

**TEACHER'S QUESTIONING AND ANSWERING POLITENESS
IN EFL CLASSROOM INTERACTION**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
for The Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

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This study aims to investigate teacher's politeness in questioning and answering strategies in EFL classroom interaction. It was conducted by applying descriptive qualitative research. The research data, then, were English teacher's utterances in questioning and answering. Those were collected through observation and interview techniques. The collected data were analyzed based on Sugiyono's analysis model (2017) including: (a) data collection, (b) data reduction, (c) data display, and (d) conclusion. The findings of the research reveal that all politeness strategies as proposed by were realized by the teacher, namely: Bald on Record (2,5%) in questioning and 0% in answering, Positive Politeness (37,5%) in questioning and 60% in answering, Negative Politeness (10%) in questioning and 0% in answering, and Off Record Politeness (50%) in questioning and 40% in answering. Subsequently, there were two politeness processes applied by teacher in questioning and answering activities, namely; direct and indirect politeness. In detail, polite direct questions and answers went to 45% and 57.5% sequentially. Meanwhile, the polite indirect questions and answers shared the same percentage at 50%. Regarding the reasons of using politeness strategies, they were as follows: (a) Bald on Record was used to say things without any minimization of the imposition toward the hearer since it did not attempt to minimize the threat to the hearer's face, (b) Positive Politeness was realized to avoid giving offense by highlighting friendliness, (c) Negative Politeness was to address negative face like threatening the hearer's negative face which wanted to have freedom of action, and (d) Off Record was to show that was not able to be blamed to have committed to a certain intention. So, it was concluded that all politeness strategies and processes of questioning and answering were applied by the English teacher in EFL classroom interaction.

Keywords: politeness, teacher's politeness in questioning and answering, classroom interaction

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CHAPTER I

INTRODUCTION

A. Background of the Study

Politeness in communication is the procedures, habits, or customs that generally exist in society. People live together in society and follow the norms that exist in society. In this community politeness is a strategy to avoid conflict and foster good relations or unity in social interaction. Talking about politeness in communicating, can not be separated from language which will be similar to a person's behavior in social interactions. Therefore, politeness is accepted code of ethics. Language politeness is an important side of educational methods. Mahmud (2018) asserts that politeness is a content that has a positive influence on the weather referred to in the learning method. Being polite or showing respect is more important than the shared meaning of the word.

Politeness strategy is an important concept in this case, because to achieve success in interacting, one must carry out important strategies to be polite. Often we do not generalize what form of politeness strategy to use in what situation and see the cultural differences that will be found. Something that is considered polite in one area is not necessarily considered polite in another, depending on the existence and norms of the area of origin of the language. Politeness occurs in communication in society, but the use of politeness strategies is different in societies that have different languages and cultures (Ardi et al., 2018).

In the language learning process, it was expected that the teacher plays the main role, because the learning process includes a series of actions taken between teacher and student from the reciprocal interactions that appear in the field of education. Teacher have a responsibility to teach polite language to students. Language teacher, play a very crucial role in English being a foreign language class. When communicating with students, teacher must speak politely and behave well. When students see a situation, the teacher is obliged to put a polite model on students. Politeness itself will be described as an image of teacher professionalism. The way the teacher conveys sentences and when communicating shows their language skills.

For students, teacher must be considered as good role models for students. According to Manik and Hutagaol (2015) in language learning, politeness refers to what teacher do after they talk to their students. The teacher is the main figure in education, although the education system is not the main focus, moral education chooses the teacher as the first example that must be followed. The Minister of Education and Culture stated that the politeness of Indonesian students is decreasing. This means that teacher is required to educate students. This applies to the 2013 curriculum which mainly focuses on building good character among students. Therefore, teacher is needed to include it in a foreign language. Every activity is accompanied by the use of polite language. Language is very important not only to encourage indications or actions. In learning English, politeness needs to be realized through teacher teaching. Although there

are differences in their usage, in English these words become important in communication.

In fact, in learning English in the EFL classroom interaction, a teacher often has problems when questioning and answering politely with students during the interaction process in the EFL classroom. Polite words are often lost when saying the words "Excuse me, Please, Sorry, Thank you as well as polite and simple words" that often go unnoticed and become a problem. This is often ignored by teacher when saying questioning sentences and moving away from students. Most of them spontaneously ask and answer questions without paying attention to the rules of using polite questioning and answering sentences. The politeness of language questioning and answering in the language learning process in EFL classroom interaction, must be considered carefully, because it will affect one's feelings of discomfort. Moreover in the classroom, communication will run well between the teacher and if there is such politeness. The teacher's speech in the EFL classroom interaction must reflect the politeness of the teacher and student language as quoted from Agustina and Cahyono (2016).

From the explanation shown above, this study was intended to determine the types of learning activities used in questioning and answering politeness in EFL classroom interaction, the types politeness strategies used in questioning and answering teacher's politeness in the language learning process English as a foreign language in classroom interaction and the reason teacher's perform such politeness.

B. Focus of the Study

This research was focused on the language politeness used in the classroom interaction. It concerned on English teacher's politeness in questioning and answering activities in the EFL classroom interaction.

C. Formulation of the Problem

Referring to the focus of the study above, the research problems were formulated as follows:

1. What types of politeness strategies were used by the English teacher in questioning and answering?
2. How were the English teacher realized the politeness?
3. Why did English teacher perform such politeness?

D. Objective of the Study

In line with the research problems above, the objectives were formulated below:

1. To find out the types of politeness strategies used by the English teacher in questioning and answering.
2. To describe the politeness realized by the English teacher in questioning and answering.
3. To elaborate the reasons of the English teacher in applying such politeness in the classroom interaction.

E. Significance of the Study

The findings of the study were expected to give some theoretical and practical advantages as elaborated below:

1. Theoretically, this research contributed as the reference to the analysis of teacher politeness in the process of learning English as a foreign language in the classroom interaction. It was to check the existence of politeness in questioning and answering the teacher during the process of learning English as foreign language in classroom interaction.
2. Practically, this study were useful for those in the followings:
 - a. For English teacher, realizing a better classroom interaction by applying politeness in questioning and answering activities.
 - b. For the students, practicing the more polite utterances in communication
 - c. For other researchers, giving the inspiration or motivation to do the next deeper analysis of teachers politeness.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Politeness

According to Brown and Levinson in Chaer (2010) the theory of language politeness revolves around the face or face in the "Self Image" which is general and always wants to be owned by every member of society. However, it also has to do with context. Context in speech acts is inseparable. According to Chaer (2010) briefly and in general, there are three rules that must be obeyed so that our speech sounds polite to the listener or our interlocutor. The three rules are (1) formality (2) indecisiveness, and (3) similarity or camaraderie. So according to Chaer (2010) in short it can be said that an utterance is called polite if it does not sound pushy or arrogant, it gives a choice of action to the interlocutor, and the interlocutor becomes happy. Language politeness is reflected in the procedures for communicating through verbal signs or language procedures.

Language politeness is a phenomenon with the focus of studies on realization of speech. Good manners are characterized by a method used to indicate intimacy with the face of others. Remember the concept of a face, Yule (2010) defines politeness "as showing awareness and consideration of other people's faces". Thus, each individual tends to have positive and negative faces that are expected to be recognized by the interlocutor. In human relationships, there are many surprising reactions that arise from the speaker, to

avoid misunderstandings and maintain the courtesy of coreponym that helps hope to save the actual difficulties.

Language politeness is a phenomenon that highlights language activity studies. Kedves (2013) states that the theory of Brown and Levinson was developed on two basic assumptions that everyone who interacted had face and public image that each member wanted to claim for himself. As for the two related aspects:

- Negative face: freedom of action and freedom from coercion.
- Positive face: consistent positive image or personality, desire is appreciated and approved.

Politeness is an expression of an act of coercion to imitate the facial threats made by a specific act of threatening faces against others (Mills, 2003). The purpose of politeness is to make all parties casual and comfortable with each other. The cultural standart can sometimes be manipulated to inflict shame on the designated party. Therefore being polite consists of trying to save another's face. There are several techniques to show politeness.

Based on the above theories, it was concluded that the realm of politeness refers to the study of interacting activities that a speaker performs with the other person, thus threatening and saving a negative face. Where this becomes one important aspect of critical thinking about politeness in the learning process interactions between teacher and student, so that all parties remain relaxed and comfortable when interacting with each other.

1.1. Types of Politeness Strategy

Manik and Hutagaol (2015) stated that politeness strategy is a way to convey speech acts as politely as possible. To achieve that, there are several strategies that are applied in certain contexts that are used by an individual in a particular community, especially in schools.

Manik and Hutagaol (2015) noted that when short relativists make higher demands on more distant relationships, they are more likely to use politeness strategies, and when high relativists make lower demands on closer relationships. A politeness strategy is a way to convey speech acts as politely as possible. To achieve that, there are several strategies that can be applied in a particular context used by an individual in a particular society. Peng, Xie and Cai (2014) state that in Brown and Levinson's theory formulate four politeness strategies and analyze four strategies, namely: a) bald-on record, b) positive politeness, c) negative politeness, and d) off record.

a) Bald on Record

Bald on record used in different situations because the speaker may have different motives for performing a face threatening act. This strategy is ranked as the most direct. This strategy refers to the expression of an action in the most direct way. It does not require the efforts of the speaker to reduce the impact of the FTA (face threatening act). In Bald on record strategy, the speaker does not take action to minimize the threat to the hearer's face. The reason for using it is that as long as the speaker (S) wants to do the FTA (face threatening

act) with any efficiency, it will be based on Brown and Levinson. Bald on record tends to surprise people to deal with, embarrass them, or make them feel a little uncomfortable.

Example: "Enter" and "Sit down!".

It is an example of bald on record , otherwise the speaker can ask the listener to do something.

Example: "Give me soy sauce!".

