

**POLITENESS STRATEGY OF MALE AND FEMALE TEACHERS IN
EFL CLASSROOM INTERACTION.**

SKRIPSI

*Submitted in Partial of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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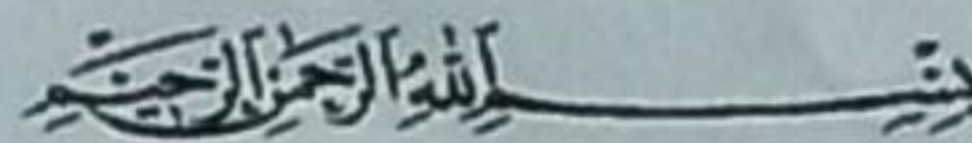
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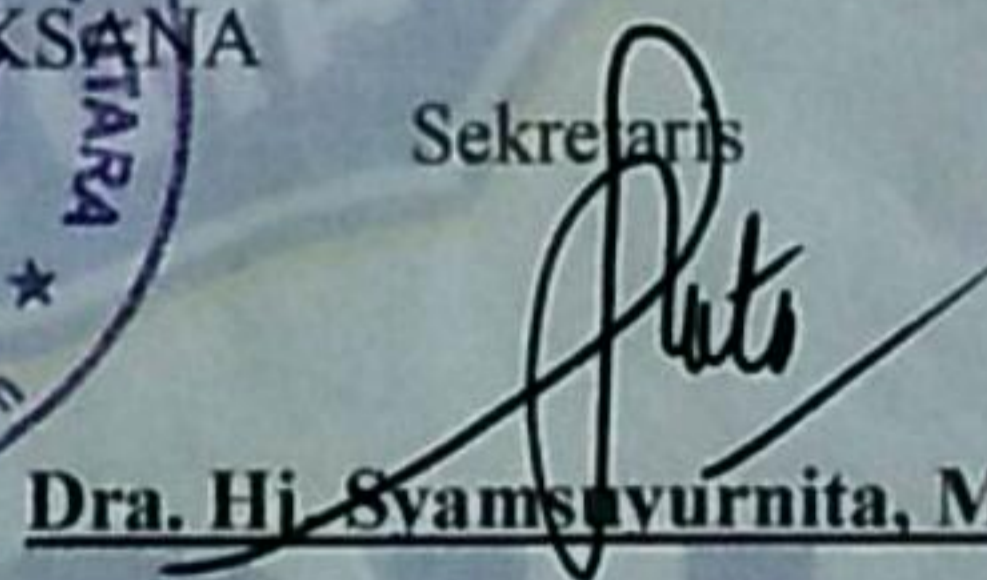
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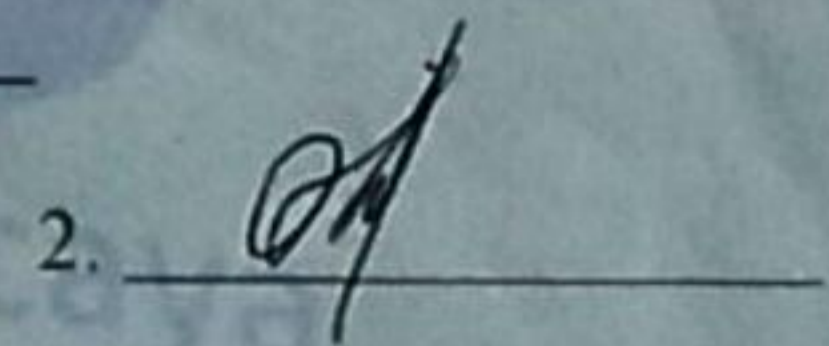
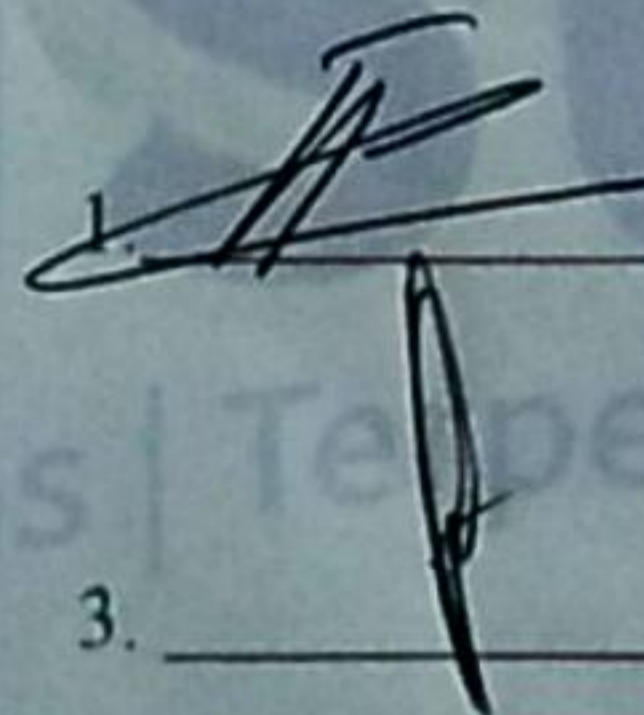
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ABSTRACT

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This research was deals with the types of politeness strategy used by male and female teachers in EFL classroom interaction. The objectives of this research were to find out the types of politeness strategy used by male and female teachers, to described politeness strategy realized differently by male and female teachers and to investigated why politeness strategy realized by male and female teachers. Descriptive qualitative method was used in this research. Source of the data was obtained from male and female utterances in the classroom interaction. In collecting the data, the researcher making observation, interview and field note, writing script from the observation, selecting and identifying types of politeness strategy used by male and female teacher in the EFL classroom interaction. The data were analyzed by some steps such as, data reduction, data display, drawing and verifying conclusion. The finding showed four types of politeness strategy used by teachers. The strategies were positive politeness, negative politeness, bald-on record and off record. Positive politeness used by the teachers to consider positive face of the students, negative politeness which was used to deliver utterances in most polite ways, bald on-record used to convey utterances clearly and briefly, off record was used to avoid students' positive face.

Key words : politeness strategy, male and female teachers, classroom interaction

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CHAPTER I

INTRODUCTION

A. Background of the Study

To build good interaction in community politeness is considered essential in the communication. Politeness is needed to make communication more comfortable, polite and friendly among the society. Wardaugh, (2006) states that politeness is most crucial aspect in language as we must consider other's people feelings. Watts (2003) states that in human societies politeness is used to avoid or minimize conflict and increase comfortable and understood. Politeness is important aspect in selecting utterances, ways to deliver the utterances as polite as possible in the communication, to avoid misunderstanding and conflict in the community.

Whereas, in the classroom interaction politeness is the best way to build active communication, pleasant and friendly atmosphere between teacher and students in learning activity. Dagarin (2004) states that classroom interaction encourages effective communications. According to Peng & Xie and Chai (2014) conducted study about politeness strategy used by teacher in EFL class found that the used of politeness strategy could shorten the distance of teacher and students, it can make interesting situation in the class. It is show that teachers and students needed to use politeness in the classroom especially when they are talking each other that can make the teaching learning more active and fun.

In addition, speaking can be considered polite if people follow the conversation, regulation, norms value in the society and keep good relation in

communication. Seken (2007) states that when talking about politeness communication, language will be behavior of the human in social interactions.

Besides, in the classroom interaction both male and female teacher have differences in using politeness strategy when they are teaching in the classes. Eckert and McConnell (2003) found that many studies show significant differences in the verbal behavior of male and female. It showed that male and female have a differences in language that they use. Mills (2003) states that men are equally polite as women. For instance, men use polite markers appropriately as women in public.

Here, the researcher realized that politeness strategy is the important part in the communication especially in EFL classroom, but in the reality many of teachers and students did not applied politeness when teaching learning. Nuh (2012) the education minister in Indonesia stated that politeness of Indonesian students is in a state of decline. Most of students speak impolitely and they prefer to use slang and informal language in the school. Manic and Hutagaol (2015) in the study found that the teachers' used impolite utterances to their students and the impoliteness is affect to the student compliances. The factor that caused impoliteness because students did not comply teachers utterances although teacher used politeness strategies and students not aware, have short attention and concentration to the teacher while teaching learning process.

In addition, based on the researcher observation and interview to the students that held in 28 march, 1 and 2 april 2019 it was found that most of students are not interested in learning English if teacher cannot build good

interaction while teaching learning process, and then the teacher no awareness in motivated students to learn English. When the teacher teaching in the class both male and female used different strategy to communicate and control the class. It showed that female teacher is more active in using Bald on-Record in teaching but male teacher more active in using positive politeness when teaching in the class. The teacher sometimes has trouble in delivering information as what is needed to the students because they did not perceived what the teacher have said.

Hence, the researcher was interested to analyze different strategies that used by male and female teachers in teaching learning process at SMP Muhammadiyah 7 Medan. This research was focused on the utterances that used by teachers in teaching learning process in using politeness strategy in learning process, entitle "Politeness Strategy of Male and Female Teacher in EFL Classroom Interaction"

B. Identification of the Problem

The problems in this research are identified as follow:

1. Many of teacher and students did not apply politeness when teaching learning process because students not aware, have lack attention and concentration in the class.
2. Most of students speak impolitely and they prefer to use slang and informal language in the school.
3. Students are not interested to learn English if the teacher cannot communicate well.
4. Teachers sometimes havetrouble in delivering information, it is cause students did not perceive what have teacher said in teaching learning process.

C. The Scope and Limitation of the Problem

The scope of this research was focused on politeness and limitedat the types of politeness strategy, including Positive Politeness, Negative Politeness, Bald on record and Off Record.

D. Formulation of the Problem

The problems of this study were formulated as follows:

1. What types of politeness strategy are used by male and female teachers?
2. How are politeness strategy realized differently by male and female teachers?

3. Why are the politeness strategy realized differently the way they are?

E. The objectives of the Study

1. To find out the types of politeness strategy used by male and female teacher.
2. To describe the politeness strategy realized differently by male and female teachers.
3. To investigate why politeness strategy are realized differently by male and female teachers, the way they are

F. The significance of the study

The research findings were expected to be useful not only theoretically but also practically. Theoretically, this finding was hopefully useful to expand the reader horizon about the essence of politeness in communication. Furthermore, this research will add up references for everyone who interested in this topic particularly in the Politeness Strategy of Male and Female Teacher in EFL Classroom Interaction.

In addition practically, this finding were expected to be useful to improve speakers' skill in constructing polite communication. In line with teaching and learning process, students and teachers ere hope to be able to develop their communication competence in order to create polite interaction. The last, for the other researcher, this finding would be useful for adding information and references about politeness strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Politeness Strategy

The theory is proposed by Brown and Levinson used “face” to showing awareness of another person public self image. The researcher interested to used this strategy because consider face of someone is important in social interaction. Through FTA (face threatening act) S (speaker) can understand H (hearer)’s face to avoid face threatening in social interaction. Face refers to the public self-image that every member wants to claim for himself, consisting in two related aspects: (a) “Negative face: the basic claim to territories, personal preserves, rights to non-distraction i.e to freedom action and freedom imposition.” (b) “Positive face : the positive consistent self-image or ‘personality’ (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants.”

They are four politeness strategy based on theory Brown and Levinson (1987) positive politeness, negative politeness, bald on record and off record strategy.

2. Types of Politeness Strategy

2.1 Positive Politeness

Positive politeness is oriented to enhance to the positive faceof hearer. Positive face is refers to the situation when H (hearer) wants to appreciated and

accepted by S (speaker). Brown and Levinson divided politeness strategy into 15 strategies. They are :

a. Strategy 1: “Notice, attend to Hearer (his or her interest, wants, needs, goods)”.

This strategy leads S (speaker) to aware, recognize and take notice to the feelings, and condition of the H (hearer) in conversation.

For example:“ you’re really good at solving machine problem. I wonder if you could just help me with a little problem I have got”.

Based on the utterances above, before S asked H to help he or she, he or she tried to satisfied positive face of H by praising ability of H in solved a machine. The S hope H want to help he or she to solved the problem.

b. Strategy 2: “Exaggerate (interest, approval, sympathy with Hearer)”

This strategy is refer to the utterances that exaggerate feelings of interest of the S at the H .Example : “oh, Annie, so beautiful you are; just the girl I wanted to see. I knew I’d met you here. Could you spare me a couple of minute ?” the utterance above shoes that the speakers is glad to see annie. The speakers is keep positive face of H by said annie is beautiful and then follow by S request to spare with annie.

c. Strategy 3 : “intensify interest to Hearer (H)”

The strategy is refers to the S like to insert the insertion of expression and question in the conversation that will make H involved in the conversation. ’

Example: “ I came down the stairs, and what do you think I see? A hug mess all over the place, the phone’s off the book and clothe are scattered all over” (Brown and Levinson. 1987). Based on the utterances above, he or she tried to get H

interest before tell the story by saying “and what do you think I see?” where the phrase is used to attract H interesting to the story.

d. Strategy 4 : “use in-group identity markers (addressed forms, dialect, jargon or slang)”.

This strategies is used to keep positive face by saying identity marker such as darling, bro, guys, luv, beib etc.

Example: “ help me to bring this bag darling”

The example above showed that Speaker (S) keep positive face of H by said “darling”. The speakers used darling to minimize the threat face of H because S want H to help she or he bring the bag.

e. Strategy 5 : “seek agreement (safe topics, repetition)”

They are two ways safe topics and repetition (Brown and Levinson, 1987)

This strategy is used when S act like she or she agree with H agreement and follow what H want to do. For example:

A : “I had a flat tyre on the way home”

B : “Oh god, a flat tyre!”

(Brown and Levinson, 1987)

The example above shows how B uses agreement by repeating part of what A had said.

f. Strategy 6 : “Avoid disagreement”

In this strategy S tried to avoid disagreement with the H. There are four ways to avoid disagreement there are token agreement, pseudo agreement, white lies, and hedging opinion. For example :

Adam : “what is she small?”

Bryan : “yes. Yes she is small, smallish, um, not really small but...certainly not very big”.

(Brown & Levinson, 1987)

In this case, Bryan disagrees with Adam’s opinion. In order to make minimize FTA, Bryan chooses to say “Yes” rather than “No”.

g. Strategy 7 : “presuppose/raise/assert common ground”

In strategy S presuppose the same think to the H in conversation.

For example: A: “owh my finger is hurt mum”

B: “yes dear, I know it hurt terrible”.

The example above showed that S is assert and presuppose to have same opinion to the H.

h. Strategy 8 : “joke”

This strategy is used when S wants to request something to the H but using a joke, that H need to interpret the means of the joke first. For Example: “oke if I tackle cookies now? Actually S means is she or he want eat all the cookies.”

i. Strategy 9: “Assert S’s knowledge of H’s wants and willingness to the one’s own wants in with them”.

Example : “ I know you do not like parties. But this is different. You must like. Coming huh?” The example shows that S try to make sure to the H to join party with gave H a willingness that party is different from all the party.

j. Strategy 10: “offer, promise”

This strategy is referred to when S offers a promise to the H when doing something with which H wants. For example, “I’ll send the money tomorrow. Do not worry.” This example shows that S offers a promise to the H to send a money and S can save the positive face of H by saying “don’t worry”.

h. Strategy 11: “be optimistic”

This strategy assumes that H will cooperate with S because they have a same interest. Example: “I hope you will lend me your paper this afternoon”. In this case the S is very optimistic that H will lend the paper in this noon.

i. Strategy 12 : “include both S and H in the activity”

This is done by using an inclusive ‘we’ form, when S really means ‘you’ or ‘me’ by using we H will think that S will include in the activity. For example, “lets us stop for a bit” in this example the speaker wants the hearer to stop. But S avoided to use “you” is to soften the utterances.

j. Strategy 13 : “give or ask for reason”

This strategy S gives and ask reason to the H for help. for example “I know there is no one in your home. Why not stay here tonight?” In the example S try to make sure H to stay in the S home.

k. Strategy 14 : “assume or assert reciprocity”

In this strategy the speaker can say “ I’ll do X for you if you do Y for me”. For example, “I’ll washed the dishes yesterday so you do that for me today”.from the example above S wants H to do something that S did before.

1. Strategy 15 : “give gifts to H (sympathy ,understanding, cooperation)”

In this strategy S gave H praise or reward to the H feeling or condition.. For example. “I’m sorry for what happened to you yesterday.”The example above shows that the speaker gives sympathy to the H condition.

2.2. Negative Politeness Strategy

This strategy is used towards H (hearer) negative face, where negative face is feeling to have freedom of action and freedom from the imposition in the social interaction.Brown and Levinson (1987) classified negative politeness strategy into 10 strategies there are :

a. Strategy 1 : “be conventionally indirect”

This strategy means “be direct”, where S should speak directly without rambling to avoid conflict each other and try not pressing the desire between S and H. For example :When a your friend is doing mathematic homework and need a help and he say to you “ can you do advance calculus please?”. Where she or he insert word “please” in the sentence it is showed the willingness of hearer to ask and give advance.

b. Strategy 2 : “question, Hedge”

The function of hedge is to soften command and makes into a polite suggestion.

Example :

“I was wondering if you could help me”

“In my opinion, this meeting could not be started”

c. Strategy 3 : be pessimistic

This strategy is used when S did want to rejectedthe H or S want fell disappointed. Example :

“ I want to ask for help, but I’m afraid you do not want”

“ actually, I wanted to come, but I’m afraid your father would angry with me”

d. Strategy 4: “minimize the imposition”

This strategy is used when S want to minimize the imposition in the conversation.

Example : “ I just want ask if you could lend me a single sheet of paper” when the speaker wants to ask some papers.“ you can just talk like that, but we do not necessarily agree.

e. Strategy 5 : “give deference”

There are two sides of deference realization. “First, the speaker humbles and abases himself and another. Second, speaker raises H (pays him positive face/ satisfies H’s wants to be treated as superior) from those two ways the speaker is giving respect actually(Brown and Levinson (1987)”.Example :

“ the use of ‘*honorifics*’ word like ‘Sir’ in the sentence ‘I’m sorry, Sir’

“I don’t think you ought to do that, Mr. President”

f. Strategy 6: “Apologize”

This strategy is used to show S can indicate the reluctance to impinge H negative face. For Example

“ I hesitate to trouble you, but...”

“previously I apologize for the events here”

“Sorry, I may be wrong, but I did not mean it”

g. Strategy 7 : “impersonalize Sand H”

This strategy is used if the S want pointing H directly by used impersonal phrase that did not indicate the H and S. in here S avoid to use pronoun I, and change by used we, mam, or sir.

h. Strategy 8 : “State the FTA as a general rule”

This strategy is one way to states S and H is must follow the general rule that obtained. Example : “you will please refrain from flushing toilets on the train” becomes “Passengers will please refrain from flushing toilets on the train” by replace the word ‘you’ with ‘passengers’.

i. Strategy 9 : “Nominalize”

This strategy is occurred by change a word to be noun. Nouns are mostly used in the expression. Example: “You performed well on the examination and we.” “Your performing well on the examinations impressed us...” Or “Your good performance on the examination impressed us...”

j. Strategy 10 : “Go on record as incurring a debt, or as not indebting H”

The strategy which can fulfill the desire of the H to be respect and claim by S. Example: “ I could easily do it for you” where the S give debt to the H.

2.3. Bald on Record

Bald on record strategy, is occurred when S ignored to minimize threats to the hearer’s face. Base on Brown and Levinson (1987) there are two kinds of bald on record usage.

1. Non-minimization of the face threat

This strategy is often used in situation where the speaker has a close relationship with the hearer, so that they can ignore FTA in the conversation

a. Strategy 1 : “Maximum efficiency”

This strategy is occurred when S and H do not required the positive face each other, this strategy is also used in the urgency situation. For example :

“HURRY!”

“Listen to me!”

b. Strategy 2 : “Metaphorical urgency for emphasis”

This strategy is provide when S speak in maximum efficiency. For instance :“here, a cup of tea for you.....”

“wait, she wants you to consider it...”

c. Strategy 3 :“Metaphorical urgency for high valuation of hearer’s friendship”.

This strategy describes why orders and begging, which have inverted assumptions about the relative status of S and H, for example:“Pardon me.”

d. Strategy 4 : “case of channel noise”

This strategy happens where S want to communicate with H but it is difficult to do. For example “ Come here now !”

e. Strategy 5 : “task oriented / paradigmatic from of instruction”

In this kind of interaction, face redress will be irrelevant example: “before you’re very eyes”

f. Strategy 6: “power different between S and H (S is higher)”

This strategy is used because S is more powerful than H, so that S can ignore the positive face of H in activity.

For example :

“absolutely, my lord”

“send me the report,”

g. Strategy 7: “sympathetic advice or warnings”

This strategy is used when S care about H and therefore about H’s positive face. For example :

“Watch out! The cliff is very steep”

“thank you for your kindness”

h. Strategy 8 : “permission that H has requested”

This strategy is occurred when S give permitted to the S request. For example : “Yes, you should listen to her”

2. FTA-oriented bald on record usage

S utterances is directly but also S still consider the face of hearer.

a. Strategy 1: “Welcoming”

This strategy is used when speaker showed the welcome feeling to the H. For example, “Good evening”.

b. Strategy 2 : “farewell”,

it is used when speaker want to taking leave to the H. For example : “see you when I see you.”

c. Strategy 3 : “offers”

used when speaker request may be impose the negative face of H. For example :

“ Take this!”

“Go away!”

2.4 Off Record Strategy

The last politeness strategy based Brown and Levinson theory is the indirect or off-record strategy. Brown and Levinson (1987) state that:

“ A communicative act is done off record if it is done in such a way not possible to attributive only one clear communicative intention to the act. In other words, the actor leaves himself an ‘out’ by providing himself with a number of defensible interpretation. ”

“off record utterance are essentially indirect uses of language : to construct an off record utterance one says something that is either more general (contains less information in the sense that it rule out for possible states of affair) or actually different from what one means (intends to be understood)

S doing off record to express the feeling and purpose by using indirect language such as gave a clue, hints that H need to interpret the language. There are 15 strategy off record according to Brown and Levinson (1987)

a. Strategy 1 : “Give hints”

“one of the off record strategies which is used by the speaker to state some desired acts of the speaker to be done by addressee by giving hints. Speaker hopes that addressee knows what he means what the speaker means”

This strategy is used by the speaker to implicit an information to the hearer. The information may be a “demand” or “request” from the speaker to the hearer to do something.

For example :

“Ouh, I’m so thirsty” (give me a drink). “It’s cold here” (shut the window)

b. Strategy 2 :“Give association clues”

Brown and Levinson (1987) state “the speaker mentions something associated with either precedent addressee’s experiences or mutual knowledge of other interpretation experiences”. In this strategy S try to mentioning a clue to the H that is known well by H.

For example :”When someone needs a ride to a market, she says are you going to market tomorrow?”. “There’s a market tomorrow, I suppose”“my house, it is not very far away”

b. Strategy 3 : “Presuppose”

Brown and Levinson (1987) stated: the speaker presuppose something which is relevant with the context of the conversation”. Example :“ I washed the car again today”, “I threat again” (he was threatened before)

c. Strategy 4 : “Understate”

This strategy is used by S is to express understatements; S says less than is required and as result generates implicatures.

Example :“When you does not like your friend’s new haircut, you just says “ it’s pretty nice”

A : “What a marvelous place you have here”.

B : “ oh I don’t know it’s a place”.

d. Strategy 5 : “Overstate”

Brown and Levinson (1987) stated that, “The speaker exaggerate or chooses a point scale which is higher than the real situation or to make important situation. Example :

“I tried to call a hundred times, but there was never any answer” in this context, speaker act like he was called his friend for a hundred times.

“you never do the washing up” In this context said like the hearer never washing up.

e. Strategy 6 : “use tautologies”

Tautology strategy means that S tries to encourage H to look for an informative interpretation of the non-informative utterance.

Example :“you are men. Why don’t you do something about it?”

“Why didn’t you come last night? Promise is promise, War is war”

The example above showed that the S use tautologies to pressuring the information to the H.

f. Strategy 7 : “use contradictions”

Contradiction means that when speakers stating two things contradict with H in conversation, speaker makes it like he cannot tell the truth to the H. The speaker also tries to encourage H looking for an interpretation. For example:

A :“Are you upset with me?”

B :“well, I am and I’m not”

“Oh, I’m ok. Disappointed, no. not disappointed, not also” .

g. Strategy 8 : “Be ironic”

This strategy is used “*by saying the opposite of what he means speaker can indirectly convey his intended meaning*”.

For example :“Ouh, you always come on time.” In this context the S actually wants to tell the H is always come late.

h. Strategy 9 : “Use metaphor “

Use metaphor “*the speaker uses a word that describe a first subject as being equal to a second subject*”. For example: “the class like market” where the S means is the class too noisy.

i. Strategy 10 : “Use rhetorical question”

Example: “how many times I do to tell you!” in this context, the speaker has to tell to the H for many times, but the H still not understands with the S means.

j. Strategy 11 : “Be ambiguous “

Ambiguous is used by S is to trying to minimize the threat of FTA of H, because the utterance has more than one possible meaning. For Example : “Lovely neighborhood, uh?”, the utterances it could mean that S really has lovely neighborhood or he dislike the neighborhood.

k. Strategy 12 : “Be vague”

“*the speaker may go off record with FTA by being vague about who the object of the FTA or what the offence is*” for example : “maybe someone did something naughty” the S used word “someone”, because he didn’t want to tell who did something naughty.

l. Strategy 13 : “Over-generalize”

This strategy speaker didn’t give clear information by saying something general. Example : “mature people sometimes help to the dishes”. In this context, showed that mature people should help someone to serve the dishes.

m. Strategy 14 : “Displace H”

Brown and Levinson (1987) state “*S may go off record as to who the target for this FTA is, or he may pretend to address the FTA to someone whom it wouldn't threaten and hope that the real target will see that FTA is aimed to him*”

Example : “Tito, please bring daddy's bag honey!”

The example above tell that the wife should bring the bag.

n. Strategy 15 : “Be incomplete, use ellipsis”

The strategy is used when S incomplete in deliver the request or means.

For example : S got headache and ask H to go for an aspirin, he just says :”Oh sir, a headache....”

3. Different Gender

Gender is cultural concept that refers to characteristic that distinguish between women and man both biologically, behavior, mentality, and socio-cultural. Women and men are sexuality different. But its role in community can be aligned with certain limitations. The concept of birth as male or aswomen (sex) are different from the concept of gender, but the concept of gender is often used overlap. Elliott et al. (2000: 146) clarify: "Gender refers to psychosocial aspects of maleness and femaleness, whereas sexreferring to biological maleness and femaleness ".So, it is clear that gender is a psychosocial aspect of manhood (virility) and femininity (femininity), whereas sex isbiologically male and female. In terms of verbal abilities, women are explainedbetter in a variety of verbal tasks

since the beginning of its development, and become a maintained superiority, while men have more language problems than women.

In addition, women's and men's is different in speech especially in style register and interaction. In fact, there are close relationships between gender and language, how society uses language depends on the norms of society who use the language.

According to Robin Lakoff, "women's use of both hedging and boosting devices presents the lack of confidence and to persuade the addressee to speak seriously, so that the addressee will pay attention in communication". Hedging used by women such as: "you know" "well" "isn't she?" and sometimes women also raise intonation when speaking especially in declaratives. Holmes (1995) characterizes women's speech as more polite than men's. In conversation, women tend to be good listeners than men, but men tend to be good speakers than women. In addition, in interrupting cases men tend to interrupt often than women.

4. Classroom Interaction

Classroom interaction refers to the exchange of verbal and non-verbal information between teachers and students in the teaching-learning process. Interaction between teachers and students has an important role in the teaching-learning process. Dagarin (2004) states that classroom interaction encourages effective communication. There are three kinds of classroom interaction, namely teacher to student, student to teacher, and student to student. First is teacher and student, this

interaction happens when teacher is more talk active than students. Yanfen and Yuqin (2010) assign that teacher talk plays important role in provoking interactions between teacher and students. Therefore, teacher must have ability to using a language to creating comfortable environment in the classroom and become more involved interactive activities in the classroom. According to Harmer (2009), in the classroom interaction teacher should consider on three things, they are teacher should used a language that suitable with students knowledge or language that easy to understand to the students. Secondly, teacher must consider the way how they speak and the last is used a voice, tone and intonation.

Second is In student to teacher interaction, where the students is try to express the idesin front of their teacher by asking question to the teacher, telling their opinion in teaching learning process. Therefore, students have to communicative competence to encourage their ability in conducting interaction to the teacher.

