STUDENTS' POLITENESS STRATEGY IN REQUESTING AND REFUSING TEACHER'S INSTRUCTION IN ENGLISH TEACHING LEARNING (ETL) OF THE EIGHTH GRADERS OF SMPN 5 PADANG PANJANG IN ACADEMIC YEAR 2016/2017

A THESIS

Submitted as Partial Fulfillment of the Requirement to Obtain Strata One (S1) Degree on English Education Department



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There is no Magnificent Word
Except to thank Allah SWT for the Gracious and the Merciful

"Sesungguhnya sesudah kesulitan itu ada kemudahan.
Maka apabila kamu telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain,
Dan hanya kepada Tuhanmulah hendaknya kamu berharap"
(Q.S Al-Insyirah 6-8)

يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

"Allah akan meninggikan orang-orang yang beriman
diantaramu dan orang-orang yang berilmu pengetahuan
beberapa derajat" (Q.S Al-Mujadalah 11)

This script would humbly be dedicated to

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We are Seventeen

Jaya Selalu

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ABSTRAK

Afni Fitri. 2313.074. Strategi Kesopanan Siswa dalam "Meminta dan Menolak" Instruksi Guru dalam Belajar Mengajar Bahasa Inggris pada Kelas Delapan di SMPN 5 Padang Panjang Tahun Ajaran 2016/2017. Skripsi. IAIN Bukittinggi.

Berdasarkan pengamatan peneliti di lapangan, siswa masih bermasalah dalam cara "meminta dan menolak" secara sopan dalam belajar dan mengajar Bahasa Inggris. Siswa tidak mengetahui strategi kesopanan dalam "meminta dan menolak" instruksi guru. Jadi, tujuan penelitian ini adalah untuk mengidentifikasi tipe-tipe strategi kesopanan siswa dalam "meminta dan menolak" instruksi guru pada Kelas Delapan di SMPN 5 Padang Panjang.

Desain penelitian ini adalah penelitian kualitatif. Penelitian ini dilakukan pada siswa Kelas Delapan di SMPN 5 Padang Panjang Tahun Ajaran 2016/2017. Ada sembilan lokal Kelas Delapan di SMPN 5 Padang Panjang, yaitu 8.1-8.9. peneliti mengambil kelas 8.1-8.6 sebagai sampel penelitian ini. Pertimbangan ini diambil untuk membatasi sampel dan kelas 8.1-8.6 berjumlah 6 kelas yang sudah lebih dari separoh dari total kelas pada Kelas Delapan, jadi diasumsikan bahwa 6 kelas ini cukup untuk diteliti dan direkam. Juga, kelas ini diajar oleh guru Bahasa Inggris yang sama yang juga menjadi tutor peneliti disaat melakukan Praktek Lapangan disekolah tersebut. Instrumen penelitian ini adalah observasi dengan menggunakan lembar observasi dan rekaman video.

Setelah menganalisa data dengan menggunakan kualitatif analisis, ditemukan bahwa siswa melakukan ekpresi "meminta dan menolak" pada proses belajar mengajar Bahasa Inggris. Tipe-tipe strategi kesopanan yang dilakukan oleh siswa terdiri dari keenam maksim kesopanan, yaitu maksim kebijaksanaan, maksim kedermawanan, maksim penghargaan, maksim kesederhanaan, maksim pemufakatan/kecocokan, dan maksim kesimpatian. Dari cara "meminta dan menolak", siswa lebih banyak melakukan ekspresi "meminta" dari pada "menolak" instruksi guru dalam proses belajar mengajar Bahasa Inggris.

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ABSTRACT

Afni Fitri. 2313.074. Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning (ETL) of the Eighth Graders of SMPN 5 Padang Panjang in Academic Year 2016/2017. Thesis. IAIN Bukittinggi.

Based on the researcher's observation in the field, the students still had problems in requesting and refusing politely in English teaching and learning. They did not know the politeness strategies in requesting and refusing teacher's instruction. So that, the aim of this research was to identify what are the types of politeness strategies used in requesting and refusing teacher's instruction of the eighth graders of SMPN 5 Padang Panjang.

This research design was qualitative research. This research was conducted at the eighth graders of SMPN 5 Padang Panjang in 2016/2017 academic year. There were nine classes of the eighth graders at SMPN 5 Padang Panjang, namely 8.1-8.9. The researcher took class 8.1-8.6 as the sample of this research. This consideration was made in order to limit the sample and 8.1-8.6 consisted of six classes that more than a half from total classes at the Eighth graders, so it was assumed the classes were enough to be researched and recorded. Also, these classes were taught by the same English teacher who was also the researcher tutor when do teaching practice at the school. The instrumentation of this research was observation by using observation sheet and video recording.

After analyzed the data by using qualitative data analysis, it was found that the students did both requesting and refusing in English teaching and learning. The types of politeness strategies used by the students included the six maxims, namely tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim. From both requesting and refusing activities, the students often did requesting than refusing in teacher's instruction in English teaching and learning.

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

A. Karya tulis saya, skripsi dengan judul **"Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning (ETL) of the Eighth Graders of SMPN 5 Padang Panjang in Academic Year 2016/2017"** adalah asli dan belum pernah diajukan untuk mendapat gelar akademik baik di IAIN Bukittinggi maupun diperguruan tinggi lainnya.

B. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan Tim pembimbing dan penguji.

C. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan didalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan di dalam daftar pustaka.

D. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Bukittinggi, Februari 2018

Saya yang menyatakan,



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The Researcher

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CHAPTER 1

INTRODUCTION

CHAPTER I

INTRODUCTION

A. Background of the Problem

Interaction is one of essential factors in language teaching and learning. Without interaction, it is impossible for teacher and students hold language teaching and learning. Teacher explains the materials by using interaction and also students answer and reply teacher's question by the interaction also. It means, the teaching and learning process will run smoothly through interaction.

Moreover, teachers are the main characters who hold biggest role in the interaction. As the doer in language teaching, teachers hold interaction with the students in their learning activities. The role of the teacher is not only as the presenter in the teaching and learning process, but also as the controller, organizer, tutor, participant, etc. According to Harmer, teachers use many metaphors to describe what they do. Sometimes they say like actors because 'we are always on the stage.' Others think they are like orchestral conductors 'because I direct conversation and set the pace and tone.' Yet others feel like garderners, 'because we plant the seeds and then watch them grow.'[1] Teacher's interaction in the teaching and learning process should be done effectively, in order to give an effective teaching and learning process.

Futhermore, English teaching and learning is the activity which holds by the teacher and students in the classroom. The English teaching and

[1] Harmer, Jeremy, The Practice of English Teaching, (New York, Longman, 2010), p.56

learning is the place situation where the interaction between teacher and students happen. In the English teaching learning activity, there are many materials should be discussed, one of them is about refusing and requesting something.

In addition, refusing and requesting something is one of the materials learned in English teaching and learning. In the interaction, students often express their feeling of refusing and requesting for the teacher's instruction. Refusing means the rejection of the students in the interaction, whether by using language or gestures. Whereas, requesting means that the students' order or demand from the teacher as the doer in the interaction in English teaching and learning.

Then, politeness is an important aspect in language interaction. It concerns the students' attitude that influences their language achievement in the daily interaction. The students need politeness to interact with others, especially with the teachers. In language study, politeness refers to the ways students do when they interact with teacher. The research about politeness is important to be conducted. According to Sholichah, the reason for investigating politeness is its importance in teaching and learning. Second language learners experience great differences in acquiring formulaic routines so that they can present themselves in situationally appropriate ways. Most

learners seek to be polite in the L2 or to be impolite, when necessary, in appropriate ways.[2]

Based on the researcher's preobservation at the Eighth Graders of SMPN 5 Padang Panjang, the researcher indicated that most of students do not know how to request in teachers' instruction politely. In addition, if the students requested something from the teacher, they forgot to say the word "please" and "thankyou". The researcher indicated that most of students do not know how to request. Then, if they wanted to request something from the teacher, most of them did not know to request politely. For example, they did not say, "excuse me" or "would/could". Most of them requested something or asked question straight to the point of question. For example, they said "Miss, I want to know about ….".

Moreover, the researcher indicated that most of students did not know how to refuse in teachers' instruction politely. When the teacher talked about something, for example a teacher asked student to do something, the students refused and they forgot to say the word "sorry or "pardon". However, in the daily interaction in language teaching and learning, the students often forgot about the politeness. After the teacher asked them to do something, if they did not want to do, most of them refused teacher's instruction impolitely. For example, it could be seen from their face and their gestures to refuse teacher's instruction.

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[2] Sholichah, Faridotus Politeness in Requesting and Refusing Teacher's Instruction in English Teaching Learning of The Third Grade Students At SMP N 06 Salatiga 2011/2012 (Salatiga, State Institute Islamic Studies : STAIN, 2012), p.2

In fact, the politeness in refusing or requesting in teacher's instruction should be considered well. It will influence someone feeling, whether she/he feels comfortable or not. The use of polite expressions or polite words, such as "thankyou" and "sorry" were needed in the interaction. It will construct a good communication between teacher and student or vice versa. Moreover, learning process will achieve its goal to setup the students become educated person with a good skill to express their feeling accurately.

Therefore, the researcher decided to analyze the students' politeness in requesting and refusing in teacher's instruction. This research is entitled: "Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning of The Eighth Graders of SMPN 5 Padang Panjang 2016 / 2017".

B. Identification of the Problem

Based on the background of the problem above, the identification of the problem was described as the following :

1. Students did not know the politeness strategies in requesting in teacher's instruction
2. Student did not know the politeness strategies in refusing in teacher's instruction

In this research the researcher identified the students' problem about politeness strategies in requesting and refusing the teacher's instruction in English teaching learning (ETL).

C. Limitation of the Problem

In line with the identification of the problem above, this limitation of the problem was "Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning of The Eighth Graders of SMPN 5 Padang Panjang 2016 / 2017".

D. Formulation of the Research

From this research, there were some research questions have been conducted. They were:

1. What are the types of politeness strategies used in requesting teacher's instruction of the eighth graders of SMPN 5 Padang Panjang?
2. What are the types of politeness strategies used in refusing teacher's instruction of the eighth graders of SMPN 5 Padang Panjang?

E. Purposes of the Research

The purposes of this research were related to the research question above, they were as below:

1. To identify what are the types of politeness strategies used in requesting teacher's instruction of the eighth graders of SMPN 5 Padang Panjang.
2. To identify what are types of politeness strategies used in refusing teacher's instruction of the eighth graders of SMPN 5 Padang Panjang.

F. Significance of The Research

The result of this research hopefully can give contribution to the English teacher, the students, the researcher and the next researchers. For the English teacher, it is hoped that this research can give a description of how the politeness principles may appear in her/his classroom. It is expected that the teacher may able to give instruction to the students in the classroom as effective as possible. For the students, it is expected that, this research will help them to be able to communicate in more polite as clear as they can in the classroom interaction and they know what maxims of politeness principles are, because it is important when doing the interaction with others. Then to the researcher herself, it was hoped the results give valuable experience when conducting research in the field, also was useful for the requirement to get Strata One (S1) degree in IAIN Bukittinggi, at English study programme. Finally, it is hoped that this research will be useful for the next researchers, especially who wants to conduct a research about politeness in the teacher's instruction.

G. Definition of the Key Terms

This research was provided with several definition of key terms in order to avoid misunderstanding while reading:

1. Politeness means a good manner from the students in the interaction with the teachers

2. Requesting means the act of expression from the students which demand something to the teacher's instruction
3. Refusing means the act of expression from the students which rejected something from the teacher's instruction
4. Teacher's instruction means a guidance or command from the teacher to the students in the classroom interaction.



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CHAPTER II

REVIEW OF THE RELATED LITERATURES

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CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of the Related Theories

1. The Concept of Politeness

Politeness is showing concern to others. Raatma states that politeness means showing concern for others. Being polite means you treat others with kindness and respect. Politeness is showing others you care about them, their feelings, and their needs.[1]

Politeness is an important aspect in English teaching learning. Marmaridou, et.al, describe that politeness is not a question of personal preferences; it is the rational, the expected thing to do. Politeness is also an expression of the inner feelings of the individual, a contribution to communication offered voluntarily by a subjectively creative individual. Politeness, then, becomes a messages conveying the speaker's feeling attitude, towards the addressee and thus combines the expression of the speaker's feelings, or attitude, towards the addressee and thus combines the expression of the speaker's inner (psychological) state with the achievement of a social goal in the communicative interaction.[2]

Politeness is a part of human behaviour. Marmaridou, et.al, assume that politeness is a social phenomenon: not only is it employed as a means to avoid friction in social interaction but its very content, what "polite"

[1] Ratma, Lucia , Politeness, (Minnesota, Capstone Press, 2002), p.5

[2] Marmaridou, et.al, Trands in Linguistics: Reviewing Linguistic Thought Converging Trends for the 21st Century, (Berlin, Walter de Gruyter GmbH, & Co. KG 2005), p.347

means, differs from society to society. Moreover, politeness is to some extent socially prescribed. On the other hand, it is also a property of individual behavior.[3]

In politeness, there are some principles should be learned by the students. According to Liu, a politeness principle is defined as: maximize expression of beliefs favorable to the hearer, and minimize expression of beliefs unfavorable to the hearer.[4]

According to Liu, politeness consist of both positive politeness means that the model person seeks to serve the positive face-wants of others; negative politeness means that the model person seeks to avoid imposing on the negative face-wants of others.[5]

There are some formal / informal politenesses language used to a stranger or older people can be used by the students. Wardiman et.al explain that people say *I beg your pardon* or *pardon me* as a very polite polite way of asking someone to repeat what she/ he just said because you did not hear or understand it. Example: *Pardon, you have to talk louder, I can't hear you*. The expressions are also used to say that you are sorry because you have just made a mistake. Example: *I do beg your pardon. I thought you were someone else.*[6]

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[3] Marmaridou, et.al, Trands in Linguistics: Reviewing Linguistic Thought Converging Trends for the 21st Century, (Berlin, Walter de Gruyter GmbH, & Co. KG, 2005), p.347

[4] Liu, Pragmatic Strategies & Power Relations in DIsargreement: Chinese Culture in Higher Education, (Florida, Universal Publishers/ UPUBLISH.com, 2004), p.31

[5] Liu, Pragmatic Strategies & Power Relations in DIsargreement: Chinese Culture in Higher Education, (Florida, Universal Publishers/ UPUBLISH.com, 2004), p.32

[6] Wardiman, et.al, English in Focus: For Grade VII Junior High School (SMP/MTs, (Jakarta, Pusat Perbukuan Departemen Pendidikan Nasional, 2016), p 62.

From the ideas above, it can be concluded that politeness means showing concern to others. It is an important aspect in English teaching learning. Politeness consists of positive politeness and negative politeness. Then, there are some principles of politeness, include maximize expression of beliefs favorable to the hearer, and minimize expression of beliefs unfavorable to the hearer.

2. The Culture in Politeness Strategy

Culture in politeness research is also can be defined as the cross-cultural pragmatics. Ogiermann mentions that culture is merely treated as a variable responsible for differences in the realisation and distribution of speech act strategies. This simplified view of culture seems to go back to the sociolinguistic background of the field, with cross-cultural pragmatics shifting the focus from comparison of different speaker groups within one culture to contrasting different cultures. In fact, the terms 'culture' and 'language' are often used interchangeably, with languages rather than cultures constituting the object of study in cross-cultural pragmatics.[7]

In general, the culture in politeness strategy contain of positive politeness and negative politenes. Brown states that there are two quite different kinds of feelings to be attended to, and therefore there are two distinct kinds of politeness. One kind arises whenever what is about to be said may be unwelcome, prompting expressions of respect, restraint,

[7]Ogiermann, Eva, On Apologising in Negative and Positive Politeness Cultures, (Philadelphia: John Benjamins B.V, 2009), p23

avoidance ('negative politeness'). Another arises from the fact that longterm relationships with people can be important in taking their feelings into account, prompting expressions of social closeness, caring, and approval ('positive politeness').[8]

In addition, Ogiermann argues that culture is a fuzzy set of attitudes, beliefs, behavioural conventions, and basic assumptions and values that are shared by a group of people, and that influence each member's behaviour and each member's interpretations of the 'meaning' of other people's behaviour.[9]

The culture in politeness strategy depends on the politeness theories given by the experts. According to Peng, et.al, there are four politeness strategies in classroom teaching and learning process: bald on record (without any redressive action), positive politeness (solidarity-seeking), negative politeness (freedom-given), and off record (indirect).[10] Then, the teacher's language is something important in this process. Teachers' language can be termed as teachers' talk, teachers' speech, or teachers' utterance, which is all about the language use in class.

According to Cosman, politeness is an area of interactional pragmatics that has experienced a huge interest over the last decades and its universal principles are reflected in language use. Researchers have examined worldwide languages and language varieties both individually

[8]Brown, Penelope, Politeness and Language, (Netherlands: Elsevier Ltd, 2015), p326

[9]Ogiermann, Eva, On Apologising in Negative and Positive Politeness Cultures, (Philadelphia: John Benjamins B.V, 2009), p25

[10]Peng, et.al, A Case Study of College Teacher's Politeness Strategy in EFL Classroom, (Finland: Academy Publisher, 2014), p110

and cross-culturally. Politeness can be regarded as a social value in human interaction and is an essential component in a great variety of personal and professional communication situations.[11] It means, the culture has a great deal with politeness theories.

Furthermore, the culture of politeness in language can be distinguished as below: [12]

a. Politeness as social rules. To the layman, politeness is a concept designating 'proper' social conduct, rules for speech and behavior stemming generally from high-status individuals or groups. In literate societies such rules are often formulated in etiquette books. These 'emic' (culturespecific) notions range from polite formulae like please and thank you, the forms of greetings and farewells, etc., to more elaborate routines for table manners, deportment in public, or the protocol for formal events. Politeness is conventionally attached to certain linguistic forms and formulaic expressions, which may be very different in different languages and cultures. This is how the 'person on the street' tends to think about politeness, as inhering in particular forms of words.

b. Politeness as adherence to Politeness Maxims. An alternative approach takes the position that the linguistic forms of politeness are not a matter of arbitrary convention but are motivated by general principles. During the 1970s this perspective was formulated in

[11]Cosman, Oana, Cultural Variability within Politeness Theory, (Suceava: Stefan cel Mare University, 2013), p51

[12] Brown, Penelope, Politeness and Language, (Netherlands: Elsevier Ltd, 2015), p326

linguistic pragmatics in Gricean terms, with politeness seen as a set of social conventions coordinate with Grice's Cooperative Principle for maximally efficient information transmission, with its four 'Maxims' of Quality, Quantity, Relevance, and Manner. Leech's more detailed proposal (1983) is in the same vein. Complementary to Grice's Cooperative Principle, Leech postulates a Politeness Principle – 'Minimize the expression of impolite beliefs,' with the six Maxims of Tact, Generosity, Approbation, Modesty, Agreement, and Sympathy. As with Grice's Maxims, deviations from what is expected give rise to inferences. Cross-cultural differences derive from the different importance attached to particular maxims.

c. Politeness as face management. A more sociological perspective places 'face work' at the core of politeness. Goffman (1967) considered politeness as an aspect of interpersonal ritual, central to public order. He defined face as an individual's publicly manifest self-esteem, and proposed that social members have two kinds of face requirements: positive face,or the want for approval from others, and negative face, or the want not to offend others. The working assumption that face is always potentially at risk, so that any interactional act with a social–relational dimension is inherently face-threatening and needs to bemodified by appropriate forms of politeness.

Based on the explanation above, it can be concluded that the culture in politeness generally consist of positive politeness culture and negative politeness culture. Then, specifically the culture in politeness strategy contains in the politeness maxims given and proposed by some experts and researchers. One of the maxim theory is based on Leech's maxim, they are Tact maxim, Generosity maxim, Approbation maxim, Modesty maxim, Agreement maxim, and Sympathy maxim.

3. Refusing and Requesting

a. Refusing

Refusing and requesting are the materials which are learned by the students in eighth graders of Junior High School. Kasper assumes that the speech act of refusing is a responding act in which the speaker denies to engage in an action proposed by the interlocutor. For example, a professor suggests to a student a topic for her presentation, but she does not think the topic is appropriate for her. A possible might be:

Professor *: How about giving a presentation focusing on this topic for the next class?*

Student *: I don't feel that I am very familiar with this topic. Can I change to another topic?*

Then, refusing means the act of the students to disapprove or ignore the instruction from the teacher in English teaching learning.

Parola mentions that refusing means the will not to adhere to the logic from alien vibrations, but aware of their relevance to other types of energy. Refuse always comes after Acceptance: We must take note without judging, and then refuse the conduct that is alien to us.[13]

Refusing is the act and also speech act that occurs in everyday communication in the classroom. Chojimah menstions that Refusal, like any other speech act is believed to be universal and culturally distinctive. The act is present across languages in the world, but how and where it is realized is different across cultures. Refusal, an act which commonly occurs in every day communication, is a rejection to suggestions, invitations, offers, or requests. It might result in offense in the part of addressee since his/her choice of actions is not positively responded. In order to minimize the offense, politeness is necessarily called for whenever the act of refusal is realized. The choice of strategies in realizing a threatening act, like refusal, is determined by social distance, relative power (social status), and severity of the act.[14]

Although the speakers or the students refuse teacher's instruction in classroom interaction, they can refuse politely. Nurjayanti explains that Refusal often occurs in everyday conversation. It makes refusal becoming a popular discussion. Speech

[13] Parola, Carla, Third Reading, (New York, www.llibridell'essere.it, 2010), p.57

[14] Chojimah Nurul, Refusal and Politeness Strategies in Relation to Social Status: A case of Face-threatening Act among Indonesian University Students, (Tulungagung, State Islamic Institute of Tulungagung, 2015), p. 906

act of refusal can threaten positive face. Refusal speech act threatens positive face when the speakers do not care about the listener's wants. Speaker can show the refusal politely still.[15]

Furthermore, Felix-Brasdefer assumes that Refusals are face-threatening acts and belong to the category of commissives because they commit the refuser to (not) performing an action. Refusals function as a response to an initiating act and are considered a speech act by which a speaker ''[fails] to engage in an action proposed by the interlocutor''. From a sociolinguistic perspective, refusals are important because they are sensitive to social variables such as gender, age, level of education, power, and social distance. Overall, refusals are complex speech acts that require not only long sequences of negotiation and cooperative achievements, but also ''face saving maneuvers to accommodate the noncompliant nature of the act''.[16]

In conclusion, refusing is the act of the students to ignore the instruction from the teacher. To refuse teacher's instruction, students should know how to refuse politely, for example by giving the word "sorry" or "pardon".

b. Requesting

Requesting is one of expression in social interaction and also in the interaction in English teaching learning. Drew and Couper-Kuhlen

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[15] Nurjayanti, Nova, The Implementation Of Politeness Strategies In Refusal By The Second Semester Students Of English Department In English Speaking Class, 2016), p.2

[16] Felix-Brasdefer, Cesar J, Linguistic Politeness in Mexico: Refusal Strategies among male speakers of Mexican Spanish, (Indiana University, 2006), p. 2160

describe that requesting is one of the most basic and ubiquitos activities in social interaction. Whoever we are and wherever we live, whatever language we speak, whatever work we do, whatever our status or 'position' in society, whatever domestic arrangement we have and generally whatever our circumstances, almost every day in our lives we ask someone to do something for us – we make a request. 'Ask' should be taken broadly to include other ways of asking than speaking, or indeed using a language, such as sign language.[17]

According to Taguchi, the realization of requests by L2 learners is achieved through interaction of at least three components: (1) the general pragmatic knowledge; (2) the degree of sensitivity to the target language's pragmalinguistic constrains; and (3) the degree of accommodation toward the target culture's socio-cultural norms.[18]

Requesting can be found in social interaction in life. Drew and Couper-Kuhlen admit that requesting has a particular significance for our interaction, relationship and our associations with one another. Requesting might be said to inhabit our various and diffent social worls – the domestic world; the world of work; the world of children who might use requesting to gain some measure of control over their lives.[19]

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[17] Drew, Paul and Couper-Kuhlen, Elizabeth, Requesting in Social Interaction, (Netherlands, John Benjamins Publishing, 2014), p.1

[18] Taguchi, Pragmatic Competence, (Berlin, Walter de Gruyter GmbH, & Co. KG, 2009),p.134

[19] Drew, Paul and Couper-Kuhlen, Elizabeth, Requesting in Social Interaction, (Netherlands, John Benjamins Publishing, 2014), p.1

In requesting the students may ask for help or to have something. Drew and Couper-Kuhlen argue that through requesting we seek the help of others in doing or managing things that we could not do, or could not so easily do, or would prefer not to do, by ourselves. When we make a request, therefore, we inherently and usually implicity convey that we have need of something – we expose ourselves, as it were, to being seen to be wanting in some fashion. Equally, when we request someone to do something for us, when we enlist their assistance, we place on them some kind of obligation, one that might require some degree of imposition or even sacrifice. As a consequence of the reciprocal connection between need and obligation, between exposure and imposition, requesting is fundamental to the management of social cohesion and social solidarity in social interaction.[20]

Furthermore, the students can use many language forms in requesting. Drew and Couper-Kuhlen mention that requesting is in all these respects a social form, carrying with it implications of need, of obligation, of imposition and constraint. But requesting is also linguistic form; there are in any language specific forms that are conventionally used in requesting, in English such form as “Could you…?” , “I wonder if you could …? “ or “ I need you to …”. That is

[20] Drew, Paul and Couper-Kuhlen, Elizabeth, Requesting in Social Interaction, (Netherlands, John Benjamins Publishing, 2014), p.2

to say, requesting may be done through characteristic grammatical forms, and through certain prosodic resources.[21]

Requesting is the act of the students to demand something from the teacher in English teaching learning. In requesting, the students can ask the teacher by using polite words, such as "could", "would", "excuse me", "please", etc.

4. Politeness in Refusing and Requesting

There are some criteria of politeness in the English teaching learning related to refusing and requesting something. Leech states that there are six criteria of politeness[22], as below:

a. Tact Maxim (in impositives and commissives)
   1) Minimize cost to other
   2) Maximize benefit to other

In this maxim, commisives is found in utterances that express speaker's intention in the future action. Then, directives/ impositives are expressions that influence the hearer to do action. The example of the tact maxim is as follows:

"Will you ask me to do that, miss?

[21] Drew, Paul and Couper-Kuhlen, Elizabeth, Requesting in Social Interaction, (Netherlands, John Benjamins Publishing, 2014), p.2

[22] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 1983), p.132

It is the directive/ impositive utterance. This utterance is spoken to ask the hearer sitting down. The speaker uses indirect utterance to be more polite and minimizing cost to the hearer. This utterance implies that sitting down is benefit to the hearer.

b. Generosity Maxim (in impositives and commissives)
   1) Minimize benefit to self.
   2) Maximize cost to self.

This, maxim is centered to self, while the tact maxim is to other. The example will be illustrated as follows:

"You must come and dinner with us"

It is an advice utterance that is involved in directive illocutionary act. In this case the speaker implies that cost of the utterance is to his self. Meanwhile, the utterance implies that benefit is for the hearer.

c. Approbation Maxim (in expressive and assertive)
   1) Minimize dispraise of other
   2) Maximize dispraise of self

This maxim instructs to avoid saying unpleasant things about the hearer. This maxim occurs in assertives/ representatives and expressive. Assertives/ representatives are utterances that express the

true propositional. Meanwhile, expressive are utterances that show the speaker feeling. The example is sampled below:

A: “The performance was great!”

B: “Yes, wasn’t it!”

In this example, A gives a good comment about the performance. He talks the pleasant thing about other. This expression is a congratulation utterance is included the approbation maxim.

d. Modesty Maxim

1) Minimize praise of self
2) Maximize dispraise of self.