This strategy can surprise listeners, therefore this type of strategy is commonly found in people who know each other very well and are very comfortable with their environment, such as close friends and family members (Rosari, 2016). the following are sub-strategies of bald on record politeness:

1) Cases of non-minimization or advance threats

In this type maximum efficiency is very important and this is known to both speaker and hearer, so no face repair is required. In cases of extreme urgency or desperation, redress will actually reduce the urgency of the communication.

Example:

- A. Help! (Emergency state)
- B. Be careful!
- C. Your pants are on fire!

2) FTA-oriented live recording use case

It is oriented to the hearer face. Usually used in (1) greeting (outpost-greeting), where speaker insists that hearer can impose on its negative face; (2) the breakup, in which speaker insists that hearer can break in his face by talking

about the leave; and (3) supply, where speaker insists that hearer imposes a negative face on speaker.

Example:

- A. Come on in, don't hesitate, I'm not busy.
- B. Go (farewell)
- C. Sitting (offering)

b) Positive Politeness Strategy

Positive politeness emphasizes that the relationship between the speaker and listener is friendly and expresses group reciprocity to minimize the distance between them. Positive politeness responds to the desire for a positive face from the interaction or the desire for connection. In Brown and Levinson's view, positive politeness is considered less polite than negative politeness. An important function of positive politeness is to share some degree of intimacy with the listener. It can be thought of as a code or language of intimacy. This can be achieved in various ways, for example: the use of jokes or familiar terms, greetings used in forming group identity (Rosari, 2016). The following are sub-strategies of positive politeness:

- Strategy 1: Pay attention to the hearer (interests, wants, needs, goods).

Example: How beautiful this vase is! Where does it come from?

- Strategy 2: Exaggeration (interest, approval, sympathy with the hearer).

Example: What a beautiful garden you have!

- Strategy 3: Intensify the hearer's interest, make a good story, draw the listener as a participant in the conversation.

Example: I never imagined there were thousands of beautiful girls at Jim's party last night!

- Strategy 4: (Use identity markers in groups), address forms, language or dialect groups, jargon or slang, contractions and ellipsis.

Example: Bring me your dirty clothes to wash, Jhonny!

- Strategy 5: Seek agreement, repetition-agreement can also be emphasized by repeating part or all of what the speaker had previously said.

Example:

A: My tire went flat on the way home.

B: Oh my god, my tire went flat!

- Strategy 6: (Avoid disagreements), token agreements, pseudo-deals, white lies and hedging opinions.

Example:

A: That's where you live, Florida?

B: That's where I was born.

- Strategy 7: Supposing/raising/affirming similarities, gossip, small talk, point of view operations, presupposing manipulation.

Example: I have difficulty learning to drive.

- Strategy 8: Joke.

Example: Ok, if I handle those cookies now?

- Strategy 9: Confirm or assume the speaker's knowledge of paying attention to the hearer's wishes.

Example:

“I know you can't throw parties, but this one's really got to be good- come on!
(request a quote)”.

- Strategy 10: Offer a promise.

Example: I'll be dropping by next week.

- Strategy 11: be optimistic.

Example: “Look, I'm sure you won't mind if I remind you to do it tonight”.

- Strategy 12: Involve speakers and hearers in the activity.

Example: Let's have dinner, shall we?

- Strategy 13: Give (or ask for) a reason.

Example: Why not lend me your product for the weekend?

- Strategy 14: Assume or state reciprocity.

Example: I will give sugar to you if you give tea to me.

- Strategy 15: Give gifts to hearers (goods, sympathy, understanding, cooperation).

Example: I'm happy to hear about your cat.

c) Negative Politeness Strategy

According to Regita (2020) in Brown and Levinson's theory states that negative politeness as “the heart of respectful behavior” and it is “more” specific and focused. The function of this strategy is to minimize coercion on the hearer. It aims to create solidarity. Therefore, it automatically assumes that there may be some social distance or awkwardness in the situation. Using a hedge or question is an example of a negative politeness strategy. “I just want to ask you if I could

use your pen?” is an example of minimizing imposition (Rosari, 2016). The following are sub-strategies of the negative politeness strategy:

- Strategy 1: Indirect conventional.

Example: Can you provide salt?

- Strategy 2: Question, hedging. Don't assume that a hearer is capable or willing to comply with any action imposed on him.

Example: Won't you open the door? (which can be polished as 'I ask that you open the door')

- Strategy 3: Be pessimistic about the hearer's ability or willingness to comply with any action imposed on him.

Example: Can you jump over that five-foot fence?

- Strategy 4: Minimize coercion.

Example: I just wanted to ask if you could lend me one sheet of paper.

- Strategy 5: Give respect.

Example: Excuse me sir, but do you mind if I close window?

- Strategy 6: Apologize, acknowledge impingement, show reluctance, give exaggerated reasons, ask forgiveness.

Example: Sorry to bother you, do you know where american express office is?

- Strategy 7: Impersonalize the speaker and hearer, impersonal verbs, use the term as avoidance 'you'.

Example: I asked you to do this for me.

- Strategy 8: State FTA as a general rule.

Example:

- (a) Passengers are prohibited from flushing the toilet in carriage.
- (b) You are prohibited from flushing the toilet on the train.

- Strategy 9: Nominate to keep actors away and add formality.

Example:

- (a) You did well on the exam and we impressed well.
- (b) Your good performance in the exam impressed us profitable.

- Strategy 10: Listed as incurring debt, or not indebted a hearer.

Example: There will be no problem, I have to go there by the way.

d) Off Record Politeness Strategy

According to Regita (2020) in Brown and Levinson's theory stated that off record or indirect strategy is done to let the speaker know what is not clear communicative intention. This indicate if the speaker wants to avoid their responsibility to perform face-threatening actions, they can use strategy and let the hearer interpret the itended message. Not recorded only means a statement when someone's speech is not directly addressed to another or 'hint'. "Eh, I forgot my pen", meaning the speaker wants the intended hearer to lend a pen. The meaning of statement is not directly stated by the speaker and therefore the recipient needs to interpret the meaning (Rosari, 2016). The following are off record politeness sub strategies:

- Give a hint

The speaker says something but implicitly irrelevant, he listens to seek interpretations of possible relevance.

- Give association hint

The speaker (S) provides a related type of implicature that is triggered by the relevance of the given violence by mentioning something related to the action.

- Assuming

By implying something, the speaker focuses on listening to find the relevance of the presupposed previous event.

- Shrink

Speaker (S) played down what he really wanted to say. In the case of criticism, speaker avoids the lower points of the scale, and in the case of praise or recognition, speaker avoids the upper points.

- Exaggerating

Speaker exaggerate or choose a point scale that is higher than the actual situation or to make the situation important.

- Use tautology

Using the tautology strategy means that speaker encourages hearer to seek informative interpretations of non-informative utterances.

- Use contradiction

Strategy is done by stating contradictory things. Thus the speaker encourages the interlocutor to seek an interpretation. Strategy is done by stating contradictory things. Thus, it seems that speaker can not tell the truth, thus prompting hearer to seek an interpretation that reconciles the two contradictory proportions.

- Be ironic

By saying the opposite of what he meant, the speaker (S) could indirectly convey what he meant.

- Use metaphor

The speaker (S) uses metaphors and makes the hearer (H) interpret the meaning intended by himself.

- Use rhetorical questions

Speakers use linguistic expressions that are used to make requests or information made by those expressions. The use of this strategy is to ask questions whose answers will hang in the air and have implications for the implementation of FTA (face threatening act).

- Be ambiguous

The speaker (S) creates ambiguity of goals that can be achieved through metaphors and allows the hearer (H) to guess what he means.

- Be unclear

Speaker (S) may not record with the FTA (face threatening act) by being unclear about who the object of the FTA (face threatening act) is, or what the offence is.

- Overgeneralizing

This strategy is done by saying utterances that might make the vague object unrecorded, and then hearer has the choice to decide whether the general rules apply to him. The speaker does not provide clear information by saying something general.

- Switch hearer (H)

Speaker may not know who the target of his FTA (face threatening act) is, or he may pretend to convey the FTA (face threatening act) to someone he would not threaten and expect the real target to see.

- Incomplete using ellipsis

By deliberately not finishing the utterance by leaving the FTA (face threatening act) half done, speaker (S) can leave implicatures hanging in the air, just like a rhetorical question.

Based on the theories described above, it was concluded that, there are several politeness strategies ranging from Bald on record, positive politeness strategies, negative politeness strategies, off record. From each of these strategies there are many strategies that can be done, such as using positive politeness strategies, this strategy has several strategies that can be done when implementing these strategies. So that some of these strategies can make it easier to implement them directly. Likewise with the application of other politeness strategies, there are also several other strategies that can be done. So that the politeness process can run well or in accordance with what is happening in the existing situation and conditions. So, the politeness strategy is a process or step that can be taken in implementing a politeness in a language in an interaction.

1.2 The Processes of Politeness in Questioning and Answering

In some situations, asking is the same as asking someone for help, in this case as a special questioner the teacher asks the willingness of someone or students to answer. It means you need that person. As those who need help, you should be polite. The importance of knowing how to ask politely will be very

helpful in everyday interactions. In English, there are several rules related to asking questions. Two of them are the 5w + 1 H pattern and open and closed questions. In addition, the terms direct question and indirect question are also known. When you want to make a polite questioning sentence, direct and indirect can be used. Direct question, means a direct question sentence (Kenneth, 2019).

Example:

"Are you hungry?" or "Do you understand?"

The sentence pattern is like:

(Question word) + Auxiliary verb + Subject + Verb + Object?

However, the use of direct questions sometimes seems or sounds impolite, especially when they are not used by peers. However, there are ways to make direct questions sound polite. By adding the words "excuse me" and "pardon me". Place these two words in front of the direct question. The following are example of a polite direct question:

Example:

“ Pardon me, could you lend me that book ?”

“ Excuse me, could you help me to clean this white board?”

“ Would you lend me some books?”

The use of the word "please" at the end of direct interrogative sentences is also recommended to make the question more polite.

Example:

“Could you send this letter to the post office for me, please?”