The last is Student to student interaction, it is the way we as the teacher can support and managed students and other studentsto make active interaction well in the class. It can be done with collaborative works, where learner can communicate each other and develop social interaction relationship in the classroom.

B. Previous Studies

Several studies related to the researcher's study had been conducted before. One of them is study by Kurniatin, (2017) entitled "An Analysis Politeness Strategy Used by Teacher and Students in English Class at MTS NU Assalam Kudus". Was found in her study that the teacher and students used four of politeness strategies they are Positive Politeness, Negative Politeness, Bald On Record and Off Record. The dominant strategy that teacher used is Bald On Record with and the dominant strategy that students used in is Positive Politeness. Based on the study, it can help researcher to make further study about politeness strategy used by teacher in EFL classroom interaction.

The other study was conducted by Elisdawati, Husein and Setia, (2018) entitled "Teachers' Politeness Strategy in Motivating Students to Learn English. The observation was conducted to the English teacher of SMPN 4 Langsa and 80 students in three classes. The result of this study is the teacher employed positive politeness, negative politeness and bald-on record strategies well. They used positive politeness especially to make good interaction between teacher and students and they used negative politeness to avoid imposition to the students in learning and they use bald on-record when efficiency is necessary and task oriented. It show that this study will help researcher to find the reason of using politeness strategy by teacher in the class, especially in the motivation utterances.

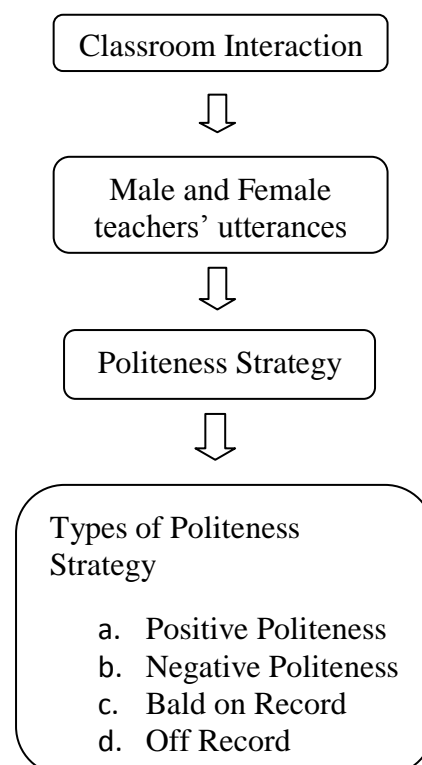
Another study was conducted by Manik and Hutagaol, (2015) entitled "An Analysis on Teachers' Politeness Strategy and Students Compliance in Teaching Learning Process at SD Negeri 024184 BinjaiTimurBinjai, North

Sumatera – Indonesia”. The result of study is the teacher used four maxims in their communication to the students and teacher utterances politeness was effected to the students compliance.

C. Conceptual Framework

As explained in the literature review, Politeness was used in interaction to consider hearer positive and negative face. Different gender was referred to women and men tend to using language differently due to the style, register and the way of using language in interaction and deliver their though. Classroom interaction was referred to the exchange information verbal and non verbal between teacher and students in teaching learning process.

In this study, the researcher was deals with the analysis of politeness strategy that used by male and female teacher, by identifying and classifying the types of politeness strategy used by male and female teacher. The study was conducted as follow:



CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

This research was conducted at SMP Muhammadiyah 7 Medan in academic year 2019/2020. The location is at Jl. Pelita 2 no.3-5 Medan. The reason for choosing this school because the researcher has been made primary observation at this school and the researcher found that teachers considered unskillful in communication, especially in constructing polite utterances in teaching learning process.

B. Source of the Data

The data of the study was taken from female and male teachers utterances in classroom interaction. The subjects of this study were two English teachers male and female. In addition, male teacher teaching in seventh grade full day class and female teacher teaching in eighth grade full day class at SMP Muhammadiyah 7 Medan.

C. Research Design

The research was conducted by using descriptive qualitative method by applying descriptive phenomenon design. This method was used in order to discover, identify, analyze and describe about politeness strategy and analysis types of politeness strategy used by teacher in teaching learning process. Phenomenon design was allowed researcher to analyze the statement, question,

command and offer utterances of male and female teachers in classroom interaction.

D. Technique of Collecting the Data

The data was gathered through especially observation, interview and field note.

1. Observation

The researcher was came to the class to see the learning activity in the class. During the observation, the researcher was sit at the back of the class to record and investigate the used of politeness strategy from the teacher utterances. After recording the data, the researcher writtenthe script from the video record and determine the part of politeness strategy from the teachers utterances in the class and giving data coding.

2. Interview

In this case, the researcher as a interviewer, gives question, asks for explanation and take a note to get deeper information about politeness strategy that used by male and female teacher in the class. Here, researcher was interviewed male and female teacher asked question related to the politeness strategy that used in the classroom interaction.

3. Field Note

Field note was help researcher to make record about situation in the field. The researcher had to write detail and accurate description about what

researcher see, hear, experience and learn while conducting observation and interview.

E. Technique of Analyzing Data

According to Miles and Huberman (1994) there are three method of data analysis, they are :

1. Data Condensation

The first step was data reduction. Namely the data that has been obtained in the field directly will certainly produce quite a lot of data. Therefore the data that has been collected must be recorded carefully and clearly. Reducing data was summarizing data that has been obtained validity then selecting data, data was more needed in accordance with the data you want to find. After the data was reduced, surely the data will immediately provide a clear and accurate picture so that it can facilitate researcher to obtain the desire data.

2. Data Display

Data display means described the data in the form of description or narration as the second component in analyzing data, this technique was used in arranging the information, description or narration to draw conclusion

3. Drawing and Verifying Conclusion

After display the data, researcher was drawn and verified conclusion of the data. On the other word, researcher conducted analysis and interpretation from the data display so that the conclusion and verification of directive speech act of the male and female teacher can be drawn. In short, the steps in

analyzing the data are: first, the researcher was collected the data from observation and interview to get teacher utterances while teaching learning process. Second, the researcher selected and identified the politeness strategies used by male and female teacher. Third, researcher madea data display into table form. The last step made a conclusion based on the data display.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding was the description of the implementation of politeness strategies in EFL classroom interaction. The data was obtained from the report of field based on the observation of male and female class interaction in four meeting. Moreover, there were four types of politeness strategies found in teaching process by male and female teachers. They were the positive politeness, negative politeness, bald on record and off record.

B. Discussion

1. Positive Politeness

Positive politeness explained that the speaker always considered the positive face (wants to be always appreciated) of hearer in the interaction. This strategy also used the teacher to build good situation and interaction in the class. There were positive politeness strategies used by teachers in EFL classroom interaction:

a. Seek agreement

This strategy was used by the teachers to seek the agreement of students it showed that the teachers had the same perception with the students in learning process. As described in the following example:

“Yes, expression of attention, do you still remember what is this?” (D4/F/SEKA)

The data showed that the word “yes” used by S (speaker) that had the same agreement with the H (hearer). The expression of “do you still remember” referred that S (speaker) repeated the question to the H (hearer). The utterance was used when the teacher asked the students about the last material before starting the lesson and the students answered the attention. It showed that the teacher agreed the students’ answer by saying “yes” and made it clear with the repetition of the question and asking the definition of last subject material to the students. This strategy was applied by male and female teachers because they wanted to stimulate students’ memories about the last material before start the learning process.

b. Use In Group Identity Marker

This strategy was implemented by male and female teachers when they called, commanded and questioned students in the learning process. It would be explained in the following the data:

“Well guys open your book, yesterday we have discussed about expression of?”
(D6/F/UGIM)

The data above showed that the word “Guys” referred to the identity group marker. The expression of “Open your book” uttered by the S (speaker) gave the command to the H. In this case, the teacher ordered the students to open a book and ask them about the last material in the opening activity. The teacher used this strategy because she wanted to close with the students and feel comfortable when the command was given to the students by using a group marker (guys). The used of utterance was proved by interview “why I always used guys when I am

teaching because I want to be more close and friendly to the students, and also students will always remember me because I always call them guys” (ID3/F).

In addition, the male teacher also used the identity group marker in the learning process, for example:

“Come here beautiful girl, come here” (D16/M/UGIM)

The data showed that the word “come here” was defined as the command uttered by S (speaker) to the H (hearer) while, the word “Beautiful girl” identified as the identity group marker. In this case, the teacher ordered the female students to stand in front of the class. The teacher wanted to satisfy the students' positive face by calling students with the word “beautiful girl” it made the students pleasant to do what the teacher commanded in the learning process. The reason of the teacher used this strategy which it could be proved in the following interview:

“I honestly expected closeness with my students. I also hope that students would think teacher as a parent so they are would be more comfortable to speak and not afraid express their feelings and ideas when learning in the class.” (ID3/M)

c. Intensity interest to hearer

This strategy was used by the female teacher, where it was applied by the teacher to increase the interest of students in the learning process. For example:

“And then do you know what the expression if you want to giving attention? Please mention!” (D18/F/IITH)

The data explained that the expression of “do you know what” said by S gave the intensity to the H interest. The expression “please mention” referred to the S request to the H. They were applied in the core activity, the teacher tried to

explain over the students about the topic. Moreover, the teacher attempted to get the students' attention and interest by using the word "do you know what" because at the moment, the students got distraction from the outside of the class. Furthermore, the teacher also kept their positive face by saying "please" to the teacher's request.

d. Avoid Disagreement

The implementation of strategy was used by male and female teachers where they were pretended to agree with the students' statement or respond in the classroom interaction, it was showed in the following data:

"Up to you, but in English is good" (D20/M/AVDA)

The data was indicated that the expression of "up to you" uttered by S tried to keep H positive face and the word "but" was categorized as the S disagreement of H request. The expression "up to you, but" classified as the token agreement of S. The utterance was happened in discussion group, where the teacher asked the students to conclude the lesson. In this strategy, the teacher appealed to hide the disagreement of the students' request in the use of the Indonesia language. However, the teacher considered to their positive face by giving the choices for the students using Indonesia or English language in concluding the topic lesson. This statement was proved by interview "I give a choice to the students because many of students is still low in English so it is difficult for them to write in English. So I made a choice to used Indonesia but it would better if using English, so that students can be motivated to write in English." (ID4/M).

In the other hand, female teacher used this strategy in the different way, for example:

“It is good, but not right yeah, anyone else?” (D23/F/AVDA)

The data was indicated that the expression of “It is good” used by S try keeping the positive face of H and “But not right” was showed as the disagreement of H answer. This utterance was occurred in the core activity. The teacher asked the students to translate the meaning of dialogue into the Indonesia language, and then the students tried to translate the meaning, but the answer was wrong. Furthermore, the teacher pretended to deal with the students but it was wrong. The teacher tried to soften the utterances by using this strategy.

e. Assume Assert the reciprocity

This strategy was applied by the male and female teachers to encourage the students in learning process. The example of this strategy showed as following data:

“The time is two minute again. It is ok if you wrong” (D25/M/ASTR)

The data explained that the expression of “It is ok if you wrong” said by S gave reciprocity to the H in doing assignment. While in the discussion group activity, the teachers considered limitation of time and tried to make the students’ assignment be faster. In this case, the teacher tried to assert reciprocity for the students so that they could be finished the assignment quickly.

In addition, the female teacher also used this strategy, which it would be explained in following data:

“next number two guys, do you know what the meaning? I will give you score”
(D26/F/ASTR)

The data explanation showed that the word “guys” was marked as identity marker to keep the students’ positive face, and the expression “I will give you score” uttered by S gave reciprocity to the H.

The teacher asked the students to interpret the meaning of the dialogue. It was difficult to construe by students, the teacher operated this strategy to attract their mind to answers the question by giving reciprocity (score) for the students if they could answer the question so that they could more active in the class.

f. Notice Attend to Hearer

It was applied by male and female teachers to consider and notice the feeling and condition of students in the learning process. The example of this strategy was showed in the following data:

“Until here do you have question guys? About how to asking and giving attention to the other people? No?” (D27/F/NATH)

The data described that the expression of “Do you have question” was said by S noticed the feeling of H and the word “Guys” was identified as identity marker to keep their positive face. After the teacher explained the material to the students, the teacher considered to the comprehend of the students about the material. The teacher asked the students because she knew that students felt shy or afraid to ask if the teacher did not noticed them first. This strategy was used to attract students by asking the question and making the learning process more active. The reason of using this strategy which it would be proved by interview “actually I want to

remind and provoke them to ask question about the material, and make students not afraid to ask to me and avoid to asking to their friends” (ID6/M)

In addition, the another example of using this strategy was applied as the data: “nak, if you don’t know you can discuss with your friend” (D32/M/NATH)

The data described that the word “nak” classified as the identity marker to avoid negative face of H. The expression of “if you don’t know, you can discuss” said by S noticed H condition.

This utterance was occurred in the discussion group. It was used when the teacher noticed condition and feeling of the students felt confused when their doing an assignment. The teacher tried to avoid the negative face of the students and soften the request by saying “nak” followed by statement to discuss with a friend.

g. Include both S and H in activity

The implementation of this strategy was used by male and female teachers to show that the teacher and students always participated in the lesson. The example of the data was showed in the following:

“Now let’s we make conclusion together.” (D42/M/IBSHA)

The data explained that the expression “Let’s we” referred that S asked H to make activity together. The teachers asked the students conclude the lesson in the end of activity. The teachers applied this strategy because they considered the students difficult in concluding the material. The teacher offered herself to help students to achieve learning process. The used of utterance was proved by interview data “I always use “we” because I want always with my students to achieve active

learning especially in concluding the learning. So that I hope students will more easily to understand the learning outcomes” (ID11/M)

h. Be optimistic

This strategy was used by the teachers showed optimistic side of teachers to command or request students in the class. For instance, explained in the following the data:

“I hope you give a reason on your answer what is A.M and you say with your friend beside you.” (D47/M/BOM)

The data indicated the word “hope” was uttered by S optimistic to the H and the expression “Give a reason” was referred S request to the H while doing assignment. The utterances showed the teacher believed the students would cooperated and agreed with the teacher’s request in the discussion group. The teacher asked the students gave the reason of used A.M and shared information to the friends. The teacher selected the word “hope” was proved by interview in the following data:

“Because I optimistic students will achieve success when do my command, a word hope also is often used and easy to understand by students”. (ID1/M)

In other hand, female teacher implemented this strategy in the different way, for example:

“Next week you must ready the homework. Understand?” (D52/F/BOM)

The data was indicated the word “You must ready” referred to the S optimistic for the H, and the word “Understand” uttered by S checking understanding of H. Teacher showed the optimistic of the students knew and understood about the

explanation of the teacher. Furthermore, the teacher wished they would collected the assignment on time and expected no one of them missed the assignment.

i. Give Gifts to Hearer

It was implemented by teachers to show respect and give praise of the students for the work effort in achieve learning process. The implementation of this strategy was proved in the following the data:

“Ok, thank you, give applause yeah” (D58/M/GGTH)

The data described that the word “Ok’ uttered by S to satisfy the H, the utterance of ”Thank you and give applause” said by S gave gifts to H work . The word “Ya” used to stress the S request and soften the utterances. The statement was applied in a group presentation. In this case, the teacher gave sympathy, praised and gifts to the student's presentation. The teacher asked students to always gave praise and applause for their friend. The reason of the teacher applied this strategy was proved by interview data:

“rewards are given to the students because I want to encourage students to learn active and also fell always appreciated by the teacher. And then given applause also can build fun situation during learning process and I hope that students can respect each other and also able to accept different opinion with their friends”
(ID/2/M)

In addition, female teacher implemented this strategy in the learning process, for example:

“ I so proud of you, because you do the best” (D56/F/GGTH)

The data explained the word “proud” said by S to satisfy the H in the class and the word “Because” referred to the reason proud with the H. This statement was spoken by the teacher in the closing activity. It was showed that the teacher respect to the students by giving them praise.

j. Give Reason

This strategy was implemented to prove statement or command of the teacher in the class. The example of this strategy was proved in the following data:

“No, you can’t, because time for presentation is enough”. (D62/F/GR)

The expression “No you can’t” uttered by the S rejected H request, and statement of “Because time is enough” referred the S reason to reject H request. This utterance was applied in the core activity. The students requested to the teacher for gave them chance to did presentation to fix the score. The teacher rejected the students request by giving reason and considered it would not fair for another group.

In the other hand, the male teacher also applied this strategy in the learning process, for example :

“And now I hope when I teach here I hope you sit on four groups. Because I hope this is very –very large in this class.” (D64/M/GR)

The data indicated that the expression of “And now” uttered by S making decision to the H and the expression of “I hope” said by S optimistic to keep H positive face, the word “because” showed that S gave reason to the H”. The teacher conveyed the statement in the opening activity, where the teachers gave request

the students to sit in four groups. It was showed that the teacher request to the students was important to do. They gave reason to improve the reasonable statement and effected the students learning process in the class.

2. Negative Politeness

Negative politeness is the strategy where teachers delivered the utterances in most polite way in the learning process. In the classroom interaction, teachers should considered positive face and the negative face of Hearer in the interaction. There were negative politeness strategies was applied by male and female teachers in the classroom interaction:

a. Be Conventionally Indirect

It was used by male and female teachers to deliver command and request in directly ways. Which it would be explained in the following data

“Hello, look at the white board please” (D70/M/BCI)

The statement above was applied by male and female teachers in the core activity, where a word “Hallo” identified S tried to interact attention of H. The expression of “Look at the white board” uttered by S request to the H and the word ”please” said by S to keep H Positive face and soften the utterances. The teachers realized this strategy to convey the request. The utterance was interpreted that teachers wanted the students to pay attention to the explanation in front of the class. The reason of using a word “hallo” was proved in the following data:

“Hallo was polite way, by said hallo was my way to get attention of students without speak loudly or hit the table” (ID12/M)

Another example of this strategy, was showed by female teacher in the following data:

“Who knows to connect handphone to laptop?”(D66/F/BCI)

From the data above, the word “who knows” identified that S indirectly gave command to the H and did not directly pointing to the H. The word “Connect” uttered by S to the H help. In this situation, the teacher faced difficulty when prepared the learning media. The teacher indirectly gave ordered to the students to help her. The implementation of this strategy to minimize rejected of students help.

b. Minimize the Imposition

This strategy was applied by male and female teachers to avoid the imposition and kept students focus when doing command or request of teachers in teaching learning process. The example of used this strategy was discussed as following the data:

“Yes, mention please, if you know rise your hand yeah.” (D71/F/MTI)

From the data above, the word “Yes” identified S agreed with H question to find the expression of checking understanding. The word “If” referred to minimize the imposition to the S command. The expression of “Rise your hand” said by S request to answer the question and the word “Ya” identified to soften and stressed the utterance.

The teacher challenged students to find expression of checking understanding from dialogue. The teacher applied the word “if” to minimize the imposition of

teacher command and before the students answered the question. The students should raised a hand to keep the condition of the class was calm.

In the other example of this strategy was showed by male teacher, in the following the data:

“I just give you ten minute to share information” (D75/M/MTI)

From the data above, the teacher used a word “just” uttered by S tried to minimize imposition to the H. The expression “Share information” referred S request to the hearer. The teacher considered the students condition that still difficult and did not understand in made summary. The teacher tried to avoid imposition and kept students focus by using this strategy.

c. Question Hedge

This strategy was used by the teachers if they did not want presume and coerce the students in the learning process. The explanation of this strategy showed in the following data:

“Last week I have given you a home work to make dialogue giving and showing attention right? And do by group right?” (D77/F/QH)

According the data above, the statement “I have given” said by S tried to look agreement of H and the word “right” referred to the S questioning for H before S make a decision. In this situation, the teacher asked the students about the homework before start the learning process. Furthermore, they did not want to presume to the material that had been explained to the students in the class.

In addition, other utterances of this strategy was implemented by male teacher in the following the data:

“I think you get your mobility if you presentation in the class” (D82/M/QH)

Based on the data above, the used “I think” in the statement identified as hedge of S to the H, and expression “You presentation” said by S to the H activity in class. Hedge was used by the teacher because they considered to the students comfortable space by asking them sit in four group when doing a presentation .

d. Apologize

This strategy was applied by female teacher to keep positive face and avoid the negative face of hearer by reluctance to impose of students. The example of this strategy which would be described in the following data:

“Ok, sorry guys, the expression asking and giving attention not yet ya?”
(D85/F/APLG)

From the data above, the word “ok” identified S making decision to the H, and the word “Sorry” referred S apologize and reluctance to the H. The word “guys” classified as an identity marker used to keep positive face of H and the word “ya” stressed S question to the H.

In the opening of the lesson, the teacher asked students about the last subject material, but students said the material was not given by the teacher. In this case, the teacher apologized and felt reluctance to the students that had misunderstanding about material topic.

e. State FTA as General Rule

This strategy was implemented by male teacher, where the teacher gave command and request to the students based on the rule that obligated in the society. For example in the following the data:

“Remember note book must different with exercise book” (D87/M/SAGR)

From the data above, the word “remember” in the statement was identified S stress the utterances and the expression “must different” was pointed to everyone in the class had obedient by students. The teacher ordered students to write the material explanation in the book. The teacher remembered to the students that the notebook had to different from an exercise book. In addition, the utterance of the teacher was suitable with the regulation in the school and the students had followed the regulation

f. Impersonalize S and H

This strategy was used by female teachers, for not impinge the hearer directly. For example, showed in the following the data:

“Ready? say loudly and clearly” (D88/F/ISH)

The explanation from the data above, the word “Ready” said by S questioning to the H readiness to start the presentation and the word “Loudly and clearly” identified S ordered to the H. The student prepared the media before made presentation in front of the class. The teacher asked the students to speak loudly and clearly, before the students start the presentation. In this case, the teacher avoid used the word “you” to the H and also the teacher did not said directly to whom the utterance was addressed.

g. Be Pessimistic

It was applied by female teacher, where this strategy was implemented to show pessimistic of teacher when gave command or question to the students. For instance, in the following the data:

“Guys would you help me to write down day, month in the board?” (D89/F/BPM)

From the data above, showed that the word “Guys” identified as an identity marker used to keep students positive face and to soften the utterance. The word “would you” classified to the pessimistic of S and the word “Write down” said by S giving command to the H. The teacher commanded students to write day and month in the whiteboard before began the lesson. In the utterance, the teacher used the word ‘guys’ as an identity marker to command students indirectly to avoid rejected from students and used to keep positive face.

3. Bald on Record

3.1. Non-minimization of face threat

The speaker (S) conveyed the utterances directly and briefly to avoid ambiguity to the H (hearer) without care to the positive face of H. There were strategies used by male and female teacher.

a. Maximum Efficiency

This strategy was used by teacher to avoid misunderstanding in the conversation by saying directly and clearly to the students. For instance as following the data:

“Slowly!” (D93/F/MAXE)

From the data above, the word “Slowly” said by S briefly command to the H. In this situation, the teacher showed worry feeling to the students, because some of them stand in the table to fix the television in the class. The teacher ordered

briefly to efficiency to avoid misinterpretation. This utterance was proved with interview data in the following:

“when command students I usually used simple word, that to make students fast understand and remember” (ID1/F).

In addition, the other example of this strategy showed in the following data:

“Are you confused?” (D105/M/MAXE)

The data above showed that, the teacher explained the subject material and he considered the comprehend of the students by saying “are you confuse?”. In this case, the teacher hope students wanted to ask him about material explanation.

The evidence of data was showed in the following interview:

“ I want to keep time efficiency and also avoid miss understanding” (ID5/F)

b. Permission that H requested

The male teacher applied this strategy to give permitted for the students’ request. Which it would be explained in the following the data:

“Yes you” (D108/M/PHR)

Based on the data above, the teacher permitted to the students request to answer the question by saying “yes”. In this situation, he gave permitted for the students without care to positive face.

c. Power different between S and H

This strategy was used by the male teacher to show that her position in the class was higher than students. An example of this strategy was showed in the following the data:

“Where is the secretary of the class? Absent your friend in absent list”
(D109/M/PDSH)

The data above showed the word “Secretary” identified as the H position in the class and the word “absent your friend” said by S gave command to H.

The teacher commanded the secretary of the class without satisfied face of students. The utterance showed the teacher had powered more than a secretary by command the secretary without care the positive face.

3.2. FTA-Oriented bald on record usage

In this case, the teacher delivered the utterances directly and clearly but also consider to keep positive face of H (hearer).

a. Offers

This strategy was applied by the teacher to insist the H may impose on S’s negative face. For instance, the used of this strategy was showed in the following data:

“Ok, now you can write in your book” (D113/F/OFF)

From the data above showed that the word “Ok” uttered by S permitted to the H request and the expression “can write” said by S gave command to the H. In this situation, the teacher permitted the students to write an explanation to their notebook. The teacher considered that students would not write until the teacher permitted them to write. In this context, teacher said clearly when gave command to the students to miss interpretation.

Moreover, the male teacher used this strategy in different situation as for example:

“Ok, group one please, hurry up yeah” (D123/M/OFF)

The data described that the word “Ok” identified S ready for H. The word “Please” uttered by the S permitted H presentation and the word “Hurry up” said by S tried to time efficiency. In this case, the teacher permitted to the students to start the presentation by using a word “ok”. Furthermore, to keep time for presentation the teacher said “hurry up” to attracted students would be explained the presentation faster.

b. Welcoming

This strategy was applied by the teachers to show respect with greeting to the students in the class. For instance, which would be explained in the following data:

“Walaikumsalam and good morning” (D125/F/WLCM)

Based on the data above, the word “Walaikumsalam” said by S answered H greeting and the expression “Good morning” uttered by S to show welcoming for the students greeting. In this situation, the students gave greeting to the teacher when came to the class. In this strategy, the teacher wanted to show that they had respect to the students by greeting and answering the students greeting.

4. Off Record

This strategy was implemented by the teachers to avoid responsibility to the positive face of students that students need to interpret the meaning of teacher utterances in the learning process. There were strategies used by the teachers:

a. Give association clue

This strategy was applied by the teachers in giving a clue to the students where explain the material. For example would be explained in the following the data:

“Ok, for example I give you to buy chili 2kg and then I say do you understand? So what the meaning guys?” (D127/F/GAC)

From the data above, described that the word “Ok” identified to the S decision in giving example. The statement “Chili 2kg” said by S gave clue to the H and the word “Guys” classified as identity marker used to keep students positive face. The teacher gave clue based on the students’ daily life to help them find out the comprehension about the topic. The teachers applied this strategy to stimulate students mind to find out the information about the lesson.

In addition, the male teacher realized this strategy in different way in the following example:

“Oke, the first word is ente, and blabla. What? Ente what?” (D129/M/GAC)

The data above showed that the word “Ok” referred S decision by giving a clue to the H and the word “Ente” said by S gave clue to the H. The teacher wanted help students to find the answer from the question. They gave clue to the students by saying “ente” to stimulate students mind to find the next word.

b. Overstate

It was used by teacher to talking overstate to the students in the class, for instance in the following data:

“2 years later, hei come in” (D131/F/OVRS)

The utterance was applied by female teacher in the presentation of the class. The teacher used this strategy because the students took permission so long out of the class and she asked them to come faster by saying "two years later".

c. Use metaphor

This strategy was implemented by the teacher that wanted to acquire attention and give suggestions for the students, for example described in the following data:

"I hope ya, do not do that in here, don't like in the jungle" (D133/M/MTPR)

Based on the data above, the expression "I hope" identified S to keep H positive face and showed S optimistic. The statement "don't do that in here" said by S request to H and the word "jungle" classified as the metaphor word used by S referred to the situation in the class. When the teacher explained the topic to the students, suddenly they were noisy and screaming in the class. The situation made the teacher angry and upset, to solve the problem the teacher gave suggestions for the students. The teacher's utterances identified the students' behavior that spoke loudly and screamed in the class. The teacher used metaphor words for students that could be interpreted and softened the utterance.

On the other hand, the female teacher also implemented this strategy to get the attention of students in the class. For example in the following data:

"Ok, guys back to the laptop" (D132/F/MTPR)

The data was explained that the word "OK" uttered by S sought attention of H. The word "Laptop" identified as a metaphor word used by S to the H and the word "Guys" classified as the identity group marker used to keep the positive face of H.

