CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter reports about the research findings and discussion of the analysis of the functions of speech and politeness strategy of teacher’s speech through classroom interaction. It is intended to answer the research questions. These include the analysis of the kind of the functions of speech and the politeness strategies are used by the English teacher in the teacher’s speech through classroom interaction.

A. Research Finding

The research was conducted from 26th – 30th July 2016. Using instrument for analyzing the data, it was set to answer the research question in this research. Those research questions are what kind of the functions of speech applied by the English teacher in classroom interaction at SMK Negeri 1 Driyorejo, and what are the politeness strategies used by the English teachers through the use of the functions of speech in classroom interaction at SMK Negeri 1 Driyorejo. The data was collected from the record of the English teacher’s speech in the classroom interaction. Thus, this study analyzed the transcription of the English teacher’s speech in the classroom interaction based on the record. The results of the findings are classified based on the research question of the study.

1. The Kind of The Functions of Speech Applied by the English Teacher in Classroom Interaction
a. **Observation 1**

This is the observation session, in observation session the writer became a nonparticipant observer and the teacher became the object who was observed. And the results of the first observation arranged by the writer in the tables of the observation.

**Observation 1**
Topic: Headline of Units and Unit 1 “General Greetings”
Class: X TPM-2
Day: Tuesday, July 26, 2016
Time: 7.00 am

<table>
<thead>
<tr>
<th>No</th>
<th>The Kind of the Functions of Speech</th>
<th>Teacher – Students Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Instructions</td>
<td>1. T : Oke, Now open your book!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T : How many units in this book?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS : -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T : You can look the table of contents first!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T : Kamu bisa lihat daftar isi dulu! Ada berapa unit? Ada berapa bab?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AS : three .. tiga Pak.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. T: Unit two is page twenty two.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T : Now open page twenty two!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. T : Now, we go to unit 1!</td>
</tr>
</tbody>
</table>
### 2 Motivations

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **4.** T : Now, Look on page six! Lihat halaman 6.  
  T : General greetings.  
  Sapaan...?  
  S : umum  
  T : sapaan umum. |
| **5.** T : Oke, Now you do task 1, 2, and 3. Page nine!  
  AS :-  
  (AS do their job from the teacher do the task) |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.** T : OK, kamu Le!  
  T : What’s your name?  
  S : My name is Sofyan.  
  T : Where do you come from, Le?  
  S : -  
  T : Dari mana kamu, Le?  
  S : Dari SMPN 1 Wringin-anom Pak.  
  T : Ya, saya ngetes begini biar tahu kemampuan Bahasa Inggris kalian. |
| **2.** T : Le, berapa Le? Ada berapa topik di unit 1?  
  S : -  
  T : Oke, Kamu! Ada berapa topik?  
  S : -  
  T : Nggak tahu?  
  AS :-  
  T : Topik itu lihatnya di tujuan pembelajaran.  
  T : Dimana?  
  AS : di tujuan pembelajaran.  
  T : Le, ada berapa topik Le?  
  S : 4 |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong> Evaluations</td>
<td></td>
</tr>
</tbody>
</table>
| **1.** T : Oke, Have you finish?  
  Sudah selesai..?  
  AS : Belum..  
  T : Kalo belum dilanjutkan dirumah ya. |
(see full the data transcription in the appendix)

In the first observation, the writer found academic instructions applied by the teacher, this function applied by the teacher frequently in giving instructions about what the students do in the class, such as “Ok, Now open your book!” or “Ok, Now you do task 1, 2, and 3, page 9!”. Then, the writer found the teacher applied motivations in the classroom interactions. This function applied by the teacher in giving academic questions to the students or giving a various act aimed to activating the student to participate in the class, such as “Ok, kamu, Le! What is your name? Ada berapapok di Unit 1?”.

Beside that, the writer also found evaluation, the teacher applied this function in giving feedback to the students about their work. As an example, “Ok, have you finish? Sudahselesai?”. But, in the first observation, the writer has no found a function “classroom management” in the classroom interaction.

b. Observation 2

In the second observation, the writer has done the observation in different class. Same as the previous session, the writer became a nonparticipant observer and the teacher became
the object who was observed. And the results of the second observation arranged by the writer in the table of the observation below.

