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 $26^{\text{th}} - 30^{\text{th}}$ July2016. Using instrument for analyzing the data, it was set to answer the research question in this research. Those research questions arewhat kind of the functions of speech applied by the English teacher in classroom interaction at SMK Negeri 1 Driyorejo, andwhat 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 areclassifiedbased on the research question of the study.

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

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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 4.1

The Kind of the Functions of Speech Applied by the Teacher in the Classroom

No	The Kind of the Functions of Speech	Teacher – Students Interactions
1	Academic Instructions	 T : Oke, Now open your book! T :How many units in this book?
		3. T : Now, we go to unit 1!

		 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)
2	Motivations	1. T : OK, kamu Le,! T : What's your name?
		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 · Nagaly taby?
		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
		1. T : Oke, Have you finish?
3	Evaluations	Sudah selesai?
		AS : Belum
		T : Kalo belum dilanjutkan dirumah
		ya.

4	Classroom	-
	Management	

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 berapatopik 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	m
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No	The Kind of the Functions of Speech	Teacher – Students Interactions
1	Academic Instructions	 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!
		 3. T : Ada 3 topik, yah? Garis bawahi semuanya!Jadi belajarnya yang penting-penting saja. Yah? Topik 1? S : General information, T : Sudah, jangan panjang-panjang. Intinya general information. Informasi

		S		apa? : Umum
		AS T AS	4.	T : That's all. Unit two. Please, open! What page? :- : Unit two? Please, look! Yang jelas daftar isi ya?Unit two what page? : Nineteen
			5.	T : Hallo, Underlined! Garis bawahi!
			6.	T : OK! Stop dulu! Ada adzan ya?
			7.	T : Yang subtema ini/topik ada 6 ya? T : Please, Underline! The
		S		first is? : Bussiness letter. T : Bussiness letter. Surat bisnis, ya! T : Underline! Garis bawahi, ya!
		/	8.	T : Menceritakan kembali Underlined too! Garis bawahi juga.
		T AS	9.	T : Dari ketiga topik ini, coba cari, ada yang sulit nggak? : Saya beri kesempatan sekitar 7 menit, OK? : Yes.
				T : Kamu lihat! Nanti saya tanya, ya! Kamu cek!
2	Motivations	Т	1.	T : There are six students are absent, yah? Five are absents and one is sick. : 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?

S T S T	you know? : - : How many units? Know? : No : Kata-kata saya ini kata biasa ya, kok nggak tahu? Besok listening lebih sulit, beberapa kali lipat lebihnya. Yah? : Saya sarankan banyak-banyak listening, yah?
3. T S T S	T : I'm not sure. Look again! How many units?? : Gus, gampang sekali kok. Gak bisa jawab? : Six : Six or five? : Six, Pak.
s s AS	T : Oh, siapa ini? Are you sleepy? : No T : So don't be Don't lay, yah? L-a-y. T : Pokoknya apa saja boleh, tapi keep your ear, yah? Telinganya dipasang! There are six, ok? : Yes
AS AS	T : Number four is? : Memastikan dan membatalkan kesepakatan. T : OK! Good, yah? T :Memastikan dan membatalkan kesepakatan. Gimana caranya? : -
6. S T S	T : George, questions? : No. : Unit 4 is page fifty? : Four.
7. AS T	T : Number two is? : (crowd voice) : Hallo? Number two is?

		AS T	8.	 T : OK! That's all ini ya. T : Good luck, ya! T : Jadikan kamus selalu di sebelah kananmu! Kamus selalu? :- : Ready! Ya!
3	Evaluations	S T T AS	1.	T : The topic number three is? : Taking notes (S reads ,toking'') : Taking, bukan talking. : Taking notes. Menulis? : -
		AS AS		 T : Ok, Number one? (T speaks with loud voice) Membuat? : Argumentasi. T : Good! Underlined! T : Hallo, Underlined! Garis bawahi! T : Yang kedua apa yah?
		S	3.	T :Conditional? itu ada tulisan yang bergaris miring, langsung ke itu.Apa? : Conditional sentences. T :Conditional sentences,
		Т		 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? : Do you remember or not? Ingat apa tidak?
		S T S T	4.	 T : Coba saya tes sedikit! Misalnya temanya tentang pendidikan. Topiknya apa kira- kira yang enak? : Mosque : Mosque. Good! : Sholat : OK. Sholat. Cukup korelasi.