For more formal situations, you can use the word "May".

The pronouns that usually accompany the word "May" are "I" and "We"

Indirect question means as an indirect question sentence. Asking with indirect questions is often practiced in formal situations or with new people and people who are respected. The use of indirect questions does not require the exchange of subject and verb. The following is the pattern of asking questions in the form of indirect questions:

Opening phrase + question word/"if/whether+ subject + auxiliary verb + main verb?

Example:

“ Do you think he will know all the answers?”

(Opening phrase + word verb + question word (if) + positive sentence)

“I wonder if you could show me how to fix my broken car”

Some of these plant phrases are also often used in indirect questions, namely:

“Could you tell me (...)”

“Do you know(...)”

“Do you have any idea (...)”

Of course, these questions also require answers and how to answer politely. From those types of questions, the way to answer is adjusted to how the type of question, a question that only requires an answer "yes or no" and questions that require answers in the form of "explanations". In this case, politeness in asking and answering becomes an important part of how the language spoken by the teacher when interacting in the classroom is adjusted how to make sentences asking questions and sentences answering politely. In the

process of learning English as a foreign language in classroom interaction, it requires teachers to develop politeness strategies to use various types of questions that allow class interaction and improve students' understanding of the target language by using polite languages.

From theories above, it was concluded that in the interaction of the English class as a foreign language, it is necessary to pay attention to politeness in the teacher's special language, where the politeness used by the teacher must really be considered both in conveying polite questioning and polite answering sentences must also be considered, because even in uttering polite questioning sentences, there are own criteria for how the sentence is. Likewise, the sentences are used to answer must pay attention to how the types of questions are submitted so that they can adapt to each other.

1.3 Reasons of Politeness Usage

Dewi (2015) state that there are several motives that cause a person to use politeness strategies when communicating with others. Usually this motive considers three elements, namely the social distance (D) of the speaker and the interlocutor, the relative power (p) between them and the absolute rank of imposition (R) in a particular culture. This means that a person must choose the right strategy according to what he is going to say and who is speaking.

a) Reasons for Using Bald on Record

The main reason is efficiency. Using this strategy, the speaker claims that ordering something is more important than satisfying the hearer's face. The

second reason is urgency and desperation. The third reason is to avoid misinterpretation on the hearer so that the speaker needs to convey his speech as clearly as possible in a brief manner. Fourth, the speaker uses to show the hearer that he doesn't care about the hearer's positive face, because he has a higher power or status than the hearer. The last one is to startle, embarrass, or make the hearer feel a little uncomfortable so that the hearer doesn't make a face-threatening act.

b) Reasons for Using Positive Politeness

The main reason is to meet the hearer's positive face. Here, he recognizes the desire of the hearer's positive face and he also has the same desire. Second, it minimizes the social distance and power between the speaker and the hearer so they can feel relaxed in the conversation. For example, teacher to students, bosses to employees, and so on. The last is to build intimacy, solidarity, and friendship among the participants who are involved in the conversation.

c) Reasons for Using Negative Politeness

Negative politeness is used to satisfy the hearer's negative face. Here the speaker realizes that the hearer does not want to be hindered or disturbed, so he tries to convey his speech formally to soften the respect and respect for the hearer. Usually used by speakers of lower status to hearers whose status is higher, such as students to teachers, teachers to principals and so on. The final

reason for social distancing and avoiding threats from advancing hearer intimacy.

d) Reasons for Using off Record

In off record, the speaker wants the hearer to interpret what he means. It is used to avoid unavoidable liability, responsibility for his actions. It is used to ask someone to do something indirectly to minimize the threat to the hearer.

In conclusion, in the use of language politeness, there are several motives or reasons that cause politeness to be used. In this case, every politeness needs to know the reasons for its use and why it is used. So the reason for using politeness that it can be interpreted as a cause and effect of every process of using language politeness that is used starting from bald on record, positive politeness, negative politeness, and off record politeness.

2. Politeness in Classroom Interaction

Brown as quoted in Ginting (2017) classroom interaction as communication between teacher and students in the classroom so that interaction is the heart of communicative competence. According to Celce (2016) classroom interaction is a two-way process between participants in process language, the teacher influences the students and vice versa. In a particular community such as a classroom, politeness must be applied because rudeness can create conflict between teachers and students, for example, the phenomenon described by Spencer-Oatey (2000). There was a Chinese teacher, whose students had threatened him in the face (embarrassed him) for complaining about

the teacher's teaching strategies. The students were not satisfied with the teacher's teaching strategy where almost all students felt uncomfortable while learning. As with other speech communities, the interaction process also occurs in the classroom through communication between each other.

Politeness as a strategy used in interacting is also important in classroom interaction. Politeness is a good behavior to show to students because the function of politeness is to make a good relationship and to save the hearer's face. Limberg, Sulu (2015) also indicated that politeness that grows in the classroom can encourage the birth of mutual understanding and harmonious relationships between teachers and students. Politeness also contributes to the realization of effective interactions and a friendly atmosphere in the classroom.

In summary, in the classroom interaction process there is a two-way process between participants in the process language, where in the language process there is a spoken language politeness process, where there are teachers and students who influence each other when delivering the language politeness process. And it was saw that it is necessary to pay attention to what kind of politeness strategies can be applied in class interaction, so that the class does not conflict with each other.

3. Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

The class will be a place for the interaction method that occurs between the coach and students this must be effective and polite. If the interaction in the classroom goes well, the knowledge conveyed by the teacher

will be well received by the students. Learning is essentially a process of regulating and managing the environment around students so that it can grow and encourage students to realize the learning process. This statement implies that learning activities are interactions between teachers and students. In this case, polite spoken English is what the teacher should apply to students and vice versa. Politeness of teachers to students can be done in language as an expression of the teacher not as a sign. Politeness is also used for class interactions Shofi'ah and Aimah (2017), politeness in interactions in foreign language classes aims to determine the principle of politeness in interactions in the English class as a foreign language class, see the use of politeness between teachers and students in English interaction as foreign language (EFL), Sundari (2017), found that teachers-student interactions were gender-related, and found that female teachers had more self-efficacy than male teachers. Obviously those claims are nothing but a set of hypotheses to be confirmed, they still need to be verified in more contexts of the English foreign language class.

In Indonesia, English is taught and studied as a foreign language. Many Indonesians use their native language as their first language (Rijal et al, 2019), use Indonesian as a second, and learn English as a third idiom. Although a leading international language has become a compulsory subject in secondary schools and universities, it is still a foreign language in Southeast Asia's largest country, especially Indonesia. This seems to reflect the difficulty of learning English as a foreign language here. To change this situation, it is undoubtedly necessary to be sensitive to all phenomena that occur when learning to teach

English as a foreign language, including those related to teacher politeness. Cansolo said that language teaching can be seen as a social environment of language and discourse communication communities, where interlocutors can use different language functions to build a communication system, and believes that interactions between teachers and students help the development of language skills of students and teachers, especially language politeness.

When you want to make a polite questioning sentence, direct and indirect can be used. Direct question, means a direct question sentence (Kenneth, 2019). Indirect question means as an indirect question sentence. Asking with indirect questions is often practiced in formal situations or with new people and people who are respected. Of course, these questions also require answers and how to answer polite. From those types of questions, the way to answer adjusted to how the type of question, a question that only requires an answer "yes or no" and questions that require answers in the form of "explanations". In this case, politeness in questioning and answering becomes an important part of how the language spoken by the teacher when interacting in the classroom adjusted how to make sentences questioning sentences and answering politely. In the process of learning English as a foreign language in classroom interaction, it requires teachers to develop politeness strategies to use various types of questions that allow class interaction and improve students' understanding of the target language by using polite languages.

In hence, the researcher inferred that the interaction in the classroom is a class where the interaction process between teacher and students occurs in a

learning and teaching process carried out by the teacher to students, in this case the delivery of the learning process that occurs in the interaction. In the class, of course, the pronunciation or delivery of material in the form of spoken English must pay attention to politeness in questioning and answering, where this must be exemplified and applied by the teacher to his students and vice versa. The politeness of the teacher's language is a form of expression from the teacher. From the politeness applied, it aims to find out the politeness principles used and see how the use of language politeness between teacher and students in the interaction of English as a foreign language. From politeness to language the teacher helps the language development of students and teachers in achieving a good communication, especially in the learning process environment and teaching English class as a foreign language.

B. Previous Study

Here are some studies presented as the result of observation which have been done by the previous researchers in the area. The first is a national journal conducted by Murni (2019) with the title 'The use of politeness strategies in the classroom context by English university students'. The findings from this study revealed that English students used different kinds of expressions to encode their politeness in the class. Those expressions were in the forms of greetings, thanking, addressing terms, apologizing, and fillers. There were also some terms derived from students' vernacular language which were used as a softening mechanism for their presentation. These expressions were categorized

as positive and negative politeness. The findings of this study might be used as an input for teachers and students in an effort to create effective classroom interaction.

The second is a Journal by Bernieke Anggita (2020) with the title 'Requesting and Refusing Politeness Expression Teacher's Instruction in Teaching Learning Process'. This research conducted to describe the request and refusal polite expression when teacher instruct students. The result of this research shows that there are three types of instructional activities; motivating students (1 expression), informing students of objective (1 expression), helping students recall prerequisites (1 expression), presenting information and example (1 expression) and providing practice and feedback (7 expressions). Teacher used four types of them, Bald on Record (4 expressions), Positive Politeness (16 expressions), Negative Politeness (6 expressions), and off- record (2 expressions). There are 3 expressions are polite requests and no impolite refusal.

And the last is a journal by Siti Hasibuan and Alinur (2021) with the title 'The Using of Politeness Strategies by Teachers to The Students' compliance in Elementary School'. This research is found that 1) the teachers used four maxims in their communication to the students. They are tact maxim, generosity maxim, approbation maxim and agreement maxim. It is not found that the teachers used modesty maxim and sympathy maxim. 2) The teachers were dominantly used tact maxim in their directive speech acts to the students. 3) Children pragmatic competence and positive emotions were the factors that affected the students' compliances to the teachers' polite utterances.