The approbation maxim is exampled by courtesy of congratulation. On the other hand, the modesty maxim usually occurs in apologies. The sample of the modesty maxim is below:

“Please accept this small gift as prize of your achievement”

In this case, thr utterance above is categorized as the modesty maxim because the speaker notices his utterance by using “small gift”.

e. Agreement Maxim (in assertives)

1) Minimize disagreement between self and other
2) Maximize expression agreement between self and other.

In the agreement maxim, there is tendency to maximize agreement between self and other people and minimize disagreement between self and other. The disagreement, in this maxim, usually is expressed by regret or partial agreement. This maxim occurs in assertives/ representatives illocutionary act. There example will be illustrated below:

A: “English is a difficult language to learn”

B: “True, but the grammar is quite easy”

From the example, B actually does not agree that all part of English language difficult to learn. He does not express his disagreement strongly to be more polite. The polite answer will influence the effect of the hearer. In this case, B’s answer minimize his disagreement using partial agreement, “true, but…”.

f. Sympathy Maxim

1) Minimize antipathy between self and other

2) Maximize sympathy between self and other.

The sympathy maxim explains to minimize antipathy between self and other and maximize sympathy between self and other. In this case, the achievement being reached bu other must be congaratulated. On the other hand, the calamity happens to other, must be given sympathy or condolences. This maxim is applicable in assertives/ representatives. The example is as follows:

"I'm terribly sorry to hear about your father."

It is a condolence expression which is expressed the sympathy for misfortune.This utterance is uttered when the hearer gets calamity of father's died or sick. This expression shows the solidarity between the speaker and the hearer.

From the ideas of maxims above, it can be concluded that the expression of politeness related to the types of maxims can be seen from the conversation of the speaker. This conversation can be in form of questions or statements. The politeness strategy in questions or statements can be seen from the use of English modality.

In addition, Brown and Levinson explain about two kinds of politeness[23], they are as below:

a. Positive Politeness is oriented toward the positive face of H, the position self-image that he claims for himself. Positive politeness is approach-based; it 'anoints' the face of the addressee by indicating that in some respects, S wants H's wants (e.g. 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 minimized in this case by the assurance that in general S wants at least some of H's wants; for example, that S considers H to be in important respects 'the same' as he, with in-group eights and duties

[23] Brown, and Levinson, *Politenes : Some Universals in Language Usage*, (New York: Cambridge University Press : 1988), p. 70

and expectations of reciprocity, or by the implication that S likes H so that the FTA doesn't mean a negative evaluation in general of H's face.

b. Negative politeness, on the other hand, is oriented mainly toward partially satisfying (redressing) H's negative face, his basic want to maintain claims of territory and self- determination. Negative politeness, thus 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 wants and will not (or will inly minimally) interfere with the addressee's freedom of action. Hence negative politeness is characterized by self-effacement, formality and restraint, with attention to very restricted aspects of H's self-image, centring on his want to be unimpeded. Face-threatening acts are redressed with apologies for interfering on the illocutionary force of the act, with impersonalizing mechanisms (such as passives) that distance S and H from the act, and with other softening mechanisms that give the addressee an 'out', a face-saving line of escape, permitting him to feel that his response is not coerced.

In requesting something, there are some strategies can be followed by the students. Xiao-Le mentions that the strategies in requesting[24] are presented in the table below:

[24] Xiao-Le, Gu, The Effect of Explicit and Implicit Instructions of Request Strategies, (China: Harbin Institute of Technology, 2011), p.108

Table 1. Requesting Strategies

Direct Levels	Strategies
Level 1: Direct Strategies (impositives)	Mood directives
	Perfomative
	Obligation statement
	Want statement
Level 2: Conventionally indirect strategies	Suggestory formula
	Query preparatory
Level 3 : Non Conventionally indirect strategies	Strong hint
	Mild hint

The table above states that there are some levels of requesting strategy and each level consist of some strategies. The level 1 is direct strategies that consists of mood directives, performative, obligation statement and want statement. Then, the level 2 is conventionally indirect strategies that consists of suggestory formula and query preparatory. After that, the level 3 is non conventionally indirect strategies that consists of strong hint and mild hint.

Moreover, Xiao-Le identifies that the use of internal and external modification in requesting[25], as below:

a. Internal

   Syntactic downgraders

   1) Interrogative *(Could you do the cleaning up?)*
   2) Negation *(Look, excuse me. I wonder if you wouldn't mind dropping home.)*
   3) Past Tense *(I wanted to ask for a postponement.)*

[25] Xiao-Le, Gu, The Effect of Explicit and Implicit Instructions of Request Strategies, (China: Harbin Institute of Technology, 2011), p.108

4) Embedded ‘if’ clause (*I would appreciate it if you left me alone.)*

Lexical downgraders

1) Consultative devices (The speaker seeks to involve the hearer and bids for his/ her cooperation)

   Do you think I could *borrow you lecture notes from yesterday?*

2) Understaters (The speaker minimizes the required action or object) *Could you tidy up* ***a bit*** *before I start?*

3) Hedges (The speaker avoids specification regarding the request.)

4) Downtoner (The speaker modulates the impact of the request by signaling the possibility of non-compliance.) *Will you be able to* ***perhaps*** *drive me?*

5) Politeness device

   Can I use your pen for a minute, ***please****?*

b. External Modification (Supportive Moves)

1) Checking on availability

2) Getting a precommitment (The speaker attempts to obtain a precommitment

3) Sweetener (By expressing exaggerated appreciation of the requestee’s ability to comply with the request, the speaker lowers the imposition involved)

4) Disarmer (The speaker indicates awareness of a potential offense and thereby possible refusal)

5) Cost minimize (The speaker indicates consideration of the imposition to the requestee involved in compliance with the request)

Furthermore there is a theory about politeness expressed maxims in communication. Locher states that the maxims are[26]:

a. Quantity:
   1) Make your contribution as informative as is required (for the current purposes of the exchange
   2) Do not make your contribution more informative than is required.
b. Quality:
   1) Do not say what you believe to be false
   2) Do not say that for which you lack adequate evidence
c. Relation:
   1) Be Relevant
d. Manner:
   1) Avoid obscurity of expression
   2) Avoid ambiguity
   3) Be brief (avoid unnecessary prolixity)
   4) Be orderly

In other words, the maxims in communication based on Locher ideas are including quantity maxim, quality maxim, relation maxim and maxim of manner.

[26] Locher, Miriam A, Power and Politeness in Action: Disagreements in Oral Communication, (Berlin: Walter de Gruyter GmbH & Co. KG, 2004), p.62

Moreover, there is a model of politeness in form of positive and negative face. According to Bowe, et.al, Brown and Levinson's model of politeness are[27]:

a. Positive face: the positive consistent self-image or personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants
b. Negative face: the basic claim to territories, personal, preserves, rights to non-distraction – that is, to freedom of action and freedom from imposition.

It means, Brown and Levinson's have a model of politeness in form of positive and negative face. Positive face is the positive consistent self-image or personality claimed by interactants. While, negative face is the basic claim to territories, personal, preserves, rights to non-distraction.

In summarizing, there are some criteria of politeness in refusing and requesting something in teacher's instruction. These criteria belong to the maxim of tact, maxim of generosity, maxim of approbation, maxim of modesty, maxim of modesty, maxim of agreement, and maxim of sympathy. The indicator of politeness in refusing and requesting can be seen below:

[27] Bowe, et. al, Communication Across Cultures: Mutual understanding in a global world (Berlin: Walter de Gruyter GmbH & Co. KG, 2004), p.62

Table 2. Indicator of Politeness in Refusing and Requesting

Politeness Strategy	Description
Tact Maxim	Minimize cost to other.
	Maximize benefit to other.
Generosity Maxim	Minimize benefit to self.
	Maximize cost to self.
Approbation Maxim	Minimize dispraise of other.
	Maximize praise of self
Modesty Maxim	Minimize praise of self.
	Maximize dispraise of self.
Agreement Maxim	Minimize disagreement between self and other.
	Maximize agreement between self and other.
Sympathy Maxim	Minimize antipathy between self and other.
	Maximize sympathy between self and other.

(source: *Leech, Geoffrey N. 2014. Principle of Pragmatic. New York: Longman Inc*)

The table above indicated that there are six maxims of politeness strategies proposed by Leech. These maxims are including tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim.

5. Teacher's Instruction

In teaching English, teacher should give complete instruction to the students, in order to make teaching and learning effective. Price and Nelson admit that complete instruction means that teaching needs to happen in order for the students to reach the objective; the students need formal instruction before they can use or apply the knowledge or skill.[28]

Teacher's instruction can be explicit and implicit. Long and Doughty state that in general, explicit instruction means metapragmatic

[28] Price and Nelson, Planning Effective Instruction: Diversity Responsive Methods and Management Fifth Edition, (Belmont, Wadsworth Cengade Learning, 2014), p.157

explanation being provided as rules of use, sometimes combined with examples. Implicit instruction generally means that examples of the use of the target feature are provided, but without metapragmatic explanation and often without telling the learners what the target feature is.[29]

Teaching instruction from the teacher is in the form of explicit or deductive instruction and implicit or inductive instruction. Cowan agrees that in explicit teaching, the rules are explained to learners, or the learners are directed to find the rules by looking at linguistic examples, that is, sentences that embody the rules. Implicit teaching, on the other hand, "makes no overt reference to rules or forms". A style of explicit teaching is called deductive instruction, in which different structures are presented and them practice in different kinds of exercises and activities. Inductive instruction involves having students formulate rules from natural language, and it is perhaps more useful in teaching intermediate and advanced students.

Teacher's instruction in English teaching learning includes pragmatic and metapragmatic features. Taguchi explains that explicit instruction provides target metapragmatic information. Implicit teaching often utilizes input enhancement.[30] So, there are explicit and implicit teacher's instruction in teaching English.

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[29] Long and Doughty, The Handbook of Language Teaching, (Chichester, Blackwell Publishing Ltd, 2011), p.567

[30] Taguchi, Pragmatic Competence, (Berlin, (Berlin, Walter de Gruyter GmbH, & Co. KG, 2009),p.133

In conclusion, teacher's instruction is the teacher's command in English teaching learning. Teacher's instruction can be implicit and explicit. From the teacher's instruction student may request something or refuse something.

6. English Teaching Learning (ETL)

Teaching is the activity that is doing by the teacher to the students. Price and Nelson mention that teaching can take many forms: it can be highly teacher-directed; it can incorporate pears; and it can emphasize discovery. However, teaching means that the teacher does more than organize and provide activities or give direction, hoping that students learn something.[31]

Teaching is the task of the teacher in English language learning. According to Arends, as an instrumental art, teaching is something that departs from recipes, formulas, or algorithms. It requires improvisation, spontancity, the handling of hosts of considerations of form, style, pace, rhythm, and appropriateness in ways so complex that even computers must, in principle, fall behind, just as they cannot achieve what a mother does with her five-year-old or what a lover says at any given moment to his or her beloved. Teaching well is like creating jazz. Jazz blends musical sounds from one tradition with theories from another. It

[31] Price and Nelson, Planning Effective Instruction: Diversity Responsive Methods and Management Fifth Edition, (Belmont, Wadsworth Cengade Learning, 2014), p.157

incorporates polyrhythm. It uses call-and-response, in which one person comments on the expression of another. And, it invites improvisation.[32]

Teacher as the doer in English teaching is the facilitator, actor, and motivator to the students. Harmer states that teachers use many metaphors to describe what they do. Sometimes they say are like actors because 'we are always on the stage.' Others think they are like orchestral conductors 'because I direct conversation and set the pace and tone.' Yet others feel like garderners, 'because we plant the seeds and then watch them grow'. The range of images – these and others – that teachers use about themselves indicate the range of views that they have about their professional.[33]

The teaching and learning language depend on the subject. Patel and Jain describe that the teaching of language is basically conditioned by the nature of the subject. Language is the manipulation of experience by the use of symbols. The concept of language as a learning task is a complex of interrelated and interdependent experiences and elements, in which growth proceeds simultaneously but in varying degrees, dependent on points or emphasis and interest.[34]

Learning is the activity which is done by the students to achieve skill in English. Patel and Jain admit that learning a language requires the operation of an innate capacity possessed by all human beings. In our

[32] Arends, Richard I, Learning to Teach: Ninth Edition, (New York, McGraw-Hill Companies, Inc, 2012), p.4

[33] Harmer, Jeremy, The Practice of English Teaching, (New York, Longman, 2010), p.56

[34] Patel and Jain, English Language Teaching: Methods, Tools & Techniques, (Jaipur, Sunrise Publishers & Distributors, 2008), p. 29

schools many subjects are taught. English taught as second language because particular practice is given to the students to learn English. To learn English, the help of mother tongue is taken. The term "Learning" can be defined as: The way through which the art of using skill and practice is given to learn it than it is learning.[35]

The process of English teaching learning is a complex process. Ur assumes that in principle, the teaching processes of presenting, practicing and testing correspond to strategies used by many good learners trying to acquire a foreign language their own. They make sure they perceive and understand new language (by paying attention, by constructing meanings, by formulating rules or hypotheses that account for it, and so on); they make conscious effort to learn it thoroughly (by mental rehearsal of items for example, or by finding opportunities to practice); and they check themselves (get feedback on performance, ask to be corrected).[36]

From the opinion above, English teaching learning is the activity in teaching from the teacher and learning from the student. In English teaching learning, there is an instruction from the teacher that the students can refuse or request something.

[35] Patel and Jain, English Language Teaching: Methods, Tools & Techniques, (Jaipur, Sunrise Publishers & Distributors, 2008), p. 36

[36] Ur, Penny, A Course in Language Teaching: Practice and Theory, (Cambridge, Cambridge University Press, 2009), p.10

7. Teacher – Students Interaction in the Classroom

The teacher and student's interaction in the classroom is influenced by pragmatic knowledge. Senowarsito admits that the teacher-student interaction in class is influenced by their pragmatic knowledge, how to behave and respond in different situations and contexts. Pragmatic competence is defined as the ability to communicate effectively and involves knowledge beyond the level of grammar. The classroom is a place where pragmatic instruction can occur. In order to be successful in communication, it is essential for second language learners to know not just grammar and text organization but also pragmatic aspects of the target language. Pragmatic knowledge has a close relationship with knowledge of socio-cultural values and beliefs.[37]

In addition, ther relationship between teacher and students in classroom interaction is important in building the students' motivation in learning. Ilias and Nor describe that the fact is that teachers and fellow students to play a role in influencing student motivation. The importance of building teacher-student relationship is more interested students to learn, student to teacher cooperation, enhance student achievement and more motivated students. Teachers need to reduce negative emotions among the students such as anger, sadness, dissatisfaction, boredom, fear, and always encouraging, positive emotions such as confidence, enjoyed, appreciated and safe. This approach leads to increased student motivation.

[37] Senowarsito, Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Context, (Semarang, 2013), p.83

Teachers also serve to address student behavioral problems through the diversification of teaching strategies, planning and strengthening the delivery of variations.[38]

In the same way, the main character in the classroom interaction is the teacher, because the teacher is the doer that guides the students in doing classroom activities. Nugent state that the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible. The teachers are the first and perhaps most important point of contact in a student's life. Despite the countless reforms, educational movements, and programs implemented to improve education, no other element can be human element.[39]

Finally, it can be summarized that teacher and students interaction is surely happened in the classroom. The teacher holds important role in classroom interaction because they are the doer, facilitator, motivator and tutor to the students. The context of pragmatic for example politeness strategy in refusing and requesting is often happened in classroom activity.

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[38] Ilias and Nor, Influence of Teacher-Student Interaction in the Classroom behavior on Academic and Student Motivation in Teachers' Training Institute in Malaysia, (Ipoh Teacher Training Institute,2012), p.582

[39] Nugent, Tisome T, The Impact of Teacher Interaction on Student Motivation and Achievement, (Orlando, University of Central Florida), p.1

B. Review of the Related Findings

There were some researches related to this research. First, the research from Monsefi and Hadidi with the title "Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction". From their research, it is found that there is a direct relationship between using polite strategies and learning process. There are clear implications for EFL context, like teachers' knowledge of pragmatic and whole-person goings-on in the classroom and the huge otherwise unknown effect that teachers' personal styles of behavior and socio-psychologically varied treatment of the students could have on the learning outcomes. [40]

The second was the research from Elmianvari and Kheirabadi with the title "The Study of EFL Students' Requests Based on Politeness Theory". From their research, it is found that Data analysis shows that most of the students expressed their requests in a polite, formal and indirect way although the analysis could be regarded as subjective.[41]

The third was the research from Silva with the title"The Effect of Instruction on Pragmatic Development: Teaching Polite Refusals in English". The findings illustrate that the instructional approach enhanced the L2 pragmatic ability of performing the speech act in focus. This suggests that L2 pedagogy which aims at providing learners with metapragmatic information

[40] Monsefi and Hadidi, Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effect on the Learning Process and Teacher-Student Interaction, (Tabriz, Islamic Azad University, 2015), p. 1

[41] Elmianvari and Kheirabadi, The Study of EFL Students' Requests Based On Politeness Theory, (Finland, Academic Publisher, 2013),p.383

associated with meaningful opportunities for language use may result in gains in learners'L2 pragmatic development.[42]

The last research was from Widyasari, entitled with "Problem on Implementing the Politeness Principle in Teaching and Learning Speaking". The findings show that the problems often made by students are they utter wrong expressions for certain situations. They do not greet, thank and ask for sorry to anyone they involved with included the elders.[43]

In this research, the researcher conducted a research about "Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning of The Eighth Graders of SMPN 5 Padang Panjang 2016 / 2017". The similarity of this research with the previous researches was about the politeness strategy and theory. While the differentiation was about the point of analysis. In this research, the researcher focused to use the six maxims proposed by Leech, while other researches focused on different theories of politeness strategies.

C. Conceptual Framework

In this research, the researcher provided the conceptual framework in order to make this research became more understanable. The conceptual framework can be seen below:

[42] Silva, Antonio Jose Bacelar Da, The Effect of Instruction on Pragmatic Development: Teaching Polite Refusals in English, (Hawai'i, University Hawai'I,2003), p.55

[43] Widyasari, Fibriani Endah, Problems on Implementing The Politeness Principle in Teaching and Learning Speaking, (Klaten, Widya Dharma Klaten University, 2016), p. 68

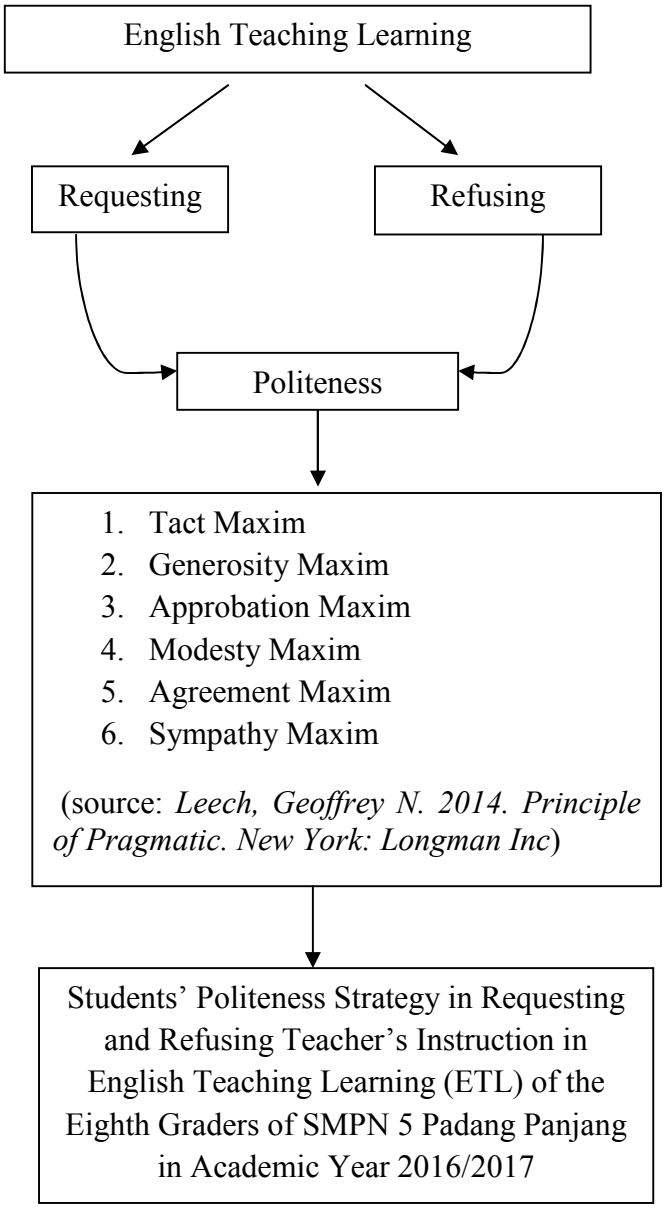


Figure 1: The Conceptual Framework

Based on the conceptual framework above, it can be stated that in English teaching learning, there were students' activities in requesting and refusing. In requesting and refusing, the students should know politeness of words, expressions, and languages. There were some politeness strategies, namely tact maxim, generosity maxim, approbation maxim, modesty maxim,

agreement maxim, and sympathy maxim. Then, the researcher had done the research on "Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning of The Eighth Graders of SMPN 5 Padang Panjang 2016 / 2017".

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CHAPTER III

RESEARCH METHOD

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A. Research Design

This research was qualitative research. According to Gay, et.al qualitative research is the collection, analysis, and interorietation of comprehensive narrative and visual (nonnumeric) data to gain insights into a particular phenomenon of interest.[1] In this research, the researcher had analyzed the politeness in requesting and refusing of the eighth grades students at SMPN 5 Padang Panjang.

B. Research Setting

This research was conducted at the eighth graders of SMPN 5 Padang Panjang in 2016/2017 academic year. This school was chosen because the researcher had done teaching practice at the school before. So, the researcher knew exactly the location of the school, the headmaster, the teachers, and also the students. It means, it could make the researcher easy to collect the research data for this research.

There were nine classes of the eighth graders at SMPN 5 Padang Panjang. They were 8.1-8.9. There were two English teachers which were taught at the eighth Graders, namely Widyarti Syawal, S.Pd and Evi Fatri Yenti, S.Pd. Widyarti Syawal, S.Pd taught to the 8.1-8.6 and Evi Fatri Yenti,

[1]Gay et.al, Education Research: Competence for Analysis and Applications, Tenth Edition (New Jersey, Pearson, 2011), p. 28

S.Pd taught to the 8.7-8.9. The data of the eighth graders could be seen from the table below:

Table. 3 The Eighth Graders Data in Semester 1

No	Classes	Total Students	Mean Score
1	8.1	28	81
2	8.2	29	75
3	8.3	31	71
4	8.4	28	62
5	8.5	30	60
6	8.6	28	68
7	8.7	28	65
8	8.8	26	63
9	8.9	25	67
Total		253	612

(Source: The Students' Data of The Eighth Graders in SMPN 5 Padang Panjang Semester 1)

In this research, the researcher used class 8.1-8.6 as the participants which were taught by Widyarti Syawal, S.Pd. This consideration was made in order to limit the sample and 8.1-8.6 consisted of six classes that more than a half from total classes at the Eighth graders, so it was assumed the classes were enough to be researched and recorded. Also, these classes were taught by the same English teacher who was also the researcher tutor when do teaching practice at the school.

C. Instrumentation

The first instrumentation of this research was the researcher as the key of instrumentation. Beside that, the instrumentation of this research was observation by using observation sheet and video recording. According to Creswell, instrumentation is a tool for measuring, observing, or documenting

the data[2]. Video recording belonged to documentation which was used to documenting the data, so it could be said that video recorder was a kind of instrumentation. Video recording was used to record all the activities in classroom English teaching learning. It was used to record the students' politeness in requesting and refusing in teacher's instruction.

According to Jordan and Henderson, video recording used because of some reasons. The first is because it is reconstructing the event. The second is because it is permanence of the primary record. The last is because the complexity of interaction data.[3] The indicator of politeness in refusing and requesting[4], could be seen below:

Table 4. Indicator of Politeness in Refusing and Requesting

Politeness Strategy	Description
Tact Maxim	Minimize cost to other.
	Maximize benefit to other.
Generosity Maxim	Minimize benefit to self.
	Maximize cost to self.
Approbation Maxim	Minimize dispraise of other.
	Maximize praise of self
Modesty Maxim	Minimize praise of self.
	Maximize dispraise of self.
Agreement Maxim	Minimize disagreement between self and other.
	Maximize agreement between self and other.
Sympathy Maxim	Minimize antipathy between self and other.
	Maximize sympathy between self and other.

(source: *Leech, Geoffrey N. 2014. Principle of Pragmatic. New York: Longman Inc*)

[2] Crewswell, John W. Educational Research: Planning, Conducting, and Evaluating Quantitative, and Qualitative Research, (New York: Pearson, 2012) p.151

[3] Jordan and Henderson, Interaction Analysis: Foundation and Practice, (Palo Alto, Institute for Research on Learning and Xerox Palo Alto Research, 2011), p. 50

[4] Leech, Geoffrey N, Principle of Pragmatic, (New York: Longman Inc, 2014), p.132

D. Research Procedures

In this research, the researcher followed some procedures. The first, the researcher found the problem (research title). Second, the researcher wrote the proposal. The third, the researcher consulted with the advisors and joined proposal seminar. The fourth, the researcher was doing the research in the field, it means the researcher recorded the data. The fifth, the researcher made transcription of the video recording and analyzed the result. The last, the researcher consulted with the advisors again.

E. Technique of Data Collection

In gathering the data, the researcher came to the eighth graders of SMPN 5 Padang Panjang. Then, researcher observed the English teaching learning in each class of eighth graders for one meeting by using video recorder and observation sheet. The observation was on the topic of requesting and refusing teacher's instruction. After that, the researcher made a transcription from video recorder and filled the observation sheet. Next, the researcher analyzed the data and wrote the result.

F. Checking the Data Trustworthiness

In checking the data trustworthiness, the researcher used triangulation method. According to Mackey and Gass, triangulation involves using multiple sources of data in order to explore the issues from all feasible perspectives. Using the technique of triangulation can aid in credibility,

transferability, confimability, and dependability.[5] In this research, the researcher collected the data by using video recorder and checked the data trustworthiness with English teacher and the English lecturers (advisors).

G. Technique of Data Analysis

After recording the classroom interaction in the term of politeness in requesting and refusing in teacher's instruction, the researcher transcribed the data. Then, the process of the data analysis suggested by Gay, et.al[6] was as follow:

1. Reading/Memoing. The first step in analysis is to read and write memos about all field notes, transcripts, and observer coments to get an initial sense of the data.
2. Describing. The next step, describing, involves developing thorough and comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research.
3. Classifying. Qualitative data analysis is a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form.

[5] Mackey and Gass, Second Language Research: Methodology and Design, (New Jersey, Lawrence Erlbaum Associates, Publishers, 2005), p. 181

[6] Gay et.al, Education Research: Competence for Analysis and Applications, Tenth Edition (New Jersey, Pearson, 2011), p. 468

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CHAPTER IV

FINDINGS AND DISCUSSIONS

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter explained about the data description of this research entitled "Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning of The Eighth Graders of SMPN 5 Padang Panjang 2016 / 2017". This findings were answered the formulation of problems about the types of politeness strategies used in requesting and refusing teacher's instruction of the eighth graders of SMPN 5 Padang Panjang.

