THE USE OF POLITENESS BY STUDENTS DURING DISCUSSION SESSION IN EFL CLASS

(A Descriptive Qualitative Study in Fifth Semester of English Department of IAIN Bengkulu, Academic Year 2018/2019)

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*

in English Education Program

By :
AULIA ARIFANI MILADESIA
1416232930

ENGLISH EDUCATION STUDY PROGRAM

ISLAMIC EDUCATION AND TADRIS FACULTY

THE STATE INSTITUTE OF ISLAMIC STUDIES OF BENGKULU

2019

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51171 Fax. (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **"The Use of Politeness by Students during Discussion Session in EFL Class (A Descriptive Qualitative Study in Fifth Semester of English Department of IAIN Bengkulu, Academic Year 2018/2019)"** by **AULIA ARIFANI MILADESIA (1416232930)** has been approved by the board of Thesis Examiners as the requirement of the degree of Sarjana Pendidikan in English Education.

Chairman
Dr. Irwan Satria, M.Pd.
NIP 197407182003121004

Secretary
Heny Friantary, M.Pd.
NIP 198508022015032002

Examiner I
Risnawati, M.Pd.
NIP 197405231999032002

Examiner II
Fera Zasrianita, M.Pd.
NIP 197902172009122003

Bengkulu, January 2019
Approved by the Dean of
Tarbiyah and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd.
NIP 196903081996031005

PRONOUNCEMENT

Name   : Aulia Arifani Miladesia
SRN   : 1416232930
Study Program : English Education Program
Faculty   : Islamic Education and Tadris Faculty

I hereby sincerely state that the thesis titled "The Use of Politeness by Students during Discussion Session in EFL Class (A Descriptive Qualitative Research of the Fifth Semester of English Department of IAIN Bengkulu Academic Year 2018/2019)" is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in the bibliography. If later proves that my thesis had discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, January 2019

Stated by,

Aulia Arifani Miladesia
NIM 1416232930

4

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51171 Fax. (0736) 51171 Bengkulu

ADVISOR SHEET

Subject   : Thesis of Aulia Arifani Miladesia

NIM   : 1416232930

To   : The Dean of Islamic Education and Language Faculty

      IAIN Bengkulu

      in Bengkulu

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary, herewith, as advisors we state that the thesis proposal of

Name   : Aulia Arifani Miladesia

NIM   : 1416232930

Title   : THE USE OF POLITENESS BY STUDENTS DURING DISCUSSION SESSION IN EFL CLASS (A Descriptive Qualitative Study in Fifth Semester of English Department of IAIN Bengkulu, Academic Year 2018/2019)

has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain full Degree of Sarjana in English Study Program. Thank you for your attention.

Wassalamu'alaikum Wr. Wb.

Bengkulu, January 2019

First Advisor   Second Advisor

Riswanto, Ph.D.   **Detti Lismayanti, M.Hum.**

NIP 197204101999031004   **NIP 197712222009012006**

MOTTOS (رِشِعَا)

لَا تَحزَن إِنَّ اللّٰهَ مَعَنَا

"Don't be sad, Allah is with us" (QS.At-Taubah:40)

"A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special."
-Nelson Mandela-

If you want to reach your dreams, work hard and prays. Without that, your dream means nothing.

DEDICATION AND SPECIAL THANKS

The writer would like to thank to :

1. Allah SWT that gave me power to finish this and help me always

2. My beloved parents, Drs. Milsef Hubran and Dra. Desma Heryani, that always support no matter what, gave motivation, pray, and my beloved brother, Arsyi Arif Agami, thank you so much boy

3. My big family, aunts, uncles, my cousins, grandparents. Thank you for always supporting me

4. My beloved friends, Farida, Monica Meliyani Putri, Afif Pratiwi, Ghea Aristy, Ninda Agusti Aulya, Berti Ayu Mahadiyanti, Dian Fernanda, Alna Wijiana, Ratih Edvika Dewi. Thank you girls for your support, let's be friends till forever, love you guys

5. My unique friends in Class D 2014, you are the best guys, let's be success together

6. My partner in crime, Rizky Devi Ayustina. Thank you for being my back during this journey. Thank you so much.

7. My almamater, IAIN Bengkulu.

8. My friends TBI 2014, thank you so much for your help, and all my friends for being such as big inspiration for me, made me dare to dream big and being a motivation during this critical journey.

9. All people that could not written one by one that help writer to finish this thesis

ABSTRACT

Aulia Arifani Miladesia 2019 *"The Use of Politeness by Students during Discussion Session in EFL Class (A Descriptive Qualitative Study in Fifth Semester of English Department of IAIN Bengkulu, Academic Year 2018/2019)"*.
Thesis : English Letters Study Program, Islamic Education and Tadris Faculty, IAIN Bengkulu.

Advisor : 1. Riswanto, Ph.D.   2. Detti Lismayanti, M.Hum.

Keyword : Politeness, students, discussion, attitude, EFL Class.

The aim of this study was to find out about the use of politeness by students during discussion session in the class. The problem that mostly missed from teaching-learning process is politeness during discussion. The design of this research is descriptive-qualitative with population of the students on fifth semester of English Department IAIN Bengkulu in EFL Class (TEFL). The sample of this research was class 5A, 5B, 5C, and 5D with about 30 students each class. EFL Class is a class that use most English as majoring medium of instruction. In EFL Class, students are taught about what learning in English look like, such as manners, language, and action, including politeness. The instrument used was field notes, video recording, observation checklist, and documentation. This research focused on student discussion in the class. Researcher observed class activity and what happen during discussion, such as student's activity, group's attention, concentration, and attitude. Researcher matched what happen in the class with table of student utterances, observation checklist, made field notes, and give a brief question for complete the data. The result of this research showed that students in this semester did not realize that they use politeness during discussion session. There are some category for politeness, like exploratory, evaluation, desultory, disputational, and question. For example, *Ok, we are from group two, and today we were going to explain about our material* is exploratory, *Have you opened the page?* Is question, *That is our presentation today, thanks for your attention. Let's close this presentation by reciting hamdalah* is evaluation. Student did not realize these sentences is kind of politeness. They just want to deliver the material to audience in the class. Besides that, they did not use politeness because they did not know what is it and how to do it. They just use English straightforwardly and focus on ability to speak more than care about advance manner such as politeness.
From explanation above, it can be conclude that student of Fifth semester of English Department IAIN Bengkulu did not realize that they use politeness, but did not use these as full as possible.

ABSTRAK

Aulia Arifani Miladesia 2019 *"The Use of Politeness by Students during Discussion Session in EFL Class (A Descriptive Qualitative Study in Fifth Semester of English Department of IAIN Bengkulu, Academic Year 2018/2019)"*. Skripsi : Program Studi Pendidikan Bahasa dan Sastra Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing : 1. Riswanto, Ph.D.   2. Detti Lismayanti, M.Hum.

Kata kunci : Sikap formal, siswa, diskusi, sikap, EFL Class

        Tujuan dari penelitian ini adalah untuk melihat penggunaan sikap formal oleh siswa dalam kegiatan diskusi di dalam kelas. Masalah yang sering timbul dalam proses belajar-mengajar adalah sikap formal dalam melakukan diskusi. Desain penelitian dari studi ini adalah deskriptif-kualitatif dengan populasi nya adalah para siswa semester 5 Prodi Tadris Bahasa Inggris IAIN Bengkulu dalam kelas EFL (TEFL). Sampel untuk penelitian ini adalah kelas 5A, 5B, 5C dan 5D dengan jumlah siswa tiap kelas adalah 30 orang siswa. EFL Class adalah kelas yang menggunakan bahasa inggris sebagai media pengantar di Negara yang bahasa inggris bukan sebagai bahasa utama nya. Dalam EFL Class, siswa diajarkan tentang bagaimana cara belajar dalam bahasa inggris itu, seperti sikapnya, bahasa, tingkah laku, dan kesopanan itu sendiri. Instrumen yang digunakan adalah tabel ujaran siswa, catatan lapangan, rekaman video, daftar observasi, dan dokumentasi. Penelitian ini berfokus pada kegiatan diskusi siswa di kelas. Peneliti memperhatikan kegiatan kelas, dan apa yang terjadi selama kegiatan diskusi itu berlangsung di dalam kelas, seperti kegiatan siswa, perhatian kelompok, konsentrasi kelas, dan sikap mereka. Peneliti mencocokkan apa yang terjadi di dalam kelas dengan daftar observasi, membuat catatan lapangan, dan memberikan pertanyaan singkatkepada siswa untk melengkapi data yang ada. Hasil diskusi ini menunjukkan bahwa siswa di semester ini tidak menyadari penggunaan sikap formal selama diskusi dilaksanakan. Terdapat banyak jenis dari sikap formal ini, seperti exploratory, evaluation, desultory, and question. Contohnya, *Ok, we are from group two, and today we were going to explain about our material* adalah exploratory, *Have you opened the page?* adalah question, *That is our presentation today, thanks for your attention. Let's close this presentation by reciting hamdalah* adalah evaluation. Para siswa tidak menyadari bahwa kalimat-kalimat ini adalah politeness. Mereka hanya ingin menyampaikan materi kepada audien di kelas. Mereka memilih untuk mengesampingkan sikap formal ini. Dari penjelasan diatas, dapat disimpulkan bahwa siswa semester 5 Prodi Tadris Bahasa Inggris IAIN Bengkulu tidak menyadari bahwa mereka menggunakan sikap formal tetapi tidak menggunakannya secara penuh.
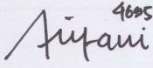
ACKNOWLEDGMENT

Firstly, the researcher would like to acknowledge her countless thanks to the Most Gracious and the Most Merciful, Allah SWT who always gives us all the best of this life and there is no doubt about it. Shalawat and Salaam to the Prophet Muhammad SAW and his family, so the researcher possible to complete this thesis in order to fulfil the requirement of S-1 degree in English Education Program, Tarbiyah and Tadris Faculty, IAIN Bengkulu.

The researcher also would like to express sincere thank to :

1. Prof. Dr. H. Sirajuddin M, M,Ag., MH as the head of the State Islamic Institute of Bengkulu

2. Dr. Zubaedi, M.Ag., M.Pd. as the Dean of Education and Language Faculty

3. Riswanto, Ph.D., as the first advisor who with his patience always gives his ideas, time, and useful suggestions for researcher.

4. Detti Lismayanti, M.Hum., as second advisor who gives her correction and advices, so the writer can finish this thesis well.

Bengkulu, January 2019
Best Regards,

Aulia Arifani Miladesia

TABLE OF CONTENTS

CHAPTER I : INTRODUCTION

CHAPTER II : LITERATURE REVIEW

LIST OF APPENDICES

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

A. Background of Study

People need a language to communicate with others. According to KBBI (2005), language is a symbol of sound system that arbiters, which used by community for doing work together, doing interaction, and self-identify[1]. In addition, Oxford defined language as system of communication in speech and writing used by people of a particular country[2]. Chomsky defined language as a set (finite or infinite) of sentences, and language is the mirror of mind.[3] So, language is a tool for speaking and writing by people in daily life.

Briefly, language separates into 2 forms, spoken language andwritten language. Spoken language is a language that spoken directly by person. Spoken language said by someone when they communicatewith other people, like in the market, talking with friends, chatting with family, and many more. Example of spoken language is "Hello guys, how are you today?"

