

**AN ANALYSIS OF POLITENESS STRATEGIES USED BY ENGLISH
TEACHERS ON TEACHING LEARNING PROCESS AT MAN 2 BOYOLALI IN
ACADEMIC YEAR 2018/2019**

THESIS

Submitted as a Partial Requirements

For the *Undergraduate* Degree in English Language Education



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DEDICATION

This thesis is dedicated to:

My beloved parents

“Mr. Ating Permana and Mrs. Pariyem”

My beloved sisters

“Rina Winarsih and Nazwa Isyania Adzalia”

My Big Family

All of my best friends

All of my beloved supports

My best friends *“Delightful Class”*

My Almamater IAIN Surakarta

MOTTO

“Tuhan menaruhmu di tempat yang sekarang, bukan karena kebetulan.

Orang yang hebat tidak dihasilkan melalui kemudahan, kesenangan dan kenyamanan.

Mereka dibentuk melalui kesukaran, tantangan dan air mata.”

(Dahlan Iskan)

“MAN JADDA WAJADDA”

BARANG SIAPA BERSUNGGUH-SUNGGUH

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I hereby sincerely state that the thesis titled "*An Analysis of Politeness Strategy Used by English Teachers on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019*" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The Researcher,

Diah Permana Sari

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ABSTRACT

Diah Permana Sari, 2019, "An Analysis of Politeness Strategy Used by English Teachers on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019". Thesis. English Language Education, Cultures and Languages Faculty, The State Islamic Institute of Surakarta.

Advisors : Dr. Hj. Woro Retnaningsih, M.Pd.

Key words : Pragmatic, Politeness Strategy, Teaching Learning Process.

This research studies about an analysis of politeness strategy, most dominant of politeness strategy and consequent of the most dominant of politeness strategy used by the English teachers at tenth and eleventh grade of MAN 2 Boyolali in 2018/2019 Academic Year. This research aims to observe more about the use of politeness strategy by the teachers in classroom interactions with the students in Narrative and Explanation Text materials. This research was conducting from August 20th 2018 until May 1st 2019 on teaching learning process at tenth and eleventh grade of MAN 2 Boyolali.

This research used descriptive qualitative research. The subjects of this research were three teachers, one male teacher and two female teachers. This research was conducted in three classes they were at first science tenth, first science eleventh, and second social eleventh. The data were collected from nine times observation, then record the teacher's utterances in narrative and explanation text material, and the last transcript the teacher's utterances. The data were analyzed by using Miles and Huberman (1994), they were data reduction, data display, conclusion and verification. The data were classified based on Brown and Levinson's classification of Politeness Strategy (1987). This research used methodological triangulation to get the valid data.

The research findings showed that the teacher performed three types of politeness strategy based on Brown and Levinson's theory, namely positive politeness, negative politeness and off record. The result findings were 111 data, they were teacher 1 found 42 data, teacher 2 found 35 data, and teacher 3 found 34 data. The data were most frequently from three teachers was positive politeness. Positive politeness found 61 data from 111 data, the second frequent politeness strategy was negative politeness that found 44 data from 111 data. While, the last frequent politeness strategy was off record that found 6 data from 111 data. The most politeness sub-strategy that the teacher used is question, hedge in 40 times. It is to make the students more active in class activity

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a key point in daily communication. Communication is the basis for all human interaction. Communication is meaningful if people find the content interesting or useful, or if they feel it has a purpose. Turney *et al* (in Marsh, 1968: 152) defines communication is “the sharing of message or attitudes that produce a degree of understanding a sender and a receiver”. People used language based on social behaviour agreed and accepted as their togetherness. In several situation, speakers are often difficult in transferring their ideas by good words which are easy to be understood by the hearer.

Through conversation, a spoken communication is constructed. Spoken communication involves at least two participants, a speaker and a hearer, in variety social context. The speaker intends to convey certain meanings to the hearer while the hearer tries to recognize what the speaker means by saying utterances. Both of the speaker and the hearer should convey and understanding the thoughts, felling, and desires of each other. Thus, they can achieve a good communication. To study this, in linguistics there is field of study called pragmatics.

According to Yule (1996: 3) pragmatics concerns with the study of meaning as communicated by speaker and interpreted by the listener. It means that the hearer should interpret what is said by the speaker in order to know what the speaker's intended meaning. Thus, speaker must emphasize the context to create an effective communication.

In communication, polite language is very essential to make conversation run well, and smoothly. Communicate politely is need to avoid misunderstanding or offend of the hearer who talks with us. People need to create good self-public image to make a good impression to society. Every people want to be well accepted in his or her society, thus we must arrange our speech to make a good self-image and to save the hearer face to avoid misunderstanding or feeling comfortable.

In a situation where people are obligated to create a polite conversation, they will choose certain strategies to have polite conversation in order to maintain the communication. Politeness strategies are very important to investigate as it used by people in their social interactions and in the specific context, knowing what to say, how to say, when to say and to be with other people (Yule, 1996: 60-61)

According to Brown and Levinson (1987) politeness strategies are ways to convey the utterance as polite as possible. Brown and Levinson sum up human politeness behaviour in four strategies among them are the bald on record

strategy, the positive strategy, the negative politeness strategy, and bald off record strategy.

Understanding politeness is very important. People often think that politeness is simply a matter of saying please, sorry, excuse, and thank you. Politeness does have its own role. Being linguistically polite means speaking people appropriately in the right place and the right time. People must be aware of the context of speaking and then be able to determine which politeness form is the best to be applied in a context.

Communication among teacher and students happens in teaching learning process. According to Brown (2000: 7), teaching is showing or helping someone to learn to do something, giving, instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Most of teacher thinks that teaching is easy, because they just transferred the material to students, but they are wrong. Teaching means the process of carrying out those activities that experience has shown to be effective in getting students to learn. Teaching process may be complex and not depending on what teachers want to teach, but the teacher should know all the conditions of students. It can be happened if there is good communication between teacher and students.

Communication in teaching to know condition and capability of the students are important. Teacher should teach the students with some strategies. For example, when the students bored with the materials, teacher should give short story that contains motivation inside, or the students given game related

with the material. Communication is related with pragmatics, it depends on the situation of context. When the students make a noise in the classroom and the teacher said to the students “the door is right there” does not mean that the teacher telling the students where is the door, but it is means the students should go out from the classroom. In short, politeness is important in our life because it influences the success of the purpose in communication.

By considering the politeness strategy and the classroom interaction explained, it is obvious that discussing of politeness strategy used by the English teacher is also important in the classroom interaction. The politeness strategy can be chosen as politeness behaviour to the students by teacher or by the students to the teacher. The function of the politeness strategy is to make a good relationship and also to save hearer face. Commonly, teacher wants to save the students’ face in order to make a meaningful teaching and learning process.

By doing pre-research on English teaching learning process in the tenth grade and eleventh grade students of MAN 2 Boyolali in academic year 2017/2018, it was found that in several conditions there is positive face performed by students and teacher in the classroom. The teacher is more active than the students. The teacher do between one half and three quarter of taking classroom because the students give a low response in the classroom interaction. But the teacher always tries to make students more active and give the students some instruction to get their response. For example, when the teacher asked the students some question, the students did not answer the questions so the teacher

should give an instruction to a student to answer the questions so the student answered it.

MAN 2 Boyolali is good senior high school in Boyolali. It is located at JL. Singoprono Utara 13, Jaweng, Pelem, Simo, Boyolali. It is accredited with criteria A. It is Islamic school. All teacher have great quality and high professionalism. All of students must read the Holly Qur'an before class is started every morning. It is proofed with their commitment to teach all students in order to be the best in religious and knowledge. Related to the commitment the teachers expected their students to be polite during class and outside the class in purpose to be the best in religious.

Furthermore, the similar research has been analyze by Putu Yoga, this previous research and this research have similarities, that are analyzing of politeness strategy used Brown and Levinson's theory and the data conduct in the classroom. The differences is on the aim of the study, this previous study not only analyzing the kinds of politeness strategies but also analyzed the kinds of instructional function implied in the politeness strategies and also investigating implication of politeness strategies. Another research has done by Novianti Arif, Iskandar, A. Muliati, and Andi Anto Patak (2018). This previous study has in common with this research, that is the analyzing of politeness strategy used Brown and Levinson's theory. The difference is the subject of the study, in this study the subject is male and female lecturer (based on the gender). The result of this research showed that male and female lecturers used four types of politeness

strategies. Furthermore, the students perceived that male and female lecturer was polite. The students perceived that the male lecturer was more formal while the female lecturer was friendly.

The third research has done by Tinatin Kurdghelashvili (2015). this previous research and this research have similarities, that are analyzing of politeness strategy used Brown and Levinson's theory and the data conduct in the classroom. The difference is the study not only analyzing the politeness strategy but also analyzed the speech acts. The findings show that the students have certain knowledge regarding politeness yet they fail to apply them in English communication. In addition, most of the speech acts from the classroom interaction are used by the teachers and not the students. The last research has done by Anggita Sari Primardhani (2018). This previous study has in common with this research, that is the analyzing of politeness strategy used Brown and Levinson's theory. The difference is the study just focus on one types of politeness strategy that is positive politeness strategy. The study found 26 data which content of positive politeness strategies.

To clarify the research background, there was an example of politeness strategys used in teaching learning process which found when pre research. The pre research was conduct in Miss Nita Ariyani, S.Pd. class, at first science tenth grade in descriptive text material. The teaching learning process was based on curriculum 2013. There were three steps in curriculum 2013, they were opening, main activity and closing. There was the example:

Teacher : *How are you today?*

Students : I'm fine thankyou, and you?

Teacher : I'm fine too

From the example above, the teacher used "positive politeness strategy". The utterance *How are you today?*Is categorized into positive politeness strategy. It is classified into exaggerate (sympathy with H). Speaker feels sympathy to hearers by asking their condition.

From those examples above, it can be known that politeness strategies were used in teaching learning process. The interaction between teacher and students in classroom should be kept in a good relationship. That is why the researcher investigated the politeness strategies applied by English teachers on teaching learning process.

After knowing the phenomena above, the researcher tries to analyze the politeness strategy produced by the English teachers during on the teaching learning process. The researcher chose this topic to be analyzed because the researcher interested to find out the politeness strategy used by the English teachers during the classroom activities. By conducting the research, the researcher hoped that this research can be references or contemplation for teacher to use politeness strategy during teaching learning process. The researcher will focus on analyzing the type of politeness strategy proposed by Brown and Levinson (1987), the dominant politeness strategy used by English teachers and the consequence of the dominant politeness used by English

teachers. The researcher will observe all of the teachers, Mrs. Nita Ariyani, S.Pd, Mrs. Rining Pangastuti, S.Pd.I and Mr. Mujiyanto, M.Pd. in the first science tenth grade, first science eleventh grade and second social eleventh grade at MAN 2 Boyolali. This present study entitled “An Analysis of Politeness Strategies Used by English Teachers on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019”.

B. Identification of Problems

Based on the background study above, the researcher identified the problems were follows:

1. When people communication with other it's better if they be polite.
2. When people make a conversation or interact with others, they usually would keep positive of the hearer.
3. Teacher as a model on teaching and learning process should have good attitude and utterance.
4. The goal of teaching and learning process would be achieved when communication between teachers and students is good.
5. The teachers and students have to be polite to save other's face.

C. Limitation of the Study

Based on the background of the research, the researcher limited this research only to the types of politeness strategies used by English teachers on

teaching learning process at MAN 2 Boyolali in academic year 2018/2019 using the theory by Brown and Levinson by analyze:

1. The politeness strategies were used by the English teachers on teaching learning process in Mrs. Anita's class at first science tenth grade in narrative text material, Mrs. Rining's class at first science eleventh grade and Mr. Muji's class at second social eleventh grade in explanation text material at MAN 2 Boyolali in academic year 2018/2019.
2. The most dominant politeness strategy used by the English teachers on teaching learning process in Mrs. Anita's class at first science tenth grade in narrative text material, Mrs. Rining's class at first science eleventh grade and Mr. Muji's class at second social eleventh grade in explanation text material at MAN 2 Boyolali in academic year 2018/2019.
3. The consequent of the most dominant politeness strategy used by the English teachers on teaching learning process in Mrs. Anita's class at first science tenth grade in narrative text material, Mrs. Rining's class at first science eleventh grade and Mr. Muji's class at second social eleventh grade in explanation text material at MAN 2 Boyolali in academic year 2018/2019.

D. Problem Statement

The problem statement is what types of politeness strategies are used by the English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019 by analyze:

1. What types of politeness strategies were used by the English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019?
2. What is the most dominant politeness strategy used by the English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019?
3. What is the consequent of the most dominant politeness strategy used by the English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019?

E. Objective of the Study

There are some objectives of this study after the researcher considers the formulation in this research. The objectives of the study are

1. To identify the types of politeness strategies were used by the English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019.
2. To identify the most dominant politeness strategy used by the English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019.
3. To identify the consequent of the most dominant politeness strategies used by the English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019.

F. Benefit of the Study

The result of this study expected to give some benefits both theoretically and practically, such as following:

1. Theoretical benefit

In theoretical benefit, the teacher and students on learning process can use the research finding

a. The teacher

This result of the research can use as reference in English teaching, especially on the using of politeness strategy.

b. The students

The students will understand more about the using of politeness strategy and the types of politeness strategies.

2. Practical benefit

In practical benefit, the research finding could be used by the other researcher and the author

a. Another researcher

The result of this research can help the other researcher to get information needed in his or her research about the using of politeness strategy.

b. Author

The author can get the large knowledge and experience about the using of politeness strategy.

G. Definition of Key Terms

The main terms used in this paper would be classified here in order to avoid misunderstanding, they are as follows:

1. Pragmatics

Levinson (1983: 9) says that pragmatics is the study of those relations between language and context that are grammaticalized or encoded in the structure language. Pragmatics is the study of the conditions of human language uses as these are determined by the context of society.

2. Politeness strategies

Brown and Levinson (1987) stated that politeness strategies are the strategies that people perform in order to minimize the FTAs. Face Threatening Acts (FTAs) are acts that infringe on the hearers' need to maintain his/her self-esteem, and be presented.

3. Teaching learning process

Teaching learning process is instructional process through organization and direct instruction of teacher, learner and material in the classroom (Richard and Roger, 1998:2).

CHAPTER II

LITERATURE REVIEW

A. Theoretical review

1. Pragmatics

Pragmatics deal with the study of the ability of natural language speaking to communicate more than one language than which is explicitly stated. In philosophy of language, a natural language or sometimes called ordinary language is a language which is spoken, written, or signed by human beings for general purpose of communication. Levinson (1983: 6) defines that pragmatic is the study of language use, that is the study of relation between language and context which involves the making of inferences which will connect what is said to what is mutually assumed.

With the different term, Thomas (1995:22) defines pragmatics as meaning in interaction. He claims that to interpret speaker meaning, it involves the negotiation of meaning between speaker and hearer, the context of utterance) physical, social and linguistic) and the meaning potential of an utterance. It is because meaning in interaction is not something which is inherent in the words alone, nor is produced by the speaker or the hearer alone, but it relates to context and meaning potential of an utterance.

Thomas's definition was later developed by Yule (1996:3) who divides the definition of pragmatics into four:

a. Pragmatics is the study of speaker meaning

People do not always say what they mean to say. They mean much more than their words actually say. Pragmatics deal with the study of meaning uttered by the speaker and interpreted by listener. Thus it analyzed the meaning behind what people say rather than what the words might mean by themselves.

b. Pragmatics is the study of contextual meaning

In saying something, people also consider to whom they are talking to, where, when, and under what circumstances. It is because a particular context may influence what is said by the speaker.

c. Pragmatics is the study of how more gets communicated than what it said.

In other words, pragmatics is the study of 'invisible meaning'; it explores how a great deal of what is unsaid is recognized as part of what is communicated.

d. Pragmatics is the study of expression of relative distance

People will not say anything to anyone whom they don't recognize well. Hence, closeness whether it physical, social or conceptual, implies shared experience.

Based on some of the above opinion, it can be affirmed that pragmatics is the branch of science that studies the structure of language externally language which is related to how the language unit used in communication. Pragmatics basically investigate what is the meaning behind the speech related to the context encapsulating than the language, so that the basis of the understanding of the pragmatics is the relationship between the language of the context.

2. Politeness

In case of communication, everyone wants to be understood and not to be disturbed by others. Moreover, he or she does not want to lose his face while communicating. Loosing face means the notions of being embarrassed, humiliated, or disappointed. That is why face is something that is emotionally invested, maintained, enhanced, and constantly attended and important in an interaction.

According to Yule, in an interaction, politeness can be defined as the means employed to show awareness of another person's face (1996: 60). Furthermore, politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing potential conflict and confrontation inherent in all human interchange. Milles states that politeness is the expression of the speaker's intention to mitigate the face threats carried by certain face threatening act toward another (2003: 60).Brown & Levinson (1987:62) clarify that politeness is oneimportant

issue in speech acts because it is regarded as a universal phenomenon in language use. According Brown and Levinson (1987) face has two aspects namely positive and 'negative'.

a. Negative face

Negative face is the desire to have freedom of action, freedom of imposition, not to be impeded by others.

b. Positive face

Positive face is the need to be appreciated, to be treated as the member of the same group, and to know that his or her wants are shared by others. In simple terms, negative face is the need to be independent while positive face is the need to be connected.

Based on some explanation above, it can be concluded that politeness is a cultural language product which is produced by society which influences their perception about good or bad, polite or impolite when using language in certain situations. There are two kinds of face: first is negative face and the second is positive face.

3. Politeness Strategy

According to Brown and Levinson, politeness strategies are developed in order to save the hearer's face. Face refers to the respect that an individual has for him or herself, and maintaining the 'self-esteem' in public or in private situations.

Brown and Levinson (1987) outline four main types of politeness strategies including bald on-record, positive politeness, negative politeness and off-record (indirect). The main idea is realizing various strategies used by various people in their interactional behavior to satisfy specific wants of face. The types of politeness strategies by Brown and Levinson are schematized as follow:

a. Bald On-Record Strategies

Bald on-Record strategies provides no effort by the speakers to minimize the impact of the FTA's. The speakers usually shock the hearers, embarrass them, or make them feel a bit uncomfortable. The primer reason for bald on-record is whenever S wants to do the FTA with maximum efficiency more than he wants to satisfy H's face. However, this type of strategy is commonly found with people who know each other very well, and very comfortable in their environment such as close and family.

According to Brown and Levinson (1987), there are different kinds of bald on-record usage in different circumstances because speakers may have different motives for his want to do FTA for maximum efficiency. Hence, they divided bald on-record strategy into two classes:

1) Cases of non-minimization of the threat

The condition in which maximum efficiency is very important, and both S and H mutually know this, no face redress is needed. For example: "*Help!*"(Emergency condition)

The condition in which S provide metaphorical urgency for emphasis. It explains why orders and entreaties which have inverted assumptions about the relative status of S and H, both seem to occur in many languages with the same superficial syntax, namely imperative. For example: "*Send me a post card*" or "*Don't forget us!*"

This situation in which S speaks as if imploring H to care for S, thereby, stressing his high valuation of H's friendship. There is a task-oriented interaction in which face redresses may be relevant, as in: "*Lend me a hand here!*"

The situation in which S's want to satisfy H's face is small, because S is powerful and not fear retaliation or non-cooperation from H, or S wants to be rude, or doesn't about maintaining face, usually in teasing and joking. For example: "*Cry, get angry*" (teasing).

The condition in which S conveys that he cares about H. it can happened in sympathetic or warning. For example: "*Careful! He is a dangerous man*"

The situation in which S grants permission for something that H has requested. For example: *“Yes, you may go!”*

2) Cases of FTA-oriented bald on-record usage

In this circumstance, it is polite for S to reduce H’s anxieties by preemptively inviting H to impinge on S’s preserve that include: Welcoming, in this situation S insist that H may transgress. For example: *“Come in, don’t hesitate, I’m not busy”*.

In this case, S will not say *“Come in”* to person who are clearly more important than him. This invitation belongs to bald on-record because there is no other face want is affected, the lighter the invitation, the more polite it is.

Greeting and farewell, in this condition S insists that H may impose on S’s negative face. For example: *“Don’t bother, I’ll clean it up / leave it to me”*

b. Positive Politeness strategy

Brown and Levinson (1987) states that the positive politeness is approached-based, try to show that S wants what H’s wants (share H’s positive face wants) i.e. that they are “the same” in some ways, or that S like H in order to have H’s positive face.

Holmes suggests that positive politeness emphasized shared attitudes and value. For instance, when the boss ask to his employee, who is subordinate people, to use first name (FN) to him, this is a

positive politeness, expressing solidarity and minimizing status difference. Beside that, the positive politeness is a face saving acts which is concerned with the person's positive face which tends to show the solidarity, emphasize that both speakers and hearer want the same thing, and they are have a common goal (Yule, 1996: 62). Brown and Levinson (1987) divide positive politeness strategies into 15 strategies. They are:

1) Strategy 1: Notice, attend to H (his interests, wants, needs, goods)

The strategy suggest that S should take notice of aspects of H's condition (anything which looks as through H would wants S to notice and approve of it) (Brown and Levinson, 1987: 103)

Example: "Goodness, you cut your hair! By the way, I came to borrow some flour".

2) Strategy 2: Exaggerate (interest, approval, sympathy with H)

This strategy is often done with exaggerated intonation, stress, and other aspects of prosodies, as well as intensifying modifiers (Brown and Levinson, 1987: 104). Below is the example when a woman describes the disreputable appearance of her drunken husband.

Example: "He looked as if he was still drunk; he looked incredibly dirty, really uncombed hair, really crooked clothes, really his belt half-tied!"

3) Strategy 3: Intensify interest to H

The speaker may intensify the interest of his own contribution, by making a good story and drawing the hearer as a participant into the conversation with direct questions and expression like you know. (Brown and Levinson, 1987: 106).

Another way for S to communicate to H that he shares his wants is to intensify the interest of S's own contributions to the conversation by making 'good story'.

4) Strategy 4: Use in-group identity marker

The strategy uses any of the uses any of the innumerable ways to convey in-group membership. The speaker can implicitly claim the common ground with the hearer that is carried by that definition of the group. In other words, this strategy is done by using innumerable address forms to indicate that S and H belong to some set of persons who share specific wants. This strategy also includes in-group usages of address forms, use of in-group language or dialect, and use of jargon or slang, and of ellipsis (Brown and Levinson, 1987: 107).

5) Strategy 5: Seek agreement

Another way to save positive face of H to seek ways in which it is possible to agree with him. Seek agreement may be stressed by raising weather topics and repeating what the preceding speaker has said in a conversation.

Example:

A: "John went to London this weekend!"

B: "To London!"

6) Strategy 6: Avoid disagreement

The desire to agree or appear to agree with H leads to mechanism for pretending to agree. Using this strategy, speakers may go in twisting their utterances to agree or to hide disagreement.

7) Strategy 7: Presuppose/raise/assert common ground

The strategy is widely used by the speakers as a way to indicate that S knows H's wants, tastes, habits, etc. And thus partially to redress the imposition of FTAs

Example: "Don't you think it's marvelous?"

8) Strategy 8: Joke

Jokes are based on mutual shared background knowledge and values that they redefine the size of FTA. The speaker may joke in order to minimize an FTA of requesting. Jokes are also used as a basic positive politeness technique for putting the hearer at ease, for example in responses to a faux pass of hearer's.

9) Strategy 9: Assert S's knowledge of and concern for H's wants

This strategy is done by asserting knowledge of H's wants and willingness to fit one's own wants in with them.

For example: "I know you love roses but the florist didn't have any more, so I brought you geraniums instead."

10) Strategy 10: Offer, promise

This strategy is done to redress the potential threat of some FTAs. Speaker may claim that whatever H wants, S wants for him and will help to obtain.

11) Strategy 11: Be Optimistic

This strategy is done by asserting or implying knowledge of hearer's wants and willingness to fit one's own wants with them (Brown and Levinson, 1987: 125). This strategy assumes that H will cooperate with S because it will be in their mutual shared interest. For example, a wife said to her husband before appearing in public: "What a minute, you haven't brushed your hair!"

12) Strategy 12: Include both S and H in the activity

This is done by using an inclusive 'we' form, when S really means 'you' or 'me'.

For example: when she is asked if she has any chocolate gingers, a sweet-shop lady said: "Let's just go into the back room and see if we have any." Then she trundle back alone.

13) Strategy 13: Give (or ask for) reasons\

Another aspect of including H in the activity is demanding reasons 'why not' and assuming that H has no good reasons why can't help.

Example: "Why didn't you do the dishes?"