The researcher had recorded the English teaching and learning process to the Eighth Graders in SMPN 5 Padang Panjang. There were six classes had been recorded by using video recorder, namely 8.1 until 8.6. After the researcher recorded the participants, the researcher made transcription of the video recorder, which was paid attention to the indicators of politeness strategy, they were tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

Furthermore, the types of politeness strategies used in requesting and refusing in English teaching and learning at the Eighth Graders (8.1-8.6) could be seen as the explanation below:

1. Types of Politeness Strategies Used in Requesting

In politeness strategy of requesting in the English teaching and learning, the students used some kinds of expressions. Kinds of politeness strategies used by the students of class 8.1-8.6 could be seen from the descriptions below:

a. Class 8.1

The politeness strategy of requesting in the English teaching and learning at Class 8.1 could be seen below:

Table 5. Politeness Strategies in Requesting of Class 8.1

Politeness Strategy	Description	Kinds of Requesting Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *(seorang siswa permisi kedepan meja guru dengan cara mengacungkan tangan kanan, dan berkata "permisi buk")* ➢ *Crossed ini apa buk?*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *(menujuk tangan) I saw my friend sunk in the Lake eh in the river* ➢ *Baca buk?*
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *Fitri buk, sama (menunjuk ke kelompok satu)*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *Apa buk?* ➢ *Oii Group four ...*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize	➢ *My neighbor apa buk?* ➢ *Ibu pakai karakter buk?*

	agreement between self and other.	
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *Yo apo, apo pengalaman yu?* ➢ *Nyanyi bahasa inggris buk?*

Based on the table above, the total items of requesting that the students did was 11 times. The students have expression of politeness strategies belong to tact maxim in requesting for 2 times. Then, the students have expression of politeness strategies belong to generosity maxim in requesting for 2 times. After that, students have expression of politeness strategies belong to approbation maxim in requesting for 1 time. In addition, students have expression of politeness strategies belong to modesty maxim in requesting for 2 times. Also, students have expression of politeness strategies belong to agreement maxim in requesting for 2 times. Furthermore, students have expression of politeness strategies belong to sympathy maxim in requesting for 2 times.

Then, politeness strategy of requesting in the English teaching and learning at Class 8.2 could be seen below:

b. Class 8.2

The politeness strategy of requesting in the English teaching and learning at Class 8.2 could be seen below:

Table 6. Politeness Strategies in Requesting of Class 8.2

Politeness Strategy	Description	Kinds of Requesting Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *Itu pilihannyo buk?*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *(Tunjuk tangan) Aa to Describe something..* ➢ *(tunjuk tangan)*
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *Hari sabtu tu udah pasti layanan unggul buk?* ➢ *Oo fairy tale, oh fairy tale yg tabang tabang dak buk?*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *Sudahan se kni buk* ➢ *Miss kami sorot miss, eaaa wihh*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	➢ *Itu se masuak ujian buk?* ➢ *Oh peri peri buk?*
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *Kalo fewer, less tu buk?*

Based on the table above, the total items of requesting that the students did was 10 times. The students have expression of politeness strategies belong to tact maxim in requesting for 1 time. Then, the students have expression of politeness strategies belong to

generosity maxim in requesting for 2 times. After that, students have expression of politeness strategies belong to approbation maxim in requesting for 2 times. In addition, students have expression of politeness strategies belong to modesty maxim in requesting for 2 times. Also, students have expression of politeness strategies belong to agreement maxim in requesting for 2 times. Furthermore, students have expression of politeness strategies belong to sympathy maxim in requesting for 1 time.

Then, politeness strategy of requesting in the English teaching and learning at Class 8.3 could be seen below:

c. Class 8.3

The politeness strategy of requesting in the English teaching and learning at Class 8.3 could be seen below:

Table 7. Politeness Strategies in Requesting of Class 8.3

Politeness Strategy	Description	Kinds of Requesting Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *Excuse me miss* ➢ *Untuk siapa dia mengirim pesan?* ➢ *Buk refers to itu apa buk?*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *Widya ndak buk?* ➢ *Iko a buk?*
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *Who receive?*

Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	➢ *Who write the short messages?* ➢ *Have you ever send buk?* ➢ *Sabtu terakhir kumpuan nak buk?*
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *Compete buk?* ➢ *Apo buk ? (bertopang dagu) nilai mid zahra alah buk*

Based on the table above, the total items of requesting that the students did was 11 times. The students have expression of politeness strategies belong to tact maxim in requesting for 3 times. Then, the students have expression of politeness strategies belong to generosity maxim in requesting for 2 times. After that, students have expression of politeness strategies belong to approbation maxim in requesting for 1 time. In addition, students did not have expression of politeness strategies belong to modesty maxim in requesting. Also, students have expression of politeness strategies belong to agreement maxim in requesting for 3 times. Furthermore, students have expression of politeness strategies belong to sympathy maxim in requesting for 2 times.

Then, politeness strategy of requesting in the English teaching and learning at Class 8.4 could be seen below:

d. Class 8.4

The politeness strategy of requesting in the English teaching and learning at Class 8.4 could be seen below:

Table 8. Politeness Strategies in Requesting of Class 8.4

Politeness Strategy	Description	Kinds of Requesting Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *semuanya ni buk?* ➢ *(bertanya kedepan kelas)* ➢ *Buek soal buk?*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *Yang satu yang kedua buk. Halaman satu , kedua buk?* ➢ *Sampai lakang buk?* ➢ *Yang the lion king was tu buk?*
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *Buat yang ini buk?* ➢ *Apa tadi buk? Narrative text.*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *(senyum) aa yang ma go?* ➢ *Receive itu apa buk? Receive itu pengirim atau penerima buk?* ➢ *Yang ini apa buk? (memasukkan ke dalam laci)*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self	➢ *Fadlul buk, rio buk?* ➢ *Ndak siap kini buk?*

	and other.	
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *Kurang buk?* ➢ *No lima apa tu buk?*

Based on the table above, the total items of requesting that the students did was 14 times. The students have expression of politeness strategies belong to tact maxim in requesting for 3 times. Then, the students have expression of politeness strategies belong to generosity maxim in requesting for 3 times. After that, students have expression of politeness strategies belong to approbation maxim in requesting for 2 times. In addition, students have expression of politeness strategies belong to modesty maxim in requesting for 2 times. Also, students have expression of politeness strategies belong to agreement maxim in requesting for 2 times. Furthermore, students have expression of politeness strategies belong to sympathy maxim in requesting for 2 times.

Then, politeness strategy of requesting in the English teaching and learning at Class 8.5 could be seen below:

e. Class 8.5

The politeness strategy of requesting in the English teaching and learning at Class 8.5 could be seen below:

Table 9. Politeness Strategies in Requesting of Class 8.5

Politeness Strategy	Description	Kinds of Requesting Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *(seorang siswa tunjuk tangan,) Buk?*
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *Seorang siswa permisi masuk kedalam kelas. permisi miss?*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *Seorang siswa tunjuk tangan (yang tadi juga)?*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *Nomor bara buk?*

Based on the table above, the total items of requesting that the students did was 4 times. The students did not have expression of politeness strategies belong to tact maxim in requesting. Then, the students have expression of politeness strategies belong to generosity maxim in requesting for 1 time. After that, students have expression

of politeness strategies belong to approbation maxim in requesting for 1 time. In addition, students have expression of politeness strategies belong to modesty maxim in requesting for 1 time. Also, students did not have expression of politeness strategies belong to agreement maxim in requesting. Furthermore, students have expression of politeness strategies belong to sympathy maxim in requesting for 1 time.

Then, politeness strategy of requesting in the English teaching and learning at Class 8.6 could be seen below:

f. Class 8.6

The politeness strategy of requesting in the English teaching and learning at Class 8.6 could be seen below:

Table 10. Politeness Strategies in Requesting of Class 8.6

Politeness Strategy	Description	Kinds of Requesting Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *(hening sejenak 5 menit, tiba tiba seorang siswa permisi keluar)* ➢ *Hoi sia yang buek Pe Er I Pe A?* ➢ *(seorang siswa bertanya kedepan kelas) sender tu yang pengirim atau penerima buk?* ➢ *Ang nio lo? Kecek an se lah*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *(seorang siswa bertanya kedepan kelas)* ➢ *(seorang siswa bertanya kedepan kelas)* ➢ *(seorang siswa bertanya kepada guru) buk nomor duo baleh?*

Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *Tu yang ma buk?* ➢ *Ibuk, yang itu tu? (menunjuk ke kertas)* ➢ *(seorang siswa bertanya kedepan kelas)* ➢ *(beberapa siswa bertanya maju kedepan kelas)* ➢ *(seorang siswa menunjuk tangan) Yo buk, awak besok yo buk*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *Dinda baca?* ➢ *(dua siswa kedepan kelas) buk yang itu pukul satu pukul 2 buk?* ➢ *Iko buk (menujuk kertas)*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	➢ *Yang ma buk?* ➢ *Yang bawah jugak buk yang experimenting?* ➢ *Buk, buek soal buk?* ➢ *Opp apa buk? Apa buk?*
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *See itu apa buk?* ➢ *Ibuk, baa si riyan buk?* ➢ *Miss busi? (Busy)* ➢ *Nomor nyo se buk?*

Based on the table above, the total items of requesting that the students did was 23 times. The students have expression of politeness strategies belong to tact maxim in requesting for 4 times. Then, the students have expression of politeness strategies belong to

generosity maxim in requesting for 3 times. After that, students have expression of politeness strategies belong to approbation maxim in requesting for 5 times. In addition, students have expression of politeness strategies belong to modesty maxim in requesting for 3 times. Also, students have expression of politeness strategies belong to agreement maxim in requesting for 4 times. Furthermore, students have expression of politeness strategies belong to sympathy maxim in requesting for 4 times.

2. Types of Politeness Strategies Used in Refusing

In politeness strategy of refusing in the English teaching and learning, the students used some kinds of expressions. Kinds of politeness strategies used in refusing by the students of class 8.1-8.6 could be seen from the descriptions below:

a. Class 8.1

The politeness strategy of refusing in the English teaching and learning at Class 8.1 could be seen below:

Table 11. Politeness Strategies in Refusing of Class 8.1

Politeness Strategy	Description	Kinds of Refusing Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *(Geleng kepala)*
Generosity Maxim	• Minimize benefit to self.	➢ *No*

	• Maximize cost to self.	
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *(malu dan bertanya ke teman yang lain)* ➢ *Belum buk* ➢ *Belum buk*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *Indak, buk* ➢ *No*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	➢ *Lakukan, susah itu buk* ➢ *ndak hapal buk*
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	

Based on the table above, the total items of refusing that the students did was 8 times. The students have expression of politeness strategies belong to tact maxim in refusing for 1 time. Then, the students have expression of politeness strategies belong to generosity maxim in refusing for 1 time. After that, students have expression of politeness strategies belong to approbation maxim in refusing for 3 times. In addition, students have expression of politeness strategies belong to modesty maxim in refusing for 2 times. Also, students have expression of politeness strategies belong to agreement maxim

in refusing for 1 time. Furthermore, students did not have expression of politeness strategies belong to sympathy maxim in refusing.

Then, politeness strategy of refusing in the English teaching and learning at Class 8.2 could be seen below:

b. Class 8.2

The politeness strategy of refusing in the English teaching and learning at Class 8.2 could be seen below:

Table 12. Politeness Strategies in Refusing of Class 8.2

Politeness Strategy	Description	Kinds of Refusing Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *Nda ado solution dalm bahasa indonesia doh buk..*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *Selasa.. ndak bisa doh buk. Ndak bisa kan buk. ndak bisa selah bukk.*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and	➢ *Alun kita bahas alun buk, pas ngarajoan,*

	other.	

Based on the table above, the total items of refusing that the students did was 3 times. The students have expression of politeness strategies belong to tact maxim in refusing for 1 time. Then, the students did not have expression of politeness strategies belong to generosity maxim in refusing. After that, students have expression of politeness strategies belong to approbation maxim in refusing for 1 time. In addition, students did not have expression of politeness strategies belong to modesty maxim in refusing. Also, students did not have expression of politeness strategies belong to agreement maxim in refusing. Furthermore, students have expression of politeness strategies belong to sympathy maxim in refusing for 1 time.

Then, politeness strategy of refusing in the English teaching and learning at Class 8.3 could be seen below:

c. Class 8.3

The politeness strategy of refusing in the English teaching and learning at Class 8.3 could be seen below:

Table 13. Politeness Strategies in Refusing of Class 8.3

Politeness Strategy	Description	Kinds of Refusing Expressions
Tact Maxim	• Minimize cost to other.	➢ *Ntah lah, lah zahra agiahan buk*

	• Maximize benefit to other.	
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *(Diam)*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *(Diam)* ➢ *(suara kecil tidak jelas)*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	

Based on the table above, the total items of refusing that the students did was 4 times. The students have expression of politeness strategies belong to tact maxim in refusing for 1 time. Then, the students did not have expression of politeness strategies belong to generosity maxim in refusing. After that, students have expression of politeness strategies belong to approbation maxim in refusing for 1 time. In addition, students have expression of politeness strategies belong to modesty maxim in refusing for 2 times. Also, students did

not have expression of politeness strategies belong to agreement maxim in refusing. Furthermore, students did not have expression of politeness strategies belong to sympathy maxim in refusing.

Then, politeness strategy of refusing in the English teaching and learning at Class 8.4 could be seen below:

d. Class 8.4

The politeness strategy of refusing in the English teaching and learning at Class 8.4 could be seen below:

Table 14. Politeness Strategies in Refusing of Class 8.4

Politeness Strategy	Description	Kinds of Refusing Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *Ndak buk, ragu buk* ➢ *(diam)*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *(bingung , senyum)* ➢ *(senyum)*
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *(seorang siswa berjalan tanpa sepatu dan baju tidak rapi, siswa bermain dibelakang dan guru sedang mengajar)* ➢ *Bingung...*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *Kalam buk.* ➢ *(siswa diam)*
Agreement	• Minimize disagreement between self and other.	➢ *(menggelengkan kepala)* ➢ *(riuh)* ➢ *(senyum) indak*

Maxim	• Maximize agreement between self and other.	➢ *Indak hooo (Sorak) heeee hoooo*
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *Yahhhh (kecewa)* ➢ *(senyum)*

Based on the table above, the total items of refusing that the students did was 13 times. The students have expression of politeness strategies belong to tact maxim in refusing for 2 times. Then, the students have expression of politeness strategies belong to generosity maxim in refusing for 2 times. After that, students have expression of politeness strategies belong to approbation maxim in refusing for 1 time. In addition, students have expression of politeness strategies belong to modesty maxim in refusing for 2 times. Also, students have expression of politeness strategies belong to agreement maxim in refusing for 4 times. Furthermore, students have expression of politeness strategies belong to sympathy maxim in refusing for 2 times.

Then, politeness strategy of refusing in the English teaching and learning at Class 8.5 could be seen below:

e. Class 8.5

The politeness strategy of refusing in the English teaching and learning at Class 8.5 could be seen below:

Table 15. Politeness Strategies in Refusing of Class 8.5

Politeness Strategy	Description	Kinds of Refusing Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *(diam)* ➢ *(diam)*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *(senyum) garuk kepala*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	➢ *Ndak bisa doh buk*
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	

Based on the table above, the total items of refusing that the students did was 4 times. The students have expression of politeness strategies belong to tact maxim in refusing for 2 times. Then, the students did not have expression of politeness strategies belong to generosity maxim in refusing. After that, students have expression of politeness strategies belong to approbation maxim in refusing for 1 time. In addition, students did not have expression of politeness strategies belong to modesty maxim in refusing. Also, students have expression of politeness strategies belong to agreement maxim in

refusing for 1 time. Furthermore, students did not have expression of politeness strategies belong to sympathy maxim in refusing.

Then, politeness strategy of refusing in the English teaching and learning at Class 8.6 could be seen below:

f. Class 8.6

The politeness strategy of refusing in the English teaching and learning at Class 8.6 could be seen below:

Table 16. Politeness Strategies in Refusing of Class 8.6

Politeness Strategy	Description	Kinds of Refusing Expressions
Tact Maxim	• Minimize cost to other. • Maximize benefit to other.	➢ *(senyum melihat ke text)*
Generosity Maxim	• Minimize benefit to self. • Maximize cost to self.	➢ *(bingung)*
Approbation Maxim	• Minimize dispraise of other. • Maximize praise of self	➢ *(Tutup muka, malu dan senyum)*
Modesty Maxim	• Minimize praise of self. • Maximize dispraise of self.	➢ *(bingung) aaa*
Agreement Maxim	• Minimize disagreement between self and other. • Maximize agreement between self and other.	➢ *Alun buk* ➢ *(tiga orang siswa riuh dibelakang)*
Sympathy Maxim	• Minimize antipathy between self and other. • Maximize sympathy between self and other.	➢ *(cemberut)*

Based on the table above, the total items of refusing that the students did was 7 times. The students have expression of politeness

strategies belong to tact maxim in refusing for 1 time. Then, the students have expression of politeness strategies belong to generosity maxim in refusing for 1 time. After that, students have expression of politeness strategies belong to approbation maxim in refusing for 1 time. In addition, students have expression of politeness strategies belong to modesty maxim in refusing for 1 time. Also, students have expression of politeness strategies belong to agreement maxim in refusing for 2 times. Furthermore, students have expression of politeness strategies belong to sympathy maxim in refusing for 1 time.

B. Discussions

1. Politeness Strategies Used in Requesting

As stated by Leech, the tact maxim indicated minimize the expression of beliefs which imply cost to other and maximize the expression of beliefs which imply benefit to other[1]. The politeness strategies included expressions in requesting. The students' expressions' could be seen in the description below.

The example of expression in requesting accordance to tact maxim found in this research was a) "*(seorang siswa permisi kedepan meja guru dengan cara mengacungkan tangan kanan, dan berkata "permisi buk")*", b) "*Crossed ini apa buk?",* c) "*Itu pilihannyo buk?",* d) "*Excuse me miss",* e) "*Untuk siapa dia mengirim pesan?",* f) "*Buk refers*

[1] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

to itu apa buk?", g) "*semuanya ni buk?",* h) *"(bertanya kedepan kelas)",* i) "*Buek soal buk?",* j) "*(hening sejenak 5 menit, tiba tiba seorang siswa permisi keluar)",* k) "*Hoi sia yang buek Pe Er I Pe A?",* l) "*(seorang siswa bertanya kedepan kelas) sender tu yang pengirim atau penerima buk?",* m) "*Ang nio lo? Kecek an se lah".* Here, the students showed politeness which was belonged to tact maxim in form of maximize benefit to other and minimize cost to other.

From the expression of students above, it was clear that the students used most of their mother language "Minang" and Indonesian in the interaction with the teacher. The students seldom used English in the classroom. However, they showed politeness strategies for requesting in the interaction. Here the students minimized the expression of beliefs which imply cost to other and maximize the expression of beliefs which imply benefit to other.

Then, according to Leech, the generosity maxim minimize the expression of beliefs that express or imply benefit to self and maximize the expression of beliefs that express or imply cost to self[2]. This politeness strategies included expressions in requesting. The students' expressions' could be seen in the description below.

The example of expression in requesting accordance to generosity maxim found in this research was a) "*(menujuk tangan) I saw my friend sunk in the Lake eh in the river",* b) "*Baca buk?",* c) "*(Tunjuk tangan)*

[2] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

Aa to Describe something..", d) "*(tunjuk tangan)",* e) "*Widya ndak buk?",* f) "*Iko a buk?",* g) "*Yang satu yang kedua buk. Halaman satu, kedua buk?",* h) "*Sampai lakang buk?",* i) "*Yang the lion king was tu buk?",* j) "*(seorang siswa tunjuk tangan,) Buk?",* k) "*(seorang siswa bertanya kedepan kelas)",* l) "*(seorang siswa bertanya kepada guru) buk nomor duo baleh?".* In short, the students showed politeness which was belonged to generosity maxim in form of minimize benefit to self and maximize cost to self.

To sum up, the students mixed their language in interaction with the teacher and other students in the teaching and learning process. Although the students seldom used English in the classroom, but they used politeness in requesting teacher's instruction. In other words, the students minimized the expression of beliefs that express or imply benefit to self and maximize the expression of beliefs that express or imply cost to self.

After that, the approbation maxim stated minimize the expression of beliefs which express dispraise of other and maximize the expression of beliefs which express approval of other[3]. This politeness strategies included expressions in requesting. The students' expressions' could be seen in the description below.

The example of expression in requesting accordance to approbation maxim found in this research was a) "*Fitri buk, sama*

[3] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

(menunjuk ke kelompok satu)", b) "*Hari sabtu tu udah pasti layanan unggul buk?",* c) "*Oo fairy tale, oh fairy tale yg tabang tabang dak buk?",* d) "*Who receive?",* e) "*Buat yang ini buk?",* f) "*Apa tadi buk? Narrative text",* g) "*Seorang siswa permisi masuk kedalam kls .. permisi miss?",* h) "*Tu yang ma buk?",* i) "*Ibuk, yang itu tu? (menunjuk ke kertas)",* j) "*(beberapa siswa bertanya maju kedepan kelas)",* k) "*(seorang siswa menunjuk tangan) Yo buk, awak besok yo buk"*. Briefly, the students showed politeness which was belonged to approbation maxim in form of minimize dispraise of other and maximize praise of self.

From the explanation above, it was indicated that the students used three languages for interaction in English class. The languages were Minang, Indonesian and English. Among all of these languages, the students often used Minang for their interaction with English teacher and other students. Whereas, the students showed politeness in requesting teacher's instruction. It means, the students minimized the expression of beliefs which express dispraise of other and maximize the expression of beliefs which express approval of other.

In addition, Leech admits that the maxim of modesty is one of the six maxims meaning to minimize praise or to maximize dispraise of self[4]. This politeness strategies included expressions in requesting. The students' expressions' could be seen in the description below.

[4] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

The example of expression in requesting accordance to maxim of modesty found in this research was a) "*Apa buk?",* b) "*Oii Group four ...",* c) "*Sudahan se kni buk",* d) "*Miss kami sorot miss, eaaa wihh",* e) "*(senyum) aa yang ma go?",* f) "*Receive itu apa buk? Receive itu pengirim atau penerima buk?",* g) "*Yang ini apa buk? (memasukkan ke dalam laci)",* h) "*Seorang siswa tunjuk tangan (yang tadi juga)?",* i) "*Dinda baca?",* j) "*(dua siswa kedepan kelas) buk yang itu pukul satu pukul 2 buk?",* k) "*Iko buk (menujuk kertas)".* It means, the students showed politeness which was belonged to maxim of modesty in form of minimize praise of self and maximize dispraise of self.

Based on the description of expression requesting above, it was stated that the students used politeness strategies related to modesty maxim. Here, the students minimized praise or to maximize dispraise of self. Although students often used their mother tongue and Indonesian, but they showed politeness strategies in the classroom interaction.

Moreover, the agreement maxim runs as follows: minimize the expression of disagreement between self and other, and maximize the expression of agreement between self and other[5]. This politeness strategies included expressions in requesting. The students' expressions' could be seen in the description below.

The example of expression in requesting accordance to agreement maxim found in this research was a) "*My neighbor apa buk?",* b) "*Ibu*

[5] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

pakai karakter buk?", c) "*Itu se masuak ujian buk?",* d) "*Oh peri peri buk?",* e) "*Who write the short messages?",* f) "*Have you ever send buk?",* f) "*Sabtu terakhir kumpuan nak buk?",* g) "*Fadlul buk, rio buk?",* h) "*Ndak siap kini buk?",* i) "*Yang ma buk?",* j) *Yang bawah jugak buk yang experimenting?",* k) "*Buk, buek soal buk?",* l) "*Opp apa buk? Apa buk?"* In other words, the students showed politeness which was belonged to agreement maxim in form of minimize disagreement between self and other and maximize agreement between self and other.

From the description above, it was stated that the students used politeness strategy in the English classroom interaction related to agreement maxim. It means, students minimized the expression of disagreement between self and other, and maximize the expression of agreement between self and other.

Furthermore, the sixth maxim was sympathy maxim, which was stated that minimize antipathy between self and other and maximize sympathy between the self and other[6]. This politeness strategies included expressions in requesting. The students' expressions' could be seen in the description below.

The example of expression in requesting accordance to sympathy maxim found in this research was a) "*Yo apo, apo pengalaman yu?",* b) "*Nyanyi bahasa inggris buk?*", c) "*Kalo fewer, less tu buk?",* d) "*Compete buk?",* e) "*Apo buk ? (bertopang dagu) nilai mid zahra alah*

[6] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

buk", f) "*Kurang buk?",* g) "*No lima apa tu buk?",* h) "*Nomor bara buk?",* i) "*See itu apa buk?",* j) "*Ibuk, baa si riyan buk?",* k) "*Miss busi? (Busy)",* l) "*Nomor nyo se buk?"* To sum up, the students showed politeness which was belonged to sympathy maxim in form of minimize antipathy between self and other and maximize sympathy between self and other.

From the description above, it can be concluded that the students used most of their mother language in the classroom interaction. They seldom used English, but they used politeness strategies in the requesting teacher's instructions. In other words, the students minimized antipathy between self and other and maximize sympathy between the self and other.

2. Politeness Strategies Used in Refusing

The tact maxim indicated that minimize the expression of beliefs which imply cost to other and maximize the expression of beliefs which imply benefit to other[7]. The politeness strategies included expressions in refusing.

The students' expressions in refusing accordance to tact maxim found in this research was a) "*(Geleng kepala)",* b) "*Nda ado solution dalm bahasa indonesia doh buk..",* c) "*Ntah lah, lah zahra agiahan buk",* d) "*Ndak buk, ragu buk",* e) "*(diam)",* f) "*(senyum melihat ke*

[7] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

text)". Here, the students showed politeness which was belonged to tact maxim in form of maximize benefit to other and minimize cost to other.

The students did expression of refusing related to tact maxim because of some reasons. First, they did not know about some learning materials instructed by the English teacher. After that, the students did not want to do what their teacher instrcuted them to do. The, they wanted to clarified something.

Moreover, according to Leech, the generosity maxim minimize the expression of beliefs that express or imply benefit to self and maximize the expression of beliefs that express or imply cost to self[8]. This politeness strategies included expressions in refusing.

The example of expression in refusing accordance to generosity maxim found in this research was a) "*No",* b) "*(bingung , senyum)",* c) "*(senyum)",* d) "*(bingung)"*. In short, the students showed politeness which was belonged to generosity maxim in form of minimize benefit to self and maximize cost to self.

The students did expression of refusing related to generosity maxim because of some reasons. First, the students confused about what to do and what to answer from the teacher's instruction. The second, they did not fully understand about the task or assigment asked by the English teacher in teaching and learning activity.

[8] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

In addition, the approbation maxim stated minimize the expression of beliefs which express dispraise of other and maximize the expression of beliefs which express approval of other[9]. This politeness strategies included expressions in refusing.

The example of expression in refusing accordance to approbation maxim found in this research was a) "*(malu dan bertanya ke teman yang lain)",* b) "*Belum buk",* c) "*Selasa.. ndak bisa doh buk. Ndak bisa kan buk. ndak bisa selah bukk..",* d) "*(Diam)",* e) "*(seorang siswa berjalan tanpa sepatu dan baju tidak rapi, siswa bermain dibelakang dan guru sedang mengajar)",* f) "*Bingung...",* g) "*(senyum) garuk kepala",* h) "*(Tutup muka, malu dan senyum)".* Briefly, the students showed politeness which was belonged to approbation maxim in form of minimize dispraise of other and maximize praise of self.

The students did expression of refusing related to approbation maxim because of some reasons. First, the students shy to answer English teacher's question due to afraid of making mistakes or said wrong answer. Then, the students refused to do teacher's instruction because they did not finish their work yet. After that, they felt bored in the classroom teaching and learning process.

[9] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

Furthermore, Leech admits that the maxim of modesty is one of the six maxims meaning to minimize praise or to maximize dispraise of self[10]. This politeness strategies included expressions in refusing.