Written language is a language that written or printed. Written language also defined into standard and non-standard language. The

---

[1]*KBBI,* 2005.
[2]*Oxford Dictionary.*2008. Oxford University Press. p. 247
[3]Chomsky, N. (1975). "Reflections on language". Research in Chris Werry :*Reflections on language: Chomsky,linguistic discourse and thevalue of rhetoricalself consciousness, January 2006.* San Diego :San Diego State University

example of written language is in newspaper, magazine, textbook, and others. Spoken language has a connection with pronunciation, because good pronunciation will make other people understand with our words. The same as written language. Written language has a connection with grammar, word structure, and things like that, because written language written on the paper and people will read it. The words and sentences in the paper must be written correctly so that readers could understand the meaning of the texts. In spoken language we could use gesture or could pointing at something we want to say, but written language could be different, so that's why written language must written correctly and readers will not misunderstand the content. Spoken language and written language separates into two parts, formal language and non-formal language. Formal language is a language that fit with fixed spelling or well-formed.Formal language is use in situations that are serious or that involve people we do not know well[4]. For example "She has decided to accept the job". Non-formal language, also called informal language, is a language that use for speak without heed a row-composition-word. Informal language is more commonly used in situations that are more relaxed, or involve people we know well[5]. For example "She's decided to accept the job". These sentences also can be found in spoken and written language.

---

[4]Cambridge Online Dictionary. 2018.
[5]*Ibid.*

Politeness is needed in every particular life. Politeness is about keeping good relations with your listener or reader[6]. Politeness is important because it is showing the listener or reader that we value and respect them, and changing or softening what we say so is not too be forceful[7]. Politeness is also needed in academic purposes for make teaching-learning process well. The example of politeness in academic is when it is practiced in discussion class, or when teacher doing an affective process.

Discussion is a group activity. According to Oxford Dictionary, discussion is the action or process of talking about something in order to reach decision or to exchange ideas[8]. Discussion used for pedagogical purposes are instructional conversations and substantive conversations. Discussion also an important way for delivering some topic, because it would compiled all aspirations from many people in one group discussion. That is why discussion is used in school and university, so students could improve their speaking ability and learnt how to solve a problem with cooperation of many people to get solutions. Discussion would show student's capability in delivering material to others, explain the problems, found new information, some facts, even found answers from these critical problem.

Nowadays, students are familiar with discussion in class and almost of subject given use discussion as a method. It will improve

[6]*Ibid.*
[7]Cambridge Online Dictionary. 2018.
[8]Oxford Dictionary.2008. Oxford University Press.

students confident and they will try to understand the material that they have responsibility to tell it to the audience. So, what is the connection with language? Of course as tool for transfer the material. Beside from communicate in real life, language also use in teaching-learning process, in the class, for academic purpose. Christensen said that teaching explained as engagement with learners to enable their understanding and application of knowledge, concepts, and process. The aim of teaching is not only to transfer information, but also make students transform from passive recipients into active delivers[9]. In Merriam Webster Dictionary, learning is an activity or process of get and improving knowledge or skill by study, practice, being taught, or experiencing something[10].There are 3 definitions, as teaching is a process of transform knowledge and culture to students. Others, teaching also an organized activity or arranged environment as well and make it connected with students. Teaching made teacher has a role as the omniscient and as a person that organize anything that has relation with learning and students.

From explanation above, teaching-learning process is acts that give experiences to meet goals that already fixed, such as cognitive, affective, psychomotor. In this activity, teacher and student will communicate for understanding the material that given that day. Discussion activity make

---

[9]C. Roland Christensen, David A. Garvin, and Ann Sweet (edited). 2013. *Education for judgment: The artistry of discussion leadership*. Cambridge, MA: Harvard Business School.

[10]Merriam Webster Dictionary. 2013. Retrieved from https://www.sun.ac.za/english/learning-teaching/ctl/t-l-resources/curriculum-t-l-assessment

students improve their logical thinking because, there is an argumentation session in discussion. Next, feedback could be given directly, so presenter could correct their speaking, including language feature and non-language feature, like formal language. That is why language is so important in discussion session, especially when we taking EFL class.

Unfortunately, students nowadays are not too aware about how they will provide material to audience, especially in IAIN Bengkulu. They just talk in their own repertoire without care about the language. Although they are English students, there are many students that do not understand how to use language in formal situation, like in the class. They think that English has the same level in speak for forum and speak with friends, not like in Indonesia language. In Indonesian language, we could tell the difference between formal and non-formal language, and it is quite hard to tell the difference in English because of same words. That is one of the reasons why students did not really care about formal language in formal situation. Other reasons, they did not have good vocabulary, and did not understand what the word, what the sentences that they have to use in doing discussion. This problem often happen in students of higher level, for example 5th until high semester.

People think that students in higher level are capable to speak well, including doing discussion. In fact, they often do not know about that. They just do discussion like they do speaking test, so they did not know what they have to do or what rule they have to follow in discussion

session, because they arenot familiar with politeness during discussion, even they do not know realize that sometimes they use politeness in class or discussion.

According to these problem, it is true that students in IAIN Bengkulu had problems in delivering material using formal language in discussion session in their class. Therefore, the researcher was interested in doing research entitled *"The Use of Politeness by Students during Discussion Session in EFL Class (A Descriptive Qualitative Study in Fifth Semester of English Department of IAIN Bengkulu Academic Year 2018/2019)"*.

B. Identification of The Problem

There are many problems faced by students of Fifth semester in English Department of IAIN Bengkulu in using politeness, or formal language during discussion. They lack in vocabulary and understanding the meaning. They can remember more vocabulary, but they often forget, so when they want to said or delivered something, they did not understand what they have to say. Students hard to find a proper word and choose to use daily words they know.

Actually, we could not know what the factors that affected students for use the formal language, but it is according to the class. When they get a class that not care much about speaking way, students will use word that they think as long as the audience understand what he said. On the other

side, if they get a class that pay attention to speaking way and politeness, they will find it hard to choose proper word, so they often doing presentation using mixing language, for example English and Bahasa Indonesia. Actually, this is makes some problem, because for students with higher grade or higher semester, they are have been asking for speaking well in English, with fixed grammar and pronunciation. EFL (*English as Foreign Language*) Class always demand their students to good at speaking, is different from ESL (*English as Second Language*) Class.

As we know, ESL Class is for students that could speaking English fluently, because they use English as second language, so they did not have much problem in speaking and how to speak in formal forum and daily forum. They talk and speak naturally, and did not have any problem in deliver material in English. ESL Class is applied in countries that use English as their second language for daily activity, for public communication, and for education, for example India, Malaysia, Singapore, and many more. For EFL, students are learning English as foreign language for improve their skill. It means that students just know some of English, and they have to speak in English for each material for improve their ability. It is because English is not their language. They consider English as foreign language. EFL is applied in countries that still developing their state, such as Indonesia. These countries did not use English as their language for daily activity. English just learnt for

academic purpose, or in a course. So that is why English is not common for communication tool for citizen, just people that have needs whose use English. Many students in the school, even in University level just learnt English for get a score in school, or else academic purpose. English major students are not out of exception in this case. They also have difficulties in learnt basics English such as politeness for discussion.

C. Limitation of The Problem

The study is limited on students in using politeness during discussion session in EFL Class at the fifth semester of English Department in IAIN Bengkulu. The students' level that will be researched is the fifth semester of English Department in IAIN Bengkulu.

D. Research Question

Based on the background above, the rob formulation of the problem is: How students using politeness during discussion session in EFL Class?

E. The Objective of Study

The objective of this research is to describe about the students' using politeness during discussion session in EFL Class based on their age at the fifth semester students of English Department IAIN Bengkulu.

F. Significant of The Study

The study is significant from theoritical and practical perspectives. First, theoritically, this study is expected to inform students especially who are doing discussion session as their way in study to improve their level of speaking in formal situation, like academic purposes level. Second, for improve their confidence when speaking in front of the class and improve their ability in speaking using politeness. Last, it could help lecturer of the class find how to improve student's ability in speaking during academic purposes using politeness or formal language.

G. Definition of Key Terms

Based on the explanations above, it is important to define some key terms that become center of this research; they are :

1. Language is a tool for speaking and writing by people in daily life. language separate into 2 forms, spoken language and written language. Spoken language is a language that spoken directly by person. Written language is a language that written or printed.

2. Politeness is about keeping good relations with your listener or reader. Politeness is important because it is showing the listener or reader that we value and respect them, and changing or softening what we say so is not too be forceful.

3. Discussion is a group activity. It is the action or process of talking about something in order to reach decision or to exchange ideas.

Discussion used for pedagogical purposes are instructional conversations and substantive conversations.

4. EFL Class is class where students are learning English as foreign language for improve their skill. It means that students just know some of English, and they have to speak in English for each material for improve their ability.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Using Politeness

1. The Definition of Language and Politeness

a. Language

Language is tool of communication. People need language to communicate with others. Chomsky defined language as "a set (finite or infinite) of sentences, each infinite in length and constructed out of finite set of elements".[11] So, language is a tool for speaking and writing by people in daily life.

Briefly, language separate into 2 forms, spoken language and written language. Spoken language is a language that spoken directly by person. Spoken language said by someone when they communicate with other people, like in the market, talking with friends, chatting with family, and many more. The example of spoken language is "Hello guys, how are you today?"

Written language is a language that written or printed. Written language also defined into standard and non-standard language. The example of written language is in newspaper, magazine, textbook, and others. Spoken language has a connection

---

[11]N. Chomsky. "Reflections on language". Research in Chris Werry : *Reflections on language: Chomsky, linguistic discourse and the value of rhetorical self consciousness, January 2006*. San Diego : San Diego State University.

with pronunciation, because good pronunciation will make other people do not misunderstand with our words. It is different with written language. Written language has a connection with grammar, word structure, and things like that, because written language written on the paper and people will read it. The words and sentences in paper must write correctly so that readers could understand the meaning of contexts. In spoken language we could use gesture or could pointing at something we want to say, but written language could not do that, so that's why written language must written correctly and readers will not misunderstand the content. Spoken language and written language separates into two parts, formal language and non-formal language. Formal language is a language that fit with fixed spelling or well-formed. Formal language is use in situations that are serious or that involve people we don't know well[12]. For example "She has decided to accept the job". Non-formal language, also called informal language, is a language that use for speak without heed a row-composition-word. Informal language is more commonly used in situations that are more relaxed, or involve people we know well[13]. For example "She's decided to accept the job". These sentences also can find in spoken and written language.

---

[12]Cambridge Online Dictionary. 2018.
[13]*Ibid.*

b. Politeness

Politeness is one of sociolinguistics form. It is because politeness has a relation with sociolinguistics itself. According to Ronald Wardhaugh (2009), sociolinguistics is a study for observing relationships right above language and society. The goal is for being a better understand the language structure and how the function of language in society class. The goal of sociolinguistics is how when we studying the language, we could also understood about its social structure.[14] Politeness as a kind of sociolinguistics, is one way to analyze how make students understand the material during discussion with use politeness as a part of communication without reduce the learning goals. Usually, students do not want to use politeness, because they think that their classmate which not fluent in English will hard to absorb the material.

The concept of politeness is come from Goffman's work (1955,1967). In social interaction, people represent the face to others and vice versa[15]. It is also applied when we doing a discussion in the class, because class involve of students and teacher. The class is a social place, so politeness has to use in kind of situation, especially during discussion.