The teacher used the strategy to get the students attention of topic lesson. At the moment, the teacher and students got distraction from the outside. The teacher used metaphor because she assumed students would understand with her request and to soften utterances for asked attention.

d. Give Hints

It was realized by male teacher to saying something not explicitly clear, which it would be discussed in the following data:

“I want call another one, beautiful first.” (D134/M/GVHT)

The data above showed that the expression “I want call” uttered by S to the H and the word “Beautiful first” identified as S gave hints to H. This utterance was implemented that the teacher called female students to go in front of the class. The teacher used this strategy to make soften the utterances. It was used to make pleasant students felling by saying “beautiful” that referred to the female students and satisfied the positive face of the students.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the discussion, conclusion of this study can be described as the following:

1. Types of politeness strategy that have been found in the male and female teacher in EFL classroom are positive politeness, negative politeness, bald on record and off record.
2. For realization of politeness strategy of male and female teacher there are positive politeness was used to consider positive face (Wants to be always appreciated) of hearer, to build good situation and communication in the interaction. Moreover, negative politeness was used by teachers delivered the utterances in most polite way to the students in the class. In addition, bald on record was used by teacher to convey the utterances directly and briefly to avoid ambiguity and misunderstanding to the H (hearer) with and without care to the positive face of H. The last, off record was used by teacher to avoid responsibility to the positive face of students that students need to interpret the utterances of teacher in the learning process.
3. The reason why teacher applied politeness strategy in the classroom interaction was to make fun and comfortable learning situation, to teach them speak in polite way, to avoid misunderstanding and misinterpretation while gave command, explain and request, to keep efficiency of time and to make students more active in the learning activity.

B. Suggestion

After analyzing the data and making conclusion, the researcher gave some suggestion for teacher, students and other researcher. In order to make the implementation of politeness strategy in teaching English. Those suggestion can be described as following:

1. For the teacher

The teacher should improve the use of politeness strategy in learning activity especially when explain the material, gave command, request or questioning to the students and managing the classroom.

2. For students

Students should use politeness strategy to speak with the teacher in the classroom interaction.

3. For other researcher

The researcher hope that this research can reference for other researcher who will implement types or other research found a new types of politeness strategy in English classroom activity.

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APPENDIX 1

TABLE ANALYSIS OF POLITENESS STRATEGIES USED BY MALE AND FEMALE TEACHERS

Positive politeness

1. Seek Agreement (SEKA)

No	Utterances	Description	Meaning	Code
1	Your father use java language too?	“ your” was referred to the H . “too” is the repetition of question. “	This strategy was used by a male teacher in the opening, where the teacher asked students about the language used by students in the home especially the ethnic language. It was applied by the teacher because he wanted to make clear and seek agreement of students from the teacher question. The teacher implemented repetition for his question over the students by said “too” over emphasize the question.	D1/M/SEKA
2	Alright yesterday we study about good morning yeah	“Alright” showed agreement to the student’s answer “yesterday” was too stressed S agreement to the H “Yeah” was to keep students positive face	It was used when a teacher wanted to start the lesson, the teacher wanted to show that the she had the same agreement with students about the last material by asked them before started the lesson. The teacher stated the students about the last material.	D2/M/SEKA
3	So must use flashdisk?	“so” teacher looked agreement of H.	When the teacher prepared the learning media in the opening of the lesson, she had trouble to connect laptop to the television. Some students asked the teacher to use USB to copy the data. Here, teacher looked agreement to the students that she had to use USB to copy	D3/F/S EKA

			the data.	
4	Yes, expression of attention. Do you still remember what is attention?	A word “yes” was refers to the S (speaker) agreement “expression of attention” was the subject of lesson, and “do you” was S questioning to the H (hearer)	The utterance was used when the teacher asked students about the last material before start the lesson, and students answered of the attention. It was showed that the teacher agreed the students’ answer by saying “yes” and making clear with repeated the question and asked the definition of last subject material to the students.	D4/F/S EKA
5	Oke guys when I come to your class maybe last week I have you to make dialogue expression of attention right? Yes? And after that you present in your class, and then I said to you please put your paper in the wall. Right?	A word “oke guys” to keep students positive face, and as signal that lesson will be started. A word” right” and “yes” was showed the teacher look agreement from the students.	The teacher came to the class and discovered that students did not make what the teacher command last week to put the assignment paper in the wall. Here, before started the lesson the teacher looked for agreement and satisfied positive face of students by saying ”oke guys” and then followed by a repetition of question which teacher look for agreement to the students. The teacher implemented this strategy to a relieved on the situation of class	D5/F/S EKA

2. Use In Group Identity Marker (UGIM)

No	Utterances	Description	Meaning	Code
6	Well guys open your book , yesterday we have discuss about expression of	“Guys” was the identity group marker that refers to the H “Open your book” S give command to the	In this case, the teacher commanded students to open a book and asked them about the last material in the opening activity. The teacher used this strategy because she wanted to close with the	D6/F/U GIM

	?	H “Yesterday we discuss” S questioning to the H.	students and felt comfortable when the command given to the students by using a group marker (guys).	
7	Next we go to dialogue four, yes mr.	“Next we go to dialogue for” S signal to the next dialogue , “Mr” was the identity group marker that referred to the male students.	While in the activity, the teacher ordered students to find out the expression from the dialogue. The teacher gave a chance to the male students to answer the question. The teacher said “Mr” to soften the utterance, and also increased students’ confidence answer the question.	D7/F/U GIM
8	Let’s play from the start bro. how to operate bro?	“Bro” was the identity marker to the male students. “How to operate” S questioning to the H	The teacher gave command and questioning the students to help operating her learning media in the beginning of lesson, the teacher used the word “bro” to imply that the teacher was a friend of students. The teacher also felt comfortable used this strategy to command students.	D8/F/U GIM
9	Hurry up guys	“Hurry up” was the S request to the H. “guys” was the identity marker to the H	The utterance had occurred in the core activity, where the teacher asked students to presented in the class. It was used by the teacher because the teacher considered the time was limited. Moreover the word “guys” was used to keep students positive face and also to soften the utterance. In this situation, the teacher wanted students to efficiency the time, and hasten in doing assignment.	D9/F/U GIM
10	Please, who want to clean the white board, help me clean the white board	“Please” was used to keep positive face of H “Help me” was to soften the	When the teacher had already explained the material in the core activity the situation of the class rather noisy. In this case, she used the word “guys” because the teacher	D10/F/ UGIM

	guys.	utterance Guys ” is the identity marker refers to the H	did not want to point towards the students to clean the whiteboard. The word “Guys” was used because the teacher was afraid that the request rejected by students.	
11	Abang, can you help me to fill the water?	Abang “ was the identity marker for male students. “help me” was to soften the utterances and keep H positive face. “Fill the water” S command to the H	It was used by the teacher when she order students to help her filling the mineral water to the office. Here, the teacher tried to satisfied students' positive face by call him abang. Furthermore, the teacher asked students to help her in the polite way fill the mineral water. This strategy also made the students glad to do the teacher request.	D11/F/ UGIM
12	Mr pandi clean the white board please.	“Mr” was identity marker to the male H “Clean white board” S command to the H “Please” to keep H positive face	After the teacher explained the material in front of the class, the teacher pointed towards the one male student to clean the whiteboard. She satisfied the student's face by used an identity marker (Mr) and used a word “please” to soften the utterances and students would do the teacher command.	D12/F/ UGIM
13	look your dialogue guys . do you know what the expression of attention guys?	“look” S command to the H “Guys” referred to the identity marker for H “Do you know” S question to the H	The teacher ordered to discover expression of attention from the dialogue in the core activity. In giving a command and question the teacher was used identity marker “guys” to satisfy the positive face of the hearer and to make the polite language uttered y the teacher.	D13/F/ UGIM
14	Thank you Mr nabil	“thank you” S thank to the H. Mr” identity marker to the male H	A teacher was used this strategy because students helped the teacher solved the problem. The teacher gave a thanks to the students by using the identity marker to show that the teacher was	D14/F/ UGIM

			close and satisfied feeling the students.	
15	“May I have your attention please! What does it mean guys?”	“Guys” was an identity marker for H “May I have your attention” S request to the H to gave attention “Please” wa to soften the utterances. “What does it means” S questioning to the H	The situation in the class was noisy because the teacher requested the students to be silent. In request something the teacher used “please” to keep their positive face. when asked a question she used “guys’ because she wanted to soften the utterances and showed that her question was important to do	D15/F/ UGIM
16	Come here beautiful girl, come here	“come here” S command to the H “Beautiful girls” identity marker to the female H	In this case, the teacher was ordered female students to stand in front of the class. In gave the command, teacher wanted to satisfy students' positive face by calling students beautiful girl. Which made students pleasant to do what the teacher commanded	D16/M /UGIM
17	Prepare your post kid y nak ya.	A word “ nak” was identity marker of students , “prepare” was S request to the H “ya” to keep positive face of H and to stressed S request	In the discussion group activity, the teacher was commanded every group to prepare the paper work. Here the teacher want to show that he was close and care with students. By using this strategy also produce the utterances of the teacher more polite and soften, as well as students pleasant to do the teacher’s command.	D17/M /UGIM

3. Intensity interest to hearer (IITH)

No	Utterances	Description	Meaning	Code
18	And then do you know what the	“do you know what” S gave	The teacher tried to explain over the students	D18/F/ IITH

	expression if you want to giving attention? Please mention!	intensity to the H “expression of attention” was the subject material. “please mention” S request to the H	about the topic. In this utterance, the teacher attempted to get the students' attention and interest by using the word “do you know what” because at the moment, the students got distraction from the outside of the class, the teacher also saved their positive face by saying “please” to the teacher’s request.	
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4. Avoid Disagreement (AVDA)

No	Utterances	Description	Meaning	Code
19	No?, oke we try to greeting another mode	“No ?” S repeat of H answer. “Oke” S was tried to avoid disagreement “greeting” was the subject material	When the teacher finish the explanation the material to the students, the teacher wish students would comprehend with her explanation. However the students still did not understand, so the teacher said “oke” to hide hid disagreement and gave another example to the students until their understand with the subject material.	D19/M/ AVDA
20	“Up to you, but in English is good”	“ up to you” was referred to keep H positive face , “but” S showed disagreement of H request . “up to you, but” was token agreement of S	It was happened in discussion group, where the teacher asked the students concluded the lesson. In this strategy, the teacher appealed to hide the disagreement of the students' request in using Indonesia language, but the teacher considered the their positive face by giving the choices for the students to used Indonesia	D20/M/ AVDA

			or English in concluding the topic lesson.	
21	Ya, but next time ya	“Ya” S seems agreed with the H “but” S gave a disagreement to the H	In the beginning of lesson, students requested over the teacher to play ice-breaking once again, but the teacher was disagree with students' request. The teacher was used this strategy to soften the utterance in rejecting the students' request because the teacher considered the limitation of time in the learning process.	D21/M/AVDA
22	Not yet? So what did you do last week? Oke we search together.	“Not yet” S showed the disagreement of H, “what did you do” S question to the H. “Oke” teacher hide the disagreement by deal with H to keep H positive face	This utterance occurred in opening activity, where the teacher asked the students about the last material but students said that the teacher did not give the material. Here, the teacher showed disagreement about the different perceptions, to keep students positive face teacher pretend followed what student request and explain more about it	D22/F/AVDA
23	It is good, but not right ya, anyone else?	“It is good” S keep positive face of H and S pretend agree with H answer. “But not right” S showed the disagreement to the H	The teacher was asked students to translate the meaning of dialogue into Indonesian language, and then students tried to translate the meaning, but the answer was wrong furthermore the teacher pretended to deal with the student's however it was wrong. The teacher tried to soften the utterances by using this strategy.	D23/F/AVDA
24	Yes you, but another one please	“Yes you” S pretend permitted H request. “Another one” S	When the teacher asked students' to answer the question in the core of learning process, but it	D24/F/AVDA

		disagreement to the H. “please” was to soften the utterances	was one student active in the class. In here the teacher wanted to give chance to other student answered the question. The reason of teacher used this strategy to soften and keep students positive face.	
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5. Assume Assert the reciprocity (ASTR)

No	Utterances	Description	Meaning	Code
25	The time is two minute again. It is oke if you wrong .	“ Two minute again” S considered time was limited . “It is oke if you wrong” S gave reciprocity to the H	While in the discussion group activity, the teachers considered the time was limited and tried make the students assignment be faster. In this case, teacher tried to assert reciprocity for the students so that their could finished the assignment quickly.	D25/M/ASTR
26	“next number two guys, do you know what the meaning? I will give you score	“guys” to keep students positive face. “I will give you score” S gave a reciprocity to the H	The teacher asked students to interpret the meaning of the dialogue. It was difficult to construe by students, the teacher was used this strategy to attract their mind to answers the question by giving reciprocity (score) to the students if the students can answer the question so that their could more active in the class.	D26/F/ASTR

6. Notice Attend to Hearer (NATH)

No	Utterances	Description	Meaning	Code
27	Until here do you have question guys? About how to asking and giving attention	“Do you have question” where S noticed H understanding to the material. “how to asking	After the teacher explained the material to the students, the teacher considered to the comprehend of students about the material. The teacher asked students because she	D27/F/NATH

	to the other people? No?	and giving” S question to the H “Guys” to keep students a positive face.	knew that students felt shy or afraid to ask if the teacher did not noticed them asked first. This strategy also was used to attract students asking the question and making the learning process more active.	
28	Oke, you will divided into some groups and after that what will you do in a group? So, you will presentation guys	“Oke” S understand the feeling of H. “After that what will you do” S noticed the curiosity of H about the S statement. “Guys” was to keep H positive face.	Before teacher giving explanation to the students about the topic, the teacher divided students into a group to doing assignment group. The teacher was considered the feeling and curiosity of students by stated what would students do in a group. So that students did not mind doing teacher request.	D28/F/NATH
29	Hello guys, listen first.	“Hello” was to attract attention of H “Guys’ to keep positive face. “Listen first” was a S request to the H	The teacher described the material to the students and in this situation, teacher noticed that students did not focus on the lesson caused by noisy. To attract students mind and attention teacher said “hallo” and gave command to the students to listen explanation of the teacher in front of the class	D29/F/NATH
30	Take your paper guys, hallo take your paper	“Take your paper” S command to the H. “Hallo” was used to attract H attention “Guys” to keep students positive face	In this problem, the teacher was asked students write down topic explanation material in the paper. moreover teacher noticed the students need paper to write and also considered that students did not take the paper until teacher commanded fetch the paper.	D30/F/NATH
31	Oke until here understand? Is there still confused	“Oke” S consider the condition of H. “Still confused?” S checking H understanding to	This strategy was used by teacher to check understanding of students about the topic explanation. In this situation, teacher considered the understanding	D31/M/NATH

		the material	of students about the material and attracted the students asked question to the teacher. The teacher also was considered students fear asked first if the teacher not noticed them.	
32	“nak, if you don’t know you can discuss with your friend”	“nak” was avoid negative face of H and to soften the utterance. “if you don’t know, you can discuss” S notice H condition while doing the assignment	This utterance was occurred in the discussion group. In this strategy teacher noticed condition and feeling of students that felt confused when their doing an assignment from the teacher. Teacher tried to avoid the negative face of students and soften the request by said “nak” and then followed by teacher request statement to discuss with a friend.	D32/M /NAT H
33	And now, hallo listen to me hallo	“Hallo” S searching H attention. “Listen to me” S want H to notice him	When the teacher explained to the students, students did not focus on the teacher explanation. In here, teacher wanted notice by students. The teacher said “hallo” to got the attention of students and listen to his explanation.	D33/M /NAT H
34	I give you chance to look your dictionary	“I give you chance” S was noticed condition of H while doing assignment.	In the learning process, the teacher asked students to find out the meaning of A.M and P.M. In this situation, teacher considered students condition that they need used a dictionary to find a question and then the teacher allowed students to take and look dictionary.	D34/M /NAT H
35	Yes, I will give you time, so you want discuss or not?	“Yes” S agreement to the H “I will give you time” S was noticed H need and condition in discussion group	In the discussion group teacher was noticed to give students more time to answer the assignment in the discussion group. The teacher also noticed that students need discussed the topic with her friend to find the answer.	D35/M /NAT H

36	Come on nak, help your friend if you are ready	“Come on nak” S gave command to the H . “Help your friend” S command after noticed condition of another students.	The teacher was used the strategy because the teacher noticed some students still had difficulty to find the answer. To keep efficiency of the time the teacher asked students to help her friend.	D36/M/NAT H
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7. Include both S and H in activity (IBSHA)

No	Utterances	Description	Meaning	Code
37	from the dialogue there are many of expression of attention, we start from dialogue one ya	“From the dialogue” S asked to H to see the dialogue. “We start” identify that S and H would did the activity together. “Ya” to stressed S request.	The statement was occurred when the teacher and students tried to find the expression from the dialogue. Teacher was used this strategy because she wanted show to the students that the teacher help them to find the answer from the dialogue. The teacher also used the word “we” to softens the utterances of teacher.	D37/F/ IBSH A
38	Let’s go to the dialogue two guys.	“let’s” identify that S invite H to find the answer together. “Guys” is refers to the H used to soften the utterances	Teacher was asked students to find expression of checking understanding in core activity. It is showed that the teacher wanted students enjoy found the answer by showed the teacher participated in the lesson.	D38/F/ IBSH A
39	For example we take in the classroom	“we” S and H in tried to search example for the topic	Teacher was explained the material and tried to find example proved the explanation. Teacher wanted shows that she was help them achieved the learning process.	D39/F/ IBSH A
40	Oke, we collect infaq money, who wants to	“Ok“ signal for H before giving a command. “We” S	Not only just used in the lesson. This strategy also applied when the lesson was	D40/F/ IBSH A

	collect	and H in the same activity to collect money	finished and teacher command to collect infaq money.	
41	From now we will study like this, we also used media television	“From now” S regulation in the class. “we” S and H in the activity “Used media” S request to the H	In end of the lesson, the teacher showed in learning English teacher and students used learning media especially television. Moreover, students and teacher should agreed with teacher request used media in learning english.	D41/M /IBSH A
42	Now, lets we make conclusion together.	“Lets we” where S asked H to make activity together	Teacher was asked students conclude the lesson in the end of activity, the teacher was applied this strategy because he considered students difficulty to conclude the and teacher offered herself to help students	D42/M /IBSH A
43	Today we will discuss about conditional sentence, oke silent we will continue our study	“Today” signal that S ready to start the lesson. “We” refers that S and H in the activity. “Silent” S request to the H	To start learning process, the teacher was prepared the mind of students by giving a clue about subject material for today and asked students to silent because the lesson will start.	D43/M /IBSH A

8. Be optimistic (BOM)

No	Utterances	Description	Meaning	Code
44	I wish you stay to study English ya.	“Wish” refers to the optimistic of S . “study English” S request to the H	It was used in the learning activity, the teacher asked question to the students by using English language and the students could answered the question by using English well. In this situation, teacher was considered that student had good ability in English, because of that teacher believed students would study English improved their ability.	D44/M /BOM
45	We study again	“We study	From the statement, teacher	D45/M

	here and yesterday I say for you I hope in this class when I teach here I hope you sit in four group ya.	again” S already open the learning process. “I hope” S optimistic to the H. “Ya” to stressed request S to H	believed that students would did the regulation made by the teacher to sit in four groups. Teacher was applied this strategy to make students wanted to cooperate with teacher request and did the teacher command with pleasant.	/BOM
46	Ok, if I say like this I sure you understand and answer hai.	“Ok” S considers H understanding. “I sure” refers to the S optimistic to the H.	The teacher was gave a regulation in the class. It was implied by the teacher to giving clarify that the teacher asked was important to do and students had to know what the teacher wanted was keep silent and calm in learning process	D46/M /BOM
47	I hope you give a reason on your answer what is A.M and you say with your friend beside you.	“hope” is the one of word that also showed S optimistic to the H “Give a reason” is a S request to the H while doing assignment	A word ”hope” showed that teacher believed students would cooperated and agreed with the teacher’s request of teacher in the discussion group. Teacher asked students to gave the reason of used A.M and also shared information to the friends.	D47/M /BOM
48	Ok, listen your friend first, I want you to use English	“Ok” is to attract H attention. “I want” S optimistic to the H.” use English” S request to the H	Teacher was applied this strategy because the teacher believed students could speak in English language when did a presentation in front of the class, teacher also felt optimistic to the students that they would do her request.	D48/M /BOM
49	Remember ya, I believe you know about you write.	“Remember” S stressed the request. “I believe” refers to the S optimistic. “You know about your write” refers to S the request to the H	At the end of the activity, the teacher was asked the students to conclude the learning material. In this case teacher felt optimistic that students knew what they had written, and when teacher asked them, the students could answer the question easily.	D49/M /BOM

50	Yes, number three it is so easy what?	“Yes” S agree with H answer. “easy” showed the optimistic of S of H to find the answer.	Teacher was asked students to find the expression from the dialogue in the core activity. A word “so easy” used the teacher because she was optimistic that students could answer from the question quickly.	D50/F/BOM
51	Your topic is free, understand ya the homework.	“Your” is refers to the H. “Understand ya” means that the S optimistic to the H doing the homework	Teacher was used this strategy in giving group assignment for next week. After the teacher gave an assignment explanation to the students, the teacher was optimistic that students understood with the homework explanation, so that the teacher did not need repeated the explanation.	D51/F/BOM
52	Next week you must ready the homework. Understand?	“You must ready” S optimistic to the H will do the assignment on time. “Understand” S checking understanding of H	Teacher was showed the optimistic to the students already knew and understood about the explanation of the teacher about the homework and wish students would collected the assignment next week on time and expected no one students missed the assignment.	D52/F/BOM
53	Yes, You must confident when speak English.	“yes” to satisfy H face “you must confident” S optimistic to the H confident” “Speak English” S request to the H to speak English.	Teacher was questioning the students in English, and then the student answer was shy and less confident in speaking English. In this case, teacher applied optimistic of students would confident in speaking English. Before stated the optimistic strategy, teacher satisfied the positive face of students by saying ”yes” to the students answer	D53/F/BOM

9. Give Gifts to Hearer (GGTH)

No	Utterances	Description	Meaning	Code
54	Well guys	“Well guys” is	At the closing segment of	D54/F/

	thanks for your attention. Let's go to the mosque to pray.	to satisfy H positive face "thanks for your attention" S gave thanks to the H	learning activity, the teacher was considered the students had good work in the learning activity. Therefore, the teacher gave thanks to the students to satisfied students positive face.	GGTH
55	Give applause for them	"Give Applause" S gave praise to the H.	This statement was implemented in the core activity when a student finished doing presentation in front of the class. Teacher asked all student to give praised to the other student's group work, so that the friend would confident performance in front of the class.	D55/F/ GGTH
56	" I so proud of you, because you do the best"	The word "proud" S was satisfied H job in the class "Because" S reason why she proud with the H.	This statement was spoken by teacher in the closing activity, where all of the group finished doing a presentation in the class. The teacher showed that she had respected to the students work by proud and satisfied students positive face	D56/F/ GGTH
57	Wah great ya, good job	" wah great" 'good job" S gave praise and gift to the H	In this context, teacher was showed respect to the students work by giving praised and gift to the students because students speaking java language in the home.	D57/M /GGT H
58	Ok, thank you, give applause yeah	"Ok' S satisfy to the H "Thank you and give applause" S gave gifts to H "Ya" is to stressed the S request and soften the utterances	These statement was used in the core activity while doing a group presentation. In here teacher gave sympathy, praised and gifts to the student's presentation. Teacher also asked students to always gave praised or applause for their friend.	D58/M /GGT H
59	Anak sir, this is presentation of each group for today And I so proud of you all.	"Anak sir" is to keep positive face of H and soften the utterances. "Proud of you"	It was used in the end of activity ,after all students made a group presentation. In this case, the teacher showed was so satisfied with the student's presentation. The	D59/M /GGT H

		S gave praise and sympathy to the H work.	teacher gave the students praise motivated to do best for the next meeting.	
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10. Give Reason (GR)

No	Utterances	Description	Meaning	Code
60	I will give you assignment group for you do next week, if yesterday and today is individual, for next week is group	“I will” S plan to the H “If yesterday and today is individual” S gave reason to the H for the request.	In this context, teacher was gave reason to the students to doing assignment group, the teachers wanted to change lesson strategy in teaching-learning class. This statement was spoken by the teacher before start the learning activity.	D60/F/GR
61	How I can give you a good score? You just read not good ya.	“How can” S showed disappointed to the H. “You just read” in here S gave reason to H to the H question. “Ya” is to soften the utterances	The teacher was felt not satisfied with students performance when doing a presentation. In this situation, teacher confused to give them score. Teacher gave a reasonable reason to attract students to learn more.	D61/F/GR
62	No, you can't, because time for presentation is enough.	“No you can't” S rejected H request, “Because time is enough” is S give reason to rejected H request.	This utterance was occurred when students request repeated to doing presentation. In this situation, the teacher gave reason to reject the student request. Students requested to the teacher for give them chance to doing presentation again to fix the score, but the teacher was rejected because time was not enough and there was not repeated, teacher also considered it would not fair for another group.	D62/F/GR
63	If you stupid in English is never mind because we	“If you” is to soften the utterances.	Before start the lesson, teacher was applied this strategy because the teacher	D63/M/GR

	are Indonesia people and we still learn.	“because” to show S gave reason to H to stay study English. “Never mind” to keep students positive face.	want motivated students to learn English and sprouted confidence of students to study English even though still low.	
64	And now I hope when I teach here I hope you sit on four groups. Because I hope this is very –very large in this class.	“And now” S decision. I hope” to keep H positive face to the S request. “because” showed that S give reason to the request”	The teacher was requested the students to sit in four groups last week, and students did the teacher request. Teacher was implemented this strategy to show that he requested to the students it was important to do. In addition, the teacher gave a reason statement improved that what teacher request was reasonable to do by students and hope could give effect to the students learning process in the class.	D64/M/GR
65	Why I look for Indonesia? Because I hope you easy to understand.	“Why” question for the reason. “Because” S gave reason to the H. “Hope” to keep positive face of H	In this situation, teacher gave the video to the students and command them to watch the video. The video was not in English language but Indonesia. The teacher gave the reason to the students why selected the video. Teacher assumed with Indonesia language would make easy students in understanding the material	D65/M/GR

Negative Politeness

1. Be Conventionally Indirect (BCI)

No	Utterances	Description	Meaning	Code
66	Who knows to connect	“who knows” that S indirectly gave	Before begin the lesson activity teacher was faced	D66/F/BCI

	handphone to laptop?	command to the H. “Connect” S command to the H.	difficulty in prepared the learning media. In this situation, the teacher indirectly gave a command to the students to help her. Teacher was implemented this strategy because teacher minimize the rejected from the students to help her.	
67	Well guys look at the white board please	“ Well guys” is to extract H focus. “Look at the white board” S command to the H. “guys” is used to keep positive face of H	When a teacher was explained the material to the students in the core activity students was not focus and noisy. In this case, the teacher asked them to pay attention to the teacher explanation in front of the class, not at the whiteboard. this strategy was used to soften the teacher utterance	D67/F/BCI
68	Ok guys , do you still remember in chapter one. What the material that we discuss?	“ Ok guys” S prepare to asking the question” “Do you still remember” S asked question to the H about last material.	It was happened in before lesson activity, the teacher asked students to mention all the topic in chapter one. In here, the teacher asked students to mention the material that had been discussed in chapter one. Teacher was used the strategy to attract students memory before started the new topic.	D68/F/BCI
69	Is there anyone knows maybe you get from another source?	“anyone knows” S speak indirectly to the H. “You get” S question to the H.	After the teacher finished mention all the expression of checking understanding teacher asked students more about the topic. In the statement the teacher was not pointed directly students to answer the question. Teacher also was not forced students to answer the question.	D69/F/BCI
70	Hello look at the	“Hallo” S interact	When the teacher was	D70/M/

	white board please	attention of H. Look at the white board” S request to the H . ”please” S keep students Positive face”	explained to the students in the core activity, the teacher was conveyed the request by complicated way. The utterances interpreted that teacher wanted the students to pay attention to the explanation of the teacher in front of the class not at the whiteboard	BCI
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2. Minimize the Imposition (MTI)