The example of expression in refusing accordance to maxim of modesty found in this research was a) "*Indak, buk",* b) "*No",* c) "*(Diam)",* d) "*(suara kecil tidak jelas)",* e) "*Kalam buk",* f) "*(siswa diam)",* g) "*(bingung) aaa".* It means, the students showed politeness which was belonged to maxim of modesty in form of minimize praise of self and maximize dispraise of self.

The students did expression of refusing related to modesty maxim because of some reasons. First, they did not want to do the teacher's instruction because of did not know the answer. Then, the students slowed their voice in answering the teacher's questions to refused teacher's instruction.

Moreover, the agreement maxim runs as follows: minimize the expression of disagreement between self and other, and maximize the expression of agreement between self and other[11]. This politeness strategies included expressions in refusing.

The example of expression in refusing accordance to agreement maxim found in this research was a) "*Lakukan, susah itu buk",* b) "*ndak hapal buk",* c) "*(menggelengkan kepala)",* d) "*(riuh)",* e) "*(senyum) indak",* f) "*Indak hooo (Sorak) heeee hoooo",* g) "*Ndak bisa doh buk",*

[10] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132
[11] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

h) "*Alun buk",* i) "*(tiga orang siswa riuh dibelakang)".* In other words, the students showed politeness which was belonged to agreement maxim in form of minimize disagreement between self and other and maximize agreement between self and other.

The students did expression of refusing related to agreement maxim because of some reasons. First, the students felt the task or assigment instructed by the English teacher was difficult to do. Next, they refused teacher's instruction because did not memorize the materials well. After that, the students admitted that they could not do it well, so asked another friends for the answer of the task.

Then, the sixth maxim was sympathy maxim, which was stated that minimize antipathy between self and other and maximize sympathy between the self and other[12]. This politeness strategies included expressions in refusing.

The example of expression in refusing accordance to sympathy maxim found in this research was a) "*Alun kita bahas alun buk, pas ngarajoan,",* b) "*Yahhhh (kecewa)",* c) "*(senyum)",* d) "*(cemberut)".* To sum up, the students showed politeness which was belonged to sympathy maxim in form of minimize antipathy between self and other and maximize sympathy between self and other.

The students did expression of refusing related to sympathy maxim because of some reasons. First, they assumed that the learning

[12] Leech, Geoffrey N, *Principle of Pragmatic*, (New York: Longman Inc, 2014), p.132

materials were not learned yet, so they did not know the answer for the task asked by their English teacher. Then, the students did not know how to do the task or assigment, so that they refused their teacher's instruction in the classroom teaching and learning process.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As the result of the research which has been described and discussed in the previous chapter, the researcher concluded that the types of politeness strategies used in requesting teacher's instruction of the eighth graders of SMPN 5 Padang Panjang included the six maxims from Leech. The maxims are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim.

Furthermore, the types of politeness strategies used in refusing teacher's instruction of the eighth graders of SMPN 5 Padang Panjang also included all of the maxims. The maxims are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim. Then, the students did most requesting than refusing expression in English teaching and learning.

B. Suggestions

The suggestions proposed in this research related to the politeness strategies used by the students in English teaching and learning was as follows:

1. To the students who learn English in everyday teaching and learning, especially in communication or interaction to other students or the teacher should use politeness strategies that included of all maxims, in

order to make successful and effective teaching and learning activity in the classroom.

2. The English teachers suggested to use and explain about the maxims of politeness strategies to the students in order to make students aware how to communicate or interact politely to their friends and teacher.
3. The next researchers suggested can continue the research by considering the used of politeness strategies to the teacher included in all maxims.

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APPENDIX

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APPENDIX 1: OBSERVATION SHEET

The Indicator of Politeness

No.	Politeness	Indicator											
		Tact Maxim		Generosity Maxim		Approbation Maxim		Modesty Maxim		Agreement Maxim		Sympathy Maxim	
		Req	Ref	Req	Ref	Req	Ref	Req	Ref	Req	Ref	Req	Ref
CLASS 8.1													
1	*(seorang siswa permisi kedepan meja guru dengan cara mengacungkan tangan kanan, dan berkata "permisi buk")*	√											
2	*Crossed ini apa buk?*	√											
3	*(Geleng kepala)*		√										
4	*(menujuk tangan) I saw my friend sunk in the Lake eh in the river*			√									
5	*Baca buk?*			√									
6	*No*				√								
7	*Fitri buk, sama (menunjuk ke kelompok satu)*					√							
8	*(malu dan bertanya ke teman yang lain)*						√						
9	*Belum buk*						√						
10	*Apa buk?*							√					
11	*Oii Group four …*							√					

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12	*Indak, buk*								√				
13	*My neighbor apa buk?*									√			
14	*Ibu pakai karakter buk?*									√			
15	*Lakukan, susah itu buk*										√		
16	*ndak hapal bu*										√		
17	*Yo apo, apo pengalaman yu?*											√	
18	*Nyanyi bahasa inggris buk?*											√	
CLASS 8.2													
19	*Itu pilihannyo buk?*	√											
20	*Ndak ado solution dalm bahasa indonesia doh buk..*		√										
21	*(Tunjuk tangan) Aa to Describe something..*			√									
22	*(tunjuk tangan)*			√									
23	*Hari sabtu tu udah pasti layanan unggul buk?*					√							
24	*Oo fairy tale, oh fairy tale yang tabang tabang dak buk?*					√							
25	*Selasa.. ndak bisa doh buk. Ndak bisa kan buk. ndak bisa selah bukk.*						√						
26	*Sudahan se kni buk*							√					
27	*Miss kami sorot miss, eaaa wihh*							√					
28	*Itu se masuak ujian buk?*									√			
29	*Oh peri peri buk?*									√			
30	*Kalo fewer, less tu buk?*											√	
31	*Alun kita bahas alun buk, pas*												√

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	ngarajoan,												
CLASS 8.3													
32	*Excuse me miss*	√											
33	*Untuk siapa dia mengirim pesan?*	√											
34	*Buk refers to itu apa buk?*	√											
35	*Ntah lah, lah zahra agiahan buk*		√										
36	*Widya ndak buk?*			√									
37	*Iko a buk?*			√									
38	*Who receive?*					√							
39	*(Diam)*						√						
40	*(suara kecil tidak jelas)*								√				
41	*Who write the short messages?*									√			
42	*Have you ever send buk?*									√			
43	*Sabtu terakhir kumpuan nak buk?*									√			
44	*Compete buk?*											√	
45	*Apo buk ? (bertopang dagu) nilai mid zahra alah buk*											√	
CLASS 8.4													
46	*semuanya ni buk?*	√											
47	*(bertanya kedepan kelas)*	√											
48	*Buek soal buk?*	√											
49	*Ndak buk, ragu buk*		√										
50	*(diam)*		√										
51	*Yang satu yang kedua buk. Halaman satu , kedua buk?*			√									
52	*Sampai lakang buk?*			√									
53	*Yang the lion king was tu buk?*			√									
54	*(bingung , senyum)*				√								

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55	*(senyum)*				√								
56	*Buat yang ini buk?*					√							
57	*Apa tadi buk? Narrative text.*					√							
58	*(seorang siswa berjalan tanpa sepatu dan baju tidak rapi, siswa bermain dibelakang dan guru sedang mengajar)*						√						
59	*Bingung...*						√						
60	*(senyum) aa yang ma go?*							√					
61	*Receive itu apa buk? Receive itu pengirim atau penerima buk?*							√					
62	*Yang ini apa buk? (memasukkan ke dalam laci)*							√					
63	*Kalam buk.*								√				
64	*(siswa diam)*								√				
65	*Fadlul buk, rio buk?*									√			
66	*Ndak siap kini buk?*									√			
67	*(menggelengkan kepala)*										√		
68	*(riuh)*										√		
69	*(senyum) indak*										√		
70	*Indak hooo (Sorak) heeee hoooo*										√		
71	*Kurang buk?*											√	
72	*No lima apa tu buk?*											√	
73	*Yahhhh (kecewa)*												√
CLASS 8.5													
74	*(diam)*		√										
75	*(seorang siswa tunjuk tangan,) Buk?*			√									

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76	*Seorang siswa permisi masuk kedalam kls .. permisi miss?*					√							
77	*(senyum) garuk kepala*						√						
78	*Seorang siswa tunjuk tangan (yang tadi juga)?*							√					
79	*Ndak bisa doh buk*										√		
80	*Nomor bara buk?*											√	
CLASS 8.6													
81	*(hening sejenak 5 menit, tiba tiba seorang siswa permisi keluar)*	√											
82	*Hoi sia yang buek Pe Er I Pe A?*	√											
83	*(seorang siswa bertanya kedepan kelas) sender tu yang pengirim atau penerima buk?*	√											
84	*Ang nio lo? Kecek an se lah*	√											
85	*(senyum melihat ke text)*		√										
86	*(seorang siswa bertanya kedepan kelas)*			√									
87	*(seorang siswa bertanya kepada guru) buk nomor duo baleh?*			√									
88	*(bingung)*				√								
89	*Tu yang ma buk?*					√							
90	*Ibuk, yang itu tu? (menunjuk ke kertas)*					√							
91	*(beberapa siswa bertanya maju kedepan kelas)*					√							
92	*(seorang siswa menunjuk tangan) Yo buk, awak besok yo buk*					√							
93	*(Tutup muka, malu dan senyum)*						√						

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94	*Dinda baca?*							√					
95	*(dua siswa kedepan kelas) buk yang itu pukul satu pukul 2 buk?*							√					
96	*Iko buk (menujuk kertas)*							√					
97	*(bingung) aaa*								√				
98	*Yang ma buk?*									√			
99	*Yang bawah jugak buk yang experimenting?*									√			
100	*Buk, buek soal buk?*									√			
101	*Opp apa buk? Apa buk?*									√			
102	*Alun buk*										√		
103	*(tiga orang siswa riuh dibelakang)*										√		
104	*See itu apa buk?*											√	
105	*Ibuk, baa si riyan buk?*											√	
106	*Miss busi? (Busy)*											√	
107	*Nomor nyo se buk?*											√	
108	*(cemberut)*												√

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APPENDIX 2: RESEARCH INSTRUMENT GUIDELINES

Variable	Subvariables	Indicators	Descriptor	Data Collections
Students' Politeness Strategy	Politeness Strategy in Requesting	1. Tact Maxim (in impositives and commissives)	1.1 Minimize cost to other 1.2 Maximize benefit to other	Observation
		2. Generosity Maxim (in impositives and commissives)	2.1 Minimize benefit to self. 2.2 Maximize cost to self.	
		3. Approbation Maxim (in expressive and assertive)	3.1 Minimize dispraise of other 3.2 Maximize praise of self	
		4. Modesty Maxim	4.1 Minimize praise of self 4.2 Maximize dispraise of self	
		5. Agreement Maxim (in assertives)	5.1 Minimize disagreement between self and other. 5.2 Maximize agreement between self and other.	
		6. Sympathy Maxim	6.1 Minimize antipathy between self and other 6.2 Maximize sympathy between self and other.	
	Politeness Strategy in Refusing	1. Tact Maxim (in impositives and commissives)	1.3 Minimize cost to other 1.4 Maximize benefit to other	
		2. Generosity Maxim (in impositives and commissives)	2.1 Minimize benefit to self. 2.2 Maximize cost to self.	
		3. Approbation Maxim (in expressive and assertive)	3.1 Minimize dispraise of other 3.2 Maximize praise of self	
		4. Modesty Maxim	4.1 Minimize praise of self 4.2 Maximize dispraise of self	
		5. Agreement Maxim (in	5.3 Minimize disagreement between	

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		assertives)	self and other. 5.4 Maximize agreement between self and other.	
		6. Sympathy Maxim	6.1 Minimize antipathy between self and other 6.2 Maximize sympathy between self and other.	

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APPENDIX 3: TRANSCRIPTION OF VIDEO RECORDING

SMPN 5 PADANG PANJANG

Class : 8.1

Friday, May 19th 2017
09.00 am

		English Teaching Learning
	T	Good Morning students
1	Ss	Good morning mam
	T	How is your today?
2	Ss	Yes, am fine
	T	I will continue you are lesson, yesterday may be the last meeting you have learns with mrs zulma ya
3	Ss	yes
	T	Oke now we go on our material, I give that to have aa homework ya, you have a homework given by mrs zulma. Oke you have done it? Oke no? Udah kamu kerjakan?
4	Ss	No,
	T	How many of you didn't make a homework? Berapa orang yang tak kerjakannya? Oke, Later you should make it, you should make a home work after the our classroom, after your study english this morning. Own your homework. Ok. Kamu harus melengkapi tugas nya itu hari ini,
5	Ss	Ok mam
	T	Besok, fo the next last meeting, pertemuan akhirnya I beg you in the class in the first class. In the first meeting, in the first time. Maksudnya jam pertamanya ibu tunggu kmu disini ya , pokonya kalo ada acara sekolah kamu goro pagi itu, kamu tetap dikelas masuk kelas seperti ini ya?
6	Ss	Yes
	T	Promise to me?
	T	Do you have a bold marker? Ada punya spidol?
7	Ss	No *(Refusing)*
	T	Dah.. materi kita hari ini about karakter value tentang nilai nilai karakter. Coba ini ada di buku kamu, kita lanjutkan di buku aja . page 28, 28 ya?
8	Ss	(seorang siswa memberikan spidol kepada guru)
	T	ok, we still in group kita masih dlm klompok. nah coba lihat situasinya, situasi yg ad dibuku ini. Are you ready now? Ya, Focus on your listening, your your lesson today. Fokus dengan pelajarannya hari ini. Okay. Can you read first statement? Itu ada statement dibuku nya. You read the first statement. Ada bukunya

		kan? Oke baca paragraf pertama itu baca. Cepat nak. Opp dah? We just discuss yaa, discuss our lesson, just discuss in group perkelompk nanti you share. We Share our idea. Kita hanya sharing idea. Well, After that you fill the blank sentence. Isi latihannya nanti. jadi kita buka open discussion about some situation in our daily life. Ada beberapa banyak kejadian beberapa banyak situation that aa yang always we find in a daily life. In your daily life ya.. itu yg akan kita diskusikan, what is your response
9	Ss	(seorang siswa permisi kedepan meja guru dengan cara mengacungkan tangan kanan, dan berkata "permisi buk") *(Requesting)*
	T	What we are going to do about this situation, apa yg akan kamu lakukan kalo kamu mengahadapi situasi seperti itu, what are going to do? apa yg akan kamu lakukan? Apa alternatif yg akan kamu lakukan. Jadi intinya kita hanya we do the good thing, important point we do good thing, karena hal baik itu ada nilainya disisi Allah swt, itu aja jadi kita diskusikan beberapa karakter yg kita kembangkan dalm pelajaran , oke coba kita mulai dari 1st situation
10	Ss	My mother and hanna ....
11	Ss	Our classroom
	T	Our classroom ya
12	Ss	Our classroom was very dirty today
	T	Okay, Our classroom was very dirty yesterday, you understand this sentence?
13	Ss	Yes
	T	Oke, its very good, okey how is the, what is the activity , what is the action? That you want to do in this situation??
14	Ss	We clean it together
	T	Any other action, any other activity, aa any other optiion? That you want to do? Ad yg lain nya yg kamu bayangkan kamu lakukan selain beside we clean it together? Ad pilihannya? Any other of you the have aa the choice make it membiarkan nya? No?
15	Ss	No
	T	Oke thats very good , so everybody want to do the good thing, we clean it together, what is your character in this situation , apa nilai karakter nya disini?
16	Ss	Responsible
	T	Responsible?
17	Ss	care,
	T	Very good, any other? Bertanggung jwb krna kls kamu, kemudian a care, peduli kamu dg klsnya, and then apalagi? If we do together it means that we ?
18	Ss	Easier
	T	Cooperative, bekerja sama, bersama kita bisa . okey thats very good. Oke number 2, jery do you have a book Jery?

19	Ss	Our teacher got sick 2 days ago
	T	Our teacher got sick 2 days ago, have you ever happened this? have you ever happened this faced this? Pernah mengalami itu? Selama skolah d smp 5?
20	Ss	Pernah
	T	Okey, what you do? What you do for the teacher? Melihatnya? You see your teacher okay, together with your friend?
21	Ss	Yes
	T	Yes, good. You went to see her, any other action? Ada yang lain selain you see your teacher, beside that? pray
22	Ss	Ooo
	T	Pray for her ya, how do you feel rightnow, feel hot?
23	Ss	Yeah
	T	Feel hot, okay beside that beside yo see your teacher you also pray for her or for him. Mendoakannya biar be get soon well, biar bisa sembuh dengan ...
24	Ss	Baik
	T	get well soon, okay thats very good. Okay what about your friend get a sick. What about your friend got a sick, in this classroom you see that only sit down, a never speak up, very tired, and get a fever okay, what what do you do? Temannya yg sakit dalam kelas misalnya
25	Ss	We pick up afraid ...(malu dan bertanya ke kawan)
	T	We pick up to go to UKS ya, apa? Bring aa? (ketawa) you bring a food for her. Okay thats good. You very care of her, sangat peduli berati. Berati kalo ini karakter yg kita kembangkan apa? Berati kamu peduli, pedlui dg temannya, tu apalagi, helpful jugak. Penolong. Arif ini orangnya helpful ternyata, helpful, caring
26	Ss	Uuuuuuu (sorak)
	T	Good student, I like you, kalo Habib gimna k ira kira? Kalo Habib you see your friend get a sick, sit down, tired, what do you feel? The same with arif?? Ya menolongnya dengan cara apa? How do you have a tips? bawa ke uks?
27	Ss	Ke uks buk,
	T	Kalo si arief, bring the food, bawakan makanan. (jempol). Good berarti aa karakter itu helpful, ya caring peduli thats very good. Am glad to hear you reasons. Mudah mudahan apa yg kamu ucapkan sesuai apa yg kamu lakukan..
28	Ss	Lakukan, susah itu buk *(Refusing)*
	T	Kalo suatu saat nanti terjadi apa yg sudah kita mainkan karakter yg kita kembangkan hari ini, bisa kamu akukan dengan setulus hati.. ya denganm pahala nya nanti kita terima. Ya.. ok next aa what about you give some situation about this? Tadi kan ibuk dah kasih contoh beberapa situasi dalam kehidupan sehari –hari.. Kita menggali karakter ini, dimana karakter kita sebaiknya gimana? Kita hidup ini

		yg baiknya yg baik kita gunakan ya ndak kita lakukan hal buruk yg buruk kita tidak bicara, dah bagaimana I want you give this situation, kamu lah lagi menciptakan situasinya contoh,. Kalo ibuk sudah tadi, kamu lagi. Kira kira Siapa yg bisa. Rise your hand. You think want situation in your daily life, can in the classroom, in your house, in the outside of the classsroom, its up to you. Terserah apa nak contohnya? Arif, boy, iqbal, rafly, semuanya, jery, zahra? Can you give, can you share one special on your your experience, pengalaman kamu pengalamannya apa? One moment, one situation
29	Ss	I saw my friend fell down
	T	Jatuh? Oke dimna? Slip of tongue, Slip of tongue itu keseleo lidah
30	Ss	(ketawa) wess.
	T	you see your friend fell down, jatuh fell down from tree, pohon?
31	Ss	From aa bycicle
	T	Aa your friend fell down from bycicle, oke when you see the accident? Kapan kamu lihat kejadian itu? Your daily your own first your own experience arif?
32	Ss	Apa buk? *(Requesting)*
	T	your own experience, pengalaman sendiri?
33	Ss	Iya buk (mengangguk)
	T	Iya, oke thats good. Of course, if you, it is your own experience, I know that what is your activity, what is your action, what you do at the time.
34	Ss	Yesterday
35	Ss	(sorak)
	T	What will you do? Apa yg kmu lakukan?
36	Ss	I have
	T	Ok Dia dah ngomong bahasa inggris , dah gini loh (jempol)
37	Ss	Wesss (tepuk tangan)
	T	Tidak semuanya ngomog bahasa inggris, kamu termakan, kamu sebenarnya bisa tapi malu nya lebih banyak, seharusnya kamu ndak usah malu sama ibuk aja ngapain malu.
38	Ss	(ketawa)
39	Ss	I have care
	T	Ook, thats good, you give a health, so cobak bertanya lagi ini aa karakter what is the character does arief the plot cerita. Coba kamu kembangkan si arif ini. temannya
40	Ss	Care, (angguk)
	T	Care peduli dg temannya, kemudian helpful kalo kamu peduli otomatis kamu menyukai teman kamu, maksudnya menyukai arti kata menyayangi yaa.
41	Ss	Weeess (tertawa bersama)
	T	Oke next other .. thats good, thank you very much. Thats good. Kamu lagi bisa? Siapa yang bisa?

42	Ss	(Geleng kepala) *(Refusing)*
	T	Aa okay, Perempuan kok kalah dari pada laki laki kamu bisa kalah sm si arief (....) oke rafly
43	Ss	(menujuk tangan) I saw my friend sunk in the Lake eh in the river *(Requesting)*
	T	Ohh sunk, sink sank, sunk , tenggelam ya..
44	Ss	Iya (angguk)
	T	And then?
45	Ss	Aa I helped him (angguk), yes
	T	Oke you Save him at the time. Ok thats good , thankyou very much. Makasih kamu sudah melakukan hal yang baik
46	Ss	Ketawa
	T	Oke satu dari wanita perempuan lagi, ibuk minta yang satu tambah satu perempuan yang mana? Satu contoh ayu.
47	Ss	Iya buk
	T	Apa situasi kamu yg akan kamu lakukan dalam kehidupan sehari-hari? Situation your ever find in your daily activity , ada karakter yang kamu kembangkan disitu, nilai moralnya ada disitu. Kamu kan orang dari liat dari wajah dari hati. Kmu selalu ada, apa contohnya alhamdulillah semuanya selalu ada nilai kebaikan. Oke ayu
48	Ss	(malu dan bertanya ke teman yang lain) *(Refusing)*
	T	Ayu, pengalaman ayu apa? Yang pernah.
49	Ss	Bahasa inggris nyo drama miss...
	T	Drama, ya drama, oke apa? Bhsa indonesia cobak
50	Ss	Yo apo, apo pengalaman yu? *(Requesting)*
	T	Okay, yang lain bisa ini.
51	Ss	Saya terharu melihat temannya saya menangis.
	T	Saya terharu melihat teman kamu menangis. Oke what what do you you care with your friend that is crying at the time ya. Oke apa.. what will you do what is the activity that you do? Are you give entertaint? menghibur temannya? You want to know that problem? You want to ask mother problem? Masalah nya ada kamu ini kan?
	T	Apa karakter yang dikembangkan sama ayu disitu? Ok thats good
52	Ss	Care
	T	Care and responsible
53	Ss	Care and responsible
	T	Respon, oke thats very good. Dah skrg kita lanjutkan dalam kelompok kamu diskusinya dlm kelompok. Ibuk minta nya gini aaa dalam kelompok ini tetap kita berapa point ini 4 ya. Grup one still, number one grup two, number two grup three, number three grup four, number four grup five, grup five kembali lagi number one, six number two. Seven number three. Yaa. There are some situation a statement in this group. Nanti kita bukak diskusi ya. Kamu boleh merespon kelompok lain,. Oke sekarag gini. Op! Untuk mengelompokkan empat yang tadi. Kamu buat respon nya apa

		dikegiatan yg kamu lakukan kemudian buat sampingnyaapa karakter nya apa disitu. Nilai value nya kamu kembangkan apa disitu. Yaa. Do you have a difficult word? Ada kata – kata sulitnya disitu, tidak ada ?
54	Ss	My neighbor apa buk? *(Requesting)*
	T	My neighbor? ok my neighbor. who knows what neighbors means, you know neighbor someone that live beside your house, any other? ada lagi yang lainnya? Kata sulitnya yang mana? You know found?
		(hening sejenak) 10 menit
	T	(guru datang ke siswa melihat kerjaan siswa)
	T	Can we open our discussion? Bisa kita buka diskusi kita lagi?
55	Ss	Bisa.
	T	Udah selesai semuanya?
56	Ss	Udah
	T	I hope you do your task ya, kerjakan latihan ini. Selesaikan. Jadi apa yang disruh bu zulma sama ibuk jadi kerjakan dibuku.
57	Ss	Angguk
	T	(Senyum) We will open discussion, lets start our discuss.
58	Ss	Yes
	T	Nah sekarang gini cara discuss nya biar kita ini, nantikan kelompok satu menyajikan diskusinya ya, kelompok satu jadi setelah menyajikan hasil diskusinya ya kelompok 1 , jadi kelompok 1 stlah menyajikan hasil diskusinya, yaa kelompok 1 jadi setelah kelompok 1 dengan hasil diskusi nya you want to give respond, if you want to say something from the other group, thats good(acungan jempol) kamu boleh memberikan respon, tanggapan atau tambahan idea, ok new idea. Tambahan ide ya. Dari kelompok 1. Udah? Udah kita bukak diskusinya lagi. Ok star from the gruop one, you say the statement the situation and then you give a apa you give explanation about your respon, yang lainnnya otomatis mendengarkan tmannya. Udah ? oke good
59	Ss	(seorang siswa berdiri menyajikan materi)
	T	Coba, Berdua? Kalo ngomong ndak bisa berdua, ini nambahkan, yang ini nambahkan. Yaa . ok opp. Dah? Grup empat have you finish to discuss? Group four
60	Ss	Oii Group four ... *(Requesting)*
	T	Udah selesai? Belom
		(hening sejenak) 3 menit
	T	Oke cobak group one , group one to present have discussion, , group one to present have discussion, group one to read result discussion. Oke dengarkan temannya, kelompok lain boleh menambahkan ide atau give comment ya boleh, memberikan komemtar. Berusaha praktek bahasa inggris pulak kita ya. Ok dian. Kita berbicara dalam bahasa inggris. Praktek kita. Habib sudah habib? Farel?