14) Strategy 14: Assume or assert reciprocity

The strategy is done by giving evidence of reciprocal rights or obligations obtaining between S and H

example: "I washed the dishes yesterday so you do that for me today"

15) Strategy 15: Give gifts to H (sympathy, understanding, cooperation)

To satisfy H's positive face, S may do this classic strategy. This is to give gift not only tangible gifts but human-relation wants such to be liked, to be admired.

Example: "You're such a good girl. Would you help me move these books?"

c. Negative Politeness Strategy

This strategy is negative politeness, which presumes that the speaker will be imposing the hearer. The potential for awkwardness is greater than in bald on strategy and positive strategy. Negative face is the desire to have freedom of action.

Brown and Levinson (1987) assert that negative politeness strategy is redressive action addressed to the addressee's negative face: his wants to have his freedom of action unhindered and his attention unimpeded. Unlike positive politeness which is free ranging, negative politeness is specific and focused; it performs the function of

minimizing the particular imposition that the FTA unavoidably effects. Brown and Levinson (1987) also classify negative politeness strategy into 10 strategies:

1) Strategy 1: Be conventionally indirect

The strategy is conducted by using phrases and sentences that have contextually unambiguous meanings that are different from their literal meaning. When a speaker is doing calculus homework and needs help for instance, he says to a friend "Can you do advanced calculus?"

2) Strategy 2: Question, hedge

A hedge makes the membership of a noun phrase in a set that it is partial or true only in certain respects and more complete than might be expected. Hedge may be functioned to soften command and turn it into a polite suggestion

Example: "Come (if you like) for a walk"

3) Strategy 3: Be Pessimistic

This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for appropriateness of S's speech act obtain.

For Example: "Perhaps you'd care for a lift."

4) Strategy 4: Minimize the imposition

One way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great, though it is. For example if speaker wants to ask some papers he may say: "I just want to ask you if you could lend me a single sheet of paper."

5) Strategy 5: Give deference

There are two sides of deference realization: one in which S humbles and abases himself and another where S raises H (pays him positive face/satisfies H's want to be treated as superior)

For example: "I don't think you ought to do that, Mr. President"

6) Strategy 6: Apologize

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative face and thereby redress that impingement.

For example: "I hesitate to trouble you, but..."

7) Strategy 7: Impersonalize S and H

Other way of indicating that S doesn't want to impinge on H is to phrase the FTA as if the agent were other than S, or not S alone at least, and the addressee were other than H, or only inclusive of H.

For example: "I got delayed. I'm sorry"

8) Strategy 8: State the FTA as a general rule

One way of dissociating S and H from particular imposition FTA is to state the FTA as an instance of some general social in the rule, regulation, or obligation.

Example: The United States expresses regrets over the occurrence of the incident.

9) Strategy 9: Nominalize

The more nouns are used in an expression, the more removed an actor from doing or being something and the less dangerous an FTA seems to be.

For example: "An urgent request is made for your cooperation" is better than "We urgently request your cooperation"

10) Strategy 10: Go on record as incurring a debt or as not incurring II

The strategy is done by claiming S's indebtedness to H or by disclaiming any indebtedness of H, so that S can redress an FTA.

Example: "I could easily do it for you"

d. Off Record Strategy

Off record has the main purpose of taking some pressures off the hearer. In this case, the speaker performs an act in a vague manner that could be interpreted by the hearer as some other acts. Such an off record utterance usually uses indirect language that constructs more general utterance or actually different from what one means. Therefore, the

interpretation of the utterance greatly depends on the existence of contexts that frames up the utterance.

Brown and Levinson (1987) have also explained some classes that lie on off record strategy they are as follows:

1) Strategy 1: Give hints

The strategy is done by giving hints; that S invites H to search for interpretation of the possible relevance. Generally, hints consist in raising issue of certain desired act by stating motives or reasons for doing that act.

For example: "This soup's a bit bland"

2) Strategy 2: Give association clues

The strategy is conducted by mentioning something associated with the act required of H either by precedent in S-H's experience or by mutual knowledge irrespective of their interaction experience

For example when someone needs a ride to a market, she says "Are you going to market tomorrow? ...There's market tomorrow, I suppose"

3) Strategy 3: Presuppose

This strategy is done through an utterance which relevant in context and invites H to search for an interpretation of the possible relevance just at the level of its presuppositions

For example: when someone implicates a requestive on his friend responsibility to wash the car, he says "I washed the car again today"

4) Strategy 4: Understate

To express understatements, S says less than is required and as result generates implicatures

For example: when someone doesn't really like a friend's new haircut, she just says "It's pretty nice".

5) Strategy 5: Overstate

The strategy is done by saying more than is necessary, or by exaggerating or choosing a point on scale which is higher than the actual state of affair

For example: "I tried to call a hundred times, but there was never any answer"

6) Strategy 6: Use tautologies

Using the strategy tautology means S encourages H to look for an informative interpretation of the non-informative utterance.

For example: "You're men, why don't you do something about it?"

7) Strategy 7: Use contradictions

The strategy is done by stating two contradict things. By doing so, S makes it appear that he cannot be telling the truth, thus encourage

H to look for an interpretation that reconciles the two contradictory propositions.

For example:

A: Are you upset about that?

B: Well, I am and I'm not.

8) Strategy 8: Be ironic

To be ironic means by saying the opposite of what S means. Though that way, S can indirectly convey his intended meaning, if there are clues (prosodic, kinesics, or textual) which relevant to the context. For instance: when a man and his guest passing through a slum area for instance he said "Lovely neighborhood, eh."

9) Strategy 9: Use metaphor

The use of metaphor is usually on record, but there is possibility that the connotations of the metaphor uttered by S may be off record.

For example when someone says "Harry's a real fish" which means Harry drinks like a fish.

10) Strategy 10: Use rhetorical questions

The use of this strategy is by raising questions that leave their answers hanging in the air or implicated to do FTAs.

For example: "How many times do I have to tell you?"

11) Strategy 11: Be ambiguous

The term "ambiguity includes the ambiguity between the literal meaning of an utterance and any possible implicatures inside

For example: "John's a pretty smooth cookie" can be intended as compliment or insult, depending on which the connotations of smooth are latched on to.

12) Strategy 12: Be vague

This strategy is conducted by being vague about who the object of the FTA is or what the offence is. As requestive for instance, S says "Looks like someone may have had too much drink

13) Strategy 13: Over-generalize

This strategy is done by saying utterance that may leave the object vaguely off record, and then H has the choice of deciding whether the general rule applies to him. For example: "Mature people sometimes help do the dishes"

14) Strategy 14: Displace H

S may go off record as by pretending to address the FTA to someone whom it wouldn't threaten, and hope that the real target will see that the FTA is aimed at him. One case happens when a secretary in an office asks another to pass stapler, in situation where a professor is much nearer than the other secretary. In this case, H's face is not threatened and he can choose to do it or not.

15) Strategy 15: Be incomplete, use ellipsis

The strategy is done by leaving the implicature 'hanging in the air' without rhetorical question.

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

4. Context

Context plays a significant role in pragmatics because it determines the interpretation of the utterances delivered by the speaker. The interpretation of the utterances will be different if the context had been slightly different. Yule (1996:21), views context as the physical environment in which a referring expression is used. Similarly, Cutting (2002:2), states that context refers to the knowledge of physical and social world, and the socio, psychological factors influencing communication as well as the knowledge of the time and place in which the words are uttered or written. Meanwhile, Mey (1993:39), argues that the context is more than just a matter of reference and understanding what thing are about; it gives a deeper meaning to utterances. For an instance:

“ It’s a long time since we visited your mother. ”

The utterance has an entirely different meaning when it is uttered at the coffee table in a married couple’s living room than the same utterance uttered by a husband to his wife when they are attending the local zoo.

The researcher will use context in the teaching and learning process in the classroom when the teacher teaches about simple past tense and present perfect tense material. From the explanation by Mey this context is what the teacher's speech when teach about simple past tense and present perfect tense in the class. From observation the researcher found many examples from context, here the researcher gives one the example is in the classroom like below:

“ We have to get up earlier”

The utterance has an entirely different meaning when it is utterance at the classroom between students and teacher to suggest the student in order to not late go to school again than the same utterance uttered by a husband to his wife and his son when they are will go to a place in the morning.

Thus, it is clear that context is very essential in assigning a proper value to such phenomena such as presupposition, implicature as well as dealing with other issues in pragmatics.

4. Curriculum

a. Definition of Curriculum

There are many kinds of definition of curriculum according to the experts. According to Mehay (2011: 4) curriculum is considered to be a broader term used in a institution to cover politics, plans, teaching,

learning items, materials, equipments, logistics everything. The first view of curriculum shows a concern with objectives and content.

According to Olivia (1992: 21) identifies curriculum as “a plan or program for the learning experiences that the learner encounters under the direction of the school”. Sukmadinata (2006: 38) stated, curriculum is used as education plan that have central position in all of education activity, created sure the process of implementation and the result of education. It is the content pupils are expected to learn. After looking from the experts’ definition, the researcher conclude that curriculum is a planning about learning that has roles in the process of learning and the result of learning.

Curriculum that used by MAN 2 Boyolali is Curriculum 2013. Therefore all of programs and sets of equipments used the role of curriculum 2013.

b. Definition of Curriculum 2013

Law No. 20 on 2003 in National Education System states that the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. Based on such understanding, there are two dimensions of the curriculum; the first is the plan and setting the objectives, content and learning materials, while the second is the means used for learning

activities. Curriculum 2013, which enforced starting the academic year 2013/2014, meets both these dimensions.

c. Characteristics of Curriculum 2013

Mulyasa (2014: 99) implementation in curriculum 2013 is the actualization of curriculum in learning and the establishment of the competence and character of the learners. It demands the liveliness of the teacher in creating and growing a variety of activities in accordance with the plans that have been added. Saylor (1981 in Mulyasa 2014: 99) stated that instruction is thus the implementation of curriculum plan, usually, but not necessarily, involving teaching in the sense of student, teacher interaction in an educational setting. Law No.20 on 2003 in National Education System states that curriculum 2013 is designed with the following characteristics

- 1) Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- 2) The school is part of a community that provides a planned learning experience where learners apply what is learned in school into the community and take advantage of the community as a learning resource;
- 3) Develop the attitudes, knowledge, and skills and apply them in various situations in schools and communities;

- 4) Giving them enough time freely to develop the attitudes, knowledge, and skill;
- 5) The competence is expressed in the form of class core competencies specified further in basic competencies subject;
- 6) The class core competence becomes an element of organizing (organizing elements) basic competence, in which all the basic competencies and learning processes developed to achieve competence stated in core competencies;
- 7) The basic competence is developed based on the principle of cumulative, mutually reinforcing (reinforced) and enrichment (enriched) among subjects and education level (horizontal and vertical organizations).

d. The Excellences of Curriculum 2013

The expected objective of the implementation of curriculum 2013 is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences.

First, curriculum 2013 uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potential of each.

Second, curriculum 2013 is competency and character based curriculum, so it may underlie the development of the other capacities in

various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

Third, many fields of study related to the development of skills which are more appropriate to use the competency approach.

e. The Implementation of Learning Based on Curriculum 2013

1) Teaching and Learning in Curriculum 2013 with The Material of Explanation Text

The learning's implementation includes the opening, core and closing activity. The implementations of learning based on curriculum 2013 are as follows with the material of narrative text.

a) Opening

The first activity in the teaching and learning process based on curriculum 2013 is opening. In this activity the learning aimed is generating, motivation and focusing the attention of students to actively participate in the learning process. The teacher asks questions that concerned to the previous knowledge to the material of narrative. The teacher explains the objectives of learning or based competencies that will be achieved. After that, the teacher delivers the material and explain the activity of teaching learning process.

b) Main Activity

The main activity consist of the transfer information, discussing the material, exchange opinion or solving problems together. Majid (2014: 4-5) explains that the implementation of learning consist of five basic learning experiences, they are:

(1) Observing

Observing is designed to make the learning related to the context of real situation that students will find in their daily life. The teacher give example of narrative text in text and picture about Legend, Myth, etc. and the students observe the material about narrative text that would be learned. The teacher read the text and the students repeat after the teacher and try to find the main idea and the detail information about the text.

(2) Questioning

Questioning is done as a process to build students' knowledge in the form of concept, principles, procedures, rules and theories, and also metacognitive. The teacher answer the student's question about narrative text, so the students learn well about narrative text. The teacher also answer the student's question about the different between narrative and recount text.

(3) Experimenting

Experimenting is conducted to train the students' ability through the activity like simulation, role play and other structured activity. Teacher asked students to make a groups and then read the narrative text with good pronounciation. Students find main idea and detail information.

(4) Associating

Associating is done to build students critical thinking and scientific approach. The teacher asked students to analyze, identify and categorize the narrative text. And teacher give feedback to the students paper.

(5) Communicating

Communicating is the activity to convey the result of conceptualization in form of spoken or written through demonstrating, writing explaining, editing friend's work, publish the work in the wall magazine, school blog, learning journal, etc. the student ask to make narrative text in group by give intent to the social function, structure and language features. They presentation their narrative text in front of the class, each group correct the others group

when they are find the mistake. The students make their evaluation by make narrative text.

c) Closing

The teacher and students conduct an evaluation of the learning process that has been done. The evaluation is to reflect whether the objectives of the teaching and learning process about narrative text can be achieved or not. They also give feedback and outcomes. The follow-up activities in an assignment for individual or group. The last is inform the students about material that will be study for the next meeting.

2) Teaching and Learning in Curriculum 2013 with The Material of Explanation Text

a) Opening

Opening is the first activity in the teaching and learning process based on K.13. the opening activity in a learning aimed at generating, motivation and focusing the attention of students to actively participate in the learning process. The teacher asks questions that connected to the previous experience or knowledge to the material of narrative text. After that, the teacher explains the objectives of learning or based competencies that will be achieved. In the last step of opening

activity is delivers the material attention and explain the activity of teaching learning process based on the syllabus.

b) Main Activities

The main activities of learning consists of the transfer information, discussing the material based the information which got by students, exchange opinion or solving problems together. Majid (2014: 4-5) explains that the implementation of learning consists of five basic learning experiences, they are:

(1) Observing

This stage the teacher give example of narrative text about legend, and the students' observe the material about narrative text that would be learned. The students try to find the main idea and the detail information about the text.

(2) Questioning

The students are able to improve and develop the domain of attitude, skill, and knowledge due to the teacher inspires the learners to do that. The teacher guides students to learn well about narrative text by answer the questions of the students. The teacher also encourages his or her care to be a good listener and learner by did that acts and answer the student's question about the different between

narrative text in Indonesia and English language, main idea, detail information and specific information about narrative text.

(3) Experimenting

This method is applied to develop various aspects of the objectives of learning with the material narrative text. The development skills, attitudes, and knowledge of students in the intention of this method. The teacher asks students to find another example of legend text from another source, and asks them to find the main idea, detail information and specific information about it. The teacher gives an incomplete text of narrative legend and asks them to fill it by appropriate words. The teacher asks them in a group to write/rewrite simple narrative text legend by taking note of social function, structurally and the common sense elements.

(4) Associating

Scientific approach within teaching learning process is adopted in K.13 to illustrate that teacher and learners are active actors. In some situations, the students require more active than the teacher to explore the material about narrative text. In this section, teacher asks to analyze the

narrative text about legend with give attention in to the structure text and structure of the language. The students will get the feedback from the teacher and other students for the analysis that conveyed in the front of class.

(5) Communicating

In the last stage of core activity is communicating. In this stage, learners convey the results of conceptualization narrative text in oral, written, sketch, diagram, or graphics to others (the teacher and other students). The students convey the information of narrative text in group by give intent to the social function, structure and language. They retell the narrative text in front of the class and asked to correct also the narrative text from another group when there is find the mistake. The teacher will ask them into make clipping about narrative text. The student make their evaluation by make narrative text in learning journal sheets.

c) Closing

In this activity, the teacher and students conduct an evaluation of the learning process that has been done. The result of an evaluation is gained to reflect whether the objectives of the teaching and learning process about

narrative text can be achieved or not. This stage also provides feedback and outcomes, then continue by follow-up activities in an assignment for individual or group, and the last is to inform the material to be studied for the next meeting.

B. Previous Study

Several studies were conducted by some expert about politeness strategies. Moreover the researcher took some previous study as the guideline and to give foundation and support for this research.

The first research related with this study is *Speech Acts and Politeness Strategies in an EFL Classroom in Georgia* (Tinatin Kurdghelashvili, Ivane Javakhishvili Tbilisi State University, Georgia 2015). The paper deals with the usage of speech acts and politeness strategies in an EFL classroom in Georgia. In explore the students' and teachers' practice of the politeness strategies and the speech acts of apology, thanking, request, compliment/encourage, command, agreeing/disagreeing, addressing and code switching. The research method includes observation as well as a questionnaire. The target group involves the students from Georgian public schools and two certified, experienced local English teachers. The analysis is based on Searle's speech acts theory and Brown and Levinson's politeness strategies. The findings show that the students have certain knowledge regarding politeness yet they fail to apply them in English

communication. In addition, most of the speech acts from the classroom interaction are used by the teachers and not the students. Thereby, it is suggested that teachers should cultivate the students' communicative competence and attempt to give them opportunities to practice more English speech act than they do today.

The second research is *Male and Female Lecturers' Politeness Strategies in EFL Classroom* in 2018 by Novianti Arif, Iskandar, A. Muliati, and Andi Anto Patak a lecturer of Universitas Negeri Makassar. The study deals with the usage of politeness strategies used by male and female lecturer in EFL classroom based on the theory of Brown and Levinson. This research applied the descriptive qualitative research design to describe the phenomena of politeness strategy. The subject of this research were two English lecturers and fifteen university students.

The observation was conducted three meetings for every lecturer by using audio recorder and field notes. The audio recorder was used to record lecturers' utterances in the teaching and learning process. The field notes were used to obtain more accurate data. The result of this research showed that male and female lecturers used four types of politeness strategies namely bald on-record, positive politeness, negative politeness and off-record. Furthermore, the students perceived that male and female lecturer was polite. The students perceived that the male lecturer was more formal while the female lecturer was friendly.

The third research is *An Analysis Of Politeness Strategy Employed By The Characters In The Movie Entitled “Big Fish” (A Pragmatic Study)* in 2010 by Anggita Sari Primardhani a student of Sebelas Maret University. The objective of the research is to find the politeness strategies in relation to Brown and Levinson politeness strategy in a film written by John August. It is a descriptive qualitative study. The study found 26 data which content of positive politeness strategies.

The fourth previous study is conducted by Putu Yoga (2014) from Ganesha University of Education entitle *Politeness in EFL Classroom Interactions and its Implications Toward EFL Teaching-Learning in SMP Negeri 2 Tabanan in Academic Year 2013/2014*. The study aimed analyzing the kinds of politeness strategies which used by the grade eight EFL teacher and students of SMP Negeri 2 Tabanan. The study also analyzed the kinds of instructional function implied in the politeness strategies and also investigating implication of politeness strategies. The design of the research is qualitative research. The study used observation to collect the data.

Table 2.1 The Differences Previous Study and This Research

No.	Title	The differences
1.	<i>Speech Acts and Politeness Strategies in an EFL Classroom in Georgia</i>	The difference is the study not only analyzing the politeness strategy but also analyzed the speech acts.

2.	<i>Male and Female Lecturers' Politeness Strategies in EFL Classroom</i>	The difference is the subject of the study, in this study the subject is male and female lecturer (based on the gender).
3.	<i>An Analysis Of Politeness Strategy Employed By The Characters In The Movie Entitled "Big Fish" (A Pragmatic Study)</i>	The difference is the study just focus on one types of politeness strategy that is positive politeness strategy.
4.	<i>Politeness in EFL Classroom Interactions and its Implications Toward EFL Teaching-Learning in SMP Negeri 2 Tabanan in Academic Year 2013/2014</i>	The difference is on the aim of the study. This previous study not only analyzing the kinds of politeness strategies but also analyzed the kinds of instructional function implied in the politeness strategies and also investigating implication of politeness strategies.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a planning to do a research. It means necessary for the management of the entire research endeavor. This research used descriptive qualitative research. Tohirin (2012:3) state that qualitative research is a research to comprehend phenomena which is experienced by the subject of research e.g. behavior, perception, motivation, action and the other. In study of education, qualitative research is done to comprehend various phenomena of educator behavior and students in teaching learning process. Moreover, Bodgan and Taylor in Moleong (2008) states that a qualitative research is a research which presents descriptive data in the form of written and oral words of human behavior that can be observed.

Those reason explain clearly why this research belongs to the descriptive qualitative research for this research focuses on the explanation of politeness strategies used by the teacher in classroom interaction to deliver the instruction for the students and the students response.

B. Place and Time of the Research

1. Place of the research

The research was conducted at first science tenth grade, first science eleventh grade and second social eleventh grade class of MAN 2 Boyolali.

2. Time of the research

The research was started from August 2018 until May 2019. It was conducted to know teacher's utterances in politeness strategy. The researcher did pre-observation on August 2018 when she did internship at MAN 2 Boyolali. The researcher observed the English teachers, there were 3 teachers. The researcher observed three times in every teacher. The first teacher observed on April, 22nd, 26th and 29th 2019. The second teacher observed on April, 23rd, 25th, 30th 2019. The third teacher observed on April 24th, 26th and May, 1st 2019. Schedule planning of research will be as follows:

Table. 3.1 Time of the Research

No	Activity	Month							
		Aug	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Doing observation								

2	Designing and Consulting the thesis proposal								
3	Joining thesis proposal seminar								
4	Collecting the data								
5	Analyzing the data								
6	Consulting and writing the research report								
7	Doing thesis examination								

C. Data and Source of Data

1. Data

It is stated in Sutopo (2002:47) that qualitative research emphasizes inductive analysis in which the data are occupied as the basic modal of understanding not as an instrument to prove. It means that the data have a

significant role for the research. The term data here refer to a collection of information. In the qualitative research, the data may appear in the form of discourse, sentence, clause, or even morpheme (Subroto, 1992 in Yuliana 2014: 40).

The data used in this research are all utterance containing politeness strategies used by English teachers in teaching learning process at the tenth grade in narrative text material and eleventh grade in explanation text material at MAN 2 Boyolali.

2. Source of Data

Arikunto (1983: 102) stated that research data sources are the subjects where the data are collected. The source of data of this research is taken from the English teaching learning process of tenth and eleventh grade students in MAN 2 Boyolali in academic year 2018/2019.

The researcher used video recorder to take a recording during the lesson from opening until closing activity. The researcher recorded three meeting at Miss Nita Ariyani S.Pd at first science tenth grade in narrative textmaterial, Miss Rining Pangastuti, S.Pd.I at first science eleventh grade at explanation text material and Mr. Mujiyanto, M.Pd at second social eleventh grade at explanation text material.

D. Subject of the Research

Subject is people who gave data or information that needed in a research. The researcher focused on revealing the used of politeness strategies by English teachers on teaching learning process at MAN 2 Boyolali. The researcher took Miss Nita Ariyani, S.Pd, Miss Rining Pangastuti, S.Pd.I and Mr. Mujiyanto, M.Pdas the subject of the research. The object of this research was English teachers utterances on teaching learning process.

E. Technique of Collecting Data

The researcher used the descriptive method in this research, so in conducting this research the researcher did some ways to collect data, such as doing observation and video recording.

1. Observation

According to Gay and Mills (2012: 381-382), observation is watching the participants with emphasis to understand the natural environment as lived by them, without altering or manipulating, in observational study; the current status of phenomena is determined not by asking but by observing. By observing the classes, the researcher obtained much more objectives information.

This technique used to investigate the use of politeness strategies by teacher and students in English class. The observation will conduct nine times by observing the utterance used by teacher and students during

English learning process. The researcher records on what teachers say on teaching process in the classes regarding to the used of positive politeness by the teachers. The observation conducted at MAN 2 Boyolali, in first science tenth grade in narrative text material, first science eleventh grade and second social eleventh grade in explanation text material.

2. Video Recording

In gaining the natural interaction between teacher and students in the classroom, the researcher used video recording as a technique. The researcher considered this technique as a valuable source of accurate information on pattern of turn-taking, in this case, teacher-student interaction. The reason of using this technique is in line with Carey (2012:2) who said video provides a fine-grained multimodal record of an event detailing gaze, expression, body posture, and gesture. It is a sharable, malleable digital record in which all modes are recorded sequentially. It is arguable that just as the audio recorder gave linguists new kinds of access to speech and voice, which in turn supported and demanded the development of linguistic theories and methods as well as entire sub-disciplines (e.g. phonetics), video recording has enabled the expansion of the repertoire of researchers. Videotaping will conduct three times.