**Observation 2**

**Topic**: Headline of Units and Unit 1 “General Information”  
**Class**: XII TPM-2  
**Day**: Wednesday, July 27, 2016  
**Time**: 10:30 am

**Table 4.2**  
**The Kind of the Functions of Speech**  
**Applied by the Teacher in the Classroom**

<table>
<thead>
<tr>
<th>No</th>
<th>The Kind of the Functions of Speech</th>
<th>Teacher – Students Interactions</th>
</tr>
</thead>
</table>
| 1  | Academic Instructions             | 1. T: Please, look together table of content first! Lihatlah..?  
AS: Daftar isi  
T: Daftar isi dulu, yah? Please read, how many units?  
AS: Six |
|    |                                   | 2. T: Please, underlined! The topics in its units, Ok?  
T: Garis bawahi pada setiap units, yah? Atau bab.  
T: Number 1, Unit 1, page 3. Unit 1 ada 3! |
S: General information, .......  
T: Sudah, jangan panjang-panjang. Intinya general information. Informasi |
Motivations

1. T : There are six students are absent, yah? Five are absents and one is sick.
   T : Pesan saya, jangan „A” yah? Don’t be “A”!! It will be dangerous for yourself. Akan bahaya bagi kamu sendiri. Yah?

2. T : How many units, Dimas?
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>You know?</td>
<td>: -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>How many units? Know?</td>
<td>: No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Kata-kata saya ini kata biasa ya, kok nggak tahu? Besok listening lebih sulit, beberapa kali lipat lebihnya. Yah?</td>
<td>: Saya sarankan banyak-banyak listening, yah?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>T</td>
<td>I'm not sure. Look again! How many units??</td>
<td>: Gus, gampang sekali kok. Gak bisa jawab?</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>: Six or five?</td>
<td>: Six, Pak.</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>: So don’t be... Don’t lay, yah? L-a-y.</td>
<td>: Pokoknya apa saja boleh, tapi keep your ear, yah? Telinganya dipasang! There are six, ok?</td>
<td>AS</td>
</tr>
<tr>
<td>5.</td>
<td>T</td>
<td>Number four is....?</td>
<td>: Memastikan dan membatalkan kesepakatan.</td>
<td>AS</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>: OK! Good, yah?</td>
<td>: Memastikan dan membatalkan kesepakatan.</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>: Gimana caranya?</td>
<td>: -</td>
<td>AS</td>
</tr>
<tr>
<td>6.</td>
<td>T</td>
<td>George, questions?</td>
<td>: No.</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>: Unit 4 is page fifty..?</td>
<td>: Four.</td>
<td>S</td>
</tr>
<tr>
<td>7.</td>
<td>T</td>
<td>Number two is..?</td>
<td>: (crowd voice)</td>
<td>AS</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>: Hallo...? Number two is...?</td>
<td>:</td>
<td>T</td>
</tr>
</tbody>
</table>
8. T : OK! That’s all ini ya.
   T : Good luck, ya!
   T : Jadikan kamus selalu
di sebelah kananmu! Kamus
   selalu..?
AS : -
T : Ready! Ya!

3 Evaluations

1. T : The topic number three
   is..?
S : Taking notes (S reads „toking“)
T : Taking, bukan talking.
T : Taking notes. Menulis..?
AS : -

2. T : Ok, Number one..? (T
   speaks with loud voice)
   Membuat...?
AS : Argumentasi.
T : Good! Underlined!
T : Hallo, Underlined!
   Garis bawah!
T : Yang kedua apa yah?
AS : -

3. T : Conditional..? itu ada
tulisan yang bergaris miring,
   langsung ke itu. Apa?
S : Conditional sentences.
T : Conditional sentences,
yah?
T : Terus, kamu sudah
dapat 2. Kelas 10 dan Kelas 11.
T : Kan conditional
   sentences ada tiga. Yang kelas
   3 ini tipe 3, yah?
T : Do you remember or not?
   Ingat apa tidak..?

4. T : Coba saya tes sedikit!
   Misalnya temannya tentang
   pendidikan. Topiknya apa kira-
kira yang enak?
S : Mosque
T : Mosque. Good!
S : Sholat
In the second observation, the writer found the teacher applied academic instructions in giving instruction in the class about the students should do, and also giving directions about the material of the day. It can be seen in the example of their interaction: “Please, Look together table of content first!”; “Ada 3 topik, yah? Garis bawahi semuanya. Jadi belajarnya yang penting-penting saja, yah?”.

Beside that, the writer also found motivations applied by the teacher in the classroom interaction. In this observation, this function applied by the teacher to get the students’ attention in the class, it includes calls the student’s name or to give some of academic suggestions for the students, such as “George, questions?”; “Pesan saya, jangan „A” yah? Don’t be “A”!!It will be dangerous for yourself. Akan bahaya bagi kamu sendiri. Yah?”.

The writer also found the evaluations applied by the teacher in classroom interaction, it includes correction of error pronunciation, such as “Taking, bukan talking. Taking notes”. But, for the classroom management, same as the first observation, the writer has no found in this observation.

c. Observation 3
In the third observation, the writer has done the observation in different class too with the same teacher. Same as the previous session, the writer became a nonparticipant observer and the teacher became the object who was observed. And the results of the second observation arranged by the writer in the table of the observation below.