61	Ss	Udah buk
	T	Oke, listen your friend
62	Ss	(Mendengarkan penjelasan)
	T	Bentar habib, ya rasanya belum semuanya mendengarkan temannya, yang sama kelompoknya mana? (guru menunjuk) kelompok lima berarti menambahkan, kita jadikan hasil diskusi . oke educationnya?
63	Ss	I hope my mom and hanna
	T	What is your character that? Value nya apa disitu?
64	Ss	Helpful, care, (menanya kan ke kawan sebelah)
	T	Helpful, care , thats good. Apalagi?
65	Ss	Responsible
	T	Responsible, ada kamu buat disampingnya? Ada kamu buat disampingnya? Karakternya?
66	Ss	Ada.
	T	Buat dsampingnya nanti ya. Aa kecil aja tulisannya. Oke kelompok group five, the same statement with group one. Apa? kamu buat, kamu kasih ide – ide dari kamu cobak. Siapa yang mau mewakili disitu? Arif?
67	Ss	Fitri buk, sama (menunjuk ke kelompok satu) *(Requesting)*
	T	Apa sama nya? Baca kan. Ibuk ragu samanya yang mana? Sama itu apa?
68	Ss	My mother in the yard
	T	Oke, what is value nya disitu? Karakternya?
69	Ss	Care, helpful, responsible
	T	Ok, any other aa group want to give comment? Ada kelompok lain yang ingin memberikan komentar? Ccomment or aa suggestion tambahannya
70	Ss	Cooperative (senyum)
	T	Cooperative, thats good. Ada tambahan satu lagi koperatif. Kelompok lain ada? Ga ada. Oke next, Group two. Group two, coba liat kemudian kamu tampil grup kamu,kamu sudah siap, siapa yang akan bicara kamu udah konfirmasi dengan teman, jadi ibu ndak menunggu lama, ibu Cuma tinggal dengar aja hasilnya lagi. Ya .. masing – masing kelompok sudah selesai menyiapkan siapa lagi yang berbicara, mempresentasikan hasil tugasnya. Oke jery, jery apa boy? Oke sauqi, keraskan suaranya. Louder your voice.
71	Ss	Last week , I know my neighbor not eat 2 days
	T	Do you understand the statement?
72	Ss	Yes
	T	Apa maksudnya itu? Minggu lalu mengetahui tetangga saya ndak makan 2 hari
73	Ss	Aku tau...
74	Ss	Hahaha , agiah agiah roti
75	Ss	Nyo puaso buk
	T	Baru tau kamu ndak makan, baru tau kamu dua hari. Masak

		kemaren, ada dua jam aja, dah tau caranya ndak? Tapi dia berubah.
76	Ss	Berubah buk
	T	Tapi dia tau ndak makan tetangga nya, oke gimana responnya? Klarifikasinya?
77	Ss	I give money and food to my neighbor
	T	Oke, you give money and food, uang dan makanan. Thats very good. Thankyou. Oke nilai moral disitu, nilai karakternya, dendi.. care , helpful
78	Ss	Care, helpful.
	T	Apalagi? Ada yang lainnya? Haa.. Lovely. Kalo ndak da rasa lovelynya sama sesama ndak akan timbul tindakan kamu. Oke group six the same oke the same statement? What is your clarification ?
79	Ss	Baca buk? *(Requesting)*
	T	Iya lah
80	Ss	I invite my neighbor dinner at my home
	T	Oke thats very good, ini lain lagi, They aa She invite her neighbor to get...
81	Ss	Dinner
	T	Dinner at house, dia mengundang makan malam, makan pagi besok gimana?
82	Ss	Aa dia makan malam nya buk. Makan malam
	T	O Makan malam, malam jaleh baru
83	Ss	Iya buk, (senyum) malam buk
	T	Pagi nya pakai apa? jan ndak agiah
84	Ss	Ayam buk
85	Ss	Abih samba awak buk (melihat kelompok 6)
	T	Oke, thats very good(senyum)
86	Ss	Abih samba awak buk
	T	Ok, ada solusinya, ada solusinya nanti dia. Oke thats good. Nilai moral disini? Nilai karakter nya apa disini? oke good, sama lovely, and care. Next group three this time for your. Your turn. Gilirannya Sama dengan group seven, siap siap group seven ya
87	Ss	I found the money on the street. And
	T	Oke, lanjut you know the meaning?
88	Ss	I informant or to the money be good
	T	Ayu found some money on the street, Ok thats good. You repeat again?
89	Ss	I informant or to the I. (bingung dan bertanya ke kelompok nya)
	T	You inform the money to the apa? Kamu menemukan uang dijalan, kemudian yang mengasihkan nya siapa?
90	Ss	I informant seseorang police
	T	aa
91	Ss	Atau orang yg lebih butuh the woman yang lebih aa kepada mereka.
	T	Ok, thats very good. Any other action, any other activity that you do

		for this statement? Ada yang kegiatan lain tindakan lain yang kamu lakukan selain get inform to the police or the give money for the seeker. Oke, Boy boy.. kenapa boy?
92	Ss	I take and buy something (1 kelompok ketawa)
	T	Take and buy something. Kamu ambil uangnya dan membelikan sesuatu?
93	Ss	AHAHAHAHAHAHA
	T	Oke, what do you think about this? what do you think, kenapa kenyataan
94	Ss	Kenyataan
	T	Kalo boy punya tindakan nya gini dia, he take the money and buy some food, so the food for who you give buy.
95	Ss	Boy, boy,,, boy
	T	For whom the food you give? For you, for you, for you, some aja ? oke thats good
96	Ss	(kelompok tertawa)
	T	Oke, do you have any respond? Ada pendapat lain tentang ini?
97	Ss	Indak, buk *(Refusing)*
	T	What this boy activity? Whay do you think? Apa pendapatnya? Farel
98	Ss	I give to eat to the want
	T	Ndak, kenapa? You give?
99	Ss	I give eat to the want to need them
	T	Oo Money tadi, you take the money and give to want who needed. Ok, kamu ambil uangnya dan memberi ke orang yang membutuhkan.
100	Ss	Mengangguk
	T	Oke, my, your response about Boy? Boy activity ?
101	Ss	(Senyum)
	T	ada respond tindakan boy tadi? Indak?
102	Ss	Itu (senyum)
	T	Kita masuk ke kelompok berapa lagi? Lagi? 4 ya. Group 4 lagi, mana group 4? Oke, cepat.. ehh tunggu dulu karakter nya apa tadi? Karakter yang ayu tadi .
103	Ss	Care, helpful, honest
	T	Care, helpful, honest. Oke thats very good! Honest. Good (acung jempol). Kalo karakter dari si boy tadi?
104	Ss	(TERTAWA)
	T	Dishonest, yang lain yang tadi sama si farel? He take the money and give the want who needed. Memberikan yang membutuhkan. Berati karakternya dua, Honest, care and helpful.
105	Ss	Honest, care and helpful
	T	Oke, there last one, the last statement, group 4
106	Ss	I invite you do the homework at my house,
	T	In this house

107	Ss	In this house
	T	Oke, you know the meaning?
108	Ss	Yes, he is come to his house
	T	Yes, he will come to his house, oke . temanmu mengajak kamu untuk buat Pr bareng, buat Pr bersama dirumahnya. Oke kita kasih Sauq, apa?
109	Ss	Iqbal
	T	Iqbal , klarifikasi nya He go to his friends house, and you do the homework togthere. Ada kelompok lain yang menambahkan? You are the same activity ? same action? What is the character here? Apa karakter yang ada dari statement ini? Apa iqbal? Apa karakternya iqbal?
110	Ss	Care
	T	Care kemudian? Cooperative jugak ya
111	Ss	Iya buk
	T	kerjasama
112	Ss	Kerjasama mrs
	T	Iya. Tapi in the test, in the test can we do together?
113	Ss	No.
	T	No. The test never do that. Besok kan kamu test UH, eh test Semester dua, oke do by yourself, no cheating ya. Oke thats good
114	Ss	(tertawa)
115	Ss	No cheating.
	T	To be honest student. Oke next aa have you written all material, all the reason, all the respond to your book? Udah ditulis semuanya?oke dah. Thankyou very much, now we go on to thechoice of reason, aa kamu milih kalo pilihan ini kita agak berfikir jugak ya mana yang akan kita ambil. Cepat aja. Kita ada contohnya satu. aa someone.. cobak look at your book number one. Someone miss away. Have you ever faced this? Pernah mengalami nya? Someone miss away. Seseorang aa kehilangan reasons, arah gitu ha. Kehilangan arah, Oke you direct or let him. Kamu membimbingnya, mengarahkannya, memberitahunya atau kamu membiarkannya?
116	Ss	Memberitahunya
117	Ss	Memberitahukan
	T	I direct him, what is your reasons? Why do you do that? Apa alasannya kamu melakukan itu?
118	Ss	someone to help him
	T	Kenapa kamu ingin because you want to help anyone. Kamu ingin menolong seseorang yang tersesat, oke number two you found your friend smoke. Kamu menemukan temanmu merokok.
119	Ss	Merokok
	T	Have you ever see friends smoke in this school?
120	Ss	No .
	T	Pernah liat temannya merokok disekolah ini?

121	Ss	No.
	T	Indak. Oke if you friends smoke in this class atau in this school, what do you do? You advice, or smoke.
122	Ss	You advice
	T	Kamu menasehati nya atau merokok pulak?
123	Ss	I advice
	T	Kita menasehat menasehati nya, kenapa? Why? What is your reason? Kenapa kamu menasehati temannya?
124	Ss	Karena is not good
	T	Because smoke is not good for our.. Health
125	Ss	(SERENTAK) health
	T	Never do that activity, jangan pernah merokok, walaupun kamu nanti sudah tua atau sudah besar, karena merokok itu tak ada gunanya. It is unimportant thing, atau thing. Ok. Dah coba lagi situasinya ada 5, 1, 2, 3. oh 4 lagi. disini kelompoknya
126	Ss	4
	T	Kamu kelompok 1, eh kelompok nya aa kelompok no 1 (guru menunjuk siswa) ini materinya satu. Kamu yang last week, the first situation, ini the second (menunjuk siswa) situation, the third, the fourth situaition, ini balek lagi number one, two and three. Ok hurry up. Udah catat ini? Ini pe er ya?
127	Ss	Iya buk,
	T	Tidak? Oh pr ini?
128	Ss	Eh indak buk.
	T	Udah
129	Ss	Indak buk, Tapi sekedar isi isi ja buk, pe er yang itu buk (menunjuk hal sebelumnya)
	T	Tapi sudah ada kamu kerjakan?
130	Ss	Udah buk
	T	Kita masuk diskusi lagi, kita bahas lagi..
		(riuh sejenak)
	T	Udah selesai ini? Udah?
131	Ss	Belum buk *(Refusing)*
132	Ss	Buk,
	T	Oke kita bukak, biar cepat. waktu kita almost.
133	Ss	Crossed ini apa buk? *(Requesting)*
	T	Crossed? Menyebrang, crossed menyebrang, lesson pelajaran. Oke grup one kita langsung buka saja diskusinya. Biar cepat ini nak, waktu kita hampir lima menit lagi.
		(hening 5 menit)
	T	Udah?
134	Ss	Belum buk *(Refusing)*
	T	Hurry up! five minute.
		(guru berkeliling ke meja siswa)

	T	Kamu pilih, kamu pilih anak-anak nya, ha apa alasannya?
		(diskusi)
135	Ss	Ibu pakai karakter buk? *(Requesting)*
	T	Iya, baok karakternya disampiangnyo, tulis karakter nya apa. Dengan pensil coret coret. Maksud dengan text. Asalnya disatuan ndak?
136	Ss	Disatuan juga
		(diskusi)
	T	Dah kita mulai kelompok satu, waktu kita hampir habis, statementnya, dari nomor satu dulu. Eh mana buku nya tadi? (ketawa) oke, bacakan.
137	Ss	Last week my friend and I meet all woman in the street, crossed or later
	T	Lah , meet all woman from the street. Oke, what is your choice?
138	Ss	Crossed her
	T	Crossed her,what is your reason? Why do you want to crossed of woman?
139	Ss	I want, I want to help him
	T	I want to help her, kalo perempuannya all women tu anak, because you want to help her. Kamu ingin membantunya. Oke, thats good. And she need, need a help, dan dia butuh... bantuan
140	Ss	Bantuan (serentak)
	T	What is the character ini, karakternya?
141	Ss	Helpful
	T	Aa ini reason nya ya
		(guru menghapus papan tulis dan menulis kembali)
	T	Oke, karakter nya apa?
142	Ss	Helpful,
	T	Helpful, care, lovely. Oke next number. Ada kelompok lain, kelompok ini lagi. Aa kelompok ayu, apa ayu? Apa ini nya, pilihannya?
143	Ss	I want to crossed her
	T	You want to crossed her, Kamu pilih yang kedua yang menyeberangkannya
144	Ss	(mengangguk)
	T	Alasannya apa?
145	Ss	I pity with her.
	T	Aa kamu pity, you pity with her. Kamu kasihan dengannya. Because aa she need a help. Dia butuh bantuan utnuk akmu sebrangkan .oke thats good. Kelompok dua, oke coba statement kelompok dua. Kelompok enam
146	Ss	Your friends throw a paper in the classroom, don't throw a paper in the classroom. Its not good at our classroom become a teach
	T	Oke,your friends throw a paper in the classroom. Tau maksudnya ini? Temanmu

147	Ss	Membuang sampah
	T	membuang sampah dikelas. Kamu milihnya aa apa? Throw a paper membuang sampah kertas in the class, kamu milihnya? Advice them. What is your reason? Apa alasannya?
148	Ss	Aa because its not good for our health
	T	Oke, thats good, its not good
149	Ss	At our classroom, its not good
	T	Not good habit our class because become dirty. Oke thats very good. What is character nya? Karakter nya apa disini?
150	Ss	Responsible, care
	T	Responsible, care. Oke kelompoknya sama, yang sama siapa? Kelompok ini, kelompok Jerry. Apa pilihannya? What is your clarification?
151	Ss	I advice, I advice
	T	You advice him, sama the same with group six. What is your reason? Ini alasannya banyak, beda ini. Alasannya apa?
152	Ss	If nobody advice him , its the bad habit
	T	Oke, if nobody advise him, kalo ndak da seorangpun yang menasehatinya, udah saatnya akan tetap seperti itu. Oke, aa if there is no one, there is no one advise him it become is bad habit, oke . what is your karakter that ini? In this situation? Sama karakter nya disitu? oke juga responsible, any other ? no? Udah cukup ? tak ada lagi? Oke grup empat. Group four. Fo the statement three. Coba kelompok tadi. Yang statment tiganya lagi
153	Ss	When you studied and good mark you understand the lesson.
	T	Dah, kamu ndak mengerti dengan pelajaran, oke
154	Ss	I respond, I respond, respond
	T	You respond
155	Ss	(mengangguk)
	T	Ok,thats good, what is your reason?
156	Ss	I will to know the lesson
	T	I will , I should know, I will to know the lesson. I will to know. Why do you want to know the lesson? Kenapa kamu harus tau dengan pelajaran ini?
157	Ss	Yes.
	T	Oke why? kenapa
158	Ss	Why! (serentak), why kenapa?
	T	Tau ndak mengerti, kamu ingin aa merespond nya, atau kamu ingin tau.
159	Ss	Never bit...
160	Ss	Because I am ... (bingung)
161	Ss	I wish the..
	T	Aa? Kenapa kamu ingin tau pelajaran itu? Because? I want to get good mark misalnya. Apa?
162	Ss	I want become ...

	T	You want to be success man
	T	Haa , iya you want to be a success man
163	Ss	WHOSSSSS (bersorak , tepuk tangan)
	T	Thats very good, what is character here? Apa karakter nya disitu?
164	Ss	I want to know....
	T	Karakter yang buat disitu apa?
165	Ss	Karakter!!
	T	Kamu kan , kamu ndak mengerti dengan pelajaran tadi berarti kamu jujur
166	Ss	Jujur.
	T	Ada pulak siswa ini ndak mengerti tapi...
167	Ss	Angguak angguak
	T	Ha.. angguak – angguak
168	Ss	Dishonest
	T	Dishonest, apalagi ? rajin ya. Benar rajin, dilligent. Oke, kelompok yang sama ndak ada ya? Ini?
169	Ss	Iya,
	T	oke kamu.gimana nak? Grup one
170	Ss	Respond
	T	Respond jugak. Aa kemudian alasannya?
171	Ss	Ask the teacher to repeat the lesson.
	T	Ya, alasannya untuk kamu merespon kemudian kenapa kamu merespon ingin mengulang
172	Ss	Iya,
	T	The teacher repeat the lesson. Artinya kamu ingin bekerja belajar dengan rajin ini ya
173	Ss	Angguk
174	Ss	Yes
	T	Oke thats good. The last topic, the last statement
175	Ss	Group four
	T	(guru menunjuk)
176	Ss	I wanted to get high scroe from the teacher
	T	Oke, kemudian?
177	Ss	Aaa I will to get lost, because he wanted result by own self
	T	Oke, ibuk ulang lagi. Belum nyambung. A student wanted to get high. Kamu ingin mendapatkan nilai tinggi dari ujian. Studied seriously or kidding? Jawabannya apa? Pilihannya apa? Studied seriously or kidding? Belajar dengan serius atau main - main?
178	Ss	Serious
	T	Study seriously, what is your reason?
		(seorang siswa menujuk tangan)
179	Ss	Buk, disini ndak da isiannya buk
	T	Opsi nya ndak da?
180	Ss	Ndak.

	T	Disitu apa? Opsinya studies studied seriously or kidding?
181	Ss	Or kidding
	T	Itu pilihannya. Apa kamu buat?
182	Ss	Studies seriously
	T	Oke, thats very good! What is your reason? Why do you want to study seriously?
183	Ss	Because he wanted a result by his own self
	T	Studies seriously, kemudian why? Kenapa? Why do you want
184	Ss	Because he wantit a risult our self (pronunciation)
	T	Aa you want to
185	Ss	I want a result by my own self
	T	Aa maksudnya hasilnya kamu ingin buat sendiri gitu. Oke, you want to get, you want to get aa by your own, by your self. Kamu ingin mengerjakannya sendiri. Supaya gimana? You get high.. mark.
186	Ss	High score.
	T	High score, nilai yang bagus, kamu ingin sukses kamu ingin berhasil dalam ujian, apa karakternya disini?
187	Ss	Honest,
188	Ss	Responsible
	T	Responsible, mandiri mau bekerja sendiri.
189	Ss	Study hard
	T	Ndak mau nyontek ke temannya. Ok dah. Yang lainnya melengkapi. Yang lain lengkapi. Dah sekarang the last champion kita kali ini. Oke later we will sing a song
190	Ss	(tertawa bersama) ahahahahahaha
	T	Hapal lagunya?
191	Ss	No *(Refusing)*
	T	Cobak, one, two, three
192	Ss	We are the champion ma friend
	T	Kemudian apa lagi?
192	Ss	We the fighting, we'll be
194	Ss	(sorak) yeeees!
	T	Ga ada lagi yang hapal? Hanya itu?
195	Ss	We are the champion, we are the champion, time to good one, we are the champion
196	Ss	(tertawa bersama)
	T	Eh bagus kalo kita bisa lagu bahasa inggris. Itu memperbaiki pronunciation kita. Ya. Karena ini ada kata champion nya fitri ingat lagu champion. Ibuk juga suka lagu ini.. we are the champion (menyanyi) (mengacungkan jempol). sekali kali kita nyanyi lah ndak?
197	Ss	Ya buk.
198	Ss	Nyanyi bahasa inggris buk? *(Requesting)*

	T	Oh bahasa inggris.
199	Ss	ndak hapal buk *(Refusing)*
	T	Pronunciationnya, dah sekarang gini, kita diskusi secara bersama. What topic. Cobak lihat bab tiga nak, terakhir ini what topic have you learned this chapter? Topik apa yang kamu pelajari dalam bab ini?
200	Ss	Old women
	T	Old women, kemudian ada satu text lagi tentang Buya Hamka
201	Ss	(serentak) Buya Hamka)
	T	Our religious man ya. Orang tokoh agama kita. Kemudian you enjoy the reading them?
202	Ss	Yes
	T	Yes, thats good. Do you have difficulty? Dalam text?
203	Ss	Yes
	T	Apa? Kesulitannya apa? Dalam memahami text yang dikasih buk zulma kemaren apa? Kesulitan kamu? Ada? Pasti ada kesulitannya ndak? Pit? Apa pit ? apa kesulitan kamu dalam pelajaran kemaren?
204	Ss	Kosakata
	T	Kosakata, oke apalagi? Apalagi memahami
205	Ss	Vocabulary
	T	Vocabulary kosakata, memahami aa berita dari text itu
206	Ss	Yes
	T	Oke, berarti untuk memahami kita butuh kosakata, kalo kosakata kita minim, otomatis kita kesulitan memahami text itu, jadi op!! Jadi intinya kalo kosakata mengganggu kamu dalam memahami text, apa usaha kamu? Cobak, apa usahanya? Kosakata yang membuat kamu terganggu memahami cerita dari sebuah text. Apa kira kira, apa yang akan kamu lakukan?
207	Ss	(bingung)
208	Ss	Sudy hard
	T	Oke, sekarang kan ada kosakata ibuk catatkan tadi. Ada tak tau artinya neighbor, ada yang tau tadi artinya lesson, ada kamu catat dibuku kecil kamu?
209	Ss	Ada!
	T	Kalo setiap hari kamu lakukan seperti itu? Minimal satu kali belajar bahasa inggris dalam satu minggu atau dua kali, satu kali pertemuan ada lima kosakata atau sepulu kosakata ada kamu bawak pulang. Maksudnya bawak pulanh kamu masukkan kesini(menunjuk ke kepala) lama-lama kosakata kamu akan bertambah.
210	Ss	Bertambah
	T	Jadi maksud ibuk lakukanlah kebiasaan kalau kamu mendapatkan kosakata yang baru jangan dibiarkan hanya tertulis disini.(menunjuk papan tuls) bawak pulang untuk oleh-oleh dirumah. (tertawa) iya , kemudian hafalkan masukkan kesini (menunjuk ke kepala) ndak ada ilang ilang lagi. Jadi setiap hari kosakata itu bertambah,bertambah,

		bertambah kalau sekali pertemuan sepuluh kosakata, dua kali pertemuan? 20 dalam satu minggu, satu bulan?
211	Ss	80
	T	Dua puluh kali empat? 80 kosakata, kalo satu tahun? 20 kali dua belas? Ha lama lama kosakata kamu kamu akan pintar memahami bahasa inggris memahami textnya lalu berbicara juga. Bisa kamu lakukan itu?
212	Ss	Bisa
	T	Dan tanpa disuruh – suruh, tolong kosakata yang baru kamu catat khusus buku kosakata nya. Dulu kelas tujuh udah pernah ibuk kasih tau, tolong sediakan satu buku khusus untuk kosakata, kumpulkan dalam satu buku, hari ini kamu dapat kosakata ini, besok ini lagi. Jadi yang sudah dapat jangan samapai hilang
213	Ss	(serentak) hilang
	T	Setiap hari seperti itu, kalo itu kamu lakukan kamu akan bagus dalam memahami sebuah text. Koskatanya sudah bagus. Oke lanjut. What will you do? Haa udah ada ini, udah terjawab ini. Iya (tertawa) udah terjawab ini. Apa yang kamu terangkan tadi, terakhir. Apa nilai moral yang kita kembangkan dalam pbm kita ini. Banyak nilai kehidupan yang kita alami.
214	Ss	Ya buk
	T	Nah kalau kita kembangkan di kehidupan sehari – hari. Kalau semua orang menggunakan ini, jadi semua orang didunia ini akan menjadi orang baik. Semua
215	Ss	Iya
	T	Alangkah senang nya hidup didiunia ini, kalau orang orang yang seperti ini ya, hidup kita akan ada damai selalu karena kita berke, ber aa asosiasi, berkomunikasi dengan orang – orang yang punya nilai karakter
216	Ss	Karakter.
	T	Oke, hari ini kita kumpulkan lagi? Kumpulkan ini tolong kamu lengkapi statment statement yang ada itu, tolong dilengkapi lagi nak harini kita kumpul bukunya. Thankyou very much kamu sudah mengerjakannya dengan baik. Ada beberapa ibuk cek masih ada yang kosong ini, lengkapi cepat. Kalo ndak dilengkapi ndak boleh keluar. Besok kita bawa buku nya ya, don't forget to bring your book. Besok kita masih ada pertemuan jam 7:15 disini yaa. Okay. Aa because our lesson end. Say hamdallah..
217	Ss	ALHAMDULILLAH HIRABBIL'ALAAMIIN

SMPN 5 PADANG PANJANG

Class : 8.2

Tuesday, May16th 2017
09:00 am

	T	Descriptive sama recount text, ha?
1	Ss	Itu se masuak ujian buk? *(Requesting)*
	T	Tapi materi ujian alun sampai doh?
2	Ss	Alun buk
	T	Materi ujian positive degree, comparative, superlative, kemudian jumlah benda. More, fewer, less kemudian decribing ppl, animal... kemudian past tense , kemudian past continous tense, yang soal no empat sudah kita bahas kan? Sudah kan?
3	Ss	Alun kita bahas alun buk, pas ngarajoan. *(Refusing)*
	T	Ngerjakan baru? Belum dibahas? Nanti lah lai
4	Ss	Besok buk
	T	Kemudian no delapan nya.. eh tapi kamu tuntas kok semuanya delapan dua ni, materi ini ibuk terangkan sedikit ya, recount text...catat lah ko ndak
		Kemudian sudah Recount text, short message, kemudian yang terakhir narrative text berati udh ad dua yg kamu pelajari descriptive dan recount dah, dari purpose siapa yang bisa menyebutkan purpose of the descriptive text apa? bisa? Gial?
5	Ss	(Tunjuk tangan) Aa to Describe something.. *(Requesting)*
	T	Thats good! To describe aa something.. describe something
		Describe ini something bisa people, it can be animal atau thing or thing dahh... what is te purpose of recount text? Who can?
6	Ss	(tunjuk tangan) *(Requesting)*
	T	Only gial can answer my question? What about you other?Yang lain nya gimana ? ga bisa? Apa purpose dari text recount? Figo? Purpose tu tujuan . apa gial ?
7	Ss	To tell the past...
	T	to retell the past experience. Oke bagus , good! Oke. Dalam soal semester besok... soalnya seperti ini ya ... Mita.... to the music ystd. Kalo ystd seperti ini dalm bentuk tenses nya apa ini? apa tenses yng kita gunakan ini? Pola kalimat nya apa ini?
8	Ss	Past tense
	T	Kalo pas tense pasti menggunakan kata kerja bentuk kedua. Dah pilihannya ada seperti ini . listen, listened pakai ED, listening, to listen. Mana betul nya?
9	Ss	Listened

	T	A,B,C atau D
10	Ss	B
	T	Dah kenapa ini, ini verb dua. Ini namanya past tense. Dah.. kalo kalimatnya seperti ini Mita WAS.. to the music at 3 o'clock yesterday afternoon . Mita sedang.. musik jam 3 sore kemarin. lebih rinci wktunya . berati kata WAS pilihan nya sama kamu tinggal pilih mana yg sesuai. Listening atau to listen.. seperti ini ujian bsk.
11	Ss	Itu pilihannyo buk? *(Requesting)*
	T	Pilihlah , listening yg mana A, B, C ATAU D . c, kenapa C karena Verb-ing ini merupakan Past continous. Pola nya yang ini , yg no 7 nya yang pertama no 6, tapi beda past tense sm past.cont ini verb nya pakai ing, tapi to be nya to be past, kenapa WAS karena si mita ini singular, singular sendiri iya. Udah paham ini itu aja, itu aja yg bsa ibuk inikan saat ini. Sebelum kita masuk ke Narrative text,. Ada pertanyaan? Short message sudah kita bahas dua kali pertemuan kemaren ya. Kemudian inilah kira kira materi untuk semester dua, objektf soal 50. Nah coba ini lagi tentang narrative ini. Waktu kita tinggal 2 kali pertemuan lagi. Hari ini dengan..
12	Ss	Hari sabtu tu udah pasti layanan unggul buk? *(Requesting)*
	T	Besok hari apa itu?
13	Ss	Selasa.. ndak bisa doh buk. Ndak bisa kan buk. ndak bisa selah bukk. *(Refusing)*
	T	Besok pulak, kita masih ada rentang waktu dari pagi sampai siang, kalo bsa ibuk katakan bsk layanan, ibu kasih tau sama kamu, kalo ndak ibuk kasih tau pulak .
14	Ss	Sudahan se kni buk *(Requesting)*
	T	Itu aja lah, dah kita gini aja kita tidak memaksakan diri, kalo seandainya kita pikir, kita lihat situasinya , iyaa. Bsk ibuk ngajar 6 jam kalo memang layanan unggul kita butuh waktu kita pakai, yang penting kamu nanya aja sama ibuk , ibuk layanan bisa atau enggak, kalo enggak boleh pulang kalo iya buk masuk , nanya sama ibuk besok, bukan sekarang , kalo sekarang ibu ndak bisa jawab, dah. Dari materi ini ada ndk yg kamu tanyakan ?
15	Ss	Kalo fewer, less tu buk? *(Requesting)*
	T	Aa itu bentuk jumlah, jumlah benda
		(siswa masuk kedalam kelas) salam
		(hening sejenak 5 menit)
	T	Dah catat itu?
16	Ss	Udah
	T	Hapuslah papan nya, ibuk kasih catatan narrative. Mana penghapus kita?
17	Ss	Itu buk (seorang anak mengambil penghapus)
	T	Have you ever here , have you ever read aloud narrative text?
18	Ss	Belum
	T	Pernah dengar text narrative? Cerita, Text narrative, text narrative

		ini berupa sebuah cerita, cerita dongeng , kategori ada fable , fable ini cerita hewan, misalnya the crocodile... buaya .. and
19	Ss	The crocodile and Kancil (tertawa)
	T	The crocodile and The mouse deer.. itu fable, yg kedua ada namanya folktale, folktale ini cerita rakyat
20	Ss	Oo Keong emas!
	T	Ha iya cerita rakyat , misalnya malin kundang atau keong mas
21	Ss	Malin kandang (tertawa)
	T	Kundang, kemudian ada Fairy tale,
22	Ss	Oo fairy tale, oh fairy tale yg tabang tabang dak buk? *(Requesting)*
	T	Fairy tale ini ada cerita Cinderella, Beauty and the beast
23	Ss	Oh peri peri buk? *(Requesting)*
	T	Iya
	T	Dalam text narrative ini, hapus setek lai lah nak, iko lah?
24	Ss	alah
	T	Alun lai ko?
25	Ss	alah
		Seorang siswa suka rela menghapus papan tulis)
	T	Dalam text narrative ini, dalam cerita tadi ada namnya kita sebut dengan orientasi, orientation, orientation. Dalam orientasi ini siapa yang tokohnya, dan dimana, kapan dan apa, itu pengenalan tokohnya
26	Ss	(serentak) Pengenalan tokoh
	T	Complication, complication ini konflik. Masalah yg terjadi dari crta itu ya.. terus Solution.. solusi yang keluar dr konflik td yg terakhir re-orientation. Akhir certia, akhir cerita apakah happy atau sad ending -
27	Ss	Nda ado solution dalm bahasa indonesia doh buk.. *(Refusing)*
	T	Sekarang belajar apa?
28	Ss	Bahasa inggris buk
	T	Dah dalam text recount ini, dalam text narrative ini biasanya diawali dengan Once upon a time
29	Ss	(serentak) once upon a time..
	T	Jaman dahulu kala, dia menggunakan tenses nya op... menggunakan tenses ini aa past tense dan past cont. Dalam text narrative ini yaa.. atau one day.. one day .. suatu hari
30	Ss	Ada seekor harimau...
	T	Guru mengangguk
	T	Kemudian purpose, kalo purpose dari text ini sudah kamu sudah tau, purpose dr text ini kamu sudah tau, purpose dr text recount kamu sudah tau. apa siapa yg tau purpose dr text narrative? What is the purpose of narrative text?
31	Ss	To entertain
	T	Apa?
32	Ss	To entertain