3. Transcribing

After finishing the recording, the researcher transcribing the video. In the transcribing the data, the researcher used some strategies from Burns

(Nurhasanah 2013), such as keeping transcription as simple as possible, labeling the speaker using letters, numbering the lines or clauses and inserting contextual information to explain essential aspect. Moreover, the researcher labeled each utterance with “T” and “S”. T refers to expressed by teacher, and S refers to those from the students.

F. The Data Coding

After the researcher does several steps in collecting data, the last step is codifying the data. The data coding is to simply the data classification and data analysis. The data coding as follows:

1. The researcher gave capital letter T. For the explanation, T was the teacher. There were T-1 as first teacher, T-2 as second teacher and T-3 as third teacher.
2. The researcher gave capital letter M. For the explanation, M was the meeting. There were M-1 is first meeting, M-2 is second meeting and M-3 is third meeting.
3. The alphabetic capital letters used to classify politeness strategies.
 - a. These written below: The form of politeness used by teacher and students as follows: bald on record (BOR), positive politeness (PP), negative politeness (NP) off record (OR).
 - b. The form of bald on record strategies used by teacher and students as follows: cases of non-minimization of the threat (NM), cases of FTA-oriented bald on record usage (OB).

- c. The form of positive politeness strategies used by teacher and students as follows: Notice or attend to hearer (NATH), Exaggerate (EX), Intensify interest to hearer (IH), Use in-group identity markers(IM), Seek agreement (SA), Avoid disagreement (AD), Presuppose/ raise/ assert common ground (PR). Joke (JK), Assert S's knowledge of H's wants and willingness (AK), Offer and promise (OP), Be optimistic (B0), Include both S and H in the activity (SH), Give or ask reason (GR), Assume or assert reciprocity (AR), Give gifts to H (GG).
- d. The form of negative politeness strategies used by teacher and students as follows: Be conventionally indirect (CI), Question and hedge (QH), Be pessimistic (BP), Minimize the imposition (MI) Give deference (GD), Apologize (AP), Impersonalize Speaker and Hearer (IM), State the FTA as general rule (GR), Nominalize (NO), Go on record as incurring debt or as not indebting H (ID)
- e. The form of Off record strategies used by teacher and students as follows: Give hints (GH), Give association clues (GA), Presuppose (PS), Understate (UD), Overstate (OV), Use tautologies (UT), Use contradictions (UC), Be Ironic (BI), Use metaphor (UM), Use rhetorical questions (RQ), Be ambiguous (BA). Be vague (BV), Over-generalize (OG), Displace hearer (DH), Be incomplete or use elipsis (IN).

Giving a code to each data, it becomes easier to be classified. We can take a look at the example bellow:

NO.	Code	Utterance/Data	Situation/Context	Politeness Strategy				Indication
				BOR	PP	NP	OR	
Opening								
1.	T-1/M-1/01/PP/EX	T : How are you today?	The teacher asked her students' condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)

G. Trustworthiness

The data which found toward qualitative research had to be cross checked in order that the researcher gets an appropriate data, being the result of this study are credibility, transferability, dependability and confirm- ability. Triangulation is one of trustworthiness techniques.

William Wiersma (in Sugiyono, 2010:327) stated that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure. Denzin (in Tohirin, 2012:73) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four forms of triangulation:

1. Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered.

2. Investigator triangulation, which refers to the use of more than one researcher in the field to gather and interpret data.
3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.
4. Methodological triangulation, which refers to the use of more than one option to gather data, such as interviews, observations and documents.

In this study, the researcher used methodological triangulation. The researcher combined two techniques of collecting data namely observation and documentation to get deepening and widening data

In addition, the researcher also applied investigator triangulation, the researcher check the data obtained from observation to expert. The researcher as first classified the data of politeness strategies obtained from the observation based on her view and there were any data that wrong. Then she consults it to the expert of pragmatic study, but still found the wrong data. Then the researcher discussed with her friends, Tyas and Moza to found the answer of the wrong data. The researcher carried out this process to get the data validation.

H. Technique of Analyzing Data

Miles and Huberman (1994: 12) explain three methods of data analysis. Those three types of data analysis can be explained as follows:

1. Data Reduction

According to Miles and Huberman (1994: 12), “*data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up fields notes or transcriptions*”. They further point out that the data reduction or data condensation process is varied in several ways, such as through selection, summary or paraphrase and being subsume in larger pattern. After collecting the data, the researcher continued the study by selecting and simplifying the data.

2. Data Display

The next point of data analysis is data display. After collect and reduce the data, the researcher analyzed the politeness strategies by using Brown and Levinson’s politeness strategy theory. Then the researcher displays the amassed data in organized and compressed information that will leads to conclusion. The forms of qualitative data display include types of matrices, graphs, charts, or networks. The function of these types of data display is to perform accessible, compact and organized information of the data.

3. Conclusion drawing and verification

After the data displayed in a form of table, then the researcher would able to interpret it and reach conclusions and verifications. Derived from the data displayed in tables, the next step conducted by the researcher is describing and interpreting the data so that the conclusions and verifications

of the use of politeness strategies by English teacher and students can be drawn.

In short, the steps in analyzing the data are: (1) the researcher collect the data through observation and video recording. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem; (2) after selecting the data, the researcher displays those data into table form; (3) after displaying the data, the conclusion is drawn.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into two sub chapters, namely research finding and discussion. The research finding presents the result of the data analysis of the types of politeness strategies used by English teachers on teaching learning process at MAN 2 Boyolali in academic year 2018/2019. Meanwhile, the discussion section provides the deep and detailed description of the data findings.

A. Research Finding

These data findings were related to the types of politeness strategies used by English teachers on teaching learning process at MAN 2 Boyolali. Brown and Levinson classify politeness strategies into four categories, i.e. bald on record,

positive politeness, negative politeness, and off record. Based on the observation on April 2019 about the use of politeness strategies by English teacher on teaching learning process at MAN 2 Boyolali, the researcher found types of politeness strategies applied by English teachers according to Brown and Levinson theory. The researcher found 111 utterances of three English teachers that classified in to Brown and Levinson's politeness strategies in teaching learning process.

The researcher did observation of three teachers at nine times, every teacher observed three time, so the data finding is presented into several parts; first teacher till third teacher. Every teacher observed three times because the teachers need three meeting to finished one lesson plan. The finding is classified into three activities; opening, main activity and closing activity. Then, main activity divided into five activities; Observing, Questioning, Experimenting, Associating and Communicating, since teacher used K-13 curriculum. The researcher wanted to explain the findings of politeness strategies used by the English teachers on teaching learning process.

1. Types of Politeness Strategies Used by English Teachers

a. Types of Politeness Strategy Used by Teacher 1

The observation of the first teacher conducted in Mrs. Rining's class at first science eleventh grade on April, 22th, 26th and 29th 2019. The researcher did observation three times in this class based on the lesson plan of

explanation text, there were five hours needed to finish this material on teaching learning process. The first day on April, 22th 2019 the researcher did observation during two hours, the second day on April, 26th 2019. The researcher also did observation during two hours and the third day on April, 29th 2019 the researcher did observation during an hour. The three meeting included of three activities; opening, main activity and closing activity. Then, main activity will be divided into five activities; observing, questioning, experimenting, associating and communicating, since teacher used K-13 curriculum. This class consist of 30 students. When the teacher inserted the class, the students were silent. The teacher asked the students about the material last week. The situation was fun and warm. The teacher gave jokes to the students and there was no distance between the teacher and the students. The researcher wants explain the findings of politeness strategies used by the first English teacher on teaching learning process at first science eleventh class in explanation text material as below:

1) Opening

In the opening activity the researcher found two utterances belong to positive politeness strategies in sub-strategies Exaggerate (interest, approval, sympathy with H) and Include both S and H in the activity.

That positive politeness strategies used explained bellow:

- a) Exaggerate (interest, approval, sympathy with H)

There was one utterance of exaggerate used by the teacher in the opening activity. Positive politeness used in asking the students condition to show teacher's sympathy. The teacher asked the students' condition by soft voice and smiling. This utterance found in datum T-1/01/PP/EX.

T : How are you today?

Giving *Salam* can be separated with asking the condition of hearer. The teacher asked the students' condition. Sympathy with H is a kind of positive politeness strategy. It is classified into exaggerate. As a teacher, she has to know the condition of her student.

b) Include both S and H in the activity

In the teaching learning process, the teacher used positive politeness strategy not only giving sympathy but also in including both S and H in the same activity. The teacher asked the students to say *basmallah* with soft voice. The data was datum T-1/02/PP/SH.

T : Oke, before we start our lesson today let's say *basmallah* together

The teacher utterance means that both teacher and students were in the same activity in teaching learning process. The word "we" in this utterance refers to the teacher and students, before they started the lesson they said *Basmallah* together.

2) Main Activity

a) Observing

There were two politeness strategies used by the teacher in the observing activity, they were; positive politeness in data number 3 and 7 and negative politeness in data number 4, 5 and 6. The detail as below:

(1) Positive politeness

In observing activity the teacher found two utterances belonged to positive politeness strategy. The teacher used Include both S and H in the activity and Using In-group Identity Marker. The detail was below:

(a) Include both S and H in the activity

In this activity the teacher used this strategy in data number 3. The teacher told the students about the material by soft voice. The datum was T-1/03/PP/SH.

T : Oke today we are going to study about explanation text.

The word “we” refers to the teacher and the students. They were in the same activity in teaching learning process. The teacher and students were studying about explanation text.

(b) Using In-group Identity Marker

The researcher found that the teacher applied positive politeness strategy by using in-group identity marker in the data number 7. The datum was T-1/07/PP/IM.

T : Yo nak

The utterance showed that the teacher use group identity marker. She called each students of the class by using word “nak”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

(2) Negative politeness

In the observing activity the teacher used negative politeness strategy in sub-strategy question, hedge. The teacher used this strategy in data number 4, 5 and 6. Previously, the teacher asked her students to read the first paragraph of explanation text. The example of the datum was T-1/05/NP/QH.

T : Siapa? Rise your hand, please.

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, the teacher asked the student answer the question.

b) Questioning

In questioning activity the researcher found two types of politeness strategies used by the teacher. They were; positive politeness in data number 9, 13, 14 and negative politeness in data number 8, 10, 11 and 12.

(1) Positive politeness

In this activity there were three utterances belonged to positive politeness strategies in sub-strategy using in-group identity marker in data number 9, seek agreement in data number 13 and give (or ask for) reason in data number 14.

(a) Using In-group Identity Marker

In this activity the teacher gave the example of explanation text, then the teacher asked the students to

mention the others example. The teacher used this type in the datum T-1/09/PP/IM.

T : Alam, sesuatunya itu alam selain banjir bisa apa nak?

The utterance showed that the teacher use group identity marker. She called each students of the class by using word “nak”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

(b) Seek agreement

Previously, the teacher explained the explanation text material. The researcher found seek agreement in the datum T-1/13/NP/QH.

T : Menyenangkan yo?

It can be seen in the utterance above that the teachers asked her students to get their agreement. The teachers asked the students about the fun atmosphere of the teaching learning process and the students agreed with the teacher.

(c) Give or ask a reason

The teacher used positive politeness strategy with sub-strategy number 13: Give (or ask) the reason. After explained about the material the teacher asked the students' understanding and gave the students question about the material. The data was T-1/14/NP/GR.

T : Oke I have question for you if you don't have question for me. Saya punya pertanyaan jika kamu tidak bertanya.

In this utterance the teacher gave question to the students because she thought that the student understood about the material and they didn't have any question to the teacher.

(2) Negative politeness

The teacher used negative politeness type 2: Question, hedge in the datum T-1/11/NP/QH. The teacher asked the students to give the example of explanation text, then the teacher make sure to the students' understanding.

T : Puting beliung? Yo pernah ada teks seperti itu wi.
Wes getting ideakan?

From the utterance above we know that the teacher used this strategy to ensure the students' understanding about the explanation text material.

c) Experimenting

There were two politeness strategies used by the teacher in the experimenting activity, they were; positive politeness in data number 15, 17, 18, 22 and negative politeness in data number 16, 19, 20 and 21, the detail as below:

(1) Positive politeness

In this strategy the teacher used three politeness strategy in sub-strategy being optimistic in data number 15, 22 and give (or ask for) reason in data number 17, 18.

(a) Being optimistic

The researcher found the positive politeness sub-strategy: being optimistic in data number 15 and 22. The teacher gave the students assignment then she gave support to the students. There was an example of datum T-1/15/PP/BO.

T : Saya yakin kalian bisa mengerjakan.

According to the utterance above, it can be seen that the teacher used positive politeness of strategy being

optimistic. The teacher was sure that her students can do the task that she gave.

(b) Give (or ask) for reason

This strategy was found two times, they were in data number 17 and 18. The teacher gave the students assignment and the instruction about it. The example of the datum was T-1/17/PP/GR.

T : Karena tidak semua kelompok ada laptopnya, kecuali semua kelompok ada laptopnya nanti bisa bareng-bareng tapi ketika semua kelompok tidak ada laptopnya berartikan kasian engko sing ora gowo.

The teacher gave reason to the students why they not allowed to translate the text using laptop because not all of the students bring laptop.

(2) Negative politeness

In the experimenting activity the researcher found four utterances belonged to negative politeness, they were; question, hedge in data number 19, 21, Apologize in data number 20 and state the FTA as a general rule in data number 16. The detail was bellow:

(a) Question, hedge

Question, hedge found two times in this activity, they were in data number 19, 21. Previously, the teacher gave the instruction to the students to present their assignment in front of the class by group. The example was datum T-1/19/NP/QH.

T : Are you understand?

In the utterance above the teacher use question, hedge to asked the students' understanding about the presentation of explanation text assingment. The teacher wants to ensure that the students didn't confuse about it.

(b) Apologize

The teacher used negative politeness sub-strategy: Apologize in the datum T-1/20/NP/AP.

T : Maaf ya ternyata teksnya cuma ada lima. Kae
sing berempat belakang masuk kelompok sini
dua situ dua

From the utterance above, it can be seen that the teacher apologized to the students because the text taken less. And then the teacher asked the students to join the other group.

(c) State the FTA as a general rule

Previously, the teacher gave assignment to the students. The researcher found this strategy in datum T-1/16/NP/GR.

T : Oke kalau sudah ssttt kau sudah peraturannya
tidak boleh translate using laptop

From the utterance above it can be seen that the teacher not allowed the students using laptop to translate their task. This general rule was for all of the students in the class.

d) Associating

In this activity the researcher found three types of politeness strategies used by the teacher. They were; positive politeness in data number 24, 25, 26, 30, 31, 32, 34, negative politeness in data number 23, 28 and off record in data number 27, 29, 35. The detail as below:

(1) Positive politeness

In the associating activity politeness strategy used eight times by the teacher. There were three five sub-strategy of positive politeness, they were; exaggerate (interest, approval, sympathy with H) in data number 25, give (or ask for) question

in data number 24, 26, 33, Offer, Using In-group Identity Marker in data number 30, 32 ,promise in data number 31, and be optimistic in data number 34. The detail as below:

(a) Exaggerate (interest, approval, sympathy with H)

There was one data belonged to this sub-strategy used by the teacher. The positive politeness used in asking approval. Previously, the teacher gave the student a paper to do the assignment and asked they to stick it with glue. The students didn't bring the glue. The utterance was datum T-1/25/PP/EX.

T : Sebentar ya tak carikan lem ke kantor dulu.

The teacher asked permission to take the glue in the office. Approval is a kind of positive politeness strategy. It is classified into exaggerate.

(b) Give (or ask) for reason

There were three utterances belonged to give (or ask) for reason. Previously, after the teacher gave assignment, then she asked the students to write their name behind the paper. The example of the datum was T-1/24/PP/GR.

T : Iya ditemelin di kertas orange. Iya nama kelompoknya di sebaliknya aja, kalau di depan nanti ndak gak muat.

The data above showed that the teacher gave reason to write the groups' name in the backside of the paper because there was not enough space in front of the paper.

(c) Using In-group Identity Marker

In this activity the researcher used this sub-strategy in data number 30 and 32. Previously, the teacher gave the assignment to the students, the students made noise. The example was datum T-1/30/PP/IM.

T : Hallo nak jangan ramai

The utterance showed that the teacher used group identity marker. She called each student of the class by using the word "nak". Using innumerable address forms to indicate that the teacher and the students belong to some set of persons who shared specific wants. The teacher used this strategy to show friendship or solidarity to the students.

(d) Offer, promise

Previously, the teacher gave assignment to the students. The teacher used offer, promise in datum T-1/31/PP/OP.

T : Yang sulit yang mana, kalau gak tau kesini tanya ke saya

The teacher used positive politeness strategy sub-strategy offer. From the utterance above we know that the teacher offered the students to ask her if they didn't know about the task.

(e) Be optimistic

In this activity there was one utterance belonged to positive politeness sub-strategy be optimistic. The students complained about the difficult assignment that was given by the teacher. The datum was T-1/34/PP/BO.

T : Wong belum ngerjain kok bilang susah, makanya dicoba dulu pasti bisa, jangan bilang gak bisa kalau belum nyoba.

From the utterance above we know that the teacher believe that the students can do their task. It was important to be optimistic as a teacher and supported the students to be confident.

(2) Negative politeness

In this strategy the teacher used sub-strategy question, hedge in data number 23 and 28. Previously, the teacher gave assignment to the students. The example of the datum was T-1/28/NP/QH.

T : Sudah ada yang selesai?

In the utterance above the teacher use question, hedge to asked the students' task. The teacher wants to know whether they have finished the task or not.

(3) Off record

Previously, the teacher gave assignment to the students, then the students make noise. his strategy found by the researcher in the datum T-1/29/OR/GH.

T : Sudah pada rame.

The data above showed the off record sub-strategy: give hints used by the teacher. The teacher invited the students to search for interpretation of the possible relevance. This utterance instead of finished their task. Generally, hints consist in raising issue of certain desire act by stating motives or reasons for doing that act.

e) Communicating

In the communicating activity there were two politeness strategies used by the English teachers in this activity. They were; positive politeness and negative politeness. The detail as below:

(1) Positive politeness

In this activity the researcher found four utterance belonged to positive politeness strategy. The teacher used three sub-strategy; Give (or ask) for reason in data number 38, Assume or assert reciprocity in data number 39 and offer, promise in data number 39 and 40. The detail as below:

(a) Give (or ask) for reason

Previously, the students asked the teacher about collected the assignment. The teacher used give (or ask) for reasons sub-strategy. The datum was T-1/32/PP/GR.

T : Iya dikumpulin ke depan pekerjaannya nanti biar saya koreksi di rumah.

When the students asked the teacher about submitted their task, the teacher gave a reason to the student to submit their task because she wanted correct it in the home. Gave (or ask) for reason belong to positive politeness strategy.

(b) Assume or assert reciprocity

In this activity the teacher used sub-strategy assume or assert reciprocity in data number 39. After finished the assignment, the teacher asked the students to read their answer in front of the class. The datum was T-1/39/PP/AR.

T : Ayo yang maju pertama nanti nilainya saya tambah.

From the utterance above the teacher said that she will give score to the students that want to come in front of the class and answer the question. This strategy is done by giving evidence of reciprocal rights or obligations obtaining between S and H.

(c) Offer, promise

Previously, the teacher asked the students to read their answer in front of the class. This strategy found in data number 40 and 41. The example of the datum was T-1/40/PP/OP.

T : Laila, mau maju?

The utterance above showed that the teacher offered her student to come in front of the class and answer the question. The teacher tried to make the students more active during teaching learning process.

(2) Negative politeness

In this activity the researcher found negative politeness sub-strategy question, hedge used by the teacher in data number 36 and 37. The teacher asked the students to read their answer in front of the class. The example of the datum was T-1/37/NP/QH.

T : Selanjutnya yang mau maju kelompok berapa?

Raise your hand. please.

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, the teacher asked the student answer the question.

3) Closing

The last activity, or usually called closing activity. The teacher used positive politeness sub-strategy: using in-group identity marker in the data number 42. The datum was T-1/42/PP/UGIM.

T : Oke guys waktunya sudah habis.

The utterance showed that the teacher use group identity marker. She called the students of the class by using word “guy”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who share specific wants. The teacher used this strategy to show friendship or solidarity to the students.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as bellow:

Table 4.1 The Frequency of The Used of Politeness Strategies by Teacher

1

Type of Politeness Strategies	Sub Strategies	Context							Frequency
		OP	MA					CL	
			OB	QS	EX	AS	CM		
Positive politeness	Exaggerate (interest, approval, sympathy with H)	1	1	-	-	1	-	-	3
	Include both S and H in the	1	1	1	-	-	-	-	3

	activity								
	Using In-group Identity Marker	-	1	-	-	2	-	1	4
	Seek agreement	-	-	1	-	-	-	-	1
	Give (or ask for) reason	-	-	1	2	3	1	-	7
	Be optimistic	-	-	-	2	1	-	-	3
	Offer, promise	-	-	-	-	1	2	-	3
	Assume or assert reciprocity	-	-	-	-	-	1	-	1
Negative politeness	Question, hedge	-	3	4	2	1	2	-	12
	State the FTA as a general rule	-	-	-	1	-	-	-	1
	Apologize	-	-	-	1	-	-	-	1
Off record	Give hints	-	-	-	-	2	-	-	2
Total		2	6	7	8	12	6	1	42

Table 4.1 presents the utterances of politeness strategy used by the first English teacher. From the table, there were 42 utterances of politeness strategy used by the teacher. 42 utterances came from 3 strategies such as positive politeness was 25 utterances, negative politeness was 15 utterances and bald on record was 2 utterances and the teacher didn't use bald on record. Thus, the highest utterances was positive politeness

The teaching learning process was conducted from opening until closing activity. For opening activity, the teacher used 2 utterances which contained of positive politeness strategy. Positive politeness happened 1 data came from

exaggerate (interest, approval, sympathy with H) and 1 data from include both S and H in the activity.

In the main activity, there were divided into 5 activities; observing, questioning, experimenting, associating and communicating. In the observing activity, the teacher conducted 6 utterances of politeness strategies came from 2 strategies. Positive politeness divided into 3 sub-strategies such as exaggerate (interest, approval, sympathy with H) was 1 data and include both S and H in the activity was 1 data. Negative politeness came from Question, hedge was 3 data. In questioning activity, the teacher used 7 utterances belonged to 2 politeness strategies. Positive politeness divided into 3 strategies such as using in-group identity marker was 1 data, seek agreement was 1 data and give (or ask for) reason was 1 data. Negative politeness came from question, hedge were 4 data.

In the experimenting activity the teacher used 6 utterances of politeness strategies came from 2 strategies. Positive politeness used in 2 strategies such as give (or ask for) reason were 2 data and be optimistic were 2 data. Negative politeness divided into 3 strategies such as question, hedge were 2 data, state the FTA as a general rule was 1 data and apologize was 1. In the associating activity, there were 12 utterances used by the teacher belonged to 3 politeness strategies. Positive politeness came from exaggerate (interest, approval, sympathy with H) was 1 data, using in-group identity marker were 2 data, give (or ask for) reason were 3 data, be optimistic was 1

data and offer, promise was 1 data. Negative politeness came from question, hedge were 2 data. Off recor came from give hint were 2 data. In the communicating activity, the teacher used 6 uttreances belonged to 2 politeness strategies. Positive politeness came from give (or ask for) reason was 1 data, offer, promise were 2 data and assume or assert reciprocity was 1 data. Negative politeness came from question, hedge were 2 data. In the closing activity, the teacher used 1 utterance belonged to politeness strategy. Positive politeness came from using in-group identity marker was 1 data.

The highest data of politeness strategies used by the first teacher was question, hedge of negative politeness. It was found with total 12 utterances. the teacher used question, hedge strategy as many as 3 times in observing activity, 4 times in questioning activity, 2 times in experimenting activity, 1 times in associating activity and 2 times in communicating activity. Thus, the teacher used the most question, hedge of negative politeness with total 12 times.

b. Types of Politeness Strategies Used by Teacher 2

The second observation conducted in Mr. Muji's class at second social eleventh grade on April, 23th, 25th and 30th 2019. The researcher did observation three times in this class based on the lesson plane of explanation text, there were five hours needed to finish this material on teaching learning process. The first day on April, 23th 2019 the researcher did observation during

two hours, the second day on April, 25th2019. The researcher also did observation during two hours and the third day on April, 30th2019 the researcher did observation during an hour. The three meeting included of three activities; opening, main activity and closing activity. Then, main activity will be divided into five activities; observing, questioning, experimenting, associating and communicating, since teacher used K-13 curriculum. This class consist of 29 students. When the teacher inserted the class, the students were little bit noisy. The teacher asked the students about the material last week. The situation was fun and warm. The teacher gave jokes to the students and there was no distance between the teacher and the students. The researcher wants explain the findings of politeness strategies used by the second English teacher on teaching learning process at second social eleventh class in explanation text material as below:

1) Opening

The researcher found two positive politeness strategy used by English teacher when opening the teaching learning process. They were; Exaggerate (interest, approval, sympathy with H) in data number 1, 3 and Include both S and H in the activity in data number 2. The detail as below:

a) Exaggerate (interest, approval, sympathy with H)

In the opening activity the researcher found two utterances belong to sympathy with H in data number 1 and 3. Previously, the

teacher asked the students condition by soft voice and smiling. The example of the datum was T-2/M-1/03/PP/SH.