**Observation 3**

**Topic**: Headline of Units and Unit 1 “General Greetings”
**Class**: X MM-1
**Day**: Saturday, July 30, 2016
**Time**: 11.15 am

<table>
<thead>
<tr>
<th>No</th>
<th>The Kind of the Functions of Speech</th>
<th>Teacher – Students Interactions</th>
</tr>
</thead>
</table>
| 1  | **Academic Instructions**           | 1. T : Please guest! (Silahkan tebak!). I will speak.
|    |                                    | T : Mention some sentences!. Your job is translate, ready?
|    |                                    | S : Yes.
|    |                                    | T : Before we go today’s materials, I should ask you the last materials.
|    |                                    | T : Because kemarin adalah pondasinya.
|    |                                    | T : “Kamu sekarang duduk”, come on!
|    |                                    | S : You now sit
|    |                                    | 2. T : We start from unit 1, what page is it?
|    |                                    | S : Nice to meet you.
|    |                                    | 3. T : Well in this unit 1, We have four topics. This afternoon

Table 4.3

The Kind of the Functions of Speech Applied by the Teacher in the Classroom
we can talk two. We can finish two topics, understand?
S : Understand.
T : and the others we can finish nextweek. ok.
S : Ok. yes.

4. T : I want you two make dialogue of greetings in indonesian language, please!
2S : (2S make dialogue)

5. T : I want to introduce.
AS : Yes.


2 Motivations

1. T : Sorry, I forget your name?
S : My name is Raffi
T : Raffi. Your complete name?
S : Muhammad Raffi Wahyu Pratama

2. T : “Kamu sekarang duduk”, Come on!
S : You now sit

3. T : Nduk, questions? Put on the table. If no question it means you are understand, or the opposite, yah?
S : Shy, Sir.
T : Nduk, your name is?
S : I? Miranda.

4. T : I mean bahasa inggris itu elastis, seperti pegas ya or peer. Kalimatnya gimana saja up to you. Yang penting apa, Rez?
T: Nyamburg ya? ciri khas bahasa inggris.
AS: Yes.
T: Ok, Your name is?
S: Muhammad Fahrudin
T: Muhammad Fahrudin, saya ngomong bahasa Indonesia kamu bahasa Inggrisnya. Ok? “Hai?”
S: Hi.

3. Evaluations

1. T: How about last meeting last Saturday?
   T: Do you still remember what talk it about?
   T: Tentang apa kemarin?
   AS: Present tense
   T: Present, yah?
   T: Can you repeat?
   S: Simple present tense, past tense
   T: Then?
   S: Present continuous
   T: Then, any else?
   S: Notice, Translate.
   T: Yes, translate. Good! Any else
   S: No
   T: Yes, a complete answer

   S1: Now you sitting
   S2: Now you are sitting
   T: Pardon?
   S2: Now you are sitting
   T: Good, yah! “Now, you are sitting”. Kalau “sedang” - “ing” yah? Tapi gandengannya selalu pakai tobe (is, am, are). Karena “kamu” – “are”. “You are sitting”, kamu sedang duduk. “Nanti malam saya mau datang kerumahmu”?
   S: Tonight I will come to your home
   T: Good! Good! Easy, yah?
3. T: “Tadi pagi saya makan naasi goreng”.
S: Fried rice
T: What? Come on!
S: This morning I am breakfast
T: This morning I ate, yah? How to spell?
S: a-t-e
T: Good!
(T wrote the forms of V1, V2, V3 on the whiteboard). Understand?
AS: Yes
T: Good! Any questions?
AS: No

4. T: Listen carefully. My question is, what page?
S: three (3)
T: Yes. Page three (3) yah?

5. T: There are 4 topics, Ok. In this unit. Number one is...?
S: To the point.
T: Yes. To the point, and the underlined one is....?
S: Greetings
T: Greetings, Good! underline !!

6. T: I remember about the dictionary. But, I don’t see dicts on the table. Do you forget or what?
S: I bring. Sir.
T: Always put on the table.
T: Last meeting I said I’ll check your book two / three weeks. Right?
S: Yes.
T: Insya Allah next week I will check.
S: -

7. T: Ok. Stop! That is all. Give applause! Bhs indonesia, Ok ?
T: Nduk what is your name again? I forget.
<table>
<thead>
<tr>
<th>S</th>
<th>: Miranda, Sir.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>Yes. When you speak the intonation is high. It looks you antagonist, kaku, ya?</td>
</tr>
<tr>
<td>T</td>
<td>Kira-kira apa yang kurang? (talk to all students)</td>
</tr>
<tr>
<td>T</td>
<td>Kalo kita menyapa biasanya gimana?</td>
</tr>
<tr>
<td>S</td>
<td>Hai.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AS</th>
<th>: I will stand</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>: Saya sudah makan.</td>
</tr>
<tr>
<td>AS</td>
<td>: -</td>
</tr>
<tr>
<td>T</td>
<td>: I have eaten (T write on the whiteboard). Nduk, see! Ini verb ke-3 ya? Artinya sudah makan “I have eaten”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