It can be summarized that politeness is the use of an appropriate word or phrase in the appropriate context, which is

---

[14] Ronald Wardhaugh. (2009). *An Introduction to Sociolinguistics*. Oxford : Wiley-Blackwell. p.12
[15] *Ibid*.p.291

determined by the rules that are prevalent in society. In social interaction, to maintain politeness is to maintain harmonious and smooth social interaction, and avoid the use of speech acts that are potentially face-threatening or damaging. The principle is based on the use of politeness intimacy, closeness, and relationships, as well as the social distance between the speaker and the hearer. People choose and implement certain values in certain pragmatic scale, according to the culture and conditions of the existing situation in social interaction. Brown and Levinson's politeness theory[16] classifies five strategies:

- to follow what it says, bald on record

- perform speech acts using positive politeness (refers to the positive face)

- perform speech acts using negative politeness (refers to the face of a negative)

- indirect speech act (off the record)

- do not do speech act or say anything (do not do the FTA).

---

[16] Brown, P. & S. Levinson. (1987). *Politeness*. Cambridge: Cambridge University Press

In connection with this politeness strategy, here are the possible strategies for doing FTAs

```
┌──────────────┐      ┌──────────────┐      ┌──────────────────┐
│ Do the  FTA  │─────▶│  On record   │─────▶│ Without redressive│
└──────┬───────┘      └──────────────┘      │ action, baldly   │
       │                                     └──────────────────┘
       │              ┌──────────────┐      ┌──────────────┐      ┌──────────────┐
       └─────────────▶│  Off record  │      │With redressive│────▶│  Positive    │
┌──────────────┐      └──────────────┘      │   action     │      │  Politeness  │
│Don't do the FTA│                          └──────────────┘      └──────────────┘
└──────────────┘                                                  ┌──────────────┐
                                                                  │  Negative    │
                                                                  │  Politeness  │
                                                                  └──────────────┘
```
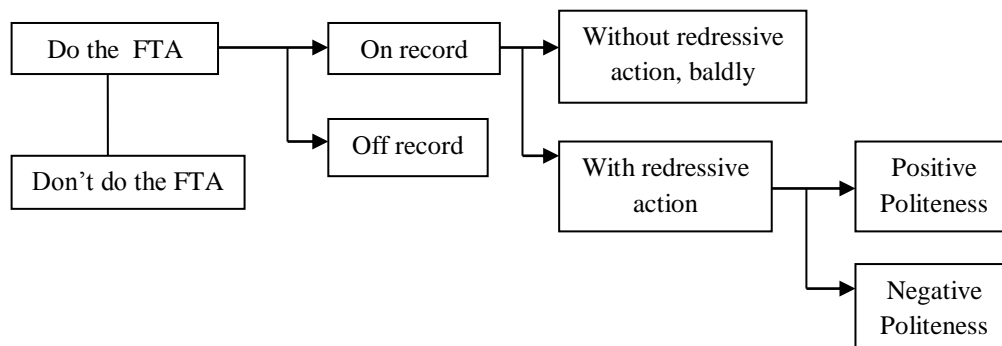
Figure 1.1 Possible Strategies for doing FTAs Brown & Levinson

Politeness is about to keeping good relations with your listener or reader[17]. There are two types of politeness :

1. Showing the listener or reader that you value and respect them

2. Changing or softening what you say so as not to be direct or forceful

In the late 1970's, the subject of politeness became a major concern in the field of pragmatics and it has been discussed widely among pragmaticists. Based on latest criticism of early theories of politeness, it is possible to establish a context for the teaching of politeness in English subject in EFL Class. According to Brown and Levinson's theory, it did not attend explicitly to the study of politeness[18]. Brown and Levinson said that face, being the public self-image that every

---

[17]*Ibid*
[18]Brown, P. & S. Levinson. (1987). *Politeness*. Cambridge: Cambridge University Press.

member of society wants to claim for himself, consist of two aspect, positive and negative face[19]. The first acknowledges the fact that we want others to show us what we are liked, accepted and understood. Richard Watts has another opinion. He said that politeness is a dyamic processby which being polite is connected with individual's interpretation of linguistics structures as polite or impolite during a conversation[20].

As shown in figure above, there are two types of politeness with action, positive politeness and negative politeness. Negative politeness, with its derivative politeness of non-imposition, is familiar as the formal politeness that the notion politeness shows up directly. Positive politeness is little bit obvious. The reduction of a person's public self-image or personality to a want that one's wants be desirable to at least some others can be justified in this way. The most important aspect of a person's personality in interaction is what that personality requires of other person that did interaction. It includes the desire to be assessed, understood, approved, liked or admired. The next step is to represent this desire as the want to have one's goals thought of as desirable.

Positive politeness is orientated toward the positive face of person, the positive self-image that he claims for himself. Positive politeness

[19] *Ibid*

[20] Watts, Richard. 2003. "Politeness". *CJS Online January-February 2005.* Cambridge : Cambridge University Press.

is approach-based, that treated the face of the addressee by indicating that in some respects, for example by treating him as a member of an in-group, a friend, a person whose wants and personality traits are known and liked. The potential face threat of an act is minimized in this case by the assurance that in general A wants at least some of B's wants. For example, that A considers B to be in important respects, same as he, with in-group rights and duties and expectations of cooperation, or with implication that A likes B so that the FTA doesn't mean a negative evaluation in general of B's face. The example of positive politeness are when we need a help and we want another person to help us, like "*Sorry Anne, because you have a good memory, can you help me to how to analyze this task that gave by our Professor this afternoon?*"

Negative politeness, on the other hand, is basic want to maintain claims of territory and self-determination. Negative politeness is essentially avoidance based, and realizations of negative-politeness strategies consist in assurances that the speaker recognizes and respects the addressee's negative-face wants and will not (or will only minimally) interfere with the addressee's freedom of action. It follows that negative politeness is characterized by self-effacement, formality and control, with attention to very restricted aspects of B's self-image. Face-threatening acts are balanced with apologies for interfering, with linguistic and non-linguistic politeness, with limitation on the

interactive force of the act, with impersonalizing mechanisms and with other softening mechanisms that give the addressee a result, permitting him to feel that his response is not threatened others. The example of negative politeness is "*Hi Julie, I am sorry to disturb, but can you tell me what task that gave by Mr. Jack this afternoon?*". The more unbothered answer like "No" we got, the more polite that utterances said by person.

According to Brown and Levinson, these are strategies and example for positive politeness and negative politeness[21] :

1. Positive Politeness

    - Notice, attend to interest, wants, needs, & goods (Strategy 1)

    - Exaggerate (interest, approval, symphaty) (Strategy 2)

    - Intensify interest (Strategy 3)

    - Use in-group identify markers (Strategy 4)

    - Seek agreement (Strategy 5)

    - Avoid disagreement (Strategy 6)

    - Presuppose/raise/assert/common ground (Strategy 7)

    - Joke (Strategy 8)

2. Negative Politeness

    - Be conveniently indirect (Strategy 1)

    - Question, hedge (Strategy 2)

---

[21] Brown, P. & S. Levinson. (1987). *Politeness*. Cambridge: Cambridge University Press. p.316

- Be pessimistic (Strategy 3)

- Minimize the imposition (Strategy 4)

- Give deference (Strategy 5)

- Apologize (Strategy 6)

For discussion in the class, showing the audiences that you value or respect them is a basic rule in politeness. It means that the presenter or moderator in discussion care enough about audiences presence and listen to their opinions, questions, critics and advices in the forum. It is same with softening the way when spoke in the class. The presenter arrange their tone and chose words that not forceful, so audiences did not feel like spoiled by presenter or group that do discussion, they talked in discussion naturally and shared their opinion without fear and could deliver it wisely.

Teaching pragmatics, such as politeness, has many considerations, because there are difficulties in grammar for students. Teacher could provide student with speaking opportunity by giving them a communicative task. It could improve their conversational skill[22]Many teachers already covers matters of politeness or impoliteness in the class without realizing it. The teaching of the use of formal or informal language in different contexts, direct or indirect speech, hedging, value language, greetings, making farewell, and others.

---

[22]AnetaSubertova. 2013. *Aspect of politeness in a classroom of English as a second language*. Prague : Charles University in Prague.

B. **The Concept of Group Discussion**

1. **The Definition of Discussion**

Discussion is a group activity. According to Oxford Dictionary, discussion is the action or process of talking about something in order to reach decision or to exchange ideas[23]. Discussion used for pedagogical purposes are instructional conversations and substantive conversations. Group discussion is a regular process that involve some people on face informal interaction with many experiences or information, getting conclusion or problem solve. So, group discussion is an activity that has tied on a main problem or questions, and member of that forum solved it together.

There are some kind of discussion :

a. *Whole-group discussion,* discussion that member of group consist not more than 15 persons.

b. *Buzz-group*, a big group that separates into 2 until 8 small groups. If needed, these small group will reporting their result to big group.

c. *Panel*, in this discussion, one small group (consist of 3-6 persons) discuss about subject, and they sit in semi-circle and facing another big group.

d. *Symposium,* this technique same with panel, but with more formal situation. In this discussion, moderator not active as in

---

[23]Oxford Dictionary.2008. Oxford University Press.

panel discussion. Moderator only coordinates interaction. Sometimes, people did not want to doing this type, because not active as panel, and hard to find opponent that has good material that efficient and comprehensively. The benefit of Symposium is member discuss actual report and give a chance to participant actively.

e. *Caologium,* is a discussion that doing with one or more informants, that give an opinion, and answering questions directly, not like speech.

f. *Informal-Debate,* in this discussion class is separate into two groups with same level and same number.

g. *Fish-Bowl,* consists of one moderator and one or three informants.

There are another division of group discussion, they are

a. Class Discussion. Also called group discussion, is a process of problem solving that doing by all of class member as a participant. Teacher will divide class into some groups, and then give each group a problem that must be solving by them. When doing presentation, group will given 10-15 minutes for solve the problem. Then, participant could give presenter a questions. After that, presenter will give an answer and moderator will conclude the result.

b. Small Group Discussion, doing by divide students into some groups. The member of each group are 3-5 students. Performance starts with teacher give a problem to them. In the end, leader of each group will deliver the result.

c. Symposium, is a teaching method with discussing a problem from many point of view depend on skill.

d. Panel Discussion, is discussing problem which doing by some panelists that consists of 4-5 persons in front of audiences. In panel discussion, audiences did not participate directly, but has a role for analyze the panelists. After that, students will decide the result of discussion.

The most common of discussion that applied in the class by teacher or lecturer are class discussion and small group discussion. These are the easy type of discussion that could be use by student. Class discussion or group discussion would helped student analyze the problems, found the solution, and shared it in front of class. It increased their social experience, such as understand each other opinions, then gathered the opinion, and found a solution together. They could also improved their public speaking by shared the solution in front of the class. For small group discussion, it is have the same way as group discussion. The differences is, if group discussion

just said the result in front of the class, the small group discussion let each group talked one by one in front of the class in rotation. Per group discuss one topic, and it takes 10-15 minutes for explanation for the topic.

2. **The Benefit and Weakness of Group Discussion**

   a. The Benefits

   There are many benefits that we could get from doing discussion. First, group discussion is one of the ways of teaching-learning process that applied on all of subject with limit of discussion. Second, students could shared information for cover new ideas or solved problem. Third, they could improved their understanding on important issues. Next, they could enhanced their ability in think and communicated. Others, this is could develope students' discipline on planning and taking decision, and students' work spirit and responsibility.

   b. The Weakness

   Beside from benefit, discussion also has weakness that can affect them, like, this method need more time than usual method. Member did not participate actively and just gave responsible to member that has good ability, and of course this would dominate

by certain persons. They just point of one person that they sure he/she has ability to take whole activities.

C. The EFL (English as Foreign Language) Class

1. The Definition of EFL Classroom

An EFL (English as Foreign Language) is where the teacher teaches English to students in a country where English is not the native language[24]. For example, Indonesia, Chinese, Japan, and many more.