C. Conceptual Framework

Classroom could be a place of the interaction method that happens between a coach and students. It should be effective and polite. If within the classroom interaction runs well, the data that may be delivered by the teacher are going to be received by students well.

Learning is essentially a process, that is the process of regulating and organizing the surrounding environment of students so that it can grow and encourage students to realize the learning process. Achieve a specific goal with the student. In this case, polite spoken English is what the teacher should implement for the students, and vice versa. The attitude and courtesy of teacher's are very important when conducting learning activities inside and outside for questioning and answering in EFL classroom interaction. To make communication smooth and unimpeded, they should not be neglected. The teacher's politeness to students will be carried out in language as an expression of the teacher rather than as a gesture. In brief, the conceptual framework of this research is illustrated in the following figure.

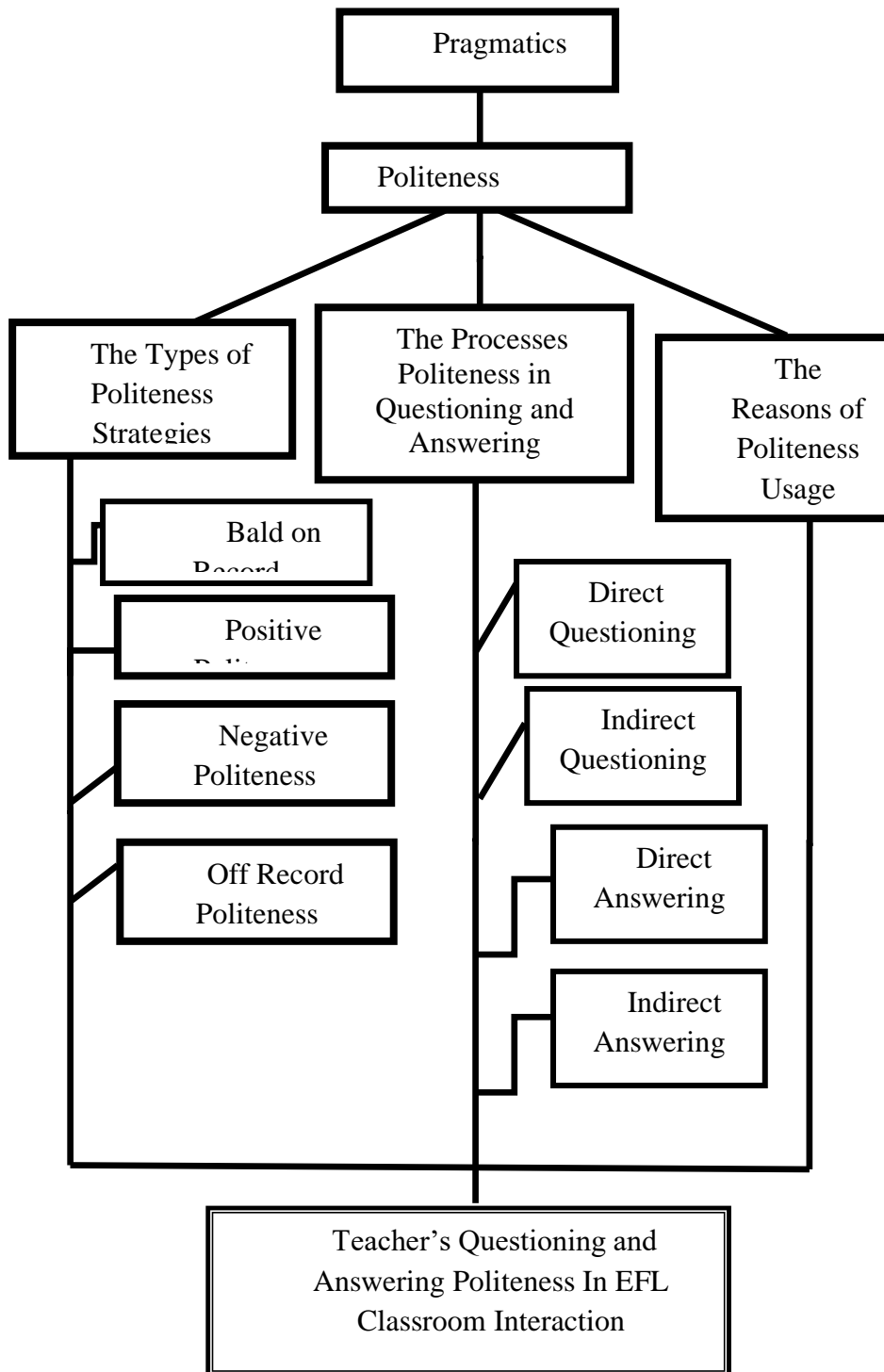


Figure 2.1 Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research applied with descriptive qualitative research by designed through case study that focuses on a single entity, such as an individual, a group, an organization, or a program. The purpose of this method is to systematically describe the facts and characteristics of a particular population or area, factually and accurately. As stated by Setiawati (2015), qualitative research is a research which has a purpose to understand the phenomenon of which has a purpose to understand the phenomenon of what is happening to the research subject. For example behavior, perceptions, motivation, act, and so on. Holistically, in a descriptive form of words and languages, in nature and specific contexts use various natural methods.

B. Data and Source of Data

The data of this research were the utterances of politeness in questioning and answering realized by the English teacher in the EFL classroom interaction at SMA Swasta Muhammadiyah 18 Sunggal of the 2021/2022 school year. This research was conducted starting from September 2nd until on October 2nd, 2021. This school is located on Jalan Sei Mencirim No. 60 Sunggal, North Sumatra.

C. Research Instrument

Since this study applied qualitative research, its instrument was the researcher herself as the key –instrument. In this case, the researcher performed and controlled all the activities regarding the research realization.

D. Technique of Data Collection

In collecting the data, the researcher applied observation and interview. In term of observation, it was made in form of participant observation to observe the real and factual conditions of the teaching and learning interaction in the classroom. Marshall (2018) states that through observation, the researchers learn about behavior and inherent meaning. Then, the interview conducted in this study was unstructured or open interview; the researcher did not use interview guidelines that had been arranged systematically and completely for data collection. The interview guide only outlined politeness problems of teacher's questioning and answering in EFL classroom interaction. Therefore, the steps of data collection were listed as follows:

- 1) Researcher communicated with the teacher to formulate the meeting schedule.
- 2) Researcher recorded directly the utterances of politeness in questioning and answering realized by the English teacher in the EFL classroom interaction.
- 3) Researcher interviewed the teacher regarding the utterances of politeness used.

- 4) After all the recording process, the transcript made in order to classify the data into their categories.
- 5) The categorized data were analyzed to find out the answers of the previous research problems.

E. Technique of Data Analysis

After collecting the data, those were analyzed by applying the steps of data analysis as proposed Sugiyono (2017) state that there are four steps in analyzing the data, as follows: (a) Data collection, (b) Data Reduction, (c) Data display, and (d) Conclusion. Each step explained briefly as follows:

a) Data Collection

The first step of data analysis were data collection. The researcher, it was collected data through observation and interview in the EFL classroom interaction. The data were collected through video recording and then transcribed into written form.

b) Data Reduction

The second step of data analysis were data reduction. The researcher forms data groups by selecting important things and classifying data based on problem statements. The researcher also makes a code by giving bold, italics, and underlining words or sentences in the transcript to find out what the teachers said included bald on record, positive politeness, negative politeness, and off record.

c) Data display

The third step of data analysis were data display. The researcher displays the data in tabular form and uses checkmarks to analyze the data so that it is easier to understand. Seeing the data view helps us understand what is happening and do something about it. In this research, the researcher used tables and checkmarks to display the most commonly used data in qualitative research.

d) Conclusion

The last step of data analysis were making conclusion. In this step, the researcher began to see what data they were, to classify them into the same code, and match it to the category of data analysis. Then the researcher continued to provide explanations and descriptions of the research data displayed. Finally, the researcher got the research findings and lead to formulating the conclusions.

F. Trustworthiness of the Study

This research required several ways to improve the validity of qualitative research data so that was able to be accounted and verified. According to Sugiyono (2017), in the qualitative study, there are 4 types of validity criteria, namely: (a) credibility, (b) transferability, (c) dependability, and (d) conformability.

a) Credibility

The credibility of the data were intended to cause the data collected according to the truth, there were several techniques to achieve credibility,

including triangulation, source, member checking, the extension of the researcher's presence in the field, peer discussions, and checking for the adequacy of references. Then, in this study, the researcher was did member check to achieve the credibility of this research. Member check is a strategy for the validity of the result. It was achieved by doing affirmation and explanation of the research data.

b) Transferability

In this study, transferability was useful as a question relating to the transfer value that can still be used in other situations. For researcher, the transfer value was very dependent on the user, so that the research used in different contexts in different social situations, the transfer value can still be justified. Then, to make other people can understand the results of this qualitative research; the researcher will possibly apply the results of the research. In compiling this study, the researcher gave a detailed, clear, systematic, and trustworthy description. Thus, the readers become clear about the results of this study, so they decided whether to apply the results of this study elsewhere or not.

c) Dependability

The researcher's interpretation and conclusion discussed with other people. In this case, it will be with the researcher's thesis consultants. The discussion had been done to examine the product from her point of view. The researcher was discussed the process, the data, and the result of her interpretation

about the teacher's questioning and answering politeness in EFL classroom interaction. All the activities were reviewed by paying attention to the consistency and reliability of the data and attempting for the dependability of the research.

d) Conformability

Testing conformability means testing the results of research related to the process carried out. If the research results were functioned of the research process carried out, then the research meets the conformability standards. Therefore, the researcher was conducted the conformability test together with the dependability test by the supervisor.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter the researcher depicted the research findings as the responses to the formulation of the problems expressed in the previous section. Those problems were: (1) what were the types of politeness strategies used by the English teacher in questioning and answering?, (2) (3) How did the English teacher apply the politeness?, and (3) Why did english teacher perform such politeness?