(see full of the data transcription in the Appendix)

In this observation, the writer found evaluation frequently in the classroom interaction. It showed by the teacher in giving feedback about the last material and the teacher’s correction of the students’ answer. Such as, “Ok, Stop! That’s all. Give applause!”, and “Yes, when you speak the intonation is high. It looks you antagonist, kaku, ya?”. The academic instructions always showed by the teacher in giving directive or explanation about the material, such as “Tulis kalau tidak tahu artinya. Understand?”, “I want to introduce. Lihat kolom 2 yang
paling atas. “I’d like”. “Saya mau” yah? Tapi kromo. Kalau bahasa Jawa – kromo inggil. Understand?”. Then, the motivations showed by the teacher when calls student’s name or giving material in louder voice the students to get their attention, giving a question to the students, and also giving supportive to the students to respond or answer the teacher’s questions. Such as, “I mean bahasa inggris itu elastis, seperti pegas ya or peer. Kalimatnya gimana saja up to you. Yang penting apa, Rez?”, and “Kamu sekarang duduk”, Come on!”. But, the writer has no found the application of classroom management of the teacher in this observation.

2. The Kind of Politeness Strategy Used by The Teacher in Classroom Interaction

a. Observation 1

In this observation, the writer became a nonparticipant observer and the teacher became the object who was observed. And the results of the second observation arranged by the writer in the table of the observation below.

Observation 1

Topic : Headline of Units and Unit 1 “General Greetings”
Class : X TPM-2
Day : Tuesday, July’26, 2016
Time : 7.00 am
Table 4.4

The Kind of Politeness Strategy

Used by the Teacher in the Classroom

<table>
<thead>
<tr>
<th>The Kind of Politeness Strategy</th>
<th>Teacher – Students Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Positive Politeness Strategies</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Strategy-1: Noticing and attending to the hearers (their interests, wants, needs, and goods) | 1. T : Oke, sebelum kita memulai pelajaran, ini baru pertemuan pertama ya?  
AS : Ya.  
T : Oke, I will introduce myself first.  
T : Saya akan memperkenalkan nama saya,  
T : My name is Anwar. You can call me Pak Anwar, OK?  
AS : Yes.  
T : I live in Menganti. Saya tinggal di Menganti.  
T : Siapa disini yang rumahnya Menganti..?  
AS : -  
T : OK, kamu Le!  
T : What’s your name?  
S : My name is Sofyan.  
T : Where do you come from, Le? |
| Strategy-2: Exaggerating by giving different intonation, tone and other prosodic features or exaggerating by using intensifying modifiers (interests, approval, sympathy with the hearer) | 1. T : OK, kamu Le!  
T : What’s your name?  
S : My name is Sofyan.  
T : Where do you come from, Le?  
S : -  
T : Dari mana kamu, Le?  
S : Dari SMPN 1 Wringinanom Pak. |
<p>| Strategy-3: Intensifying interest to hearer. |                               |
| Strategy-4: Using in-group |                               |</p>
<table>
<thead>
<tr>
<th>Identity Markers</th>
<th>Strategy 5: Seeking agreement by the addressee’s statements through using specific statements or repetition.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategy 6: Avoiding disagreement by using false agreement, by expressing pseudo-agreement, by using hedge or by making white lies.</td>
</tr>
<tr>
<td></td>
<td>Strategy 7: Showing common ground.</td>
</tr>
<tr>
<td></td>
<td>Strategy 8: Joking.</td>
</tr>
<tr>
<td></td>
<td>Strategy 9: Showing the speaker’s concern for the hearer’s wants.</td>
</tr>
<tr>
<td></td>
<td>Strategy 10: Offering and promising.</td>
</tr>
<tr>
<td></td>
<td>Strategy 11: Being optimistic.</td>
</tr>
<tr>
<td></td>
<td>Strategy 12: Including both the speaker and the hearer in the activity.</td>
</tr>
<tr>
<td></td>
<td>Strategy 13: Telling or asking the reason.</td>
</tr>
<tr>
<td></td>
<td>Strategy 14: Assuming reciprocity.</td>
</tr>
<tr>
<td></td>
<td>Strategy 15: Giving gift to the hearer in the form of sympathy, understanding and</td>
</tr>
</tbody>
</table>
cooperation in the conversation.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy-2: Using questions and hedges.</td>
<td></td>
</tr>
<tr>
<td>Strategy-3: Being pessimistic (i.e. being pessimistic whether the hearer wants to do what we ask or not).</td>
<td></td>
</tr>
<tr>
<td>Strategy-4: Minimizing the imposition.</td>
<td></td>
</tr>
</tbody>
</table>
| Strategy-5: Giving deference and being deferent to the hearer. | 1. T : OK, kamu Le,!
T : What’s your name?
S : My name is Sofyan.
T : Where do you come from, Le?
S : -
T : Dari mana kamu, Le?
S : Dari SMPN 1 Wringinanom Pak. |
| Strategy-6: Apologizing. | |
| Strategy-7: Impersonalizing speaker and hearer by making your addressee unmentioned. | |
| Strategy-8: Generalizing expression rather than mentioning addressee directly. | |
| Strategy-9: Nominalizing. | |
In the first observation, the writer has found two strategies from fifteen strategies of positive politeness. Strategy 1, noticing and attending to the hearers, it showed by the teacher in starting the class, and also introduce himself to the students. For the example of the transcription: “Oke, sebelum kita memulai pelajaran, ini baru pertemuan pertama ya?”, or “Oke, I will introduce myself first”. Then Strategy 2, exaggerating by giving different intonation, tone, and other prosodic features. In the classroom interaction the teacher in calling the students, such as “Ok, kamu, Le! What is your name?”. The writer also found negative politeness in the classroom interaction, but it’s not frequent. The negative politeness used by the teacher is Strategy 5/ giving deference and being deferent to the hearer, such as “Ok, kamu, Le!”.