4	Classroom	-
	Management	

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 pentinpenting 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, includes correction of it error pronounciation, 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 4.3

The Kind of the Functions of Speech Applied by the Teacher in the Classroom

No	The Kind of the Functions of Speech	Teacher – Students Interactions	
1	Academic Instructions	 T : Please guest! (Silahka tebak!). I will speak. T :Mention some sentences!. Yo job is translate, ready? S : Yes. T : Before we go today's materials should ask you the last materials should ask you the last materials T : Because kemarin adalah pondasinya. T : "Kamu sekarang duduk", con on! S : You now sit 	ur 5, I 5.
		 T : We start from unit 1,what page is it? S : Nice to meet you. T : Well in this unit 1, We have four topics. This afternoor 	

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				we can talk two. We can finish
				two topics, understand?
		S		nderstand.
		Т	: ai	nd 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.
			5.	Lihat kolom 2 yang paling atas.
				"I'd like". "Saya mau" yah? Tapi
				kromo. Kalau bahasa Jawa –
			-	kromo inggil.Understand?
		AS		: Yes.
		110		
4			6.	T : Tulis kalau tidak tahu
			0.	artinya. Understand? Now, you
				work! Understand? Sekarang
				kamu yang kerja. Please, do page
				9 task 1,2,3. Ok? Questions?
			1.	T : Sorry, I forget your
2	Motivations			name?
		S		: My name is Raffi
		Т		: Raffi. Your complete name?
				S : Muhammad Raffi
				Wahyu Pratama
				J
		1	2.	T : "Kamu sekarang
				duduk", Come on!
		S		: You now sit
		-		
			3.	T :Nduk ,questions ? Put
			5.	on the table. If no question it
				-
				means you are understand, or the opposite web?
		c		the opposite, yah?
		S		: Shy, Sir.
		T	. т	: Nduk , your name is ?
		S	:1	? Miranda.
			4.	T I maan bahasa in samis
			4.	T : I mean bahasa inggris itu elastis, seperti pegas ya or
				THE EVANUE SEDELLI DEOMS VM OF
				peer. Kalimatnya gimana saja up to you. Yang penting apa,Rez ?

T : Nyambung ya ? ciri khas bahasa inggris. AS: Yes. T : Ok, Your name is? S : Muhammad Fahrudin T : Nuhammad Fahrudin T : Muhammad Fahrudin Fahrudin,saya ngomong bahasa Indonesia kamu bahasa Indonesia kamu bahasa Inggrisnya. Ok? "Hai?" S : Hi. J T : How about last meeting last Saturday? T : Do you still remember what talk it about? T T : Can you repeat? S S : Simple present tense, past tense T T : Then, any else? S S : Note, translate. Good! Any else S : Note S T : Yes, a complete answer 2. Z T : Yes, a complete answer Z T : Pardon? S : Now you sitting S S : Now you are sitting T S : Now you are sitting T S : Now you are sitting S S : Now you are sitting	_				
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S : Tonight I will come to your home					
S : Tonight I will come to your home					
home				S	÷
T : Good! Easy, yah?				Т	: 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.

	S Minanda Sin
	S : Miranda, Sir.
	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.
	T : Yes , hai atau hallo ,
	kamu siapa ? mau kemana ?
	atau boleh saya tanya ? dst.
	8. T : Sekarang saya tanya,
	saya akan berdiri, apa?
	AS : I will stand
	T : Saya sudah makan.
	AS :-
	T : I have eaten (T write
	on the whiteboard). Nduk, see!
	Ini verb ke-3 ya? Artinya
	sudah makan "I have eaten"
4 Classroom	-
Management	

In this observation, the writer found evaluation frequently in the classroom interaction. It showed by the teacher in giving feedback about the last material andthe 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 sopportive to the students to respons 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

	Cind of s Strategy	Teacher – Students Interaction
1. Positive Politeness Strategies	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 my self first.T: Saya akan memperkenalkar 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.
	Strategy-2:Exaggeratingbygivingdifferentintonation, tone andotherprosodicfeaturesorexaggeratingbyusingintensifyingmodifiers.(interests, approval,sympathywith thehearer)Strategy-3:Intensifyinginterestto hearer.Strategy-4:Usingin-group	T : Where do you come from , Le? 1. T : OK, kamu Le,! T : What's your name? S : My name is Sofyan. T : Where do you come from , Le? S S : - T : Dari mana kamu, Le? S :Dari SMPN 1 Wringinanom Pak.

