Maxim

The approbation is minimize dispraise of other and maximize praise of other. There are some examples of these maxims:

1. Her performance as outstanding!
2. Yes wasn’t it! (Leech, 1983: 135)

d) Modesty maxim

The modesty maxim is minimize praise of self and 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 they.
2. How stupid of me. (Leech, 1983:137)

e) Agreement Maxim

The agreement maxim is minimize disagreement between self and other and maximize agreement between self and other. There are some examples of these maxims:

1. a. It was an interesting exhibition, wasn’t it?
b. No. It was very uniteresting.

2. a. A referandum 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? (Leech, 1983: 138)

f) Sympathy Maxim

The sympathy maxim is minimize antipathy between self and other and maximize sympathy between self and other. There are some examples of these maxims:

I am terribly sorry to hear that your cat died.

(Leech, 1983: 138)

2) Brown and Levinson (1978) 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.

3) The American philosopher and logician, Paul Grice (1988:81) 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 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 lack adequate.

1. The maxim of relation

   Be relevant.

2. The maxim of manner
Avoid obscurity of expression and ambiguity. Be brief (avoid unnecessary prolixity and orderly.

c. **Positive and Negative Face**

According to Brown and Levinson (1972) as quoted by Elizabeth Black (1987:72), there are two kinds of face. They are positive face and negative face. Positive face 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”.

3. **Classroom Discussion**

a. **Definition of Classroom Discussion**

Classroom is a place where pragmatic instruction can occur (Grossi, 2009: 53). Discussion are not debates and intellectual “showing off” is discouraged. Discussions are a succes when each student develops his/her own personal insighths about the subject of the discussion (Byrd, 2008: 2).
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 discussion in the classroom (Larson, 2000: 661).

Based on the definition above, the writer assumes that classroom discussion is when there are some student groups in the class which is divided by the teacher to discuss the given topic.
CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses methodology of the research which includes the setting of the research, subject of the research, methodology 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 Salatiga.

1. Research Location of Iain Salatiga

The writer conducted the research in Research in English of language teaching (ELT) 1 classes. The chosen classes were Research in ELT 1 D and Research in ELT 1 F in IAIN Salatiga. IAIN Salatiga is located at Jl. Lingkar Selatan Salatiga, Pulutan District, Sidorejo Subdistrict, Salatiga, Central Java, Indonesia. This campus had a lot of students. The students come from different schools such as: SMA, MA, and SMK. There are also foreign lecturers coming from United States of America to teach the students of IAIN Salatiga.

2. Profile of IAIN Salatiga

IAIN Salatiga was one of the major campus in Salatiga. This campus is basically teach the students about religion in the teaching
and learning process. It is one of the profit when studies in there than another universities. The students got the general knowledge and also the religion knowledge. Thus, the students got the good knowledge and also good attitude when they have interaction with the citizen.

a. Vision

Become a Referral-Indonesia Islamic Studies for the Establishment of Honorable Peaceful Society in 2030.

b. Mission

1. Education is various disciplines of Islam based on the Indonesian values.
2. Conducting research in various disciplines for strengthen Islamic values.
3. Organizing dedication to the community-based research to strengthen the values of the nation.
4. Developing a culture of the campus community that reflects the values of Islam in Indonesia.
5. Organizing a professional and accountable management of higher education.

c. Aims

1. Developing students’ potential to become a man of faith and piety to God Almighty and noble, healthy, knowledgeable, skilled, creative, independent, competent, and appreciate the culture of nation.
2. Produce graduates who master branch of Science and / or Technology-based Islamic sciences to meet the national interests and improving competence of the nation.

3. Produce Science and Technology through the research that observes and implement Islamic values in order to give benefit for the nation’s progress, and the progress of civitization and welfare of mankind.

4. Realizing Community Service based Islamic science and research works that are beneficial in promoting the general welfare, the intellectual life of the nation in order to realize a peaceful society with dignity.

B. Subject of the Research

The politeness principle spoken by the lecturer and the students in the research in English language teaching in classrooms discussion used by the sixth semester at IAIN Salatiga.

1. Lecturer

There is one lecturer who participated in this research: his initial name is Mr. Roko Patria, M. Pd.

2. Students

The writer toke the sixth grade students as the participant. The students who are in the research as follows:
Table 2.1
Research Participants Class : Research in ELT 1 Class D

<table>
<thead>
<tr>
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Table 2.2

Research Participants Class : Research in ELT 1 Class F

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<td>37.</td>
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<td>ACHMAD MUNAJA GHUFRON</td>
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</table>
C. **Methodology of the Research**

The writer used Qualitative research. According to Moleong (1983:4), Qualitative research is research procedures that procedure descriptive data in the form of written or oral words of the people and behaviors that can be observed.

D. **Data Sources**

The research used primary data or original data and secondary data. Original data mean the writer takes the data naturally. According to Moleong (1983:4), qualitative research is directed to individually background holistically. So, the writer can not divide the people based on variable or hypothesis. The data was directly related with the problem observed and directly delivered from the resources. The source of this research:

1. **Primary Data:** The dialogue that happen when the students made conversation with lecturer and other students in classroom discussion.
2. **Secondary Data:** Book, E-book, website, and Journal.

E. **Technique of Collecting Data**

In process research, the writer use interview, field note, and documentation technique. According to Moleong (1983:186), interview is a conversation with particular purpose. The conversation is performed by two people that are interviewer who ask the question and interwiewee. In this
research, the writer interviewed Mr. RP the lecturer of Research in ELT 1 subject to ask the class condition and permit to do the research in his class.

The second technique is field note. Field note is a note made by the writer when do the research. According to Moleong(1983:208), field note contents of key words, phrase, main idea of the conversation or observation, picture, sketch, sociogram, diagram, etc.

The third technique is documentation. Documentation is the one of data collection procedure, it is like photo, video, and recording the data. In this research, the writer record the information provided by the participant. In qualitative research record information on self designed protocols that help the writer to organize information reported by participants (Creswell, 2012: 205). The writer collected the data by recording activities in classroom discussion.