b. Observation 2

In the second observation, the writer has done the observation in different class. Same as the previous session, the writer became a nonparticipant observer and the teacher became the object who was observed. And the results of the second
observation arranged by the writer in the table of the observation below.

**Observation 2**

**Topic**: Headline of Units and Unit 1 “General Information”

**Class**: XII TPM-2

**Day**: Wednesday, July 27, 2016

**Time**: 10:30 am

**Table 4.5**

The Kind of Politeness Strategy

Used by the Teacher in the Classroom

<table>
<thead>
<tr>
<th>The Kind of Politeness Strategy</th>
<th>Teacher – Students Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Positive Politeness Strategies</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Strategy-1**: Noticing and attending to the hearers (their interests, wants, needs, and goods) | 1. T: There are six students are absent, yah? Five are absent and one is sick. 
S: Pesan saya, jangan „A” yah? Don’t be “A”!! It will be dangerous for yourself. Akan bahaya bagi kamu sendiri. Yah? |
|                                  | 2. T: Hallo.... 
Number two is...? |
|                                  | 3. T: Oh, siapa ini? Are you sleepy? 
S: No 
T: So don’t be... Don’t lay, yah? L-a-y. |
| **Strategy-2**: Exaggerating by giving different intonation, tone and | 1. T: Gus, gampang sekali kok. Gak bisa jawab? 
S: Six 
T: Six or five? |
other prosodic features or exaggerating by using intensifying modifiers. (interests, approval, sympathy with the hearer)

| Strategy-3: | Intensifying interest to hearer. |
| Strategy-5: | Seeking agreement by the addressee’s statements through using specific statements or repetition. |
| Strategy-6: | Avoiding disagreement by using false agreement, by expressing pseudo-agreement, by using hedge or by making white lies. |
| Strategy-7: | Showing common ground. |
| Strategy-8: | Joking. |
| Strategy-9: | Showing the speaker’s concern for the hearer’s wants. |
| Strategy-10: | Offering and promising. |

- **S**: Six, Pak.
- **T**: The topic number three is..? Taking notes (S reads "toking")
- **S**: Taking notes. Taking, bukan talking. Taking notes. Menulis..?
- **T**: The topic number three is..? Pokoknya apa saja boleh, tapi keep your ear, yah? Telinganya dipasang! There are six, ok?
- **AS**: Yes
- **T**: Because this is the first meeting, I’ll ask you all. What day is now?
- **AS**: Wednesday.
- **T**: Well, now is Wednesday, yah? Twenty..?
- **AS**: Twenty seven
- **T**: seven, yah?
<table>
<thead>
<tr>
<th>Strategy-11: Being optimistic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy-12: Including both the speaker and the hearer in the activity.</td>
</tr>
<tr>
<td>1. <strong>T</strong>: Well, let me start call your name. So, we know who is absent and who is present, Ok?</td>
</tr>
<tr>
<td><strong>AS</strong>: Ok</td>
</tr>
<tr>
<td>2. <strong>T</strong>: Well, we start all. I hope you have prepared, Ok?</td>
</tr>
<tr>
<td><strong>AS</strong>: Ok.</td>
</tr>
<tr>
<td>Strategy-13: Telling or asking the reason.</td>
</tr>
<tr>
<td>Strategy-14: Assuming reciprocity.</td>
</tr>
<tr>
<td>Strategy-15: Giving gift to the hearer in the form of sympathy, understanding and cooperation in the conversation.</td>
</tr>
</tbody>
</table>