identity markers.	
Strategy-5:	
Seeking agreement by	
the addressee''s	
statements through	
using specific	
statements or	
repetition.	
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.	
Strategy-11:	
Being optimistic.	
Strategy-12:	
Including both the	
speaker and the	
hearer in the	
activity.	
Strategy-13:	
Telling or asking	
the reason.	
Strategy-14:	
Assuming	
reciprocity.	
Strategy-15:	
Giving gift to the	
hearer in the form of	
sympathy,	
understanding and	

	cooperation in the conversation.	
2. Negative	Strategy-1: Being indirect. Strategy-2:	
	Using questions and	
Politeness	hedges.	
1 onconess	Strategy-3:	
strategy	Being pessimistic	
strategy	(i.e. being	
	pessimistic whether	
	the hearer wants to	
	do what we ask or	
	not).	
	Strategy-4:	
	Minimizing the	
	imposition.	
	Strategy-5:	1. T : OK, kamu Le,!
	Giving deference	1. 1 . OK, Kullu EC,
	and being deferent	T : What's your
	to the hearer.	name?
	to the hearer.	
		S : My name is
		Sofyan.
		T : Where do you
		come from , Le?
		S :-
		T : Dari mana kamu,
		Le?
		S : Dari SMPN 1
		Wringinanom Pak.
		Wingmanom Fax.
	Stratogy 6.	
	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.	
	inommanzing.	

i	Strategy-10: Going on record as incurring a debt, or	
	as not indebting the	
1	hearer.	

In the first observation, the writer has found two strategies from fifteen strategis 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 my self 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

K	The K Politeness		Т	'eac	her – Students Interaction
1.	Positive Politeness	Strategy-1: Noticing and attending to the hearers.(their interests, wants, needs, and goods)	Т	1.	T : There are six students are absent, yah? Five are absents and one is sick. : Pesan saya, jangan ,A" yah? Don't be "A"!!It will be dangerous for
	Strategies		S T	3.	 yourself. Akan bahaya bagi kamu sendiri. Yah? T : Hallo Number two is? T : Oh, siapa ini? Are you sleepy? : No : So don't be Don't lay, yah? L-a-y.
		Strategy-2: Exaggerating by giving different intonation, tone and	Т	1.	T : Gus, gampang sekali kok. Gak bisa jawab? S : Six : Six or five?

other prosodic	S : Six, Pak.
features or	,
exaggerating by	
using intensifying	
modifiers.	
(interests, approval,	
sympathy with the	
hearer)	
Strategy-3:	
Intensifying interest	
to hearer.	
Strategy-4:	
Using in-group	
identity markers.	
Strategy-5:	T : The topic number three is?
Seeking agreement by	S : Taking notes (S reads
the addressee's	,toking")
statements through	T : Taking, bukan talking.
using specific	8, 8
statements or	
	Menulis?
repetition.	
Strategy-6:	T : Pokoknya apa saja boleh,
Avoiding	tapi keep your ear, yah? Telinganya
disagreement by	dipasang! There are six, ok?
using false	AS : Yes
agreement, by	
expressing pseudo-	
agreement, by using	
hedge or by making	
white lies.	
Strategy-7:	1. T : Because this is the
Showing common	first meeting, I'll ask you all.
ground.	What day is now?
0	AS : Wednesday.
	T : Well, now is
	Wednesday, yah? Twenty?
	AS : Twenty seven
	-
	T : seven, yah?
Strategy-8: Joking.	
Strategy-9:	
Showing the	
speaker's concern	
for the hearer's	
wants.	
Strategy-10:	
Uttering and	
Offering and promising.	