An EFL Classroom is in a country where English is not the dominant language. The teacher may be the only native English Speaker they have exposure to, or teacher from that country but he has good repertoire and fluent in English. Outside of classroom, students have a less opportunities to use English. They just use English in academic purposes, without needs to improve their English in daily basis.

An EFL student usually came from the same country. They would have the same culture and made similar mistakes in the target language. EFL student is far more likely to be learning the language for academic purposes and the emphasis of teaching will be different.

Students are usually more receptive to learning reading and writing and less concerned with speaking and listening, unless they work in an industry where they communicate with native speaker. The teacher

---

[24] William Lake. 2013. *The Difference between ESL and EFL : Teaching English.* New York : Bright Hub Education. p. 1

will be required change the teaching strategy depend on student's need[25].

Kate Bell from Oxford University, said that there are some needs for EFL students improve their ability[26] :

a. Lots of practice using English, especially orally. Not just get them speaking in the classroom, but also practice outside class

b. Exposure to living English. Do anything to make students think that English is not just remembering the words or grammar. Pen-pals, watching movies is good for students to feel like English is come alive.

c. Reasons to learn English, and motivation to stick with it. Find out what student's other passion and tied with English. Make English as powerful tools for help them develop their passion.

D. The Concept of Using Politeness during Discussion Session in EFL Classroom

English has a double role of being both the medium of instruction and object of study. The interaction in the class using English still dominate by teacher[27]. The teacher dominates in giving instruction, giving explanation, showing appreciation, and many more. Besides that, students did not take a big role like their teacher in doing group discussion in the

---

[25]*Ibid.*

[26] Kate Bell. 2011. *How ESL and EFL Classrooms Differ.*Oxford : Oxford University Press ELT. p. 1

[27]Senowarsito. 2013. *Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Context.* TEFLIN Journal.p.6

class. They just speak with English as much as it need, even they mixed it with their mother language, in this case is Bahasa Indonesia.

Teacher talked most in politeness when in class instead of students. For example, greet before gives material. Teacher will called "Class" instead of 'students' or 'children' or 'boy'. Students will call their teacher with 'Ma'am' or 'Sir'. It showed their respect for each other. Students understand these things when it comes to study, because they not talked too much. Other side, they did not apply it when doing presentation. They just did great in opening. When they presented the member, for example, they did not use 'Ms.' or 'Mr.' for telling who they are to the audience. They use their daily language, like call their name directly. Maybe this is not a big problem for people in the class, but when they doing presentation in other place, they will have difficulties in adjustment other people way.

Many people think that learning language, especially foreign language, did not need exact attention or treatment. As long as they could speak fluently, is done. In fact, it is not. Fluent in English is not enough, we have to know how to speak according to situation. With this ability, students will understand that language function not just to communicate, but what behavior we must to have when uses English as a tool for communicate.

Students' speak activity during discussion session called Utterances. It means about a statement from person, or a spoken words. In discussion, utterances means the expression of thought that made into spoken word

that takes turn for each member in the group[28]. Kinds of utterances that spoken by students during discussion session are list on the table below :

Table of Student's Utterances in Politeness

Types of Exchange	Category	Types of Politeness
Where issues and ideas are exploded and hypotheses are expounded and offered for discussion	Exploratory (A)	Positive Politeness
When there are some confusion and curiosity about topic in discussion	Question (B)	Negative Politeness
Where statements are made but no attempt is made to justify ideas or opinions. Individuals disagree and take decisions independently without constructive dialogue	Disputational (C)	Positive Politeness
Where exchanges are random and contribute little to the task in hand	Desultory (D)	Positive Politeness
When all discussion is reach one voice and the problems are clear. Discussion will conclude some point that matters.	Evaluation (E)	Negative Politeness
Where greet audiences and build a good condition and make sure that participant are ready to do activity in the class	Greeting (F)	Positive Politeness

Table 1.1 List of Student's Utterances

E. Related Previous Studies

There are some researches relate to this study. One of them was the politeness strategies to improve teacher-student interaction in the class. The first study was done by the student of IKIP PGRI of Semarang, Senowarsito (2013), entitled "**Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Context**". The writer took the sample of 11th grade in Senior High School Number 2 of Semarang. The subjects

---

[28]Mark Aronoff and Janie Rees-Miller (editors).2001.*The handbook of linguistics*.Blackwell Handsbook in Linguistics (xvi). Oxford : Blackwell

were two non-native English teachers (42-year-old male and 36year-old female) and 59 students in two different classes. In this research, as the object of the study was speech acts used by teacher and students in English classroom interaction, English has a double role of being both the medium of instruction and the object of study. The interaction between teacher and students was conducted in English, but the interaction among the students mostly used Bahasa Indonesia and or Javanese. The interaction in the classroom was still largely dominated by the teacher. The teachers dominated in giving instruction, giving explanation, showing appreciation, encouraging, motivating, and answering student's questions. The students mainly responded to teacher's instruction, questions and encouragement.

The second studies was about to analyze the teacher, how the teacher do politeness in towards their class. This studies was done by Ayfer Sülü (2015), students from Inonu University, School of Foreign Languages in Turkey, entitled, "**Teacher's Politeness in EFL Class**". This study is about to analyze whether cultural and contextual differences in communication have impact, or make any change in politeness in the class and if it is have impact on the interaction between students and the teacher itself. The writer took the data from English preparatory class at a university in Turkey. This class consists of 25-year old American teacher of English and 22 Turkish students. The teacher has been in Turkey for 6 months and has not been familiar with Turkish before. All the students were all pre-intermediate level of English and they all have taught by their

teacher for 5 months. The writer use observation technique and use tape-recorder to support her data. The class took two hours for doing activities. All the data were transcribed and analyzed for relate the politeness strategies.

Those previous studies give much input in conducting the research because they have the same topic, so that writer will be able to improve the research about how students use politeness EFL class during discussion session.

CHAPTER III

RESEARCH METHOD

A. Research Design

This reseach applied descriptive-qualitative method. This kind of research is to interpret, analyze, and tell the data with current situation that happen that time. The goal of this research is to reveal a fact, situation, phenomenon, and condition that happen during research base on reality. The descriptive-qualitative research is one kind of case study. According to Yin, case studies is used to explain, explore or describe events or phenomenon in daily context that already happened[29]. It means that the case study reseacher typically observes the characteristics of an individual unit- a student, a clique, a class, a school or a community. The purpose of such observation is to prove deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which that unit belongs.

Arikunto said that, descriptive research is research that ,leans to observed situation, condition or others, such as act or accident, which is the result shown in a research term. Researcher just captured what

---

[29]Robert K. Yin. "Case study research, design and method". In Sarah Crowe et al. *The case study approach*. 2011. US National Library of Medicine National Institute of Health. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3141799/

happened that day in an object or observed place, then told the result in a research report as clear as can be[30].

According to Sandelowski, qualitative research is research that understand and interpret the phenomenon that happen in the natural set. Qualitative research with descriptive approach is research that refer for describe and analyze phenomenon, social activities, attitude, trustworthy, perception, person's mind of group or individual.[31]

From explanation written above, It means that descriptive-qualitative as a reseach method that explore a certain case in detail and intensive which included into descriptive reseach, it can be concluded that descriptive-qualitative research is a descriptive reseach that examination of an instance in action. In this reseach, the reseacher focus on examining the use of politeness by students during discussion session in EFL Class on fifth semester of English Department of State Institute for Islamic Student (IAIN) Bengkulu in academic year 2018/2019. In addition, descriptive-qualitativeresearch is an explorationof a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context. In this reseach, the reseacher will try to explore in detail about the students' case of their process in using politeness during discussion session on their educational process through in-depth data collection that involves sources of information in richcontext in the classroom investigation.

---

[30]S. Arikunto. Prosedurpenelitian. Jakarta :PT RinekaCipta.

[31] M. Sandeloswki. 2010. *What's in a Name?Qualitative description revisited.* Research in Nursing & Health, 33(1). doi:10.1002/nur.20362. p. 77-84

B. Location and Subject of the Research

Source of data in this research gave a resultin discussion session in EFL Class. The students were in fifth semester of English Department IAIN Bengkulu. The students were in fifth semester in Class VA, VB, VC, and VD of English Department IAIN Bengkulu in academic year 2018/2019 that consist 30 students each class. Then it is also important to explore students-lecturer activities. How students and lecturer do activities in the class during teaching-learning process, or when they did a discussion. Researcher observed how student's attention during discussion, are they paid attention or not.

In this research, researcher observed one class with their lecturer of 5th semester English Education Program in Tarbiyah and Tadris Faculty of IAIN Bengkulu. Researcher will get the data from students at one class of 5th semester, and do analysis and observation. Researcher observedthe activities in that class. Researcher just recorded the activity, and observe what the participants do in the class, and make a notes about that.

C. Data Collecting Technique

In collecting the data, the researcher used recording, noting, and oral question methods. The researcher recorded in form of video all students-lecturer interactions during the process of teaching and learning in prose and poetry class. Then, the researcher made important note of all activities

that are regarded important in using politeness during discussion session, or we can call during academic purposes.

The researcher followed the teaching learning activities in the class and made some observation about howoften students using politeness during discussion session in the class. The researcher reported about the result in every meeting in the class.

In collecting the data, the researcher used :

1. *Formality and Address Analysis*

    When following class activity, the researcher gathered all the important notes in every meeting about the students' wisdom in using politeness during discussion. Researcher also made a video about student's activity in class for support all the data that needs. Researchers made an analysis of the results obtained using politeness during the discussion session that doing by students.

2. *Participants and Lecturer Observation*

    Researchers observed all teaching and learning activities in the classroom from start to end of the EFL class especially the subject that use discussion method. The result of the observation revealed that all teacher demonstrated increases in use of instructional behavior toward targeted objectives, and the students show concomitant increases in performance of targeted objectives. Then, it also important to describe clear differences between lecturers' existed

regarding the consistency and frequency of implementation of the instructional support strategies. The researcher observed how the lecturer gives the teaching and how the lecturer's actions toward students. Researchers also observed the efforts of the lecturers when the results achieved by students are low.

3. *Interview and Field Notes*

In this research, the reseacher used brief interview. The purpose of interview in this reseach are, to complete documentations that willbe gather as source of data, learn where documentation may reside,to make sure the observation data and new data interview be conducted interviewin the classroom to lecturer and students get impact. Student's using politeness during discussion session. The impact students' performance on comprehending materials.Then teacher's perception was gathered through interview.

Field notes is a support for documentation during research. With field notes, researcher wrote what happen in the class during research. In this field notes, there are description, whose the participant, what are they doing in the class, how about their attitude during the class, and how lecturer act during the class.

4. Documentation

Documentation used to obtain data from all document. Document is a compiled of event that happen in the past. Document could be form in written text, picture, monumental art of someone. Life histories, story, biography, rule, art, or commander also called document. Document is a complement of data observation method and interview in qualitative research. Arikunto also said that documentation is observed in form of notes, booksand other sources besides human beings[32].In this reseach, the documentation data is photographs during the teaching and learning process especially student and teachers' interaction, observation sheet and notes recording and video. The documentation data above a could be use to support to describe autenticity of the data in the reseach.

D. Research Instrument

In this research, researcher will use:

1. Video Recording

Video recording is the instrument that used to shoot all activity in the class. With video, researcher will analyze the activity and make conclusion and get the data that support this paper.

---

[32]Arikunto. 2008. *Prosedurpenelitian*. Jakarta : PT RinekaCipta.