T : How are you?

The utterance above showed that the teacher used sub-strategy Exaggerate (interest, approval, sympathy with H). Asking students' condition will make the atmosphere of teaching learning process warm.

b) Include both S and H in the activity

In teaching learning process, the teacher used positive politeness strategy not only in giving sympathy but also in include both S and H in the activity. It was found that the teacher used this strategy in opening activity. Before started the teaching learning process, the teacher asked the metrial last meeting. This strategy occurred in datum T-2/M-1/03/PP/EX.

T : Oke kemarin kita sudah belajar tentang materi hubungan sebab?

The teacher utterance means that both teacher and students were in the same activity in teaching learning process in the meeting last week. The word "we" refers to the teacher and students. In this activity the teacher and students have done study about causality in the last meeting.

2) Main activity

a) Observing

In the observing activity the teacher used three types of politeness strategies. They were; positive politeness in data number 5, 6, 11, negative politeness in data number 4, 7, 9, 10 and off record in data number 8. The detail as below:

(1) Positive politeness

There were two utterance belong to bald on record strategies. They were; Include both S and H in the activity in data number 5, 11 and Using In-group Identity Marker in data number 6. The detail as below:

(a) Include both S and H in the activity

In the observing activity the teacher used this strategy two times in data number 5 and 11. The teacher asked the students about the explanation text material. There was an example of the datum T-2/M-1/05/PP/SH.

T : Pada hari ini kita akan belajar tentang
explanation text. Coba jelaskan pengertian
explanation text

Teaching learning process requires including teacher and students in the same activity when discussing material.

From the utterance above we know that the teacher and the students were discussing about explanation text material. Include both S and H in the activity is one of indicator of positive politeness strategy.

(b) Using In-group Identity Marker

In this activity the teacher used positive politeness sub-strategy using in-group identity marker in datum T-2/M-1/06/PP/IM. Previously, the teacher asked the students about explanation text material.

T : Iya text explanation, ayo siapa yang mau menjelaskan nak.

From the utterance the teacher showed positive politeness strategy. The teacher asked the students to explain about the material using “nak”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

(2) Negative politeness

The researcher found the use of negative politeness strategies by using question, hedge in the data number 4, 7, 9 and 10. To start their teaching learning process, the teacher

asked the students to open their book. The example of the datum was T-2/M-1/04/NP/QH.

T : Yang pertama please open your book page 47

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, the teacher asked the students to open their book.

(3) Off record

In the observing activity the teacher used off record, sub-strategy give hints. Previously, the teacher explained the material about explanation text. The strategy used in datum T-2/M-1/08/OR/GH.

T : Kelas kalian kok panas banget ya?

The utterance above the teacher invites the students to search for interpretation of the possible relevance. Then the students open the door after the teacher asked this question. Generally, hints consist in raising issue of certain desired act by stating motives or reason for doing that act.

b) Questioning

In the questioning activity the teacher used two types of politeness strategies, they were; positive politeness in data number

14, 15, 16, 17 and negative politeness in data number 12, 13. The detail as below:

(1) Positive politeness

In this activity there were four utterance belonged to positive politeness strategies in sub-strategies give (or ask for) reason in data number 14, using in-group identity marker in data number 15, offer, promise in data number 16 and be optimistic in data number 17. The detail as below:

(a) Give (or ask for) reason

There was a data that found belong to ask for reason. The datum was T-2/M-1/14/PP/GR. Previously, the teacher asked the students to answer his question about the explanation text material.

T : Kenapa takut salah?

From the utterance above the teacher asked the reason why his student was fear to make mistake. Another aspect of including the students in the activity is demanding reasons “why not” and assuming that the teacher has no good reason why can’t help.

(b) Using In-group Identity Marker

In the questioning activity the teacher used this type in the datum T-2/M-1/15/PP/IM. Previously, the teacher explained about passive voice.

T : Ya Allah itu namanya bukan tobe nak, They we

I you i pronoun

The utterance showed that the teacher use group identity marker. She called each students of the class by using word “nak”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

(c) Offer, promise

In the questioning activity there was an utterances belong to sub-strategy offer, promise. This strategy used in datum T-2/16/PP/O.P. The teacher asked the students to answer the passive voice question.

T : Kalau salah nanti saya benarkan

From the utterance above we know that the teacher offered to correct the students' answer. The S may claim

that whatever the H wants, S wants for him and will help to obtain. In this case the teacher wants the student be confident and more active in the class.

(d) Be optimistic

There was an utterance belong to sub-strategy be optimistic found by the researcher in observing activity. Previously, the teacher asked the students to read the material in their book. This strategy occurred in datum T-2/M-1/17/PP/BO.

T : Itukan kamu tinggal moco. Ayo dibukak halaman 48. Kalau kalian mau baca kalian pasti paham.

The data above showed that teacher believe if the students want to read, they will understand about the material. It was very important as a teacher to be believe to the students ability and support the students to always confident.

(2) Negative politeness

There were two utterances produced by the teacher during questioning activity that represents negative politeness. The

utterances were in the data number 12 and 13. The teacher used negative politeness type question, hedge. The teacher explained the explanation text material to the students. The example of the data was T-2/M-1/12/NP/QH.

T : Is there any question? Sudah paham?

. The teacher used negative politeness in strategy 2 which is question, hedge by asking the students' understanding about the material that they discussed.

c) **Experimenting**

The researcher found three types of politeness strategies used by the teacher in experimenting activity. They were; positive politeness, negative politeness and off record. The detail is as below:

(1) Positive politeness

The teacher used positive politeness strategy in sub-strategy include both S and H in the activity. previously, the teacher explained the passive voice and asked the students to make an example. The datum was T-2/18/PP/SH.

T : Plus object plus adverb. Yo contoh kalimate kita buat
contoh

From the utterance above the teacher use “we”, that word refers to the teacher and the students. The teacher asked the students to make an example with him. In this activity the teacher and students want to make an example of the passive and active.

(2) Negative politeness

In the experimenting activity there were two negative politeness strategy used by the teacher, they were; question, hedge in data number 20, 21, 23 and apologize in data number 22. The detail as below:

(a) Question, hedge

In this activity there were three utterances belonged to question, hedge in data number 20, 21 and 23. Previously, the teacher explained the material, then he asked his students to open their book. The example of the datum was T-2/M-1/21/NP/QH.

T : Oke now please open your book

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, the teacher asked the student answer the question.

(b) Apologize

The teacher mistook about the number of the note, the teacher apologized with smile to the students. The teacher used negative politeness sub-strategy: Apologize in the datum T-2/22/NP/AP.

T : Sorry, number three maksudnya.

From the utterance above, it can be seen that the teacher apologized to the students because he was wrong of take the number.

(3) Off record

In the experimenting activity there was a utterance in data number 19 belonged to off record strategy in sub-strategy give hints. The teacher explained about the material and wanted to write on the whiteboard but it was dirty. The datum was T-2/M-1/19/OR/GH.

T : Papan tulismu reget banget tho?

The utterance above meant that teacher didn't ask about the dirty whiteboard and instead asked the students clean it. Generally, hints consist in raising issue of certain desire act by stating motives or reasons for doing that act.

d) Associating

In the associating activity there were three politeness strategies used by the English teacher in associating activity, they were; positive politeness in the data number 24, 26, negative politeness in the data number 25 and off record in the data number 27. The detail as below:

(1) Positive politeness

The researcher found two types of positive politeness strategy used by the teacher in this activity. They were; Joke in the 24 and assume or assert reciprocity in the data number 26. The detail as below:

(a) Joke

In this activity the teacher used joke in datum T-2/M-2/24/PP/JK. Previously, the teacher gave the question about the material, but the students can't answer it. So the teacher smile and joke to his student.

T : Koe ki ganti Pentium papat kono ora Pentium
siji

The utterance above refers to politeness strategy type 8; Joke. The teacher joke the students because they can't answer the teacher's question about the material.

(b) Assert or assert reciprocity

The researcher found positive politeness sub-strategy assume or assert reciprocity used by the teacher in datum T-2/M-2/26/PP/AR. Previously, the teacher gave assignment to the students and gave information to the students to more active answer the question.

T : Saya tidak hanya akan menilai hasil dari misalnya ada pertanyaan lima siapa yang aktif menjawab pasti saya beri tambahahan nilai

From the utterance above the teacher said that he will give score to the students that active in the class. This strategy is done by giving evidence of reciprocal rights or obligations obtaining between S and H.

(2) Negative politeness

In the associating activity the teacher used sub-strategy question, hedge. The datum was T-2/M-2/25/NP/QH. Previously, the teacher gave the students assignment and asked the student to give attention to the teachers' information about the assignment.

T : Oke perhatikan dulu pay attention please perhatikan saya

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, the teacher asked the student answer the question.

(3) Off record

In this activity there was an utterance belonged off record strategy in sub-strategy give hints. The data was T-2/M-2/27/OR/GH. Previously, the teacher gave assignment to the students, the time would be end but the students not yet completed the assignment.

T : Sudah mau bel ini

The utterance above meant that teacher didn't talk about the school bell and instead asked the students finished their task. Generally, hints consist in raising issue of certain desire act by stating motives or reasons for doing that act.

e) Communicating

In the communicating activity there were two politeness strategies used by the teacher, they were positive politeness in the data number 28, 30, 33 and negative politeness in the data number 29, 31, 32. The detail as below:

(1) Positive politeness

In the communicating activity the researcher found two positive politeness strategies used by the teacher, they were; offer, promise and using in-group identity marker.

(a) Offer, promise

The researcher used this strategy in data number 28 and 30. The example of the datum was T-0\2/M-2/28/PP/OP. Previously, after finished the assignment the teacher asked his students to presentation their result.

T : Gak ini perwakilan saja, coba satu kelompok yang sudah jadi nomor satu siapa? Silahkan maju ke depan.

The utterance above show that the teacher offered the students to come in front of the class after the teacher asked the students if anyone had finished the task.

(b) Using In-group Identity Marker

There was an utterance in data number 33 that belonged to this strategy. The datum was T-2/M-3/33/PP/IM. Previously, the teacher gave the students assignment.

T : Sudah belum nak?

The utterance showed that the teacher use group identity marker. She called each students of the class by

using word “nak”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

(1) Negative politeness

Negative politeness sub-strategy question, hedge used by the teacher in the data number 29, 31 and 32. The example was datum T-2/M-2/29/NP/QH. The students presentation their assignment in front of the class and the teacher asked the others to give attention to their friend.

T : Ayo perhatikan, pay attention please

The teacher used negative politeness in sub-strategy question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, in this case the teacher asked the students to give attention to their friends’ answer.

3) Closing

The last activity, or usually called closing activity. There were found two strategies used by the teacher in closing activity, they were; positive politeness in the data number 35 and off record in the data number 34. The detail was below:

a) Positive politeness

In the closing activity the teachers used positive politeness in sub-strategy include both S and H in the activity in the datum T-2/M-3/35/PP/SH.

T : Baik before we finish our class today let's say *hamdalah*

The teacher utterance means that both teacher and students were in the same activity in teaching learning process. the words "we" and "lets" refers to the teacher and students. They were closing the class by saying *hamdalah* together.

b) Off record

In the closing activity the teacher used off record strategy in sub-strategy give hints. The data was found in the datum T-2/M-3/34/OR/GH. Previously, the teacher closed the teaching learning process.

T : Nah sudah adzan

The utterance above meant that teacher didn't talk about the adzan and instead finished the class. Generally, hints consist in raising issue of certain desire act by stating motives or reasons for doing that act.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as bellow:

Table 4.2 The Frequency of The Use of Politeness Strategies by Teacher 2

Type of Politeness Strategies	Sub Strategies	Context							Frequency
		OP	MA					CL	
			OB	QS	EX	AS	CM		
Positive politeness	Exaggerate (interest, approval, sympathy with H)	2	-	-	1	-	-	-	3
	Include both S and H in the activity	1	2	-	-	-	-	1	5
	Using In-group Identity Marker	-	1	1	-	-	1	-	3
	Give (or ask for) reason	-	-	1	-	-	-	-	1
	Be optimistic	-	-	1	-	-	-	-	1
	Offer, promise	-	-	1	-	-	2	-	3
	Assume or assert reciprocity	-	-	-	-	1	-	-	1
	Joke					1	-	-	1
Negative politeness	Question, hedge	-	4	2	3	1	3	-	13
	Apologize	-	-	-	1	-	-	-	1
Off record	Give hints	-	1	-	1	1	-	1	4
Total		3	8	6	6	4	6	2	35

Table 4.2 showed that data of politeness strategy used by the second English teacher. The data showed the total of occurrences was 35 times came

from 11 sub-strategies. Positive politeness occurred 17 times, negative politeness occurred 14 times and off record occurred 4 times.

The teaching learning process was conducted from opening until closing activity. For opening activity, the teacher used 1 strategy. It was positive politeness as many as 3 occurrences. 3 occurrences divided into 2 sub-strategies. They were exaggerate (interest, approval, sympathy with H) as many 2 times and 1 data of being include both S and H in the activity.

In the main activity, there were divided into 5 activities; observing, questioning, experimenting, associating and communicating. In the observing activity, the teacher used 3 politeness strategies; positive politeness happened in include both S and H in the activity came from 2 data and using in-group identity marker which only happened once. Negative politeness came from 4 data of question, hedge sub-strategy. Off record came from 1 data of give hints. In the questioning activity, there were 5 sub-strategy used by the teacher. Positive politeness used in 4 sub-strategy, they were using in-group identity marker, give (or ask for) reason, be optimistic and offer, promise each of sub-strategy used once. Negative politeness happened 2 times which came from 1 data of question, hedge.

In the experimenting activity, the teacher used 3 politeness strategies. Positive politeness happened in exaggerate (interest, approval, sympathy with H) which only happened once. Negative politeness happened 4 times which came from 3 data of question, hedge and once of apologize. Off

record came from 1 data of give hints. The teacher used 3 politeness strategies in associating activity. Positive politeness used once in assume or assert reciprocitysub-strategy and once in joke. Negative politeness happened 1 time which came from question, hedge. Off record used 1 times in give hints. In the communicating activity, the teacher used 2 strategies. Positive politeness happened in using in-group identity marker as many as 1 times and 2 data of offer, promise. Negative politeness happened in question, hedge sub-strategy. It happened once. In the closing activity, the teacher used 2 strategy. There were positive politeness which came from 1 data of include both S and H in the activity and negative politeness which came from 1 data of question, hedge.

The highest data of politeness strategies used by the first teacher was question, hedge of negative politeness. It was found with total 13 utterances. the teacher used question, hedge strategy as many as 4 times in observing activity, 2 times in questioning activity, 3 times in experimenting activity, 1 times in associating activity and 3 times in communicating activity. Thus, the teacher used the most question, hedge of negative politeness with total 13 times.

c. Types of Politeness Strategies Used by Teacher 3

The second observation conducted in Mrs. Nita's class at first social tenth grade on April, 24th, 26th, and May 1st 2019. The researcher did

observation three times in this class based on the lesson plane of explanation text, there were five hours needed to finish this material on teaching learning process. The first day on April, 24th2019 the researcher did observation during two hours, the second day on April, 26th 2019. The researcher also did observation during two hours and the third day on May, 1th 2019 the researcher did observation during an hour. The three meeting included of three activities; opening, main activity and closing activity. Then, main activity will be divided into five activities; observing, questioning, experimenting, associating and communicating, since teacher used K-13 curriculum. This class consist of 29 students. When the teacher inserted the class, the students were silent. The teacher asked the students about the material last week. The situation was fun and warm. The teacher gave jokes to the students and there was no distance between the teacher and the students. The researcher wants explain the findings of politeness strategies used by the third English teacher on teaching learning process at first science tenth class in narrative text material as below:

1) Opening

The researcher found six utterance which produced by the teacher contain politeness strategy. During opening activity, the researcher found two types of politeness strategies used by the teacher, they were positive politeness strategies in data number 1, 5, 6, 7 and negative politeness

strategies in data number 2, 3, 4. That politeness strategies used explained below:

a) Positive politeness

In opening activity there were four utterances belong positive politeness in sub-strategy Exaggerate/ Sympathy with H in the data number 1 and Include both S and H in the activity in data number 4, 5, 6. The detail as below:

(1) Exaggerate (interest, approval, sympathy with H)

In the opening activity the researcher used this strategy in the datum T-3/M-1/01/PP/EX. Previously, the teacher opening the teaching learning process by asked her students' condition and smiling to her students.

T : How are you today?

Giving *Salam* can be separated with asking the condition of hearer. The teacher asked the students' condition. Sympathy with H is a kind of positive politeness strategy. It is classified into exaggerate. As a teacher, she has to know the condition of her student.

(2) Include both S and H in the activity

There were three utterances belonged to this strategy used by the teacher in the opening activity. The utterances found in the data number 5, 6 and 7. The example was the datum T-3/M-

1/06/PP/SH. The teacher gave information to the students about the PAT before they started the teaching learning process.

T : 20 Mei ya. Tanggal 20 Mei kita sudah PAT dan all of the materials harus kita selesaikan, ya kan?

Teaching learning process requires including teacher and students in the same activity when discussing material. From the utterance above we know that the teacher and the students discussed about finished their material. Include both S and H in the activity is one of indicator of positive politeness strategy.

b) Negative politeness

In the opening activity there were three negative politeness used by the teacher that belonged to question, hedge in the data number 5, 6 and 7. The example was datum T-3/M-1/02/NP/QH. Before started the teaching learning process the teacher asked her students to prepare their book

T : Ok. All of students please prepare your book

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word "Please" in her question. In this utterance hedge functioned to soften command, the teacher asked the students to prepare their book.

2) Main activity

a) Observing

In the observing activity the researcher just found negative politeness strategies used by teacher. In this activity the teacher used one of politeness strategy type question, hedge. The example was datum T-3/M-1/08/NP/QH. Previously, the teacher explained about naratif text material.

T : So please, you open your book now. Today on page 37.

The teacher used negative politeness in sub-strategy question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, in this case the teacher asked the students to give attention to their friends’ answer.

b) Questioning

In the questioning activity the researcher found positive politeness in the data number 11 and negative politeness in the data number 12 used by the teacher. The detail as below:

(1) Positive politeness

There was an utterance belonged to positive politeness sub-strategy using in-group identity marker used by the teacher in the questioning activity. The datum was T-3/M-1/11/PP/IM.

Previously, when the teacher explained about the material, the student was littering.

T : Jangan buang sembarangan tho nak

The utterance showed that the teacher use group identity marker. She called each students of the class by using word “nak”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

(2) Negative politeness

In the questioning activity the teacher used negative politeness in sub-strategy question, hedge in the data number 12. This strategy can be found in datum T-3/M-1/12/NP/QH. Previously, when the teacher explained about the material, the student put her/his head on the table.

T : Don't put your head on the table please.

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, the teacher asked the students not to put her/his head on the table.

c) **Experimenting**

In experimenting activity there were two utterances belonged to positive politeness in data number 14 and negative politeness in data number 13. The detail as below:

(1) Positive politeness

The researcher found an utterance belonged to positive politeness in sub-strategy give (or ask for) reason in the data number 14. The datum was T-3/M-1/14/PP/GR. The teacher asked the students to open their dictionary, but there were students didn't bring it.

T : Kenapa gak bawa?

The data above showed that the teacher asked the reason why the student didn't bring the dictionary. Give (or ask for) reason is one of indicator of positive politeness strategy.

(2) Negative politeness

In this activity the teacher used negative politeness in sub-strategy question, hedge in data number 13. The datum was T-3/M-1/13/NP/QH. Previously, the teacher asked her students about the meaning of some words, but the students didn't know the meaning.

T : Belum pernah baca? Open your dictionary please.

The teacher used negative politeness in strategy 2 which is question, hedge by mentioning word “Please” in her question. In this utterance hedge functioned to soften command, the teacher asked the students to open their dictionary.

d) Associating

In the associating activity the teacher only used positive politeness strategy. There were two utterances belonged to sub-strategy seek agreement in data number 15 and using in-group identity marker in the data number 16. The detail as below:

(1) Seek agreement

In the associating activity the teacher used positive politeness strategy in sub-strategy seek agreement, the data occurred in the datum T-3/M-1/15/PP/SA. Previously, the teacher finished read the example of narrative text and she asked the students about the interesting text.

T : Menarik ya?

It can be seen in the utterance above that the teachers asked her students to get their agreement. The teachers asked the students agreement about their interest to the explanation text.

(2) Using In-group Identity Marker

The researcher found that the teacher applied one positive politeness strategy by using in-group identity marker. The data

was T-3/M-1/16/PP/IM. Previously, the bell rang and students told the teacher.

T : Iya iya ibu juga denger nak

The utterance showed that the teacher use group identity marker. She called each students of the class by using word “nak”. Using innumerable address forms to indicate that the teacher and the students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

e) Communicating

In the communicating activity the teacher used two politeness strategies, they were; positive politeness in data number 20, 23, 24, 25, 26, 27, 28, 31 and negative politeness in data number 17, 18, 19, 21, 22, 29 and 30. The detail as below:

(1) Positive politeness

In this activity the teacher used three sub-strategy of positive politeness strategy, they were; exaggerate/ sympathy with H in the data number 20, 24, 25, 26, 27, 28, give (or ask for) reason in the data number 23 and seek agreement in the data number 31. The detail as below:

(a) Exaggerate/ Sympathy with H

This activity used six times by the teacher in communicating activity. The example of the datum was T-3/M-2/24/PP/EX. The teacher asked the students' condition who looked weak.

T : Udah selesai. Kenapa? Sakit? Pusing?

The utterance above showed that the teacher used sub-strategy Exaggerate (interest, approval, sympathy with H). Asking students' condition will make the atmosphere of teaching learning process warm. The teacher showed her care with the student by asked her/his condition.

(b) Give (or ask for) reason

There was an utterance belonged to positive politeness strategy in sub-strategy give (or ask for) reason in data number 23. The datum was T-3/M-2/23/PP/GR. Previously, the teacher reprimanded student with long nails and who wore scout pants.

T : Shela, mana? Heh, kukumu sebelah kiri panjang-panjang ya, kamu apa nggak gilo, tangan kiri lho ada kotorannya. Kamu ga jijik, hii. Kamu ini

bajunya seragam celananya *pramuka*, gimana?

Kenapa pakai celana *pramuka*?

The data above showed that the teacher asked the reason why the students used pramuka pants.

(c) Seek agreement

In the communicating activity the teacher used seek agreement in the data number 31. The datum was T-3/M-2/31/PP/SA. Previously, the teacher asked students about the interestingness of narrative text.

T : Lha cerita yang mengiringi itu disebut legend.

Well, in Bahasa Indonesia kita sudah memaknai isi dari legend tersebut ya. Menarik sekali ya, iya kan?

It can be seen in the utterance above that the teachers asked her students to get their agreement. The teachers asked the students agreement about their interest to the explanation text.

3) Closing

The last activity, or usually called closing activity. In this activity the teacher only used positive politeness strategies. There were three

utterances belonged to positive politeness in sub-strategy; exaggerate/sympathy with H in the data number 32, using in-group identity marker in the data number 33 and offer, promise in the data number 34. The detail as below:

a) Exaggerate/ Sympathy with H

In the closing activity the teacher used this sub-strategy in data number 32. The datum was T-3/M-3/32/PP/EX. The teacher told the students about the final test and gave support to the students.

T : Nah semangat ya.

The utterance above showed that the teacher used sub-strategy Exaggerate (interest, approval, sympathy with H). The teacher gave support to her students.

b) Using In-group Identity Marker

In this activity the researcher found an utterance belonged to using in-group identity marker in the data number 33. The datum was T-03/M-3/33/PP/IM. Previously, the teacher told the students about the final test next week.