2. Negative Politeness strategy

| Strategy-1: Being indirect. |
| Strategy-2: Using questions and hedges. |
| Strategy-3: Being pessimistic (i.e. being pessimistic whether the hearer wants to do what we ask or not). |
| Strategy-4: Minimizing the imposition. |
| Strategy-5: Giving deference and being deferent to the hearer. |
| **T**: Le, berapa Le? Ada berapa topik di unit 1? |
| Strategy-6: Apologizing. |
| **T**: Oh ya, ya. Bener yah? So, I am wrong. I’m sorry yah? |
| Strategy-7: Impersonalizing |
In this observation the writer found the teacher used many kind of positive politeness strategy rather than negative politeness strategy. Such as Strategy 1, “Hallo.... number two is...?”; Strategy 2 “Gus, gampang sekali kok!”, strategy 5 “Taking, bukan talking!, a kind of corrective feedback. Strategy 6 “Pokoknya apa saja boleh, yang penting Keep your ears”. Strategy 7 is showing common ground “Because this is the first meeting, I’ll ask you all. What day is now?”, and Strategy 12 is including both of the speaker and the hearer, such as “So, we can know who is absent”. Beside that, the teacher also used a kind of negative pliteness strategy, such as Strategy 5 “Le, berapa, Le?” in givin deference to the hearer, in this context the hearer is the students. And strategy 6, its about apologizing.

c. Observation 3
In the third observation, the writer has done the observation in different class. Same as the previous session, the writer became a nonparticipant observer and the teacher became the object who was observed. And the results of the second observation arranged by the writer in the table of the observation below.

### Observation 3

**Topic**: Headline of Units and Unit 1 “General Greetings”  
**Class**: X MM-1  
**Day**: Saturday, July 30, 2016  
**Time**: 11.15 am

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**Table 4.6**  
**The Kind of Politeness Strategy Used by the Teacher in the Classroom**

<table>
<thead>
<tr>
<th>The Kind of Politeness Strategy</th>
<th>Teacher – Students Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Positive Politeness Strategies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Strategy-1</strong>: Noticing and attending to the hearers (their interests, wants, needs, and goods)</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy-2</strong>: Exaggerating by giving different intonation, tone and other prosodic features or exaggerating by using intensifying modifiers (interests, approval, sympathy with the</td>
<td></td>
</tr>
</tbody>
</table>
| **4. T**: By the way, is there one student of yours are absent today?  
**AS**: Yes  
**T**: Who is she? |
| **5. T**: I mean bahasa |
hearer) | inggris itu elastis, seperti pegas ya or peer. Kalimatnya gimana saja up to you. Yang penting apa, Rez?  
| T : Nyambung ya?  
| ciri khas bahasa inggris.  
| AS: Yes.  

| **Strategy-3:**  
| Intensifying interest to hearer.  

| **Strategy-4:**  
| Using in-group identity markers.  

| **Strategy-5:**  
| Seeking agreement by the addressee’s statements through using specific statements or repetition.  

| 1. T : Then, any else?  
| S : Notice, Translate  
| T : Yes, translate.  
| Good! Any else?  

| 2. T : This morning I ate, yah? How to spell?  
| S : a-t-e  
| T : Good!  

| 3. T : There are 4 topics, Ok.  
| In this unit. Number one is...?  
| S : To the point.  
| T : Yes. To the point, and the underlined one is....?  
| S : Greetings  
| T : Greetings, Good!  
| Underline!!  

| 4. T : Last meeting I said I’ll check your book two / three weeks. Right?  
| S : Yes.  
| T : Insya Allah nekt  

|
week I will check.
S: -

5. T : Yes. When you speak the intonation is high. It looks you antagonist, kaku, ya?
T : Kira-kira apa yang kurang ?(talk to all students)
T : Kalo kita menyapa biasanya gimana ?
S : Hai.

**Strategy-6:** Avoiding disagreement by using false agreement, by expressing pseudo-agreement, by using hedge or by making white lies.

**Strategy-7:** Showing common ground.

**Strategy-8:** Joking.
<table>
<thead>
<tr>
<th>Strategy-9:</th>
<th>Showing the speaker’s concern for the hearer’s wants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy-10:</td>
<td>Offering and promising.</td>
</tr>
<tr>
<td>Strategy-11:</td>
<td>Being optimistic.</td>
</tr>
<tr>
<td>Strategy-12:</td>
<td>Including both the speaker and the hearer in the activity.</td>
</tr>
</tbody>
</table>

1. T : Before we go today’s materials, I should ask you the last materials. 
   :Because kemarin adalah pondasinya.
2. T : We start from unit 1, what page is it? 
   S : Nice to meet you.
3. T : Well in this unit 1, we have four topics. This afternoon we can talk two. 
   We can finish two topics, understand? 
   S : Understand.
   T : and the others we can finish next week. ok.
   S : Ok. yes.
4. T : Now, we talk about greetings, understand? 
   S : Yes