F. Technique of Data Analysis

According to Creswell (2009: 185), there are six steps to analyze the data:

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.

2. Read through all the data.
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 (Rossman & Rallis, 1998: 171).

**Table 3.1**

List of Respondent

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</tr>
<tr>
<td>63.</td>
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<td>F</td>
</tr>
</tbody>
</table>
4. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

5. Advance how the description and themes will be represented in the qualitative narrative.

6. A final step in data analysis involves making an interpretation or meaning of the data.

G. Research Procedure

a. The lecturer make some groups in class to do classroom discussion.

b. Then, the lecturer give topic to discuss.

c. The researcher recordsthe classroom discussion.

d. Classifying the data.

e. Selecting the relevant data.

f. Reporting selected data.

g. Watch and listen the recording data of activities in classroom discussion.

h. Make the transcription of data collection.

i. Analysis the transcript of data collection.

j. The writer made research summary from result of the research.
A. Data Presentation

The chapter presents the data related to the problem of the study. The questions that will be answered are:

1. What are the types of politeness principles that are used by the students in research in English language teaching 1 in classrooms discussion?

2. What is the dominant type of politeness principles used by the students in research in English language 1 in classrooms discussion? And why is it dominant?

Table 4.1

Research Finding

<table>
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<th>No.</th>
<th>Maxim of Politeness Principle</th>
<th>Class</th>
<th>Dialogue</th>
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<tbody>
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<td>1.</td>
<td>Tact Maxim</td>
<td>D</td>
<td>Mr. R: I ask, what I mean that how could you. Ok, let's then like this. This article belongs to/could be categorized as quantitative. You find any quantitative there, in the article. Is there any “quantitative” word in the article? Is</td>
</tr>
</tbody>
</table>
| 2. | Tact Maxim | D | Mr. R: My question is, is there any “quantitative” word in there?  
Student 3: No, there is not.  
Mr. R: Ok, fine. If there is none in there, try to find it in another article. Mbak Santi, please! What about that one? Is there any “quantitative” word?  
Student 5: Yes there is. |
| 3. | Generosity Maxim | D | Mr. R: For the comparison, please read Cresswell’s book that I’ve read out to you.  
Student 7: Yes sir. |
Mr. R: This is a part of the final assignment. I will add it later at the end of the class. Find it in Cresswell’s book, however what you need will not be in every page of the book. I will tell you at the end of the class.

4. Generosity Maxim

D

Mr. R: Just to risk of but don’t worry I have discuss ya. With Mas Ihsan and Mas Wahid. To replace.

Student 3: Yes.

Mr. R: To replace, to re-schedule our class. So, perhaps we will have the class on Saturday. Only one meeting ya. So, it doesn’t matter how many meeting we have left. Because of many reasons etc. I will be able to replace one meeting only.

Student 2: Saturday.

Mr. R: Saturday ya. So, on Saturday.
| 5. | Generosity Maxim | D | Mr. R: What happened with number 1 and 2. The type of research for number 1 and 2? Number 3 is a bonus for this class. This one is included as experimental. 
Student 2: CAR. 
Mr. R: Unexperiment Mbak. Because there is. I will explain why it can be so, later. |
| 6. | Generosity Maxim | F | Mr. R: First group, what is the title of the chosen article or the chosen proposal? So, what is the title of your proposal? 
Student 27: The effectiveness of using authentic materials in teaching recount text to improve students’ writing ability. 
Mr. R: The effectiveness… Write it |
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<td>7.</td>
<td></td>
<td>D</td>
<td>Mr. R: Towards the?</td>
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<td>8.</td>
<td>Approbation Maxim</td>
<td>D</td>
<td>Student 7: Students’ belief and</td>
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<td></td>
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<td>application. Mr. R: Belief and application. Ok, this is interesting.</td>
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<td>10.</td>
<td>Approvaln Maxim</td>
<td>F</td>
<td>Mr.R: Mbak Indah, Hendrawan, Fadly? Student 35: Two. Mr.R: Two? Ok, good job.</td>
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<td>11.</td>
<td>Approvaln Maxim</td>
<td>F</td>
<td>Mr.R: The use of realia in teaching speaking. Realia, is it the same with the other one? Student 28: But that is for writing, sir. Mr. R: OK, good. Writing, speaking</td>
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<td>Student 35: Observation.</td>
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<td>Mr. R: Observation.</td>
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<td>Student 36: The comparative.</td>
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<td>Student 37: The comparative.</td>
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<td>Mr. R: Yes. The members of this group are smart.</td>
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<td>Mr. R: <em>Dibandingkan dengan yang lain.</em> Compare with others.</td>
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<td>Student 30: Yes.</td>
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<td></td>
<td>Mr. R: Do you understand?</td>
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<td>Some students: Yes.</td>
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<td>Student 32: Oh, class control with class experiment.</td>
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<td>Mr. R: Yes. You can do it.</td>
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<td>14.</td>
<td>Approbation Maxim</td>
<td>F</td>
<td>Student 30: Dependent variable is the variable that cannot be influenced by dependent variable because independent variable is the pillar and the dependent variable is the variable that can be intervered by the independent variable. Mr.R: Yes, Ok. Give applause for Mas Naja</td>
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<td>15.</td>
<td>Modesty Maxim</td>
<td>D</td>
<td>Mr.R: I still cannot talk much about this because this is not clear ya. My question is, how could you find, how could your identify, the title or the article belongs to quantitative. How? Student 3: Because I take one, I take one design, the first phonemes sounds A then phonemes sound B and phonems sound C, then the B with to in k,j,x, for example.</td>
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<td>16.</td>
<td>Modesty Maxim</td>
<td>F</td>
<td>Mr. R: The most research design is quantitative research. Actually they are two. They are two of the most, common design used under the umbrella of quantitative research. Approximately from six that I wrote maybe my write is not good. All students: Yes.</td>
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<td>17.</td>
<td>Agreement Maxim</td>
<td>D</td>
<td>Mr. R: Furthermore, but just let it be ya. Note it to give any correction. Ok, now let’s discuss together. Attention! Let’s start from the first group. Student A: From the corner first. Student 2: Yes. Mr. R: Ok, let start from… Student 2: Mas Ihsan first. Student 1: Mas Ihsan’s group. Mr. R: Mas Ihsan’s group.</td>
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</table>
|   | Agreement Maxim |   | Mr. R: Answer my question. Ok, my first question is, what is the chosen title?  
Student 3: Consonant phonemes or.  
Student 4: Consonant.  
Mr. R: Consonant.  
Student 3: Consonant phoneme and graphemes.  
Mr. R: It that right? The title of the article?  
Student 3: Yes. |
|---|---|---|---|---|
| 18 | Agreement Maxim | D | Mr. R: Ok, 25 eh 24 consonant and..  
Student 3: On graphemes.  
Mr. R: On graphemes.  
Student 3: Yes.  
Mr. R: 24 consonant and graphemes. |
|   | Agreement Maxim |   | Mr. R: Ok, wait. Just a minute. From these various English words that are put in columns.  
Student 3: This is a list of certain category.  
Mr. R: Is certain category.  
|   | Agreement Maxim |   | Mr. R: That the issues way. So, if the author says quantitative, so we can follow quantitative. Even though sometimes there is an author that is a bit inconsequent. However, that’s the easiest way to say it is quantitative.  
Well, in Mas Ihsan’s case, Mas Ihsan made a guess about it, is that right?  
Student 3: Yes.  
|   | Agreement Maxim |   | Mr. R: When Mas Ihsan said that a negative vacation of quantitative is when Mas Ihsan found that in the article there is a column, there is a |
| 23. | Agreement Maxim | D | Mr. R: So, on Saturday it’s still other discussion whether this Saturday or next. This Saturday or next Saturday?  
    |                |    | Student 3: Next.  
    |                |    | Mr. R: Next Saturday. The value the place in building B. What it call this?  
    |                |    | Student 1: Aul audit.  
    |                |    | Student 3: Auditorium.  
    |                |    | Mr. R: Let’s just say Auditorium okay. |