T : Jangan lupa belajar di rumah ya nak untuk *PAT* minggu depan

The utterance showed that the teacher use group identity marker. She called each students of the class by using word “nak”. Using innumerable address forms to indicate that the teacher and the

students belong to some set of person who shared specific wants. The teacher used this strategy to showed friendship or solidarity to the students.

c) Offer, promise

This strategy used by the teacher in the data number 34 in closing activity. the data was T-03/M-3/34/PP/OP. Previously, the teacher asked the students about final test and offered lattice.

T : Kalian mau kisi-kisi gak?

From the data above it was showed that the teacher offered the lattice of *PAT* to her students. Offer, promise was the indicator of positive politeness strategy.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the use type of Politeness Strategy in each meeting. The table is as bellow:

Table 4.3 The Frequency of The Use of Politeness Strategies by Teacher 3

Type of Politeness Strategies	Sub Strategies	Context							Frequency
		OP	MA					CL	
			OB	QS	EX	AS	CM		

Positive politeness	Exaggerate (interest, approval, sympathy with H)	1	-	-	-	-	6	1	8
	Include both S and H in the activity	3	-	-	-	-	-	-	3
	Using In-group Identity Marker	-	-	1	-	1	-	1	3
	Seek agreement	-	-	-	-	1	1	-	2
	Give (or ask for) reason	-	-	-	1	-	1	-	2
	Offer, promise	-	-	-	-	-	-	1	1
Negative politeness	Question, hedge	3	3	1	1	-	7	-	15
Total		7	3	2	2	2	15	3	34

Table 4.3 presents the occurrences politeness strategy used by third English teacher. The data showed the total of occurrences was 34 times came from 7 sub-strategies. Ppositive politeness used 19 times, negative politeness used 15 times, bald on record and off record didn't used by the teacher.

The teaching learning process was conduct from opening until closing activity. For opening activity, the teacher used 2 politeness strategies. Positive politeness used in exaggerate (interest, approval, sympathy with H) 1 time and Include both S and H in the activity 3 times. Negative politeness used 3 times in question, hedge sub-strategy.

In the main activity, there were divided into 5 activities; observing, questioning, experimenting, associating and communicating. In the observing activity, the teacher used 1 politeness strategy. It was negative politeness happened in question, hedge 3 times. In the questioning activity the teacher used positive politeness came from 1 data of using in-group identity marker and negative politeness came from 1 data of question, hedge. In the experimenting activity, the teacher used 2 politeness strategies. They were positive politeness came from 1 data of give (or ask for) reason and negative politeness came from 1 data of question, hedge.

In the associating activity, the teacher used 1 politeness strategy. It was positive politeness strategy which came from 1 data of using in-group identity marker and 1 data from seek agreement. In the communicating activity, the teacher used 15 utterances belonged to 2 politeness strategy. Positive politeness happened 6 times in exaggerate (interest, approval, sympathy with H), 1 data of seek agreement and 1 data of give (or ask for) reason. Negative politeness used 7 times in question, hedge sub-strategies. In the closing activity, the teacher used 3 utterances belonged to positive politeness. They were 1 came from exaggerate (interest, approval, sympathy with H), 1 data came from using in-group identity marker, and 1 data came from offer, promise.

The highest data of politeness strategies used by the third teacher was question, hedge of negative politeness. It was found with total 15 utterances.

the teacher used question, hedge strategy as many as 3 times in opening activity, 3 times in observing activity, 1 times in questioning activity, 1 times in experimenting activity and 7 times in communicating activity. Thus, the teacher used the most question, hedge of negative politeness with total 15 times.

Table 4.4 The Frequency of The Used of Politeness Strategies by English teachers.

Table

Table 4.4 Presents the occurrences of politeness strategies used by the

E

if No.	Types of Politeness Strategies	Total
g l i s h	1. Positive Politeness	
	a. Exaggerate (interest, approval, sympathy with H)	14
	b. Include both S and H in the activity	11
	c. Using In-group Identity Marker	10
	d. Seek agreement	3
	e. Give (or ask for) reason	10
	f. Be optimistic	4
	g. Offer, promise	7
	h. Assume or assert reciprocity	2
	i. Joke	1
	Sub-total 1	62
t2. e	2. Negative politeness	
	a. Question, hedge	40
	b. State the FTA as a general rule	1
	c. Apologize	2
	Sub-total 2	43
3.	Off Record 117	
	a. Give hints	6
	Sub-total 3	6
	Total	111

achers on teaching learning process. From the table there were 111 politeness strategies used by the teachers. Among three strategies, positive politeness strategy had the most occurrences. It showed that the English teachers used positive politeness in 63 utterances. It was followed by negative politeness strategy in 43 utterances. The last was off record strategy used by the teachers in 6 utterances and the researcher didn't find any bald on record strategy in the teachers' utterance.

But the occurred of its sub-strategy the largest rank was from question, hedge which is sub-strategy of negative politeness, was in the first position with 40 times out of 111 total occurrences. The second place was from sub-strategy of positive politeness, exaggerate (interest, approval, sympathy with H) occurred 14 times. The third place was still the sub-strategy of positive politeness, include both S and H in the activity with 11 data.

They followed by the other sub-strategies of politeness strategy. There were using in-group identity marker occurred 10 times, give (or ask for) reason occurred 10 times, offer, promised occurred 7 times, give hints occurred 6 times, be optimistic occurred 4 times, seek agreement occurred 3 times, Assume or assert reciprocity occurred 2 times, Apologize occurred 2 times, Joke occurred 1 time and State the FTA as a general rule occurred 1 time.

2. The Most Dominant Politeness Strategies

From the analysis of the utterances uttered by the English teachers on teaching learning process at MAN 2 Boyolali, the researcher classified the data dominant used by English teachers. There was the most dominant used by the first English teacher, the table as follow:

Table 4.5 The most dominant of politeness strategy used by the first English teacher

Sub-strategy	Context						Total	
	OP	MA						CL
		OB	QS	EX	AS	CM		
Question hedge of negative politeness	-	3	4	2	1	2	-	12

Table 4.5 presents the most dominant of politeness strategy used by the first English teacher on teaching learning process. From the table there were 12 utterances which used by the teacher in question, hedge of politeness strategy. Among the table above, the most dominant data was question, hedge sub- strategy of negative politeness.

The teacher used question, hedge mostly, 3 times happened in observing activity, 4 times found in questioning activity, 2 times happened in

experimenting activity, 1 time used in associating activity and 2 times found in communicating activity. The teacher didn't use question, hedge in opening and closing activity. The teacher used question, hedge in questioning activity mostly.

Table 4.6 The most dominant of politeness strategy used by the second English teacher

Sub-strategy	Context							Total
	OP	MA					CL	
		OB	QS	EX	AS	CM		
Question hedge of negative politeness	-	4	2	3	1	3	-	13

Table 4.6 presents the most dominant of politeness strategy used by the second English teacher on teaching learning process. From the table there were 13 utterances which used by the teacher in question, hedge of politeness strategy. Among the table above, the most dominant data was question, hedge sub- strategy of negative politeness.

The teacher used question, hedge mostly, 4 times happened in observing activity, 2 times found in questioning activity, 3 times happened in experimenting activity, 1 time found in associating activity and 3 times used

in communicating activity. The teacher didn't use question, hedge in opening and closing activity. The teacher used question, hedge in observing activity mostly.

Table 4.7 The most dominant of politeness strategy used by the third English teacher

Sub-strategy	Context							Total
	OP	MA					CL	
		OB	QS	EX	AS	CM		
Question hedge of negative politeness	3	3	1	1	-	7	-	15

Table 4.7 presents the most dominant of politeness strategy used by the third English teacher on teaching learning process. From the table there were 15 utterances which used by the teacher in question, hedge of politeness strategy. Among the table above, the most dominant data was question, hedge sub- strategy of negative politeness.

The teacher used question, hedge mostly. 3 times happened in opening activity, 3 times found in observing activity, 1 time happened in questioning activity, 1 time used experimenting activity and 7 times found in communicating activity. The teacher didn't use question, hedge in associating

and closing activity. The teacher used question, hedge in communicating activity mostly.

Table 4.8 The most dominant politeness strategy used by English teachers

Sub-strategy	T	Context							Total
		OP	MA					CL	
			OB	QS	EX	AS	CM		
Question hedge of negative politeness	T1	-	3	4	2	1	2	-	12
	T2	-	4	2	3	1	3	-	13
	T3	3	3	1	1	-	7	-	15
Total		3	10	7	6	2	12	-	40

From the data above, it showed that question, hedge was being the most strategy used by the English teachers on teaching learning process at MAN 2 Boyolali. There were 40 question, hedge utterances used by the English teachers. The question hedge mostly used in communicating activity with total 12 utterances, 10 times in observing activity, 7 times in questioning activity, 6 times in experimenting activity, 3 times in opening activity and 2 times in associating activity. The teachers didn't use question, hedge in closing activity.

3. The Consequent of the Most Dominant Politeness Strategies

From the data above we know that question, hedge was being the most dominant strategy used by English teachers during teacher learning process. The first teacher used question, hedge 12 times, 3 times happened in observing activity, 4 times found in questioning activity, 2 times happened in experimenting activity, 1 time used in associating activity and 2 times found in communicating activity. The teacher mostly used question, hedge in questioning activity.

Table 4.9 The Consequent of the Most Dominant of Politeness Strategy Used by Teacher 1

Question, Hedge in Questioning Activity	
No.	Utterances
1.	T : Karena tidak terserap oleh tanah. Nah itu contoh text explanation, understand? Wes isoh bayangne text explanation itu seperti apa, sudahkan? S : Sampun
2.	T : In English apa? Slide. Bisa gunung meletus itu juga bisa. Any question? Ada pertanyaan atau tidak? S : Tidak bu

3.	T : Puting beliung? Yo pernah ada teks seperti itu wi. Wes getting ideakan? S : Sudah
4.	T : Apa ada pertanyaan dulu? Any question about explanation text? S : No

Table 4.9 showed the used of question, hedge as most dominant of politeness strategy in questioning activity. From the table we know that the teachers used question, hedge to ask the students' understanding about the narrative text material. The teacher ensured that the students understanding about the material, so the teaching learning process can run well. The consequent of having question, hedge in questioning activity was the students can understand with the material on teaching learning process.

The second teacher used question, hedge 13 times, 4 times happened in observing activity, 2 times found in questioning activity, 3 times happened in experimenting activity, 1 time found in associating activity and 3 times used in communicating activity. In the observing activity, the teacher mostly used the question, hedge.

Table 4.10 The Consequent of the Most Dominant of Politeness Strategy Used by Teacher 2

Question, Hedge in Observing Activity
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No.	Utterances
1.	T : Yang pertama please open your book page 47 S : Nggih pak
2.	T : Novita, can you tell me the purpose of explanation text please? S : The purpose of the text is to explain the process of something
3.	T : Yang mau memberi contoh, khofifah? S : Gempa bumi pak
4.	T : Ya sebab dan akibat. Kita sudah pelajari kemarin, yakan? S : Iya pak

Table 4.9 showed the used of question, hedge mostly in observing activity. From the table we know that in the observing activity the teacher gave the question to the students about the material to ensure the students' understanding about the material they will study. The consequence of having question, hedge in observing activity was the students more active on the teaching learning process.

The third teacher mostly used question, hedge in 15 times, 3 times happened in opening activity, 3 times found in observing activity, 1 time happened in questioning activity, 1 time used experimenting activity and 7 times found in communicating activity.

Table 4.11 The Consequent of the Most Dominant of Politeness Strategy Used by Teacher 2

Question, Hedge in Communicating Activity	
No.	Utterances
1.	T : Oke, I would like to choose one student, satu murid ya, please you read in front of your class and I say stop, please you will continue to the other friends. S : Ok
2.	T : Ok well the first please you read by Erwin. S : Yes miss
3.	T : Udin stop. Please repeat to me. Slowly the field turned into a lake S : The field turned
4.	T : Open your dictionary please. Ojo males-males bukak kamus dikiro-kiro artine. S : O, sial ya bu.
5.	T : Pay attention please. Attention please after you find for the difficulties meaning setelah kamu menemukan kata sulit, the next step step selanjutnya apa? Try to read mencoba untuk membacanya dalam Bahasa Indonesia dengan temennya ya dengan teman sebelah depan belakang boleh, di gabung-gabungkan sampai kamu melihat kata sulit. S : Nggih.
6.	T : Can you ouder please? S : Dihari yang indah. Semua orang di desa Kawar sangat happy.
7.	T : Ok please sit down. Please Nisa Indah Ayu. S : Dipesta anak laki-laki meminta istrinya, Mengapa tidak kamu membawakan...

Table 4.11 showed the used of question, hedge mostly in communicating activity. From the table we know that the teacher used question, hedge to make students active in communicating their assignment. The consequent of having question, hedge in communicating activity was the student active in the exercising activity.

B. Discussion

This part presents the discussion of the research findings. There were three research question proposed in this study and discussion only focuses on it. As mentioned in the previous chapter, the aims of the study are to know the kinds of politeness strategy, the most dominant politeness strategies and the consequent of the most dominant politeness strategy used by English teachers on teaching learning process.

The researcher used Brown and Levinson's politeness strategy to describe kinds of politeness strategy, the most dominant politeness strategies and the consequent of the most dominant politeness strategies used by English teachers on teaching learning process. From the research finding, the researcher found several politeness strategies used by the teachers. Those finding discussed by Brown and Levinson's politeness theory. The detail was as below:

1. Kinds of Politeness Strategies Used by the English Teachers on Teaching Process.

In analyzing the data, the researcher used Brown and Levinson theory. Brown and Levinson divides the kind of politeness strategies into bald on record, positive politeness, negative politeness and off record (Brown and Levinson, 1987).

In the previous section of this chapter, it was mentioned that there were 111 data which have been identified as politeness strategies. In the research findings, there were 3 politeness strategies used by the English teachers on teaching learning process at MAN 2 Boyolali. They were positive politeness, negative politeness and off record, the teachers didn't use bald on record strategy. Based on the research finding, positive politeness include exaggerate (interest, approval, sympathy with H) used in 14 times, Using In-group identity marker used in 10 times, include both S and H in the activity used in 11 times, seek agreement used in 3 times, give (or ask for) reason used in 10 times, being optimistic used in 4 times, offer, promise used in 7 times, joke used in 1 times, assume or assert reciprocity used in 2 times. The second is negative politeness include question, hedge used in 40 times, apologize used in 2 times and state the FTA as a general rule used once. And the last is off record include give hints used 6 times.

Positive politeness used 62 times by the English teachers. Positive face refers to every individual's basic desire for their public self-image that wants to be shown engagement, ratification, and appreciation from others want to be wanted. The FTA is performed utilizing strategies oriented toward the

positive face threat to the hearer (Brown and Levinson, 1987: 101). Positive politeness strategy is usually seen in group of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and soli interest in the hearer's need to be respected (minimize the FTA). The only feature that distinguishes positive politeness compensation from normal everyday intimate language behavior is an element of exaggeration.

According to the research findings, it was in line with theory of Brown and Levinson, they stated that positive politeness strategy is usually seen in group of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and soli interest in the hearer's need to be respected (minimize the FTA). The English teachers used positive politeness on the teaching learning process. It is because the teacher wanted to be closer to the students to make good interaction in the teaching learning process so the students can understand the materials well. For example when the students said that they didn't want answer the question because they fair to make mistake the teacher gave support to them and offered that the teacher will correct their mistake, so the students want to answer the question without fearing the answer will be wrong.

The secondnegative politeness used 43 times by the English teachers.Negative politeness is intended to avoid giving offense by showing

difference. Brown and Levinson divided into being indirect, question or hedge, being pessimistic, minimize imposition, apologize, impersonalize speaker and hearer, state the FTA as the general rule, nominalize, go on record as incurring a debt, or as not indebting hearer, not presuming/assuming, not concerning H, communicating S's want to not impinge on H, redressing other wants of H's. For example the teachers used question, hedge on the teaching learning process. When the teacher gave a question to the student "Can you correct it, please?", the teacher used hedge by mentioning word "Please" in the question. In this utterance hedge functioned to soften command.

The third was off record strategy. Off record on this teaching learning process was rarely used by the English teachers. This strategy occurred in only 6 times. Off record can be found in three sub-classes in this data was give hints. According Bousfield (in Hasni, 2013: 19) the FTA performs off record, typically through the deployment of an indirect illocutionary act which has more than one interpretation and thus, allows for plausible deniability on the part of the speaker in the intended recipient takes offence at the face threat inherent in the utterance. Off record is a politeness strategy that relies upon implication. This strategy is very indirect and involves the breaking of conversational norms to imply a particular recommended course of action. For example the teacher said "Papan tulismu reget banget tho?", From the

utterance it means that the teacher asked the students to clean the whiteboard indirectly.

The researcher did not find any bald on record strategy used by the teachers on the teaching learning process. Bald on-Record strategies provides no effort by the speakers to minimize the impact of the FTA's. The speakers usually shock the hearers, embarrass them, or make them feel a bit uncomfortable (Brown and Levinson, 1987). The teachers didn't use bald on record strategy on the teaching learning process because it was only used in in-formal situation, while teaching learning process is formal situation.

Moreover, the English teachers at MAN 2 Boyolali used three types of politeness strategy. They were; positive politeness, negative politeness and off record. Bald on record didn't use by English teachers in teaching learning process. Such a bald on record utterances usually uses in the in-formal situation.

2. The Most Dominant Politeness Strategies

From the research finding, it was mentioned that there were 111 utterances belonged to politeness strategies used by English teachers on teaching learning process. There were 3 politeness strategy used by the teachers; positive politeness, negative politeness and off record. And there were 13 sub-strategies used by the English teachers.

The researcher found 42 utterances in first teacher belonged to 12 sub-strategies of politeness strategy. They were; exaggerate (interest, approval, sympathy with H) used in 3 times, include both S and H in the activity used in 3 times, using in-group identity marker used in 4 times, seek agreement used 1 time, give (or ask for) reason used 7 times, be optimistic used 3 times, offer, promise used 3 times, assume or assert reciprocity used 1 times, question, hedge used 12 times, state the FTA as a general rule used 1 times, apologize used 1 times and give hints used 2 times. Form the data above we known that question, hedge of negative politeness was the mostly used by the first English teacher in 12 times.

The second teacher used 35 utterances belonged 11 sub-strategie of politeness strategy. They were; exaggerate (interest, approval, sympathy with H) used in 3 times, include both S and H in the activity used in 5 times, using in-group identity marker used in 3 times, give (or ask for) reason used 1 times, be optimistic used 1 times, offer, promise used 3 times, joke used 1 times, assume or assert reciprocity used 1 times, question, hedge used 13 times, apologize used 1 times and give hints used 4 times. Form the data above we known that question, hedge of negative politeness was the mostly used by the second English teacher in 13 times.

There were 34 utterances used by the third teacher. They were classified into 7 sub-strategy; exaggerate (interest, approval, sympathy with H) used in 8 times, include both S and H in the activity used in 3 times, using in-group

identity marker used in 3 times, give (or ask for) reason used 2 times, seek agreement used 2 times, offer, promise used 1 times and question, hedge used 15 times. From the data above we know that question, hedge of negative politeness was the mostly used by the second English teacher in 15 times.

From the data of the three teachers above, it was known that the most dominant was question, hedge of negative politeness strategies. The first teacher used in 12 times, the second teacher used in 13 times and the third teacher used in 15 times. The total used of question, hedge was 40 times. Mostly, the English teachers in MAN 2 Boyolali used question, hedge of negative politeness strategy rather than other types of politeness strategies. It is because the teachers wanted to make the students more active by asked a question to the students and the teachers used hedge to give command to the students in soften ways.

3. The Consequent of the Most Dominant Politeness Strategies

From the research finding above we know that question, hedge of negative politeness strategy was mostly used by the English teachers. The first teacher used 14 utterances belonged to question, hedge. Question, hedge mostly used in questioning activity on teaching learning process. For example on datum T-1/M-1/12/NP/QH, the utterance was “*Nah tugasnya. Apa ada*

pertanyaan dulu? Any question about explanation text?”, the teacher asked the students’ understanding about the explanation material. It showed that the teacher gave question to ensure the the students’ understanding, so the teaching learning process can run well. The consequent of question, hedge mostly used by the first teacher in questioning activity was the students more active to asking about the material that they didn’t understand, so the students can follow the teaching learning process well.

Question, hedge mostly used by the second teacher in 13 times on teaching learning process. In the observing activity the teacher mostly used question, hedge. For example on datum T-2/M-1/07/NP/CI, the utterance was “*Novita, can you tell me the purpose of explanation text, please?*”, it showed that the teacher asked novita to explain about the material, the teacher also used hedge “please” it was used as a soften command, so we know that the teacher tried to make his students more active on teaching learning process. The consequent of used question, hedge in the observing activity was the students can follow the teaching learning process without miss the explanation text material, because the teacher tried to ensure the students understanding about the material before they go to the next activity.

Question, hedge mostly used by the third teacher in 15 times on teaching learning process. The teacher mostly used question, hedge in communicating activity. For example on datum T-3/M-2/18/NP/QH, the utterance was “*Ok well the first please you read by Erwin.*”, it was showed

that the teacher used hedge “please” as a soften command. The teacher used it in communicating activity to make the students active in answered the exercise given by the teacher. The consequent of the used question, hedge in the communicating activity mostly was the students more active in the exercise activity.

From the data above, we known that question, hedge of negative politeness was the most dominant politeness strategy used by the English teachers on teaching learning process. A hedge makes the membership of a noun phrase in a set that it is partial or true only in certain respects and more complete than might be expected. Hedge may be functioned to soften command and turn it into a polite suggestion (Brown and Levinson. 1987). From the theory above we know that the English teachers at MAN2 Boyolali were in line with politeness theory of Brown and Levinson. The teachers used hedgeto give soften command to theirs students. From the data above it showed that the consequent of the mostly used of question, hedge were the students more active in asking question about the material they didn’t know, active in the excise activity and tried to understand the material well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was concern with the use of politeness strategies used by English teachers on the teaching learning process at MAN 2 Boyolali. It was intended to reveal types and the dominant of politeness strategy which was

applied by the English teachers. The other purpose was to discover the consequent of the most dominant politeness strategies used by the English teachers on teaching learning process.

From the result of description and analysis of the data of this research there were three conclusions. The conclusions are as follows:

1. The Politeness Strategy Used by the English teachers on the Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019.

This study was concerned with the use of politeness strategies used by English teachers on the teaching learning process at MAN 2 Boyolali. There were three types of politeness strategies employed by the English teachers on the teaching learning process. They were positive politeness, negative politeness, and off-record strategy. Among the four strategies, positive politeness strategy was most frequent strategy that occurs 62 times total data. It was followed by negative politeness strategy 43 data and off-record strategy 6 data. Positive politeness include exaggerate (interest, approval, sympathy with H) used in 14 times, Using In-group identity marker used in 10 times, include both S and H in the activity used in 11 times, seek agreement used in 3 times, give (or ask for) reason used in 10 times, being optimistic used in 4 times, offer, promise used in 7 times, joke used in 1 times, assume or assert reciprocity used in 2 times. The second was negative politeness include question, hedge used in 40 times, apologize used in 2 times and state the FTA as a general rule used once. The last was off record

include give hints used 6 times. Question, hedge of negative politeness strategy was the most dominant of politeness strategy used by the English teachers on teaching learning process at MAN 2 Boyoalali. Thus, total all of data are 111 data politeness strategy which have found on the teaching learning process by the English teachers.

2. The Dominant Strategy Used by the English Teachers on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019.

The English teachers used positive politeness strategy while teaching the students with 62 data from the total 111 data. There were 9 sub-classes of politeness strategy used by the English teachers, they were; exaggerate (interest, approval, sympathy with H) in 9 times, Include both S and H in the activity in 10 times, using In-group identity marker in 10 times, give (or ask for) reason in 11 times, be optimistic in 4 times, offer, promise in 7 times, seek agreement in 3 times, joke in 1 times and assume or assert reciprocity in 2 times. The second was negative politeness include question, hedge used in 40 times, apologize used in 2 times and state the FTA as a general rule used once. And the last was off record include give hints used 6 times. So the sub-classes of positive politeness mostly used was question, hedge of negative politeness in 40 times.

3. The Consequent of the Used Question, Hedge of Negative Politeness Strategy Mostly by English Teachers on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019.

From the findings above, it showed that question, hedge of negative politeness strategy was the most dominant politeness strategy used by English teachers on teaching learning process at MAN 2 Boyolali. By doing question, hedge of negative politeness strategy on teaching learning process the consequent were the students more active in asking question about the material they did not know, active in the exercise activity and tried to understand the material well. The teachers tried to make their students active in the class, so the teaching learning process running well. The teacher as a role model in the class gave good examples to the students by the word they speak and by the action they take.

