CHAPTER IV

RESEARCH FINDING

This chapter presents data presentation and research finding of this research throught some steps as mentioned in the data analysis. The section presents and describes the examined data from classroom observation. The data found are related to the politeness strategies used in teacher and students on the politeness strategies at MA Al-Muslimun Kawistolegi Lamongan.

A. Data Presentation

The data presentation above is taken from take record video. That data explained the politeness strategies be implemented teaching and learning activities in class room.

The politeness strategies be implemented in teaching anad learning activities , teacher using of maxim and practic of the dimention of politeness as bald on record, positive politeness, negative politeness, and off record. Learning activities practice the type of politeness, teacher chose language to describing a positive politeness on the contary.

B. Data Finding

In data finding the research describe for the kind of type politeness strategies be implemented in teaching and learning activities. The researcher did the observation classified in to three activities: opening, core , and closing

activities in each meeting. Since the research was in class room he used clas roon research design.

1. The kind politeness strategies used by teacher during teaching process in English class.

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

Description of context

a. Opening class activity

There are several types of politeness strategies used by teacher during teaching process in English class. The detail explanation as below:

1) Bald on record

There is an utterance used bald on record employed by the teacher during opening activity of teaching process was ongoing. The detail as below:

"Yaudah, silahkan di pinjamkan. Saya tunggu di ruang multimedia."

The utterance above belongs to Bald on record strategies - cases of FTA-oriented bald on record usage. The utterance above shows that the teacher asks to the students to borrow an LCD in staff room. The teacher uses the word "silahkan" to minimize the threat to the student"s face.

2) Positive politeness strategy

The use of positive politeness strategy is found during opening activity was ongoing. The detail is below:

a) Notice, attend to hearer

"*Oke… sesuai keinginan kalian. Kita akan belajar di ruang multimedia. Tapi saya butuh LCD. Minjemnya dimana, ya?*". (*Ok, as your wants guys. We will study at Mutimedia room. I need an LCD. Where did I have it?*)

The conversation above shows that teacher employs positive politeness strategy 1, namely notice, attends to the hearer (her needs). The teacher knows that the students want to study in Multimedia room. It means that they need an LCD. Therefore when the teacher has a problem in borrowing LCD, she asks the student to help her. Before the teacher asks the students, she tries to satisfy the student"s positive face by saying the students wants to study in multimedia room.

b) Seek agreement

"*Iya, buku sama LKS nya di bawa.*" (Yes, you should bring your book and LKS.)

The teacher used positive politeness while uttering the utterance above. It belongs to seek agreement. Seek agreement may also be stressed by repeating part or all of what the preceding speaker has said. In this conversation, the teacher

agrees with what student said by repeating what he said. The context is the student asked to the teacher

"Bu, mbeto buku? (Miss, should we bring our books?)". Then she answer "Yes, you

should bring your book and LKS" to assert that she agrees with what they said.

b.   presentation activity

There are several politeness strategies used by teacher during teaching process in English class.

1) Bald on record strategy

There are some utterances of bald on record strategy used by teacher.

a) Maximum Efficiency

"Ikut saya! (Follow me)"

The utterance above shows that the use of maximum efficiency is important, because the situation is urgent. The teacher asks to the student to help her to take some book at that time.

b) Offers

There are 4 utterances used Offers strategy

"Silahkan perwakilan salah satu ambil semua kamus yang ada di kelas. Please, one of you, take all of dictionary"

The utterance shows that the teacher asks to the students to take a dictionary in the classroom.. The teacher uses the word "silahkan (please)" to minimize the threat to the student"s face.

2) Positive politeness strategy

There is an utterance use positive politeness strategies found in core activity.

"Saya ambilkan bukunya saja, berapa kelompok ini?"

(Let me take the book, how many group?)

The speaker in this strategy tries to offer herself. In this conversation, the teacher wants to help the students to take some books for them.

3) Off-record strategy

"Sudah mau selesai lho waktunya."