<table>
<thead>
<tr>
<th>Strategy-13:</th>
<th>Telling or asking the reason.</th>
</tr>
</thead>
</table>

1. T : I remember about the dictionary. But, I don’t see dicts on the table. Do you forget or what? 
   S : I bring. Sir.
   T : Always put on
<table>
<thead>
<tr>
<th>Strategy-14: Assuming reciprocity.</th>
<th>the table.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy-15:</strong> Giving gift to the hearer in the form of sympathy, understanding and cooperation in the conversation.</td>
<td>1. T: Ok. Stop! That is all. Give applause!</td>
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<tr>
<td></td>
<td>2. T: Yes, translate. Good! Any else?</td>
</tr>
<tr>
<td></td>
<td>S: No</td>
</tr>
<tr>
<td></td>
<td>T: Yes, a complete answer</td>
</tr>
</tbody>
</table>

### 1. Negative Politeness strategy

<table>
<thead>
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<th>Strategy-1: Being indirect.</th>
<th></th>
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<tr>
<td><strong>Strategy-5:</strong> Giving deference and being deferent to the hearer.</td>
<td></td>
</tr>
</tbody>
</table>

| 1. T: Nduk, your name is ? | |
| S: I? Miranda. | |
| 2. T: Nduk, questions ? Put on the table. If no question it means you are understand, or the opposite, yah? | |
| S: Shy, Sir. | |
| 3. T: Nduk what is your name again? I forget. | |
In this observation, the writer found the politeness strategy used by the teacher in classroom interaction. Such as Strategy 2, Exaggerate by giving intonation. E.g. By the way, is there one student of yours are absent today?. Strategy 5, seeking agreement “This morning I ate, yah. How to spell?”. Strategy 6, avoiding disagreement by using white lies such as “If no questions, it means you are understand, or the opposite, yah?”. And then the negative politeness used by the teacher is strategy 5, giving deference “Nduk, your name is...?”, and strategy 6, apologizing “Sorry, I forget your name?”.

### B. Discussion
This research is conducted in SMKN 1 Driyorejo, Gresik. This research intents on analyzing the functions of speech and politeness strategy used by the English teacher in classroom interaction. The way is by analyzing the teacher’s speech in the class through teaching learning process. The English teacher who analyzed by the researcher is Mr. Anwar.

This teacher was chosen by several reasons, one of them is the teacher is expert in his teaching, the second is the teacher teaches English in many classes. And the classes observed are X TPM-2, XII TPM 2, and X MM-1. From the findings above, the researcher classify the functions of speech applied by the English teacher and politeness strategy used by the teacher in the classroom interaction.

1. The Kind of the Functions of Speech Applied by the English Teacher in Classroom Interaction

The kind of functions of speech by the teacher in classroom interaction are academic instructions, motivations, and evaluations. The first is academic instructions, this function refers to the teacher's academic presentation or answering students' academic questions. The teacher use it to lead the students to do the activities in the classroom. Beside that, the teacher has used academic instructions to support the students to answer or response the questions. For example: What? Come on!, “Kamu sekarang duduk”, Come on!. This category includes the teacher’s corrective feedback, as an
example: Taking, not talking, yah!. Beside that, the teacher also use this function in directive sentence, and that is supported by Jiang, she states that academic instruction appears in the form of imperative sentences. It can show by the teacher when said “Please, Underline! The topics in its units, Ok?”.

The second function applied by the teacher is motivation. This function refers to various acts aimed at activating students such as their participation and academic questions. In the transcription, the example are: How many units, Dimas? You know?, Oh, who is this? Are you sleepy?, George, questions?. In addition, the teacher use this function in asking academic questions such as “I remember about the dictionary. But, I don’t see dicts on the table. Do you forget or what ?, Nduk, your name is?, Le, how many topics in unit 1, Le?.

Mostly the utterance of the teacher when used this function are giving questions about the materials to the students to get the students” attention. And the category of motivations also applied in form of initiative feedback, such as suggestions or advices. For example: Everything is up to you. But, Keep your ears, yah!, My suggestion, don’t be “A” (absent)!! It will be dangerous for yourself!, So, Don’t lay, yah? L-a-y!, I mean English is elastic, like a peer. The sentences are up to you. But, what the important thing, Rez?.
And the third function applied by the teacher in classroom interaction is evaluation. Evaluation is indispensable in English class. This function refers to the teacher’s positive and negative feedback which is very important to students. It can encourage as well as discourage the students. From the transcriptions the examples are: “I am not sure! Look again!, How about last meeting last Saturday? Do you still remember what talked about? Can you repeat?.