No	Utterances	Description	Meaning	Code
71	Yes, mention please, if you know rise your hand ya.	“Yes” showed S agree with H question. “If” is used to minimize the imposition to the S command. “Rise your hand” S request before answer the question. “Ya” to soften the utterance	The teacher was challenged students to find expression of checking understanding from dialogue. Teacher was used the word “if” to minimize the imposition of teacher command. Before students answered the question, students should raised a hand to keep the condition of the class is calm.	D71/F/ MTI
72	Come on nak, just standing in your sit	“Come on nak” S command to do the request quickly. “just” is to minimize the imposition of S request to the H	In this situation, the teacher divided a students to the group discussion, the teacher wanted students stand in their sit when teacher called the name, this strategy was used to avoid student confused where they had to stand teacher command just standing in the sit to minimize the imposition.	D72/F/ MTI
73	If I ask you in Indonesia you answer in Indonesia, but if I ask you in English	A word” if and but” is used to minimize the imposition of S request to the H	Before started the lesson teacher was asked students in English language but students answer in Indonesia. In this case, the	D73/M/ MTI

	you answer in English	to when to speak English and Indonesia.	teacher wanted to make a deal with the students. The utterance was showed that the teacher was used two languages minimized the imposition of students when doing conversation in the class.	
74	Oke, I just want you choice your friend to do presentation	“Ok” S signal to the H . “I just want” minimize the imposition of the S to H.	These tactics was used in the group discussion, where the teacher asked students to choice representative of presentation in front of the class. In here, teacher was used the strategy to make students always focus doing teacher command. Teacher minimized imposition by saying “just” to the students that refereed doing nothing except the teacher command	D74/M/MTI
75	“I just give you ten minute to share information”	“just” is used to minimize imposition “Share information” S request to the hearer	When a discussion group, teacher was considered that students still difficult in made summary and not all the member of groups were understood. The teacher tried to avoid imposition to the students while doing the request. it was used to keep students focus and considered what the teacher request was important.	D75/M/MTI
76	If you finish, I hope you give back your book please.	“If” is the word that used to minimize the imposition, “Hope and please” is used to keep H positive face. “Back your book” is the S command to the H	The teacher was asked students to read a book before starting the lesson. In here, teacher tried minimize the imposition to the students by saying “give back the book” if students finished reading the book.	D76/M/MTI

3. Question Hedge (QH)

No	Utterances	Description	Meaning	Code
77	Last week I have given you a home work to make dialogue giving and showing attention right? And do by group right?	“I have given” S statement to look agreement of H. “right” is refers to the S questioning to the H before S make a decision.	Teacher was asked students about homework before start the lesson. In here teacher wanted not to presume to the material that had been teacher explained to the students. Therefore the teacher questioning to the students to making a decision.	D77/F/ QH
78	So I think guys, I give you five minute to prepare your groups, material and I will call one by one presented in front of the class, understand what I means?	“I think” is refers to the hedge “I give you five minute” S request to H “understand what I mean?” checking the understanding of H	Before started the lesson, the teacher was asked students to prepare the group before doing a presentation in front of the class. Question hedge was used to soften teacher request to the students and considered students should prepare the material. In the last, the teacher also questioned the students to making sure that students understand with the teacher commanded	D78/F/ QH
79	Aaa, which one of the expression of attention from your dialogue?	“which one” refers to the S question to the H	In this situation, teacher was used question to the students because teacher was confused with the expression of attention that written by students. after the group finished presentation teacher decided to questioning to the students to make clear.	D79/F/ QH
80	what did you say? Pardon?	“what did you say, pardon? Is S question to the H	In this case, the teacher was asked students to mention the expression from the dialogue. Teacher used a word “pardon” because the teacher did not hear what students talked. The teacher gave a direct question to the	D/80/F/ QH

			students to make clear about the answer.	
81	I want to introduce reihan and Hani . it is example yeah.	“I want” is the S desire”. “Example yeah” it is a hedge of S to the H and to stressed utterances.	The teacher wanted gave an example to the students about introduce someone. Teacher wanted to avoid misunderstanding perception of students by using hedge “example yeah” in the end of the statement.	D81/M/ QH
82	I think you get your mobility if you presentation in the class	“I think” is the hedge of S to the H “You presentation” refers to the H activity in class	Hedge was used by the teacher because the teacher was considered to the students need comfortable space when doing a presentation by asked them to sit in four group.	D82/M/ QH
83	Do you understand how to make conclusion right?	“Do you” S question to the H, “Right” is to stress S request to the H.	A word “do you” and “right” was referred to the students to checked understanding and asked students to conclude the material . The teacher was assumed that students already knew making conclusion, teacher hope the he was not need to explain more about conclude something.	D83/M/ QH
84	Respect your friend, cant you?	“Respect your friend” is S request to the H. “Can’t you” is the hedge of the S request to the H	When did the presentation, students were mocked of other students, so that teacher suggested to the students to always gave respect to the friend. Teacher used hedge “can’t you” to soften the utterances and minimized the face threaten of students.	D84/M/ QH

4. Apologize (APLG)

No	Utterances	Description	Meaning	Code
85	Ok, sorry guys, the expression asking and	“ok” S decision to the H answer. “Sorry” showed	In starting the lesson, teacher was asked students about the last subject material, but	D85/F/ APLG

	giving attention not yet ya?	S apologize and reluctance to the H “guys” to keep positive face of H	students said the material was not given by the teacher. In this case, the teacher was had misunderstanding to the students about material, the teacher said apologize and fell reluctance with the students because of that.	
86	So, Sorry ya buk, I cannot give you permission.	“Sorry” showed apologize to the H. “buk” to keep positive face of H “I can not” S rejected H permission	The students was permitted to the teacher but the teacher rejected the permission of students because many students would got permission from her , by apologize teacher assumed that students would understood the teacher feeling.	D86/F/APLG

5. State FTA as General Rule (SAGR)

No	Utterances	Description	Meaning	Code
87	“remember note book must different with exercise book”	“remember” S stressed utterances refers to the H “must different” is pointed to everyone in the class.	The teacher was asked students written the material explanation in the book, after teacher done explained the material. The teacher remembered to the students that the notebook had to different from an exercise book. In other hand, the utterance of the teacher was suitable with the regulation in the school and the students had followed the regulation.	D87/M/SAGR

6. Impersonalize S and H (ISH)

No	Utterances	Description	Meaning	Code
88	Ready? say loudly and clearly	“Ready” S question to the H “Loudly and clearly” S command to the	Students was prepared the media before made presentation in front of the class. The teacher asked students to speak loudly and	D88/F/ISH

		H	clearly, before students started the presentation. Teacher was avoided used the word “you” to the H and also teacher didn’t said directly to whom the utterance was addressed.	
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7. Be Pessimistic (BPM)

No	Utterances	Description	Meaning	Code
89	Guys would you help me to write down day, month in the board?	“Guys” to keep students positive face “would you” refers to the pessimistic of S “Write down” S command to the H	The teacher was commanded students to write day and month in the whiteboard before began the lesson. In the utterance the teacher used a word ‘guys’ to command students indirectly, avoid rejected from students and also used keep positive face	D89/F/ BPM
90	Would you help her please?	“Would you” refers to the pessimistic of S request to the H “Her” H friends	In this situation the teacher didn’t wanted to command students directly, she didn’t want rejected by the students to help their friend.	D90/F/ BPM

Bald on Record

Non- minimization of face threat

1. Maximum Efficiency (MAXE)

No	Utterances	Description	Meaning	Code
91	So what the function of this?	“So” is to stressed the utterance “what the function” S questioning briefly to the H	The teacher prepared the learning media before started the lesson. The teacher was felt disturb with the condition because she can not connected laptop to the television. The teacher gave directly questioning the students about the problem to avoid misinterpretation	CD91/F /MAXE

			and expected students wanted to help her.	
92	What are you doing?	S asked briefly to the H activity while S explain in the class	The teacher was used the utterance to rebuke students in the core activity. Teacher asked the students because students felt busy and noisy when the lesson already had begin. This strategy was used by a teacher to admonish students in learning activity	D92/F/MAXE
93	Slowly !	“Slowly” S briefly command to the H	The teacher was showed worried feeling to the students, because some of the students was stand in the table to fix the television in the class. The teacher talked briefly to efficiency and avoided misinterpretation.	D93/F/MAXE
94	Speaking English!	“Speaking English” S command briefly to the H to speak English.	In the utterances teacher asked students to speak English to open the presentation. Teacher was used this utterance to keep efficiency time in doing presentation group.	D94/F/MAXE
95	Next number five what?	“Next” S asked clearly H to the next dialogue ‘Number five what’ S question to the H	The teacher asked students found the expression in the dialogue. In here teacher was tried maximized the time and avoided ambiguity from the utterances and to keep students focus on the dialogue with said clearly	D95/F/MAXE
96	Do you know what it is mean?	“do you know” S questioning to the H directly to interpret the dialogue meaning.	The teacher asked students translated meaning of the expression. In this case teacher was believed that students understand with the ordered to translate the dialogue.	D96/F/MAXE
97	Anything else?	“Anything else” S speak clearly and briefly to the other opinion.	This utterance occurred in the core of lesson activity. In this context, teacher used strategy to efficiency and waste the time to find the	D97/F/MAXE

			expression from the dialogue	
98	Any question?	“any question?” S asked understanding of H briefly	Teacher was checked the understanding of students by asked them “any question?”. Teacher asked briefly because teacher wanted efficiency the time and wanted to go to the next session.	D98/F/ MAXE
99	Hey, don't make noise	“Hey” refers to the H “Don't make noise” teacher command briefly to the H	The students were noisy when the teacher asked them to write the explanation. It was showed that students should considered positive face of the teacher by not made noisy and keep calm when doing the assignment .	D99/F/ MAXE
100	Hei where is my bottle?	“Hei” refers to the H “Where is my bottle” is S questioning to the H	In this situation, the teacher questioning students as well the utterances was easy to understand with students and students can answer the question. Teacher was need students help found her bottle.	D100/F/ MAXE
101	Ok, doing it at home	‘Ok’ show S decision . “It” refers to the assignment “doing at home” S command to the H	The teacher was giving an assignment to the students but the time was over. In here teacher commanded briefly and clearly to them because time was end up, and teacher asked students continued the assignment at home.	D101/F/ MAXE
102	How many students here?	“Here” refers in the class “How many?” quantify of H	The teacher came to the class and teacher considered many of students was not in the class. In this situation, to keep the time the teacher absent students by saying total students that came to the class without called name of students one by one.	D102/ M/MAXE
103	Follow me! Say after me.	“Follow me” command utterances. In the	In this context, The teacher asked the students to repeat what the teacher said. The	D103/ M/MAXE

		utterances also S did not care about FTA of H	teacher was conveyed the statement briefly and clearly without care to the positive face of students. In this situation also teacher tried avoid misunderstanding on the students and students can understand quickly to the teacher asked.	
104	Come on take the paper	“come on” S command H to do the request quickly. “Take the paper” S command to the H	In discussion group activity, the teacher gave a command to the students by saying clearly. This strategy was implemented to efficiency the time and students can understand the command of teacher quickly. Teacher commanded students take paper to students can answer the question and started to discuss quickly.	D104/ M/MA XE
105	“Are you confused?”	S checking understanding of H of the subject material	After teacher finished explained the subject material, teacher was considered to check the understanding of students, and teacher hope students wanted to ask he about the material.	D105/ M/MA XE
106	“Where is your note book?”	S asked H briefly and clearly about the note book	In here the teacher asked the students directly and clearly to prepared the note book because the teacher wanted students write quickly.	D106/ M/MA XE
107	Watch the video	S command the H briefly to watch the video	The teacher was said briefly and clearly to the students to watched video because the video already played but some students did not watched the video and play with her friend in the sit.	D107/ M/MA XE

2. Permission that H requested (PHR)

No	Utterances	Description	Meaning	Code
108	Yes you	“Yes” S gave permitted to the H request	The teacher was permitted to the students request to answer the question by saying “yes”, but the teacher gave permitted without care the positive face of Students.	D108/ M/PHR

3. Power different between S and H (S is higher) (PDSH)

No	Utterances	Description	Meaning	Code
109	Where is the secretary of the class? Absent your friend in absent list	“Secretary” H position in the class. “absent your friend” S gave command to H	Teacher was commanded the secretary of the class without satisfied face of students and did not care about positive face the students. The utterance showed the teacher had powered more than a secretary by command the secretary without care the positive face	D109/ M/PDS H
110	Listen to me and after that I want you repeat what I say One by one	“Listen to me” S attracted H attention. “I want you repeat” S command to the H.	In giving command to the students , teacher did not care about students face. In this case, teacher position was higher than students when asked students to repeat teacher utterances.	D110/ M/PDS H

FTA-Oriented bald on record usage

4. Offers (OFF)

No	Utterances	Description	Meaning	Code
111	Yes, there is asking and giving	“ Yes” is S tried to keep positive face H “There is” S gave command to the H	Before started the lesson, students questioning about the subject material to the teacher. Teacher was used this strategy to efficiency the students	D111/F /OFF

			request and considered students positive face. Even though the teacher talked briefly was not made students afraid asked the teacher.	
112	Do you know what the expression of dialogue two? Rise your hand please	“Do you know” S question to the H. “rise your hand “ is the S command to the H “Please” is used to soften utterances of S to H	In here the teacher tried not imposed students to answer to find out expression in dialogue two, the teacher wanted students always calm when answered the question by raised hand first before answer the question,	D112/F /OFF
113	Ok, now you can write in your book	“Ok” S permitted H request “can Write” S gave command to the H	The teacher was permitted the students to write an explanation in the whiteboard to their notebook. Teacher considered that students was not write until the teacher permitted them to write. In this context, teacher said clearly and students understand with teacher command.	D113/F /OFF
114	You know the respond? Yes please	“You know” S questioning to the H “Yes please” is to soften the utterances and sign H get permitted from S	Teacher tried to respect students request to answer the question by permitted them to answer the question with said “yes please” to find out the expression from dialogue.	D114/F /OFF
115	Yes please, search two boys and two girls for your group	“Yes please” S minimize the negative face of H “Search two boys and girls” is the S command to the H	This utterance was used in the opening, where the teacher command students selected a member group of discussion. In this case teacher was permitted to the students to select a friend to the group.	D115/F /OFF

116	Yes please, back to the sit please	<p>“Yes please” S minimize the negative face of H and also consider H condition.</p> <p>“back to the sit” is the S command to the H</p>	In here, teacher gave permitted to the students to sit back because teachers want to continue the lesson.	D116/F /OFF
117	In English ya	<p>“In English” is the S command to the H.</p> <p>“Ya” is used to soften S utterances and stressed to used English to the H</p>	Teacher was requested to the students used English language when did the presentation. Teacher asked them briefly as well students could understand the command to used English language.	D117/F /OFF
118	Yes please, come one guys.	<p>“Yes please” S giving permitted to the H request.</p> <p>“Come one” S consider the limited of time.</p> <p>“Guys” to soften the utterances</p>	This utterance was used by teacher in giving permitted students answer the question, where the teacher commanded students answer the question but students were silent. In this situation, the teacher attracted students answer the question quickly.	D118/F /OFF
119	“Sit down please”	<p>“Sit down” command of S directly.</p> <p>“Please” S keep positive face of H</p>	After students made a presentation in front of the class, the teacher asked them directly to take a sit back. In giving a command, the teacher a considered the positive face of the students by saying “please” to soften the utterances of the teacher.	D119/M/OFF
120	Look at your friend ya	<p>“Look your friend” S command to the H</p> <p>“Ya” is used to soften the utterances and also stressed S command.</p>	In the discussion group the teacher was commanded students shared the information. In this context, teacher talked to the students briefly but also keep a positive face by saying	D120/M/OFF

			“ya” at the end of the statement.	
121	Look at the white board please!	“Look at white board” S command to H “Please” is used to soften the utterances	The teacher asked students to pay attention to the teacher explanation in front of the class. Teacher used “please” to make soften the command of students	D121/ M/OFF
122	Hallo, everyone is clear?	‘Hallo’ is used to get attention of H “Everyone is clear?” is teacher asking for understanding	The teacher was offered an opportunity for the students asking a question to the teacher about the lesson material by saying “clear” after teacher finished gave explanation.	D122/ M/OFF
123	Oke, group one please, hurry up yea	“Ok” S showed ready for H “Please” is showed teacher permitted H presentation. “Hurry up” teacher tried to efficiency the time.	Teacher gave permitted to the students to start the presentation used a word “oke” and to keep a time for presentation the teacher said “hurry up” to attracted students doing the presentation faster.	D123/ M/OFF
124	Show your post kid please	“Show” it is S command to the H “Please” is used to keep students positive face.	Teacher was commanded briefly for the students to showed a post kit paper. In consider the situation of the class was noisy, teacher hope students can understand the teacher command.	D124/ M/OFF

5. Welcoming (WLCM)

No	Utterances	Description	Meaning	Code
125	Walaikumsalam and good morning	Walaikumsalam ” teacher answer students greeting. “Good morning” teacher showed welcoming to the	Students gave greeting to the teacher when came to the class. In this strategy, the teacher wanted to show that teacher had respected to the students by answer students greeting and greets back to	D125/F /WLC M

		students greeting	the students	
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Off record

1. Give association clue (GAC)

No	Utterances	Description	Meaning	Code
126	Next we go to dialogue three guys, hand up please. Another one, I want boy	“Next” is the S signal to the H. “Hand up please” S command to the H. “please” is soften utterances “I want boy” S request clue to the H.	In this context, teacher was commanded students to answer the expression in dialogue three. The teacher request that she wanted male students to answer the question, by using the strategy she expressed her wanted by giving a clue to the students.	D126/F/GAC
127	Oke, for example I give you to buy chili 2kg and then I say do you understand? So what the meaning guys?	“Oke” S decision in giving example. “Chili 2kg” S clue to the H “Guys” is to keep students positive face	In this case, teacher gave a clue based on the students daily life to find out the explanation. That was easy to understand with students. Teacher used this strategy stimulated students mind to find out the information about the lesson.	D127/F/GAC
128	OK, yesterday we discuss about gree... what is yesterday?	“Ok, yesterday” S already start the lesson and asking about last material. “About gree” teacher gave a clue by said the first word, and then follow by question.	In here, teacher gave a clue to the last meeting topic. Before start the lesson, the teacher gave clue by saying “gree” she wish that students could remember the material,	D128/M/GA C
129	Oke, the first word is ente, and blabla. What? Ente what?	“Oke the first word” S decision to giving a clue to the H. “Ente” S clue to the H	This strategy was used because the teacher wanted help students to find the answer from the question. In this case, the teacher gave clue to the students by giving the first word to stimulate	D129/M/GA C

			students mind to find the next word. Teacher gave a clue to the students can active in searched the answer	
130	Oke, present tense and present? Oke remember.	“Oke” showed S agree with H answer “Remember” is to stimulate memories of students “present” is clue to the H	The teacher asked about the last material in the beginning of lesson, to stimulate the student's memories teacher was applied this strategy with said “remember” and gave clue by a word “present” teacher expected students can answer the question.	D130/ M/GA C

2. Overstate (OVRs)

No	Utterances	Description	Meaning	Code
131	2 years later, hei come in	“2 years later” is showed overstated utterances of S to H. “hei come in” S command to H	This utterance was occurred while the presentation of the class. The teacher was used this strategy because students toke permission so long out of the class. It is also showed that teacher expected students considered teacher positive face with coming quickly to the class.	D131/F /OVRs

3. Use metaphor (MTPR)

No	Utterances	Description	Meaning	Code
132	Ok, guys back to the laptop	“OK” is showed that S search attention of H. “Laptop” is a metaphor word used by S to the H “Guys” is used to keep positive face of H	Teacher and students got distraction from the outside when in the core learning process. In this situation, teacher used the strategy to got the students attention of topic lesson. Teacher was used metaphor because she was assumed students would understood with teacher request and it was used to soften utterances of teacher	D132/F /MTPR

			for asked attention.	
133	I hope ya, do not do that in here, don't like in the jungle	"I hope" it refers to keep H positive face and showed S optimistic. "don't do that in here" S request to H "jungle" is the metaphor used by S to the situation in the class.	When the teacher explained material to the students, suddenly students was noisy and screaming in the class. The situation made the teacher angry and upset. To solved the problem, the teacher gave suggestion the students. Teacher utterances referred to the students behavior that spoken loudly and screaming in the class. Teacher directly commanded students not to did in the class and gave a metaphor word, as an example so that students can interpret the teacher want	D133/ M/MTP R

4. Give Hints (GVHT)

No	Utterances	Description	Meaning	Code
134	I want call another one, beautiful first.	" I want call" is the S clue to the H. "Beautiful first" S give hints to H to call a male students.	This utterance was referred when teacher called female students to go in front of the class. The teacher was used this strategy to make soften the utterances, and also make pleasant students felling by saying "beautiful" means that teacher wanted call female students and satisfy the positive face.	D134/ M/GV HT

APPENDIX 2

MALE SCRIPT CLASSROOM OBSERVATION

FIRST MEETING

Day and date : Tuesday, 23 July 2019

Time : 10:30 – 12.00

T : Teacher

S : Student

Classroom Activity	UTTERANCES	
OPENING	T	Assalamualaikum anak bapak..
	S	Walaikumsalam
	T	How many students here? Berapa Jumlahnya?
	S	Tiga puluh dua,
	T	Tiga puluh dua bahasa inggrisnya apa?
	S	Thirty two
	T	Thirty two, biasakan ya. If I ask you in English, you answer in English, if I ask you in Indonesia you answer in Indonesia. Pakek bahasa Indonesia, it's oke bahasa Indonesia, kalok pakek bahasa inggris, bahasa inggris. Kalok ditanya sir pakek bahasa inggris gak pande. Seperti yang saya bilang kemarin siapa sih yang langsung pande, gak ada kan?
		Saya bilang, if I stupid in English when you study I think is nevermind. Kalok bodoh belajar bahasa inggris untuk pertama kali itu biasa. Apalagi orang ? orang apa kita?
	S	Indonesia
	T	Yang gak boleh itu, orang Indonesia kalok belajar bahasa Indonesia itu salah-salah. Nanti pas kalian belajar bahasa Indonesia gurunya marah karena bahasa kalian belepotan itu wajar. Wajar guru bahasa indonesianya marah-marah .

		Kenapa gitu? Yaiyalah kalian belajar bahasa Indonesia dari bayi, dari bayi gak?
	S	Iya.
	T	SD bahasanya Indonesia, SMP bahasa Indonesia, di rumah bahasa Indonesia, ada yang di rumah pakek bahasa cina ? (make joking) gak ada ya? Gak ada ya di rumah mama yayay(make joking)
	S	(Laugh)
	T	Gak ada ya? Gak ada yang pakek bahasa cina , ada di rumahnya pakek bahasa daerah gak?
	S	(Silent)
	T	Kayak saya suku jawa, bapak saya ngomong jawa sama saya, mamak saya suku sunda ngomong bahasa sunda. Kalok mereka berdua ngomong saya bingung. Yakan? Bingung yang satu bahasa jawa yang satu bahasa sunda kalok bertanya “ <i>Dana bada kemana?</i> ” ya kan? Saya jawabnya asal aja tuh “ <i>badai berlalu</i> ”
	S	(Laugh)
	T	Itu badai ya, I want to ask you from the first, saya mau Tanya dulu yang dirumahnya pakek bahasa jawa ada gak? Mamaknya pakek bahasa jawa ada?
	S	(Hand up)
	T	Dirumah pakek bahasa jawa? Ini ? pakek bahasa jawa? your father use jawa language too?
	S	Iya sir.
	T	Wah great ya , ini melastarikan budaya daerahnya, gak papa bagus tu. Siapa lagi? Ada yang pakek bahasa batak gak dirumahnya? Ha? Ada gak yang pakek basa basi?
	S	(Laugh)
	T	Ada? Gak ada ya. Suku jawa siapa coba?
	S	(Hands up)
	T	Suku batak? Ada gak? Suku batak ada ya. Yang bataknya mandailing ada gak?
		Kamu batak mandailing? Dirumah pakek bahasa apa?

	S	Bahasa Indonesia aja.
	T	Bahasa Indonesia aja...(make joke),
	S	(Laugh)
	T	Kamu kenapa? Cak coba berbicara lagi, dengan mulut yang terbuka. Oke what yor name?
	S	Fikri
	T	Fikri, fikri bagus nih ngomong bahasa inggris, karna kalau ngomong mulutnya gak terbuka, I Hope you stay to study English ya. Kalok ngomong bahasa inggris ngomong kayak gitu keren tuh. Karna ngomongnya, ya kalau kayak bapak kan selalu terbuka mulutnya, my mouth is open tapi bukan open house ya, open house berarti ada rumah disini.
CORE		Allright, now we continue ya before we start study, sebelum kita belajar, yesterday we have discuss about the... what is yesterday?
	S	Introduction
	T	Introduction, perkenalan, kalau kita kenalan dengan sebelah apa? Left beside, sebelah kiri apa?
	S	Left beside
	T	Kalau sebelah kanan Apa?
	S	Right beside.
	T	Udah kenal semua ya?
	S	Sudah
	T	Kalau ngenalkan, kawan outline bisa gak?
	S	(Silent)
	T	Contoh gini nih, come here, beautiful girl come here.
	S	Cieeee
	T	Ada yang marah kalau di bilang cantik? Bolehkan? Kalau saya bilang jelek baru dia marah
	S	(Laugh)

	T	Cantiklah wanita itu selalu can..?
	S	Tik...
	T	Spidol aja bisa saya bilang cantik, betul gak?
	S	Betul
	T	Saya punya buku, ini disampul bagus cantik kan disampul? Buku di bilang cantik gak protes, wanita di bilang cantik pada protes. Ya kan cantik? Itu adalah cara laki-laki menggoda perempuan ya. Praktek ya sama abg ini ya
	S	(Laugh)
	T	This is example how to introduce the people ya, contoh mengenalkan orang lain. Sini abang ganteng sini. Ada yang protes gak?
	S	Gak ada
	T	Yang protes kayaknya dirinya sendiri, dia marah kalok di bilang ganteng, tapi dia jelek kali
	S	(Laugh)
	T	Marah gak? Di bilang jelek marah gak?
	S	Biasa aja, kalok kenyataan ya gak marah
	T	Saya mau ngenalkan, what your name I forget
	S	My name is reihan.
	T	Raihan, you?
	S	My name is hani
	T	Rani.
	S	Hani
	T	O.. hani, hani, hani itu kalok bahasa inggrisnya sayang , jadi kalau kalian pakek nada lembut manggilnya hello Hani,
	S	Yeee

	T	Hallo sayang, gitu kalok bahasa indonesianya, kalau bahasa inggrisnya Hani itu sayang bisa juga madu ya. Hani lebah gitu ya. Mungkin dianya kebanyakan makan madu ya makannya orangnya hmmm
	S	(Laugh)
	T	Ini rehan tadi ya?
	S	Ya
	T	Rehan satu ya sebelum kita belajar ya, kalau pakek peci nak saya sarankan jangan pernah rambutnya Nampak ya, gak boleh pakek peci begini, begini apalagi begini. Ya gak boleh ya, gak boleh pakek peci Nampak rambutnya.
		Baik anak bapak, this is just information ya, ajaran islam kalau ada orang pakek peci, kalau bisa rambutnya harus tertutup, karna orang Kristen, kalau kita pakek peci, sama sekarang, mereka kalau ke gereja pakek peci, tapi mereka tata aturannya seperti pengikut yahudi, pakek peci Nampak rambutnya. Ajaran mereka seperti itu. Jadi anak bapak pecinta islam, pemeluk islam, jangan jelekkan islam kalok betul sayang yang betul pakek peci, jangan nampakkan. Pak gak ganteng pak, kalau mau ganteng sekalian gak usah pakek peci.
		All right we continue, this is just information for you ya, I want to introduce Reihan with Hani example ya . Saya mau ngenalkan Reihan kepada Hani. Hei Reihan I want to introduce my friend, saya ingin mengenlkan teman saya. Raihan this is Hani, Hani this is Reihan ya gitu ya cara ngenalkannya. Tata caranya mereka harus bersalaman, tetapi dalam islam karena salaman itu tidak wajib antara pria dan wanita maka saling bilang nice to meet you and nice to meet you to. Oke bisa?
	S	Bisa, arigatou
	T	Iya, kau belajar bahasa ingris pakek bahasa jepang, nanti belajar bahasa jepang pakek bahasa inggris. Oke until here understand? Sekali lagi ya tolong dibantu ya
	S	Iya
	T	Raihan, Iwant to introduce my friend hani. Hani this is reihan, reihan this is hani nice to meet you bisa? Nah sekarang gentian reihan yang ngenalkan sir kepada hani coba. Nama saya jou..