	Strategy-11:	
	Being optimistic.	
	Strategy-12:	1. T : Well, Let me start
	Including both the	call your name. So, we know
	speaker and the	who is absent and who is
	hearer in the	present, Ok?
	activity.	AS : Ok
	activity.	2. T : Well, we start all. I
		· · · · · · · · · · · · · · · · · · ·
		hope you have prepared, Ok?
		AS : Ok.
	Strategy-13:	
	Telling or asking	
	the reason.	
	Strategy-14:	
	Assuming	
	reciprocity.	
	Strategy-15:	
	Giving gift to the	
	hearer in the form of	
	sympathy,	
	understanding and	
	cooperation in the	
	conversation.	
	Strategy-1:	
	Being indirect.	
2. Negativ		
2. Regativ	Using questions and	
Politene		
TOILCIN	0	
stuator	Strategy-3:	
strategy		
	(i.e. being	
	pessimistic whether the hearer wants to	
	do what we ask or	
	not).	
	not). Strategy-4:	
	not). Strategy-4: Minimizing the	
	not). Strategy-4: Minimizing the imposition.	
	not).Strategy-4:Minimizingtheimposition.Strategy-5:	T : Le, berapa Le? Ada
	not). Strategy-4: Minimizing the imposition. Strategy-5: Giving deference	T : Le, berapa Le? Ada berapa topik di unit 1?
	not).Strategy-4:Minimizingimposition.Strategy-5:Givingdeferenceandbeingdeferent	
	not). Strategy-4: Minimizing the imposition. Strategy-5: Giving deference and being deferent to the hearer.	berapa topik di unit 1?
	not).Strategy-4:Minimizingimposition.Strategy-5:Givingdeferenceandbeingdeferentto the hearer.Strategy-6:	
	not). Strategy-4: Minimizing the imposition. Strategy-5: Giving deference and being deferent to the hearer.	berapa topik di unit 1? T : Oh ya, ya. Bener yah?
	not).Strategy-4:Minimizingimposition.Strategy-5:Givingdeferenceandbeingdeferentto the hearer.Strategy-6:	berapa topik di unit 1?

speaker and hearer	
by making your	
addressee	
unmentioned.	
Strategy-8:	
Generalizing	
expression rather	
than mentioning	
addressee directly.	
Strategy-9:	
Nominalizing.	
Strategy-10:	
Going on record as	
incurring a debt, or	
as not indebting the	
hearer.	
unmentioned. Strategy-8: Generalizing expression rather than mentioning addressee directly. Strategy-9: Nominalizing. Strategy-10: Going on record as incurring a debt, or as not indebting the	

In this observation the writer found the tecaher 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 defernce 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

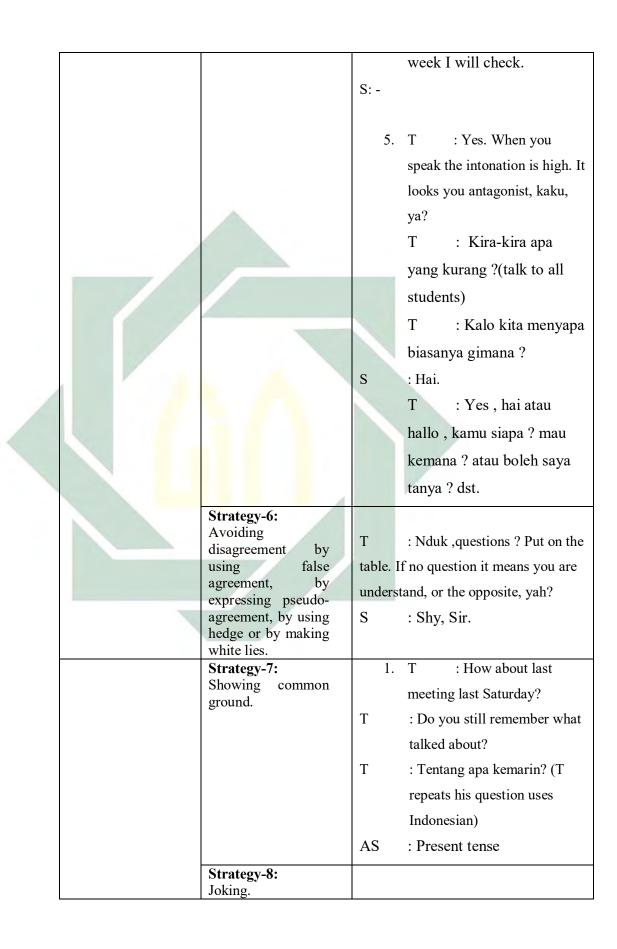
Table 4.6

The Kind of Politeness Strategy

	Cind of s Strategy	Teacher – Students Interaction
	Strategy-1:	
1. Positive	Noticing and attending to the hearers.(their	
Politeness	interests, wants, needs, and goods)	
Strategies	Strategy-2: Exaggerating by giving different intonation, tone and other prosodic features or exaggerating by using intensifying modifiers. (interests, approval,	 4. T By the way, is there one student of yours are absent today? AS : Yes T : Who is she?
	sympathy with the	5. T : I mean bahasa