<p>| 24. | Agreement Maxim | D | Mr. R: So in there, we meet not only with this class but also other class. Both of them. So, I will tell you in other class. At what time it will be? At 9, |</p>
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</table>
| 25. Agreement Maxim | D | Student 4: CAR and quantitative are almost similar, is that right sir?  
Mr. R: Yes. So, once again, it can be CAR, it can be quantitative, it can be qualitative. Where can it be known from? So, sometimes I ask about the title. Is there any confirmation regarding its quantitative nature in that article. But it’s okay because quantitative is relative. It has a pattern. CAR, now there are 1, 2, 3. |
| 26. Agreement Maxim | D | Mr. R: Ok, all of them are two? And that is action reserach ya Mbak?  
Student K: This one has a comparison, sir.  
Mr. R: With what? |
Student 11: First, cooperative learning games tournament. Second, direct learning method.

Mr. R: Yah, that is direct learning model. If it is like that, it is included as experiment.

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<th>Agreement Maxim</th>
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<tr>
<td>27.</td>
<td>Mr. R: Is there any? Yes or no? Yes or no why we do to research because we want to know. Yes or no?</td>
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<td>All students : Yes.</td>
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<th>Agreement Maxim</th>
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<tr>
<td>28.</td>
<td>Mr. R: Teacher’s attitude is dependent or independent? Well, for me, I tend to...to what?</td>
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<td>Student 3: Dependent.</td>
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<td></td>
<td>Mr. R: I also choose dependent.</td>
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<th>Agreement Maxim</th>
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<tr>
<td>29.</td>
<td>Mr. R: Ok, I will explain to you step by step. The first step is after you get</td>
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</table>
with the group members. Please make design only one design. For example Mbak… a case just found two article. Two or three. But what I want to have is only one to talk. Negotiate it with each other. Which one should be the notable one. Ok this group, found one. Only one. From that you just it find as the … what is it? Chosen article. A teaching from of you. Yes.Ok get it. Some students : Yes.

Mr.R: Negotiating and deciding of providing one. Only the first step by step. Ok speak in English ya. And then one of you repeat any gadget. Any gadget with you? Please make a record. Each group should be one person to make a record ya. And this be analyzed by researcher. Please enjoy your and time and I give you only 10-15 minutes. Make record ya. Don’t forget to make a
<p>| | | |</p>
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<td></td>
<td>record. Student 1: Yes, Sir.</td>
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<td>31.</td>
<td>Agreement Maxim</td>
<td>F</td>
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<td></td>
<td>Mr. R: Are you sure that the proposal is quantitative? In which part does the proposal mention that the design is quantitative? Define that any quantitative. What’s that? OK, wait a minute. The first group regarded this title as quantitative. Because of the word of effectiveness? Student 27: Yes.</td>
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<tr>
<td>32.</td>
<td>Agreement Maxim</td>
<td>F</td>
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<tr>
<td></td>
<td>Mr. R: If a football game is being investigated quantitatively, it means that what will be talked about? Student 30: Statistics. Mr. R: Statistics.</td>
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<tr>
<td>33.</td>
<td>Agreement Maxim</td>
<td>F</td>
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<td></td>
<td>Mr. R: There is score, right? And then,</td>
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what else?

Student 30: There will be ball possession.

Mr. R: Ball possession. And then?

Student 30: Penalty.

Mr. R: Fault.

34. Agreement Maxim  F  Mr. R: OK, next. The statistics. Then, the quantitative’s perspective when we see one football game. On the other hand, we have quantitative.

Student 30: The commentator.

Mr. R: The comment, right. The comment will be spoken.

35. Agreement Maxim  F  Mr. R: For me, numbers are, well, almost can be confirmed as quantitative. There is but, well, that quantitative could be a mix with qualitative. So, I’m afraid the title we are discussing on, in teaching design is not purely
quantitative. But, a mix of quantitative and qualitative.

Student 32: It must be CAR, then.