	S	Hahah jou
	T	I want to introduce my friend
	S	I want to introduce my friend
	T	Iya, Hani this is jou
	S	Hani this is jou, jou this is hani
	T	Nice to meet you
	S	Nice to meet you to
	T	Bisa? Bisa ya. Coba sit down please . Itu cara mengenalkan orang lain. Pak itu introducenya adalah inrtoduce other people, caranya gimana tadi?
	S	I want to introduce
	T	Yes, I want to introduce my friend, contohnya siapa nama temannya?
	S	Hani
	T	Iya hani, kalian sering bilang-bilang hani nanti sayang
	S	(laugh)
	T	Sengaja itu hani mau dipanggil namanya hani padahal nama awalnya siapa?
	S	Sabrina
	T	Sabrina ya. Oke contoh ya. Hani this is
	S	Reihan
	T	Iya reihan , Reihan this is hani, maka balasannya apa ini? ini contoh ya.
	S	Nice to meet you
	T	Iya, nice to meet you, pernah gak ngalami hal yang kayak gini?
	S	Enggak
	T	Kalau kalian ngenalkan dalam bahasa Indonesia gimana?

S	Sebut namanya
T	Eh eh kau mau gak kenalan sama kawan aku, kenalan lah hei kenalan. Gitu ya
S	(Laugh)
T	Ya gitu ya, gitu kalau Indonesia ya, atau woi woi kenalan cantikan?
S	(laugh)
T	Yang kayak gitu gak boleh, harusnya gimana misalnya? Hei Raihan kenalkan ini kawan ku, raihan ini hani, hani ini reihan. Harusnya gitu dalam bahas Indonesia, I want call another one , I look for beautiful first Kakak sini, kakak gak pakek anakan jilbab ya? Udah pakek jilbab masak rambutnya masih Nampak. Oke siapa lagi ya? Itu yang mungil.
S	Yang mungil
T	Siapa namanya nak?
S	Dalva
T	Dalva, sini kalian sebelah sini, saya mau cari perempuan juga lah, iy kakak siapa namanya? Lupa bapak.
S	Clara
T	Clara, boleh clara boleh keisa, maunya di panggil clara atau keisya?
S	Suka hati
T	Suka hati ya. Namanya suka hati. Sekarang saya mau keisya kenalkan di dalva sama si naira bisa ya? Kalau lupa tulisannya baca itu, bisa ya, ayo kita mulai one, two ,three. Look at your friend ya , lihat kawannya action
S	Dalva I want to intoduce my friend, dalva this is Naira, naira this is dalva. Nice to meet you Nice to meet you to
T	Oke salaman lah, kalau sesame perempuan boleh salaman, sama laki-laki yang yang boleh, nanti jadi kebiasaa, jadi budaya. Tapi sama guru kok salaman? Kalau sama guru itu tanda penghonor...

	S	Matan..
	T	Ya, kalau sama guru itu tanda penghormatan. Sudah? Bisa?
	S	Bisa
	T	Oke thak you, give applause ya.
	S	(Give applause)
	T	Anak bapak. Hallo.. nak it is easy to introduce your friend? Mudahkan kenalkan orang lain?
	S	Easy.
	T	Easy ya , coba kita tes ini ya kita bacanya sama-sama. Karena ada orang yang sifatnya itu visual. Tau gak itu visual?
	S	Enggak
	T	Dia dengan menghafal dengan melihat dan membaca, dengan begitu dia jadi gampang mengingatnya. Belajarnya lebih banyak melihat dan memperaktekkannya langsung. Ada yang seperti itu? ada yang dirumah belajar lagi? Baru satu orang? Ayo bapak Tanya lagi, siapa yang di rumah tiap hari belajar?
	S	Hand up
	T	Hallo anak bapak, dengar dulu, belajar di rumah itu wajib. Minimal 15 menit aja. Ingat loh tiga hal yang akan memasukkan kita ke surga yang pertama kita jadi anak yang soleh dan berbakti kepada?
	S	Orang tua
	T	Jadi anak bapak kalau sampai dirumah, kalau bapak ibunya capek kusuk dia, Tanya maunya apa? Kalau ada piring kotor cuci piringnya jangan di suruh-suruh lagi.
		Yang kedua, rajin berinfaq, amal jariyah. Semalam ada infaq senin ya?
	S	Ada
	T	Ada gak yang gak mau berinfaq? Gak boleh ya. Itu memasukkan kita ke surga loh. Yang ketiga orang yang suka belajar ilmu yang bermanfaat , jadi kalau dirumah minimal 15 menit aja baca bukunya.

		Owh tadi pagi pak dana ngajari kami tentang. Tentang eh kosong...
	S	(Laugh)
	T	Gitu gak boleh, harus di catat ya. Bisa nak? Janji ya sama bapak nanti malam belajar ya
	S	Iya
	T	Cuma 15 menit aja, gak usah banyak-banyak. Gak perlu belajar sampai 1 jam, yang penting rutinnya tiap hari. Nanti kalau saya masuk saya Tanya, awas kalau bohong loh.
		coba sama-sama ayo, hello look at white board please. Follow me ! say after me. I want to introduce my friend
	S	I want to introduce my friend
	T	Coba ulangi lagi, coba sambil matanya di pejam bisa gak?
	S	I want to introduce my friend
	T	Terngiang gak di kuping itu? coba artinya terasa gak? Apa artinya? Saya ingin?
	S	Mengenalkan teman saya.
	T	oke bisa ya. Coba saya mau tes ya , siapa nama kamu?
	S	Aurel
	T	Aurel anang sehat?
	S	(Laugh)
	T	Coba saya minta aurel baca aja dulu aurel.
	S	(read)
	T	Oke bisa ya. Oke we still have time , bapak mau bentuk kelompok dulu. Siapa wali kelasnya?
	S	Miss widiya
	T	Saya bentuk kelompoknya, ada empat kelompok. Yang laki-laki dulu. Ingat nomornya yang saya bilang. Di mulai dari belakang sebut dari one until for. Ingat nomornya ya?
		Sekarang perempuan kan? Kita mulai hitung dari satu sampai empat ayo

	S	(count)
	T	Udah semua dapat?
	S	Sudah
	T	Kalau yang sudah, coba gabung ke kelompok yang laki-laki tadi. Ayo sekarang lihat bapak atur bangku kelompoknya.
		(Menyusun bangku) anak anak lihat bapak ya nanti nyusun sendiri. Oke coba susun bangku untuk kelompok yang lain.
	S	(Menyusun bangku)
	T	Oke sekarang coba lihat. Now I want to study about this is
	S	Greeting
	T	Iya, just see first coba perhatikan aja dulu ya, lihat ada greeting saya tulis ada morning, ada afternoon , ada evening ada night. Ayo saya kasih waktu mengamatinya 2 menit aja. Come on. I give you two minute Ayo. Saya kasih waktu 2 menit ya.
		Sekarang saya akan kasih clue pertanyaan, clue pertanyaannya ini saya minta diskusikan dengan kawan sebelahnya. Pertanyaannya, dengar dulu, dengar dulu nak, the clue what is the meaning of greeting, apa itu greeting. Sudah oke? Perhatikan clue nya nanti kalian jelaskan sama kawan sebelahnya. Nanti kawan sebelahmu saya Tanya, gantigantian kalian.
		second, when we say morning, afternoon and evening. Nah anak-anak bapak tadi sudah diamati ya. Kalian harus kasih informasi ke seluruh teman kelompoknya nanti, dan sekarang kita akan melakukan pembelajaran berdua dulu, yaitu pembelajaran berkawan.
		Hallo abang yang disana jangan tidur dulu, pertanyaannya coba jawab dengan perkataan sendiri yang pertama dan kedua. Akan bapak kasih waktu lima menit, just five minute ya. Bapak tunggu ya, selama lima menit.
	S	(answer the question)
	T	Nak, if you don't know you can discuss with your friend kalau gak tau, silahkan diskusi dengan kawan sebelahnya.
		Sudah? The time is two minute again, it is oke if you wrong dua menit lagi, gak papa jawabannya salah nanti

		kita diskusikan bersama. Sudah? Satu menit lagiya.
	S	Pak pakai bahasa inggris?
	T	Boleh, pakek bahasa inggris boleh, bahasa Indonesia boleh Oke finish ya. Dan sekarang bapak mau saling berbagi informasi ke sesama kawan kelompoknya. Ayo nak bapak kasih waktu tiga menit untuk menuliskan secara berkelompok. Kalian ambil kertas satu lembar, kalian tuliskan jawabannya tadi. Bapak tunggu ya. Jangan lupa tuliskan nama kelompoknya.
		Sudah nak? Kelompok satu sudah siap. Hallo anak-anak bapak hello, hello
	S	Hai
	T	Semua kelompok sudah siap?
	S	Sudah
	T	Baik anak bapak yang mau presentasi dari kelompok satu siapa? Come on, take the paper , Ayo ambil kertasnya, kelompok dua ke kelompok tiga, kelompok tiga ke kelompok empat dan kelompok empat ke kelompok satu.
		Baik anak bapak peraturannya. Hallo..coba dengarkan. Ingat ya peraturannya. Coba anak bapak perhatiannya ke mari dulu. Ini kelompok empat kan memberikan penjelasan kepada kelompok satu, maka kelompok empat harus membaca hasil diskusinya. Silahkan begitu juga dengan kelompok yang lain. Bisa? Bisa jelaskannya. Saya hitung one, two, three, mulai.
	S	(Make presentation to the every group)
	T	Sudah siap? anak sir, this is representation of each group, give applause
	S	(clap)
	T	From now we will study like this we also use media televisi ya. Mau gak?
	S	Mau
	T	Oke yang pasti tetap semangat ya. Tadi udah presentasi ke setiap kelompok. Nah sekarang presentasi secara keseluruhan.come on we start from group one . Kalau bisa presentasinya pakek bahasa inggris.
	S	Yah

	T	Kalau bisa, nanti bapak ajarin pelan- pelan ya. Contohnya ini saya kelompok satu. I want to presentation from our group the first group my name is..greeting is salam atau sapa. Bisa? Pelan-pelan. ayo kita mulai dari kelompok satu
	S	(Make presentation in front of the class)
	T	Ayo nak baca aja jangan ragu, gak boleh ragu kalau lagi belajar. Ayo lanjutkan.
		Oke thank you, hallo dengarkan dulu kalau kawannya selesai biasakan untuk memberikan applause, tepuk tangan.
		Oke give applause dulu
	S	(Clap)
	T	Baik anak bapak, masing-masing telah melakukan presentasi. kedepannya kita akan belajar seperti ini ya nak ya. Dan untuk lain kali yang presentasi orangnya bukan itu-itu aja. Harus beda agar dapat belajar semuanya. Semua harus belajar berbicara di depan orang .
CLOSING		Nah now, lets we make conclusion together. Kita belajar apa tadi?
	S	Greeting
	T	Ayok tadi udah betul jawabannya. Tadi apa greeting?
	S	Salam
	T	Ia salam, sapa atau
	S	Peyambutan
	T	Oke ada yang bilang peyanbutan oke lah ya , tegur sapa kalau kata orang ya. Bener gak ini? salam atau sapa?
	S	Bener
	T	Udah pernah ini ya pas SD. Ada yang les gak? Belajar pas les.Next, morning tadi udah ada yang bener katanya dari jam 01 sampai jam 12 siang. Itu sudah bener. Afternoon tadi di ucapkan pas kapan?
	S	Siang
	T	When we say Evening?

	S	Malam
	T	Evening di ucapkan waktu bertemu seseorang waktu malam hari. Tapi kalau kita ingin berpisah maka ucapkan good night. Itu kesimpulannya ya. Oke I think enough today. Thank you for you all. Assalamualaikum.

SECOND MEETING

Day, Date : Tuesday, 30 July 2019

Time : 10:30 -12.00 A.M WIB

T : Teacher

S : Students

lassroom Activity		UTTERANCES
OPENING	S	Berdiri, assalamualaikum Wr.Wrb (membaca doa belajar)
	T	Ya Alhamdulillah, we study again here and yesterday I say for you I hope in this class when I teach here I hope you sit in the four group ya , saya minta kemarin kalok saya ngajar duduknya empat group not five group ya, because miss widiya devided you in five group, miss widia membentuk kalian dalam lima group. And know I hope when I teach here I hope you sit on four group. Because I hope this is very- very large in this class. Saya mau nampaknya kela sini luas kayak lapangan sepak bola, jadi yang mau presentasi if you want to presentation here and I think you get mobility , mobilitas disini, mau presentasi gampang. Kemarin kita sudah latihan presentasinya ya?
	S	Sudah
	T	I wanna ask you to choice the lead from your group ya, saya mau coba gimana sih cara pilih kawan sekelompok kita yang nanti akan presentasi. Kita coba pilih dulu caranya satu, nanti yang ingin presentasi yang akan kedepan yang akan ke group-group akan kita tunjuk sekarang. Caranya coba tangannya kayak gini semua (menunjukkan jari) kalau saya suruh putar, putar tapi ketika saya bilang choice, I hope you choice your friend. Contoh ini saya putar-putar pilih saya, controh ya...
	S	Controh (laugh)
	T	Semua milih dia, tapi boleh berbeda? Bolehlah jangan dia aja, pak boleh gak pilih sendiri? Boleh berearti dia confident, you know confident?

	S	Yes. Pede
	T	Yes pede atau percaya diri, atau bisa juga pede tuh percaya sama Dana
	S	(Laugh)
	T	Pak dana ya, anak bapak duduknya loh, hallo
	S	Bagas
	T	Saya mau ketika belajar bahasa inggris gak boleh duduknya duduk males. Kenapa duduk males Itu duduk males gak??
	S	Iya
	T	Duduk belajar posisinya badan di rebahkan itu duduk males, yang kedua duduk males tuh dagunya di topang, perasaan bapak kalau duduknya seperti ini ada saja yang salah sama bapak, minimal ini keluar dari sini, ha tinggl nampung lah itu. pokonya duduknya yang semnagat yang bahagia, tau gak duduk bahagia?
	S	Tau
	T	Duduk bahagia itu kita betul-betul seperti you must tready when you learn English, pokonya kita harus semangat gak boleh malas-malas, duduk malas-malas tuh di kelas lain. Di kelas mana? SLB
	S	SLB (laugh)
	T	Sekolah luar biasa, kalau kalian di bilang kalian luar biasa, mau gak di bilang luar biasa?
	S	Mau
	T	Sekolahnya di luar biasa
	S	Gak mau
	T	Gak mau, tapi kalau dibilang luar biasa harusnya sekolahnya?
	S	Luar biasa
	T	Mau gak? Saya di bilang luar biasa gak mau, di bilang incredeable mau gak ya? Di bilang fantastic mau saya, tapi sekolahnya luar biasa gak mau saya.
		Allright now yesterday we study about good morning ya? Kemarin yang kita bahas good morning kan?
	S	Ya
	T	Kemarin ada yang Tanya, sir kapan lagi kita belajar kelompok lagi? Kelompok kita untuk apa? Ya untuk belajar kelompok masa belajar yang lain.
		Yesterday we study about greeting, kemarin atau semalam?
	S	Kemarin
	T	Kemarin, semalam juga. Tapi ada PR ya?
	S	Enggak ada
	T	No? oke now we try to greetingnya another mode. Saya ambil kertas, saya yang bawa spidol. Ada yang bawa spidol gak?
CORE		

	S	Iren
	T	Oh ada iren bawa spidol, saya maksudnya mau bermain.
	S	Bermain apa?
	T	Bermain petak umpet
	S	(Laugh)
	T	Kalau petak umpet bahasa inggrisnya apa?
	S	Hide and seek
	T	Hide and seek, gitu ya, kemarin sudah saya bilang nanti saya akan buat mana ucapan itu yang diucapkan. Gitu kan? Saya mau buat permainan tapi karna ini sudah ada, jadi saya ganti, saya mau kalian milih you know about A.M and P.M.?
	S	A.M and P.M
	T	Tau semua ya?
	S	Tau
	T	What is A.M? apa itu A.M?
	S	Pagi, dari jam 00.00 sampai jam 12.00
	T	Iya A.M itu singkatan dari apa? Ente? Ente what?
	S	(silent) RT
	T	RT? Ayo saya minta aja dulu, ini A.M ini P.M saya tulis, kayaknya udah pernahlah bapak tulis. But I want to know what is A.M ? what is P.M? ini cluenya pertanyannya apa itu A.M apa itu P.M. this is number one. The second when does A.M and P.M use? Kapan A.M dan P.M digunakan? Kapan dia digunakan. Oke I hope you observate first , kemarin udah bahas kita di rumah mungkin sudah ada yang belajar. Ada gak yang dirumahnya have private teacher? Ada yang punya guru private di rumah? Guru pribadi?
	S	(silent)
	T	Dulu saya pernah jadi guru private di bayar 500, sikit ya
	S	Sikit
	T	Kawan bapak di bayar satu juta, dan kawan bapak di bayar setarus perhari sikit gak?
	S	Banyak
	T	Banyak itu kalau kita memandangnya sikit, baik anak bapak now sekarang saya minta A.M and P.M saya minta sekarang masing-masing berpasangan dulu. Coba kalian diskusi apa itu A.M dan P.M.
	S	Pak ini sama ini?
	T	Iya kamu sama ini, ini sama ini gitu kan? Ayo, ayo And now, hello listen to me hallo
	S	Hoi..(teriak)
	T	Hei nak jangan teriak-teriak gak boleh, nanti kayak di hutan, cukup like me hello

	S	Hai
	T	Jangan hoi hoi, nanti kita di dengar kayak preman, bahaya nanti sekolah kita, nanti di bilang guru SMP Muhammadiyah 7 ngajar dikelas kayak tukang becak. I hope ya, don't do that in here, don't like in the jungle cukup gimana? Hello silent please, kalau gak mau juga, kita panggil secara pribadi. Atau ajak ke guru psikologi kita, mana tau kejiwannya
	S	(Laugh)
	T	Kejiwannya perlu ditanya, jangan lah teriak-teriak, kalok ada yang ribut catat aja. Misalnya nama kawannya adinda sukaesi atau elvi sukaesi
	S	(laugh)
	T	Owh itu yang rambutnya lebat, rhoma irama
	S	(laugh)
	T	Di catat, oh itu yang ganteng aliando, aliando simatupang
	S	(laugh)
	T	Di catatat, jangan di teriak-teriak apalagi semalam teriaknya sambung menyambung sambil pukul pukul meja, like marga satwa, oke hallo
	S	Hai
	T	Oke if I say like this I hope u understand and answer hai , dan kalau gak mau diam juga panggil secara islam, assalamualaikum
	S	Waalaiikumsalam
	T	Ada yang jawab dosa, its good gitu dong oke kita belajar lagi. I hope you give a reason on your answer what is A.M you say with your friend beside you , coba kalian ngomong-ngomong sama kawannya. Saya mau Tanya ini, nanti saya tunjuk yang berpasangan kasih alasannya. Apasih A.M itu.
	S	Sir English atau Indonesia?
	T	Up to you but in English is good. oke anak sir, hallo ,look at front. Saya mau Tanya dulu per group kalau tau jawab, kalau gak tau jawab juga. Are you confused? Ada yang bingung? Saya mau Tanya keira, coba pasangannya mana? Coba kalian jelaskan apa itu A.M dan P.M, yang lain silent please coba kita dengarkan kawan kita. Siapa yang mau ngomong? Hallo yang lain diam, kalau ribut bapak kasih nilai jelek loh.
	S	(Silent)
	T	Oke keira sama syifa silent, oke sit down come on, its oke, know who knows? Yang punya pendapat. Ada yang bawa kamus gak?

	S	Ada
	T	Ha ayo coba lihat kamusnya. I give you chance to look your dictionary Bapak kasih kesempatan lihat kamus. Bapak hitung sampai sepuluh dapat kamusnya ya.
		Ayo, look at your dictionary, coba lihat di kamus kamu ada gak perpanjangan AM dan PM ? ayo yang bawa kamus, ya AM itu apa?
	S	Ente meridiem
	T	Iya coba tulis, yang lain silent please. Yang lain diam ya nak ya suaranya. Siapa nak namanya?
	S	Nisa
	T	Nisa febian ya, yang di Jakarta sabyan ini febiyan
		Anak bapak yang lain bisa gak mulutnya di kunci, kalau enggak di perban, perban dengan perasaan, itu korban perasaan ya. Oke, nah kalau gitu PM nya apa? Ayo nak coba look at the white board please , semua lihat di papan tulis. Kawan kalian sudah nulis nih Ente meridiem, maridiem atau meridiem? Coba tengok tulisannya.
	S	Meridiem
	T	Coba ubah, eh maridiem diem.
		Meridiem, ayo anak bapak sekarang meridiemnya udah ada nih siapa yang tau P nya ini apa? Eh yang ini ente kalau yang ini pante gitu ya? Itu namanya pande-pandean
	S	(laugh)
	T	Itu namanya pande- pandean hayo siapa yang tau? Rise your hand please. Yang tau angkat tangan yang gak tau juga angkat kaki dari sini
	S	Gak ada sir
	T	Gak ada, oke nak saya kasih cluenya habis P ada huruf O
	S	Ponte,
	T	Tinggal dua huruf lagi ayok, oke saya kasi huruf S,
	S	POS
	T	Saya kasih lagi huruf T, oke baik suaranya itu ente meridiem dan post meridiem, kemarin saya mau lihat, tugas kalian coba kerjakan dalam kelompok kalian ambil kertas satu lembar, dah, kalian diskusikan apa itu ente maridiem, post meridiem kalian jelaskan. Next I hope you explain again when AM dan PM use , kalau kalian salah menggunakan ini, maka kalian akan salah mengucapkan good morning, good afternoon maupun good evening. ayok anak bapak waktu AM dan PM untuk mengucapkan disini tapi kapan, oke I hope you discuss with your group, sekarang saya kasih waktu lima menit.
	S	Pak kertas selembat?

	T	Ia, masing masing kelompok kerjakan, ayo kerjasama ya
	S	(chaos)
	T	Hallo silent please. Anak bapak ayo dengarkan dulu, kalok bisa di dalam tugas kelompoknya ada soalnya ya, karna kalian pas presentasi wajib bisa menjelaskan soalnya oke silahkan kerjakan, waktu tinggal empat menit.
	S	(discussed with group)
		Sir ente meridiem itu diartikan?
	T	Ialah, tadi kan udah ada di kamus, yang gak punya kamus pinjem sama kawannya.
		Kapan bapak masuk lagi nak?
	S	Nanti siang.
	T	Nanti siang ya, bapak masuk hari apa aja?
	S	Selasa
	T	Selasa bahasa inggisnya apa?
	S	Tuesday
	T	Terus hari apa lagi?
	S	Monday
	T	Berarti bapak masuk hari apa aja?
	S	Monday , Tuesday
	T	Hallo, Monday, next Monday I hope your bring dictionary ya, senin depan bapak minta masing-masing bawa kamus ya.
	S	Iya
	T	Bilang sama bunda atau mamanya atau terserahlah, minggu depan bawa kamus oke. Kalau lupa bapak hukum, hukum nengok hantu.
	S	(discussed)
	T	Finish nak? I give you one minute ya sayakasih waktu tambahan satu menit ya, karna sudah habis jamnya ini udah lebih.
		Anak bapak sudah habis ya waktunya ya, yang udah selesai boleh angkat tangan ayo kelompok yang sudah siap.
	S	(Hand up)
	T	Kelompok berapa yang sudah siap?
	S	Tiga
	T	Tiga, kelompok empat mana? Siap belum?
	S	Belum, sikit lagi
	T	Ayo kelompok yang sudah siap pilih ketua kelompok yang mau maju. Ayo, ayo nak
		Udah? Saya hitung ya, ten, nine, eight, seven, six, five, four three, two, one oke finish.
		Hallo..
	S	Hai
	T	Silent please, I hope you back to your sit, kembali ke tempat

		duduknya, waktu diskusinya sudah selesai. Baik anak bapak kelompok empat sudah pilih siapa yang mau presentasi, ayo yang kelompok satu, dua dan tiga pilih. Putar tangannya oke chose.
	S	Choose
	T	Ini siapa yang dipilih? Ayok siapa? Ini siapa? Oh kamu ya keira
		Baik anak bapak silent please, silent. Kelompok satu the first group I hope you explain in the second group, kelompok satu ke kelompok dua silahkan, kelompok dua ke kelompok tiga, kelompok tiga ke kelompok empat dan kelompok empat ke kelompok satu. Yes please ! mana? Itu mana kelompoknya? Sultan mana? yang kemari
	S	(make presentasion to the each group)
	T	Baik anak bapak silent please, one two three silahkan presentasi.
		Iyak, oke thank you, hallo kelompok satunya mana tadi? Ya please, coba kelompok satu, kelompok dua, kelompok tiga, kelompok empat, hallo everybody silent please , semuanya diam. Anak bapak dengarkan kalau kalian hormat, patuh baik pasti kalian bisa menghargai kawan kalian ya, bapak minta responsnya Cuma dua, kalian dengarkan dan kalian kasih Appluse atau tepuk
	S	Tangan,
	T	Hayo nak kakinya jangan begitu, oke listen your friend . oke the first group plese silahkan, I hope u use English.
	S	(Give a presentation in front of class)
	T	Oke tepuk tangan sekalian, kembali ke tempat duduknya, anak bapak hallo, hallo
	S	Hai
	T	Silent please, listen to me dengarkan bapak dulu, anak bapak hallo, nak kalian di bandingkan dengan kelas lain kelas ini sudah berjalan bentuk learning activenya, berarti tinggal bagaimana pola membiasakannya, bapak pikir kalian sudah bisa, insya allah minggu depan kita langsung menggunakan televisi, kita lihat menggunakan PM AM gimana sih, kita kan pakek media pembelajarannya, but I hope ypu bring dictionary.
	S	Iya
	T	Saya yakin pasti mama, papanya sudah belikan kamus.
CLOSING		Baik anak bapak kita buat conclusion, kita ambil kesimpulan dulu A.M dan P.M tadi kawan kalian sudah tulis ente meridiem dan post meridiem coba kelompok satu tadi ente meridiem dari jam berapa ke jam berapa?
	S	Dari jam 00 sampai jam 12 siang.

	T	Ia, kalau post meridiem kelompok dua, apa kelompok dua penggunaannya?
	S	Pada pukul 12.01 sampai jam 18.00
	T	Baik kalau begitu, ayo coba kita tulis ya hallo look at the white board please . Kita sama-sama simpulkan ini
		Ente meridiem dari jam 12.01 AM, ini biasanya di bilang pagi ya sampai di bilang 12.00 A.M ucapannya apa?
	S	Good morning
	T	Ayo anak bapak, I ask you again, I hope you write in note book nanti di catat di catatannya, jangan di biarin catatannya melompong, kosong gitu, nanti di Tanya mamanya kenapa catatannya kosong? Orang gak disuruh pak dana.
		Jangan disuruh kalau udah SMP gak kayak anak SD ayo catat kalau gak di catat gak di ponten, jangan gitu ya, kalau sekarang di SMP lain kalau penting catat.
		Allright next post meridiem dari jam berapa? Siapa yang tau angkat tangan rise your hand 12.01 PM sampai jam berapa? 12.00 PM atau malam ya?
	S	Iya
	T	Kalau gitu saya mau tau, good afternoon dari jam berapa?
	S	Siang
	T	Siangnya jam berapa?
	S	Jam 12.01 sampai jam 18.00
	T	Itu good apa?
	S	Good afternoon
	T	Sama-sama dicatat ya, kalau good morning tadi sudah dapat ya nak ya, sekarang good afternoon ayo kita simpulkan sama-sama. Ayo nanti jangan ada yang salah ya oke next kalau good evening ayo tengok catatannya.
	S	Dari jam 18.00 smapai jam 12.00 malam
	T	Anak bapak kalau kita lihat pergantian tahun, itu jam berapa kita ucapkan selamat pagi jam 12 nya atau lewatnya?
	S	Jam 12 lewat
	T	Ia, biasanya kalau kita lihat pergantian tahun pasti dia bilang selamat pagi, kata siapa itu? presenternya ya
		Oke anak bapak, sampai disini catat di note booknya. Di note book remember note book must different with exercise book catattan wajib terpisah sama latihan, kalau ditanya biar enak belajarnya oke.
	S	(make a note)

THIRD MEETING

Day, Date : Tuesday, 6 august 2019

Time : 10.30 – 12.00 WIB

T : Teacher

S : Students

Classroom Activity	UTTERANCES	
OPENING	T	Who is picket of the class? I hope clean white board please !
		Hapus papan tulisnya, who can turn on television? terus siapa yang bisa menghidupkan TV? Ini gimana menghidupkanya ?
		Oke silent ! I hope silent, hello ! coba masing-masing sudah stand by, sudah ready, Hello...
	S	Hai..
	T	Yeah, I hope ready to study, I think I hope you still spirit , masih semangat belajarnya all right we start our study today, and we should say Basmalah
	S	Bismillahirrahmanirohim
	T	Ya kita mulai aja ya, kita mulai belajarnya.
CORE		Alright today I hope you understand yesterday we are study about. What is this? apa yang kita pelajari kemarin? Tentang kaitannya dengan rumus ya, kaitannya tentang rumus, kaitannya masih tentang count on me ada yang bapak bahas tentang apa itu ? condi....
	S	Conditional Sentence sir.
	T	Tapi masih sedikit, kita bahas sekilas dan kita ambil dari lagunya. And today we still discuss about that but we study about conditional sentence for the first
		Tapi sebelumnya kita ada sesuatu supaya lebih segar , tambah semangat walaupun AC nya gak begitu segar ya..
		Oke sekarang kita lihat bapak ada ice breaking for you, masih ingat gak kalau dulu pernah nonton Dono, Kasino, Indro siapa yang pernah nonton?
	S	Pernah sir (semua murid angkat tangan)
	T	Yang apa itu, yang nari apa itu ?
	S	Anak desa
	T	Chicken dance
	S	Owh chicken dance sir, yang gini- gini gitu
	T	Chicken dance, tau gak ? yah zaman dulu tapi kalau di putar sekarang masih enak loh.
		Ketua kelasnya mana, ketua kelas ..