1. Types of Politeness Strategies Questioning and Answering used by English Teacher's in EFL Classroom Interaction

Theoretically, there are four politeness strategies in questioning and answering, namely: Bald on Record, Positive Politeness, Negative Politeness, and Off record as proposed by Brown and Levinson (1987). Based on the research data, all of the politeness strategies were realized by the teacher in EFL classroom interaction. To make it clearly, it was displayed in the Table 4.1 below.

Table 4.1
The Frequency and Percentage of Teacher's Politeness Strategies in Questioning and Answering in EFL Classroom Interaction

No	Types of Politeness Strategies	Questioning		Answering	
		Freq.	Percent.	Freq.	Percent.
1	Bald on Record	1	2,5%	0	0%
2	Positive politeness	15	37,5%	6	60%
3	Negative politeness	4	10%	0	0%
4	Off Record	20	50%	4	40%
Total		40	100%	10	100%

From Table 4.1 there were four types of politeness strategies realized by the English teacher in EFL classroom interaction. The dominant types of teacher's questioning politeness in EFL Classroom interaction was Off Record at 20 questioning with the percentage at 50%. It means that the teacher wants to avoid face-to-face actions and allow students to interpret the message. Meanwhile, from the types of teacher's answering politeness in EFL Classroom interaction, the dominant types of teacher's answering politeness in EFL Classroom interaction was Positive Politeness at 6 answering with the percentage at 60%. However, the types of teacher's answering politeness in EFL Classroom interaction was off record at 4 answering with the percentage at 40%. The second types of politeness strategy in questioning was Positive Politeness at 15 questioning (37,5%). Thirdly, it was followed by Negative Politeness strategy in questioning with 4 questioning (10%), and the types of answering politeness in EFL Classroom interaction, Negative Politeness didn't exist. Then, the next types of politeness strategy in questioning was Bald on Record with 1

questioning with the percentage at 2,5%, and the types of teacher's answering politeness in EFL Classroom interaction was Bald on Record didn't exist.

a. Bald on Record

Theoretically, Bald on Record is a strategy to convey the utterances in the most direct, clear, and unambiguous. It was found 1 utterances of Bald on Record used by an english teacher in EFL Classroom interaction. This types was appropriated with the data below:

Data 1

*Dialog 3 nak yang harus kamu kerjakan itu. Discuss at home! Kapan ini ya?Minggu depan kan ya?(students, dialogue 3 is your task. Discuss at home! When is this? It will be **next week**, right?)(TQP.26.BOR 26)*

Referring to the data above, it was the politeness strategy of Bald on Record. This strategy was indicated by the presence of a direct, clear and unambiguous question asked by the teacher. The directness of the question is represented by the word 'students' uttered by the teacher. In this case, by uttering such word, it means that the teacher directly spoke to the students. Then, the clearness of the teacher's question was marked by the words 'next week' that mean not last week. Also, the unambiguity of teacher's questioning was indicated by the same words of clearness aspect, namely 'next week'. Those words did not mean another week except the coming one. In addition, the clear and unambiguous question is also delivered by the meaning included in the

question itself that it was clear to where the task located and when it should be submitted.

b. Positive Politeness

This strategy used when the speaker relatively lower power which makes respect a person's need to be liked and understood. This types was described below:

Data 2

Okay, you look that, **your classmates are doing an english task**. She looks very confuse about her task. *So as a good friend, you want to offering help to your friend.* "What will you say to her?" (TQP.1.PP 1)

From the data above, the data were included in the Positive Politeness strategy. The use of sentence 'your classmates are doing an english task' that mean the speaker said something like that in order to intensify the listener's interest by creating a good story context so that it attracts listeners to get involved.

Data 3

Ooh.. kalau kamu tanyanya "May I help you mom?" tidak dikasi mamanya(ketawa) (Ooh.. if you ask "May I help you mom?" no mother gave (laughs))(TAP.1.PP 1).

The data were included in the Positive Politeness strategy. The use of sentence '*Ooh.. kalau kamu tanyanya "May I help you mom?" tidak dikasi mamanya(ketawa)* (Ooh.. if you ask "May I help you mom?" no mother gave

(laughs))’ it means that the speaker conveys what she wants to convey in the form of jokes that attract listeners.

c. Negative Politeness

Theoretically, this strategy recognized redressive action addresses to the addressee’s negative face. After the data were analyzed, it showed that the teacher is threatening the hearer’s negative face which wants to have freedom of action. It described as follow below:

Data 4

Have you eaten? (TQP.19.NP 19)

From the data above, the data were involved in the Negative Politeness. The use of sentence ‘have you eaten?’ it showed that the teacher minimize the threat and apply soften the utterances. However, the teacher redresses the seriousness to the students to pay deference which can be no misinterpretation, it can make the students respects to the teacher.

Data 5

Misalnya kayak di springbed ada gambar, maaf wanita sedikit dengan pakaian sedikit feminim kemudian tulisan comfort yakan? (For example, like on a spring bed there is a picture, **sorry**, a little woman in slightly feminine clothes and then it says comfort, right?) (TQP.5.NP 5)

Referring to the data above, it was the politeness strategy of sentence delivered so that the listener feels not threatened and the Negative Politeness. This strategy was indicated by the presence of word ‘sorry’ the speaker

explained information by using an apology strategy in the speaker feels more respected.

d. Off Record Politeness

Off Record strategy is a communicative action which has some purpose. Therefore, when speaker doing off record, it's didn't mean just give an information but the speaker has some purpose. Beside that, the language that use in off record strategy is indirect language. When the speaker uses this strategy, he/she would only give a clue, so the hearer must have to interpret itself. Some of data were described as follow below:

Data 6

Read and answer the following dialogue harmfully and then fill,
 “*Apa itu fill?* (Read and answer the following dialogue harmfully and then fill, **what are fill?**) (TQP.9.OR 9)

The data above was classified into off record strategy. It was saw from the use of sentence ‘what are fill?’ which means letting the listener interpret the meaning of what was asked and the answer gave, so that from this the listener didn't know the meaning directly.

Data 7

Cozy is comfort, *like a product* (TAP.9.OR 9)

The data above was classified into Off Record strategy. It was viewed from the use of sentence ‘like product’ here makes the listener ambiguous about what it means and how to explain it.

Data 8

Sophisticated? (TQP.32.OR 32)

The data above was indicated into off record. It was explained that the use of sentence ‘sophisticated’ it was incompleted to use the ellipsis by deliberately not finishing the utterance by leaving the FTA half-finished, the speaker can leave implicatures hanging in the air, such as a rhetorical question.

2. The Processes of Questioning and Answering Politeness by English Teacher’s in EFL Classroom Interaction

Based on data from observation and interview, it was viewed that the realization of politeness in questioning and answering teacher’s in EFL classroom interactions, requires teacher’s to develop politeness strategies by using various types of questions that allow classroom interaction and improve students’ understanding of the target language by using polite language. The method used by the teacher is to be friendly and welcoming to the student when questioning and answering in EFL classroom interaction, the teacher providing sufficient personal space to the students during the process of asking and answering in EFL classroom interaction, and providing knowledge and using appropriate language. Polite to students. This was used by the teacher to avoid talking behind his back and a way to be considered. In the process of realizing politeness in questioning and answering the teacher in EFL classroom interaction. The teacher experiences obtacles, when students did not want to listen to what the teacher said. But the teacher should try to get them interested

in the conversation, so that they only focus on activities questioning and answering the teacher during EFL classroom interaction. As for the data that took as evidence of the realization of politeness questioning and answering the teacher in EFL classroom interaction of the politeness utterances spoke by the teacher, some of them can be described, namely:

Table 4.2
The Frequency and Percentage of Process of Teacher's Politeness in Questioning and Answering in EFL Classroom Interaction

No	Process Teacher's Politeness	Questioning		Answering	
		Freq.	Percent.	Freq.	Percent.
1	Direct Polite	17	45%	5	50%
2	Indirect Polite	23	57,5%	5	50%
Total		40	100%	10	100%

From Table 4.2 there were 2 process of teacher's politeness in questioning and answering in EFL classroom interaction namely: direct polite and indirect polite. For direct polite in questioning at 17 (45%), and direct polite in answering at 5 (50%). Meanwhile, for indirect polite in questioning at 23 (57,5%), and indirect polite in answering at 5 (50%). The dominant process of teacher's politeness in EFL classroom interaction was indirect polite in questioning.

a. Polite Direct Question Sentence

Direct question, means a direct question sentence. The sentence pattern is like:

(Question word) + Auxiliary verb + Subject + Verb + Object?

However, the use of direct questions sometimes seems or sounds impolite, especially when they are not used by peers. However, there are ways to make direct questions sound polite. By adding the words "excuse me" and "pardon me". This category was appropriated with the data below:

Data 1

Who can help Alfariji? (TQP.5.DP 5)

Referring to the data above, it was detected from the use of sentence pattern of direct question. The use of sentence pattern of direct question was included in the polite direct question sentence. However, from the data, there are no additional words such as "please, excuse me, and may" because the teacher didn't say the direct question sentence to peers, but to the interlocutor who is not of the same age or younger.

b. Polite Indirect Question Sentence

Indirect question means as an indirect question sentence. Asking with indirect questions was practiced in formal situations or with new people and people who are respected. The following is the pattern of asking questions in the form of indirect questions:

Opening phrase + question word/"if/whether+ subject + auxiliary verb + main verb?

This category was exacted with the data below:

Data 2

Next Alfariji, you go to in the kitchen, you look your mom is busy at her working to make cake and at the time in little time, so you want to offer help to your mom to making cake in the kitchen. “What will you say to your mom, Alfariji?” (TQP.2 IP 2)

The data above was classified into a polite indirect question sentence.