2. *Student's Utterances in Using Politeness*

Student's utterances are compilation of what student said during discussion session. Utter means "to say". Anything that said or out from mouth is utterances, such as "Hey!", "Thank you", "Good job", and many more. Utterances are something we can hear, if we can not hear, that is not utterances. This is an important data for this research because researcher will analyze and get data from these. Student's utterances contains sentences and words that spoken during discussion in the class

3. *Observation Checklist*

Observation sheet need as a table time for researcher to make sure what happen in the class, and is it matches with the criteria or things that researcher want to know to support the research.

4. *Question and Field Notes*

Question is need for make sure about class condition. Researcher will ask some question relate to politeness, about do they know about politeness before, or are they applied that in the class, and some easy question as support with observation and video recording.

Field notes is some note that takes by researcher about little and important things during research. It will help to explain things that

caught on camera but the research not sure about what happen that time, so, field notes will help researcher to recall that activity.

E. Data Analysis

The important part of the reseach is how the reseachers analyze the data after collecting them. In the reseach, the data analyze will use interactive model of data analyze proposed buy Miles and Huberman (1994)[33].

1. *Data Reduction*

Data reduction occurs continually through out the analysis. In early stages, it happen through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and meaning, and associated activities such as finding themes, cluters, and patterns. In the latter stages it happens through conceptualizing snd explaining, since developing abstract concept is also a way of reducting the data.

2. *Data Display*

Data display organizes, compress and assemble information. The activities in this stages are, Making summary, descriptively and

---

[33]Matthew B. Miles and A. Micheal Huberman. 1994. *Alternative Data Analyze*(A Severed Third Edition). USA : Sage Publishing. p.174

systematically in order to know about the central idea easily and interpreted them critically.

3. *Drawing and Verifying Conclusion*

Reducing and displaying the data aim to help drawing conclusions. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify. The activities in drawing and verifying the conclusion, the researcher will conduct the following activities[34]:

a) Describe the students' mistake in did not using politeness during discussion session. Then, explore the kinds of the mistakes, whether the mistakes from point of view of person, language, or other factors.

b) Describe the lecturers' treatment to teach the student's impoliteness during discussion session. Then, explore the kinds of the methods and observe analyze the actions the lecturer whenstudents still lack in words, vocabulary, and ability using politeness.

F. **Technique of Data Analysis**

There were some steps that done by researcher to do the research. First, researcher took a video about the student activity during discussion

---

[34]M.B. Miles, and A. M. Huberman,. 1994. *Qualitative Data Analysis : An expanded sourcebook (Second Edition)*. Newbury Park, CA : Sage Publishing. p. 16

session, did they use politeness or not. Second, researcher will take a chit-chat during activity with some students in the class to know about their participation during activity. Researcher also takes some notes and check the observation list to matches some activity that happen during the class. Next, after activity done, researcher will do some interview with lecturer and some student as a sample. Asking a question is an adding data to support video that take during the activity. It is not a hard or deep interview, just brief interview to know about class's knowledge to politeness during learning process. After all data complete, researcher will analyze all the data and combine one and another to get some important and related point. With these data, researcher will make conclusion and write the result into this paper
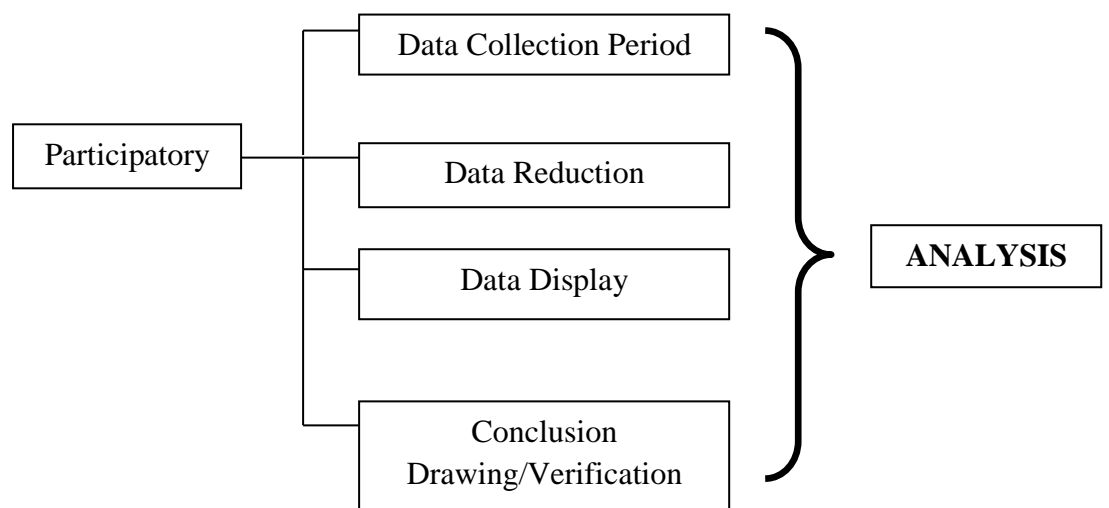
Figure 1.2 Components of Data Analysis Mills and Huberman

G. Data Validity

The validity of data in this research is one of the most important parts to know the degree of confidence of the result. According to Phelan and Wren, there are some criteria of validity and consistency that needs in a qualitative research[35]. These steps are explain below.

1. *Construct Validity*

   Relate to exact data that really want to analyze. It is can reach by using right collecting data technique. One of the method is triangulation process. According to Norman K. Denkin, said there are some steps in triangulation process[36], such as:

   a. Triangulation Method

   Do with compare information or data by different way. In the research, researcher will use interview, observation, and survey. For gets exact information, researcher can use interview method or observation for check it. Besides that, researcher can take information to get the data and check the validity of the data. This

---

[35]Colin Phelan and Julie Wren. 2005. *Exploring Reliability in Academic Assessment.* UNI Office of Academic Assessment. Retrieved from https://chfasoa.uni.edu/reliabilityandvalidity.htm

[36]Mudjia Rahardjo. 2010. *Triangulasi dalam penelitian kualitatif.* Retrieved from http://mudjiarahardjo.uin-malang.ac.id/materi-kuliah/270-triangulasi-dalam-penelitian-kualitatif.html p.1

step will do if data or information from subject is questionable.

b. Data Source Triangulation

This step is for get the information by use many method and data source. For example, from interview and observation. Researcher can use any kind of observation, such as written document, formal notes, personal diary, video, or photo. These kinds of observation will help researcher to get any information from different insight.

c. Theory Triangulation

This is a thesis statement. The statement compared with relevant theory perspective for avoid individual bias of information or analysis. Other hand, triangulation theory can improve deep understanding as long as researcher can dig knowledge depend on data analysis result that compiled by the researcher.

2. *Internal Validity*

This is a concept focus on how far the result can draw the real situation. This validity can reach by analysis

process and fixed interpretation. Although the data already passed the validity test, the possibility of different conclusion can be happen.

3. *External Validity*

This is focus on how far the result could be generalized for other case. Although there is no exact conclusion in qualitative, the research can have same validity through other cases as long as has same context.

4. *Objectivity*

Use for look that the result is neutral and not biased. Objectivity can reach by check whole research with re-check through raw information, information analysis process, case that confront with theory, and check the researcher assumption[37]. For fulfill these criteria, researcher has to doing discussion with lecturer advisor.

---

[37]Kelley J, Slack. (2014). *Targeting Objectivity, Reliability, and Validity.* Texas :Minerwa Work Solution. Retrieved from https://www.thewisdomthatworks.com/targeting-objectivity-reliability-validity/

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents research finding and discussion. It is for answer the question and problems of the study. In this research, the researcher described the process of collecting the data. After that, the research deduced the finding.

A. Result

Discussion session in the class is one of the methods that used by teacher in teaching-learning process in the class. By discussion, teacher did not have to speak by own self during whole class. Discussion could made students improved their skill and their capability. There are some studies gave examples that student's interpretation of the material for discussion show different result from other group or their teacher.

According to Richard Watts, he said that politeness is a process that has connection with person interpretations of linguistic structures during conversation with polite or impolite attitude[38]. The example of politeness for discussion is, "Ladies and gentleman, let me introduce my group here", "For anyone wants to asking us question, please raise your hand", and "Thank you very much for your attention today", and many more.

Discussion is a formal situation in the class. This is the same as teacher giving material, but in discussion the material presenter is their friends that

---

[38]Richard Watts. (2003). Politeness. *CJS Online January-February 2005.* Cambridge : Cambridge University Press.

join in one group. When called someone's name, used a title (Mr, Ms, Dr, Prof) and the surname, because this is formal situation[39]. For example, *Ms. Anna, please raise your hand and ask us your question*. There are differences between this call. *Mr. or Mister or Sir* is use when we call someone that already married, or far older than us. For boys, use *Master*. When called a girl, use *Miss*, and when called a lady or woman, use *Mrs. Everybody, or ladies and gentleman* are use when we want to call audience in the class. Words like *sorry* and *excuse me* are another word that could be used when we doing discussion. Job titles also best way to use when we do discussion in more formal situation, like university's forum or public forum.

The researcher has done the research and has got the complete data from all the research instruments, such as brief interview, observation, field note, and documentation (video recording). The data was analyzed in order to give meaningful interpretation and draw inferences about the object of the evaluation. The researcher reported the results based on the problem's topic in research problems, in reporting the finding research, such as are the students use formal language, including behavior, during discussion session.

The research has done in fifth semester IAIN Bengkulu. Researcher took 3 classes to do a research, are 5A, 5B, 5C, and 5D. Researcher did the research for 4 times. This research starts from October 1st until October

---

[39]Cambridge Online Dictionary. (2018)

11th 2018. The class that researcher took sample is TEFL Class (Teaching English as Foreign Language). The reason why researcher took class 5A, 5C, and 5D in TEFL material as observation class is because a recommendation from the lecturer of this material, TEFL also use almost full English for discussion, so it is match with research title, also these classes has different matter about discussion and politeness, so researcher could have many results for this research.

The researcher took these sample used video recording. The researcher records all activity that happened in the class during discussion. There is one group that did presentation, one lecturer, and audience which is a student in the class. The data involved eight groups (2 groups for each class) that went for 10-15 minutes. This theory was approached from Glaser and Strauss[40]. Besides video recording, the researcher also took a note and do match with observation checklist. It is for support the data from video recording.

Things that researcher take on in the research is written on the observation checklist (see appendix 3) such as, students behavior, how they use English during discussion, how the moderator handle the session, or is the students paid attention to the group, and is the politeness influence the class.

---

[40]Glaser, B.G. and Strauss, A.L. (2006) *The Discovery of Grounded Theory.* USA : Aldine Transaction.

Students' speak activity during discussion session called Utterances. It means about a statement from person, or a spoken words. In discussion, utterances means the expression of thought that made into spoken word that takes turn for each member in the group[41]. In this research, researcher already compiled the words that spoken by students during discussion session. The findings appear to indicate that utterances there were less opportunity for students' participation in classroom discussion.