B. Suggestion

After discussing the research result and conclusion, the researcher derived several suggestions:

1. For the teacher

For the teachers during the lesson should be clear and easily utterances to be understood. Applying little beat humor during the class is needed so

the students feel enjoy and relax during teaching learning process. Even though teacher has higher position than students, they should respect their students.

2. For the researcher

The researcher suggests to the next researchers to conduct studies by obtaining data from different contexts and situations, such as in result seminar. The researcher also suggests the next researchers to use more theories in analyzing the data, especially in analyzing how another subject of the study in different ages, relationship, or status can applied politeness in daily life.

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APPENDICES

APPENDIX 1

Transcript of First Meeting

Subject : Mrs. Rining Pangastuti, S.Pd.I (First Teacher)

Place : First science eleventh grade class of MAN 2 Boyolali

Date : April 22th 2019

T : Teacher

S : Students

T : Assalamu'alaikum Wr. Wb.

S : Waalaikumussalam Wr. Wb

T : **How are you today?**

S : I'm fine thank you and you?

T : I'm fine too thank you.

T : Oke, before we start our lesson today let's say basmallah together

T+S: Bismillahirrahmanirrahim

T : Is there any absent today?

S : Ada bu, annisa di UKS bu. Sama yang tidak masuk dua, suratnya ada di meja ibu.

T : Oke thankyou.

S : Nggih bu.

T : **Oke today we are going to study about explanation text.**

S : Yes

T : **Open your book, Please**

S : LKS bu?

T : Iya dibuka lksnya halaman 56.

S : Nggih bu.

T : Sudah dibuka semua bukunya?

S : Sampun bu.

T : Masih ingat what is the explanation text?

S : Text yang menjelaskan proses sesuatu atau kenapa sesuatu itu terjadi.

T : Iya betul thats right

S : Thats right

T : Text yang menjelaskan tentang proses terjadinya sesuatu something yang that is natural phenol

S : Mena

T : Jadi fenomena

S : Alam

T : The next, what is the general structure of the text, apa saja bagian-bagian teksnya

S : General statement

T : Oke general statement and sequance

S : Explanation

T : In the general explanation atau general textnya that is include by the issue that the writer want to explain about the process of something that is natural phenomena the example of last meeting that is flood contohnya kemarinkan banjir tho

S : Nggih

T : Dibuku sudah ada tho kemarin terakhir itu saya suruh membaca tentang

S : Banjir

- T : Oke, who want to read the first paragraph? Siapa yang mau membaca paragraf pertama?
- S : Dani
- T : **Siapa? Rise your hand, please.**
- S : Saya Bu
- T : Oke indah
- S : Woaah Melu payu
- T : Yo rapopo, ayo ndah. Yang lainnya listen to your friend.
- S : Flooding is a disaster which commonly happens in large and densely popula
- T : Populated
- S : Populated cities. In Indonesia, the floods hit Jakarta very often and cause many victims. Then, do you know the process of how natural flood happens? Pay attention to the following explanation
- T : Oke thankyou. The first paragraph that is issue or general statement of the explanation text, diparagraf pertama ini yang dinamakan gambaran umumnya that is flood banjir. Flooding is a disaster which commonly happens in large and densely populated cities, banjir itu adalah sebuah bencana yang mana sering kali terjadi atau biasanya terjadi di kota-kota besar atau kota-kota yang berpenduduk banyak padat. In Indonesia, di Indonesia the floods hit Jakarta very often and cause many victims. Di Indonesia banjir itu hit kan aslinya menghantam tho? Tapi di situ melanda Jakarta sangat sering dan menyebabkan banyak korban. Then, do you know the process of how natural flood happens? Dan kemudian apa kamu tau bagaimana proses terjadinya banjir? Pay attention to the following explanation, perhatikan penjelasan atau proses berikut ini.

T : **The next who want to read it? Siapa yang mau membaca?**

S : Ehsan

T : Siapa?

S : Mboten deng bu

T : Yo san, kan permintaan temen-temenmu

S : Hahaha

T : Yok Ehsan

S : The proses of net

T : Natural

S : Natural flooding is preceded by rain which falls to the

T : Surface

S : Surface of the earth. Then the rain water is

T : Absorbed

S : Absorbed by the ground surface and flows to the lower place.

T : He.em, once

S : Once that condition happens, evaporation and the water appear to the surface of the land. Flooding can be disastrous for humans when floods happen in a area that people live because the water carries along objects like houses, bridges, cars, furniture and even people.

T : Oke thankyou. The process of natural flooding is preceded by rain which falls to the surface of the earth . Jadi bagaimana? Proses alam terjadinya banjir itu karena apa? Hujan yang mana turun ke permukaan bumi. Then the rain water is absorbed

by the ground surface and flows to the lower place, dan kemudian air hujan itu diserap atau terserap oleh permukaan tanah. And flows to the lower place. Dan kemudian flow, flow itu apa? Turun ke permukaan atau tempat yang rendah atau mengalir ke tempat yang rendah. Wants that condition happen nah kondisi ini terjadi evaporation, evaporation itu opo? Cah IPA kudune ngerti

S : Evaporasi

T : Apa? Evaporasi berarti opo? Pengu?

S : Penguapan

T : Penguapan dan water appier air yang muncul di permukaan tanah. Flooding can be disastrous for humans when floods happen in a area that people live because the water carries along objects like houses, bridges, cars, furniture and even people. Banjir itu bisa menjadi bencana bagi manusia ketika banjir terjadi di daerah padat penduduk karena air bisa membawa benda-benda seperti rumah terus apa? Bridge itu apa?

S : Jembatan

T : The next cars

S : Mobil

T : Terus furniture, berarti pera

S : Perabotan

T : And even people dan kadang kala itu orang-orang.

T : **Oke the last paragraph who wants to read it? Rise your hand, please.**

S : Me

T : Yes thankyou, nah mbok yo ngono kui, saya bu ngono yo ora Bu ini Bu kan menunjukkan orang lain.

S : Hahaha

T : **Yo nak**

S : On the other hand, the process of non natural flooding is usually caused by bad habits of human who do not care about the environment, such as littering that can make water flow clogged. This makes the water deposited in landfills which gradually becomes more common. When water reservoirs can no longer hold water discharge, the water the

T : Over flow

S : Overflows out land and causes flooding.

T : Oke thankyou the last paragraph on the other hand, pendapat yang lainnya the process of non natural floor proses ee terjadinya bencana tetapi bukan secara alam nek mau kan secara alam karena air tidak terserap oleh tanah sehingga mengalir ke tempat yang rendah dan akhirnya banjir

S : Banjir

T : Terus tapi yang paragraf ini itu banjir yang disebabkan bukan secara alamiah

S : Nopo Bu?

T : Biasanya disebabkan oleh bad habit, kebiasaan buruk

S : Manusia

T : Yang mana tidak peduli dengan ling

S : Lingkungan

T : Seperti litering that can make water flow berarti apa? Semuanya ki di apa ki maksudnya dimester kui lho

S : Mester

T : Ya jadi air itu tidak bisa terserap ke dalam Tanah, terus this makes the water deposited dan akhirnya air itukan ora isoh masuk neng gon tanah dan mengalir ke tempat yang rendah. Which gradually becomes more common dan itu biasanya sering terjadi. When water reservoirs can no longer, ketika selokan-selokan mau tidak bisa tidak apa luar makanya apa? hold water discharge, sehingga air itu bisa melampaui selokan tadi karena disekitar ketika di kota-kota besar tanah kan sudah tidak ada karena sudah diganti oleh bangunan ataupun mau lho mester mau lho

S : Mester

T : Gah aku

S : Hahaha

T : Maksudnya kan sudah di, ibaratnya nang kene ki tanahkan susah tho semuanya sudah dibangun nah nek ditengah-tengah madrasah itu wis dikasih paving keluar lagi sudah ada aspal sehinggakan tidak ada tanah yang bisa menyerap

S : Air

T : Makanya terjadi banjir karena air tidak terserap oleh tanah. Terus the next When water reservoirs can no longer hold water discharge tidak bisa menampung air the water then air kemudian overflow berarti apa meluap up the land and causes a flooding menguap dari selokan-selokan tadi dan akhirnya menjadi

S : Banjir

T : Lha nek menguap, meluap bukan menguap, meluap kan melebihi batas dari selokan tadikan biasanya terus terjadi

S : Banjir

T : Nek bar udan pas kae lho cah lewato nang dalam-dalan kan banyak air tho

S : Nggih

T : **Karena tidak terserap oleh tanah. Nah itu contoh text explanation, understand? Wes isoh bayangne text explanation itu seperti apa, sudahkan?**

S : Sampun

T : Teks yang menceritakan, menjelaskan proses terjadinya

S : Sesuatu

T : **Alam, sesuatunya itu alam selain banjir bisa apa nak?**

S : Gempa longsor

T : Earthquake atau gempa bumi, tsunami terus apa lagi

S : Tanah longsor

T : **In English apa? Slide. Bisa gunung meletus itu juga bisa. Any question? Ada pertanyaan atau tidak?**

S : Gunung meletus

T : Ho.o gunung meletus bisa proses terjadinya gunung meletus kan ada

S : Topan puting beliung

T : **Puting beliung? Yo pernah ada teks seperti itu wi. Wes getting ideakan?**

S : Sudah

T : Kalau sudah berarti tugas

S : Tugas

T : **Nah tugasnya. Apa ada pertanyaan dulu? Any question about explanation text?**

S : No

T : Thankyou so much

S : Yes

T : **Menyenangkan yo?**

S : Yes

T : **Oke i have question for you if you no question for me. Saya punya pertanyaan jika kamu tidak bertanya.**

S : Apa Bu?

T : Yes I have something to do this time, saya sudah siapkan beberapa text disini tetapi textnya potong-potong, tugas kalian tak kasih kalian menyusun dulu potong-potongan paragraf ini menjadi sebuah text then you translate in indonesia after that you answer the question.

S : Kok okehmen tho bu?

T : Yes that is rangkaian or sequence of reading text, work in a group tapi saya buat kelompok biar agak ringan sedikit. Berapa anakkah disini?

S : 27

T : **Saya yakin kalian bisa mengerjakan.**

S : Nggih bu

T : 27 berarti

S : Sembilan Sembilan

T : Okeh men, textnya ada enam i, satu dua tiga empat lima, eh lima wi

S : Lima sisa tiga

T : Berarti ada yang

S : Enam lima

T : Ada yang enam ada yang lima ya

S : Oke

T : Yo berhitung satu sampai lima saja sisanya engko saya gabungne gitu ya.

S : Ya

T : Hitung satu sampai berarti sampai enam

S : Nggih

T : Oke satu sampai enam mulai dari sana, halo

S : Satu dua tiga empat enam satu dua tiga empat lima enam satu dua tiga empat lima enam satu dua tiga empat lima enam

T : Oke silahkan bergabung satu ke satu dua ke dua tiga ke tiga empat ke empat lima ke lima enam ke enam

S : Siap

T : Sini kelompok satu kelompok dua tiga empat lima enam. Satu hal nanti halo, nek rodok sesak rodok maju kedepan.

S : Kelompok empat

T : Kelompok papar kok berempat

S : Ya kan sesuai dengan kelompoknya

Kulo nggih empat Bu

T : Sit down!

S : Nggih

T : Sik kelompok satu berapa anak?

S : Lima

T : Yawis

S : Yowis hahaha

T : **Oke kalau sudah ssttt kau sudah peraturannya tidak boleh translate using laptop**

S : Haa

T : **Karena tidak semua kelompok ada laptopnya, kecuali semua kelompok ada laptopnya nanti bisa bareng-bareng tapi ketika semua kelompok tidak ada laptopnya berartikan kasian engko sing ora gowo.**

S : Nggih

T : **You must open dictionary to translate the text kalau kalian tidak tau artinya.**

S : Kamus

T : Ya. After that setelah itu of your group ssttt finish do the excising you must presentation ini front of your friends. Ketika dirimu selesai eee tugas kalian kalian presentasikan kedepan dengan apa? Tidak kelimanya maju bisa urusan satu atau dua anak yang satu baca baca enish yang satunya Indonesia oh mungkin tiga anak yang satu nulis jawabannya.

S : Nggih bu

T : **Are you understand?**

S : Yes

T : Kalau udah tak kasih teksnya

S : Nggih Bu

T : Eh sebentar, ini kelompoknya ada berapa tadi?

S : Enam

T : **Maaf ya ternyata teksnya cuma ada lima. Kae sing berempat belakang masuk kelompok sini dua situ dua**

S : Nggih

T : **Berarti teksnya sudah semua ya?**

S : Iya bu

T : 20 menint selesai ya nak

S : Mboten bu

T : **Saya yakin kalau kalian mengerjakannya serius bisa selesai 20 menit**

S ; Halah bu

T : Oke sekarang dikerjakan berkelompok, jangan ada yang ramai sendiri!

S : Bu ditempel pakai apa?

T : **Ada yang bawa lem?**

S : Mboten

- T : Sebentar saya carikan lem, seng penting kamu tau susunannya dulu. Selesai number one langsung presentasi ya.
- S : Bu lha ininya ditempelin sini ndak bu?
- T : **Iya ditempelin di kertas orange. Nama kelompoknya di sebaliknya aja yo kalau di depan nanti ndak gak muat.**
- S : Nggih
- T : **Sebentar ya tak carikan lem ke kantor dulu.**
- S : Mboten bu
- T : Ini lemya dipakai giliran
- S : Makasih bu
- T : Ya, cepat selesaikan!
- S : Bu Continuous itu artinya apa?
- T : Berkelanjutan
- S : Bu spontaneous?
- T : Spontan
- S : Makasih bu
- T : Nempelannya gak harus lurus, miring gakpapa
- S : Biar rapi kok bu
- T : Oke bagus. Kalau sudah ada yang selesai boleh langsung maju.
- S : Belum bu
- S : Bu ini ditulis ulang disini?

T : Tidak

S : Ininya bu

T : Ndak usah kalian langsung translate aja

S : Nggih bu

T : **Waktunya kurang 5menit**

S : Bu stone itu apa?

T : **Batu, kalau gak tau artinya open your dictionary**

S : Bu cheaper itu apa?

T : Lebih murah

S : Berarti ini dibawa ke yang lebih murah bu?

T : Nah pinter

S : Hahaha

T : **Sudah ada yang selesai?**

S : Belum

T : Lho lha kok suwe men

S : Sabar bu

T : Ora sabar ayo cepet

S : Bu soalnya ya diterjemahin bu?

T : Hah?

S : Soalnya diterjemahin?

T : No

S : No

T : **Sudah pada rame.**

S : Belum bu

T : Lha kok icuk kelompoknya situ wong icuk kelompoknya sana

S : Lha yo tho bu

T : Ayo icuk kembali ke kelompoknya!

T : Hello lemnya ada dimana ya?

S : Disini

- T : Ayo dibawa kesini saja
- S : Bu pertanyaannya ditulis disini?
- T : Jawabannya saja dikertas putih
- T : Karna waktunya sudah habis, dilanjutkan minggu depan ya? Sekarang dikumpulkan dulu kertasnya
- S : Nggih bu
- T : Oke thank you. Wassalamu'alaikum Wr. Wb.
- S : Waalaikummussalam Wr. Wb.

Transcript of Second Meeting

- Subject : Mrs. Rining Pangastuti, S.Pd.I (First Teacher)
- Place : First science eleventh grade class of MAN 2 Boyolali
- Date : April 26th 2019
- T : Teacher

S : Students

T : Assalamu'alaikum Wr. Wb.

S : Wa'alaikumussalam Wr. Wb

T : How are you today?

S : I'm fine thank you and you?

T : I'm fine too, thank you. Is there any absent today?

S : No

T : Oke, hari ini melanjutkan pekerjaan kalian yang kemarin ya.

S : Nggih bu

T : Ketuanya mana?

S : Saya bu

T : Kamu ambilkan kertas kalian di meja bu rining ya

S : Di kantor bu?

T : Iya ada di atas meja.

S : Nggih bu

T : Untuk yang lainnya silahkan duduk sesuai dengan kelompoknya kemarin

S : Nggih

T : **Hallo nak jangan ramai**

S : Niku lho bu

T : Ayo segera duduk

S : Ya

T : Cuma boleh buka kamus ya nak, tidak boleh buka laptop.

S : Yaaaah

T : Kemarin kan sudah dikerjakan, ini tinggal melanjutkan.

S : Bu boleh minta keta orangnya lagi?

T : Buat apa?

S : Mau diganti bu, ada yang salah terjemahannya.

T : Ditipex atau dicoret aja.

S : Nggih bu

T : Jangan ramai nak segera dikerjakan.

S : Yes

T : Ini hari jumat jadi waktunya pendek, 2 jam pelajaran sebentar sekali

S : Kalau gak selesai gimana

T : Harus selesai

S : Kok soalnya sulit tho bu?

T : **Yang sulit yang mana, kalau gak tau kesini tanya ke saya**

S : Tanya artinya boleh gak bu?

T : Arti apa?

S : Droplets bu

T : Rintik, air hujan itu lho nak

S :Disturbance apa bu?

T : Disturb apa disturb

S : Mengganggu

T : Ya, kalau disturbance itu gangguan

S : Bu apa pertanyaannya juga ditulis

T : Kan minggu kemarin sudah saya bilang ditulis jawabannya aja, pertanyaannya gak usah

S : Terlanjur niku bu

T : Yang terlanjur gakpapa ditulis

S : Nggih bu. Bu lemnya masih ada mboten?

T : Kemarin sudah dilemkan

S : Mau copot niku bu

T : Yaudah saya ambilkan dulu di kantor tapi kalian mengerjakan jangan ramai

S : Nggih

T : Ini tadi siapa yang minta lem?

S : Saya bu

T : Nanti kalau sudah dibawa ke depan

S : Nggih bu makasih

T : **Sudah selesai belum nak?**

S : Belum bu

T : Kurang berapa soal lagi?

S : Bentar tho bu

T : Setelah ini masih ada tugas lagi jadi segera diselesaikan

S : Kok banyakmen tho bu?

T : Kan ini materi terakhir kita, minggu depan masih ada satu pertemuan.

S : Bebas aja bu

T : Enak men bebas arep UAS kok malah bebas.

S : Tugas apa bu?

T : Membuat explanation text ya

S : Halah susah bu

T : Kan sudah diajarkan, susah pie

S : Susah kata-katane bu

T : Kan boleh buka kamus, nanti dikerjakan secara individu

S : Kok gak kelompok aja tho bu

T : **Nanti yen kelompok yang ngerjain cuma satu orang, individu aja biar adil.**

S : Halah bu, angel.

T : **Wong belum ngerjain kok bilang susah, makanya dicoba dulu pasti bisa, jangan bilang gak bisa kalau belum nyoba.**

S : Nggih bu

- T : Wes gek dirampungke gek dibahas.
- T : 15 menit lagi ya
- S : Halah
- T : Lha kalian cuma mengerjakan gitu we lama banget. Ini sudah satu jam pelajaran lebih
- S : Nggih bu
- T : **Sudah 15 menit**
- S : Langsung dikumpulkan bu?
- T : **Maju dulu presentasi, tiga orang yang satu membaca Englishnya yang satu indonesianya dan yang satunya menulis jawabannya di papan tulis. Ayo yang mau maju dulu kelompok berapa? Raise your hand, please.**
- S : belum bu
- T : Ayo yang maju saya kasih nilai bagus.
- S : Kelompok saya bu
- T : Oke segera
- S : How Does Rain Happen. We all know that rain is primary source of fresh water for most areas of the world, providing suitable condition for diverse ecosystems. Rain is water that descends from the sky through several processes until the rain occurs. Do you know how does rain happen? The phenomenon of rain is actually a water circle. The concept of water circle includes the sun heating the Earth's water surface and causing the water surface to evaporate. Earth's water includes water from lake, river, and ocean. Then, the water vapor experiences condensation and becomes condensed vapor. Condensed vapor is formed from droplets so that when the air temperature is higher, it makes the droplets gather, condensed and formed into clouds. The presence of winds helps clouds move and gather in other places that have lower temperatures. At that time, the droplets become heavier and

unstoppable and cause the droplets to fall so that there is rain. If the droplets drop in an area with very cold temperatures, the droplets will drop as snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called Virga, a phenomenon which is often seen in hot, dry desert regions.

T : Oke sekarang bahasa Indonesianya

S : Bagaimana Terjadinya Hujan. Kita semua tahu bahwa hujan adalah sumber utama air tawar untuk sebagian besar wilayah di dunia, menyediakan kondisi yang cocok untuk beragam ekosistem. Hujan adalah air yang turun dari langit melalui beberapa proses hingga hujan terjadi. Apakah kalian tahu bagaimana proses terjadinya hujan? Fenomena hujan sebenarnya adalah lingkaran air. Konsep lingkaran air meliputi matahari memanaskan permukaan air di bumi dan menyebabkan permukaan air tersebut menguap. Air di bumi termasuk air dari danau, sungai, dan laut. Lalu, uap air tersebut mengalami kondensasi dan menjadi embun. Embun terbentuk dari titik-titik air kecil sehingga ketika suhu udara semakin tinggi, hal tersebut membuat titik-titik air tersebut berkumpul, memadat dan mermbentuk menjadi awan. Adanya tiupan angin membantu awan-awan bergerak dan berkumpul di tempat lain yang memiliki suhu yang lebih rendah. Ketika itu, titik-titik air semakin berat dan tidak terbendung lagi dan menyebabkan butiran-butiran air tersebut jatuh sehingga terjadilah hujan.

T : Oke tepuk tangan untuk kelompok tiga.

S : (Give applause)

T : **Selanjutnya yang mau maju kelompok berapa? Raise, your hand please**

S : Kita bu kelompok Satu

T : Oke

S : In Indonesia, we are very familiar with the word " Tsunami ". This natural disaster has ever killed thousands of lives in Banda Aceh a few years ago. Indonesia mourned, the world mourned. Then, how the Tsunami happens? Here is a brief explanation of the process of how the Asian tsunami happens. Tsunamis can occur if there is a phenomenon which causes the displacement of large amounts of water

in the ocean, such as volcanic eruptions, earthquakes, landslides, and meteors that fall to Earth. However, 90% of tsunamis is the result of underwater earthquakes. Vertical movement in the Earth's crust in the bottom of the ocean causes a sudden up or down movement of sea floor which then causes the water balance disorders above it. This disturbance causes the occurrence of the flow of the massive sea water energy, that once it reaches the shore, it becomes huge waves resulting Tsunami.

T : Bagus, terus Indonesianya

S : Di Indonesia, kita teramat akrab dengan kata “Tsunami”. Bencana alam yang satu ini pernah menelan ribuan nyawa melayang di Banda Aceh beberapa tahun yang lalu. Indonesia berduka, dunia berduka. Lalu, bagaimanakah proses terjadinya Tsunami? Berikut ini adalah penjelasan singkat tentang proses bagaimanakah Tsunami terjadi. Tsunami dapat terjadi jika terjadi sebuah fenomena yang menyebabkan perpindahan sejumlah besar air di samudera, seperti letusan gunung api, gempa bumi, longsor dan meteor yang jatuh ke bumi. Namun, 90% tsunami adalah akibat gempa bumi bawah laut. Gerakan vertikal pada kerak bumi yang ada di dasar samudera mengakibatkan dasar laut naik atau turun secara tiba-tiba, sehingga mengakibatkan gangguan keseimbangan air yang berada di atasnya. Gangguan ini mengakibatkan terjadinya aliran energi air laut yang besar, yang ketika sampai di pantai, mereka menjadi gelombang besar yang mengakibatkan Tsunami.

T : Oke terimakasih, give applause to kelompok satu. Satu kelompok lagi ya, nanti terus dikumpulkan semua.

S : Nggih bu

T : **Yok kelompok berapa? Raise your hand please!**

S : Kelompo lima bu

T : Oke langsung maju

S : As we know now, global warming which is happening right now has a very big impact on natural conditions, animals and humans. Well, do you know how global

warming which has a particularly serious impact on life happens? To know the process of how this phenomenon occurs, see the following explanation. The process starts when sunlight shines the earth where most of the heat is absorbed by the earth and a half of it is reflected back onto the air (atmosphere). Sunshine returning to the air is trapped by gases in the atmosphere such as carbon dioxide, sulfur dioxide, methane, water vapor, and so on. This event is known as the greenhouse effect. Solar radiation on the earth's atmosphere makes ozone layer get thinner and makes the sunlight which shines the Earth become hotter. The greenhouse effect also causes the sunlight which is reflected back onto space is reflected back into the earth. This phenomenon causes the earth continuously getting hotter. This condition is known as global warming.