The use sentences ‘Next Alfariji, you go to in the kitchen, you look your mom is busy at her working to make cake and at the time in little time, so you want to offer help to your mom to making cake in the kitchen. “What will you say to your mom, Alfariji?’ in which of those data claimed that an interrogative sentence begins with an opening phrase which is then followed by a question word, auxiliary verb, a positive sentence, so that this question sentence was included in that category polite indirect question.

Data 3

Kalau gak gini aja, kalian punya kelompok belajar nak?
(If not, do you have a study group, students?) (TAP.28.IP 28)

The data above was claimed into a polite indirect question sentence.

The use sentence ‘*Kalau gak gini aja, kalian punya kelompok belajar nak?* (If not, do you have a study group, students?)’ in which of those data claimed that an interrogative sentence begins with an opening phrase which is then followed by a question word, auxiliary verb, a positive sentence, so that this question sentence was included in that category polite indirect question.

c. Polite Direct Answer Sentence

In this section, the answer sentences were delivered directly, politely and accompanied by answer that require explanation and without explanation.

This category was involved with the data below:

Data 4

Ya. Itu tadi seperti yang dikatakan Zidan tadi, belum tentu mamanya mau kan atau menerima gitukan. (Yes. It was just like what Zidan said earlier, *it's not necessarily the mother who wants it or accepts it*) (TAP.2.DP 2)

From the data above was explained into polite direct answer sentence with explanation. The data '*Ya. Itu tadi seperti yang dikatakan Zidan tadi, belum tentu mamanya mau kan atau menerima gitukan* (Yes. It was just like what Zidan said earlier, *it's not necessarily the mother who wants it or accepts it*)' was classified into a direct answer sentence that requires polite explanation. Because the data was described a submitted answer that requires an explanation, not only 'yes or no'.

Data 5

Iya boleh (Yes you can) (TAP.7.DP 7)

From the data above was indicated into polite direct answer sentence. The data 'Yes you can' was described that answer sentences only answer yes or no without explaining anything.

d. Polite Indirect Answer Sentence

In this section, the answer sentences were delivered indirectly, politely and accompanied by answer that require explanation. Here are some data that can be seen below:

Data 6

Dialog satu ada ya titik-titik, kalau dialog dua kosong ya, dialog tiga ada tanda titik-titik ya. (Dialog one has dots, if dialogue two is empty, dialogue three has dots). (TAP.3.IP3)

Based on the data above, the data described into a polite indirect answer sentence, because the sentence pattern was accordance with the indirect politeness question sentence.

3. The Reasons of Questioning and Answering Politeness Strategies used by English Teacher's in EFL Classroom Interaction

Based on the data analyzed, politeness strategies used by an English teacher in EFL classroom interaction described relative power between teacher and the students. It means that the teacher appropriate with what she is going to say and to whom she speaks.

a. The Reason for Bald on Record Usage

Based on the classroom observation and interview were did by the researcher when the teacher taught in the classroom, the researcher found that she use bald on record as a direct way to say things without any minimization of

the imposition to ward, the hearer since it does not attempt to minimize the threat to the hearer's face.

b. The Reason for Positive Politeness Usage

Based on the classroom observation and interview were did by the researcher when the teacher taught in the classroom, the researcher found that she use positive politeness to avoid giving offense by highlighting friendliness. For example: "Ooh.. if you ask "May I help you mom?" no mother gave (laughs))(TAP.1.PP 1)."

c. The Reason for Negative Politeness Usage

Based on the classroom observation and interview were did by the researcher when the teacher taught in the classroom, the researcher found that she use negative politeness to realized by questioning and hedging, minimizing the imposition apologizing and staly the face threatening act as a general rule. For example: "like on a spring bed there is a picture, *sorry*, a little woman in slightly feminime clothes and then it says comfort, right?) (TQP.5.NP 5)."

d. The Reason for Off Record Politeness Usage

Based on the classroom observation and interview were did by the researcher when the teacher taught in the classroom, the researcher found that she use off record politeness because if a person goes off record, there is more than one possible intentions attributable to the speakers. For example: in "*Apa itu fill?*(Read and answer the following dialogue harmfully and then fill, **what are fill?**) (TQP.9.OR 9)"

B. Discussion

Regarding the research findings, there were some points to discuss. The first finding indicated that there were only four types of politeness strategy involved on questioning and answering teacher's politeness in EFL classroom interaction. The second research finding revealed that there were some process of apply politeness in EFL classroom interaction. And the third research finding revealed that there were some reasons for the politeness strategies was used in EFL classroom interaction.

Based on the first finding, there were four types that realized were Bald on Record, Positive Politeness, Negative Poiteness, and Off Record Politeness. The dominant types of teacher's questioning politeness in EFL Classroom interaction was Off Record at 20 questioning with the percentage at 50%. Meanwhile, from the types of teacher's answering politeness in EFL Classroom interaction, the dominant types of teacher's answering politeness in EFL Classroom interaction was Positive Politeness at 6 answering with the percentage at 60%. However, the types of teacher's answering politeness in EFL Classroom interaction was off record at 4 answering with the percentage at 40%. The second types of politeness strategy in questioning was Positive Politeness at 15 questioning (37,5%). Thirdly, it was followed by Negative Politeness stratetgy in questioning with 4 questioning (10%), and the types of answering politeness in EFL Classroom interaction, Negative Politeness didn't exist.

Referring to the second finding that there were two process for applying teacher's questioning politeness in EFL classroom interaction such as polite

direct question sentence, and polite indirect question sentences. The dominant types of teacher's questioning politeness in EFL Classroom interaction was Off Record at 20 questioning with the percentage at 50%. Meanwhile, from the types of teacher's answering politeness in EFL Classroom interaction, the dominant types of teacher's answering politeness in EFL Classroom interaction was Positive Politeness at 6 answering with the percentage at 60%. However, the types of teacher's answering politeness in EFL Classroom interaction was off record at 4 answering with the percentage at 40%. The second types of politeness strategy in questioning was Positive Politeness at 15 questioning (37,5%). Thirdly, it was followed by Negative Politeness strategy in questioning with 4 questioning (10%), and the types of answering politeness in EFL Classroom interaction, Negative Politeness didn't exist. Then, the next types of politeness strategy in questioning was Bald on Record with 1 questioning with the percentage at 2,5%, and the types of teacher's answering politeness in EFL Classroom interaction was Bald on Record didn't exist.

Thirdly, the finding that there were several reasons for politeness strategies usage. The use of questioning and answering politeness strategies by teacher's in EFL classroom interaction was very important to show our awareness of one's dignity in interacting and we should know that there are some indicators of language politeness. One of them is norms of indicators. So we must said things using the best language to someones, in other to they feel nice, they feel comfort with our speaking or with communication at the time.

Furthermore, this strategy succesful applied in the classroom interaction to know very well the character of the student.

This finding was nothing in common with this research finding of others. Beacuse as far as researcher read and searched for other people's research findings, the researcher was not found anything similar. So, this finding was pure from researcher own.

In brief, the researcher had been able to draw the conclusion that the study was not entirely in accordance with the theory that had been used by researcher. And this researh was also different from the results of other people's research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion, the results of this research showed some important points as follows:

- 1) All politeness strategies were experienced by the English teacher in questioning and answering in EFL classroom interaction with Off Record Politeness as the dominant type of questioning at 50% and Positive Politeness as the dominant type of answering at 60%.
- 2) There were two politeness processes applied by the teacher in questioning and answering activities, namely; direct and indirect politeness. Polite direct questions and answers went to 45% and 57.5% sequentially. Meanwhile, the polite indirect questions and answers shared the same percentage at 50%.
- 3) Regarding the reasons for using politeness strategies, the teacher owned her reason for each politeness strategy. In this case, different reasons went to different politeness strategies.

B. Suggestion

Referring to the conclusions above, the researcher offered some suggestions listed below:

- 1) For english teachers, this research can be used as references to help in questioning and answering (interaction) in accordance with the rules and theories that apply in questioning and answering politeness in classroom interaction.
- 2) For students, this research can be as a guidance to help them using polite expressions in using English especially when they want to ask or answer question in EFL classroom and learn about the meaning behind the sentence.
- 3) For the other researchers, this research can give an inspiration and motivation to do the next deeper analysis of teacher's questioning and answering politeness.

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Appendix 1

Types and Processes of Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

No	Teacher's Questioning Politeness	Teacher's Answering Politeness	Types of Questioning and answering Politeness Strategies								The Processes of Politeness in Questioning and Answering				Code
			Bald on Record		Positive Politeness		Negative Politeness		Off Record		Direct Polite		Indirect Polite		
			TQ	TA	TQ	TA	TQ	TA	TQ	TA	TQ	TA	TQ	TA	
1	Okay, you look that, your classmates are doing an English task. She looks very confuse about her task. So as a good friend, you want to offering help to your friend. "What will you	<i>Ooh.. kalau kamu tanyanya "May I help you mom?" tidak dikasi mamanya(ketawa) (Ooh.. if you ask "May I help you mom?" no mother gave (laughs))</i>			✓	✓							✓	✓	TQP.1.PP 1 TAP.1.PP 1 TQP.1.IP 1 TAP.1.IP 1

	<i>say to her?"</i>														
2	Next Alfariji, you go to in the kitchen, you look your mom is busy at her working to make a cake and at the time in little time, so you want to offer help to your mom to make cake in the kitchen. "What will you say to your mom, Alfariji?"	<p><i>Ya. Itu tadi seperti yang dikatakan Zidan tadi, belum tentu mamanya mau kan atau menerima gitukan</i></p> <p>(Yes. It was just like what Zidan said earlier, it's not necessarily the mother who wants it or accepts it.)</p>			✓	✓							✓	✓	<p>TQP.2.PP 2 TAP.2.PP 2 TQP.2.IP 2 TAP.2.IP2</p>
3	<i>What is your mom doing?</i>	<p><i>Dialog satu ada ya titik-titik,kalau dialog dua kosong ya, dilaog tiga ada tanda titik-titik ya.</i></p> <p><i>(Dialogue one has dots, if dialogue two is empty, dialogue three has dots).</i></p>			✓	✓					✓	✓			<p>TQP.3.PP3 TAP.3.PP3 TQP.3.DP3 TAP.3.DP 3</p>