---

[41]Mark Aronoff and Janie Rees-Miller (editors).2001. *The handbook of linguistics*. Blackwell Handsbook in Linguistics (xvi). Oxford : Blackwell

Table of Students' Utterance in Politeness (Class 5A)

No.	Types of Utterances	Sentences	Types of Politeness
1.	F1A	Assalamu'alaikum wr. wrb	Positive Politeness
2.	F2A	How are you friend? How are you feeling?	Negative Politeness
3.	F3A	You know, as you told me yesterday, you have bad day, so I know it, just admit it, but hopefully you're fine now.	Positive Politeness
4.	F3A	The first speaker is saya, that is myself. So let's jump to the first speaker	Positive politeness
5.	B1A	When are you want to buy mobile phone, what are you supposed to do?	Negative politeness
6.	C1A	You know, I have been thinking is a week the answer for this question, why post-method era nerd, it's been in my mind	Positive politeness
7.	A2A	We have to look that most of method. Some observer that some method just focus on grammatical, pragmatic.	Positive politeness
8.	A3A	I mean, is this about lesson or task, not make student have a goal to learn how to communicate	Positive politeness
9.	B2A	Do you have boardmarker?	Negative politeness
10.	B3A	All right, very nice. It is very nice right?	Negative politeness
11.	E1A	So what can I say is, my father was told me that very punctual is highly appreciated, and you guys did it, we are did it.	Positive politeness

Table 1.2 List of Numbers of Utterances of Class 5A

Table of Students' Utterance in Politeness (Class 5B)

No.	Types of Utterances	Sentences	Types of Politeness
1.	F1B	Assamu'alaikum wr. wb.	Negative Politeness
2.	F2B	Okay thank you so much for presenter. Okay the next materi will be explain by Medi.	Negative Politeness
3.	A1B	Okay thank you. Next is learners center disfunction	Negative politeness
4.	D1B	Loudly please. I do not hear you.	Positive politeness
5.	B1B	The one of you know about CLT? Maybe read in your home about CLT, can you tell me? Anyone?	Negative politeness
6.	D2B	Okay, please sit down.	Positive politeness
7.	F3B	I think enough, and then the last material will be explain again by Kurnia. Time is yours.	Negative politeness
8.	B2B	Do you know about disfunction theory Practice Dictonomy before?	Negative politeness
9.	C1B	If you find it hard explain in English, you can mix it with bahasa Indonesia. Bisa dicampur kalo sulit.	Negative politeness
10.	E1B	Thank you very much for all presenter. That's all our explanation. Thank you very much for your attention. Assalamualaikum wr. wb.	Negative politeness

Table 1.3 List of Numbers of Utterances of Class 5B

Table of Students' Utterance in Word (Class 5C)

No.	Types of Utterances	Sentences	Category
1.	F1C	Assalamu'alaikum wr. wb	Positive politeness
2.	F2C	Good morning everyone	Positive politeness
3.	F3C	We are from group two. We would like to explain our material. It is about the post-method era	Negative politeness
4.	D1C	Please open your book page 171	Positive politeness
5.	D2C	Have you open this page? What do you know about this?	Negative politeness
6.	A1C	My brother Reza, I will try to answer your question	Negative politeness
7.	A2C	The format of this method includes six points. It is very important because what do you want for student to do	Positive politeness
8.	Presenting	Thank you. Let's move to the next presenter, time is yours	Negative politeness
9.	B1C	Get the point?	Negative politeness
10.	B2C	If you want to ask question, please raise your hand	Positive politeness
11.	E1C	This is our presentation today. Let close this presentation by reciting hamdalah	Negative politeness

Table 1.4 List of Student's Utterances of Class 5C

Table of Students' Utterance in Word (Class 5D)

No.	Types of Utterances	Sentences	Category
1.	F1D	Assalamu'alaikum wr. wrb	Positive politeness
2.	F2D	Good morning everyone	Positive politeness
3.	F3D	We are from group two. We were going to explain our material. It is about the post-method era	Negative politeness
4.	F4D	So, the first material will be explain by Anisa. Time is yours	Negative politeness
5.	A1D	Ok Assalamu'alaikum. We would like to talk about the function of method	Negative politeness
6.	B1D	So, do you know about disfunction about this topic before?	Negative politeness
7.	A2D	According to Clark in 1994, dicfunction of theory practice is…	Positive politeness
8.	A3D	So friend, like I said before, this approach related to profession of the teacher	Positive politeness
9.	A4D	In communicative language teaching, teacher give the strategies to reflect on their own practices	Positive politeness
10.	A5D	The last is problem solving activity. In this method, teacher always take the lead and help students.	Positive politeness
11.	E1D	Ok that is all about our discussion today. Thanks for your attention	Negative politeness

Table 1.5 List of Student's Utterances of Class 5D

SCRIPT OF STUDENT'S UTTERANCES

Campus   : IAIN Bengkulu

Class   : Class 5A English Department of IAIN Bengkulu

Academic Year   : 2018

Student 1   : Good morning everybody

Audience   : Good morning

Student 1   : How are you doin'?

Audience   : Fine

Student 1   : How are you feeling? Because you know you told me that you have a bad day yesterday, so I know it, just admit it, but hopefully you're bit better now, and you know, today is great day because we are going to talk about, we are about to begin our discussion. I could shut you down, our discussion is going to be integrated discussion, as long as you focused on the speaker and keep being quite. So, I do want to be about the first and full straight about the speaker want to tell you, and the first speaker is saya, saya adalah the first speaker, so let's jump to the first speaker. You know, I have thinkin' in a week the answer for this question. Why did post method era…..(*unclear*) and it is been in my mind and hopefully, I don't forget about it, about the answer, and you know, I wanna think an example in our home. Let's say supposed to thinking

about purchase a mobile phone. I have a phone in my pocket and I just wanna show you this is my phone (*show the phone to audience*) and supposed to you want to purchase a mobile phone, where are you suppose to go? (*give a question to audience*) Yes this is my question, when you want to purchase a mobile phone, where are you suppose to go?

(*A student blabbering the answer in little voice so it's unclear*)

Yes, you want buy mobile phone, where are you suppose to go?

Audience 1   : Phone store

Student 1   : Yes, phone store. You might buy a mobile phone on online, because the price is cheaper, right? Cause you want to buy a mobile phone, so we call you the buyer, and the one who create this mobile phone we called the creator of mobile phone. Yes, you know what I mean? And to create a great mobile phone, the creator and the buyer or the user must have good relationship. You know what I mean? So they can keep in touch between the seller or the creator of the mobile phone and the user of the mobile phone.

(*There are late student, so the discussion interrupted for a second*)

Waalaikumsalam. But unfortunately, these did not happened in such grammar translation because of audio-lingual in post-method era. (*student 1 begin to talk about the topic of discussion*)

Post-method era is a condition to re-figure, untuk memperbaiki ruang. The relationship between…(*talk interrupted*)

(The lecturer interrupted the discussion because these late students keep disturb by said greeting and search a desk. The lecturer warned them to keep quite although they do their own activities, because it will influence during discussion)

The lecturer : Tolong yang baru datang jangan ngomong ya, nanti mengganggu yang lain. Langsung duduk aja. Please sit down. (*talk to student 1*) Yes, please continue.

Student 1 : (*talk continued*) between theorism and the creator. In this post method era, as the teacher, you are a teacher, you can create your own approach, based on the experiences in the class. So, this is post-method era. That's all from me, thank you. Next material will be explained by next speaker. For next speaker, time is yours (*end of explanation by student 1*)

Student 2 : Ok, Assalamu'alaikum wr. wb.

Audiences : Wa'alaikumsalam wr. wb.

Student 2 : Me as a second speaker. I would like to explain about our material and about material that I have is CLT and TBLT. Eum, CLT. The one of you know about CLT? Maybe read in your home about CLT, can you tell me? Anyone? (*asking the audiences if they know about this topic*)

(*silent for a second*) Nothing? Ok CLT. CLT is Communicative Language Teaching, as the Adul explain about post-method era. Before I explain about this material, I want to tell you about

language teaching method. Yes, we as a teacher in a future will teach our students in the future. So we have to know about some method, about many methods that can we use in the future. If a group one, Arif and Arin explain about some method of many methods language teaching like audio-lingual, communicative and the other method. Many experts that observed about this language method. Some observed that most of method just focused on grammatical, pragmatic, and I mean is about lesson, but for CLT, student can write down and reach the goals about the language. This method focused on how students can communicates to others, not based on task.

(*discussion interrupted again, because some technical error, so the lecturer suggested the class to move to next class, and they did it*)

Student 2   : (*discussion continued*) so, the goals of CLT, as I have explained, they can communicate to the others is really important than make a sentences or just write down using grammatical. Know we move to TBLT, because in task they are many explain about the example about how to communicate with teacher in formal, and students in informal, and slang. Back to moderator. (*end of explanation by student 2*)

Student 1   : Okay guys. Thank you very much for Debi. And then, let's jump to the third speaker, Ayu, it's your time.

Student 3   : Thank you. Yes I am a third speaker. Today, I will explain to you

(*talkinterrupted, lecturer suggest her to stand up because she is doing a discussion*)

(*stands up, continued*) ok the first topic is Learn Centre Instruction. It is focused on what students doing, and in this approach, students must have work reflect on their learning process and learning independently or collaboration, and in this approach, students must build on the responsibility students have for their want learning. And the second topic is cooperative learning. Cooperative learning is approach where students work together, think in pairs or the group to share information with others to reach the goals. Cooperative learning sometimes consider synonym with collaborative learning. What is different from these? In cooperative learning, activity group sharing problems or information socially between learners. In collaborative learning, students work with more capable one such as the teacher. The last topic is interactive learning. Interactive learning is a process that takes place in the real words to convey information in the last room. That's all my explanation, back to moderator.

Student 1 : We are really appreciates you keep being quite, and now let's move to the last speaker and Yuli is your turn.

Student 4 : Ok Assalamualaikum wr. wb. Ok let me introduce myself, my name is Rahma Yuliani. I would like to explain about this topic. The first is whole language. What is whole language? It is to help

students to write and read some texts with the right way. In whole language classroom, teacher is a fasilitator. Next is lexical approach. Lexical approach is the hypothesis that the essential building of language or words. For example is lexical chunk, but before I explained about this, I wanna ask you, have you ever hear about chunk? (*asked the audiences*) no/ ok I will explained. Chunk is a group of word that can be folded together in language. Do you have board marker? (*asking for help to the audiences*). Thank you, that's all. Back to moderator.

Student 1 : Ok very nice. Ok so what can I say is, my father was told me that very punctual is highly appreciated, and you guys did it, we are did it. Yes we are obedient (*the class gave applause*). So, we will give you a chance to asking a question. Who wanna be the first? (*Let audiences to asking, but audiences did not asking it. Then the lecturer give a bit of review and gave a conclusion*)

Campus   : IAIN Bengkulu

Class   : Class 5C English Department of IAIN Bengkulu

Academic Year   : 2018

Student 1   : Assamu'alaikum wr. wb.

Audiences   : Wa'alaikumsalam wr. wb.

Student 1   : Okay guys, today we will be explain about The

Methodical History of English Teaching. So, (*thinking*) so

we from group 1, and the first I want to introduce my

group. My name is Alvin Aska Saputra (*introduce himself*)

Student 2   : My name is Anrem Rafika Hayati

Student 3   : My name is Nelson Mandela

Student 4   : My name is Mediansyah

Student 5   : My name is Liyana Puspasari

(*greeting continued*)

Student 1   : and the first explain by me. (*start explain*) Okay, the first

material is The Methodical History of Language Teaching.