Mr.R: Yes. It can be CAR or can be quantitative. CAR is just one type in the mixer.

| 36. | Agreement Maxim | F | Mr.R: Where is the article? OK, pay attention everyone. I’ll read the title for you. Teaching speaking skill using problem. Teaching speaking skill using problemsolving activity. Let’s see. It is quantitative right? Student 28: Yes |
| 37. | Agreement Maxim | F | Mr.R: Naja. Student27: Yes, The effectiveness of direct method and such as PDA to improve students’ vocabulary mastery. But, the title I saw shows that the |
| 38. | Agreement Maxim | F | Student 27: And after that, is comparing research. I know that, it is quantitative. From the table and the random research, umm… the sample. Mr.R: Ok, then the comparison could be categorized as quantitative. Let’s discuss more about it, OK? |
| 39. | Agreement Maxim | F | Mr.R: The most used design is quantitative research, right? Actually there are two, right? They are two of the most, common design used under the umbrella of quantitative risets. Approximately from six that I wrote |
maybe my write is not good.

All students: Yes.

<p>| 40. | Agreement Maxim | F | Mr. R: For Mbak… yes you. For number six. For number six, why number six is different? For the sixth number. Student 30: In my perception, gerund phrase to writing can be quantitative but it can be mix with the other but only quantitative. It’s ok I mean. Mr. R : Ok |
| 41. | Agreement Maxim | F | Mr. R: The design is what is it nation device about design? Is it correlational define that is it? Ok, I will what I want. I’d like to say that the design for number six is correlational. Co-re-lational study. What about the rest? Number one number two, three, four, |</p>
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<tr>
<td>42</td>
<td>Mr. R: OK, alright. So, group one. But there is one which complain. The others? This one is definitely different. What must be tested?</td>
<td>Student 36: Nah.</td>
<td>Student 37: Yes. That’s right sir. What a waste.</td>
</tr>
<tr>
<td>43</td>
<td>Mr. R: There should be the factors. Approximately, what are the factors?</td>
<td>Student 32: Exercise.</td>
<td>Mr. R: Exercise. And then, what else?</td>
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<td></td>
<td></td>
<td>Student D: Reference, referensi.</td>
<td>Mr. R: Reference, what else?</td>
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</table>
There are 44 data containing expression of politeness principle. Certainly, they function as politeness principle. The forty four 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.

### B. Data Analysis

This analysis is proposed to find out the variation of politeness principle expression in research in English language teaching 1 in the classrooms discussion. The data description of the classification can be seen as follow:

#### Table 1: Examples of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Maxwell Principle</th>
<th>Data</th>
</tr>
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<tbody>
<tr>
<td>44</td>
<td>Sympathy Maxim</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Mr.R: This is the last, okay Mbak. Umm last group. Mbak Sintia. OK, the title is?</td>
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<td>Student 37: Not yet, sir.</td>
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<td>Mr.R: Why haven’t you finish it?</td>
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</table>
1. **Tact Maxim**

   The tact maxim is minimize cost to other, maximize benefit to other (Leech, 1983: 107). The writer found data which appropriate with this theory:

   a. (00:18:04-00:18:58)

      Mr. R : I ask, what I means that how could you. Ok, let’s then like this. This article belongs to or could be categorized as quantitative. You find any quantitative there, in the article. Is there any “quantitative” word in the article? Is there?

      Student 3 : In this article, the word “quantitative” exists. The method used in this article is quantitative method. For example, some English words are put in table.

      This utterance is classified as tact maxim based on Leech’s theory. This maxim is used to increase the politeness. In this dialogue, the lecturer gave suggestion to the students by saying "You find any quantitative there, in the article."

   b. (00:20:07-00:20:18)

      Mr. R : My question is, is there any “quantitative” word in there?

      Student 3 : No, there is not.
Mr. R: Ok, fine. If there is none in there, try to find it in another article. Mbak Santi, please! What about that one? Is there any “quantitative” word?

Student 5: Yes there is.

This utterance is classified in tact maxim based on Leech’s theory. This type of maxim used to increase the politeness. From the dialogue “If there is none in there, try to find it in another article.” the lecturer offered the student to search it (quantitative word) in another article.

2. Generosity Maxim

The generosity maxim is minimize benefit to self, maximize cost to self to respect others (Leech, 1983: 133). There are some data which is classified into this maxim.

a. (00:25:51-00:26:08)

Mr. R: For the comparison, please read Cresswell’s book that I’ve read out to you.

Student 7: Yes sir.

Mr. R: This is a part of the final assignment. I will add it later at the end of the class. Find it in Cresswell’s book, however what you need will not be in every page of the book. I will tell you at the end of the class.
The utterance is categorized as a generosity maxim because in this dialogue, the lecturer said “I will add it later at the end of the class.” and ” I will tell you at the end of the class.” These implied the benefit to the students and implied the cost to the lecturer. The lecturer maximized the cost to himself because he swore to explain the material.

b. (00:29:07-00:30:07)

Mr. R : Just to risk of but don’t worry I have discuss ya. With Mas Ihsan and Mas Wahid. To replace.

Student 3 : Yes.

Mr. R : To replace, to re-schedule our class. So, perhaps we will have the class on Saturday. Only one meeting ya. So, it doesn’t matter how many meeting we have left. Because of many reasons etc. I will be able to replace one meeting only.

Student 2 : Saturday.

Mr. R : Saturday ya. So, on Saturday.

The utterance is categorized as generosity maxim. The lecturer said “I will be able only to replace one meeting ya”. From the dialogue, the lecturer maximized the cost to himself because he will be able to replace the meeting that were left.
Mr. R: What happened with number 1 and 2. The type of research for number 1 and 2? Number 3 is a bonus for this class. This one is included as experimental.

Student 2: CAR.

Mr. R: Unexperiment Mbak. Because there is. I will explain why it can be so, later.

From the dialogue the lecturer said “I will explain why it can be so, later.” The lecturer maximized cost to himself to tell about the material. It is related to Leech’s theory about generosity maxim.

d. (00:23:46-00:24:12)

Mr. R: First group, what is the title of the chosen article or the chosen proposal? So, what is the title of your proposal?