4	Your mom is making cake. So “What will you say to offering your help to your mom?”	<i>Hah. Rekreasi (ketawa), bukan ya.. rekreasi itu sama kayak piknik.</i> <i>(Hah. Recreation (laughs), isn't it... recreation is like a picnic).</i>			✓	✓							✓	✓	TQP.4.PP 4 TAP.4.PP 4 TQP.4.IP4 TAP.4.IP4
5	Who can help Alfariji?	<i>No..no..</i>			✓					✓	✓	✓			TQP.5.PP 5 TAP.5.OR 5 TQP.5.DP5 TAP.5.DP 5
6	Alfariji go to his kitchen. He look that his mom is there. His mom is making cake. As a good child, he want to offer help to his mom. <i>Kira-kira kalau your position sebagai Alfariji, “What will you say to offering your help to your mom?”</i>	<i>Yes. Past participle</i>			✓					✓		✓	✓		TQP.6.PP 6 TAP.6.OR 6 TQP.6.IP 6 TAP.6.DP 6

7	<p><i>Oh, okay, let me help make mama's cake! Alfariji gitu kira-kira?</i></p> <p>(oh, okay, let me help to make mom's cake!)</p>	<p><i>Iya boleh</i></p> <p><i>(Yes you can)</i></p>			✓					✓	✓	✓			<p>TQP.7.PP 7 TAP.7.OR 7 TQP.7.DP 7 TAP.7.DP 7</p>
8	<p>Your daddy is very caring of his car in garage. Actually, you are interested to be attended, but at the little time, you just want to help your papa, your father to repair his car. So <i>“What will you say to offer your help to your daddy?”</i></p>	<p>Not strong, stroll, <i>lihat bukunya nak!</i></p> <p>(Not strong, stroll, <i>Look at book students!</i>)</p>			✓	✓						✓	✓		<p>TQP.8.PP 8 TAP.8.PP8 TQP.8.DP 8 TAP.8.DP 8</p>
9	<p>Read and answer the following dialogue harmfully and then fill, <i>“Apa itu</i></p>	<p><i>Cozy itu comfort, seperti produk.</i></p> <p>(Cozy is comfort, <i>like a product</i>)</p>							✓	✓		✓	✓		<p>TQP.9.OR 9 TAP.9.OR 9 TQP.9.IP 9 TAP.9.IP9</p>

	<p><i>fill?</i></p> <p>(Read and answer the following dialogue harmfully and then fill, what are fill?)</p>														
10	<p>Fill the blanks. “Blanks itu apa?”</p> <p>(Fill the blanks. “What are blanks?”</p>	<p>Yap.. jalan-jalan emang berjalan, berjalan bukan berarti berjalan-jalan. (Yap.. the streets are walking, walking does not mean walking).</p>					✓		✓				✓	✓	<p>TQP.10.OR 10 TAP.10.PP10 TQP.10.IP10 TAP.10.IP 10</p>
11	<p>Isilah titik-titik,disini ada titik-titik, disitu apa?</p> <p>(Fill in the blanks, here are the dots, what are there? Look at the book!)</p>												✓		<p>TQP.11.PP 11 TQP.11.IP 11</p>

12	<p><i>Maher zain itu siapa?</i></p> <p><i>(Who is Maher Zain?)</i></p>								✓		✓				<p>TQP.12.OR 12</p> <p>TQP.12.DP 12</p>
13	<p>Who is he?</p>								✓		✓				<p>TQP.13.OR 13</p> <p>TQP.13.DP13</p>
14	<p>Singer from indonesia?</p>								✓		✓				<p>TQP.14.OR 14</p> <p>TQP.14.DP14</p>
15	<p>What song do you like that?</p>				✓						✓				<p>TQP.15.PP 15</p> <p>TQP.15.DP 15</p>
16	<p><i>Insyallah, apa itu insyaallah?</i></p> <p><i>Mengapa Anda insyaallah-insyaallah? Apa insyaallah?</i></p> <p><i>(Insyallah, what is insyaallah? Why you insyaallah-insyaallah? What's insyaallah?)</i></p>												✓		<p>TQP.16.PP 16</p> <p>TQP.16.DP16</p>
17	<p><i>Apa itu go</i></p>								✓		✓				TQP.17.OR 17

	around? (What is go around?)																	TQP.17.DP 17
18	Have you heard, lets news about our school? <i>Kira-kira itu apa artinya ya?</i> (Have you heard, lets news about our school? <i>Roughly, what does it mean?</i>)				✓								✓					TQP.18.PP 18 TQP.18.IP 18
19	<i>Sudahkah kamu makan?</i> (Have you eaten?)						✓						✓					TQP.19.NP 19 TQ.19.DP 19
20	<i>Kalau sudahkah atau apakah kamu sudah selesai, sudahkah kamu selesai?</i> (If you have or <i>are you done, are you done?</i>)				✓								✓					TQP.20.PP 20 TQP.20.IP 20

21	Sudahkah kamu mengerjakan? <i>(Have you done?)</i>						✓				✓				TQP.21.NP 21 TQP.21.DP 21
22	Sudahkah kamu mendapat? <i>(Have you got?)</i>						✓				✓				TQP.22.NP 22 TQP.22.DP 22
23	Get?								✓				✓		TQP.23.OR 23 TQP.23.IP 23
24	Get kata kerja ketiganya apa? <i>(Get,What is the third form verb of get?)</i>								✓				✓		TQP.24.OR24 TQP.24.IP
25	Yeah.. have you got? Have you bought?								✓				✓		TQP.25.OR 25 TQP.25.IP25
26	Dialog 3 nak,yang harus kamu kerjakan itu, disscuss at home! Kapan ini ya? Minggu depan kannya? (Students, Dialogue 3 is your		✓										✓		TQP.26.BOR 26 TQP.26.DP 26

	work. Discuss at home! When is this? It will be next week, right?													
27	<i>Trip ini apa artinya ya?</i> (What does this trip mean?)							✓		✓				TQP.27.OR 27 TQP.27.DP 27
28	<i>Kalau gak gini aja, kalian punya kelompok belajarnya?</i> (If not, do you have a study group, students?)				✓							✓		TQP.28.PP 28 TQP.28.IP 28
29	Produce ?							✓				✓		TQP.29.OR 29 TQP.29.IP 29
30	Cozy?							✓				✓		TQP.30.OR 30 TQP.30.IP 30
31	Pleasure time?							✓				✓		TQP.31.OR 31 TQP.31.IP 31
32	Sophisticated?							✓				✓		TQP.32.OR 32 TQP.32.IP 32
33	<i>Jalan-jalan itu walknya? Atau walking-walking? Jalan-jalan itu</i>				✓							✓		TQP.33.PP 33 TQP.33.IP 33

	<p><i>artinya apa ya? Apa jalan-jalannya begini?(sambil praktek)</i> (The streets are the walk? Or walking? What does walking mean? What are the ways like this? (while practicing))</p>													
34	<p><i>kalau gaduh sekali, riuh sekali apa? (if it's very noisy, what's so noisy?)</i></p>							✓					✓	<p>TQP.34.OR 34 TQP.34.IP 34</p>
35	<p><i>Misalnya kayak di springbed ada gambar, maaf wanita sedikit dengan pakaian sedikit feminim kemudian tulisan comfort yakan?</i> (For example, like on a spring bed there is a picture, sorry, a little woman in slightly</p>							✓					✓	<p>TQP.35.NP 35 TQP.35.IP 35</p>

	feminine clothes and then it says comfort, right?)														
36	<i>Kalau lepas landas apa ya?</i> <i>(what if it take off?)</i>							✓					✓		TQP.36.OR 36 TQ.36.IP 36
37	<i>terus kalau landing?</i> <i>(what if you land?)</i>							✓					✓		TQP.37.OR 37 TQP.37.IP
38	assemble apa? <i>(what is assemble?)</i>							✓		✓					TQP.38.OR 38 TQP.38.DP 38
39	<i>Dibandara itukan biasanya ada tulisan "Departure" apa itu?</i> (At the airport there is usually the words "Departure" what is it?)							✓					✓		TQP.39.OR 39 TQP.39.IP 39
40	Produce <i>ini adalah</i> <i>(Produce this is?)</i>							✓		✓					TQP.40.OR 40 TQP.40.DP 40

NOTE:

TQP = Teacher's Questioning Politeness

TAP = Teacher's Answering Politeness

BOR = Bald On Record

PP = Positive Politeness

NP = Negative Politeness

OR = Off Record

TQ = Teacher's Questioning

TA = Teacher's Answering

IP = Indirect Polite

DP = Direct Polite

Appendix 2

Questionnaires on the Teacher's Language Politeness as adapted from Wulandari (2012)

No	Researcher's Questionare Items	Teacher's Responses	Code
1	In your opinion Mam, what is language politeness?	I think language politeness can be defined as the way in which language is employed in one conversation and it can create a personal relationship base one culture.	Q.1.TR.1
2	How should a teacher express language politeness in EFL classroom interaction especially for questioning and answering?	a teacher can express all the show politeness in EFL classroom interaction by a good manner habits such as first, can be friendly and appociable those students, second, we can give other people for enough personal space, and the third, we don't need tell everything you know, and then as a teacher, you can use polite language, and the last, we can give students a knowledge there accomplishment.	Q.2.TR.2
3	What is the purpose of expressing politeness in questioning and answering in EFL classroom interaction?	as we know that a positive politeness is face saving act which concern with persons positive face and intend to show the solidarity emphasizes both speaker and hearer on the same thing. So I think, the purpose of expressing politeness in questioning and answering in EFL classroom interaction is able to create and uphold interpersonal relationship and to comply with the role for what society or one culture.	Q.3.TR.3
4	Why is it important to apply language	if we talk about why it is important to apply language	Q.4.TR.4