	T	Bagus ! to entertain, entertain itu apa?
33	Ss	menghibur
	T	To entertain the reader, entertain ini sama dengan amuse.. Aa rijal tlg ibuk ciek jal isi spidol ko ciek dal
34	Ss	Ya buk
		(dua org siswa meledek, oi unto... seorang siswa meledek ei rijal capeklah.. oi capeklah gunuang ruso)
	T	Dah tolong catat tu dulu
		Hening sejenak (5 menit)
35	Ss	Miss kami sorot miss, eaaa wihh *(Requesting)*
	T	Urang kalo mambiak kamera tu mamfoto tu biar hasilnyo alamiah biar natural, dak minta minta doh, kalo baposo mamfoto ..... Biar nyo foto surang, ibu ndak do minta minta dohh
36	Ss	Ibuk jua maha yo buk, ndak jua maha tapi mang maha
	T	Lai baisi spidol ibuk?
37	Ss	Lai buk
		(Hening sejenak)
	T	Byee ..See you next twenty minute again... tomorrow?
		Yes tomorrow, dahhhh

SMPN 5 PADANG PANJANG

Class : 8.3

Monday, May 15th 2017
08.00 am

	T	Pernah kirim pesan ke temannya?
1	Ss	Pernah
	T	Pernah?
2	Ss	Pernah
	T	Ok, how do you send the message? bagaimana kamu mengirim pesan ke temanmu?
3	Ss	Diketik,
	T	can be, by using dengan menggunakan apa?
4	Ss	Handphone
	T	And then have you ever write the message? Writing the message? pernah menulis pesan?
5	Ss	Pernah
	T	Atau kamu secarik kertas, kamu selipkan dibawah pintu itu namanya pesan, short message, pesan?
6	Ss	(pendek)
	T	We, we learns how to make a short messages, how to understand the information that are in the short msgs. Apa informasi yang ada dlm pesan pendek kemudian gimana cara membuatnya.. how to arrange, gmna menyusunnya. Oke this is one of example of the short msgs. Salah satu pesan pendek. Kebetulan Nabil pinjam sepatu ibuk, dia ndak pulangkan.. ibu butuh besok..yaa To Nabil of course we need addressee, alamat orang alamat yg dituju, maksudnya receiver penerima pesan , ya
7	Ss	Excuse me miss *(Requesting)*
	T	Udah? (Siswa memberikan spidol kepada ibu)
	T	Kalo pesan pasti ada sender ada receiver, ada pengirim ada ....
8	Ss	Penerima
	T	Kalo ini we call this aa .. what we call this receiver or sender? Penerima atau pengirim ini?
9	Ss	Penerima
	T	Good! receiver ya, kemudian ini we call a sender ..what is the infromation the short messages? Apa informasinya? I need a pair a shoes a sport shoes to ... physical education tomorrow morning, please return my shoes thie evening, from widya. Dah, ini jenis satu pesan pendek yg betul betu informasi nya singkat saja, dah.. Do you have difficult word fo this to senteces, kata lata sulitnya untuk kalimat ini? Indak ? education physical, olahraga. Pelajaran

		olahraga, yaa fisik ini kan olahraga ini pelajaran olahraga. Mana lagi? Return ? mengembalikan. Need membutuhkan, a pair of sport shoes sepasang sepatu olahrga
10	Ss	Serentak (sepatu olahraga)
	T	Ok, can you make the question about this short msgs, bisa ndak kamu buat pertanyaan dari short msgs ini? Boleh terserah apa yang km tanyakan tntg text ini, siapa penerima nya, siapa yg menulis pesannya, kemudian dari informasinya, bisa ndak kamu tanyakan? Who can? Kalo ibu buat dalam bhs indo siapa yg menulis pesan pendek ini? Can you make this question in English
11	Ss	Who is write .....
	T	Who write boleh, who is written boleh, tapi kalo bentuk passive nanti takutnya kamu ndak bener bener paham dengan kata verb tiga karna jarang kita pakai, kita gunakan kalimatnya. Kalimat aktif saja.. who... oke nabil who write...
12	Ss	Who write the short messages? *(Requesting)*
	T	What is the anwer sherly? Apa jawabnya? Ini dia ok
13	Ss	(Diam) *(Refusing)*
	T	oke number one, number two. Next question kalimat kedua nya.. apa aja yang bisa kamu tanyakan dari text ini
14	Ss	Who receive? *(Requesting)*
	T	Who .. Nazahra. Who receiver ?
14	Ss	The short message
	T	Your answer...
15	Ss	Nabil
	T	Number three . siapa yang bisa lagi. boleh kamu tanyakan aa .. ini boleh. Ini jawabannya ini boleh, atau ini lawan nya ini boleh.. coba..
16	Ss	Apa....
	T	Siapa yang boleh, atau apa kalo ini kan apa ini. Apa yang dibutuhkan oleh nabil utk pelajaran olahraga besok pagi..oke what
17	Ss	Widya ndak buk? *(Requesting)*
	T	Bukan, jawabannya ini maksud ibuk, kita ambil ini pertanyaan nya.. apa yang dibutuhkan.. oya widya ,, ibu sorry .. apa yg dibutuhkan.. what does widya need for physical education, seharusnya ini menggunakan will mebutuhkan ya besok karna ada kata tomorrow morning.. what will widya need? Apa yang akan dibutuhkan oleh widya untuk pelajaran olahraga besok. Oke kemudian next number four.. ini jawabannya
18	Ss	Kapan
	T	Oke thats good, when does widya.. eh nabil yaa.. when does nabil kapan nabil ini return widya's shoes? Oke this is the question that we can maek this a short message. what is the answer this evening. ini ada beberapa catatan kamu cari disini, latihan disini, ndak ibuk fotokopi ibuk kasih satu aja. jgn dicoret ya..
19	Ss	Iya buk

	T	Belakangnya liat, dibelakang itu ada text yg oourbasketball team, ketemu?
20	Ss	Ketemu
	T	Ganti 15 dg 17. ganti angka 15 dg 17.. yang bagus. Oke sekarang You read first the text
		Baca text nya dlu, and we discuss about diffficult word you have difficult word ada kata kata sulit nya disitu, aa siapa yaa.. Jihan
21	Ss	Ya buk
	T	Jihan you read the text.. jihan read the text, you know read? Baca
22	Ss	Ha baca baca..
	T	Oke jihan
23	Ss	(bingung)
	T	Jihan ada disini ni? Ada jihan ? kamu kan jihan? Baca jihan
24	Ss	Ya buk
	T	Apa masalahnya, tak ada kan? ndak tau caro baco atau ndak tau yg ma kadibaco?
25	Ss	Yg Ma yg dibaco buk
26	Ss	Our ....(suara kecil)
	T	Keraskan lagi suaranya Tu volume nya dah tingkat tinggi tu? Ambil tingkat tinggi ambil gigi limo abiak.. tinggian volume tu stek.. maota tinggi wak.. haa jihan cubo karehan suaro..
27	Ss	(suara kecil tidak jelas) *(Refusing)*
	T	Okay, opp! Kamu ada membaca ini?
28	Ss	Ada
	T	Did you follow your friend to read the text?
29	Ss	Ada
	T	Ada mengikuti temannya yg membaca ini juga ? nah, kalo ada you understand the text? Understand what the message about? Paham ndak yg pesan ini apa?
30	Ss	Paham
	T	Paham pesannya? Semuanya? Ada masalah di kata katanya? Ada kata sulit ndak bagi kamu disitu?
		Seorang siswa masuk ke kelas (tidak sopan)
31	Ss	Exercise
	T	Exercise latihan
32	Ss	Compete buk? *(Requesting)*
	T	Compete tu bertanding, competition kata bendanya.
	T	ondeh baa citonyo ko nabil? Ka kalua aia nyo kabawah? Bil baa caro masuak nyo? .bil lai kaluaan? baa masuak an? .. (spidol tumpah)
33	Ss	Lai buk
	T	Vocabularies . apa tadi? vocab ko sekedar di papan tulis se ko?
34	Ss	enggak, dicatat buk
	T	Tiok hari kalian mintak kata kata sulit ibuk catat disiko ha. Aa tu abih disiko se? Lai bawak pulang?

35	Ss	Indak indak buk, lai buk
	T	Agiahan ka (ketawa) jadian hafalan ya
36	Ss	Ya buk
	T	Kosakata tu hatahu ga kamu kemaren kan ujian UN, Ko kao lah kalian.. ujian perdana UN BK, pakai komputer ujian Nyo. haa Puta puta baliak lah layar komputer tu. Ko text nyo sagiko haa, tu pertanyaan nyo dibawah, aa baco pertanyaan nyo, ko text nyo ko ndak takana pai lo ka ateh liak, barek kalian tu haa. Kebetulan bahasa inggris paling berat. Berat dari matematik. Jadi bahasa inggris ko angsua angsua lah. Dapek kosakata 3 sari baok pulang, baok pulang tu masuak an kamari haa (kepala) ndak dimakan do , dilulua masuak an kamari haa (makan) langsung kamari haa (kepala) tiok hari tiok hari tiok hari nambah nambah lebih mudah kamu memahami text itu jdnya klo kosakata nya banyak, itu intinya bahasa inggris paham se nyo, mangarati supayo mangarati tu tau artinyo, tu kalo tau artinyo tu bisa memahami kosakata nyo, banyak kosakata awak ndak? Haa tu mangko nyo buk kanaan. Perdana UN Perdana menggunakan komputer tahun ini, mungkin tahun berikutnya komputer juga
37	Ss	HAAA
	T	Apalagi kamu smp 5 ga punya komputer pribadi, menumpang tu haa ka sma 2
38	Ss	Smk1
	T	smk tu ha, klo smp 1 nyo punyo surang, awak ndak punyo lai.. alun dapek jatah wak lai.. bahasa inggris paliang payah.. payah lo dari matematik lai.. tu kosakata nya barek barek.. tingkat tinggi. jadi bisuak kok yo ka UN tahun bisuak (ketawa) kok iyo ka UN tahun bisuak eh. maksud ibuk kalo dah naiak tahun kini tu naiak tahun bisuak, kalo naiak kelas 8 kelas 9 aa bahasa inggris ko diapo lah stek baa namonyo kecek ibuk diparatian bana, jadi kosakata tu ndak hanya sekedar sesaat, sesaat ini.. kosakata tu apo artinyo, ko lah salasai hilang lo lai, lah abih ..besok pindah lo yang baru lai , buka lembaran baru, jadi kamu tu belajar lah aaa apa .. ber ber kon kon continue belajar tu, ndak putuih putuih doh, berkelanjutan , bekoh ibu sedangkan anak unggul mungkin payah memahami text text apalagi anak reguler tabayang ibuk mungkin kalian klik klik sen mungkin ko , klik klik klik lah lah udah bikin sakik kapalo apalagi pakai komputer . tu kan ndak pyah mbco kalo kakarateh misalnya dibaliak nah kalo komputer mato wak mancaliak komputer, lamo lamo, apalagi yg pakai kacomato, lah baraia raia mato, tu tingkat konsentrasi wak menurun lai . tu resiko dua jam labiah , duo jam lah ujian itu
39	Ss	(siswa menyimak dan senyum)
	T	Dah skrg kosakata nya apa tadi?
40	Ss	Exercise buk

	T	Exercise ini udah pernah ibuk kasih?
41	Ss	Latihan
	T	Do your exercise page aa? Apo exercise tu?
42	Ss	Latihan
	T	Kalian tu bisa latian bentuk latian tugas sekolah, bisa latian olahraga, bisa dinamakan latian exrcise. Kemudian apalagi?
43	Ss	Compete (kompet)
	T	Compete (kompit) kompit ini merupakan kata kerja, kata bendanya competiotion, bertanding kemudian against . against ini apa ? melawan.. berarti paham ini text nya?
44	Ss	Paham
	T	Ndak ada lagi kosakata yang ndak kamu pahami? School gate apa school gate?
45	Ss	Gerbang sekolah
	T	Ha dah, pantas kamu ga tanya yaa brti udah tau , haa kan enak klo kita udah tau ga perlu nanya nanya kita lagi, udah tau kita kosakata nya seperti ini. Compete ini kamu udah tau, besok ga nanya lagi keluar compete lagi ga nanya kamu lagi, atau keluar lagi pertanyaan exercise ga nanya kamu lagi, seperti ini haa schiool gap ini haa , kan kamu ga nanya? Karna kamu udah tau aritnya .. dah . ini ad beberapa pertanyaan yg short message ini, there are some question. Ada beberapa pertanyaan cerita pendek ini.. tlg kita lihat dlu pertanyaan nya, lihat dulu pertanyaan nya, ada ndak yg kamu tanyakan. One until fourteen udah ? opp ibuk suruh tadi baca text, eh baca pertanyaan. udah mulai membaca? Baca dari nomor 1 sampai nomor 14, ada ndak yang kamu tanyakan pertanyaan nya yang ndak dimengerti maksud pertanyaan nya?
46	Ss	(siswa membaca)
	T	Oke I forget to tell you about the purpose of this text. Apa tujuan nya dari text ini? What is your purpose to send messages to your friend? Itu maksudnya.. aaa Aini.. apa? Purpose tujuan kita mengirim pesan apa? Ha kamu mengirim pesan tujuan nya apa?
47	Ss	Memberikan informasi buk
	T	Memberikan suatu informasi
48	Ss	(serentak) Memberikan suatu informasi
	T	Oke thats good! to give some a information or news to some.. someone
49	Ss	Someone
	T	Perhatikan dulu, kita coba pertanyaan 1 sampai 5, baca dulu pertanyaan nya.baca aja pertanyaan nya dulu
50	Ss	(Siswa membaca keras)
	T	Indak, harus nya bacain dalam hati kamu, ndak baca sama sama indak. Ada yang kamu tanyakan?
51	Ss	Have you ever send buk? *(Requesting)*

	T	Have you ever send the messages? Dari awal ibuk udah bertanya have you ever send the messsages to your friend? Pernah mengirim pesan , kemudian apa lagi?
52	Ss	Untuk siapa dia mengirim pesan? *(Requesting)*
	T	Oke, udah. Yang tak mengerti tanyakan pertanyaan nyo ya berarti sudah ngerti kalian. Sudah? Oke? Aa your excercise book. Do you bring exercise book? Ada buku latihannya?
53	Ss	Ada
		Oke open your exercise book. Tolong jawaban pertanyaan nya ini, jwbnnya saja, di buku latihan kamu. Atau gini aa because our time still 10 minute more, I ask you to write down the text. Kamu berdua sebangku ini,,
54	Ss	Iya
	T	Satu menulis text nya tentang si our school basketball ini. Buat Tanggal nya to deri kemudian from Randy kan situ ndak?
55	Ss	Belum
	T	Berarti satu about text nya, satu lagi about pertanyaan, jadi nanti kalo waktu kita habis kita jadikan Pe Er, kamu ada soalnya. Paham maksud ibuk?
56	Ss	Paham.
	T	Oke, silahkan, kamu kan berdua. Satu buat text nya satu buat pertanyaan nya, jadi kalo waktu kita habis, kita jadikan pr lanjut dirumah...
		Hening sejenak (5 menit)
		Ibu cek dlu di apo dikarateh ibuk tu yo.. kalo seandainyo ndak do wak kopi baliak dih, lai cukuik lai tuntas remedi wak? Dinda? Lah salasai remedi wak ? lah minta tandatangan alah ? yo?
57	Ss	Alah buk
	T	Oh iyo
	T	Lailatul Munawwarah
58	Ss	Alah buk, hari rabu wak agiahan buk
	T	Berati ndak taceklis ibu siko mgkn ko, tunggu lu, ibuk cek lu yo. Nauval baa caritonyo nauval?
59	Ss	Sabtu agiahan nyo buk, buk resna ndak do do buk.lah tanyo ka buk resna buk
	T	Ha? orang ka ujian semeter lai haa.
60	Ss	Iyo buk, sabtu wak agiahan buk,
	T	Bilo?
61	Ss	sabtu bisuak
	T	Waktu urang ujian?
62	Ss	Aa buk?
	T	Sabtu bilo ko lai?
63	Ss	Sabtu bisuak buk, pas minggu kini. Patang tu kecek buk tu pas tu pas..
64	Ss	Sakit gigi

65	Ss	Buk resna Sakik gigi nyo buk
66	Ss	Ndak namuah nyo magiah do buk, bekoh se lah
	T	Nabil?
67	Ss	Alah buk
	T	Alah agiahan ka ibuk,
68	Ss	Angguk
	T	Ibuk cek dulu ya, Nadea..
69	Ss	Yo buk
	T	Ndak ikuik, ndak tuntas sadonyo yo , senin tuntas sadonyo patang MID, semester MID ndak, nilai Mid maksud ibuk
70	Ss	(mengangguk)
	T	Nazahra
71	Ss	Apo buk ? (bertopang dagu) nilai mid zahra alah buk *(Requesting)*
	T	Jadi, lah agiahan ka ibuk apo nyo? Tanda tangan nya di guru?
72	Ss	(Mengangguk)
	T	Tu baa yang lain? Alun taceklis siko lai.
73	Ss	Ntah lah, lah zahra agiahan buk *(Refusing)*
	T	Tunggu lu ibuk caliak di apo ibuk dulu baliak, nyo di kantua ibuk latak an
74	Ss	(mengangguk dan senyum)
	T	Kalo alah kalo indak alun talatak sadonyo
75	Ss	Waktu itu samo samo magiah hari rabu ka ibuk
76	Ss	Iya hari rabu buk.
	T	Ibuk cek dulu, itu kan blanko
77	Ss	Iko a buk? *(Requesting)*
	T	Aa? Alun sampai nomor situ do
78	Ss	Alah buk, lah sampai buk
79	Ss	Sabtu terakhir kumpuan nak buk? *(Requesting)*
	T	Yang MID, MID semester duo
80	Ss	Iyo buk,
	T	Refni? Refni tuntas semua? Ha? Iyo? Yang MID
81	Ss	(mengangguk) iyo buk
	T	Restri? tuntas semua?
82	Ss	Udah buk
	T	Sherly?
83	Ss	Buk resna buk
	T	Baa buk resna?
84	Ss	Patang tu keceknyo wak bisa, tu keceknyo nyo sakik gigi, siap tu
	T	Yo bausaho lah kini lai. Ibuk wakatu ndak do lai
85	Ss	Tapi inyo ndak do buk.
	T	Dinda zahra, dinda tuntas semuanya ya, berarti bara urang yang alun tu? Sherly ciek tingga lai nyo. Ha Alsy ciek. Bilo bisa kasih ka ibuk?
86	Ss	(Diam) *(Refusing)*
	T	Sabtu lah batigo jo si nauval. Terakhir, siap tu ndak ibuk mintak lai

		doh, pas rapek naiak kelas ibuk kecek an se ndak tuntas MID lai, ha tinggalah wak lai. Hari haa?
87	Ss	Senin
	T	Tolong ciek restri, kumpuan karateh ciek restry.
88	Ss	(mengangguk)
		(siswi mengumpulkan kertas)
89	Ss	Buk refers to itu apa buk? *(Requesting)*
	T	Merujuk, mengganti siapa yang dimaksud
90	Ss	Ooo

SMPN 5 PADANG PANJANG

CLASS 8.4 Tuesday, 15th May 2017
10:35

	T	Alah UH remedi patang?
1	Ss	Alah buk
	T	Ada Pe Er ibuk kasih ya?
2	Ss	Ada buk
3	Ss	Pe Er yang buk agiahan patang, pagi dibuek nyo buk
	T	Aa tukar ajalah lagi ini
4	Ss	(riuh)
	T	Ma Karateh ibuk patang masih ado nak?
5	Ss	Lai buk,
	Ss	(seorang siswa memberikan kertas kepada guru)
	T	Fotokopi ibuk patang
6	Ss	(riuh) 5 menit
	T	nak op baru tadi kamu ngerjain?
7	Ss	(menggelengkan kepala) *(Refusing)*
8	Ss	semuanya ni buk? *(Requesting)*
	T	Indak, apa yang ibuk suruh patang?
9	Ss	Yang satu yang kedua buk. Halaman satu , kedua buk? *(Requesting)*
	Ss	(heing sejenak 5 menit)
	T	Mana fotokopi nya nak? Salin fotokopi? Suci mana suci? Kertas nya kurang ha
10	Ss	(Siswa memberikan kertas fotokopi ke guru)
11	Ss	Kurang buk? *(Requesting)*
	T	Oke punya ibuk ma yang basalangan?
	Ss	(Siswa memberikan kertas fotokopi ke guru)
	T	PR nya yang itukan? (menunjuk ke kertas fotokopi) iya, iyakan?
12	Ss	(mengangguk)
	T	Yaudah,
13	Ss	Buat yang ini buk? *(Requesting)*
14	Ss	(bertanya kedepan kelas) *(Requesting)*
	T	(menjawab pertanyaan siswa)
15	Ss	(dua orang siswa masuk kelas tanpa permisi salah seorang tidak memakai sepatu dan batuk – batuk.
	T	Coba lihat textnya, oke who want to read the firs text? Short message? Siapa yang mau membaca paragraf pertama? Yang more collection?
16	Ss	(seorang siswa berjalan tanpa sepatu dan baju tidak rapi, siswa bermain dibelakang dan guru sedang mengajar) *(Refusing)*

	T	Cobak aa dibelakang ivan siapa namanya?
17	Ss	Dani buk
	T	Oke dani, can you read the text. Baca textnya. Bisa Dani?
18	Ss	Bisa buk
	T	Dah, yang lain diam lah
19	Ss	(riuh) *(Refusing)*
20	Ss	Oi diamlah
21	Ss	Membaca (suara kecil)
	T	Aa Tunggu dulu, bacanya per kalimat. Per kalimat bacanya. Date mulai dari tanggal.
22	Ss	March 21st to thousand sixteen, and today I prayer for you, bad news
	T	March 21st to thousand sixteen. Bad news Okay. Bacanya perkalimat bergantian dengan teman lain, kalo pertama mulai dari Dani
23	Ss	Mark got accident in the last night. (bingung)
24	Ss	Mark got accident in the last night.
	T	Got accident last night, tunggu dulu Mark yang lainnya perhatikan text nya. Mark got accident last night. Do you understand the lesson? Paham kalimatnya? Mark ini nama orang, mark apa maksudnya itu? Got accident apa artinya
25	Ss	Mendapat kecelakaan.
	T	Mendapat kecelakaan. Accident itu kecelakaan, last last night. Oke damar bisa kalimat keduanya?
26	Ss	(senyum) aa yang ma go? *(Requesting)*
	T	Atau ini rayosha
27	Ss	He was bit a motorcycle.
	T	He was bit a motorcycle. Paham maksudnya? Bit ini terbentur, terbentur sebuah motor
28	Ss	(menyimak)
	T	Oke aa
29	Ss	Fadlul buk, rio buk? *(Requesting)*
	T	Sebelahnya? Rizky habib. Oke rio baca nomor berikutnya
30	Ss	(bingung , senyum) *(Refusing)*
	T	Ndak ngerti wak do yo, rijal ndak ngerti jugak?
31	Ss	(senyum) *(Refusing)*
	T	Yang lain gimana? Ndak jalan apo ko haa. Pikirannya samo jo iko haa, indak?
32	Ss	(senyum) indak *(Refusing)*
	T	Banyak mangango
	T	Oke afif
33	Ss	Now he is hospitalise
	T	Oke thats good, now he is hospitalize, sekarang dia di rawat at Orchid Hospital, dirumah sakit Orchid namanya. Next Avy bisa? Halaman berikutnya? Ndak.

34	Ss	Ndak buk, ragu buk *(Refusing)*
	T	Oke nova
35	Ss	Our class see him in this evening
	T	Kelas kita akan menjenguk dia sore ..
36	Ss	sore
	T	Oke , aa wardhatul?
37	Ss	If you to join us (menyimak)
	T	If you to join us contact me at my number one, zero, seven
38	Ss	(senyum)
	T	Dah sekarang kamu sudah membahas cerita ini, sekarang pertanyaannya kamu kerjakan, sebelum kamu kerjakan pertanyaan nya ini adakah yang mau kamu tanyakan pertanyaan nya ini? Yang kamu ndak tau maksudnya apa jawabannya. Untuk yang experimenting kamu tinggal memilih kata yang ada yang tersedia masukkan kedalam kalimat yang kosong, dah.
39	Ss	No lima apa tu buk? *(Requesting)*
	T	Aa ? no lima? Was margie bit by a bycicle. Was itu kan pertanyaan dari yang ditujukan yes atau ...
40	Ss	No
	T	Dah? Sekarang ibuk kasih waktu 20 menit untuk mengerjakan ini.
41	Ss	Receive itu apa buk? Receive itu pengirim atau penerima buk? *(Requesting)*
	T	Receiver pengirim, eh penerima sorry. Sender yang pengirim. Cepat dibuku latihannya sambung buat dirumah, udah?
42	Ss	(seorang siswa memberikan kertas kepada guru)
	T	Cepat twenty minute, dua puluh menit dari sekarang
	T	Catat ini kapan lagi dengan ibuk?
43	Ss	Sabtu
	T	Sabtu?
44	Ss	Iyo buk
	T	Astaghfirullah, Sabtu ndak bisa ibuk nak, kita mau bagi rapor, bagi nomor.
45	Ss	Iya buk
	T	Masih ada satu text lagi narrative text, ndak gitu doh. Kita jadikan ini pr, jadikan tugas dirumah ya
46	Ss	Yahhhh (kecewa) *(Refusing)*
	T	Oh yang tadi pertanyaan delapan sampai aa yang lima buah tadi . mengisi melengkapi
47	Ss	Sampai lakang buk? *(Requesting)*
48	Ss	Indak hooo (Sorak) heeee hoooo *(Refusing)*
49	Ss	Urang mananyo
	T	Kita diulur waktu karena satu materi masuk kedalam. Bahasa Smester dua udah ibu catat gak? Ujian semester dua materi nya? Tambah satu lagi narrative text.