S	Di bawah
T	Di bawah, sekretarisnya mana? Berapa orang yang hadir kita?
S	28
T	28, total seluruhnya ?
S	32
T	32, berarti bepara orang yang gak hadir?
S	4 orang
T	Oke coba lihat ini, sama- sama kita saksikan. Hallo...
S	Hai ...
T	Jangan bersuara dulu, bapak dulu yang ngomong, kalok semua ngomong gak enak kan? Coba lihat ya.. Owh god what is this? ini namanya bapak gaptek
	Oke.. I hope all of you stand up please, coba semuanya berdiri, ia berdiri dulu lah bapak gak mau ada yang gak berdiri, ikut gayanya ya... kalou yang nanti gak mau bergerak, gak mau menari bapak suruh jadi pemimpinnya di depan.
	Oke bisa kita mulai, itu chicken dancenya ayamnya ayam kampung
T & S	(dance together)
T	Ayo, siapa yang gak mau saya suruh joget di depan kelas, jangan di sepak kawannya ya... Oke mulai lagi...
	Owh iya mutar, terus mutar sampai pening, ayo semangat
	Owh oke selesai...
	Oke gimana? Enak?
S	Lagi sir
T	Ya, but next time ya, tapi enaknya kita lakuin ini pagi ya, ini kita cucanya panas, sore, apalagi ? bajunya sudah mulai basah
S	Bauk lecit, bauk pesing...
	Kau yang bauk pesing
T	Oke, seperti yang bapak bilang kita akan melanjutkan pelajaran kemarin, hanya kalok kemarin kita Cuma belajar sekilas ya, bapak Cuma buat catatan kalok yang di pelajari itu conditional sentence.
	Kali ini sudah bapak siapkan dan cari materinya, yaitu tentang conditional sentence yang disini kalian harus focus, waktu kita singkat lagi, atau sampai kapan? Sampai adzan ? begitu adzan kita pulang, pulang atau apa ?
S	Pulang

T	Iya kita mulai aja, waktunya singkat, jadi bapak gak lebih banyak- banyak mau ngomong, saya hanya mau kasih peraturan, kasih rule, aturannya kalian tetap focus melihat conditional sentence, ya yang ada di televisinya, kalok bisa masih ad post kid nya gak ?
S	Habis sir
T	Kelompok berapa yang habis? Kelompok satu tinggal berapa post kidnya?
S	3
T	Tinggal 3, kelompok 2 mana ?
S	Habis sir
T	Habis ya? Kelompok tiga mana? Coba lihat, kalok kelompoknya masih ada yang banyak bagilah, berbagi, berbagikan lebih bagus
S	Berbagi berrsama
T	Ia berbagi kan salah satu infaq ya, mana nak ? berapa banyak coba bapak lihat. 1 juta, 2 juta, 3 juta, tujuh, oke baik. Ada tapi gak cukup kalau di bagi sama yang lain ya. Ada gak yang lain kelompoknya ?
S	Habis
T	Habis ya ? Oke baik dengarkan aja dulu, ayok – ayok dengarkan dulu Silent, hari ini bapak sampaikan kerja sama, mengamati dulu, everyone take your note book. Where is your note book? masing-masing ambil buku catatannya, masing-masing ambil, mana buku catatannya ? karna akan ada yang dicatatkan...
	Kita akan mengamati tentang conditional sentence, bapak kasih waktu nantinya, tapi hari ini Cuma dua karna kita terbatas waktu, waktu kita gak dapet lagi kalau sampai habis nanti.
	Tugas kalian pertama mencatat tentang conditional sentence apa yang dijelaskan di televise, yang kedua kalian nanti akan bapak minta untuk menjelaskan kepada kawan di sebelahnya atau di sampingnya atau kerjasama berpsangan. Do you understand? Is there still confuse? Contoh Najwa akan menceritakan kepada Aulia tentang apa yang dilihat di televisi. Contohnya najwa bilang begini conditional sentence adalah kalimat percintaan
S	Ehey..
T	Missal. Dia bilang bilang betul, betul, betul, itu contoh ya
	Apakah akan seperti itu ceritanya ? mau tau? kita saksikan berikut ini ya. Oke kita mulai siap ya
S	Siap sir
T	Are you ready?

S	Ready
T	Suaranya mana? Are you ready ?
S	Ready
T	Oke kita mulai
	Loh mas, suaranya mana?
	Oke materi ini kita lanjut dari lagu kemarin, yang ad tema tentang pengandaian, pengandaian tentang apa? Tentang...
S	Persahabatan
T	Ia tentang persahabatan
	Seandainya kamu butuh saya, saya harus sedia, kalau kita katakan ada pengandaian disana
	Tapi hari ini pengandaian itu akan kita bahs lebih luas, sudah kita tonton bersama, sudah bisa dilihat, conditional itu tadi dijelaskan ada berapa tipe?
S	Tiga
T	Oke tiga, oke kalau begitu nak,
	Yang pertama yang harus kalian ceritakan tentang definisinya, definisinya ya yang kayak bapak bilang. Apa tadi? Conditional sentence ... Contoh saya bilang begini, ternyata conditional sentence itu kalimat pengandaian loh.. dan rupanya ada tiga tipe ini bisa aja kalian jelaskan, kalian berbagi. Kalau seandainya kawannya salah, harus mau memperbaiki, kalau kawannya gak ngerti, kawannya harus mau menjelaskan, kalau dua-duanya gak ngerti tunggu bapak jelaskan, atau Tanya pada kawan yang mengerti. Itu tandanya berbagi
	Sama halnya kalau kalian pernah lihat film apa itu peniti?
S	20 meniti hari
T	Aduh saya agak susah ini, pokonya itulah
	Baik anak bapak ketika saya bertanya kepada kalian, kalian sudah hapal judulnya, yang kedua sudah hapal ceritanya, apalagi ketika ceritanya ada cewek disitu, ada cowok disitu masing-masing lihat satu sama lain..
S	Langsung dia, cieee....
T	Nah itulah kalian langsung cie, cie padahal mereka biasa aja, ini yang nonton yang gerogi , tapi sekarang bisa gak kalian ceritakan ini
S	Bisa
T	Ia bisa, kenapa bisa ? karna visual kalian yang melihat Oke sekarang waktunya kalian berbagi, saya berharap berbagi dengan siapa pun, nilainya rendah jika bapak lihat dia gak mau berbagi dengan kawannya. Ingat nak, orang yang paling bagus dan baik ialah orang yang mau berbagi dengan sesama apa yang dia dapat dari

	media.
	Oke siap ? kalau gitu kita mulai, silakan berbagi silahkan berpasangan, ayo silahkan
	Jangan main- main, cepat cari pasangannya
	Ayo saya mau lihat, mana bukunya ?
	Ayo cepat, kalok enggak nilainya bapak buat nol nanti.
	Apa tadi yang di cari ? berarti gak kasih perhatian kamu.
	Baik anak bapak yang masih belum ngeh dengan rumusnya, lihat papan tulis dan televise itu ada ya..
	Jangan gak bisa jelaskan y nak. Tadi bapak lihat ada yang gak bisa jelaskan sama kawannya . berarti dia tadi nengok aja tapi tangannya gak nulis .
S	Wee jangan bising kali klend
T	Finish ? Oke we have limited time y nak, terpaksa tadi bapak sedikit terlambat, karna ad lomba Pidato yang di ikuti oleh siswa . We have ten minute again, kita punya waktu 10 menit lagi bapak ringkaskan aja, kita gak sampai pada pembelajaran kelompok, tetapi untuk minggu depan kita tuntaskan sampai pembelajaran kelompok ya, prepare your post kid ya nak ya , minggu depan siapkan post kid masing masing kelompoknya, jangan gak bawa. Kelompoknya siapkan lalu berbagi jangan satu orang aja yang beli yang lainnya tinggal enak mintak doing. Berapa harganya ? 10 Rb ya?
S	Iya sir
T	Ya jadi seribu seribu seribu, fadhil tiga ribu
	Udah bisa ? udah siap?
	Oke anak bapak.. hallo.. sambil menulis siapa yang merasa sudah paham disini? Hayo everyone is clear?
S	Insyallah
T	Insyallah, tapi sir lihat masih ada yang belum paham juga
	Udah siap nyatatnya ?
S	Sudah pak
T	Oke masih 80 % bapak tunggu sebentar lagi ya
	Oke bapak mau Tanya, nabila apa sih itu kalimat pengandaian
S	Salah- salah gak papa pak?
T	Gak papa salah-salah, salah-salah aja gak papa apalagi bener-bener. Coba, ayo, yang di maksud pengandaian itu gimana ya?
S	Seandainya saya makan saya kenyang
T	Seandainya saya mkan saya kenyang, oke tadi udah di jelaskan di TV ya. Itu paham gak maksudnya?
	Orang kalau berandai andai, kalok makan pasti

		kesimpulannya dia apa?
	S	Kenyang
	T	Oke kenyang, tapi kalau ad orang berandai andai tapi kesimpulannya gak pas. Seandainya Aqil memcintai naila, pertanyaanya apakah dalam bentuk selanjutnya naila mecintainya?
	S	Yes
	T	Belum tentu, karna disitu ad berandai andai
		Oke nak sampai disini ada yang belum paham?
		Oke kita ualng tayangannya.
		Kita lihat if I would accept the invitation if I were you . itu apa artinya? Jika, apa itu artinya?
	S	Saya akan menerima undangan mereka, jika saya jadi diri mu
	T	Siapa yang paham? Oke sir repeat ya. Jika saya jadi kamu, saya terima tuh undanannya. Itu apa artinya? Artinya ad kemungkinan dia tidak akan menerima undangan,
CLOSING		Hari ini kita Cuma banyak kesimpulan materi aja, kesimpulan akhirnya satu ini bertentangan ya, kalok gak terima yauda berarti selesai, gak di muncul munculkan lagi.
		Oke anak bapak kita sampai disini aja, silahkan kita sholat , thank you ya, assalamualaikum
	S	Walaikumsalam

FOURTH MEETING

Day, date :Friday, 9 august 2019

Time : 7.30 – 9.00

T : Teacher

S : Student

Classroom Activity	UTTERANCES	
OPENING	T	Oke silent, we will continue our study , alqurannya udah disimpan ya?
	S	Sudah
	T	Oke sekarang kita lanjutkan dengan apa nak?
	S	Literasi
	T	Ia literasi, oke sekarang kelompok satu dulu, where is group one? Oke group one please, yeah hurry up yea..
		All right next, hello next group , hurry up please
	S	(Take a book)
	T	You have time ten minute ya.. waktunya gak lama untuk membaca buku, jadi bagaimana cara membaca dan meringkasnya, kalok bisa baca sambung, oke
	S	(Ribut)
	T	Nak kalok bisa baca senyap ya, silent reading
	S	(Read)
	T	Oke five munite again, masih ad waktu lima menit lagi
		Remember ya I hope youknow about what you write , saya akan minta satu orang, saya tunjuk asal aja untuk baca di depan kelas.
		Siapa yang bisa hidupin TV nya nak ?
		(Trun on the tv and call students name)
	CORE	
S		(Back the book)
T		Oke now we continue again, kita mulai belajarnya kembali. Tapi sebelum belajar, tadi bapak lihat ada tiga orang yang keluar. It is oke, we continue our study, before study we start we said balmalah
S		Bismillahirrahmanirahim
T		Kenapa baca bismilah? Tadi kita sudah doa, tadi kita sudah baca qur'an, kita mulai lagi baca bismillah. Iya adakah salah nya?
	S	Enggak
	T	Tidak ada salahnya kita baca bismillah, untuk meminta kasih

		sayang Allah.
		Kita akan lanjut pembelajaran kita yang semalam tentang conditional sentence. Tapi sebelum belajar kita akan ice breaking dulu
	S	Chicken dance
	T	Ia, masih ingat gak apa itu conditional sentence? Yang bapak kasih kemarin tapi kita akan lihat kembali ungkapan di video ya. Bisa? Kita mulai aja belajarnya. Siap ?
	S	Siap
	T	Kalau gak focus gak bapak lanjut, aturan bermainnya ada ya, kita mulai dari ice breaking, semuanya harus ikut menari dan berdiri nah yang malas kita hukum, hukumannya dia yang memimpin kawannya menari, itu aturan mainnya, kalok gak mau menari. Pak, bapak nari juga? Nari, bapak akan nari Pak salah-salah gak papa? Gak papa, namanya juga kita bukan penari
		Ayo sudah siap? Stand up please
	S	Siap (stand up)
	T	Ayo ibuk yang di belakang harus nari juga kayaknya ya? Owh lagi take video? Tapi satu kawannya ada itu..
		Loh, ini mana suaranya? Bentar ya
		(dance together)
		Ayo siap-siap lagi
	S	Aduh pening
	T	Ia sekali lagi
	S	Yeah (clap and dance finished)
	T	Udah ya. Panas? Panas? Capek kan?
	S	Ia
	T	Udah cukup sekali aja ya, nanti kalok dua kali napas kita sengal-sengal kalian gak belajar. Emang ini kalian tetap semangat, ceria walaupun gitu tadi udah ada yang haus, udah langsung minum-minum untuk memperbaiki asupan gizi.
		Allright, kita lanjutkan ya, apa tadi yang bapak bilang?
	S	Conditional sentence
	T	Conditional sentence, kita belajar conditional sentence, kita ada peraturan, kita ada tiga step pembelajaran. Yang pertama kita pengamatan, selanjutnya kita akan, pengamatan ini secara individu dan secara kelompok. Selanjutnya kita kan lakukan berpasangan, saya kan stop pada pengertian dulu, selanjutnya saya akan meminta untuk berbagi informasi pada temannya. Pak infonya dari mana? Ya infonya dari televisi. Masing-masing pasti memiliki info dan pemahaman yang berbeda.
		Oke yang dijadikan clue-nya untuk pengamatan pribadi, the

		first definition, apa definition?
	S	Definisi
	T	Next, klue kedua saya minta the kind or the type of conditional sentence. Ada tiga nanti tipenya, dua ini yang harus di ingat. Selanjutnya ceritakan masing-masing pada kawan sebelahnya secara bergantian, bisa ya.
		Pak apasih tujuannya diceritakan? Mampu gak kawannya menceritakan ulang? Biasanya kalok bisa menceritakan ulang akan lebih ingat dia.oke kita lanjutkan
		Watch the video !
	S	(Watch the video)
	T	Oke enough, udah paham gak? Sekarang saya akan meminta untuk berbagi informasi. I just give you ten minute to share information , saya akan mereview dari sini, saya akan melihat siapa yang aktif, siapa yang gak mau aktif, berarti kita kurangi nilainya . Are you ready?
	S	Ready
	T	Oke silahkan, hayo siapa ini yang gak mau berbagi
	S	(Students make discuss with friend)
	T	Oke stop, thank you, makasih semuanya, lets give applause for you all
	S	(Clap)
	T	Ayo anak-anak bapak dengar dulu. Oke silent, sekarang coba yang kita pelajari ini conditional sentence, semalam sudah bapak kasih gambaran dari video. Saya cari yang berbahsa Indonesia, why I look for Indonesia? I hope you easy to understand jadi sekarang bapak berharap kalian lebih bisa paham dan mengerti, bisa ya?
		Jadi sudah kita ingatkan conditional sentence itu intinya apa tadi itu yang di jelaskan sama kawannya? Apa intinya?
		Apa conditional sentence, pengertiannya apa?
	S	Kalimat pengandaian
	T	Rumusnya tadi ada tiga
		Selanjutnya bapak gak kasih petunjuk lagi, nanti kita akan bicara soal apa? Diskusi kelompok.
		Akan saya bagi tugas dan kertasnya masing-masing, siapkan pos kit nya. Tadi kelompok satu sudah ada ya?
	S	Sudah
	T	Kelompok dua?
	S	Sudah
	T	Kelompok tiga, empat
	S	Ada
	T	Ini bapak bagi kertasnya, ingat masing- masing orang pegang pos kitnya, satu orang satu, kita akan lakukan pengamatan

	kelompok.
	Masing- masing orang pegang satu pos kit, untuk cluenya akan bapak tambahkan lagi. Ada beberapa clue yang akan bapak minta. Oke. Siap? Siap? Are you ready?
S	Ready
T	Nah ada, hallo...let me say first..
	Orang hebat itu mau menghargai orang.
	Baik kita mulai ya, are you ready? Siap ya
S	Ready
T	Ada aturan yang ingin bapak terapkan, masing –masing kelompok sudah ada pos kitnya ? show your pos kit please coba tunjukkan pos kitnya
S	(Show the pos kit)
T	Udah stand by ya. Yang kedua, oke down, turunkan .
S	(Down the post kit)
T	Kita akan lanjutkan pengamatan dari vidionya, silahkan nanti akan kalian tuliskan masing masing dari vidionya yang akan menjadi cluenya.
	Yang akan menjadi cluenya. Clue pertama saya hanya akan meminta kalian menuliskan ulang pengertiannya. Clue kedua, saya hanya akan minta tulis ulang rumusnya minimal satu yang kalin pahami. Pak boleh tiga-tiga nya? Boleh. Tetapi minimal satu yang kalian tuliskan di poskit masing masing.
	Yang ketiga, saya minta kalian tuliskan contohnya, examplanya, kalok yang di televise boleh pak? Boleh. Minimal satu, tetapi saya minta juga kalian buat contoh minimal satu menurut kalian masing-masing.
	Boleh gak ngerjakannya secara berkelompok untuk contohnya? Boleh , tapi dengan catatan kalau bisa sendiri. Nilai tertinggi apabila bisa mengerjaknya sendiri, tetapi kalok kalian lakukan berkelompok bapak gak masalah gaka kan mengurangi nilai mu, hanya saja akan bapak kasih nilai plus bagi yang bisa mengerjakannya sendiri.
	Next, lanjut ini ada lima yang bapak kasih.. wow so many ya
S	WOW
T	Saya minta kalian berdiskusi kelompok, kesimpulan materi kita, ini yang secara kelompoknya. Secara pribadi definisinya, kalok gak tau Tanya dengan kelompoknya, tipenya ada tiga, minimal satu. Kalau lupa Tanya kelompoknya
S	Kelompok
T	Lalu contohnya, minimal satu yang ada di televise, yang kedua contoh pribadi masing- masing dan yang terakhir kesimpulan nya.

	Waktu saya berikan gak lama, sekitar 20 menit untuk diskusi kelompoknya, are you ready? Attention ya
S	Ready
T	Hallo.. yang menghayal pandangannya kemari, yang gak serius pandangannya kemari, yang fokusnya masih dirumah pandangannya kemari, siap ya?
S	Siap
T	Kok gak denger suaranya bg? Ini kayaknya ada problem ya? Owh oke... (turn on the video)
S	(look at the video)
T	Hallo.. silent dengar dulu, bapak bantu dengan cara, supaya enak ngerjai kelompoknya, masih ada waktu sekitar 15 menit, bapak bantu cara mengerjakannya.
	Yang pertama, masing-masing orang tadi sudah catat definisinya kan?
S	Sudah
T	Yes, I will give you time, so you want discussion or not? Ia bapak kasih waktu, mau diskusikan dulu apa enggak?
S	Diskusi
T	Udah, diskusi udah tau? Kalau udah tau sekarang tuliskan definisinya, biar gampang, biar gak tunggu-tunggu lagi
	Udah masing-masing sudah ngerjakan?
S	Sudah
T	Oke lanjut, kita lanjut ya, nomor dua itu sebenarnya kalau yang seperti di jelaskan ada berapa tipe?
S	Tiga
T	Tiga, tetapi ada tipe O atau tipe zero, tipe zero itu tipe tambahan, apakah perlu kita tuliskan lagi? Kalau mau kalian tuliskan boleh, tetapi bapak minta kan minimal satu, jadi perlu gak diskusikan dengan kawannya? Mau diskusikan? Ada yang lupa rumusnya? Kalau perlu bapak kasih waktu satu menit, silahkan jika perlu di diskusikan. Kalau tidak perlu, cukup langsung dituliskan di kertasnya atau pos kitnya.
S	(Make discuss and write in the paper)
T	Udah selesai yang kedua? Oke sekarang yang ketiga, apa tadi?
S	Contoh
T	Masing- masing sudah dapat catatan tentang contohnya itu?
S	Sudah
T	Silahkan pilih mau tipe pertama, kedua minimal satu. Mau di diskusikan dulu? Saya kasih waktu dua menit dengan kelompoknya untuk diskusikan.
S	(Make discuss)
T	Yeah silahkan, mungkin ada yang ingin di diskusikan.
	Yah just two minute ya, hanya dua menit saya gunakan

	<p>stopwatchnya, supaya saya tahu. Dan satu lagi, pak semua boleh? Boleh tapi nanti waktu kita yang gak cukup, bisa subuh nanti kita siap.</p>
	<p>Oke diskusinya selesai, sekarang saya minta lanjut pengerjaannya, berarti nomor tugas sudah bisa kalian tuliskan masing-masing. Ayo..loh kok ini baru nomor dua? Contohnya ya, contohnya dalam contoh kalimat ya, kalau contohnya dalam bentuk rumus S+ V1 ini namanya rumus yak an? Tapi ini ada tiga tipe, tipe pertama dalam bentuk rumus, tapi kalau contoh biasanya dalam bentuk kalimat, kalimatnya tadi gimana tuh? Kan banyak tadi, masing-masing ada contoh kalimatnya. Makannya waktu pengamatan itu tangannya ikut nyoret-nyoret dong.</p>
	<p>Ayo kita mulai, ada yang baru ngerjai nomor dua, nomor tiganya mana? Contohnya mana?</p>
S	(Discussed)
T	<p>Sudah, masih ada yang bingung? Contohnya dalam bentuk kalimat loh. Yang ketiga contoh sendiri.</p>
	<p>Oke baiklah bapak ulang videonya dari contohnya, tapi tangannya harus ikut coret-core, kalau gak ikut oret-oret tangannya gak mau kerja, saya bantu, tapi janji gak ada lagi yang ngerjai nomor dua. (play the video)</p>
	<p>Ayo, saya percepat saja ya. Nah ini salah satu yang harus kalian tuliskan adalah di nomor dua, nanti bapak periksa ya.</p>
	<p>Oke itu hanya untuk remember aja, gak mau semua bapak putar. Nah ini juga salah satunya, saya gak mau lama-lama karna ini review aja. Kita lanjut..</p>
	<p>Nah ini contoh dalam bentuk kalimat.</p>
	<p>Ini tipe yang kedua, bapak gak ulang lebih banyak karna ini Cuma review. Oke ini tipe ketiga contohnya, baik saya anggap satu, dua dan tiga selesai, saya minta kalian untuk diskusi dengan kelompoknya, yang ke empat dan kelima. Waktu masih ada sekitar 10 menit dari sekarang. Saya kasih waktu tambahan lima menit, jadi sepuluh menit dari sekarang.</p>
	<p>Begitu selesai, tempelkan di kertas HVS yang saya kasih, untuk kita presentasikan ke kelompok-kelompok yang lain.</p>
	<p>Oke waktunya.. yang sudah siap bisa di tempelkan.</p>
	<p>Hayoo..yang udah siap tinggal di tempelkan di kertas masing-masing.</p>
S	(Make discussed)
T	<p>Ingat diskusikan dulu untuk yang keempat dan kelima, termasuk kesimpulannya.</p>

		Do you understand how to make conclusion, right? Ngentikan apa yang dimaksud dengan kesimpulan kan?
		Sudah? Kalau sudah siap tempelkan langsung, jangan ragu, kalau ragu kita gak belajar jadinya,, Come on, time is running don't spend your time so long . don't afraid to wrong, because we are study Jangan takut salah, kita kan belajar, nanti kita simpulkan bersama.
		Ayo cepat.. tempelkan aja.. Where the conclusion? Conditional sentence is the sentence like this, and then this. Ayo letakkan saja, salah benar nanti kita koreksi bersama, jangan ragu nempelkannya.
		Ayo.. waktunya y nak.. Nak kita menggunakan if ya bukan it. If itu artinya jika.
		Oke bisa? Yang sudah siap kelompoknya angkat tangannya. Temple, temple langsung aja nak.
		Ayo, kelompok lain sudah nempelkan, kalian belum. Ayo, jangan takut salah, bapak kan gak pernah marah kalok salah, asalkan mau berkerja.
		Ayo nak mulai susun. Kelompok satu sudah siap?
	S	Sudah sir.
	T	Ayo kelompok yang lain, kelompok satu sudah siap. Mana kelompok lain? Come on nak, help your friend if you are ready
	S	Ia bantu lah
	T	Ini kelompok berapa? Sudah siap? Tinggal tempelkan Bantu kawannya supaya cepat, itu namanya kerja kelompok
		Saya kasih waktu satu menit, kerjanya harus siap ya, kita kan milih siapa yang akan presentasi dan ingat siapa yang sudah presentasi gak boleh lagi maju. Harus yakin gak boleh takut
		Oke ready siap? Allright siap? Silent saya hitung satu sampai sepuluh semua harus sudah siap. One, two, three. Four. Five, six. Seven. Kelompok yang masih ngerjai pas bapak selesai hitung nilainya bapak kurangi, Eight, nine, yang sudah siap lambaikan tanganya. ten.
	S	(Melambaikan tangan)
	T	Oke thank you, enough ya, cukup, hallo silent, suaranya tenang kembali. Siap semuanya kan? Masing masing kelompoknya kita mulai presentasi, kelompok satu mana orangnya? Silahkan ke kelompok dua. Kelompok dua silahkan mana orangnya, kekelompok tiga, kelompok tiga orangnya ke kelompok empat dan kelompok empat orangnya ke kelompok satu.
		Waktu presentasi kita mulai dari sekarang, silahkan masing masing kelompok
	S	(Make a presentation to the another group)

	T	Finish? Yang sudah siap silahkan kelompoknya perwakilan ke depan .
		Baik suaranya diam, silent please hello silent , kita mulai, kita semangat kawannya dengan applause ya
	S	Applause
	T	Baik, anak-anak bapak, siapapun yang maju kita gak boleh buat dia gak tambah semangat, harus kasih semangat, ya. Remember we are study in here right?
	S	Belajar
	T	Alright the first group, is siapa kelompok satu? silahkan
	S	(Make a presentation in front of the class group one)
	T	Oke, give applause dulu,
	S	(Applause)
	T	Oke next the second group
	S	(Presentation group two)
		(Laugh)
	T	Hayo yang lain jangan ribut dong, nanti kita perbaiki ya..
		Oke yang lain nak diam, respect to your friend ya cant you? , gak papa namanya kita juga belajar.
		Ia thank you. Oke the third group
	S	(Presentation group three)
	T	OK give applause, next the fourth group please.
	S	(Fourth group presentation)
	T	Oke give applause ya,
CLOSE		Baik anak bapak sekalian kita buat kesimpulan bersama ya. Hallo, tapi sebelumnya bapak ingatkan, siapapun yang maju di hadapan kita harus kita hargai ya , kita hormati, hallo...(get attention)
		Kita simpulkan bersama, pertama, hallo, bapak aja yang ngomong ya bisa? Karna kalok belajar itu semua ngomong siapa yang mau di dengar.
		Kita simpulkan bersama , kita hari ini belajar apa?
	S	Conditional sentence
	T	Conditional sentence itu kalimat?
	S	Pengandaian
	T	Kalimat pengandaian itu, sebenarnya dari yang kita pelajari ada empat type atau tiga tipe. Tipe pertama itu yang gunakan present
	S	Tense
	T	Oke, present tense and present? oke remember.
	S	Present future
	T	Ia, perbaiki lagi baca futurennya. Itu adalah type one disebut. Yang type two nya apa? Yang gunakan past
	S	Past tense

	T	Past tense, selanjutnya kawannya apa? Past future . yang ketiga, tipe ketiga tadi apa?
	S	Past perfect
	T	Apa? Past apa?
	S	Past future perfect
	T	Oke past future perfect. Yang ke empat tadi ada yang tipe O. siapa yang bisa jelasin? Tipe O itu apa ya?
	S	Fakta, sesuai fakta
	T	Ia yang menyatakan sesuai fakta, kalau makan faktanya kenyang, kalau kertas di bakar faktanya jadi?
	S	Abu
	T	Lalu orang mati jadi hantu, owh no itu gak fakta ya, itu bererti ngayal. Ada empat tipe yang kita pelajari. Kalok untuk contoh soal itu gampang, asalkan bisa ingat rumusnya.
		For next meeting we try to make sentence. Oke? Oke I think enough today , bapak pikir hari ini cukup. Nanti masing-masing yang presentasi bantu bapak untuk menempelkannya ya. Dan yang lain boleh sholat ya.