Student 27: The effectiveness of using authentic materials in teaching recount text to improve students’ writing ability.

Mr. R: The effectiveness… Write it yourself? I’ll write it for you.

The utterance is categorized as generosity maxim because the lecturer maximized the cost to himself. “I’ll write it for you.” From this situation, the lecturer was willing to wrote in white
board even though his students could wrote it if he requested them to do so.

3. Approbation Maxim

The approbation maxim is minimize dispraise of other, maximize praise of other (Leech, 1983:135). There are some data which is classified into this maxim:

a. (00:24:08-00:24:53)

Mr. R : It’s not. I’ve answered it directly. This class has already memorized what I said. So, the reason why it can be a mixed method is what I said in the beginning, right? Can fix. There is supporting data namely quantitative. Yes.

Student 3 : However, what is it called? For one opinion about qualitative and quantitative if from his presentation is called find statement and that is qualitative.

Mr. R : Quantitative?

Student 3 : From that perspective, then it is qualitative

The dialogue is categorized as approbation maxim because the lecturer complimented his students. “This class has already memorized what I said.” It is related with leech’s theory about approbation maxim.

b. (00:26:39-00:27:28)

Mr. R : Towards the?
Student 7: Students’ belief and application.

Mr. R: Belief and application. Ok, this is interesting.

From the dialogue the lecturer said “Ok, this is interesting”, the lecturer complimented his students about the student’s answer. It is related with Leech’s theory about approbation maxim.

c. (00:52:30-00:52:40)

Mr. R: Yes, wait a minute. Let’s talk about dependent variable first. What thing is affecting student’s ability?

Student 1: 1. The teacher.

Mr. R: The teacher. Great.

From this dialogue the lecturer said “Great”, the lecturer maximized praise of other. So, this dialogue is categorized as approbation maxim. It is related with Leech’s theory.

d. (00:01:44-00:01:52)

Mr. R: Mbak Indah, Hendrawan, Fadly?

Student 35: Two.

Mr. R: Two? Ok, good job.

It is related with Leech’s theory about approbation maxim because the lecturer minimized praise to his students. “Ok, Good job”. The lecturer complimented his student’s opinion.

e. (00:37:12-00:37:28)
Mr. R : The use of realia in teaching speaking. Realia, is it
the same with the other one?

Student 28 : But that is for writing, sir.

Mr. R : OK, good. Writing, speaking

From the dialogue the lecturer gave compliment to his
student by saying “Ok, good”. It is related with Leech’s theory
about approbation maxim.

f. (00:44:10-00:45:08)

Mr. R : The question is how do we know the effectiveness
is really because of using realia? From where?

Student 35 : Observation.

Mr. R : Observation.

Student 36 : The comparative.

Student 37 : The comparative.

Mr. R : Yes. The members of this group are smart.

From the dialogue the lecturer said “The member of this
group are smart”. The lecturer complimented his students about
their opinion when the lecturer gave question. It is related with
Leech’s theory about approbation maxim.

g. (00:45:12-00:45:24)

Mr. R : *Dibandingkan dengan yang lain*. Compare
with others.

Student 30 : Yes.
Mr. R: Do you understand?
Some students: Yes.
Student 32: Oh, class control with class experiment.
Mr. R: Yes. You can do it.

From the dialogue the lecturer said “You can do it”. The lecturer maximized praise to his students. Because the students could answer his question. So, it is related with leech’s theory about approbation maxim.

h. (00:51:10-00:51:33)
Student 30: Dependent variable is the variable that cannot be influenced by dependent variable because independent variable is the pillar and the dependent variable is the variable that can be intervered by the independent variable.

Mr. R: Yes, Ok. Give applause for Mas Naja
The lecturer gave compliment to his student. “Give applause for Mas Naja ya.” From this dialogue the lecturer maximize praise to his student. It is related with leech’s theory about approbation maxim.

4. Modesty Maxim

Modesty maxim is minimize praise of self, maximize dispraise of self. There are some data which is classified into this maxim:

a. (00:17:17-00:18:04)
Mr. R : I still cannot talk much about this because this is not clear ya. My question is, how could you find, how could your identify, the title or the article belongs to quantitative. How?

Student 3 : Because I take one, I take one design, the first phonemes sounds A then phonemes sound B and phonems sound C, then the B with to in k,j,x, for example.

This utterance is classified as modesy maxim. “I still cannot talk much about this because this is not clearya.” It is related to leech’s theory about modesty maxim because the lecturer maximize dispraise to himself. The lecturer said that he could not talk much about the topic even though he already understood about the topic.

b. (00:38:04-00:38:43)

Mr. R : The most research design is quantitative research. Actually they are two. They are two of the most, common design used under the umbrella of quantitative research. Approximately from six that I wrote maybe my write is not good.

All students : Yes.

It is related with modesty maxim because the lecturer said “Approximately from six that I wrote maybe my write is not
good.” From the dialogue the lecturer maximized dispraise to self about his bad writing.

5. Agreement Maxim

Agreement maxim is minimize disagreement between self and other, maximize agreement between self and other. There are some data which is classified into this maxim:

a. (00-15:00-00:15:26)

Mr. R: Furthermore, but just let it be ya. Note it to give any correction. Ok, now let’s discuss together. Attention! Let’s start from the first group. Student A: From the corner first.

Student 2: Yes.

Mr. R: Ok, let start from…

Student 2: Mas Ihsan first.

Student 1: Mas Ihsan’s group.

Mr. R: Mas Ihsan’s group.

From the dialogue the lecturer agreed with student’s opinion. So, he repeated his student's opinion. ”Mas Ihsan’s group.” It is related with agreement maxim by leech’s theory.

b. (00:15:30-00:16:10)

Mr. R: Answer my question. Ok, my first question is, what is the chosen title?

Student 3: Consonant phonemes or.
Student 4 : Consonant.
Mr. R : Consonant.
Student 3 : Consonant phoneme and graphemes.
Mr. R : It that right? The title of the article?
Student 3 : Yes.