	<p>politeness in questioning and answering in EFL classroom interaction?</p>	<p>politeness in questioning and answering in EFL classroom interaction, of course politeness in language is very important aspect of communication I think, this can be referred to as tact normally conversation works base it both parties are corporately. This involves among other things avoidings speaking or behind in the tapes and considered manner.</p>	
5	<p>Are there any obstacles that Ma'am face in applying language politeness in questioning and answering in EFL classroom interaction?</p>	<p>of course, sometimes I got obstacles, when the student have not desires to hear about what I had said. Yaph.. but i should try to make them to be interested at my speakings</p>	<p>Q.5.TR.5</p>
6	<p>From the observation, there are several types of language politeness that Ma'am use in questioning and answering. For example, why you use bald on record, positive politeness, negative politeness, and off record. What are the reasons Ma'am use all of them? Can you explain one by one Ma'am?</p>	<p>as we know that there four types of language politeness in questioning and answering interactions. During teaching communicating I used them all, because, it is very important to show our awareness of one's position/dignity in interacting and we should know that there are indicators of language politeness. One of them is norms of interaction.</p> <p>Bald on record, it is a direct way to say things without any minimization of the imposition to ward the hearer since it does not attempt to minimize the threat to the hearer's face.</p> <p>Negative politeness strategies is realized by questioning and hedging,minimizing theimposition apologizing and staly the face threatening act as a general rule. For example we give one answer, I don't know about it.</p> <p>Positive politeness is intended to avoid giving offense by</p>	<p>Q.6.TR.6</p>

		<p>highlighting friendliness. For example: when we stand up to greet guest as they enter a room and we keep our elbow off the table during dinner.</p> <p>Off record politeness, if a person goes off recor, there is more than one possible intentions attributable to the speakers. For example: in one condition, I'm sotired. A cup of coffee would help. I can not be blamed to have commited to a certain intention.</p>	
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NOTE:

Q = Questionare

TR = Teacher Response




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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

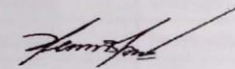
Nama Mahasiswa : Siti Asyari
NPM : 1702050043
Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Teacher's Questioning and Answering Politeness in EFL Classroom Interaction	Acc  26-03-2021

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, 26 Maret 2021

Disetujui oleh
Dosen Pembimbing



(Yenni Hasnah, S.Pd., M.Hum.)

Hormat Pemohon



(Siti Asyari)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
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Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

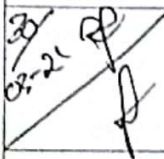

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Siti Asyari
NPM : 1702050043
Program Studi : Pendidikan Bahasa Inggris

IPK = 3,68

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Teacher's Questioning and Answering Politeness in EFL Classroom Interaction	
	Students' High Order Thinking Skill in Answering Reading Questions of English Textbook Grade X	
	Representation and Commodification of Female Characters in The Horror Movie " Annabelle Comes Home 2019 "	

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

Medan, 26 Maret 2021

Hormat Pemohon



Siti Asyari

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Siti Asyari
NPM : 1702050043
ProgramStudi : Pendidikan Bahasa Inggris

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

Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yenni Hasnah, S.Pd., M.Hum.

ACC 04-2021

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, 26 Maret 2021
Hormat Pemohon,

Siti Asyari

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Prodi
 - Untuk Mahasiswa yang bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 879 /II.3/UMSU-02/F/2021
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 : Siti Asyari
N P M : 1702050043
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Pembimbing : Yenni Hasnah. 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 : 6 April 2022

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dikeluarkan pada Tanggal :
Medan, 23 Sya'ban 1442 H
06 April 2021 M



Dekan

Prof. Dr. H. Hfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

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



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Siti Asyari
NPM : 1702050043
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Tanggal	Deskripsi Hasil Bimbingan Proposal	TandaTangan
08-03-2021	Consulting research title	/
26-03-2021	Approving research title	/
10-04-2021	Chapter 1	/
03-05-2021	Chapter 1-3	/
26-05-2021	Chapter 1-3	/
22-06-2021	Table of contents, chapter 1-3 & references	/
02-08-2021	Table of contents, chapter 1-3 & references	/
12-08-2021	Giving agreement to have seminar	/

Medan, 12 Agustus 2021

Diketahui Oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Yenni Hasnah, S.Pd., M.Hum.)



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

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Lengkap : Siti Asyari
NPM : 1702050043
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari : Selasa
Tanggal : 24 Agustus 2021
Judul : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik, kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal : 24 Agustus 2021

Wassalam
Ketua Program studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum.



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

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata-1 bagi :

Nama Lengkap : Siti Asyari
NPM : 1702050043
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Yenni Hasnah, S.Pd., M.Hum.



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

**BERITA ACARA SEMINAR PROPOSAL
PRODI PENDIDIKAN BAHASA INGGRIS**

Pada hari ini Sabtu tanggal 24 Agustus 2021 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Mahasiswa : Siti Asyari
NPM : 1702050043
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

No.	Masukan / Saran
JUDUL	Teacher's Questioning and Answering Politeness in EFL Classsroom Interaction
BAB I	Background of the Study
BAB II	Theoretical Framework
BAB III	Research Design
LAINNYA	
KESIMPULAN	() Disetujui () Ditolak (√) Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Ambar Wulan Sari, S.Pd, M.Pd.

Medan, 24 Agustus 2021

Dosen Pembimbing

Yenni Hasnah, S.Pd, M.Hum.

PANITIA PELAKSANA

Ketua

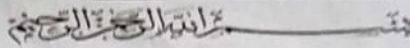
Mandra Saragih, S.Pd., M.Hum.

Sekretaris

Pirman Ginting, S.Pd., M.Hum



SURAT PERNYATAAN



Assalamu'alaikum Warahmatullahi Wabarakaatuh

Saya yang bertandatangan dibawah ini :

Nama : Siti Asyari
N P M : 1702050043
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas 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, 24 Agustus 2021

Hormat saya
Yang membuat pernyataan



(Siti Asyari)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S-Pd, M.Hum



UMSU

Unggul, Cerdas, Terpercaya

Bila menjawab surat ini, agar disebutkan nomor dan Tanggal

**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://www.umsu.ac.id> E-mail : rektor@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

Nomor : 1991/II.3-AU/UMSU-02/F/2021
Lamp : ----
Hal : Permohonan Riset Mahasiswa

Medan, 23 Muharram 1443 H
1 September 2021 M

Kepada Yth, Bapak Kepala Sekolah
SMA Swasta Muhammadiyah 18 Sunggal
Di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr, Wb.

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 tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Siti Asyari
N P M : 1702050043
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin



Dekan

Prof. Dr. H. Elfrianto Nst, M.Pd
0115057302

Pertinggal



SMA MUHAMMADIYAH 18 SUNGGAL

NSS : 304070103145

NPSN : 10214128

NIS : 300250

Alamat : Jln. Sei Mencirim No. 60 Medan Krio 20352 Telp. 061-42561071

KEC. SUNGGAL KAB. DELI SERDANG

SURAT KETERANGAN PENELITIAN

No: 076/A.U/F/SMA.M.18/2021


Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 18 Sunggal Kabupaten Deli Serdang Dengan ini menerangkan bahwa :

Nama	: SITI ASYARI
NPM	: 1702050043
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Bahwa nama tersebut diatas telah melakukan Penelitian pada Sekolah SMA Muhammadiyah 18 Sunggal.

Demikian Surat Keterangan ini dikeluarkan dengan sebenarnya dan untuk dapat di pergunakan seperlunya.

Sunggal, 07 Oktober 2021

Kepala Sekolah

Mihar Adetina Tanjung, S.Pd
1306743



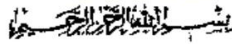
MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN

Alamat : Jalan Kapten Mukhtar Basri No.3 Telp. 6624567 –Ext. 113 Medan 20238
Website : <http://perpustakaan.umsu.ac.id> Email : perpustakaan@umsu.ac.id

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN

Nomor :2468/KET/II.3-AU/UMSU-P/M/2021



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

Nama : Siti Asyari
NPM : 1702050043
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris

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

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 07 Rabiul Awal 1443 H.
13 Oktober 2021 M

UMSU
Unggul | Cerdas | Terampil



Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M.Pd



UMSU

**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.umstu.ac.id> Email: fkip@umstu.ac.id



**BERITA ACARA BIMBINGAN
SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera
Utara Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Siti Asyari
N.P.M : 1702050043
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher's Questioning and Answering Politeness in EFL Classroom Interaction

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
07-09-2021	Research Data	
08-09-2021	Research Data	
05-10-2021	Research Data Display	
06-10-2021	Chapter IV	
08-10-2021	Abstract, Acknowledgements, Table of Contents, Chapter I-V	
11-10-2021	Abstract, Acknowledgements, Table of Contents, Chapter I-V	
12-10-2021	Abstract, Chapter IV-V, Appendix	
13-10-2021	Ratifying thesis to proceed on the green table exam	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Medan, 13 Oktober 2021

Dosen Pembimbing

(Yenni Hasnah, S.Pd, M.Hum)

CURRICULUM VITAE

I. Personal Detail

Name : Siti Asyari
Place/Date of Birth : Medan/ August 21, 1999
NPM : 1702050043
Majoring : English Education
Gender : Female
Religion : Moslem
Status : Single
Address : JL. Serasi Dusun XII Konggo Kongsi
Phone/Number : 082370658175
Email : sitiasyari04@gmail.com

II. Formal Education

2006-2011 : SDN 10191 Pantumbak
2011-2014 : SMPN 4 Satu Atap Sunggal
2014-2017 : SMAS Muhammadiyah 18 Sunggal, Sei Mencirim
2017-2021 : Students of English, Department of FKIP UMSU

III. Hobbies

I have many hobbies, especially in the field of editing, taking pictures, traveling, and one of my favorite hobbies is travelling.

IV. Personality

I'm Friendly, communicative, discipline, honest and responsible also good attitude.