The utterance above belongs to give association clues. It shows that the teacher conveys a command to the students to collect the assignment soon.

c. Closing activity

There is an utterance found in opening activity.

"Iya, yang sudah selesai dikumpulin!"

The utterance above belongs to bald on record strategy- cases of FTA-oriented bald on record usage. The utterance above shows that the situation is not urgent. So the use of maximum efficiency and face redress is not necessary important. The teacher wants to command the

students to collect their task if they have been finished it. From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

Table 1.1 The Use of Politeness Strategy by Teacher

Context	Kind of politeness		Utterence
Opening class	Bald of record	Offers	Ya sudah silahkan dipinjamkan
	Positive politeness	Notice, attend to hearer	Oke sesusai keninginan kita belajar di ruang multi media , LCD nya pinjam dimana ya?
		Seek agreement	Ya buku sama LKS nya dibawa
Core / presentation	Bald on record	Maximum efficiency	Ikut saya!
		Offers	Silahkan perwakilan salah satu ambil semua kamus yang ada di kelas.
	Positive politeness	Offers, promise	Saya ambilkan bukunya saja, berapa kelompok ini?
	Oof record	Give asosiation clue	Sudah mau selesai lho waktunya
Closing class	Bald on record	Offers	Yang sudah selesai, bisa kembali ke kelas.

b. Second observation

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

1) Opening activity

There is an utterance found in opening activity.

"Ayo..!!. (Come on!)"

The utterance above belongs to bald on record strategy- Cases non-minimization of the threat. It shows that the use of maximum efficiency is important, because the situation is urgent. The teacher asks to the student to enter the class because the learning process will begin.

2) Core activity

There are utterances of politeness strategy found during core activity. The detail is below:

a) Bald on record strategy

(1) Power different between S and H

"Ya, dicari mas!. (Find it!)

The utterance above shows that the use of maximum efficiency is important, because the teacher asks to the student to find the assignment at that time.

(2) Sympathetic advice or warnings

"Hayo, gak boleh rame. Tanyanya satu-satu.."

It belongs to bald on record strategy. The utterance shows that the teacher warns the students to be not quiet. It also applies in data 41.

(3) Offers

There were 12 utterances used Offers Strategy. The detail is as below:

"Silahkan maju mas!! (Please come forward, mas!)"

The utterance above, the teacher used bald on record strategy. She give command or offers the student to come forward.

b) Positive Politeness Strategy

(1) Use in-group identity markers

"Mas.. Minta tolong dong!. (Mas, help me please!)"

In the conversation above, the teacher used positive politeness strategy by using "please" to soften the threat. Beside that the teacher uses the word "Mas" to call the student as to show the identity.

(2) Seek agreement

"Ya, sampah. (Yes, the rubbish)

In order to show that the teacher agree with the student statement, the teacher repeat what have been said by the student. In this conversation the students asked the teacher, "Sampah?, (How about the rubbish?),then the teacher answer by repeating all of part the student statement (Ya, sampah.)

(3) Give or ask for reasons

"Kenapa kamu milih di pojok? (Why do you choose in the corner?"

The utterance above shows that teacher employs positive politeness strategy , namely give or ask for reason. The teacher

asks the student about the reason why she did not want to sit in the front desk.

   c)   Off-record strategy

   (1) Give hints

There is an utterance use give hints strategy.

"T : Hallo.. Ssttt"

       The utterance above shows that the teacher is disturbed by the students because they were noisy. The teacher said that utterance to give a clue and hopes the students know what she means. Then the students will do something, such as being quiet.

   (2) Give association clues

There is an utterance use give association clues strategy.

"T : Time is running"

       The teacher said this utterance not only for gives information, but also to remembers and commands. The teacher gives a command by give a clue "time is running" and hopes the students will finish their assignment soon before the time runs out.

   (3) Use rhetorical questions

There is an utterance use rhetorical question strategy.

"Ayo , ada yang mau bertanya?!. (is there any question?)"