From the dialogue the student said “Yes” which explains that the student agreed with the lecturer’s opinion. It is related with agreement maxim from Leech’s theory. Because the student maximized agreement with his lecturer.

c. (00:17:05-00:17:16)
Mr. R : Ok, 25 eh 24 consonant and..
Student 3 : On graphemes.
Mr. R : On graphemes.
Student 3 : Yes.
Mr. R : 24 consonant and graphemes.

From the dialogue the lecturer maximized agreement with his student. The lecturer repeated the student’s opinion. ”24 consonant and graphemes.” It is related with agreement maxim based on Leech’s theory.

d. (00:18:58-00:19:07)
Mr. R : Ok, wait. Just a minute. From these various English words that are put in columns.
Student 3 : This is a list of certain category.
Mr. R : Is certain category.

The lecturer maximized agreement with his students. The lecturer said “Is certain category” which explains that the lecturer agreed with student’s opinion. It is related with leech’s theory about agreement maxim.

e. (00:19:07-00:19:48)

Mr. R : That the issues way. So, if the author says quantitative, so we can follow quantitative. Even though sometimes there is an author that is a bit inconsequent. However, that’s the easiest way to say it is quantitative. Well, in Mas Ihsan’s case, Mas Ihsan made a guess about it, is that right?

Student 3 : Yes.

The student said “Yes” when the lecturer asked about his opinion. From the dialogue above the student maximized agreement to his lecturer. It is related with leech’s theory about agreement maxim.

f. (00:20:18-00:20:54)

Mr. R : When Mas Ihsan said that a negative vacation of quantitative is when Mas Ihsan found that in the article there is a column, there is a column of categorization. This, sorry there are so many kind of this? Simple categorize?
Student 3 : 32.

Mr. R : 32 yes ok.

From the dialogue above the lecturer said “32 yes ok”. He repeated student opinion. So that, the dialogue above is categorized as agreement maxim. The lecturer maximized the agreement with his student. It is related with agreement maxim by Leech’s theory.

g. (00:30:07-00:30:38)

Mr. R : So, on Saturday it’s still other discussion whether this Saturday or next. This Saturday or next Saturday?

Student 3 : Next.

Mr. R : Next Saturday. The value the place in building B. What it call this?

Student 1 : Aul audit.

Student 3 : Auditorium.

Mr. R : Let’s just say Auditorium okay.

The lecturer said “Let’s just say Auditorium okay.” It is related with agreement maxim by Leech’s theory because the lecturer maximized his student’s opinion. The lecturer repeat the student’s opinion.

h. (00:30:38-00:30:58)
Mr. R: So in there, we meet not only with this class but also other class. Both of them. So, I will tell you in other class. At what time it will be? At 9, right?

All students: Yes.

From the dialogue, all of the students maximized agreement with his lecturer. The students said “yes” to reply their lecturer’s opinion. It is related with agreement maxim by Leech’s theory.

i. (00:37:07-00:37:42)

Student 4: CAR and quantitative are almost similar, is that right sir?

Mr. R: Yes. So, once again, it can be CAR, it can be quantitative, it can be qualitative. Where can it be known from? So, sometimes I ask about the title. Is there any confirmation regarding its quantitative nature in that article. But it’s okay because quantitative is relative. It has a pattern. CAR, now there are 1, 2, 3.

From the dialogue the student asked the lecturer about the topic that they were talking about. The student gave her opinion, then the lecturer said “Yes”. The lecturer also told more about the student’s opinion. The lecturer maximized agreement to his student. It is related with agreement maxim by Leech’s theory.
Mr. R : Ok, all of them are two? And that is action research ya Mbak? Student K: This one has a comparison, sir.

Mr. R : With what?

Student 11: First, cooperative learning games tournament.
Second, direct learning method.

Mr. R : Yah, that is direct learning model. If it is like that, it is included as experiment.

From the dialogue the lecturer said ”Yah, that is direct learning model”. The lecturer repeated the student’s opinion. The lecturer maximized agreement to his student. It is related with Leech’s theory about agreement maxim.

Mr. R : Is there any? Yes or no? Yes or no why we do to research because we want to know. Yes or no?

All students: Yes.

From the dialogue the lecturer asked his students about his opinion regarding the research. The students said “Yes”, it means that the students agreed with their lecturer’s opinion. So, the students maximized agreement to the lecturer. It is related with agreement maxim.
Mr. R : Teacher’s attitude is dependent or independent?

    Well, for me, I tend to … to what?

Student 3 : Dependent.

Mr. R : I also choose dependent.

    From the dialogue above student C said “dependent” to answer the lecturer’s question. Then, the lecturer said “I also choose dependent.” It means that the lecturer maximized agreement with student’s opinion. It is related with agreement maxim by Leech’s theory.

m. (00:04:21-00:05:25)

Mr. R : Ok, I will explain to you step by step. The first step is after you get with the group members. Please make design only one design. For example Mbak… a case just found two article. Two or three. But what I want to have is only one to talk. Negotiate it with each other. Which one should be the notable one. Ok this group, found one. Only one. From that you just it find as the ... what is it? Chosen article. A teaching from of you. Yes. Ok get it.

Some students : Yes.
It is related with Leech’s theory about agreement maxim because the students said “yes”. The students maximize agreement with their lecturer.

n. (00:06:03-00:07:00)

Mr. R : Negotiating and deciding of providing one. Only the first step by step. Ok speak in English ya. And then one of you repeat any gadget. Any gadget with you? Please make a record. Each group should be one person to make a record ya. And this be analyzed by researcher. Please enjoy your and time and I give you only 10-15 minutes. Make record ya. Don’t forget to make a record.

Student 1 : Yes, Sir.

From the dialogue above, the student said “Yes, Sir.” The students maximized the agreement to the lecturer. It is related with agreement maxim by Leech’s theory.

o. (00:24:49-00:25:28)

Mr. R : Are you sure that the proposal is quantitative? In which part does the proposal mention that the design is quantitative? Define that any quantitative. What’s that? OK, wait a minute. The first group regarded this title as quantitative. Because of the word of effectiveness?
Student 27: Yes.