Furthermore, the teacher mostly use an evaluation like praise or say a good things about someone. In her theory, Jiang states that in giving evaluation, the teacher often give praises generously to the students. For example: “Good!” “Yes, translate. Good!” “Greetings. Good!” or “Give applause!” and “Yes, a complete answer!”. Beside that, the evaluations can be applied in form of comments, such as “When you speak the intonation is high. It looks you antagonist, stiff, ya?. Sometimes, this function also applied by the teacher in the classroom interaction in form of apologizing, Oh, that’s right, yah? So, I am wrong. I am sorry, yah?, Yes.

But, for the fourth function of teacher’s speech that is classroom management, the writer has no found in the the data transcription of teacher’s speech when teaching learning process in classroom. The teacher consequently used three functions of fourth function of the functions of speech recommended by Jiang.
2. The Kind of Politeness Strategy Used by the English Teacher in Classroom Interaction

From the finding of the research, the kind of politeness strategy used by the teacher in the classroom interaction are positive politeness strategy and negative politeness strategy. From the positive politeness strategy, it can be seen that the teacher use eight strategies. Those strategies are: Strategy 1, this strategy used by the teacher to notice or attend the students, for example: “Hallo....Number two is...?”.

According to Brown and Levinson, expressing an interest and noticing the hearer is one of the major means of expressing positive politeness. In general, this output suggests that S should take notice of aspects of H’s condition. Such as “Oh, siapa ini? Are you sleepy?, So, don’t lay, yah?”.

Strategy No.2, Exaggerating by giving different intonation, tone and other prosodic features or exaggerating by using intensifying modifiers (interests, approval, sympathy with the hearer), from the transcription the examples are: “I mean English is elastic, like a peer. The sentences are up to you. But, what is the important thing, Rez?”,

and “By the way, is there one students of yours are absent today?”.

Strategy No.5, seeking agreement by the addressee’s statements through using specific statements or repetition. Examples: “Yes, when you speak the intonation is high. It looks you antagonist, stiff, yah?. And this strategy also showed by the teacher in giving correction, such as mispronunciation. E.g.: Taking! Not talking, yah?.


Strategy No.6, avoiding disagreement by using false agreement, by expressing pseudo-agreement, by using hedge or by making white lies. For examples: “Everything is up to you. But, Keep your ears, yah!”, and “If no questions, it means you are understand. Or the opposite, yah?. This strategy mostly used by the teacher in the classroom when interact with the students.

Strategy No.7, showing common ground. Based on the Brown and Levinson’s, another way to claim common ground between the speaker and the hearer and to avoid abruptness is by making small talk. In so doing, the speaker enhances the hearer’s positive face. The examples are: Because, this is the first meeting. I’ll ask you all. What day is now?, How about last meeting last Saturday? Do you still remember what talked about?.

Strategy No.12, including both the speaker and the hearer in the activity. For the examples: Before we go today’s materials, I should ask you the last materials!, We start from unit 1, what page is it?. Furthermore, the teacher is very humble in teaching the students, so the interaction between the teacher and the students occurred effectively.

Strategy No.13, telling or asking the reason. From the transcription, the example are: “I remember about the dictionary. But, I don’t see dicts on the table. Do you forget or what?”. The teacher often
used this strategy to asks the students about academic questions, but in polite way.

Strategy No.15, giving gift to the hearer in the form of sympathy, understanding and cooperation in the conversation. Here, the teacher used this strategy in the class in form of praises generously to the students. As an example: “Give applause!!”. Consequently with this strategy, the students feel respected by their teacher, even though their answers or their responses are wrong.

In the other hand, the teacher also used a little of strategies of negative politeness strategies. From the finding above, the teacher used two kinds of negative politeness strategy. The first negative strategy is Strategy No.5. This strategy refers to the speaker in giving deference and being deferent to the hearer. Related to this theory, the teacher use this strategy to make their students being deference between ladies and gents. The teacher use a call “Le” for a gent student, such as “Le, how many topics in Unit 1?”, and use a call “Nduk” for a lady student such as “Nduk, your name is...?” Consequently to this finding of this strategy, the students will not feel respected by the teacher because of the teacher’s unknowing of the the students” names.

The second negative strategy is Strategy No.6. apologizing. This strategy refers to apologize sentence said by the teacher to the students when teaching learning process in the classroom interaction. For
example: “Oh, ya, ya! Benar, yah? So, I am wrong. I am sorry, yah?”. Beside that, the teacher used this strategy to apologize to his students about her lack of knowing of students’ name, so the students will little bit bad feel to their teacher.

But, the use of both negative strategies is rarely in the transcription of teacher – students interactions. In addition, the teacher use positive politeness frequently in teaching learning process in the classroom interaction compared with the use of negative politeness strategy.