Used by the Teacher in the Classroom

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.
	A.C. 3	
	AS: Y	es.
Strategy-3: Intensifying interest		
to hearer.		
Strategy-4:		
Using in-group identity markers.		
Strategy-5:	1.	T : Then, any else?
Seeking agreement by the addressee''s	S	: Notice, Translate
statements through		T : Yes, translate.
using specific		Good! Any else?
statements or repetition.		
	2.	
		yah? How to spell?
	S	: a-t-e
	Т	: Good!
	3.	T : There are 4 topics, Ok.
		In this unit. Number one is?
	S	: To the point.
	Т	:Yes. To the point, and the
		underlined one is?
	S	: Greetings
	Т	:Greetings,Good!
		Underline!!
	4.	T : Last meeting I said
		I'll check your book two /
		three weeks. Right ?
	S :	Yes.
	5.	
		T : Insya Allah nekt



 pondasinya. T : We start from unit 1, what page is it? S : Nice to meet you. 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 nextweek . ok . S : Ok. yes. 	Γ	
speaker ⁵ s concern for the hearer's wants. Strategy-10: Offering and promising. Strategy-11: Being optimistic. 1. T Strategy-12: including both the hearer in the activity. T 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 nextweek . ok . S : Understand. T : and the others we ca finish nextweek . ok . S S : Ok. yes. 4. T : Now, We talk abou greetings, understand ? S Strategy-13: T Telling or asking in T the reason. 1. T		
for the hearer's wants. Strategy-10: Offering and promising. Strategy-11: Being optimistic. Strategy-12: Including both the speaker and the hearer in the activity. activity. T :Because kemarin adalah pondasinya. 2. T :We start from unit I, 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 nextweek . ok . S :Ok.yes. 4. T :Now, We talk abou greetings, understand ? S :Yes Strategy-13: T Telling or asking the reason. 1. T :! remember about the dictionary.But, I don't see		
wants. Strategy-10: Offering and promising. Strategy-11: Being optimistic. Strategy-12: Including both the speaker and the hearer in the activity. T :Because kemarin adalah pondasinya. 2. T :We start from unit 1, what page is it? S :Nice to meet you. 3. T :Wel in this unit 1, We have four topics. This afternoon we can talk two. We can finish two topics, understand ? S :Understand. T S :Ok. yes. 4. T :Now, We talk abou greeting, understand ? S :Yes Strategy-13: Telling or asking the reason. 1. T		
Strategy-10: Offering and promising. Strategy-11: Being optimistic. Strategy-12: 1. T : Before we go today's materials, I should ask you the last materials. activity. T 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 nextweek . ok . S : Ok. yes. 4. T : Now, We talk abor greetings, understand ? S : Yes Strategy-13: Telling or asking the reason. 1. T : I remember about the dictionary.But, I don't see		
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Strategy-13: I. T :I remember about the dictionary.But, I don't see		greetings, understand ?
Telling or asking the reason. dictionary.But, I don't see		
the reason.		1. T :I remember about the
		dictionary.But, I don't see
		dicts on the table. Do you
forget or what ?		forget or what ?
S : I bring. Sir.		S : I bring. Sir.
T : Always put on		T : Always put on

				the table.
		Strategy-14: Assuming reciprocity. Strategy-15: Giving gift to the hearer in the form of sympathy, understanding and cooperation in the conversation.		T : Ok. Stop! That is all. Give applause! T : Yes, translate. Good! Any else? : No T : Yes, a complete answer
		Strategy-1:		
		Being indirect.		
1.	Negative	Strategy-2: Using questions and		
	Politeness	hedges. Strategy-3:		
	strategy	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.	1. S :	T : Nduk , your name is ? I ? Miranda.
			3 .	
				Put on the table. If no
				question it means you are understand, or the opposite,
				yah?
				S : Shy, Sir.
			3.	-
				name again ? I forget.

		S : Miranda, Sir.
	Strategy-6: Apologizing.	T: Sorry, I forget your name?S: My name is Raffi
	Strategy-7: Impersonalizing speaker and hearer by making your addressee unmentioned.	
	Strategy-8: Generalizing expression rather than mentioning addressee directly.	
	Strategy-9: Nominalizing.	
	Strategy-10: Going on record as incurring a debt, or as not indebting the hearer.	

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 usin 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 interction.

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 spplied by the teacher is motivation. Thisfunction 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 spplied by the teacher in classroom intercation 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. Iam sorry, yah?, Yes.

But, for the fourth function of teacher's speechthat 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 tke notice of aspects of H s condition. Suc 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 mispronounciation. 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 coomon 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 occured 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, eventhough their anwers 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 negaative politeness strategy.