From the dialogue the student said “Yes” The students maximized agreement to the lecturer. It is related with agreement maxim by Leech’s theory.

p. (00:26:27-00:26:33)
Mr. R: If a football game is being investigated quantitatively, it means that what will be talked about?

Student 30: Statistics.

Mr. R: Statistics.

The lecturer repeated the student’s opinion. It means that the lecturers maximized agreement with student’s opinion. It is related with agreement maximize by Leech’s theory.

q. (00:26:33-00:26:48)
Mr. R: There is score, right? And then, what else?

Student 30: There will be ball possession.

Mr. R: Ball possession. And then?

Student 30: Penalty.

Mr. R: Fault.

From the dialogue the lecturer said “Fault” to support the student’s opinion about his answer. The lecturer maximized agreement to the student. It is related with agreement maxim by Leech’s theory.
r. (00:26:48-00:27:15)

Mr. R : OK, next. The statistics. Then, the quantitative’s perspective when we see one football game. On the other hand, we have quantitative.

Student 30: The commentator.

Mr. R : The comment, right. The comment will be spoken. It will be spoken by the commentator.

From the dialogue the lecturer repeated the student’s opinion but he also supported the student’s opinion. “The comment, right. The comment will be spoken. It will be spoken by the commentator.” It is related with agreement maxim. Because the lecturer maximized agreement with student’s answer.

s. (00:31:00-00:31:41)

Mr. R : For me, numbers are, well, almost can be confirmed as quantitative. There is but, well, that quantitative could be a mix with qualitative. So, I’m afraid the title we are discussing on, in teaching design is not purely quantitative. But, a mix of quantitative and qualitative.

Student 32 : It must be CAR, then.

Mr. R : Yes. It can be CAR or can be quantitative. CAR is just one type in the mixer.
From the dialogue the lecturer said “Yes. It can be CAR or can be quantitative. CAR is just one type in the mixer..” it means that the lecturer agreed with the student’s opinion but the lecturer also has other opinion. It is related with agreement maxim by Leech’s theory.

Mr. R : Where is the article? OK, pay attention everyone.
I’ll read the title for you. Teaching speaking skill using problem. Teaching speaking skill using problemsolving activity. Let’s see. It is quantitative right?

Student 28 : Yes

From the dialogue the student said “Yes”. The student maximized agreement to the lecturer’s opinion. It is related with agreement maxim by Leech’s theory.

Mr. R : Naja.

Student27 : Yes, The effectiveness of direct method and such as PDA to improve students’ vocabulary mastery. But,
the title I saw shows that the design is quantitative.

But...

Mr. R : I think so. But, yes?

Student27: But, after I colaborated the proposal umm... the script paper. I feel confused. I very very yakin.

From the dialogue the lecturer said “I think so. But, yes?”

The lecturer maximized agreement with student’s opinion. It is related with agreement maxim by Leech’s theory.

v. (00:34:35-00:36:23)

Student 27: And after that, is comparing research. I know that, it is quantitative. From the table and the random research, umm... the sample.

Mr. R : Ok, then the comparison could be categorized as quantitative. Let’s discuss more about it, OK?

From the dialogue the lecturer said “Ok, then the comparison could be categorized as quantitative. Let’s discuss more about it, OK?” The lecturer maximized agreement with student’s opinion, then the lecturer also invited the students to discuss more about the topic. It is related with agreement maxim by Leech’s theory.

w. (00:38:04-00:38:43)

Mr. R : The most used design is quantitative research, right? Actually there are two, right? They are two of
the most, common design used under the umbrella of quantitative datasets. Approximately from six that I wrote maybe my write is not good.

All students: Yes.

From the dialogue, all of students said “Yes”. The students agreed with their lecturer opinion. The students maximized agreement to the lecurer. It is related with Leech’s theory about agreement maxim.

x. (00:41:39-00:42:17)

Mr. R : For Mbak… yes you. For number six. For number six, why number six is different? For the sixth number.

Student 30 : In my perception, gerund phrase to writing can be quantitative but it can be mix with the other but only quantitative. It’s ok I mean.

Mr. R : Ok

From the dialogue the lecturer said “Ok.” Itmeans that the lecturer maximized agreement to the student’s opinion. It is related with agreement maxim by Leech’s theory.

y. (00:42:18-00:43:13)

Mr. R : The design is what is it nation device about design? Is it correlational define that is it? Ok, I will what I want. I’d like to say that the design for number six is
correlational. Co-re-lational study. What about the rest? Number one number two, three, four, five.

Student 33 : Experimental.

Mr. R : Experimental.

From the question the lecturer repeat the student’s opinion. “Experimental.” This is referred that the lecturer maximized the student’s opinion. It is related with agreement maxim by Leech’s theory.

z. (00:49:02-00:49:16)

Mr. R : OK, alright. So, group one. But there is one which complain. The others? This one is definitely different. What must be tested?

Student 36 : Nah.

Student 37 : Yes. That’s right sir. What a waste.

From the dialogue his student said “Yes. That’s right sir. What a waste.” The student maximized to the lecturer’s opinion. It is related with Leech’s theory about agreement maxim.

aa. (00:55:30-00:55:46)

Mr. R : There should be the factors. Approximately, what are the factors?

Student 32 : Exercise.

Mr. R : Exercise. And then, what else?

Student D : Reference, referensi.
Mr. R : Reference, what else?

From the dialogue the lecturer maximized agreement to student’s opinion. The lecturer said “reference, what else?” it is related with agreement maxim.

6. Sympathy Maxim

Sympathy maxim is minimize antipathy between self and other, maximize sympathy between self and other. There are some data which is classified into this maxim:

a. (00:33:05-00:33:26)
Mr. R : This is the last, okay Mbak. Umm last group. Mbak Sintia. OK, the title is?
Student 37 : Not yet, sir.
Mr. R : Why haven’t you finish it?