T : Yok langsung yang bahasa Indonesia

S : Seperti yang kita ketahui, pemanasan global yang terjadi saat ini sangat berdampak pada kondisi alam, hewan, dan pada kita manusia. Nah, tahukah anda bagaimanakah global warming yang berdampak sangat serius pada kehidupan itu terjadi? Untuk mengetahui process bagaimana fenomena itu terjadi, perhatikan penjelasan berikut ini. Proses tersebut dimulai ketika cahaya matahari yang menyinari bumi di mana sebagian panas diserap oleh bumi dan sebagian lagi dikembalikany ke angkasa (atmosfer). Sinar matahari yang dikembalikan ke angkasa terperangkap oleh gas-gas yang ada di atmosfer seperti gas karbon dioksida, sulfur dioksida, metana, uap air dan lain sebagainya. Peristiwa ini dikenal dengan istilah efek rumah kaca. Radiasi sinar matahari di atmosfer bumi menyebabkan lapisan ozon semakin menipis dan ini membuat sinar matahari yang menyinari bumi semakin panas. Efek rumah kaca juga menyebabkan sinar matahari yang kembali ke angkasa dipantulkan kembali ke bumi. Hal ini yang menyebabkan bumi semakin lama semakin panas. Kondisi inilah yang dikenal dengan istilah global warming.

T : **Oke thankyou, give applause to the last group.**

- S : (Give applause) dikumpulkan mboten bu?
- T : **Iya dikumpulin ke depan pekerjaannya nanti biar saya koreksi di rumah**
- S : Ini bu
- T : **Oke guys waktunya sudah habis.**
- S : Selesai bu?
- T : Sebentar, untuk tugasnya
- S : Halah tugas meneh
- T : Minggu depankan pertemuan terakhir, silahkan kalian bikin explanation text ya dirumah
- S : Bebas bu?
- T : Iya temanya bebas, minggu depan presentasi aja baca satu-satu di depan karena hanya satu jam pelajaran jadi waktunya terbatas juga.
- S : Nggih bu
- T : Oke that's enough Wassalamu'alaikum Wr. Wb.
- S : Wa'alaikummussalam Wr. Wb.

Transcript of Third Meeting

- Subject : Mrs. Rining Pangastuti, S.Pd.I (First Teacher)
- Place : First science eleventh grade class of MAN 2 Boyolali
- Date : April 29th 2019
- T : Teacher
- S : Students

T : Assalamu'alaikum Wr. Wb.

S : Wa'alaikumussalam Wr. Wb

T : How are you today?

S : I'm fine thank you and you?

T : I'm fine too, thank you. Ada yang tidak masuk?

S : Mboten bu

T : Hari ini pertemuan terakhir ya

S : Nggih bu

T : Minggu kemarin saya kasih tugas ya?

S : Iya bu

T : Sudah semua?

S : Sampun bu

T : Oke hari ini presentasi ya, membacakan teksnya ke depan

S : Nggih

T : Siapa yang mau maju pertama?

T : Ayo yang maju pertama nanti nilainya saya tambah.

S : Di meja aja tho bu

T : Maju saja biar temen-temenmu denger semua

S : Halah

T : Kok malah tho, ayo siapa yang mau maju? Kita cuma satu jam waktunya terbatas

S : Haus bu

T : Namanya juga puasa, apa kamu mau minum?

S : Mboten bu

T : Lha iyo makane gek ndang maju

S : Nilainya 100 ya bu kalau maju pertama

T : Ya tergantung teks kalian dan pronounciation kalian nanti

S : Yaah

T : Wes ayo gek maju

T : Laila, mau maju?

S : Mboten bu nanti aja

T : Biasane semangat yen kon maju

S : Lemes bu

S : Saya bu

T : Oke maju ke depan

S : Kalau salah gimana bu

T : Nanti kalau salah saya benarkan, jangan takut.

S : Nggih bu

T : Judulmu apa?

S : Bagaimana coklat terbentuk

T : Oke silahkan, untuk yang lain tolong didengarkan.

S : **How Chocolate is Made.** Have we wondered how we get chocolate from? Well this time we will enter the amazing world of chocolate so we can understand exactly we are eating. Chocolate starts a tree called cacao tree. This tree grows in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pine apple. Inside the fruits are the tree's seeds. They are also known as coco beans. Next, the beans are fermented for about a week, dried in the sun. After that they are shipped to the chocolate maker. The chocolate maker starts processing by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavour. So they are often sorted and blended to produce a distinctive mix. The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao bean from its shell. Then the nibs are blended. The blended nibs are grounded to make it liquid. The liquid is called chocolate liquor. It tastes bitter. All seeds contain some amount of fat and cacao beans are not different. However, cacao beans are half fat, which is why they ground nibs from liquid. It is pure bitter chocolate.

T : Give applause to your friend

S : (Applause)

T : Oke next siapa?

S : Saya bu

T : Oke silahkan maju

S : Process of Lightning Lightning is an event of the release of static electricity, which occurs dramatically and naturally. This incident occurred as a result of the discharge of electric charges of the object, in this case the cloud. Discharge of

static electricity sometimes happen slowly and calmly. However, occasional rapid accompanied by sparks or a sound of an explosion. Spark of light that appears is called by lightning. Lightning occurs due to a potential difference in charge between the cloud and the earth, or cloud to another cloud. The charge on the cloud occurs because the clouds move continuously on a regular basis. During the movement of the cloud will interact with other cloud so that the negative charge will be gathered on one side. While the slight positive charge gathered on the reverse side. This usually occurs before the cloud 'spill' of rain. Cloud itself is composed of millions of water droplets and ice frozen in the air. During the interaction process, water droplets collide with other clouds that are being re-melting (kondensasi) upwards.

T : Bagus, tepuk tangan buat temen kalian

S : (Applause)

T : Oke next? Ayo nak kita Cuma satu jam lho

S : Kulo bu

T : Ya gek maju

S : Butterfly Metamorphosis. To grow into an adult, butterflies go through 4 stages: egg, larva, pupa and adult. Depending on the type of butterfly, the life cycle of a butterfly may take anywhere from one month to a whole year. A butterfly starts life as a very small, round, oval or cylindrical egg. The egg hatches and the young one called larvae or caterpillar comes out of the egg. The caterpillar first feeds on the egg shell from which it is born. It then starts feeding on the leaves and starts to grow. Its exoskeleton (skin) does not stretch or grow, so it grows by “molting” (shedding the outgrown skin) several times while it grows. As soon as a caterpillar is done growing and it has reached its full length/weight, it forms itself into a pupa, also known as a chrysalis. The pupa remains motionless in the chrysalis. In

the chrysalis, the pupa undergoes a series of changes. After about 15 days, a beautiful adult butterfly emerges out of the chrysalis. When the butterfly comes out, it's wings are small and wet, then the butterfly pumps fluids into them to make them strong and to expand. After a few hours, the wings become strong enough and the butterfly is able to fly.

T : Oke thankyou, give applause

S : (Applause)

T : Untuk yang lainnya dikumpulkan saja ya biar saya koreksi dirumah.

S : Nggih bu

T : Sekertarisnya mana ya?

S : Pripun bu

T : Maju ke depan

S : Nggih bu

T : Tolong ini kisi-kisi untuk UAS minggu depan ditulis di papan, yang lainnya silahkan ditulis di buku

S : Ini semua bu?

T : Iya semua

S : Baik bu

T : Sudah?

S : Sudah bu

T : Oke karena waktunya sudah habis kita bubarkan ya

S : Nggih bu

T : Jangan lupa belajar buat UAS minggu depan

S : Ya

T : Oke that's enough, Wassalamu'alaikum Wr. Wb.

S : Wa'alaikummussalam Wr. Wb.

Transcript of First Meeting (Teacher 2)

Subject : Mr. Mujiyanto, M.Pd

Place : Second social eleventh grade class of MAN 2 Boyolali

Date : April 23th 2019

T : Teacher

S : Students

T : Assalamu'alaikum Wr. Wb.

S : Wa'alaikumussalam Wr. Wb.

T : Good morning

S : Good Morning

T : **How are you?**

S : I'm fine thankyou, and you?

T : Fine, thankyou. Minggu kemarin saya kasih PR ya

S : Mboten pak mboten

T : **Oke kemarin kita sudah belajar tentang materi hubungan sebab akibat**

S : Akibat

T : Hubungane ada apa aja kemarin?

S : So

T : Selain itu

S : Because of

T : Oke semuanya itu nanti anda diharapkan untuk bisa membuat kalimat dengan menggunakan because dan because of

S : Nggih pak

T : Diabsen dulu ya, siapa yang gak masuk?

S : Ada Siti Fauziah pak

T : **Kenapa gak masuk?**

S : Sakit pak

T : **Sakit apa? Ada yang tau?**

S : Sakit panas

T : **Yang pertama please open your book page 47**

S : Nggih pak

T : **Pada hari ini kita akan belajar tentang explanation text. Coba jelaskan pengertian explanation text**

S : text explanation pak

T : **Iya text explanation, ayo siapa yang mau menjelaskan nak.**

S : Explanation text is a text which discuss theory

T : Oke, explanation text is a text which discuss theory. Itu adalah definisi dari teks explanation. Kemudian yang selanjutnya what is the purpose of the text of explanation. Nah saya ulangi what is the purpose of explanation text.

S : Tujuannya to explain process something

T : **Novita, can you tell me the purpose of explanation text please?**

S : The purpose of the text is to explain

T : Ya good. To explain

S : Explain apa pak?

T : Explain

S : Nggak tau

T : Yak menerangkan

S : Ooo

T : Menjelaskan. To explain the process of something. Apa the process of something

S : Proses

T : Yak proses sesuatu. Jadi to explain something. A process of something, contoh cara pembuatan video call. Nah pie

S : Mosok video call dibuat

T : Nek ora isoh ngerti perintahe yo ora isoh tho

S : Oh perintahe

T : Terangkan cara video call itu begini. Naah Cara membuat kue opo, yo kue rotilah

S : Kue yo rotilah pak haha

T : How to know the process of something, diterangkan

S : Cara membuat roti

T : Tapi kamu harus bisa membedakan, you must be able to differentiate between explanation text and procedure text seperti yang dikatakan dewi tadi. Dewi mengatakan bagaimana cara membuat

S : Nasi goreng

T : Nasi goreng.. bukan bukan itu.

S : Itu procedure

T : Itu namanya procedure

S : Text

T : Ooo caranya membuat dewi itu begini , itu namanya procedure text

S : Procedure text

T : Jadi ini beda, to explain ya, kemudian yang selanjutnya setelah anda tau what is the purpose and the definition of explanation text you must be know the generic structure.

S : Struktur

T : Apa generic structure? Yang ada di dalam text itu meliputi apa saja?

S : General statement

T : Ya lalu

S : General statement

T : General statement ya apa statement

S : Pernyataan umum

T : Ya diulang, di pronounciationkan

S : Pernyataan umum

T : Statement ya bukan setatemen. Yak pernyataan umum. In this case, in this case general statement itu masih berupa apa ya universal.

S : Umum

T : Ya belum spesifik. Yang selanjutnya apa?

T : Sequence explanation stating of the step. Langkah-langkahnya itu bagaimana. Merujuk pada lagkah-langkah. Step. Step by step

S : Langkah

T : Ya tahapan-tahapannya itu bagaimana. Itu yang termasuk di dalam opo jenenge structure of explanation

S : Text

T : And then the last is the language features. Apa itu language features?

S : Bahasa

T : Ya language features itu adalah ciri-ciri kebahasaan. if you find or if you read a some explanation text must be known the generic eee apa itu the generic structure and then language features. Language featuresnya itu apa? Ciri-ciri kebahasaannya itu apa? Jangan sampai kamu gak tau. Kenapa? Karena di dalam soal biasanya kamu dihadapkan dengan berbagai macam apa? Text. Ya there are many kind of the text you can read. Ciri-ciri kebahasaan yang ada di dalam explanation text yang pertama itu apa?

S : Generic participants

T : Generic participants yah generic

T : Generic participants, ada keikutsertaan secara umum. Umum itu ya kayak sun.

S : Matahari

T : Membacanya san

S : San

T : Kalau soon itu segera

S : Apa iya

T : Kalau kamu membaca sun itukan begini neng nak soon itu begini. Selanjutnya

- T : Saya itu hanya pengen. I only want to differentiate how to spell. Bagaimana untuk mengeja atau membaca sun and
- S : Soon
- T : Naaah. Oke yang selanjutnya, the other language features yang selanjutnya menggunakan phonological connection. Connection adalah hubung
- S : Hubung hubung
- T : Kata penghubung. Connection itu penghubung ya
- S : Ya
- T : Disini menggunakan contoh
- S : And, etc
- T : Etc i apa
- S : Dan lain-lain
- T : Singkatannya apa?
- S : Exsel.. mboten ngertos pak
- T : Saya pesan nanti kalau sampai dirumah ditanya sama temen atau tetangga kamu siapa guru bahasa inggrismu jangan pak mujiyanto ya
- S : Iya
- S : Babe muji
- T : Kenapa
- S : Saya malu
- T : Apa etc, etcetera.

S : Etcetera, dan lain-lain

T : Oke lanjutnya

S : Yaa

T : Harus menggunakan passive

S : Passive voice pattern

T : Pengertian passive voice pattern

S : Apa ya

T : Tadi saya udah ngomong tho, Pattern is

S : Pola

T : Ya

S : Cieee

T : Pola atau rumus. Tau rumus?

S : Tau, x plus

S : Hahahaha

T : Rumus itu ya susunan kalimat

S : Subject plus

T : Biasanya yang namanya kalimat itu ada minimal dua yaitu

S : Subject

T : Subject and

S : Predicate

T : Subject and predicate. pradicate apa predikat

S : Predikat

T : Salah, predicate. Apa selanjutnya? Menggunakan action verb. Apa yang selanjutnya

S : Simple present

T : Simple

S : Menggunakan simple present tense

T : Menggunakan the use of apa

S : Simple present tense

T : Apa itu simple present tense?

S : Iki lho kata kerja

T : Yang gimana

S : Kata kerja, kata dasar

S : Uduk yo

T : Kalimat yang menggunakan kata kerja bentuk ke

S : Dua

T : Ya Allah

S : Satu

T : Engko yen takoki pak guru, sopo guru bahasa inggris

S : Babe muji

- T : Udah ya, itu menggunakan present tense terus menggunakan apa?
- S : Menggunakan verb
- T : Action verb, apa itu action verb?
- S : Kata kerja
- T : Ya bener kata kerja, tetapi menggunakan kata kerja sebuah tindakan. Contoh apa?
Jump itu apa jump?
- S : Melompat
- T : Ya melompat, Kick apa kick?
- S : Put
- T : Menendang, itu namanya action.
- S : Tau
- T : Ya, kamu meloncat dari gedung dari lantai ini ke bawah lantai satu itu namanya
jump silahkan
- S : Contoh
- T : **Kelas kalian kok panas banget ya**
- S : Pintunya dibuka ya pak?
- T : Ya
- T : **Yang mau memberi contoh, khofifah?**
- S : Mboten pak
- T : Oke selanjutnya, menggunakan present tense, passive voice dan

S : Verb

T : Kok verb verb

S : Hahaha

T : Adverbial

S : Phrase

T : Oke itu namanya phrase. Phrase itu apa? Kelompok kata. Makanya ada kelompok kata keterangan, ada kelompok kata kerja, makanya kamu akan, you will be find noun phrase, verb phrase adverbial phrase or adjective phrase, itu ya.

S : Oooo

T : You will be find, engko yen tak kei garapan ora isoh garap awas koe. Kamu itu kalau bicara lihat saya

S : Eaaaaa

T : Diguyu mbak e ppl

S : Hahaha

T : Ada adverbial phrase apa tadi? Phrase itu ada, satu

S : Noun phrase, adjective phrase

T : Ada verb

S : Phrase

T : Ada adjective

S : Phrase

T : Oke lanjutnya language feature of explanation text is using

S : Conjunction

S : Conjunction

T : Kon apa ken

S : Ken

T : Conjunction, cause and effect. Cause i opo tho?

S : Sebab

T : Effect

S : Akibat

T : Kleru

S : Lho.. oo kualik tho

T : Cause itu yang kamu pakai itu lho

S : Iki seragam pak

T : Cause and effect.

S : Sebab akibat

T : **Ya sebab dan akibat. Kita sudah pelajari kemarin, yakan?**

S : Because, so

T : Soon

S : So

T : Apa lagi? Mega opo ga contohe?

S : Ega pak ega

T : Kamu bukak buku kok, ditutup bukunya!

S : Because

T : Oke. Di dalam explanation text you will find conjunction cause and

S : Effect

T : Oke the last, yang terakhir

S : Conjunction of time

T : Ya conjunction of time

S : Kata kerja waktu

T : Kata penghubung

S : Waktu

T : Apa contohnya?

S : Tomorrow, yesterday

T : Tomorrow, yesterday kui conjunction

S : Last, then

T : Tomorrow yesterday i bukan

S : Bukan

T : Itu kata keterangan

S : Pak guru tomorrow itu apa pak?

T : Hee

S : Tomorrow

T : Lha kamu itu ya aneh, tomorrow itu sudah kelas 11 kok gak tau artinya

S : Besuk

T : Kalau yesterday kemarin

S : Kemarin

T : Itu namanya adverb of time bukan conjunction of time ya. Oke selanjutnya sekarang.

S : No

T : **Is there any question? Sudah paham?**

S : Mboten

T : **Oke kalau tidak ada pertanyaan let's study about explanation**

S : Text

T : Itu sudah apa sudah saya terangkan secara detail, yang jelas kamu akan tau nanti setelah kamu akan belajar tentang explanation text.

T : Oke selanjutnya sekarang kita ke passive voice.

S : Passive voice

T : Oke sebelum kesana tadi disinggung bahwa di dalam explanation text in that explanation text there is one topic that you must be learn is passive voice. Ya passive voice

S : Is a style

T : Passive voice itu ada 2, passive dan

S : Active

- T : Nanti kamu akan belajar dua point, active sentence and passive sentence. Apa itu passive and active? Active itu bahasa indonesianya yang bagaimana?
- S : Yang tidak
- T : Active ya aktif. Seperti septia itu, aktif terus, aktif seperti opo? Lambene ra meneng
- S : Hahaha
- T : Yang diam ini siapa?
- S : Mboten enten
- T : Luna
- S : Haha
- T : Itu namanya passive, yang passive lagi Fajar
- S : turu hahaha
- T : **That is the example of passive and active ya. Oke lanjutkan bahwa passive, Please open your book.**
- S : Sampun
- T : Dibaca. Passive voice is a style of writing were what would be the object of sentence becomes the subject of sentences. Nah intinya adalah kamu nanti you must be change from active into passive.
- S : Hehehe
- T : You must be able to changes from active to passive. Kalian harus tau rumusnya, biar bisa membuat explanation text.
- S : S plus

T : Dalam bahasa Indonesia dulu

S : Mengke ndak salah

T : **Kenapa takut salah?**

S : gak tau pak

T : **Kalau salah nanti saya benarkan**

S : Hahaha pak guru i

T : Passive itu yo passive, contoh dimakan ya

S : Yes

T : Ditendang ya gak, di

S : Lempar

T : Dilempar. direndam, dibungkus. Intinya dari yang di di itu

S : Passive

T : Iya, ada unsur menderit

S : Haha

T : Septi digigit nyamuk, menderit septi

S : Ya

T : Ya itu. Lah rumus dari passive voice to changes from active to passive is be plus
verb tiga.

S : To be

T : There are many kinds of be

S : Eeee

T : **Ya Allah itu namanya bukan tobe nak, They we I you i pronoun**

S : Pronoun Kata ganti

T : Kata ganti orang, ada I ada you ada

S : They, we

T : Selain kui, pokoke kata ganti. Ada kata ganti orang dan kata ganti benda yang it
itu ya.

S : Ya

T : Tobe, nah tobe itu ada dua. Be wi podo wae tobe. Be i opo? SMA. Nah tobe kui
ada 2 apa? 2 bentuk to be

S : Was were

T : Yo was atau were. Is am are Present. Was were past

S : Past

T : Nah present dan past. Two kind of the form two kind of to be. Kamu menyebut be
itu podo wae kamu menyebut to be ya jadi kalau sampai di rumah kalau to be aja
gak tau nak takoki gurune bahasa inggris ojo pak muji ya

S : Nggih

T : Yo. Nah be plus verb tiga ya, verb itukan ada tiga bentuk.

S : Ya

T : Ada empat bentuk atau tiga bentuk atau lima bentuk

S : Tiga

T : Apa?

S : Verb satu

T : Ya, dua

S : Verb dua

T : Ya, tiga

S : Verb tiga

T : Empat

S : Ya

T :Pinter. Oke yang pertama ada tiga, apa aja ini

S : Verb satu

T : Present

S : Past

T : Past participle lebih trendnya ini disebut verb satu verb

S : Dua verb tiga

T : Ya, yang kamu perhatikan adalah yang past parti

S : Participle atau verb tiga

T : Rini makan pisang

S : Pisang makan rini

T : Pisang dimakan oleh rini. Yang menderita

S : Pisang

T : Oke selanjutnya. Oke sekarang contoh, to make a sentence by using a passive voice you must be know the tense.

S : Sepuluh

T : Tense itu tensis untuk membuat sebuah kalimat passive kamu harus tau

S : Simple present tense, simple past

T : Pinter

S : Hahaha

T : Aslinya kamu itu piye tho wong karek moco we yo ra reti lho

S : Pinter hahaha

T : **Itukan kamu tinggal moco. Ayo dibukak halaman 48. Kalau kalian mau baca kalian pasti paham**

S : Nggih pak

T : Dibukak.

S : Sampun

T : Ada kolom tensesnya

S : Nggih

T : Lihat lagi di sebelahnya ada kolom?

S : Active

T : Nah kui lak tenses tho

S : Nggih

T : Ada apa saja tensesnya?

S : Simple present tense, simple future, simple past

T : Oke pinter oke yang pertama itu apa?

S : Simple present tense

T : Simple present tense S

S : S plus verb one

T : Nah ada apa? Subject plus verb satu plus O plus adverb. Nah ini nanti kamu ubah dalam passive. Nah passive e piye?

S : S plus is

T : Subject plus apa

S : Plus verb tiga

T : Nah ini kamu tulis to be. To be nya apa? Ada is ada am ada are ini plus verb?

S : Verb tiga

T : **Plus object plus adverb. Yo contoh kalimat kita buat contoh**

S : Example dibawahnya niku tho pak

T : Pie ayo gawe contoh the student learn English terus pie

T : **Papan tulismu reget banget tho**

S : He cah sing piket hapusen

S : The

T : English is opo are

S : Are

T : English kok are i pie tho

S : Is

T : Nah is, apa

S : English

T : Oke perhatikan. Nak saya menulis the student itu muridnya banyak apa satu?

S : satu

T : Dadi pie iki

S : Is

T : Nah is verb tiga dari

S : Learn

T : Learn itu apa tho?

S : Verb tiga dari belajar

T : Learned by opo?

S : The student

T : By him atau her karek iki studentnya apa. Ini paling mudah paling simple ya.
Terus yang kedua ada apa lagi itu

S : Simple past tense

T : Ya simple past tense, tetapi nak iki nanti saya bahas sampai detail kita tidak
sedang belajar explanation tapi kita belajar pa

S : Passive voice

T : Passive itu hanya sebuah kalimat yang ada di dalam explanation

S : Text

T : Nah maka perubahan nanti dalam passive voice intinya adalah it depend on the form of tense apa artinya itu? The changes from active into passive it depend on the form of the text. Apa artinya? Artinya saya makan bakso dua mangkok ya

S : Hahaha kode kode

T : Kode opo?

S : Bakso pak haha

T : Jadi perubahan passive eh active into passive itu tergantung bentuk kalimat eh bentuk tenses sebuah kalimat. Pak misale tensesnya eh kalimate berbentuk perfect gimana pak? Yauda dibuat be plus verb tiga neng gon present perfect. Present perfect i rumusnya gimana?

S : Present perfect, niki pak

T : Ya niki itu apa

S : S plus have plus

T : Piye present perfect?

S : Subject plus have

T : Pie present perfect?

S : Subject plus has atau have

T : Has atau have plus verb

S : Verb tiga

T : Nah itu kamu ubah be plus verb tiga menjadi gimana

S : Subject plus has have plus been plus verb 3

T : Ya, artine opo tho been i cah. Been i artine opo? Be plus verb tiga itu artinya apa?
What is the meaning be plus verb tiga? Apa artinya ini?

S : To be

T : Be ki artine opo?