50	Ss	Apa tadi buk? Narrative text. *(Requesting)*
	T	Hari sabtu jam ka bara tu?
51	Ss	Terakhir
	T	Terakhir? Hoi alah
52	Ss	Jam terakhir lo.
53	Ss	Ndak siap kini buk? *(Requesting)*
	T	Iyo itu ibuk tarangan kini ko. Pokok nya itu jadikan pr dirumah. Semuanya serba terdesak. Dah ada alam dikelas 8 ini ada 3 text yang bisa kamu pelajari, yaitu deskriptive text, kamu tai deskriptive text? Dan recount text. Heh!! Jan maeboh jo lai!! Ibuk mangecek, kamu diam!
54	Ss	(Senyum dan diam)
	T	Recount text dan yang terakhir narrative text, ini yang masuk dalam ujian besok, ketiga nya masuk
55	Ss	(Angguk)
	T	Deskriptive sudah kamu pelajari, describing people, animal and thing. Kita mulai dari purpose nya masing – masing text ini karena setiap text kebanyakan purpose nya. Purpose ini apa? Artinya? Tujuan. Dah siapa yang bisa menunjukkan purpose dari text deskriptive? Apa purpose dari text descriptive? Siapa yang bisa? Afif ? bisa?
56	Ss	To...
	T	To apa?
57	Ss	To deskripsi..
	T	To describe, desripsi tu desscribe. To describe the people, or animal, or thing. Kalo text recount. Siapa ? yang bisa? Purpose nya? To retell the past experience. Dah narrative text apa purpose nya? To amuse atau entertain the reader, untuk menghibur pembaca
58	Ss	(siswa menyimak dan menulis apa yang diterangkan oleh guru.)
		Text narrative ini text apa? Kalo deskriptif text nya text yang diberikan seseorang atau hewan atau benda, kalau recount text kamu menceritakan pengalaman diwaktu lampau, kalau text narrative ini cerita text tentang cerita dongeng khayalan, fiksi, fiktif. Ada beberapa jenis text narrative ini ada namanya fabel, fabel ini ada cerita dongeng, tentang hewan ya. Dongeng hewan. Contohnya apa?
59	Ss	Kancil
	T	Contohnya the crocodile and the mouse deer , tentang kancil dan buaya. Kemudian ada namanya cerita narrative ini folktale. Cerita rakyat, apa contohnya.. aa rizky apa contohnya rizky cerita rakyat ini?
60	Ss	(menopang dagu) malin kundang, tangkuban perahu
	T	malin kundang apalagi Tangkuban perahu, keong emas iya. Keong emas and so on. Kemudian ada namanya cerita rakyat cerita dongeng ini fairy tale. Contohnya cinderella, beauty and the beast, dah . dalam cerita rakyat ini ada moral value nya, yang kita ambil nilai moralnya.

		Contoh dalam cerita malin kundang apa nilai moral yang bisa kamu ambil
61	Ss	Patuh pada orang tua
	T	Kita harus patuh pada orang tua, dah kita ndak boleh melawan sama orang tua, itu nilai moral nya. Kemudian dalam text narrative ini ada generic sturcture nya, generic sturcture ini ada namanya orientation apa itu orientation? Dalam orientasi ini latar belakang cerita siapa tokohnya, dimana terjadinya, kapan terjadinya. Biasa nya dimulai dengan kata once upon a time, di zaman dahulu kala atau one day disuatu hari. Namanya mendongeng ndak? Kita dongeng. Kemudian dalam cerita itu ada konflik. Conflication, conflict ini ada kasus ada konflik yang terjadi dalam cerita. Sama demgan cerita malin ini apa konflik nya? Dia tidak mengakui ibunya sebagai ibu kand..
62	Ss	kandung
	T	Kandungnya, itu konflik nya. Apa solusinya dia dikutuk ibunya menjadi ba...
63	Ss	Batu
	T	Batu, apa akhir orientasinya, cerita akhir nya? Sad ending atau happy ending? Bahagia atau sedih?
64	Ss	Sedih
	T	Itu ceritanya, berarti kalo dalam setelah konflik ada solution.
65	Ss	Solusi
	T	Solution ini ada solusi dari konflik ini, solusi dari masalah ini. Kemudian yang terakhir baru re-orientation. Apa itu re-orientation? Akhir cerita. Apakah happy ending atau sad ending. Ha itu, catat lah dulu nanti baru kita kasih contoh satu text narrative.
66	Ss	(hening sejenak 5 menit) (guru memberikan kertas ke siswa)
	T	Kamu jangan liat dibelakangnya, jangan liat jawaban dibelakang itu ga ada gunanya
67	Ss	Yang ini apa buk? (memasukkan ke dalam laci) *(Requesting)*
	T	PR, jangan masuk kesitu, hilang bekoh.
68	Ss	Ndak buk
	T	Kenapa duduk situ, pindah situ dafa surang
69	Ss	Kalam buk. *(Refusing)*
	T	Kamu surang, bagian ka lakang (tugas). Contoh caliak ka lakang nyo Dah itu ada satu buah contoh narrative yang di ini kan. Coba liat text yang singkat aja dulu. Oke, the lion was having a rest. Seekor singa sedang beristirahat
70	Ss	istirahat
	T	Was having itu menggunakan tenses nya present continuous tense. Aa when a litle mouse walk in hit up. Ketika tikus kecil membangunkan nya. The lion was annoyed singa itu terganggu, so he picked up the litle mouse, dia me mengambil, menangkap tikus kecil itu eaten to hit up. Dan mencoba untuk memakan..
71	Ss	Makan nya

	T	Please help me of king of the jungle kata si little mouse. Mohon tolong kasihani saya o raja hutan. If you do, jika kamu melakukan I will do something for you one day. Saya akan melakukan sesuatu padamu suatu hari. Fake ther mouse a.. ha dengan dengan cara menegemis tikus bicara sama kancil. What? Kata si singa. Apa kata singa, a litle thing like you. Benda kecil seperti kamu? Tikus kecil seperti kamu akan berbuat sesuatu padaku pada suatu hari, percaya si lion nya. Masak benda kecil seperti ini akan berbuat sesuatu untuk dia. Hi , this is really very funny! Ini benar – benar lucu kata si Lion.
	T	(seorang guru masuk ke kelas dan bertanya)
	T	Laugh the lion, ini ketawa lion nya
72	Ss	Hahahahaa
	T	Then he got the little mouse fee, kemudian dia melepaskan membebaskan tikus kecil tadi. Because karena he thought, dia berfikir that the little future be not taste good. Makhluk kecil ini ndak akan enak rasanya kata nya
73	Ss	(tertawa)
	T	Makanya dilepaskannya si tikus kecil itu. Several days later, beberapa hari kemudian when the lion was walking in the jungle, ketika lion ini berjalan di hutan , he got into a trap. Dia masuk perang...
74	Ss	Kap!
	T	Perangkap lion ini, he's struggle hard. Dia berusaha dengan kuat but he's still to not free him self. Dia ndak bisa bebaskan dirinya sendiri. When you was about to give up, ketia dia mulai menyerah, the little mouse care, tikus kecil tadi datang he bite of the net, dia menggigit aa jaring perangkap itu, and he said did you laughed laughed me? Oh little ? tidakkah kamu menertawakan aku untuk hal hal kecil seperti ini? Dia kembalikan omongan si lion tadi yang mencemeehkan dia ga akan bisa berbuat apa - apa untuk dia, karena dia merupakan makhluk yang kecil
75	Ss	Kecil
	T	Look! Lihat now, I am save you today, saya telah menyelamatkan kamu hari ini. Tentu si lion itu diam lagi. Berarti apa yang dia katakan tu ndak selalu benar
76	Ss	Benar
	T	Dar cerita ini what is the moral value can we get from this story, apa nilai moral yang bisa kamu ambil? Siapa yang bisa? Liza?
77	Ss	(diam) *(Refusing)*
	T	Fery?
78	Ss	Iya
	T	Apa nilai moral yang bisa kamu ambil dari cerita ini?
79	Ss	Kita tidak boleh remeh.
	T	Bagus! kita tidak boleh meremehkan orang yang lebih kecil dari ki..
80	Ss	Ta!

	T	Dari kita. Meremehkan itu apa? Understimate, meremehkan jangan meremehkan, don't. Berarti don't understimate the ...
81	Ss	The king
	T	The litle creature atau aa little makhluk kecil atau benda kecil atau apa maksudnya itu. Don't unders jangan meremehkan orang yang lebih kecil dari kita. Atau jangan meremehkan makhluk yang lebih kecil dari kita. Don't understimate the little creature. Itu moral valuenya. Dah sekarang, generic structurenya kita mulai dari orientasi dulu. Apa orientasi ini? Kita ambil paragraf berapa? Kalau orientasi pasti paragraf per..
82	Ss	Tama .
	T	Pertama, tapi kamu ambil intinya apa? Orientasi nya. Kamu dengar cerita ibuk tadi? Ibuk bacakan textnya, ibuk artikan kamu dengar? Kamu modal dengar aja, ndak bicara ndak, ndak mahabiskan tenaga ndak ,kamu sudah modal dengar aja. Ada kamu dengar? Ada? Cerita yang ibuk tadi? Ada kamu ikuti
83	Ss	Ada.
	T	Ha kalo ada sekarang kamu jawab pertanyaan ibuk. Apa orientasi dari cerita ini? Orientasi kamu udah tau, kalo itu latar belakang, oe pendahuluan, ada tokohnya, dimana terjadinya, kapan terjadinya. Siapa yang bisa? Mana kalimat yang kita bisa jadikan orientasi dari paragraf pertama itu, biasanya orientasi itu terletak diparagraf pertama habis itu pengenalan tokoh pertama. Siapa yang bisa? Ibuk tunjuk. Freony, apa orientasi nya?
84	Ss	The lion (bingung)
	T	Apa orientasinya di paragraf pertama itu kalimatnya yang mana?
85	Ss	Bingung... *(Refusing)*
	T	Bacalah
86	Ss	The lion was having a rest. And a little mouse walk in up
	T	Walk in up. Oke thats good! Sekarang yang kedua konflik nya, konfliknya. Apa konflik dari masalah , dari masalah. Apa masalah dari cerita tadi apa? Kapan terjadi konflik ini? Kamu dengar cerita ini dari bahasa indonesia kan ibuk translate kan ya. Apa? Konfliknya dari cerita lion dan little mouse ini. Raise your hand! Jangan ngomong-ngomong. Ibu ndak mengerti omongan kamu. Tunjuk tangan! Apa konfliknya? Ndak bisa? Apa konfliknya?
87	Ss	(siswa berdiskusi sendiri)
	T	Ndak bisa kamu memberikan konflik di cerita ini? Kapan masalahnya timbul? Dimana? Apa kata si lion ini?
88	Ss	The lion was
	T	Ngomongnya pake inilah biar jelas kemana arah mata ibuk. Siapa yang mau ngomong ini?
89	Ss	(siswa diam) *(Refusing)*
	T	Ndak da yang bisa? Cobak kamu, kamu mau jawab? Ndak?
90	Ss	(senyum) *(Refusing)*

	T	Siapa yang bisa? Konflik nya siapa ini? Ndak da satupun yang bisa? Cerita dalam bahasa indonesia yang ibuk bagikan ini haa! Ndak da satupun cerita, kamu dengar gak cerita dalam bahasa indonesia ibuk bagikan ni haa. Ndak da satupun cerita. Kamu dengar gak cerita dalam bahasa indonesia tadi?
91	Ss	Lai
	T	Kamu lai tapi ndak nyo talingo yang masalah tu? Apa masalahnya haa! Siapa yang jawab ini? Ndak da? Ndak da mau jawab? Dah tutup aja pelajaran kita sampai disini.
	Ss	(seorang siswa mengembalikan kertas kedepan kelas)
	T	Selesai sudah. Ya. Ndak ada yang mau jawab satupun atau tak mengerti? Tapi ibuk rasa ndak mungkin ndak mengerti, ibuk artikan dalam bahasa indonesia cerita itu tadi.
92	Ss	Yang the lion king was tu buk? *(Requesting)*
	T	Ya, cobaklah, kapan terjadi masalahnya, konfliknya apa?
93	Ss	What (suara kecil)
	T	Ha, apakah tikus mengaku harimau sudah konflik disitu? Ndak ada konflik?
94	Ss	(siswa berfikir)
	T	Apa konflik yang utama disitu? Itu memulai cerita baru. Yang membangunkan si Lion ini baru mulai cerita itu baru. Konfliknya terjadi kapan? Bisa? Berusaha apa?
95	Ss	Berusaha memakan tikus kecil
	T	Berusaha memakan tikus kecil ini, kemudian kan ndak jadi dia memakan, apa konfliknya lagi? Ketika Lion ini
96	Ss	Terjebak dalam..
	T	Terjebak dalam perangkap, itu konflik utamanya. Dalam bahasa inggrisnya apa kalau kita buat nanti dalam generic structure nya? Carilah yang didalam itu, when the Lion was walking in the jungle, the Lion got into a trap
97	Ss	Trap
	T	Itu konfliknya, kemudian solusinya, apa solusinya? Solusinya apa? Dia masuk perangkap, siap tu? Apa solusinya? Tikus kecil menggigit, menolong Lion ini dengan mengigigit jaring itu, perangkap itu. Nah itu. Apa bahasa inggrisnya itu? He the little mouse crown of the net. Nah itu, dia menggigit jaring tadi, itu solusinya. Sehingga dia bebas. Apa aa reorientationnya apa? Akhir cerita nya gimana? Little mouse have save the Lion to.. Today. Tikus kecil berusaha menyelamatkan singa hari ini. Clue nya ini. Nah itu ada pertanyaan delapan buah, kamu buat buku latihannya, sekarang. Ada pertanyaan? Ada pertanyaan? Ada pertanyaan? Ndak?
98	Ss	Ndak.
	T	Buat di buku latihannya
99	Ss	(hening sejenak 5 menit)
	T	Nomor satu kamu tau pertanyaan nya? What is the.. tak tau kamu

		diam aja. Bertanyalah nak, kamu bisa maisi tu? What is the text about? Tentang apa text nya? Nah, nomor dua tujuan textnya. Kamu kan dah tau. Nomor tiga, ide utama pada paragraf dua. Nomor empat siapa yang membantu Lion untuk mengatasi masalahnya. Yang kelima why the lion let the mouse free? Kenapa lion itu membiarkan tikus itu bebas, nomor enam He itu pengganti siapa, siapa dimaksud? Nomor tujuh sinonim dari woke up apa? Dan apa moral value nya apa?
100	Ss	Buek soal buk? *(Requesting)*
	T	Ndak paralu soal buek, jawek aa paralu, lah jawek santiang kalian tu, manga soal di buek, ndak paralu ibuk doh
101	Ss	(siswa mengerjakan soal, lima menit, bel berbunyi)
	T	Lah siap ko?
102	Ss	Alun buk
	T	Jadi jam bara wak baraja?
103	Ss	Tadi upacara buk.
	T	Jadi? Jadi kini ko jam bara?
		(pengumuman dari sekolah)
	T	Kumpuan lah karateh ibuk lai nak, tolong ciek dio, dio falbino. Capek dio
104	Ss	(siswa mengumpulkan kertas)

SMPN 5 PADANG PANJANG

CLASS 8.5 Monday,15th May 2017
10:00

	T	What is your answer number 5? What is your answer to the number five? Apa jawaban kamu utk no 5 itu kemaren? The were had been (...)
1	Ss	(diam) *(Refusing)*
	T	Kita harus lihat kalimat sebelumnya, after lunch we went by bus to Legian Beach. Setelah makan siang kami pergi dengan bus ke pantai legian. Udah ya
2	Ss	Udah
3	Ss	(hening sejenak) ada telpon lima menit
	T	Kamu kan sudah mengerjakan ini?
4	Ss	Udah
	T	Nah cobak nomor tiga berarti kalo dah diadakan ujian UH ujian semester satu aaa kalo ada susun kata susun kalimat kalo ada option nya nanti kamu bisa liat dari sini nanti makanya ibuk bahas soal ini lagi. Adit, dit number tiga dit.
5	Ss	(Diam) *(Refusing)*
	T	Oke dalam menyusun kata dan kalimat, kemudian huruf besarnya itu clue nya yaa , nah cobak
6	Ss	If this ,,,,
	T	Can you adit? bisa adit?
7	Ss	(senyum) garuk kepala *(Refusing)*
	T	Yadi ?
8	Ss	(seorang siswa tunjuk tangan,) Buk? *(Requesting)*
	T	Oke reyhan
9	Ss	I wes studying english when my father (pronuncitaionnya)
	T	(ibu memperbaiki pronunciationnya) I was studying English
10	Ss	I was studying English when my father arrived home
	T	I was studying English when my father arrived home
11	Ss	home
	T	Saya sdg bljr bhsa inggris ketika ayah saya pulang kerumah,
12	Ss	rumah
13	Ss	Seorang siswa permisi masuk kedalam kls .. permisi miss? *(Requesting)*
	T	Bisa itu? Berarti bentuk nya? aaamm spidol ibuk. I was studying english when my father arrived home. Ini merupakan past cont, tense ini subjek nya , ini pake to be past, kemudian ini Ving, objek, ini merupakan ket. Adverb. Dah itu kalimatnya. Oke number four.. waktu habis ini dikit lagi. Oke nomor empat, nomor empat.. cepat ..reyhan

		lg, cobak.
14	Ss	Seorang siswa menunjukkan
15	Ss	I and my friend went to Singapore for 3 days last week (wek)
	T	I and my friend went to Singapore for 3 days last week, Oke. Apa td?
16	Ss	I and my friend went to Singapore for
	T	Tapi ini bentuk nya past tense ya. Bentuknya past tense ini ada went Verb two. Went to singapore for three days, selama tiga hari.. last week, last week. minggu lalu.. panjang yaa..
17	Ss	Seorang siswa tunjuk tangan (yang tadi juga)? *(Requesting)*
	T	Farid, bisa?
18	Ss	Ndak bisa doh buk *(Refusing)*
	T	Yang lain ndak bisa ini? Yang lain ada?
19	Ss	Nomor bara buk? *(Requesting)*
20	Ss	The girls were planting the tree when the boys were playing the balls
	T	The girls were planting the tree, anak anak perempuan itu sedang menanam pohon, sementara the boys anak laki laki were playing the balls, ini apa merupakan jenis kalimatnya pas cont. Tense, kenapa past cont. Tense ada ving, ada tobe past were ini, knpa ndak was ini?
21	Ss	karena
	T	Kenapa tobe past? ndak was? Kan to be past tu ada dua was dan were, kenapa tadi ini was? Kenapa were?
22	Ss	Karena ada dua org buk, karena were
	T	Kenapa ini I need was subjektif past nya? Kenapa enggak he were? Ini pulak sebaliknya Kenapa ini ndak was? Knpa ini were? Kalo was ini kita pakai subjek nya I she he it, klo were untuk they we you. Dah, knpa girl ini lebih dari satu ini, berati plural , jamak lebih dari satu
23	Ss	satu
	T	Dah ini kelompok lima terakhir, aa you just change the verb one into the verb two or change the present be present into the be past , ok number four we go berubah jadi
24	Ss	went
	T	Go
25	Ss	went
	T	Karena ini verb one ini verb two, kemudian is ini menjadi was atau were?
26	Ss	was
	T	Karena dia apa? Singular, kemudian yg ketiga
27	Ss	are
	T	Are ini menjadi ?
28	Ss	were
	T	Were, Kemudian have menjadi
29	Ss	has
	T	Has, kemudian stop menjadi?
30	Ss	stopped

	T	Oke collect my paper. kumpulkam
31	Ss	(siswa mengumpulkan)

SMPN 5 PADANG PANJANG

CLASS 8.6 Wednesday,17th May 2017
09:00

	T	March twenty first two thousand sixteen, Ok, who can read the text? Kamu lah yang baca. Ibuk semua.
1	Ss	Two hundred
	T	Ibuk perlu biasakan gitu, melakukan itu apa aja sendiri, anak ibuk ndakkan pernah mandiri dia. Buang sampah ibuk jugak , semuanya. Buang sampah ibuk jugak. Jadi ibuk ndak bisa ndak terbiasa ibu memahami siswa ibuk aa anak ibuk aa siswa ibuk. sekarang ibuk bacakan ini jugak, kayaknya ibuk juga, kamu aja lah lagi. Siapa yang bisa? Op! Who want to read the first paragraph. The first text short messages. Siapa? Dinda? Dinda, coba dinda. Bisa dinda?
2	Ss	Dinda baca? *(Requesting)*
	T	Bisa dibaca? Oke, bisa? Can you? Mau?
3	Ss	(senyum melihat ke text) *(Refusing)*
	T	Op, liat text nya.
4	Ss	Yo buk
	T	Liat tek nya, ndak ibuk di liat doh. Kalo ibuk mode mode iko jo nyo. Dah. Oke dinda, dinda
5	Ss	(riuh)
6	Ss	He was or contact me zero seven
	T	He was, Ikutilah nak , op baduo jo kawan. Text satu berdua. Ibuk kayak ngajar PAUD di 86 ko eh, lameh ibuk yo bana tiap hari se ibuk, bisuak ibuk terakhir
7	Ss	(tertawa)
	T	Dah
8	Ss	Last night mark got accident. If you want see us contact me at my numbet zero eight seven four three two
	T	Kalo tulisan u jo s, ndak us dibaco doh, bahasa inggris nyo tu as, dah.
9	Ss	(senyum)
	T	Mark got get at twenty first two thousand sixteen to : Andre, from : Bryan. So, what is a the reader aa the sender of this messages. Siapa pengirim, who write the messages? Yang membuat surat ini siapa?
10	Ss	Andre, ryan
	T	Braiyen (bryan), who read the messages?
11	Ss	Ryan, andre
	T	Andre, mark got accident last night. Understand this tek sentence? Paham kalimatnya?
12	Ss	Paham.

	T	Accident? What does it means? Accident apa artinyo?
13	Ss	(bingung) *(Refusing)*
	T	Kamu paham?? Mark got accident last night. Apa makasud kalimat nya. Tapi kamu paham ini? Aa?
14	Ss	We accident last night
	T	Op dengar dulu sebentar. Kalimat pertama ini mark got accident last night. Kamu paham kalimatnya?
15	Ss	Accident ndak tau buk...
	T	Accident tu ndak tau batanyo lah, accident kecelakaan.
16	Ss	Oh
	T	Mark got accident last night
17	Ss	Kecelakaan tadi malam
	T	Haa, he was bit by a motorcycle
18	Ss	Dia terjatoh dari sepeda motor
	T	Dia terbentur, dia balantak sepeda motor, now he is hospitalise orchid hospital
19	Ss	Sekarang dia dirumah sakit orchid
	T	Our class will see him in this afternoon, kelas kita akan menjenguknya sore ini
20	Ss	kelas kita akan menjenguknya sore ini
	T	If you want to join us, jika kita, jika kamu ingin bergabung dengan kami
21	Ss	Kontek kami
	T	Contact me by number ziro eig sik, dah sekarang secara lisan saja. When.. a kita latihan dulu seperti ini, baru latihan masuk.
22	Ss	Iya
	T	When he the short messages written? When? Kapan?
23	Ss	Kapan dia menulis
	T	Aa twenty first two thousand sixteen,
24	Ss	Iya
	T	Number two who, who write the messages? Siapa yang bisa buat? Nomor dua, siapa jawab? Who write the messages? Putri? Who write the message?
25	Ss	Braiyen. (bryan)
	T	Braiyenn, oke thats good. Number three, Hanum. Does andre receive the message? Does Hanum, does andre receive the message? Ini pertanyaan yang jawabannya yes atau no.
26	Ss	(menutup muka dengan kertas) yes
	T	Yes apa?
27	Ss	Yes, he does.
	T	Number four, kamu! Who got accident? Wajah wak wajah tak (tertawa) who got accident?
28	Ss	(Tutup muka, malu dan senyum) *(Refusing)*
29	Ss	Mark

	T	Oke, thats good. Siapa yang dapat kecelakaan. oke, number five? Aa Izzah, Nurul izzah. Was Mark hit bit by a bycicle? Ittu jawabannya membutuhkan jawaban yes atau no.
30	Ss	Yes.
	T	Yes apa? Was Mark hit bite by a bycicle?
31	Ss	No. He was not
	T	He was, apa maksudnya itu? Kalo ndak hit, no? Paham ndak kalimatnyo ko??
32	Ss	Paham
	T	Apa?
33	Ss	Apakah mark jatuh dari sepeda?
	T	Ha bagus (jempol)
	T	Ha, number six, Diana! Diana mazdiani, where's mark hospitalize? Where menanyakan tem...
34	Ss	(serentak) tempat nya
	T	Where is mark hospitalise?
35	Ss	(senyum) aa orchid hospital
	T	Good, number seven when will undestrancy Mark in hospital? When?
36	Ss	When kapan,
	T	Kapan teman nya ini melihat Mark
37	Ss	Our class will..
	T	What is braiyen phone number?
38	Ss	(senyum) Zero...
	T	Oke, thats good, dah itu jawabannya. Oke lagi, yang kelompok
39	Ss	Dua
	T	Dua, kelompok dua ini jadikan latihan kamu, buat di buku latihan, tapi nomor dua dulu, ibuk setelah please tak masalah. Nomor dua nomor satunya setelah please. Jadi ada lima kata, kamu cari kata yang cocok, dari kata yang kosong ini, ya? Aa choose one of the word the suitable in the blank sentence. Aa pilih salah satu kata yang ada kamu ambil kalimatnya sesuai dengan yang cocok dengan kalimat yang ko ..
40	Ss	kosong
	T	Kosong. Oke jadi ini jelas yang experimenting ini, kemudian yang kamu jawab lagi yang text yang kedua. Our school.
41	Ss	Yang ma buk? *(Requesting)*
	T	Yang pertama, yang pertama, yang halaman depan, (menjukkan kertas yang dijellaskan) ya. Yang deni. Can aa can you read wulan? Can you read the tek? Wulan? Kamu wulan kan?
42	Ss	(mengangguk)
	T	Can you read? Bisa baca text nya? Itu bisa di akhir pbm kita ini,diakhir pbm kita ini nanti ibuk aa yang tunjuk bersedia aja lah, karena itu aja aa akhir – akhir dari pertemuan kita, atau besok ibuk ndak da ngajar kamu lagi. Mungkin ini pertemuan kita kedua

		terakhir kita, besok paling terakhir. Makanya apa ibuk suruh, nurut aja, mangut aja.
43	Ss	Iya buk, iya buk
	T	Kamu baca , dah baca. Sekali lagi ibuk ndak ada rolling capek ibuk liat
44	Ss	Two thousand april,
	T	Two thousand twenty second.
45	Ss	two thousand seventeen. Our basket ball if will mat again at ES EM PI EN one late to weeks, we have exercise at three o'clock. I will want to in the school gate.
	T	Oke, thats very good, thank you very much. Am of course what we have read. Apa yang sudah kita baca you used comprehend what is the text about. Kamu haru paham tentang apa text ini. Kalo kamu memahami text ini kamu harus tau artinya, nah kira – kira setelah kamu baca ini paham ndak kamu ni? Ada kata sulitnya? Ada kata sulitnya?
46	Ss	(bingung) aaa *(Refusing)*
	T	Save aa team basketball sekolah kami will compete, compete itu apa? Compete bertanding a games melawan one eik tu. buat minggu depan. We'll have a exercise, kami akan mengadakan latihan this afternoon at three o'clock
47	Ss	Jam 3
	T	I will wait you in the school gate, aku akan menunggumu didepan sekolah. See you. Perhatikan kalo kamu yang pertama ini yang kamu kuasai, yang kedua kamu jawab pertanyaan dari nomor lima, aa perlu kamu ketahui purpose dari short message ini, purpose short message, short messages apa tujuanmu dari mengirim pesan. To give information to someone. Memberi informasi kepada sese..
48	Ss	Orang
	T	Dah kerjain latihannya
49	Ss	(hening sejenak 5 menit, tiba tiba seorang siswa permisi keluar) *(Requesting)*
	T	Isi nyo ndak do manakah, ndak do manakah , ndak mangarati ndak do batanyo.
50	Ss	See itu apa buk? *(Requesting)*
	T	See itu melihat
	T	Yang bakunjuang tu, yang gemi itu, yang basket tu, dari nomor limo sampai nomor kebawah. Kalo ado masalah nak aa bertanyalah ke ibuk
51	Ss	Iya buk
52	Ss	Yang bawah jugak buk yang experimenting? *(Requesting)*
	T	Ndak nak, yang ibuk tunjuakan tadi tu se nyo, ha tambah text yang belakang yang daily itu, yang basket tu dari nomor limo sampai nomor bawah. Kalo ado masalah aa nak, jadi beatanyo tnayo ka ibuk, ibuk duduak siko ha.