In this context, the students know that the meaning of that question is command. Actually, they know that it is time for students to ask to the group that presents in front of class. The teacher gives command by using question without hopes to get an answer from the students. The purpose of that utterance is the teacher wants to disguise the meaning, it is asking and commanding.

3) Closing class activity

There is an utterance found in teaching process during closing activity.

"T : Silahkan yang sudah selesai dikumpulkan. Lalu kembali ke kelas."

It belongs to Cases of FTA-oriented bald on record usage by offer to the hearer. The utterance shows that the teacher asks to the students to collect the assignment then back to the class. The teacher uses the word "silahkan" to minimize the threat to the student"s face. From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as below:

Table 1.2 The Use of Politeness Strategy by Teacher

Context	Kind of politeness		Utterance
Opening	Bald of record	Maximum efficiency	Ayo!
	Bald on record	Power differnt Between S and H	Ya, dicari mas!!

		Sympatheic advice or warnings	Tapi gak boleh yang ini ya. Soalnya ini sudah ada keterangannya.
		Offers	Di kertas saja ya. Soalnya tadi kelas sebelumnya juga di kertas.
	Positive politeness	Use in group identuty markes	Mas.. Minta tolong dong!
		Seek agrrement	Banjir juga bisa.
		Give or ask reason	kenapa kamu milih di pojok? Situ lho bias
	Negative politeness	Be conventionaly in direct	Ayo silahkan yang belum…
		Impersonalize S and H	Yang lain diam ya..
	Oof record strategy	Give hints	Hallo.. Ssttt
		Give asosiation clue	Time is running
		Use retorical question	Ayo , yang mau bertanya?!
Closing activities	Bald on record	Offers	Di kertas saja ya. Soalnya tadi kelas sebelumnya juga di kertas.

As the table show analisys the politeness strategies used by teacher students during learning process in English class. The finding clearly showed the students apply most of positive politeness strategy in learning process. Those are strategy of joke and give association clues. In the last rank, is covered by the strategies which have the occurrence once time. Those are the strategies of Sympathetic advice or warnings, welcoming, assert common ground, include both S and H in the activity, be pessimistic, give hints, use rhetorical questions, and displace H.B. Discussion This section presents the discussion of the research findings. As mentioned in the previous chapter, there are two problem statements proposed in this study. The aims of this study are to know what types of politeness strategies used by Teacher and

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

2. The mostly of politeness startegy implemented teaching activity

- Table mostly of politeness strategy 1.1

NO	Kind Of Politeness Strategies	Data Number	Frequency
1.	Positive politeness	1, 2, 4, 8	4
2.	Negative politeness	-	-
3.	Oof record	6, 11, 12	3
4.	Bald on record	3, 5, 7, 9, 10, 13, 14	7

- Table mostly of politeness strategy 1.2

NO	Kind Of Politeness Strategies	Data Number	Frequency
1.	Positive politeness	3, 16, 17, 18, 19, 20, 27,28	8
2.	Negative politeness	2,13	2
3.	Oof record	6, 8, 9, 15	4
4.	Bald on record	1, 4, 5, 7, 10, 11, 12, 14, 21, 22, 23, 24, 25, 26	14

- Table frequency mostly of politeness strategy 1.3

NO	Kind Of Politeness Strategies	Table 1.1	Table 1.2	Frequency
1.	Positive politeness	4	8	12
2.	Negative politeness	-	2	2
3.	Oof record	3	4	7
4.	Bald on record	7	14	21

From the utterances, the researcher found 21 were used bald on record strategy, 12 used positive politeness strategy, 2 used negative politeness strategy, and 7 used Off-record strategy. The use of politeness strategy was dominated by bald-on record strategy.

The use of politeness strategy was dominated by bald-on record strategy. Bald-on record is related with directness. Directness commonly is employed by speaker who has higher authority than hearer. Thus, bald-on record commonly uttered by speaker who has higher authority or more powerful than hearer. The use of bald on record strategy was reflected when the teacher uttered command to the students. By using this strategy, the addressee possible to easy catch the speaker mean, so misunderstanding can be avoided (Brown and Levinson, 1992: 71).