In bahasa is Sejarah Pengajaran Bahasa. The tradition of

teaching English sudah mengalami perubahan sejak di abad

ke-20, and in the methodical teaching language have 4

subject, the first is approach, then method, technique,

metode , technique in Indonesia teknik, and the

syllabus.The first is approach. Approach is a position and

the belief that all include about the …… of language. Jadi,

approach ini adalah suatu pendekatan bagi pengajar untuk mengajarkan kepada peserta didiknya. Okay and the second is method. Method is correction of general classroom specific attitude ethic linguistics course. So, method is adalah suatu metode yang dipakai oleh guru maupun pengajar baik di dalam kelas maupun cara dia mengajar. Next is technique. Technique is mean is bagaimana guru tersebut mengajar. Jadi setelah dia mempunyai teknik maka dia akan mengajarkan pelajaran terhadap murid-muridnya. Jadi sejarah pengajaran ini mengalami perubahan dan pergeseran setiap tahun, pertahun kalo menurut Albert Morphan tahun 1972. (*end of explanation*) Okay the next materi will be explain by Anrem Rafika. So Anrem time is yours. (*presented next presenter*)

Student 2   : Ok we will continue our material. The first is Grammar Translation Method. Grammar Translation Method atau GTM is method of teaching language from classical method of teaching Greek and Latin. In Grammar Translation Class, students learn grammatical rule and translate word between target language and native language. Maksudnya itu cara mengajar kita yang berfokus kepada guru itu langsung mempraktekkan atau mengajar menggunakan bahasa inggris, dan langsung muridnya itu

mengerti. That's all materi from me, back to moderator. (*end of explanation*)

Student 1 : Okay thank you for Rafika, and the next is explain by Nelson (*presented next presenter*)

Student 3 : Okay we will continue our material. The audio-lingual method. In earlier 20s, the foreign language we can know the dark into the direct language, such as in Europe, but in world war 2, American was involved in conflict throughout the world. Next, required American the language of alliance for many. Jadi sejarah dari method (*wrong pronunciation*)

The lecturer : Bukan *me(i)*thod, tapi *me(e)*thod. (*lecturer fix the pronunciation*) (*discussion continued*)

Student 3 : Method is a…(*long silent, and then jump into another explanation*) grammar and (*long silent*) Many method from…(*silent*) For example from The Designer of Spirit from 1970 explain by my friend, and back to moderator. (*end of explanation*)

student 1 : Okay thank you so much for Nelson. Okay the next materi will be explain by Medi.

The lecturer : Supaya tidak berulang-ulang, materi anda itu bias di jelaskan dengan "my slide". Daritadi berulang-ulang 'my topic". Nampak anda itu tidak banyak persiapan. Coba

jangan dibiasakan ya, dalam situasi formal menggunakan itu. Misalnya, ketika presentasi tidak perlu mengatakan "this material is presented by me". Tidak perlu mengatakan seperti itu. Langsung saja, " I am going to talk about.." "My topic is about..", My slide is about…". Tidak perlu "is presented by me". Kalo anda yang akan menjelaskan, langsung saja ke topik anda. Tidak perlu anda berbelit-belit, langsung judul nya lalu penjelasannya. Selain itu tidak usah diterjemahkan. Kalo mau pakai bahasa inggris langsung saja, mereka kan mahasiswa bahasa inggris, you do not have to translate that. They understand you. I understand you. Kecuali mereka anak jurusan lain, boleh anda terjemahkan. Oke lanjutkan (*end of advice for group, because this group seems not prepared much*)

(*discussion continued*)

Student 4   : Ok guys, I am going to talk about Method of Spirit in 1970. They have some words, the first is community language learning. This is a basic example of truly best method, so this is a positive learning of other education. The social benefits of a group are really important.

More of any learning to take place to group and teacher join together to facilitator in a context of valuing each individual in the group. Second, suggestopedia. There are a

new method of the key were not strictly as CLL. Thank you

(*end of explanation*)

Student 1 : Okay thank you next is the last presenter, Liyana.

(*discussion continued*)

Student 5 : Okay… (*blabbering because of small voice*)

The lecturer : Stand up, please stand up.

Student 5 : (*still spoke in small and unclear voice*)

The lecturer : Loudly please. I do not hear you.

Student 5 : (*spoke in clearer voice*) Transition in Language Teaching Method…(*red a paper, and her voice back to small volume*) (*The lecturer interrupted*)

The lecturer : Not reading, presenting. Bukan membaca, presentasi. Itu kamu membaca, presentasi itu kamu lihat ke depan, look at to audiences, bacakan sedikit, terus lihat ke depan, begitu Seterusnya. Jangan menunduk terus ya.

(*student 5 continued, but still no changed. The lecturer told her to stop and sit down*)

The lecturer : Okay, please sit down.

Student 1 : I think enough for our presentation. Thank you, wassalamu'alaikum wr. wb.

(This class condition is a mess. The group not prepared their material so there are some mistakes and many advice and reprimand from the lecturer. Then because ran out of time, there was no question session).

Campus   : IAIN Bengkulu

Class   : Class 5D English Department of IAIN Bengkulu

Academic Year   : 2018

Student 1   : Assalamu'alaikum wr. wb

Audiences   : Wa'alaikumsalam wr. wb.

Student 1   : Good morning everyone

Audiences   : good morning

Student 1   : We are from group two, and today we are going to explain about our material about The Post Method Era. So, the first material will be explain by Anisa. Time is yours. (*end of opening, presented the presenter*)

student 2   : Okay, assalamualaikum wr. wb.

Audiences   : Wa'alaikumsalam wr. wb.

Student 2   : Okay, we would like to talking about the Disfunction Theory Practice Dictonomy. Do you know about disfunction theory Practice Dictonomy before? (*asking to the audiences*)

Audiences   : Not yet

Student 2   : According to Pharr in 1994, and according to Kumala in 2006, the disfunction of theory practice dictonomy define the relationship between what we have cross-material theory and practice. So,for fitting the profession the teacher are researcher of responsibility on their own practice. This

approach is related to the profession of the teacher and about responsibility for the teacher to reflect on their own practice. So what is the example of this approach? This approach is like Classroom Based Research. This is an analysis about experienced of the teacher in the classroom. I think enough, back to moderator. (*end of explanation*)

Student 1 : Okay, thank you. For the next method, will be explain Anis Syarifa. Time is yours. (*presented next presenter*)

Student 3 : Assalamualaikum wr wb.

Audiences : Wa'alaikumsalam wr. wb.

Student 3 : Okay, I will continue about The Effective of Elective Approach. This is the dyamic opposite energy of review based change with your experience. The way you understand that…(*blabbering, and thenlecturer interrupted her and told her to presented, not reading the text*)

the lecturer : Excuse me, can you present it out reading your book? You are standing and then explain it, you are not reading actually, you are presenting, and presenting is talk without text. So, try to be a good presenter, like make eye contacts with audiences. (*Let student tocontinued her presentation*)

Student 3 : The interaction between the teacher and the classroom, we as the teacher must be trying a new activities.

(*discussion interrupted, the lecturer suggested something to presenter*)

The lecturer : If you find it hard explain in English, you can mix it with bahasa Indonesia. Bisa dicampur kalo sulit.

(*discussion continued*)

Student 3 : Okay, as the teacher, we must know it is a list of potential choice, you have in repaying a listen. First, decide a continue of possibility you want the student to work, and then why you should learn backline and import thing. It is important. What contextual syllable might influences the change for your general invitation. There are three reasons cooperation for the approach level. First, an approach is by definition dyamic and level subject to arrange the modification as the result of one of observation and experience. Jadi kita mendapatkan hasilnya itu dari hasil observasi dan pengalaman kita. And then, we search in second language as pleasure academic always that not come to see, but a subject to interpretation and we are constant to make new discovery about language teaching as professional of our knowledge and experience for teaching. Jadi kembali lagi ke pengalaman dan pengetahuan. Thank you, back to moderator. (*end of explanation*)

Student 1 : Okay thank you. Next material will be explain by Kurnia, time is yours. (*presented the next presenter*)

Student 4 : Okay, before we discuss about Communicative language

teaching, the communicative language teaching is a improving from audio lingual approach, because audio-lingual approach not too good for language teaching for foreign language, so, being developing communicating language teaching. In CLT approach, it is focused on all about the competence, such as speaking, reading, and listening. The next is the relationship of function. The second point is language technique have a relationship in communicative language teaching. The next is fluency and accuracy. In communicative language teaching, this is a focused on the student's competence, such as speaking, grammar and many more. the next is augmented strategies. In CLT, the teacher give strategies in developing students competence. Okay thank you, back to moderator. (*end of explanation*)

Student 1 : Okay, next material in our discussion is Task Based Language Teaching, and will be explain by me. Okay, it is about assignment or something must to do it by our students. It is like method in classroom. So you as the teacher must be know about this, because when we being a teacher in the school we can do this method. So you know, task based language teaching by teacher, there are some communication program to solved, so this enable to do

mind linking, it is very important to do in our class, and then join some communication help bond to solve. So student and teacher must making communication to solve their problem. There is some short relation to comparable real world activities. Yes, this is relationship between student and teacher in their activities in the class, and of course it is based task. Jadi based on task ini teacher melihat hasil of their student by giving task to the student, and we know that task defined into two types, you can look at your book. So the types of task, first is target task, and pedagogical task. You know, the different of these task is, in the target task a student must accomplished their assignment out their class, maybe it is mean like we give our student homework. Then about pedagogical task, it is about the nucleus, you know nucleus? (*asking to the audiences*) It is inti in bahasa Indonesia, so it is mean nucleus of activity in class, where the teacher give their student task, and must in the classroom. So it is not like homework, but they must to do task in their classroom. The best type of the task, we know there are task based curriculum. In this task curriculum, specifies what learner need to do with English language in term of target task, and organize the series of pedagogical task intended to reach

the goals. We know the characteristics of TBLT. First it is about task outpining ultimate point learners by the part of language learner's real world activity. So it is an ultimate point. It is like hasil akhir pembelajaran, or final result. Then, task specifically contributed to communicative goals, and then their element are carefully signed and chopped haphazardly, next their objectives are well-specified to some method point currently determined the success of one of class another. Then engage the student at some levels genuinely. The last, problem solving activity. In this method, teacher always solved their problem. I think enough, and then the last material will be explain again by Kurnia. Time is yours. (*end of explanation*)

Student 4 : Okay thank you. Next is learners center disfunction. It can be contrasted with teacher center approach. It is include techniques, practices, and focused on all the learner needs. It is like the books, media, and many more. Next is technique that give some controls to students. Teacher give some controls to the students, but students is the main actors of this approach. Include of consultation and include a student. Next, techniques that low students activity and impression. In this point, teacher give the student chances to show off about their capability and innovation in

learning foreign language. The last is technique that entrance the student's sense of competence and some rules. Thank you. (*end of explanation*)

Student 1 : Thank you very much for all presenter. That's all our explanation. Thank you very much for your attention. Assalamualaikum wr. wb.

B. Discussion

The research has done in fifth semester IAIN Bengkulu. Researcher took 3 classes to do a research, are 5A, 5B, 5C, and 5D. Researcher did the research for 4th times. This research starts from October 1st until October 18th 2018.

1. Class A of Fifth Semester IAIN Bengkulu

Researcher took the documentation during teaching-learning process, especially group discussion. A group that did the presentation prepared the discussion, such as place, slide for material, paper, and etc. The group starts the discussion after make sure that class are ready. Lecturer reminded the class what the material they should learned that day, and start the discussion. The moderator opened the discussion by greeting, and told the title. Moderator took a part as presenter, too. The discussion held until the last presenter. After that, moderator gave a chance to the audience for asking the questions.

By look at this situation, we assumed that discussion run well, and yes it was. Something that minus on this class is, the group came late, and there are some students that came late, too. The class conditions are good, and session did quite well.

Talk about the discussion part, the group delivers the material as well. They used English language, with a little bit Indonesian to make sure their audiences catch the meaning. This group used almost English during whole presentation. Their manners during discussion

are good, but they did not use politeness fully. For example, they still called the presenter by their name directly, not with Mr. or Ms.For example :

Student 1   : Okay guys. *Thank you very much for Debi. And then, let's jump to the third speaker, Ayu, it's your time*.