APPENDIX 3

FEMALE SCRIPT CLASSROOM OBSERVATION

FIRST MEETING

Day and date : Friday, 26 July 2019

Time : 7:15 – 9.00 A.M WIB

T : Teacher

S : Student

Classroom Activity	UTTERANCES	
OPENING	T	Asalamualaikum class..
	S	Walaikumsalam mam..
	T	(prepare learning media) sembari menunggu saya siapa yang bisa mengumpulkan infaqnya? Yang perempuan ngutip yang perempuan, yang laki-laki mengutip yang laki-laki ya.
	S	(collect infaq)
	T	Who knows how connect handphone to laptop?
	S	Nabil
	T	Ha, sini nabil, si nabil ini kantong doraemon dianya ya apa dia yang gak punya
	S	(Laugh)
	T	Udah berapa bang? Berapa baleknya? Siapa yang balek? Kamu balek berapa?
	S	Tiga ribu
	T	You? Seribu? Ikhlaslah
		Berarti semua baliknya empat belas, ada uang tukar dua ribu-dua ribu?
	S	Ada mam
	T	Sini
		Fourteen? Saya kasih ke.. siapa ini yang pande jaga uangnya? Yah kamu, kau bagi-bagi lah sama meraka taukan orangnya siapa-siapa aja?
		Itu satu, dua, tiga siapa lagi nah itu yang di ujung.
		Eh, ini biasanya pakek apa supaya bisa nyambung ke laptop?
	S	Charger laptop
	T	Gak bisa, ini gak sembarangan laptop bisa masukkan? Ini pakek apa?
	S	Flash disk mam, langsung di colok ke TV

	T	Nanti kena virus aja. So what the function of this? gak bisa di pakek? Gak bisa masuk dia
	S	Pakek flasdisk lah mam
	T	So, must use flashdisk? Yaudah nah ini dia . copykan.
CORE		Well guys open your book, buka kembali bukunya. Yesterday we have discuss about expression of ?
	S	Attention
	T	yes, expression of attention, do you still remember what is attention? Masih ingat apa itu attention?
		What are you doing?
	S	Gak nyampek miss kalau pakek kursi, pakek meja, boleh y miss
	T	Slowly! pelan-pelan nanti gempa hancur semuanya.
	S	(Laugh)
	T	Yah tadi itu apa attention?
	S	Perhatian
	T	Perhatian itu bagaimana? Perhatian itu salah satu bentuk kepedulian kepada orang?
	S	Lain
	T	Kepada orang lain. And then do you know what the expression if you want to giving attention? Please mention. Coba jawab,
	S	(Silent)
	T	semalam sampai mana kita belajar? Udah di tuliskan belum semalam expressionnya?
	S	Belum
	T	Not yet? Masak belum. Jadi kemarin ngapain?
	S	Dialog miss
	T	Udah bang? there is asking and giving yes
		Oke pause dulu, sini remotenya biar saya yang ngatur, kalau mau pause mana yang di pijit?
	S	Pijit tengah miss
	T	Really ? Pause tengah?
	S	Iya
	T	Owh iya, thank you Mr nabil
		Oke sorry guys berarti saya belum ada ya ngasih apa aja sih expression giving attention and asking attention for othe people. Belum ya?
	S	Belum
	T	Kemarin kita sampai dialogue example of ateention, dari dialogue itu, ada berapa kemarin dialogue nya?
	S	Enam
	T	Six ya oke. Sebelum ke vidionya (write in the white board)
		Speaking English, dah di kasih tau bolak-balik pun
	S	Excuse me miss, I want go to toilet

	T	Hmm, ya from the dialoge there are many of expression attention we start from dialogue one ya, look your dialogue guys . do you know what the expression of attention guys? Dari dialoge pertama kamu tau yang mana dia ungkapan perhatian? Ia mention please, if you know rise your hand. Ya
	S	May I have your attention please?
	T	Yes, yang pertama dari dialoge one ialah may I have your attention please? What does it mean guys? Bolehkah?
	S	Saya meminta perhatian
	T	Ia, bolehkah saya meminta perhatiannya? Saya bantu tulis di papan ya. Ya next we go to dialogue two, do you know what the expression of dialogue two? Rise hand please
	S	(Mention)
	T	Berarti semuanya itu?, it is not right ya, any else? ada lagi? Yes please
	S	Hei siti, what did I say?
	T	Yah itu dia, kamu boleh sebutkan namanya siti, atau boy bebas. hei siti what did I say? Jadi momentnya gini I explain about material, saya lagi ngajar ini kan nah tiba-tiba siti ini dia lagi gossip, siti gossip sama si Budi, terus saya bilang hey siti what did I say? Saya tadi ngomong apa? Cerita apa kamu tadi? Saya tadi ngomong apa? Itu dia. Berartikan secara tidak langsung si siti melihat saya kan? Dia melihat saya gak?
	S	Melihat
	T	Nah itu lah attention, bentuk perhatian, berarti artinya hei siti apa yang saya bilang barusan?
		Next we go to dialogue three guys, hand up please. Another one, I want boy
	S	Attention please
	T	Yes, number three it's so easy, what?
	S	Attention please
	T	yes, attention please, apa artinya?
	S	Perhatian
	T	Ia, mohon perhatiannya lah semua, yang nomor tiga ini momentnya seperti agak genting. Misalnya you you nih rebut terus saya datang, hello guys, attention please, attention please. Terus kalian bilang what wrong mam? May back is lose do you know where is it? Tas saya hilang, tau gak dimana? Jadi ini attentionnya lebih heboh, kau tiba –tiba ada apa ini?. jadi nomor tiga ini ketika kita dalam keadaan yang sangat genting or important things.
		Next we go to dialogue four, yes mr
	S	Hey dayu stop doing that.

	T	Ia, hey dayu stop doing that. Apa ini artinya?
	S	Hey dayu tolong hentikan
	T	Hey dayu tolong hentikan itu, benar. Itu ya. Untuk nomor empat momentnya itu sama kayak nomor tiga. Saya lagi ngomong terus dayu ngotak atik rambut si siti macam mau diolah jadi mie. Jadi saya bilang hey dayu stop doing that, focus sama pelajaran saya, yah gitu ya. Next number five, what?
	S	Hey guys, are you coming with me?
	T	yes. Caming ya comeng , hey guys are you coming with me? Do you know what it is mean? Tau ini kira-kira artinya apa?
	S	Hey teman, maukah kamu ikut dengan saya?
	T	Apa? ia benar, hay semuanya, mau ikut dengan saya?
		Siapa itu yang ngetuk pintu?
	S	Miss fitri
	T	Hapal kalian ya, tau aja miss fitri datang beda berarti ketukannya.
		Kenapa? Masih belum bisa move on dari kelas tujuh? Biar saya pindahkan kesana, tinggal pilih ketujuh satu, dua tiga atau empat.
		Udah. Yang nomor lima hay guys, are you coming with me? Nah kalau ini momentnya bebas, lagi gossip yak an. Harga cabe naik semua naik. And then one of your friend say something yakan. Hey satu orang boleh atau semuanya dia bilang hey guys are you coming with me? Mau ikut dengan saya? I will go to singapore. Owh satu kelas lah ikut yak an? Singapore. Singa ke ?
	S	Dapur.
	T	Nah itu maksudnya. We go to the next dialogue, yes
	S	Excuse me mam? May I go to office?
	T	Owh iya, excuse mam? May I go to office. Officinya kalau mau diganti boleh. Ternyata excuse me itu bentuk perhatian juga? Yes lah for example saya sedang menulis, I write something tiba-tiba you comes to me and say excuse me mam I want to go to toilet. Mau gak mau saya lihat ke kamu kan? Yang namanya perhatian harus ada eye contact harus ada saling tatap. Ada lagi? is there any one knows maybe you get from another sources dari sumber sumber lain ada? Gak ada?
		Oke kalau gak ada there is a video. Let's play from start bro . how to operate ? Nah ini ada video nanti kau dengar kau amati nanti ada pertanyaan dari situ, tentang expression of attention paham? Tengok depan, focus jangan lihat kanan, kiri oke. Go
		(Playing the video)

		Sebenarnya bukan ini, tapi karna barus aya download jadi ini lah. Eh in bahasa ya..
		Yah, sudah lihat vidionya, dari video itu do you know what the other attention? Ungkapan-ungkapan lain about asking and giving attention atau responsenya selain yang di papan tulis. Ada yang tau?
	S	Listen to me
	T	Yes, listen to me apa artinya?
	S	Dengarkan saya
	T	Dengarkan saya, oke anything else? yes you
	S	Look at me
	T	Look at me oke, artinya? Lihat saya, lihat aku. Anything else?
	S	Hello
	T	Iya boleh, hello, hai bukan hello I would like to intoudece myself. Bukan ya bukan perkenalan diri, tapi momentnya kayak gini, guys attention please. You gak mau dengar hello.. pasti you lihat saya kalau saya sudah pakek nada tinggi ngucap hellonya. Jadi boleh dalam satu moment you ngomomg tiga sekaligus atau sepuluh sampai orang-orang perhatiannya ke kamu. Oke jelas ya jadi expression of attention ada banyak. And how about the reponse? Response nya itu sama dengan giving attention.
		Jangan ada yang menulis, belum saya suruh. Ya response do you know?
	S	Oh really
	T	Oh really boleh , what else apalagi?
	S	Wow
	T	Wow, what else?
	S	Tell me more about it
	T	Tell me more about it , oke apa ini artinya?
	S	Jelaskan lebih
	T	Jelaskan lebih dalam. Contohnya besok kita libur. Eh kok bisa libur cak ceritakan tapi gak ada tanggal merah? Nah gitu maksudnya ya. What else? Apa?
	S	Yes mam
	T	Ia yes mam. Tadi adakan? Apalagi? Oke mam apalagi? Sure boleh any else ? udah? Nah ini lah dia. Until here do you have question guys? about how to asking and giving attention to the other people? No?
CLOSING		Oke now you write in your book maybe sampai habis tulis and for next week please make a sentence yang meminta perhatian, kamu pilih terserah. Contohnya may I have your attention guys? I member of IPM and we have agenda to celebrate our independents days. Jadi kamu membuat

		informasi dan kamu meminta perhatian. free, understand ya the homework . Jadi tulis kalimat attention di pilih salah satu dan buat informasi. Paham?
	S	Paham
	T	Nah silahkan tulis. Di buku catatan. Jadi mam sia-sia lah bawa laptop ini ya berat-berat. Nak udah lonceng ya? Oke setelah sholat duha lanjut catatnya minggu depan saya cek catatannya, kalau gak saya suruh nulis seratus halaman
		Well guys thanks for your attention. Let's go to the mosque to pray.

SECOND MEETING

Day, date : Tuesday, 30 July 2019

Time : 14.10 – 15. 20 P.M WIB

T : Teacher

S : Student

Classroom Activity	UTTERANCES	
OPENING	T	Sampai mana kemarin pembelajaran kita? Hmm saya belum bagi kelompok ya?
	S	Belum
	T	Gini aja ya, saya bagi kelompok dulu kalian diskusi dulu, nanti saya masuk baru kita mulai attentionnya ya, kita praktekkan dari luar nanti setelah saya balik dari kantornya pak reza. Karna saya ada urusan, inikan saya terakhir masuk jadi saya gak mau lama-lama. Saya masuk lagi sama kalian kapan? next week ? Yes?
	S	Yes
	T	Nah, you go to the office di laci saya ada black paper, karton warna hitam you ambil bawa kesini.
CORE		Oke dengarkan saya dulu , maybe after this, next week minggu depan, I will give you assignment group tugas kelompok . If this day and yesterday you do individual assignments kamu mengerjakan tugas pribadi saya suruh cari tau apa itu attention memberikan perhatian nah itu nilainya individual, ya jadi ada nilai individual dan kelompok.
		Nah untuk groupnya you will divided into some groups , ya saya bagi kalian dalam beberapa group and after that what will you do in a group , apa yang harus kalian lakukan dalam kelompok tersebut ini , untuk minggu depan ini modelnya so you will presentation guys
		Well guys look at the white board please , ini tugas kelompoknya saya suruh, tadi saya suruh kamu menyiapkan karton, judulnya asking and giving attention, tulis judulnya di kertas karton. Situation disini ada situasinya, gimana situasinya? Gimana ceritanya owh maybe you talk or make a dialogue in beach in the classroom ya bebas for example we take in the classtoom , berarti ceritanya di dalam?
	S	Kelas
	T	Nah ini ada some picture ini orang, orang yang paling

		ganteng yes, jadi ini orang you boleh searching di google, you boleh ambil foto doraemon foto kartun apapun orang artis bollywood atao holywood atau pemain bola yang kalian sukai. Ambil, gunting terus di tempelkan ini lah wajah syahrul khan contohnya ya
	S	(laugh)
	T	Ini ganteng ini, oke tadi kan judulnya meminta dan memberikan perhatian you buat ceritanya dia kayak orang lagi ngomong loh kayak bunyi ting gitu nah, dia ngomong hallo
	S	Hai
	T	Disini emak-emak catik lagi gossip, tengok lah ada berapa orang?
	S	Tiga
	T	Contoh dalam satu kelompok ada enam orang, berarti harus ada enam percakapan,kita tambah disini dua lagi, terus dia gak dengar di bilang please listen to me, attention please, kayak mereka membuat suatu cerita, di dalam cerita tersebut harus ada meminta dan memberikan perhatian kamu boleh searchiong dari google.
		Searching dari googlenya gimana mam? Ini contohnya, contoh dialogue tentang asking attention, kan banyak yang muncul tuh, banyak gak?
	S	Banyak
	T	Banyak ya, nah cari eh rupanya orangnya Cuma tiga mam nah kami ada lima, nah makannya di tambah-tambahin supaya nyambung. Paham? Jelas?
	S	Paham
	T	Jadi ini mgobrolnya, jadi saya gak mau yang A: hai, B: hello saya gak mau yang begitu, tapi buat yang seperti ini.
		Contoh buat yang seperti ini. judulnya asking and giving attention situasinya on the beach di pantai situasinya ya ada enam orang disini. Nah ini contohnya bebas nak, kamu boleh cari gambar doraemon atau buat sendiri. Buat sendiri asal jangan kayak punya saya, punya saya ini yang paling ganteng gak boleh ditiru
	S	(Laugh)
	T	Jadi gak boleh diambil punya saya, karna yang paling ganteng. Yes apa yang dia bilang nih. Tadi situasinya kan di ?
	S	Pantai
	T	Wow there so perfect, orang ini di pantai jadi si deanya lagi main-main terus dia bilang wow there so perfect, ih cantik kali pemandangannya, lalu kata si mahdia, it so fresh ish udaranya juga segar boleh juga kan? Ini di buat percakapan baru dimana attentionnya mam? Disini hello excuse me may I

	<p>have your attention please dia bilang please can you take my picture, bisa gak kamu ambilkan foto saya. Itu dia. Disini ceritanya ada empat orang di pantai menikmati suasana lalu ada satu orang bilang hello attention please. Nah yang keempat orang itu pun lihat, ya kenapa? Can you take picture kamu bisa gak ambilkan foto saya, oke. Yaudah jadi orang itu foto-foto one two there cekrek</p> <p>Ya jadi itu boleh buat sendiri atau kalian boleh searching dari google. Next week you must ready, kalau gak siap saya suruh buat kamu dua, gak siap lagi tiga seterusnya sampai kamu siap ya. Kamu mau milih mana satu atau banyak, satu aja udah banyak modalnya yak an? Jadi kerjakan dengan baik, senin depan kita presentasi satu orang pegang, satu orang bacakan, nanti akan ada asking and answer ya. understand? clear? Hoi understand?</p>
S	Jelas
T	Any question ? ada pertanyaan?
S	Gak
T	Jadi ini saya buat keterangannya tulis di buku biar kau tau, contoh dialog singkat asking and giving attention. (write in the white board)
S	(students write in the book)
T	Dah itu. oke listen your name, sambil nulis I want the first is you and then you ,kayaknya udah pernah saya bagi kelompoknya.
S	Belum
T	Kemarin gak ya, next you, and then kok gak ada yang meyakinkan mukaknya ?you come here yes.
	Oke satu kelompok lima ya, satu lagi ada yang berminat? Oke saya seneng orang yang begini, berarti dia punya nyali. Oke berdiri yang pertama tadi siapa? Disini berdiri berurutan bedirinya yes.
	Ada lima orang, tapi ini bukan satu kelompok guys I choose them to be a leader, jadi saya pilih mereka untuk menjadi ketua kelompok tugas . you search four person two boys and two girls in your group please . Dari kelompok satu dulu. Yang udah di pilih duduk dulu
S	(choose a friend)
T	Yang boy kak, kenapa gak ada yang meyakinkan mukak mereka?
S	(laugh)
T	Came on nak , coba yang udah di pilih just Standing in the sit aja. Well next choose.
	Oke udah ya yang belum ada masuk ke kelompok satu dan dua aja. Kamu ngapai belum di suruh duduk juga. Oke paham?

		Oke yang udah di pilih kelomponya masing-masing cak ke kelompoknya satu disini pojok, dua di depan sana pojok . tiga di belakang, empat di belakang lima di sini duduk silahkan duduk di bawah.
CLOSING		Hallo nak jangan di gabung kelompoknya. Hello listen first. dengarkan dulu, ketua yang saya suruh kedepan tadi menentukan siapa yang mencari dialogue nya siapa yang ngebelanja kertasnya siapa yang nyusunnya, saya gak mau cerita minggu depan harus sudah siap . karna ini tugas kelompok, ngerjainya sama-sama . biayanya juga di hitung ya nak ya, berapa yang keluar.
		Oke nak understand? Sekarang tulis saya keluar ke kantor dulu. dont make noise .

THIRD MEETING

Day, date : Friday, 2 august 2019

Time : 07:15 – 09.00 WIB

T : Teacher

S : Student

Classroom Activity	UTTERANCES	
OPENING	S	Berdiri, assalamualaikum wr.wb, good morning mam
	T	Walaikumsalam and good morning
		Oke we start our lesson today , kita mulai pembelajaran kita hari ini, last week, minggu lalu I have given you a home work about how to make a dialogue about giving and showing attention right? And do by groups right? Di kerjakan secara berkelompok, so I think guys I give you five minutes to prepare your groups, your material, and I will call one by one presented in front of the class, understand what I means?
	S	Yes
	T	Yes please , silahkan ke kelompoknya, kumpul dengan kelompoknya, ambil kursinya, saya kasih waktu lima menit.
	S	(Students make a group to prepare the material)
	T	Hurry up guys ! cepat Yang berada di bawah, silahkan back to the sit please , kembali ke tempat duduknya, biar kita bisa menonton pertunjukan dari teman-teman kamu.
CORE		Sudah? Ini kalian ngapai lagi? Silahkan kelompok three yang sudah prepare, gak ad cerita nanti pas saya panggil mam belum ready, hei waktu kamu tuh ada sabtu dan minggu, masak banyak orangnya gak bisa siap.
		Di buka dulu, opening dulu hello we are from gitu kak. In English ya.
	S	(make presentation)
	T	We would like present, eh tunggu gak gitu caranya , kalau memang gak hapal dua orang pegang yang ini, baru yang ngomong di sampingnya. Ini mau drama atau Cuma baca?
	S	Cuma baca
	T	Kalau Cuma baca ya silahkan, tapi pahami. Yang lainnya guys jangan ada kegiatan apapun, balik ketempat duduknya, saya gak mau kalau ada yang gak menonton.
		ready? Say loudly and clearly. Artinya saya juga bisa dengar, saya juga bisa mantau. Jangan di tutupi ya.

	Atau ada yang punya, apa namanya lem atau isolatip
S	Double tip mam
T	Hah itu coba, tempelkan aja di papan tulis tu.
	Sudah? Ayok
S	(Group three make presentation)
T	Finish? Aa maksud saya gak gini, gimana ya, kemarin saya buat juga di kelas sebelah artinya you dialogue you make dialogue with your friends but mam we can not memorize the dialogue, kami gak bisa hapal dialoguenya, ya boleh you baca, tapi kalau seperti ini saya seperti apa ya, ya kayak you baca aja gitu, kayak baca cerita, jadi kayak bosen dengernya. Ini ceritanya dimana?
S	Lagi kerja kelompok
T	Nah lagi kerja kelompok, jadi you bisa aja duduk dibawah, itu (picture) biar aja disitu, gak usah di tungguin lagian kami gak bisa lihat kok apa tulisannya. Ada yang Nampak?
S	Gak
T	Tapi tadi kalau kalian practice di depan paham gak? Paham ya. Bisa gak kalian buat seperti itu? bisa? Artinya jangan ngobrol nak, kita pun ngantuk dengernya.
	Yesterday I said it is fine if you can not memorize the dialogue, artinya kalau hapal you main drama, tapi artinya jangan kayak gini, just read not good ya. Atau kalian bisa aja bawa properti, namanya acting gitu loh.
	Oke you can close, thank you for your attention guys.
S	Thank you for your attention salamualaikum wr.wb
T	Ambil gambarnya, nanti di pajang ya, di tempel, artinya karya seni kita di tempel, nanti di tempel di dinding kelas dengan rapi.
	Next group ,yeah
S	(prepare the material)
T	Ini di tempel boleh, biar Nampak. Yo harry up guys, nanti ini gak cukup waktunya. Udah?
S	(Make presentation)
T	Aa, which one of the expression of attention from your dialogue?
S	Attention please mam
T	Harusnya gini, maunya pas lagi ngasih orderen, ini bertiga lagi ngobrol, terus dia bilang excuse me gak denger terus dia bilang lagi attention please mr and miss this is your cup cake. Di tekan jadi saya gak tau tadi mana expresionnya, namanya minta perhatian harus tegas loh. Kalau you lagi di keributan minta perhatian suaranya pelan denger gak?
S	Enggak
T	Oke you can close

	S	Thank you for attention, assalamualaikum wr.wrb
	T	Next kelompok nabil. Tadi kelompok si nabila siapa aja?
	S	(Mention group name)
	T	Udah opening dulu
	S	(make presentation)
	T	Padahal dari ceritanya enak loh, tapi penenampilanya entah apa, entah ada yang jalan dulu kek, si naila ecek-eceknnya lagi jalan-jalan lihat bukit barisana sinabung mau meletus terus kalian datang dari belakang hei naila what are you doing? jangan semuanya ngumpul disini ngapain? Itu namanya ngobrol doang. Terus datang yang lain tengok sana sini namanya juga acting. Oke you can close!
	S	Thank you for attention guys, assalamualaikum wr, wrb
	T	Ya next group,
	S	(opening and presentation)
	T	Yang kuat biar semua dengar, yang lainnya diam. Hello silent guys.
		Ceritanya ini dimana?
	S	Di mall mam, pusat informasi
	T	Harusnya jangan disitu lah posisinya, kamu anggap aja disana ada pusat informasi, kamu ambil botol, hei where is my bottle?
	S	Here mam
	T	Anggap aja botol ini mic terus kamu bilang attention-attention blablabla, gitu. Oke close
	S	(close presentation)
	T	Take your paper guys, hallo take your paper
		Oke yok lanjut kedepan.
	S	(opening presentation)
	T	Group kurcaci
	S	(laugh)
	T	Siapa ini yang mau jadi binatangnya?
	S	(laugh)
		(presentation)
	T	Viewer no comment ya
		Why you speak so far? , yang satu di kandang buaya, satu di kandang monyet satu kandang gajah
	S	(laugh)
	T	Kau nabil, jangan mencari perhatian yang lain, saya tepok lah nanti kau, orang lagi nampil juga
		2 years later, hei come in . sudah saya buat 2 tahun kalian di kebun binatang nih
		Udah bercakap loh, ulang- ulang

S	(repeat the presentation) udah miss
T	Udah gitu aja?
S	Eh masih ada lagi (laugh)
T	Udah ulang lagi, gak ngerti klend ngomong apa miss nih
S	Innalillahi
T	(laugh) betol saya tepok lah klend, saya suruh ulangi innalillahi katanya, bangkit lah kau dari kubur. Udah sekali lagi kalian ngulang, saya kasih kado klend. Coba ulang yang bener, anggap aja semua ini binatang, kecuali saya dan miss yang dibelakang oke, nah ini kau dimana ?
S	Di kebun binatang miss
T	Ia, di kandang apa?
S	Buaya miss
T	Jadi semua di kandang buaya? Oke-oke udah,
S	Gak nyambung lah di kandang buaya, dia aja bilang kuda
T	(Laugh) oke satu jam kemudian kandang buaya menjadi kuda udah terus
S	(make presentation)
T	Ini orangnya, lihat kemana.
S	Udah mam
T	Lah ini tadi dia minta perhatian ngapai?
S	Kami kacangi di mam, gak ada kami ngomong sama dia
T	Oke sekarang ulang ngomong attention guys, mereka gak denger lebih keras lagi jerit ayok , baru yang ini bilang sama-sama sorry we did not hear ayok
S	Attention please guys
T	Oke gak denger lagi
S	Attention please guys
T	Hah gitu kan enak, give applause guys, tapi jujur ya walaupun mereka bermacam-macam kandang tapi saya suka sama dialogue mereka, mereka yang hidup dari semua dialogue, mereka yang hidup, give applause for them , kasih tepuk tangan yang meriah.
	Oke bisa di tutup
S	Sekian dari kami
T	Hei in English
S	I think enough assalamualaikum wr, wrb
T	Oke guys, kok bisa lah klend milih kelompok kurcaci nih, semua rata tingginya, do semua.
	Maju dulu yang merasa kelompok Zahra, Ini preman-preman gak jelas ini, kau kenapa?
S	Main futsal
T	Diam muncung kau nabil, kau yang ku tepok nanti
	Apa? Kalian semua ini, besok kalian buat sendiri kalau gak siap terima hukuman lah kalian.