53	Ss	(seorang siswa bertanya kedepan kelas) *(Requesting)*
54	Ss	Tu yang ma buk? *(Requesting)*
	T	I will very titik titik.. sayang akan sangat sangat...
55	Ss	(seorang siswa bertanya kedepan kelas) *(Requesting)*
56	Ss	Ibuk, yang itu tu? (menunjuk ke kertas) *(Requesting)*
	T	Iyo, dari nomor limo sampai nomor tujuah, iko ciek ha koah
57	Ss	(riuh sejenak)
	T	Aa yang indak?
58	Ss	Indak buk
59	Ss	Buk, buek soal buk? *(Requesting)*
	T	Indak, jawek tu se tajawek mujua mah, ndak paralu soal ibuk doh, jawapan mangarati ndak kalian dengan pertanyaan nya tu jawek bisa jawek lah hebat kalian tu
60	Ss	Ibuk, baa si riyan buk? *(Requesting)*
61	Ss	(seorang siswa keluar kelas tanpa permisi)
	T	Aaa sibuk buat IPA kalian yoh? Ha! Pe Er I Pe A kalian buek? Jo sia kalian I Pe A jo buk nel? Ha? Buk susan?
62	Ss	Hoi sia yang buek Pe Er I Pe A? *(Requesting)*
	T	Jadi kalian ndak paralu bahasa inggris kalian doh?
63	Ss	Lai buk.
	T	Ha! Awas kalian. Ndak paralu bahasa inggris ibuk awas kalian
64	Ss	(siswa makan didalam kelas)
	T	Dipelajaran bahasa inggris kalian buek Peer I Pe A, sia yang buek Pe er I Pe A?
65	Ss	(riuh)
	T	(ibu guru berjalan menghampiri meja siswa)
	T	Kita langsung jawab ya, hari ini ndak tuntas, kita jawab langsung. Kita sampai jam...
66	Ss	Jam sembilan buk
	T	sembilan ya, ndak ah. Jam satu duo
67	Ss	(dua siswa kedepan kelas) buk yang itu pukul satu pukul 2 buk? *(Requesting)*
	T	Aa pukul satu pukul duo, ndak baa tabaliak doh, nyo model nyo mode tu
68	Ss	Ohh
	T	Yang penting tau jawabannya itu saja.
69	Ss	(mengangguk)
70	Ss	(riuh, sebagian makan dikelas mengerjakan tugas)
71	Ss	Miss busi? (Busy) *(Requesting)*
	T	Liat kamus, salang punya kawan kamus
72	Ss	(bertanya ke depan kelas)
	T	Dah kita bahas lagi?
73	Ss	Alun buk *(Refusing)*
	T	Ten minute more, sepuluh menit lagi. Op!

74	Ss	(seorang siswa bertanya kedepan kelas) sender tu yang pengirim atau penerima buk? *(Requesting)*
	T	Yang sender tu kan yang pengirim, pengririm kalo from tu kan dari, tu dari sia nyo, misalnyo dari Dinda. Berarti Dinda sebagai..
75	Ss	Sebagai pengirim
	T	Aa iya
76	Ss	Makasih buk.
	T	Iya
77	Ss	(riuh sejenak 10 menit lagi
78	Ss	(seorang siswa bertanya kedepan kelas) *(Requesting)*
	T	Kalau do does itu pertanyaan membutuhkan yes atau no.
79	Ss	Iya buk
	T	Iya calik teks nyo., caliak subjeknyo
80	Ss	(seorang siswa bertanya kepada guru) buk nomor duo baleh? *(Requesting)*
	T	Duo baleh?
81	Ss	Iyo buk
	T	When will Randy wait Beni
82	Ss	(mengangguk)
	T	Where tu dimana, will Randy, akan wait menunggu ya
83	Ss	Iya (mengangguk senyum)
84	Ss	(beberapa siswa bertanya maju kedepan kelas) *(Requesting)*
	T	What does refers to you ini siapa yang dimaksud? Saya akan menunggumu, ha menunggu ini siapa?
85	Ss	(mengangguk)
	T	A lai?
86	Ss	Iko buk (menujuk kertas) *(Requesting)*
	T	What team basket ball
87	Ss	(hening sejenak 5 menit)
	T	Aa kalau menunggu kamu dua tahun besok ndak kan selesai. Cobak yang perempuan, kita mulai dari grup one.
88	Ss	(seorang siswi menghapus papan tulis)
	T	Kita mulai dari belakang perempuan yang belakang, sebelah dinda siapa namanya?
89	Ss	Rara
	T	Rara
90	Ss	Rara
	T	Rara
	T	Bara nomor nyo? Bara buah? Kelompok satu kelompok dua? Aa ampek baleh, dah mulai dari Rara, Rara, Dinda, dah siapa lagi
91	Ss	Rezky
92	Ss	(seorang siswi sukarela menghapus papan tulis)
	T	Oke kemudian nurul (guru menunjuk ke siswa), sama diana kemudian hanum. Kamu kelompok dua terserah

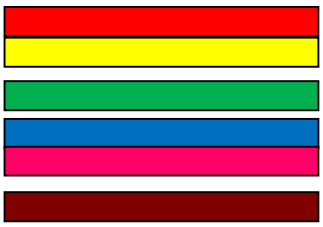
	T	Hurry up! Yang iko bara buah ko ? tigo? Ampek? Cepat sia kini ko? Liat teman kalian ko.
93	Ss	(seorang siswa maju kedepan)
	T	Kamu ndak, kamu duduk aja yang manis.
94	Ss	Hahahah
95	Ss	(melihat ke kamera dan tertawa)
	T	Diana, kamu sudah belum? Udah?
96	Ss	(maju kedepan kelas)
	T	Ambil nomor yang kamu mau. Kamu laki laki opp sekarang, kamu besok giliran kamu
97	Ss	Opp apa buk? Apa buk? *(Requesting)*
	T	Ibuk mau yang wanita saja
98	Ss	Hooo
	T	Hoi, kamu besok ada ibuk satu kali pertemuan besok bisa.
99	Ss	Besok, besok.
100	Ss	(seorang siswa menunjuk tangan) Yo buk, awak besok yo buk *(Requesting)*
101	Ss	(seorang siswi maju kedepan kelas, dan seorang siswi menjuk tangan)
	T	Kamu ndak lagi yang laki-laki perempuan, besok gantian
102	Ss	(cemberut) *(Refusing)*
	T	Opp, Kamu bisa tenang ndak? Satu duo tigo duduak pindah
103	Ss	(tiga orang siswa riuh dibelakang) *(Refusing)*
104	Ss	inyo dulu duduak dimuko
	T	Satu, duo, tigo duduak pindah
105	Ss	Inyo ndak buek cako buk.
	T	Kamu ndak mengerjakan latihan ya? Kamu salin aja catatan teman kamu itu?
106	Ss	Ndak buk
107	Ss	Buat buk
	T	Dinda, dinda tolong ibuk Dinda
	T	(ibu guru meminta tolong mengisi nilai dan ibu menjelaskan cara nilai siswa yang akan diinput)
	T	Dah, opp. Aa Yang penting bagi ibuk bukan kamu mengerjakannya, yang penting bagi ibuk bukan hasilnya yang penting bukan kamu mengerjakannya benar, yang penting bagi ibuk kamu paham dengan jawaban kamu, walaupun jawaban kamu diskusi kamu paham, paham dari mana datangnya jawabannya, apa maksud pertanyaannya. Kalau kamu hanya, eh alun salasai ko lai? Kalau kamu hanya mencatat hasil dari teman, ibuk ndak kan manilai, walaupun kamu buat ndak kan ibuk nilai hari ini, itu aja selesai. Itu kita bahas lah ini tugas.
108	Ss	Yah, siDin payah langsuang
109	Ss	Ang nio lo? Kecek an se lah *(Requesting)*

110	Ss	(hening sejenak, seluruh siswa memperhatikan papan tulis)
	T	Oke, dah siap yang nomor satu? Are you very busy? Ya? I was very busy tomorrow. Sangat sangat sibuk besok, please find the new cd of justin bieber comic, berikan saya cd terbaru dari justin bieber at Techno Music store. Di toko musik. The store will open, toko itu akan dibuka dari jam tiga sampai jam sebelas sampai tiga sore. Thank Una. dah
111	Ss	(seorang siswi maju kedepan kelas)
	T	Pe er kedua, text yang kedua, what does the messages about? Will have exercise, Akan mengerjakan latihan, had three o'clock
	T	Kita langsung jawab ya, hari ini kumpuan, hari ini selesai kita bawa masuk, kita sampai jam
112	Ss	Sembilan buk
	T	Sembilan ya? ndak op, jam satu, (melihat PBM) jam satu duo setengah sapuluah. Example. Bisuk hari senin kita ujian ya
	T	Kapan pertandingannya?
113	Ss	Next two weeks.
	T	Aa dimana randi menunggu deni?
114	Ss	Nyo nunggu di...
	T	Nomor.. dua belas. School gate good. Aa nah nomor sebelas belum lagi, apakah mereka mengadakan latihan diluar? You itu siapa?
115	Ss	Deni
	T	I, i, u , ai , and yu berarti deni ini, (menulis dipapan tulis) .
116	SS	Empat belas buk?
	T	Empat belas and you sama dengan school. Oke school gate. Dah sekarang lihat yang sinonimnya, kamu cari kata-kata yang aa associating (membuka lebar tugas) . ada associating ini, yang have still
117	Ss	Seorang siswi memberikan selembar kertas tugas)
	T	Menyusun ini cobak kita, itu ada dua short messages, aa dua jenis pesan pendek. Short messages satu, short messages dua itu susunan nya masih acak, mari kita susun. Nah susun dari apa pertama dulu. Nomor saja kamu susun. Cobak perhatikan yang short message satu kita cobakan, kemudian kamu lagi yang short message dua. If you want.. ada settingnya? Satu setting udah liat ini? Ini? Ni nak ambilah. (guru memberikan kertas ke pada siswi tadi). if you want to join us meet in Princess Book Store, To Hanna, see you later, from viola. Jinny, Mery and I go to cinema this afternoon date twenty fifth july two thousand twelve, we will wait you until three thirty two ya. Aa apa yang pertama dulu?
118	Ss	Date.
	T	Date, good. Date twenty fifth july, kemudian to hanna from nya boleh terakhir boleh, boleh satu-satu atau bagusnya dibawah lah terakhirlah. Setelah To hanna apa lagi?

119	Ss	If you going to..
	T	Belum lai
120	Ss	Jinny
	T	Jinny, Mery and I, akan pergi ke bioskop hari ini. Setelah itu? Tidakkah kamu ingin bergabung dengan kami, temui kami di toko buku Princess. Kemudian kami akan menunggu sampai jam tiga tiga puluh, kemudian see you later, sampai jumpa nanti. From viola. Nah cobak short message dua lagi
121	Ss	Nomor nyo se buk? *(Requesting)*
	T	Iya
122	Ss	(hening sejenak 5 menit mengerjakan tugas)
	T	Kemana rendi?
123	Ss	Ndak buk
	T	Muhammad iqbal mana?
124	Ss	Ndak do doh buk
125	Ss	Lapan limo buk
	T	Lapan bara?
126	Ss	Lapan limo buk
	T	(guru memeriksa nilai siswa) oh ya, lapan limo. Jam berapa nak? Hei jam bara?
127	Ss	Sembilan kurang saparampek buk
	T	Sembilan kurang..?
128	Ss	saparampek
	T	Oke, cobak, siapa yang bisa short messages dua where is aa the sentence? khusus apa paragraf dua itu. Cobak sama – sama apa yang pertama dulu?
129	Ss	Det, tiga, nomor tiga
	T	Det, nomor tiga, oke bagus. Date October Fourteen. Oke nomor dua ...
130	Ss	kapan
	T	Two union, kemudian
131	Ss	Limo, lima
	T	Itu nantik terakhir
132	Ss	Dua, tiga
	T	This is the right direction in my home
133	Ss	Nomor dua
	T	Ya, first get the number the fourteen from the transcription kemudian then top,,,
134	Ss	Nomor satu buk
	T	Ha, first get bus the number fourteen from the form transcription then stop extend from transcription. Setelah berarti start fromm transcription tadi aa what straight to the city park? Jalan lurus ke

		City Park. After the city park turn left to the Metro City. This is a my house is number eleven berarti..
135	Ss	(seorang siswi mengembalikan buku nilai kepada guru)
	T	Tujuh, satu, enam,
136	Ss	Empat
	T	Setelah satu...
137	Ss	Empat
	T	Empat, enam, sembilan, lima
138	Ss	(serentak) Empat, enam, sembilan, lima
	T	Besok tinggal narrative tek lagi satu materi lagi. Tolong kumpulkan kertas ibuk lah, aa Bunga.
139	Ss	(seorang siswi mengumpulkan kertas)
	T	Kamu dengan siapa lagi belajar?
140	Ss	Ibuk Rina buk
	T	Tunggu aja dalam kelas
141	Ss	Ya buk
	T	Aa Dinda, hari Rabu, mana Dinda?
142	Ss	Ko buk aa (menunjuk dirinya dan tersenyum)
	T	Ingatkan ibuk ya untuk manganu ulangan. And we close our lesson say Hamdallah
143	Ss	(dua orang siswi keluar dalam kelas sebelum guru keluar)
144	Ss	Alhamdulillah hirrabil'aalaamiin
	T	Oke, kamu ndak boleh keluar kelas, tunggu guru dalam kelas
145	Ss	Ya buk

1 Tact Maxim
2 Generosity Maxim
3 Approbation Maxim
4 Modesty Maxim
5 Agreement Maxim
6 Sympathy Maxim

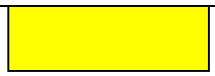


APPENDIX 4: TOTAL OF POLITENESS STRATEGIES USED BY THE STUDENTS

Class 8.1

1	Tact Maxim		Requesting	2
			Refusing	1
2	Generosity Maxim		Requesting	2
			Refusing	1
3	Approbation Maxim		Requesting	1
			Refusing	3
4	Modesty Maxim		Requesting	2
			Refusing	2
5	Agreement Maxim		Requesting	2
			Refusing	1
6	Sympathy Maxim		Requesting	2
			Refusing	

Class 8.2

1	Tact Maxim		Requesting	1
			Refusing	1
2	Generosity Maxim		Requesting	2
			Refusing	
3	Approbation Maxim		Requesting	2
			Refusing	1
4	Modesty Maxim		Requesting	2
			Refusing	
5	Agreement Maxim		Requesting	2
			Refusing	
6	Sympathy Maxim		Requesting	1
			Refusing	1

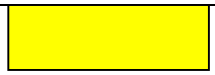
Class 8.3

1	Tact Maxim		Requesting	3
			Refusing	1
2	Generosity Maxim		Requesting	2
			Refusing	
3	Approbation Maxim		Requesting	1
			Refusing	1
4	Modesty Maxim		Requesting	
			Refusing	2
5	Agreement Maxim		Requesting	3
			Refusing	
6	Sympathy Maxim		Requesting	2
			Refusing	

Class 8.4

1	Tact Maxim		Requesting	3
			Refusing	2
2	Generosity Maxim		Requesting	3
			Refusing	2
3	Approbation Maxim		Requesting	2
			Refusing	1
4	Modesty Maxim		Requesting	2
			Refusing	2
5	Agreement Maxim		Requesting	2
			Refusing	4
6	Sympathy Maxim		Requesting	2
			Refusing	2

Class 8.5

1	Tact Maxim		Requesting	
			Refusing	2
2	Generosity Maxim		Requesting	1
			Refusing	
3	Approbation Maxim		Requesting	1
			Refusing	1
4	Modesty Maxim		Requesting	1
			Refusing	
5	Agreement Maxim		Requesting	
			Refusing	1
6	Sympathy Maxim		Requesting	1
			Refusing	

Class 8.6

1	Tact Maxim		Requesting	4
			Refusing	1
2	Generosity Maxim		Requesting	3
			Refusing	1
3	Approbation Maxim		Requesting	5
			Refusing	1
4	Modesty Maxim		Requesting	3
			Refusing	1
5	Agreement Maxim		Requesting	4
			Refusing	2
6	Sympathy Maxim		Requesting	4
			Refusing	1

LEMBAR VALIDASI
INDIKATOR OBSERVASI

Petunjuk:

1. Berikan penilaian dengan cara memberikan tanda ceklis (√) pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indikator observasi ini, mohon ditulis didalam kolom yang disediakan dibawah ini atau langsung pada naskah observasi.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. = Valid tanpa revisi
   2. = Valid dengan sedikit revisi
   3. = Valid dengan banyak revisi
   4. = Tidak valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A. = dapat digunakan tanpa revisi
   B. = dapat digunakan dengan revisi sedikit
   C. = dapat digunakan dengan revisi sedang
   D. = dapat digunakan dengan banyak revisi
   E. = tidak dapat digunakan

NO	ASPEK YANG DINILAI	PENILAIAN				KET
		1	2	3	4	
1.	Keterkaitan indikator dengan tujuan	✓			✓	
2.	Kesesuaian pernyataan dengan indikator	✓				
3.	Bahasa yang digunakan		✓			

Penilaian secara umum:

NO	URAIAN	A	B	C	D	E
1.	Penilaian secara umum terhadap format indikator observasi	✓				

Saran-saran:

.....

.....

.....

.....

.....

.....

Bukittinggi, Mei 2017

Validator

Yuhendra, M.Sc

LEMBAR VALIDASI
INDIKATOR OBSERVASI

Petunjuk:

1. Berikan penilaian dengan cara memberikan tanda ceklis (√) pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indikator observasi ini, mohon ditulis didalam kolom yang disediakan dibawah ini atau langsung pada naskah observasi.
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1. = Valid tanpa revisi
   2. = Valid dengan sedikit revisi
   3. = Valid dengan banyak revisi
   4. = Tidak valid
4. Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
   A. = dapat digunakan tanpa revisi
   B. = dapat digunakan dengan revisi sedikit
   C. = dapat digunakan dengan revisi sedang
   D. = dapat digunakan dengan banyak revisi
   E. = tidak dapat digunakan

NO	ASPEK YANG DINILAI	PENILAIAN				KET
		1	2	3	4	
1.	Kesesuaian variabel dengan subvariabel	✓				
2.	Kesesuaian subvariabel dengan indikator	✓				
3.	Kesesuaian indikator dengan deskriptor	✓				
4.	Bahasa yang digunakan	✓				

Penilaian secara umum:

NO	URAIAN	A	B	C	D	E
1.	Penilaian secara umum terhadap format indikator observasi	✓				

Saran-saran:

lebih memahami masing-masing indicators dan descriptor

Bukittinggi, Mei 2017

Validator

WIDYARTI SYAWAL

APPENDIX 6 : DOCUMENTATION



Class 8.1

Saat pertengahan pembelajaran, Guru bertanya kepada siswa materi; Character Building.



Class 8.2

Awal pembelajaran. Siswa antusias mendengar dan menyimak penjelasan dari guru; materi Narrative Text.



Class 8.3

Saat pertengahan pembelajaran. Siswa mendengar, menyimak dan merespon yang guru sampaikan; materi Short Message.



Class 8.4

Saat pertengahan pembelajaran. Siswa antusias menyimak dan merespon penjelasan guru; materi Narrative Text





Class 8.5

Saat pertengahan pembelajaran. Guru bertanya kepada siswa; materi narrative text



Class 8.6

Saat pertengahan pembelajaran, salah seorang siswi maju kedepan kelas bertanya kepada guru; materi Short Message.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

Nomor : 903/In.26.1/PP.07/5/2017 18 Mei 2017
Lampiran : -
Hal : PERMOHONAN IZIN PENELITIAN

Yth, Walikota Padang Panjang
CQ. Ka.Kan Kesbangpol
Di
Tempat

Assalamu'alaikum Wr. Wb

Dengan hormat,

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Bukittinggi, kami harapkan Bapak/Ibu untuk dapat kiranya memberi kesempatan penelitian kepada mahasiswa :

N a m a	:	Afni Fitri
NIM	:	2313074
Jurusan	:	PBI
Judul Skripsi	:	Students' Politeness Strategy in Requesting and Refusing Teacher's Instruction in English Teaching Learning (ETL) of The Eighth Graders of SMPN 5 Padang Panjang in Academic Year 2016/2017
Lokasi Penelitian	:	MPN 5 Padang Panjang
Waktu	:	Mei - Juli

Demikian surat ini disampaikan, atas kerjasamanya diucapkan terima kasih.

Wassalam
DEKAN

Dr. H. Nunu Burhanuddin, Lc.,M.Ag
NIP.197305102000121002

PEMERINTAH KOTA PADANG PANJANG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 5 PADANG PANJANG
Jl. KH. Ahmad Dahlan No. 1A Telp.(0752) 485302 Padang Panjang Kode Pos 27128
Website:smp5padangpanjang.sch.id
E-mail : smp5_pp@yahoo.co.id

SURAT KETERANGAN

Nomor : 800/455 /SMP.05/PP/VII-2017

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 5 Padang Panjang Kota Padang Panjang Propinsi Sumatera Barat :

Nama	: **MUJI SIRWANTO, S.Pd**
NIP	: 19710214 200212 1 004
Pangkat/Golongan	: Penata Tk.I / III.d
Jabatan	: Kepala Sekolah
Pada	: SMP Negeri 5 Padang Panjang

Dengan ini menerangkan :

Nama	: **AFNI FITRI**
NIM	: 2313. 074
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1 IAIN Bukittinggi

Bahwa nama yang tersebut diatas telah melaksanakan penelitian dengan judul " Students' Politeness Strategy in Requesting and Refusing Teacher Instruction in English Teaching Learning (ETL) of the Eighth Graders of SMP Negeri 5 Padang Panjang in Academic Year 2016/2017". Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padang Panjang, 31 Juli 2017
Kepala SMP Negeri 5 Padang Panjang

DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH PERTAMA NEGERI
108
KOTA PADANG PANJANG

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KARTU BUKTI KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

NAMA : AFNI FITRI
NIM : 2313.074
JURUSAN : PENDIDIKAN BAHASA INGGRIS
DOSEN PEMBIMBING : 1. Dr. MELYANN MELANI, M.Pd
2. LELI LISMAY, M.Pd

NO	Hari/ Tanggal	Hal yang dikonsultasikan		Hari/ Tanggal	Hal yang dikonsultasikan	
		Pembimbing 1	Tanda Tangan		Pembimbing 2	Tanda Tangan
1		Bab I, Research guide line, BAB, BAB 3, revise	A. N	Selasa 28/2/2017	Revise chapter I, continue to chapter II, and III	
2		Acc to seminar		Selasa 7/3/2017	revise the theories and chapter III	
3	Jumat 12/1/2018	Acc to thesisexamination		Jumat 10/3/2017	add theories	
4				Jumat 17/3/2017	complete the proposal, appendixes	
5				Senin 20/3/2017	-Revise the Rq -Revise sample and appendix	
6				Rabu 22/3/2017	acc to advisor I	
7				11/12/2017	-Revise chapter IV, V -lengkapi abstract. dll	
8				2/1/2018 Selasa	Acc to advisor I	
9						
10						

Bukittinggi, Januari 2018
Dekan FTIK

Dr. H. Nunu Burhanuddin, Lc., M.Ag

KEMENTERIAN AGAMA
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KARTU SEMINAR PROPOSAL

NAMA : AFNI FITRI

NIM : 2313.079

JURUSAN : PBI

NO	Hari/ Tanggal	Nama/Nim	Judul Proposal	Tanda Tangan
1	kamis 28-5-2015	Fransista Utama Putri 2311.038	An Analysis of using idiom in conversation by the fourth semester students of Department at IAIN BUKITTINGGI	
2	kamis 28-5-2015	Mairidha 2311.008	An analysis of students internal motivation to speak English days program (EDP)	
3	kamis 28/5/2015	Yolfi muharlis 2313.075	An analysis of using group word technic in speaking at the first grade students of SMPS Bukittinggi	
4	kamis 28/5/2015	Robbyanandri Pratama 2311.052	The application of realia in teaching vocab at the seventh grade Junior high school 5 bkt in akademic year	
5	Rabu 3-6-2015	MARYAM ZULAIVI 2311.053	An Analysis of Ss Difficulties in writing Descriptive text at the 1st Grade of SMAN1 BASO	
6	kamis 18/2/2016	Anton Afrianto (2312.079)	Junior highschool Ss the effect activiting of prior knowledge toward listening comprehensif	
7	kamis 18/2/2016	SAHNAN BAJURI (2312.084)	THE EFFECT OF USING ANIMATION FILMS ON SS SPEAKING SKILL AT SECOND GRADE OF MTSN 2 BKT ACADEMIC YEAR 2015/2016	
8	KAMIS 18/2/2016	FELRI CANDRA GUSTA (2312.094)	SS ABILITY IN WRITING RECOUNT TEXT BY USING USING TECHNIQUE AT THE SECOND GRADE OF MTSN BUKIT BUNTAN BUKARELI	
9	KAMIS 18/2/2016	ASTUTI FITRI (2312.012)	An analysis of Ss Reading comprehension in Reading Academic Journals BY using Skimming TECHINQUE BY THE FIFTH SMT SS OF English Edu. Dpt IAIN BUKITTINGGI AT ACADEMIC YEAR 2015/2016	
10	Kamis Rabu 30-3-2016	Hariyanto Ard 2312.072	The comparison Reading Process Models Bottom up and interactive Reading process	

Bukittinggi, _____ 201__
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BIOGRAPHY

Afni Fitri was born in Tanjungpinang on 4th March 1995. She lives in Bukik Batabuah, Canduang, Agam. Her hobbies are reading, singing, photography, and culinary. She is Malay – Minangnese. Her father's name is Edward and her mother's name is Sukma Yenti. She doesn't have a brother and sister. She started her school in a Elementary School at SDN 002 East Tanjungpinang in 2001, she spent 6 years to finish her first grade until sixth grade. Then, she continued her study in Junior High School at SMPN 4 Tanjungpinang until 2009 that spent 3 years to finish her seventh grade until ninth grade. After that, she continued her study to Vocational school at SMKN1 Tanjungpinang in 2010. At last, she started her college at State Islamic Institute in 2013, She took English Education Program, Faculty of Tarbiyah. You can found her on emailiafnirikaks17@gmail.com, and afnrk17 on instagram.