Student 3   : Thank you. Yes I am a third speaker. Today, I will explain to you (talk interrupted, lecturer suggest her to stand up because she is doing a discussion) (stands up, continued) ok the first topic is Learn Centre Instruction. It is focused on what students doing, and in this approach, students must have work reflect on their learning process and learning independently or collaboration, and in this approach, students must build on the responsibility students have for their want learning.

The moderator paid attention to the class and his group, because he already prepared his part of material. For other group, they explain the material with mix language, English and Bahasa. They use mixes language because they want to audiences understand the material and presenter did not have to explain it again and again. For example :

Student 1   : …….So, I do want to be about the first and full straight about the speaker want to tell you, *and the*

first speaker is saya, saya adalah the first speaker,

so let's jump to the first speaker…..

They action is quite similar with first group, like greeting, asking the question to audiences, explain the material. For their attitude, they act nice, like use "Thank you', "Let me introduce myself", "I am gonna explain this material", but some utterances, based on the table above, was not formal form, for example "I am gonna…". For example, *gonna* is an informal words from 'going to' that use in informal situation. For formal situation, used the word that support in what situation the discussion was held. If formal situation, use the formal language for shows respect to audiences that attend the forum. Discussion in the class is formal situation, although it is just happened in the class, that we know well all the person. Once again, it shows our respect to each other. The example shows below :

Student 1   : …..I don't forget about it, about the answer, and you know, *I wanna* think an example in our home. Let's say supposed to thinking about purchase a mobile phone. I have a phone in my pocket and *I just wanna* show you this is my phone (show the phone to audience)…..

In the question session, there is one student that asking the question in the seat, and because the group did not catch the question clearly, the moderator asking the questioner to repeat it again. The lecturer, suggested her to stand up or go in front of class to asking the question. It is one of the Politeness. When we want to asking the question, we have to stand up in beside the audience, or at least stands in our seat. It shows our interest or curiosity with their material and respects the presenters.

Researcher asked the some brief question to some students about politeness. This class said that they did not really know about politeness for discussion. They thought that what they do is already a politeness. When researcher told them about some of politeness, they said that maybe it will takes times, or it did not really important for applied in the class because they still learn. They said as long as their audiences understand what they said, it is enough.

2. Class B of Fifth Semester IAIN Bengkulu

The class seems quite in the beginning. The way they address this discussion is nice. The moderator of the discussion did the introduction. He called their members with name directly, without Mr. or Ms. The face of this group seems stiff, because they too concentrate with their own material. The group did not paid attention with who explained the material. It happened with audiences, too. They seems

uninterested with this discussion, because they just write random in paper, talked each other, read their phone under book, or read another book. It is shown that the audiences did not get that politeness. Paid attention to people that stand in front of class is one of basic politeness. Teacher always told their student that we have to respect people that have talked. Maybe they did not interested in that topic, but tried to gave an attention is a politeness because it means we respect the effort. Besides that, the group also did not care that the audiences understand them or not, as long as they deliver the material, is done. This happened until the end of discussion. When the moderator ask audiences to ask a question, they just silent and said "No" to the moderator.

3. Class C of Fifth Semester IAIN Bengkulu

This class consists of 34 students. Researcher took the sample on October 3rd, 2018. Researcher took the documentation during teaching-learning process, especially group discussion. A group that did the presentation, as usual, prepared the discussion, such as place, slide for material, and paper. The group starts the discussion after make sure that class is ready. Lecturer reminded the class what the material they should learned that day, and starts the discussion. The moderator opened the discussion by greeting, and told the title. Moderator took a

part as presenter, too. After discussion end, moderator gave a chance to the audience for asking the questions.

For this class, the group that did the presentation seem not prepare much. They just present the materials even they still grab the paper and did not use English fully. This group use Indonesian more than English, and they just read the paper. The lecturer gave much guidance to them, that's why this class took long time to finish their presentation. They did not called by Mr. or Ms. The moderator did not pay attention to the class, because he focuses on his material. Actually, when do discussion, moderator duty is for handle the discussion without really focus on material, even be the presenter too. Moderator has to handle the class condition, make sure that audience paid attention, and the group deliver the material as clear as it be. In reality, the moderator not only handle the discussion, but also deliver the material. Actually, is not a big deal, but if this disturbed the discussion or himself, it will make the discussion seem bored or not focus. That is why moderator should do the job as originally. This is happened in this class. Audience and the group itself did not enjoy the discussion session. For example, the presenter that explained it. After she/he delivered the material, they started to talk quietly to her group mate. They thought that if they already gave the material, their job was done. Audiences in back also talk to their classmates, just some of the students that concentrate to this class. It shows that they did not know

about politeness during discussion. For another group, they doing the discussion well. They present in full English, use Mr. and Ms. when called others, although there is one sentences like "Ok my bro Reza, I will try to answer your question". This is quite informal, because when do formal forum, do not treated audience as in informal situation. Besides this, everything seems good.

Besides giving material, the group also got many advices from the lecturer. For example, the lecturer cannot stand about the group that always said "back to moderator" after they finish their part. Actually, we do not have to say this, because the moderator already knows, that he have to take part after material finished. So, after the lecturer said this, the next presenter applied the advice. The group also did not stand up when giving the material, so the lecturer told about this too.

This class shows that they did not know about politeness. Researcher asked some students about politeness, and as expected, they did not know about politeness. They just know that they have to speak English and deliver the material, and just know a little or basic manners.

The class condition is a little mess for the first group, because they see how the discussion held, and many advices and fixes in this discussion, so they are not really interested in the material. For the second group, the condition is handling well, except one student that

try to interrupted discussion by some unimportant twaddle, but others just ignore him and continued the discussion until finish.

4. Class D of Fifth Semester IAIN Bengkulu

Class 5D consists of 31 students. Researcher took the sample on October 1st, 2018. Researcher took the documentation during teaching-learning process, especially group discussion. A group that did the presentation prepared the discussion, such as place, slide for material, paper, and etc. The group starts the discussion after make sure that class are ready. Lecturer reminded the class what the material they should learned that day, make sure about class condition, and start the discussion. The moderator opened the discussion by greeting, and told the title. Moderator took a part as presenter, too. The discussion held until the last presenter. After that, moderator gave a chance to the audience for asking the questions.

This class is quite good. Students paid attention to the discussion. Only some of them that did not paid attention. The group used mixes language, half Indonesian, and half English. The group delivered the material as well, and they did a good job. They presentation are clear, even there are some pronunciation mistakes. The moderator handles the session as well.

During question session, they use full English. The questioner explain the question clearly, and this students use politeness. He

introduce himself first, what group he belong, and then ask the question. This is a basic politeness that we have to do when we asking a question in discussion forum. We have introduces ourselves, and then ask question. It shows how we respect the group and all the audiences in the house.

The lecturer gave some tips to the class how to ask the question and do discussion. Researcher asked some questions to the students. They said that they know about politeness, such as introduces self before ask the question, calls the audiences with Mr. or Ms, but they thought that it not run well in the class because the main goals is to delivers the material to audiences.

C. Conclusion

Based on finding discussion above, there are several things that can be written down. It will be arranged based on the findings of research problems.

For the research problem, the finding showed that students of Fifth Semester IAIN Bengkulu are not really knew about politeness during discussion session. They just know how to delivers the material correctly with English, although they still mix the language. Actually, there are some students that know about politeness, but they did not want to use it in the class, because they thought it took times and seem busy to do. The focus of their discussion is to make the audiences

understand the material. Moreover, many students did not know than know about politeness for discussion.

Based on the finding, it can be concluded that the students of Fifth Semester did not realize about politeness during discussion session.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the problem above, it can be concluded as follows:

1. Students of fifth semester did not familiar with politeness for discussion

2. Students that know about politeness thought that politeness are not important for the class because quite complicated, even in grammar and action

3. One of the reason they did not use the politeness is because they are not able enough to speak in full English, so they chose to ignore the politeness and focus on speak and deliver the material

4. Their goals on discussion are make audience understand the material, not to show or teach about how to do discussion, so they did not want to applied politeness during discussion session in the class.

B. Suggestion

Based on conclusion above, researcher want to give some suggestion, as:

1. Try to give a brief explanation why politeness is important to learn, especially for students, because they will face the public forum that push them to know about basic manner for discussion

2. It can be figure about how important to teach politeness for detail to students, so students not just improve their ability in speak English, but also know about politeness during discussion session.

3. English major students have to know about politeness because they will be teacher someday, and discussion is give in the school, so that they know what they have to do to teach their students.

4. More concern about using politeness in the class, and applied it during discussion in every single subject on campus that use English and discussion as their main way in teaching-learning process.

REFERENCES

Arikunto. (2008). *Prosedur penelitian*. Jakarta : PT Rineka Cipta.

Aronoff, M. (2001). *The handbook of linguistics*. Blackwell Handbook in Linguistics (16th edition). Oxford : Blackwell

Bell, K. (2011). *How ESL and EFL Classrooms differ.* Oxford : Oxford University Press ELT.

Brown, P. & Levinson S. (1987). *Politeness*. Cambridge: Cambridge University Press

Cambridge Online Dictionary. (2018)

Christensen, C. R. & David A.G. (2013). Education for judgment : The artistry of discussion leadership. Cambridge

Glaser, B.G. & Strauss, A.L. (2006). *The Discovery of grounded theory.* USA: Aldine Transaction.

KBBI. (2005)

Kelley J, Slack. (2014). *Targeting objectivity, reliability, and validity.* Retrieved From https://www.thewisdomthatworks.com/targetingobjectivityreliabilityvalidiy/

Lake, W. (2013). *The Difference between ESL and EFL : Teaching English.* New York : Bright Hub Education.

Merriam Webster Dictionary. (2013). Retrieved from https://www.sun.ac.za/english/learning-teaching/ctl/tlresources/curriculum-t-l-assessment

Miles, M.B., & Huberman, A.M. (1994). *Qualitative data analysis : An expanded sourcebook (2nd Edition)*. Newbury Park, CA : Sage Publishing.

Oxford Dictionary. (2008). Oxford : Oxford University Press.

Phelan, C.& Julie W. (2005). *Exploring reliability in academic assessment.* Retrieved from https://chfasoa.uni.edu/reliabilityandvalidity.htm

Rahardjo, M. (2012). *Triangulasi dalam penelitian kualitatif*. Retrieved from
http://mudjiarahardjo.uin-malang.ac.id/materi-kuliah/270triangulasi-dalam-penelitian-kualitatif.html

Sandeloswki, M. (2010). *What's in a name? Qualitative description revisited.*
Nursing & Health, 33(1), 77-84.doi:10.1002/nur.20362

Senowarsito. (2013). "Politeness Strategies in Teacher-Student Interaction in an
EFL Classroom Context".*TEFLIN Journal, 24(1).*

Subertova, A. (2013). *Aspect of politeness in a classroom of English as a second
language*. Prague : Charles University in Prague

Wardhaugh, R. (2009). *An introduction to sociolinguistics (6thedition).* Oxford :
Wiley-Blackwell.

Watts, R. (2003). Politeness. *CJS Online January-February 2005.* Cambridge :
Cambridge University Press.

Werry, C. (2007). Language Science. *Reflections on language: Chomsky,
linguistic discourse and the value of rhetorical self consciousness, January
2006*. San Diego :San Diego State University, 66-87.

Yin, R. K. (2011) "Case study research, design and method". *The case study
approach*. US National Library of Medicine National Institute of Health.
Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3141799/