		Padahal isi ceritanya Cuma yes mam, yes mam tapi suruh ngerjai kok susah kali.
		Oke ini khusus si nayya saya kasih nilai individu, karenaa telah mengerjakan tugas dengan baik. Ada lagi?
	S	Gak mam
CLOSING	T	Oke sudah berakhir ya, ya sudah? Guys I have make score for your presentation , saya sudah buat nilai dan saya sudah lihat hasil kamu, I so proud of you, because you do the best kamu sudah melakukan dengan baik, artinya kamu sudah menghargai dengan baik. So for next you make do the best buat yang lebih bagus, mulai dari performancenya practicenya, jadi kamu bisa dapet nilai yang bagus.
		Ingat nak kalian kesini mau cari ilmu, jadi belajar yang baik, kalau kalian bilang mam saya gak mampu, bukan harus mampu nak sukain pelajaran tuh, kalau kalian suka, kalian gampang dengan pelajaran itu. kalau saya bilang tadi pronouncationnya semua salah, tapi bukan itu yang saya minta, bukan pembacannya tapi your confidents your performance, team work nya juga pemanpilannya, bagaimana bisa gak kalian kompak. Ini lah contohnya kelompok si Zahra, jadi namanya kalau sudah punya kelompok nak harus kompak jangan ada yang sok pintar, begini begitu ya supaya hasilnya maksimal.
		Dan untuk the best group adalah kelompok anta dengan nilai ninety two.
	S	(applause)
	T	Seperti yang saya bilang, walaupun mereka gak nyambung tapi hidup suasananya, mereka membawakannya dengan enjoy santai, lalu Kelompok terbaik kedua ada di kelompok si maiza,dengan nilai eighty eight.
	S	Mam kami tadi boleh presentasi lagi soalnya salah yang tadi mam
	T	No, time for presentation is enough sudah cukup apapun hasilnya itu sudah kalian lakukan, gak ada kata replay, kalau sudah nampil ya sudah mungkin di attention ini nilai kamu rendah, tapi kerjakan yang terbaik untuk next time.oke. Jelas?
	S	Jelas
	T	Nanti saya mau itu di tempel, cemani caranya itu tertempel cantik di dinding, saya gak mau itu di buang dan gak mau di tempel sembarangan, saya apresiasi sama hasil karya kalian jadi you juga hatas appreciate, jelas, kita tunggu bel oke we collect infaq, who wants to collect? kita kumpul uang infaqnya, ya siapa yang ngumpul? Naiza oke. Kumpul dulu uangnya baru kita keluar.

FOURTH MEETING

Day, date : Tuesday, 6 august 2019

Time : 14:10 – 15.20 WIB

T : Teacher

S : Student

Classroom Activity	UTTERANCES	
OPENING	T	Is there anyone in out of the class guys? Semuanya sudah di dalam?
	S	No mam
	T	Ada yang gak hadir?
		Oke where is the secretary of this class? Help me please, absent your friend in absent list. Oke guys when I come to your class maybe last week I have you to make dialogue expression of attention right? Yes? And after that you present in your class, and then I said to you please put your paper in the wall. Right? Bener? Ada gak saya ngomong tempelkan.
		Oke back to the laptop , kembali ke permasalahan, ada gak saya suruh tempel ini?
	S	Ada
	T	Boleh saya tahu gak itu kelompok berapa yang ditempel?
	S	Kelompok dua
	T	Group two mana?
	S	Hands up
	T	Hello guys silent please. Yang kelompok lain mana? kenapa gak di pajang? Males? Atau emang gak suka? Atau kalau emang gak sempat bawa sini biar saya tempelkan. Ambil satu orang bawa sini.
		Group four mana?
	S	Sama mam
	T	Belum saya pulangkan ya?
	S	Belum
CORE	T	Oke, do you still remember guys in chapter one, what the material that we discuss? In the chapter one. Masih inget gak di chapter one itu ada berapa materi yang kita bahas?
	S	Four material
	T	What the first one guys.
	S	Attention,
	T	And then guys the second one, what pardon? Pardon?
	S	To get understand

T	To check our understand, it's the second material kita lanjut materi kedua. Please who want to clean the white board, help me clean the white bord guys.
	Guys would you help me to write down day, month in the board
S	(silent)
T	Dengarkan yang saya bilang, would you help me to write the day is today what date is now, month and years in English, kalau you gak bisa gak kita mulai pelajaran, come one guys, yes please
S	(one students write)
T	Ini yang nulis satu orang semua ngomong. Abang can you help me to fill the water, yang cold ya
	Guys is it true?
S	No
T	Would you to help her please?
S	(one children write)
T	Is it right guys?
S	No
T	Would you help her? Ada yang mau membantu
S	Me miss
T	Yea, is it right guys? Bener?
S	Right
T	Oke, jangan lah lupa udah kakak- kakak buat tanggal aja lupa
	Apa materi kita yang kedua? Check our?
S	Understand
T	Ini ya, bener gak? Check our understand?
S	Yea
T	Do you know guys what is that? Kamu tau gak apa itu kira-kira understand, jangan ngegosip pak nanti saya pakein jilbab mau gak? Saya ada bawa banyak tuh. Biar tambah banyak cewek di kelas ini. kalau laki-laki banyak cakap itu namanya ?
S	Perempuan
T	Ayo, apa itu check our understand, for example I give you material, saya kasih kamu materi harga cabe dua kilo dan setretusnya, do you understand guys? Kamu jawab yes mam. That's check our understand, apa itu artinya, terus ada yang bilang mam I don't understand mam. Kira-kira apa itu?
S	Untuk memeriksa pengertian
T	Ha? Untuk memeriksa pengertian, coba kalau ngomong itu jangan di tutup. Yes you must confident, apa cemani tadi yang you bilang?
S	Untuk memeriksa pengertian seseorang dalam materi
T	Ia ada yang lain? Tadi loh yang saya bilang, nak harga tomat

	lima ribu, cabe dua ribu jadi berapa?
S	Tujuh ribu
T	Terus saya Tanya, do you understand guys? Sebelah sini yes mam I understand, disana angkat tangan I don't understand mam saya gak paham nah itu lah materi kita hari ini to check our understand, gak ada yang tau ? ya allah tadi yang saya bilang.
S	Cek pemahaman mam?
T	Yes, right to check our understand adalah bagaimana cara mengetahui kepahaman seseorang , ya artinya kita pengen tahu nih, temen kamu paham gak, jelas gak dengan materi yang mam kasih, kamu bisa menggunakan beberapa ungkapan check understand. Sebenarnya ada banyak di buku karna kamu belum dapat saya tulis, atau saya dikte,
S	No
T	(write in front of the class) saya siap kalian juga siap ya
S	(write down the dialogue) di buku catatan miss
T	Yes , I have given you some dialogue how to check our understanding jadi bagaimana sih mam cara kita untuk mengetahui pemahaman orang, kalau dalam bahas aindonesia gampang ya, “ woi paham gak” jelas gak woy, kan gitu ya tapi dalam bahasa inggris ada beberapa cara if you want to check understanding. Nanti kita juga akan bermain drama tapi tidak dalam bentuk karton lagi karna tiap materi paper habis biaya klend.
	Nah lihat itu yang pertama, listen to me and after that I want you repeat after me one by one.
	(read the dialogue) yah ini semua tentang meminta pemahaman. Where is your absend?
	you yang A you yang B nanti gentian bacanya oke stand up please , silahkan
S	(read the dialogue)
T	Oke sudah dibaca, and do you know guys what the meaning of the dialogue? Apa number one, satu orang donk, yes please
S	Apakah kamu mengerti tentang cerita tersebut Tidak, tidak
T	Ada bisa yang B apa artinya? Yes
S	Tidak terlalu, dia berbicara sangat cepat
T	Ia dia bilang seperti ini siti, saya gurunya ini, siti kamu paham gak dengan cerita yang tadi. Not really mam, gak sih mam sebenarnya karena dia ngomong cepat kali, padahal telinga dia yang budeg yakan.
	Next number two guys, do you know what the meaning, kira- kira apa artinya number two, I will give you score biar saya kasih nilai yang bisa jawab.

S	Saya miss
T	Yes
S	Kamu tau apa yang saya maksud?, bawahnya “iya pak”
T	Ia, artinya gini, “apakah kamu tau apa yang saya maksud?” ia “pak saya paham”. Next.
S	Mam (hand up)
	Apakah semua sudah bersih?
T	Hah? Bersih? Yang lain, hello manusia yang lain saya bilang bukannya ribut, not you another please . Come one guys. Is it clear? Apa artinya. Jangan menunjuk orang angkat tangannya. Ladies boys?
S	Saya mam, apakah kamu sudah siap?
T	No, ayo yang lain yes
S	Apakah kamu sudah selesai?
T	No, ayo yang lain
S	Saya mam, apakah sudah jelas
T	Iyes, yeah jadi clear itu bukan hanya bersih artinya nak, bisa jelas bisa paham. Yeah number four guys, ayok, cepatlah kan ada kamusnya.
S	Ada beberapa orang di kelas, hanya kita yang membersihkan kelas, apa maksudnya bagaimana dengan yang lain?
T	Ia maksudnya bukan beberapa ya, hanya kita berdua yang membersihkan kelas. Kayak gini loh, missal ini lagi nyapu yak an. Eh Cuma kita berdua yang membersihkan kelas loh, aterus si kawan bilang apa, apa maksudmu yang lain dimana? Paham ya, itu maksudnya. Iya what your name bro?
	Next number five oke, ayo guys yes
S	Apakah kamu mendapatkannya, maaf mam saya belum mendapatkannya
T	Not good , ayo yang lain, you bawa kamus apa gunanya kalau gak digunakan. Ayo, yes you wanna try ?
S	Apakah kamu mengerti, maaf mam saya belum mengerti
T	Oke, jadi nak got itu jagan diartikan mendapatkan, sudah jelas kah? Sudah dapat gak poinnya gitu loh namanya kita nanya, baru jawabannya saya belum dapat mam, saya blum paham gitu ya. Next hands up,
S	Miss saya, ada pertanyaan
T	Iya, ada pertanyaan kelas, oke mr pandi clean the white board please . bapak pandi bersihkan papan tulisnya, habis ini akan saya kasih quiz tentang materi tadi tolong diingat tadi artinya.
	Kayaknya di kelas ini paling sukak kalau ke toilet. Jadi selama saya ngajar gak ada yang boleh ke kamar mandi, sebelum masuk ke kamar mandi lah, saya masuk gak ada

		yang ke kamar mandi, paham? Jelas?
	S	Paham
	T	Ia, so, so sorry ya buk , udah beribu orang yang bolak-balik saya saja bosan lihatnya itu-itu aja orangnya.
		(write in the white board) ini sudah saya tuliskan table, expressing understand, kalau yang ini bertanya, ini paham, ini kalau you tidak paham. Oke from dialogue one there is expression asking understand? Hands up! Yes you
	S	Do you understand the story?
	T	Ia yang pertama do you understand Terus ada gak dia yang showing atau lack? According to you showing or lack.
	S	Showing
	T	Berarti dia paham dialogue one guys? Ish saya cinta kali sama group ini, besok- besok kau di sebelah saya ya. Oke yok, dialogue one, lihat dulu tengok buku kalian sengaja saya hapus supaya kalian ingat gak. Udah kita lihat ada gak response di dialogue one? Dia yang showing atau lack understand?
	S	Lack
	T	Lack, apa dia?
	S	Not really
	T	Ia not really, kalau kita gak paham kita bisa bilang not really bisa di kasih alasannya. Next, second dialogue, rise up please manusianya jangan itu-itu aja. Nah you
	S	Do you know what I mean?
	T	Iya, do you know what I mean, responya showing atau lack?
	S	Showing
	T	Apa responsnya?
	S	Yes sir
	T	Oke in dialogue three
	S	Is it clear?
	T	Ia is it clear? Responsenya apa?
	S	Showing, yes mam
	T	Oke boleh, and then in dialogue four
		No slaah, next
	S	What do you mean
	T	What do you mean, apa responsenya? Guys kita masih di respon, showing atau lack?
	S	Lack
	T	Kok lack sih, there is no answer lah kan gak ad jawabannya,

		dia kasih tau eh kita dua loh hari ini yang piket, terus dia bilang maksud kamu apa. Udah gitu gak ada jawabannya. And then next dialogue, dialogue selanjutnya
	S	Have you got it students
	T	Ia boleh, responsenya
	S	Lack, I don't get it
	T	Next, anything else? Ada lagi?
	S	Is it clear?
	T	Apa jawabannya?
	S	No mam
	T	Nah ini ada tambahan, ini kan dari dialogue ini ada tambahan dari saya, dan setelah ini akan ada tugas yang saya kasih, Oke silahkan di catat
		Di catat, hello bro di catat di buku catatannya
		Sudah? Sudah siap?
	S	Sudah mam
	T	Bukak buku latihannya, tulis soalnya, tulis dalam bahasa Indonesia, ini tugas individu, gak kelompok lagi. Soal yang peratama buat dua dialogue, udah? Menggunakan ungkapan ini A,B,C asking understand, showing understand lack of understand, udah? Kau dah nulis bang?
		Berarti minimal, tulis! Minimal empat percakapan sudah.
CLOSING		Listen !, dialog pertama berarti harus ada satu showing satu lack. Bebas mau pakek yang mana aja dari expresi yang tadi. Dialog nya buat sendiri gak boleh searching minimal empat baris. Paham? Jelas? Satu dialog yang menjelaskan dia paham satu dialog dia gak paham Oke doing it at home.

APPENDIX 4

MALE TEACHER DATA INTERVIEW

	Aspect interview	Answer	Code
1	As what I saw during observation, I found that you always use the word “hope” when you gave command to students. Why did you used that?	Actually I used “hope” when I gave command to the students because I am optimistic students will achieve success when do my command. I used word hope than wish because hope often used and easy to understand by students.	ID1/M
2	When I observed you, I also found that you also give reward to the students, why did you that?	Rewards are given to the students because I want to encourage students to learn active and also fell always appreciated by the teacher. The second applause or reward will also can build fun situation and atmosphere during learning process, and third I hope that students can respect each other and also able to accept different opinion with their friends.	ID2/M
3	When in the class, I found that you always call students by “anak-anak” or you used group identity marker why did you use that?	I honestly expected closeness with my students. I hope that students will think teacher as a parents. So that they are will be more comfortable to speak and nor afraid to express their feelings and ideas when learning in the class.	ID3/M
4	When in the class, I found that you always show disagreement by said “up to you, but” why did you used that?	Actually I gave choice to students, because many students still low of English vocabulary so it was difficult for them to write in English language. So I made a choice used Indonesian language but would be better if using English language so that students can be motivated in writing English.	ID4/M
5	When in the class, I found you speak briefly to the students especially gave the	I speak briefly to the students because I want keep efficiency of time when they do my	ID5/M

	command, why did you used that?	command. I also hope they focused and not waste the time and to avoid misunderstanding.	
6	When in the class, I also found that you always notice students feeling. For example asking them about the material. Why did you that?	In the essence, I want to remind and provoke them to ask question about the material. The students to ask to me and avoid to asking to their friends	ID6/M
7	Why did you always used please when you command something.	The word “please” is polite word. I want give command to the students with polite word and also fell that students happy to do my command.	ID7/M
8	Why did you always gave a clue to the students in search answer from your question.	Sometimes in learning process, students is knew but it is hard to remember . in this case I want gave a clue to the help them found the answer by own	ID8/M
9	In gave a suggestion or command you always give a reason to the students. Why did you do that?	I gave reason because want to motivated students learn English was easy if they want to tried. Therefore, I encourage students with logical reason, so that students were motivated to study hard.	ID9/M
10	In the class, I found that you always used “can you?” when gave command. why did you do that sir?	I want to gave certainly that students can do something to the command. I used that word to limited the focus of students in learning process	ID10/M
11	Why did you used the word “we” in the class?	I want to be side for my students in achieve learning process. I help them to make assignment and hope they are easy to did the assignment	ID11/M
12	To get attention you always say “hallo” to the students. Why did you used that?	The word “hallo” is the polite way, by saying hallo I got attention of students without speak loudly or hit the table	ID12/M
13	I always found in the discussion group you always used “come one” why did you used that?	I want to keep a time, sometimes when discuss students talk each other not make the command. Therefore, I tried give limited time to students work fast and not waste time .	

FEMALE TEACHER DATA INTERVIEW

No	Aspects interview	Answer	Code
1	When I saw in your class, I found that you always spoken briefly and clearly in given command students. Why did you do that?	When I gave a command, I usually used simple word, that I think a short word make students fast to understand and remember.	ID1/F
2	When call the students, you always used the word “guys” why did you used that?	Ya because I want to be more closer and friendly to the students.	ID2/F
3	Why did you always used “please” if command something?	Ya because I want more be polite when command students something.	ID3/F
4	Why you always noticed students in learning activity?	I just want to know students feeling and how far students understanding about the material.	ID4/F
5	According to you, how important use formal language	Formal words are important when speaking in the class. And I hope students can imitate and get to using polite words when in outside of the school.	ID5/F
6	I found that you always gave students clue to find the answer, why did you do that?	Because I want to prepare students brain before start the learning process. I refresh students memories so that they will more focus in the learning activity	ID6/F

APPENDIX 5

FIELD NOTES MALE OBSERVATION

FIRST MEETING

No : 01

Day and date : Tuesday, 23 July 2019

Time : 10.30 – 12.00

Place : SMP Muhammadiyah 7 Medan

Learning activity begin in 10.30 WIB, when the teacher came to the class, students was already stand up, greet to the teacher and pray together. Before leaning activity, teacher ask them about the number of students and name of students. They start the learning activity with discuss about introduction of other self after the last week discussed about introduction myself.

in process of learning activity teacher asked to be a object of learning directly with practice in front of the class to introduce other people. After that teacher asked students to make a group discussion and discuss about the meaning of greeting, share information with the member of groups and make conclusion of the lesson. Each group should presentation to the other group and also presentation in front of the class. The learning process end by make conclusion of lesson together and say Hamdalah.

SECOND MEETING

No : 02

Day and date : Tuesday, 30 July 2019

Time : 10.30 – 12.00 A.M WIB

Place : SMP Muhammadiyah 7 Medan

When the teacher entered the class, students already to stand up and greeting to the teacher and also followed by pray together. Learning activity is began with teacher asked to students about last week material about greeting. And today it discussed about the use of A.M and P.M in greeting. Teacher asked students to search what is a AM and P.M is and also make a group discussion to find out about the use of A.M and P.M in greeting. After discussed they are chose the representative to make presentation in another group and front of the class. The presentation is began from group one until group four. The lesson is end by make conclusion lesson together and say Hamdalah

THIRD MEETING

No : 03

Day and date : Tuesday, 6 august 2019

Time : 10.30 – 12.00 A.M WIB

Place : SMP Muhammadiyah 7 Medan

The learning activity began in 10:30 A.M WIB, but it is delayed because the teacher has business to take care of students who joined in speech competition. The teacher asked the researcher to rescue the condition of the class until he is back, and the active learning began at 11.00 A.M WIB.

When teacher entered the class, the condition of the class little bit noisy, and the teacher asked students to calm down and silent before start the learning activity. The teacher apologized because he is late entered the class and immediately began the class. The teacher prepared the learning media such as laptop and television also asked students to clean the white board.

Before discussed about the subject, the teacher prepared ice breaking for students with danced chicken dance. Because of ice breaking make the situation more comfortable to learning. The subject that discussed for today is about conditional sentence. For the first, teacher asked students to watched the learning video that prepared by the teacher in the television and teacher gave them clue to find what the definition of conditional by self. After played the video many of students still confused about the subject material. Because of the limited of the time, so that the subject material is continued next week, and the learning process ended with say Hamdalah together.

FOURTH MEETING

No : 04

Day and date : Friday, 9 august 2019

Time : 7:15 – 9.30 A.M WIB

Place : SMP Muhammadiyah 7 Medan

The class began at 7:15 AM to start class in the morning always began with reading Qur'an together and follow literacy in 30 minute. The teacher looked carefully students reading Qur'an and asked them to read the meaning of the surah Qur'an. In literacy time teacher asked them to write the meaning of the book and collect them to the teacher.

The active learning start with said Basmalah together. The teacher prepared the learning media such as laptop and television. To start the learning the teacher asked students to ice breaking chicken dance same as the last week. After ice breaking teacher tried to refresh students memories about conditional sentence. Many of students still confused about the material and asked them to watch the video again.

The teacher gave individual and group assignment that must carried out. The teacher gave clue in the white board, to individual assignment the students should find the definition of conditional sentence and the types of conditional sentence. Then the students should change information to the friend that beside them about the definition and the type of conditional sentence. Then for the group assignment each group had to write the definition, type, example and make conclusion about conditional sentence. The group assignment write in the paper work and pos kit. After the discussion is done, every group should choose the representative to explained the result of discussion to the other group and read in the front of the class. Learning began with effectively and learning about conditional sentence is completed by concluded the subject together and said Hamdalah. The teacher also asked students to prepared to pray Dhuha together.

APPENDIX 6

FIELD NOTES FEMALE OBSERVATION

FIRST MEETING

No : 01

Day and date : Friday, 26 July 2019

Time : 07.15 – 09.00 WIB

Place : SMP Muhammadiyah 7 Medan

The lesson start at 07.15 WIB, when teacher entered the class the students said greeting and prayer together before start the lesson, and then followed by reading Al-quran and literacy to started lesson in the morning. The teacher prepared the learning media such as laptops and televisions but there is problem with the television, so that teacher taken a long time to prepared the tools.

As long waited teacher prepared the learning media, teacher asked students to collected infaq money and submitted to the office room. The teacher starts learning by asked students about previous material is about expression of attention. Teacher asked students randomly to answered the question about the expression of attention based on the dialogue that has been written last week, teacher and students find together and write in the write broad.

The learning process run actively with find how to offer and give respons of attention. In the end of study teacher asked students to write the expression in the note book until ring bell and closed by said Hamdalah.

SECOND MEETING

No : 02

Day and date : Tuesday, 30 July 2019

Time : 14.10 – 15.30 WIB

Place : SMP Muhammadiyah 7 Medan

The teacher entered the class at 14. 20 PM by said hello to the students. The condition of the class when teacher came is little bit noisy so that the teacher asked students to calm down and back to the seat. Today the lesson is still learn about expression of attention. But because of the teacher has business in the office the teacher only divided the students into several groups to make a group work that will be performed next week. The teacher given the explanation about the assignment until students understood. Before the teacher leaves, teacher asked students to make a brief conversation about expression of attention, and asked researcher to stay in the class.

THIRD MEETING

No : 03

Day and date : Friday, 2 august 2019

Time : 07.15 – 09.00 WIB

Place : SMP Muhammadiyah 7 Medan

Teacher entered by said Assalamualaikum to the students, as usual in the morning learning activity began with reading Al-quran and reading literacy for 30 minutes. The teacher continued the lesson to presented the work group about dialogue asking and giving attention. The teacher given five minutes to prepare the presentation material and randomly selected group who will make presentation in front of the class. Each group takes turn to showed the presentation and teacher gave the reviewed to the student performed and their story. Learning activity run actively and teacher closed the lesson by giving appreciation to the students and announced the best group for this performance.

FOURTH MEETING

No : 04

Day and date : Tuesday , 6 august 2019

Time : 14.10 – 09.00 WIB

Place : SMP Muhammadiyah 7 Medan

Teacher entered the class by said hello to the students, the class situation is calm when the teacher entered the class. The teacher asked students to cleaned the white board and started the learning activity with new topic is about checking your understand. The teacher written some dialogue on the white board and students taken a note on what the teacher written in the board. After students finished written the dialogue , teacher read the dialogue in the board. And then teacher called the students name randomly to read the dialogue and translate the dialogue. After that, learning activity continued by discussed together to find the expression of check our understanding based on the dialogue. The teacher asked to students to find the expression of check understand and categorized in asking and giving for check understand. The lesson closed with teacher asked to write the expression and given assignment to make a dialogue about expression check understand until the ring is bell.



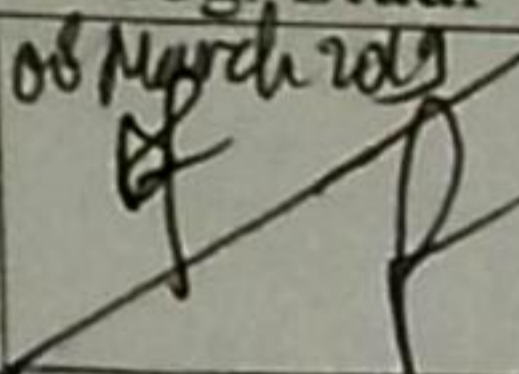

Kepada Yth: Bapak/Ibu Ketua dan Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat saya yang bertanda tangan dibawah ini

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NPM : 1502050275
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,62

Persetujuan Ket/Sekret Prog. Studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	Politeness Strategy Of Male And Female Teacher In EFL Classroom Interaction	
	An Analysis Student Method In Translating English Text Into Indonesia	
	Students Different Gender In Speaking Ability	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan.
Atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 5 Maret 2019
Hormat Pemohon

Nindy Lestari

Keterangan
Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang Bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nindy Lestari
NPM : 1502050275
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Politeness Strategy of Male and Female Teacher
in EFL Classroom Interaction

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd., M.Hum. *Acc 22/04-2019 PL*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 23 Maret 2019
Hormat Pemohon,

Nindy Lestari

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



Nomor : 924 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nindy Lestari
N P M : 1502050275
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Politeness Strategy of Male and Female Teacher in EFL Classroom Interaction.

Pembimbing : Pirman Ginting, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 17 Sya'ban 1440 H
02 April 2019 M
Dekan

Dr. H. Eka Nst, S.Pd, M.Pd. A
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Webside : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Nindy Lestari
N.P.M : 1502050275
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : Politeness Strategy of Male and Female Teacher in EFL Classroom Interaction

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juni 2019

Hormat saya

Yang membuat pernyataan,



Nindy Lestari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 4796 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 09 Dzulqaidah 1440 H
12 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 7 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Nindy Lestari
N P M : 1502050275
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Politeness Strategy of Male and Female Teacher in EFL Classroom Interaction.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN: 0115057302
FAKULTAS Keguruan dan Ilmu Pendidikan

** Pertinggal **



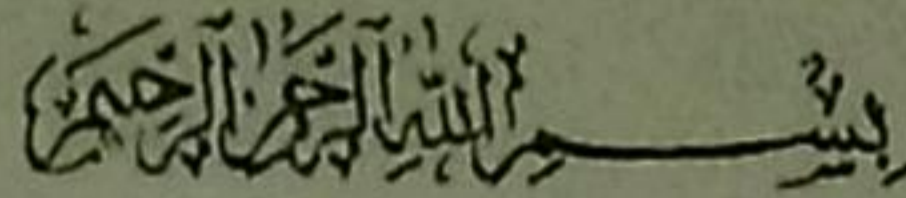
**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH MEDAN PERJUANGAN
SMP MUHAMMADIYAH 7**

Jl. Pelita II No. 3 - 5 Telp. 6621557 Sidorame Barat Medan

email : smpm7medan@gmail.com

SUMATERA UTARA

AGAM PENDIRIAN
1553/II-7/SU-71/1978



SURAT KETERANGAN TELAH MELAKSANAKAN RISET

No. 049 / KET / IV.4 / SMP / 2019

Kepala SMP Muhammadiyah 7 Medan menerangkan bahwa :

Nama : Syamsul Hidayat, S.Pd
Jabatan : Kepala Sekolah
Instansi : SMP Muhammadiyah 7 Medan
Alamat : Jalan Pelita II No. 3 -5 Medan

Dengan ini menerangkan bahwa :

Nama : Nindy Lestari
NIM : 1502050275
Bidang Study : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan riset yang dilaksanakan di SMP Muhammadiyah 7 Medan sesuai dengan surat dari Universitas Muhammadiyah Sumatera Utara (UMSU) pada tanggal 12 Juli 2019 guna penyusunan skripsi dengan judul riset "*Politeness Strategy of Male and Female Teacher in EFL Classroom Interaction*" yang dimulai sejak tanggal 22 Juli s/d 26 Agustus 2019.

Demikian surat ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Agustus 2019

Kepala SMP Muhammadiyah 7 Medan



Syamsul Hidayat, S.Pd

NKTAM : 804.365

*Pertinggal



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238

Website: <http://perpustakaan.umsu.ac.id>

SURAT KETERANGAN

Nomor: 3459../KET/II.9-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Nindy Lestari
NPM : 1502050275
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi : Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 18 Muharram 1441 H
18 September 2019 M

Kepala UPT Perpustakaan,



Muhammad Arifin, S.Pd, M.Pd

CURRICULUM VITAE

Name : Nindy Lestari

Register Number : 1502050275

Sex : Female

Religion : Moslem

Material status : Single

Place/ Date of birth : Kampung Teluk, February 11th 1998

Education :

- A. Elementary School : SDS Al-wasliyah 059 (2004-2009)
- B. Junior High School : SMP N 1 Bagan Sinembah (2009-2012)
- C. Senior High School : SMA N 1 Bagan Sinembah (2012-2015)
- D. Student of English Department of FKIP UMSU (2015-2019)

Father's name : Sudarto

Mother's name : Poni

Address : Jl. Jend. Ahmad Yani, Suka Rukun , Bagan Batu

E-mail : nindylestari1102@gmail.com

Medan, September 2019

Researcher

Nindy Lestari