From this dialogue the lecturer said “Why haven’t you finish it?” he maximized sympathy to student because he cared about his student and he tried to ask her. It is related with sympathy maxim by Leech’s theory.

After analyzing how is the politeness principle conveyed in the dialogue in research in English language teaching 1 in classrooms discussion. The writer has found some polite that can convey which six types of politeness principle. Namely; tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim.
Table 5.1

Percentage of Maxim in Politeness Principle

<table>
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<tr>
<th>No.</th>
<th>Type of Politeness Principle</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tact Maxim</td>
<td>2</td>
<td>4.54%</td>
</tr>
<tr>
<td>2.</td>
<td>Generosity Maxim</td>
<td>4</td>
<td>9.08%</td>
</tr>
<tr>
<td>3.</td>
<td>Approbation Maxim</td>
<td>8</td>
<td>18.16%</td>
</tr>
<tr>
<td>4.</td>
<td>Modesty Maxim</td>
<td>2</td>
<td>4.54%</td>
</tr>
<tr>
<td>5.</td>
<td>Agreement Maxim</td>
<td>27</td>
<td>61.29%</td>
</tr>
<tr>
<td>6.</td>
<td>Sympathy Maxim</td>
<td>1</td>
<td>2.27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table the writer has found percentage to each maxim in research in English language teaching 1 in classrooms discussion. Tact maxim 4.54%, generosity maxim 9.08%, approbation 18.16%, modesty maxim 4.54%, agreement maxim 61.29%, sympathy maxim 2.27%.

The agreement maxim is the dominant maxim that used by students in research in English language teaching 1 in classrooms discussion. Agreement maxim minimize disagreement between self and other, maximize agreement between self and other. In this analysis consist much of dialogues in the data using agreement maxim because in research in English language
teaching 1 in classrooms discussion the lecturer wanted to connect the actual existing material to the previous students knowledge about the material.
CHAPTER V
CLOSURE

A. CONCLUSION

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

1. From the analysis in research in English language teaching 1 in classrooms discussion, the writer has found the six types of politeness principle that are used by the students. The maxim are; tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

2. The agreement maxim is the dominant maxim that used by students in research in English language teaching 1 in classrooms discussion. Agreement maxim is minimize disagreement between self and other, maximize agreement between self and other. In this analysis consist much of dialogues in the data using agreement maxim because in research in English language teaching 1 in classrooms discussion, the lecturer wanted to connect the actual existing material to the previous students knowledge about the material.
B. SUGGESTIONS

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

1. To the lecturer

   The data might become a reference for lecturers while teaching. They will know more about politeness principle in research in English language teaching in classrooms discussion. The lecturer should more understand that the politeness also important to students. Without politeness, the students have not good attitude in schools.

2. To the students

   The students will get more understanding of politeness principle. So, they can using politeness principle in their daily life.

3. To other writers

   The data might become reference to other writers or they can complete this research in the next their research to be better.
REFERENCES


APPENDICES
CURRICULUM VITAE

Full Name : Betik Nurwidyawati
Nick Name : Betik
Date of Birth : Boyolali, March 14 1996
Address : Getas RT 23/ RW 05, Sumberagung, Klego, Boyolali
Mobile Phone : 085725527314
Faculty : English Department
Education History : 1. SDN Sumberagung 1 graduated in 2007
2. SMP N 1 Andong graduated in 2010
3. SMA N 1 Andong graduated in 2013
4. IAIN Salatiga graduated in 2017

Salatiga, August 30th 2017

Betik Nurwidyawati
113 13 131
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Selatan, No.2 Telp. (0298) 6031364, Fax. (0298) 323433 Salatiga 50712
http://www.iainsalatiga.ac.id email : administrasi@iainsalatiga.ac.id

Nomor : B.1.3.038/In.21/D1.1/PN.03.00/ 02/2017
Lamp : -
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Kepada
Yth. Faizal Risdianto, M.Hum

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : BETIK NURWIDYA WATI
NIM : 113-13-131
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE EFFECTIVENESS OF ANALYSIS BY SYNTHESIS METHOD TO TEACH STUDENTS PRONUNCIATION (AN EXPERIMENTAL STUDY OF FOURTH SEMESTER OF ENGLISH DEPARTEMEN IN IAIN SALATIGA IN THE ACADEMIC YEAR OF 2016/2017)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 28 Februari 2017
an. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

/Mufiq, S.Ag., M.Phil.
NIP. 19690617 199603 1004

Tembusan : 1. Dosen Pembimbing
DAFTAR NILAI
SURAT KETERANGAN KEGIATAN MAHASISWA

Nama : Betik Nurwidyawati
NIM : 113-13-131
Jurusan : TEI
Dosen Pembimbingan Akademik : Sri Guno Najib Chaqoço, S.Pd.I., M.A.

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<td>SEMINAR NASIONAL &quot;Malasih Generasi Muda dalam Berwirausaha&quot;</td>
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<td>25.</td>
<td>SEMINAR INTERNASIONAL &quot;Be Global Citizen through Non Formal Learning in International Voluntary Service: Another way to go Abroad&quot; oleh International Program Class IAIN SALATIGA dan GREAT (Gerakan Kerelawanan International)</td>
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Salatiga, 14 Juli 2017

Wakil Dekan Bidang
Kebijaksanaan dan Kerjasama

[Signature]

NIP. 19700510 1998031003
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<th>NO.</th>
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<th>CATATAN PEMBIMING</th>
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<tr>
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<td>21/11/2017</td>
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<td>Bab V, Abstract</td>
<td>Making initial the participant, Explaining the most dominant of agreement maxim &amp; Approve</td>
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**ATASAN:**

eiap konsultasi lembar ini harus dibawa

Dosen Pembimbing: [Signature]
1. The activities in research in English language teaching 1 in classrooms discussion
PERNYATAAN KEASLIAN TULISAN DAN KESEDIAN PUBLIKASI

Saya yang bertanda tangan di bawah ini:

Nama : Betik Nurwidyawati  
NIM : 113-13-131  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

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