S : Ada

T : Be ini lho dipassive lho, opo?

S : To be

T : Loh ora ngerti tho? Ndak tau?

S : Mboten

T : Kok ora tekok?

S : Nggih nopo pak?

T : Be itu artinya adalah di

S : Di

T : Ya, dimakan dipelajari dimarahin

S : Dibully

T : Itu ya, be itu artinya

S : Di

T : Diingat-ingat. Contoh lain misale saya sedang makan bakso di kantin pie bahasa inggrise

S : I am

T : Sik sik sik saya tanya, saya sedang makan bakso di kantin itu kalimat tensesnya apa?

S : Present

T : Saya sedang makan bakso di kantin, kalimat saya ini tensisnya apa?

S : Simple present tense

T : Iya simple

S : Present tense

T : Simple continuous tense

S : Hahaha

T : Ngopo ngguyu

S : Lha itu continuous pak

T : Oh ini continuous tho? Kok nda present tense?

S : Salah

T : Present tense ya

S : Lho pak guru pripun pak

T : Piye tho wong saya sedang i present tense i piye, present tense i opo tho? Present tense itu adalah pekerjaan yang dilakukan secara berulang-ulang

S : Makan

T : Yo makan, ke sekolah

S : Mandi

T : Tidur, I go to school every day itu present tense nah nek saya sedang makan bakso
kok present tense i pie

S : Mbok menowo diulang-ulang pak

T : Yo diulang-ulang terus yo wetengmu mbledos

S : Hahaha mbendino bakso

T : Lha iyo diulang-ulang terus wetengmu mbledos entek makan lagi entek makan
lagi. Apa tadi saya sedang makan bakso?

S : Present continuous tense

T : Present continuous tense itu apa? Pekerjaan yang sedang berlang?

S : Sung

T : Cirine opo?

S : Ing

T : Be plus verb ing. Mana kalimat saya yang menunjukkan be plus verb ing, saya
sedang makan bakso sing be plus verb ingnya itu mana?

S : Makan eating

T : Ya sedang, sedang kui be plus verbing sedang makan be plus verb ing. Nah kui
engko passive e pie, sopo sing isoh maju tak kasih nilai 9 , ditulis terus ditulis
bahasa inggrise terus diubah menjadi passive, benar saya kasih nilai 9, yo siapa
bisa?

S : Di kantin saya makan bakso

T : Salah

S : Lha pripun tho pak

T : Kamu jangan molah maleh kalimat koe ki nak berkata seperti itu membuat kalimat seperti itu kui engko tenses berubah eneh saya tadi ngomong gimana pak guru tadi ngomong gimana?

S : Saya sedang makan bakso di kantik

T : Saya sedang makan bakso dikantin berarti I am

S : Be

T : Ora isoh cah? Wes do muliho kono cah

S : I am eating the meatball

T : Yah, Iam opo?

S : Eating

T : Eating apa?

S : Meatball in canteen

T : Nah sekarang diubah ke, ini apa?

S : Active

T : Nah diubah ke passive pie

S : Meatball dimakan saya

T : Meatball terus masuk ke be, benya opo

S : Am

T : Is, am are?

S : Are, is

T : Is opo?

S : Eaten

T : Nah is eaten ngeneki? Yo salah ini kan verb tiga tetapi mengikuti tenses berarti opo

S : Being

T : Lha wes enek kok ora isoh i pie

S : Being

T : **Kalau inikan baru sampai be, ya gak?**

S : Nggih

T : Sedangkan kamu tadi ngomong bahwa kita sedang belajar continuous maka setelah be harus diikuti oleh continuous, opo?

S : Being

T : Verb ing berarti verbnya apa? Being, kan ngono

S : Being verb tiga

T : Being terus verb tiga dari apa?

S : Eating

T : Apa?

S : Eaten

T : Ya eaten by sopo?

S : By me

T : Nah dari dua contoh ini kita bisa menyimpulkan bahwa from two kinds of sentences we can conclude that if you want to changes from the passive pie sorry from active into passive you must be pay attention the subject and object,

T : Oke now please open your book

S : Catet nopo pak

T : Bukak bukunya. Ini cara merubah kalimat passive into, active into passive. Udah? Cara merubah kalimat aktif ke dalam kalimat pasif, satu

S : Bentar tho pak

T : Pay attention to the tense of the sentence

S : Hahaha

T : Ayo tulis

S : Pripun

T : One

S : Satu

T : First, tulis one first podo wae tho pay attention

S : Heh pak mbok dituliske tho Ya Allah

T : Pay attention the form of the tense

S : Alon-alon pak

T : Ora isoh tho

S : Ditulis disana pak

T : Second

S : Belum pak

T : Ya Allah sabar sabar

S : Mudeng e basa indo pak

T : Pay attention the form opo artine iki of the sentences tense. Nah artinya perhatikan bentuk tensis kalimat tersebut. Terus yang kedua second udah selesai?

S : Belum

T : Yang kedua subject in active

S : In

T : Subject in active pokoke ditulis sak isa-isane

S : Hahaha astagfiullah

T : Subject in active tobe

S : To be

T : Object in passive

S : Object in

T : Pie mau

S : Subject in active to be object in passive

T : Ya subject in active to be object in passive. Fourth nomor empat

S : Three

- T : **Sorry, number three maksudnya**
- T : Tiga apa, nomor tiga changes the form of verb into verb three. Ayo tulis
- S : Pripun pak
- T : Changes the form of verb into verb opo artine iki
- S : Ubahlah bentuk hahaha
- T : Changes the form of verb from verb one to verb three or from present to past participle. Udah?
- S : Nomor empat
- T : Udah ngono wae, yang terakhir empat
- S : Heh pripun pak?
- T : Yang terakhir, opo sing terakhir
- S : Past
- T : Pay attention eh understand pahamilah understanding perubahan sik sik
- S : Hahaha
- T : The changes, understanding the changes of the verb. Pahami perubahan kata kerja. Maksudnya itukan kata kerja itu ada yang ditambah ed ada yang ditambah d yang jelas ndak ditambah s, ya oke itu ya jelas nggih
- S : Mpun
- T : Nah contoh yang lain nanti sambil jalan
- S : Jalan kemana?
- T : Jalan ke kantin ya

S : Oke siap hahaha

T : **Oke ini ada contoh lain, contoh ini aja tolong anda baca ya oke**

S : Ya Allah jam piro kae

T : Karena waktunya sudah habis kelompokannya kita lakukan minggu depan.

S : Nggih pak

T : Wassalamu'alaikum Wr. Wb.

S : Wa'alaikummussalam Wr. Wb.

Transcript of Third Meeting (Teacher 2)

Subject : Mr. Mujiyanto, M.Pd

Place : Second social eleventh grade class of MAN 2 Boyolali

Date : April 24th 2019

T : Teacher

S : Students

T : Assalamualikum Wr. Wb.

S : Waalaikumslaam Wr. Wb

T : **How are you today?**

S : I'm fine thank you, and you?

T : I'm fine too, thank you. Is there any absent today?

S : No

T : Pertemuan terakhir do sregep banget ya

S : Iya dong pak

T : Bagus

S : Pak gak usah pelajaran

T : Wong minggu depan udah UAS kok malah njaluk prei

S : Mboten nopo-nopo pak

T : Ya namanya di sekolah itu belajar, kalau mau main-main itu diluar

S : Nggih

T : Kemarin ada PR kan?

S : PR apa pak

T : Mengerjakan LKS

S : Dikumpulkan pak?

T : Dicocokkan

S : Ditukar temen semeja pak?

T : Diputer hitung 5 kali, diangkat dulu bukunya

S : Satu

T : Dua, tiga, empat, lima. Sudah?

S : Sampun pak

T : Teksnya dibaca dulu, siapa mau baca paragraph satu?

S : Saya pak

T : Silahkan

S : Acid rain is rain that is highly acidic because of sulfur oxides, nitrogen oxides, and other air pollutants dissolved in it. Normal rain is slightly acidic, with a pH of 6. Acid rain may have a pH value as low as 2.8 Acid rain can severely damage both plant and animal life. Certain lakes, for example, have lost all fish and plant life because of acid rain.

T : Oke bagus, selanjutnya paragraph kedua siapa yang mau membaca?

S : Kulo pak

T : Oke putrid

S : O₂). Most sulfur leaves factory chimneys as the gaseous sulfur dioxide (SO₂) and most nitrogen are also emitted as one of the nitrogen oxides (NO or NO₂), both of which are gasses. The gasses may be dry deposited—absorbed directly by the land, by lakes or by the surface vegetation. If they are in the atmosphere at any time, the gasses will oxidize (gain an oxygen atom) and go into solution as acids. Sulphuric acid (H₂ SO₄) and the nitrogen oxides will become nitric acid (HNO₃).

T : Paragraph ketiga

S : Saya

T : silahkan

S : The acids usually dissolve in cloud droplets and may travel great distances before being precipitated as acid rain. Catalysts such as hydrogen peroxide, ozone, and ammonium help promote the formation of acids in clouds. More ammonium (NH_4) can be formed when some of the acids are partially neutralized by airborne ammonia (NH_3). Acidification increases with the number of active hydrogen (H^+) ions dissolved in acid. Hydrocarbons emitted by, for example, car exhausts will react in sunlight with nitrogen oxides to produce ozone. Although it is invaluable in the atmosphere, low-level ozone causes respiratory problems and also hastens the formation of acid rain. When acid rain falls on the ground it dissolves and liberates heavy metals and aluminum (Al). When it is washed into lakes, aluminum irritates the outer surfaces of many fish. As acid rain falls or drains into the lake the pH of the lake falls. Forests suffer the effect of acid rain through damage to leaves, through the loss of vital nutrients, and through the increased amounts of toxic metals liberated by acid, which damage roots and soil microorganisms.

T : Oke. Sekarang jawab soalnya, nomor satu siapa?

S : Mboten pak

T : Ayo Ana

S : Nomor satu pak?

T : Iya

S : 1. What is the text mainly about?

- A. The definition of acid rain.
- B. The process of acid rain.
- C. The effect of acid rain.

D. Acid rain.

E. Rain.

Jawabannya C pak

T : Bener gak jawaban temenmu?

S : Benar pak

T : Oke, nomor dua

S : Saya

T : Ya

S : 2. The acid of normal rain is ... then the acid rain.

A. higher

B. lower

C. denser

D. severer

E. the same

B pak

T : Benar, selanjutnya

S : saya pak

3. The third paragraph tells about

A. acid rain damages environment

B. how acid rain endangers life

C. how acid rain occurs

D. the cause of acid rain

E. the acid rain cause

D pak

T : Bener gak D?

S : Salah pak

T : Yang benar apa?

S : C pak

T : Ya jawabannya C

S : Nggih

T : Selanjutnya nomor 4

S : Kulo pak

T : Ya

S : 4. What is the result of the burning of the coal and oil?

A. ammonium

B. nitric acid

C. sulphuric acid

D. sulfur dioxide

E. airborne ammonia

D kan pak?

T : Ya, nomot terakhir

S : 5. The sulfur oxides and nitrogen oxides will into the air.

A. be absorbed directly by the vegetation

B. dissolved in the lake water and land

C. emit another sulfur gas

D. radiate an oxygen atom

E. gain an oxygen atom

Jawabannya E. gain an oxygen atom pak

T : Bener

S : Nilainya gimana pak?

T : Benar dikali dua

S : Nggih

T : **Sudah belum nak?**

S : Sudah, dikembalikan pak?

T : Iya dikembalikan ke pemiliknya

S : Ya

T : Ada yang benar semua?

S : Ada

T : Siapa? Angkat tangannya

S : Saya

T : Banyak ya

S : Iya dong pak

T : Bagus, ini ada kertas kisi-kisi buat UAS minggu depan silahkan difotocopy

S : Nggih pak

T : Sudah ya

S : Yeeee

T : Jangan lupa belajar untuk UAS

S : Nggih pak

T : It's enough. Wassalamu'alaikum Wr. Wb.

S : Wa'alaikummussalam Wr. Wb.

Transcript of First Meeting

Subject : Mrs. Nita Ariyani, S.Pd (Third Teacher)

Place : First science tenth grade class of MAN 2 Boyolali

Date : April 25th 2019

T : Teacher

S : Students

T : Assalamualikum Wr. Wb.

S : Waalaikumslaam Wr. Wb

T : **How are you today?**

S : I'm fine thankyou, and you?

T : I'm fine too thankyou

S : Yes

T : **Ok. All of students please prepare your book**

T : Yes miss

T :and I would like to call you to absent one by one ya, Adiq Muflih, Ana Ariyanti, Ashfa Zakiyatul Wardah, Avrilia Astute, Charisma Suci Aprilyana, Devani Fitri Anggraini, Dhyah Ayu Damayanti, Dian Annisa Istiomah, Dita Aprelia Saputri, Edi Prasetyo, Erni Adita Aprilianingsih, Erwin Fauzi Irman, Fathiya Ainan Salsabila, Heni Fitriyani, Ilham Adit Prayoga, Imaaduddin Arrohman, Intan Nur Azizah, Kharirotul Ulya, Leni Nofitasari, Linda Riskawati, Marcellino Balad Bachtiar, Muhammad Khairul Faizi Islamy, Mutiara Trisna, Nisa Indah Puspitasari, Nur Istiqomah, Retno Widyaningrum, Satria Wasis Kuncoro, Shela Dewi Mutiaraning R. Syaiful Hidayat, Tiara Salsabila, Tria Sholikhah, Vina Noviyana, Wahid Khoirul Akrom, Wanda Septyana. Oke semua hadir.

S : Ya.

T : **Ok. Well, my students please prepare your materials ya**

S : Nggih bu

T : **the last yang terakhir discuss about kind of texts, beberapa text yang sudah bu Nita kasih ya kan?**

S : Ya

T : And the last meeting, pertemuan yang kemarin, I give you a task. Saya kasih kalian tugas ya because of task to do in the other city, karena bu Nita ada acara diluar kota Kamis kemarin ya kan, jadi saya kasih tugas.

S : Find kata sulit.

T : Find the difficulties meaning, ya. Ok well and the last information. Informasi yang terakhir sudah kalian dengar apa belum?

S : Dereng bu.

S : Belum.

T : **Untuk PAT kita. PAT, the schedule of PAT kita.**

S : Sudah.

T : Tanggal berapa?

S : 26

S : 20 Mei

T : **20 Mei ya. Tanggal 20 Mei kita sudah PAT dan all of the materials harus kita selesaikan, ya kan?**

S : Yes.

T : **And mmm, kita ada 2 materi yang harus kita bahas ya. I would like yo start from this morning. Kita akan mulai dari pagi ini. So, jadi yang kemarin ya kan, itu ada bibliography, ada apa lagi?**

S : Apa bu?

T : His?

S : History.

T : Apa lagi?

S : Past Tense.

S : Experience.

S : Pengamalan

T : Ya, apa pengamalan dan pengalaman. Pengamalan atau pengalaman?

S : Pengalaman pribadi.

T : Pengalaman pribadi, tiga materi itu termasuk kedalam text re?

S : Recount text

T : **So please, you open your book now. Today on page 37.**

S : The legend of Lau Kawar Lake.

T : Ya. Chapter six. On the chapter six, kemarin di tiga material sudah ya, kemudian sekarang chapter six. Disini ada apa?

S : The legend of Lau Kawar Lake.

T : The Legend of Lau Kawar Lake. The legend, legend, what is legend?

S : Legenda.

T : Legenda. Sudah pernah mendengar?

S : Yes.

T : Ok. Have you heard about the legend, on our country, apa aja legendanya coba?

S : Disini? Di daerah sini?

T : Ya.

S : Batu menangis.

T : Ok. The next?

S : Malin Kundang.

S : Timun mas.

T : Ya. Mmmmm, so, jadi kamu sudah punya gambaran tentang legend. Ok, perhatikan. Now open your book the next page 38.

S : Yes

T : Ok. In this chapter, di chapter ini kamukan sudah beberapa tau ya, em, the title of legend from this country but in this chapter this is the legend from the other country ya. Bu negara lain juga punya legend bu? Punya. Mereka juga punya legend ya, secara turun menurun.

T : Ok perhatikan, halaman 38 yang atas. This is narrative txt about the legend. Kok ada narrative textnya bu? Ya, jadi bisa disimpulkan juga legend itu part of the narrative text. Bagian dari?

S : Text narrative.

T : Text narrative, salah satunya legend. Ada apa lagi ro selain legend kalo teks narrative itu?

S : Mitos bu.

T : Mitos, myth, bisa next lagi?

S : (silent no respond)

T : Cerita hewan.

S : Fable.

- T : Fable, Ok. Apa lagi? Cerita rakyat turun-menurun. Folk?
- S : (diam. No respon)
- T : **Folktale. Ya Ok. This is the one part of narrative text, perhatikan sebelumnya, sebelum kita berlatih, the definitionnya, listen to me please.**
- S : Yes
- T : And semuanya saja ya, according to JA Kaden, legend is a story of narrative. Legend itu adalah sebuah cerita?
- S : Cerita.
- T : That lies somewhere between myth and historical fact and which as role is about particular figure or person. Dimana cerita itu merupakan cerita tidak fakta, bukan cerita, disini ada lies, sebuah kebohongan.
- S : You lie.
- T : Lies begitu sangat mengena ya, so, merupakan bukan fakta. Kemudian disini, between myth and historical fact, antara mitos dan se?
- S : Sejarah.
- T : Sejarah yang fakta. Lo, gimana sih katanya tidak fakta? Nanti saya sebutkan contohnya ya. Yang mana ya, role nya itu, ceritanya tentang particular figure or person. Tokohnya itu apa?
- S : Nama orang.
- T : Seseorang tertentu. Oh, menceritakan for example dari negara kita yak.
- S : Tangkuban Prah.

- T : Yang tangkuban Prah, candi Prambanan, the Prambanan temple, the Borobudur temple ya. Itu wujudnya sekarang nyata ada tidak?
- S : Ada
- T : Ya. Bangunan-bangunan, ya itu for example juga apa, si Malin Kundang. Sosoknya seperti itu, itu nyata tidak, ada tidak sekarang? Ada enggak, ada batu yang bentuknya seperti orang dikutuk nggak?
- S : Ada.
- T : Ada. Semuanya itu. Ada the temple of Prambanan, the Temple of Borobudur ya, for example seperti itu. Tapi legend itu cerita yang mengikuti kejadian tersebut. apakah itu fakta?
- S : No.
- T : For example Gunung Tangkuban Prah. Ada nggak Gunung Tangkuban Prah?
- S : Ada.
- T : Ada. Tapi cerita yang menyertai itulah disebut legend ya. Bukan merupakan fakta, itu campuran antara mitos juga. O, apasih yang ada di dalamnya, kenapa terjadi. Menurut cerita, kenapa terjadi Gunung Tangkuban Prah?
- S : Karena Sangkuriang menendang kapal.
- T : Nah, who is Sangkuriang, sopo Sangkuriang iki? Nah kan seperti itu. Ada Sangkuriang ada Dayang Sumbi ya kan. Dayang Sumbi itu sebetulnya ibunya ya kan. Itu sebuah cerita. Tapi ibunya masih tetap cantik meskipun anake wes gede, tetep cantik, pangling, nah. So jadi dikirone masih perawan.
- S : Ya.
- T : Nah like me, seperti saya.

S : Haha

T : Pas jalan-jalan. Udah nikah apa belum bu? Padahal anakku wes tiga.

S : Haha

T : Saya bawa anak saya yang paling kecil. Anaknya baru satu ini ya mba? Em, sudah tiga. Oh masih tetep cantik, gitu.

S : Haha

T : Itulah karena tidak ketemu ya si Sangkuriang nya ya kan. Sangkuriang terus ketemu ibunya masih cantik padahal si ibunya tau itu, bahwa itu anaknya. Ra percoyo masak ibuku masih seperti perawan. Seperti itu ya, akhirnya apa, dengan syarat kalau mau menikah membangunkan apa? Membuat apa?

S : Kapal.

T : Membuat perahu dalam waktu?

S : Semalam.

T : Ya semalam, maksudnya dibantu dengan para jin dan sebagainya, nah itu legend, legend yang mengikuti, cerita yang mengikuti adanya Tangkuban Prahur. Kan seperti itu ya. Kemudian next apa yang terjadi, si ibu tau kalau perahunya sudah mau jadi, trus akhirnya apa? O dia minta bantuan apa?

S : Mengetuk lesung.

T : Ya para penduduk mengetuk lesungnya, ada ayam berkokok dan sebagainya, akhirnya nah seperti pagi ya kan. Padahal itu belum, akhirnya para jin nya bubar. Terus Sangkuriang marah, ditendangnya perahu tersebut, jadilah Gunung Tangkuban Prahur. Lha itu legend yang menyertai, disertai dengan mitos tapi itu faktanya memang ada disini, bangunannya, wujudnya sekarang ini. Paham?

S : Paham.

T : Ok, the next, traditionally a legend is narrative text that cognize on historical or geographical specifictly done and describe his exploids. Nah secara traditional legend itu adalah merupakan apa, sebuah cerita juga yang focus pada apa, historichalnya.

S : Cerita sejarah.

T : Sejarah atau secara geographicnya, figure atay sosok atau bangunan tertentu. Similar to myth sama dengan mitos, legend can provide an etimological narrative of combining historical gaps. Jadi ya, semuanya disitu disesuaikan, cerita itu memang menyesuaikan dengan bangunan atau sosok yang ada sekarang ini. Ok, social function, what is about social function? Tu?

S : Tujuan.

T : Tujuan dari legend apa? Ya kan. The social function of legend is to present the story of human action in such away that are persuade by the audience to be drew. Jadi fungsinya apa, untuk to present, untuk menyam

S : Menyampaikan.

T : Ya apa? The story of human society action.

S : Cerita action manusia.

T : Ya disana ada sebuah rangkain cerita yang mana apa itu?

S : Perlakuan

T : Ya, untuk menyuguhkan bagi para pembaca sebuah membenaran ya, seperti itu. Ini lho ada wujudnya the Temple of Prambanan, legendnya seperti ini tapi nek dinalar secara logika juga tidak masuk akal. Yah itulah tentang legend, kemudian socialnya fonctionnya. Ok sebelum kita lanjutkan any question ada pertanyaan?

S : Nothing

T : Ok. Well, now the example kalo gitu kita lanjutkan ya di bawahnya. The example of The Legend from Philiphine this is once again, ya sekali lagi apa? Dari the other country. Oke The Legend of Makahiya.

S : Makan hiya hiya hiya hiya.

S : Haha

T : Ok Marcel.

S : Yes.

T : Itu ada kotoran, diambil dulu. Kamu main jepret-jepretan ya?

S : Mboten bu.

S : O, lha tak kiro.

S : Alah

S : Nasie. bungkus sego iki.

S : Ngapusi. Hahaha.

T : Ok nasinya dimakan karetinya dibuang dibawah.

S : Mboten bu, kebuang.

T : **Jangan buang sembarangan tho nak**

T : Ok from the example I would like to read this text, bu Nita ingin baca dulu teks nya, please you listen to me. Dengarkan dan kalian simak bagaimana spelling of the wordsnya, pronounciation yang tepat, Ok. Well the legend of Makahiya this is from Philiphine, the first paragraph.

S : Nggih bu

T : **Don't put your head on the table please.**

S : Mumet nde.

T : Heran deh. Well long time ago there was a couple in Barangay Masagana (Pampanga today) who wanted a daughter, their wish was granted and the wife gave birth to a baby girl. They called her Maria. Maria was very beautiful but very shy that she wouldn't go out from their house. Ok in bahasa Indonesianya. C'mon please. Long time ago

S : Dahulu kala ada

T : Ya.

S : Dahulu kala ada pasangan di?

T : Pasangan maksudnya suami istrinya ya, dimana?

S : Di Barangay Masagana.

T : Ya, sekarang namanya?

S : Pampanga

T : Pampanga ya. Yang, wanted?

S : Mencari

T : Wanted?

s : Menginginkan anak perempuan.

T : Ok.

S : Mereka berdoa.

- T : Atau doa mereka dikabulkan dan?
- S : Istrinya, sing wedok member
- T : Melahirkan.
- S : Melahirkan bayi perempuan. Mereka memanggilnya Maria. Maria sangat cantik tetapi sangat malu sehingga dia tidak mau pergi dari rumahnya.
- T : Ya, keluar rumah gak mau saking isinne. Ya the second paragraph. listen to me please, Weeks later, Spaniards came to their town. The Spaniards were very cruel that they get everything they wanted. They rob houses and kill everyone who gets in their way and who refuses to give what they wanted. Weeks later.
- S : Beberapa minggu kemudian.
- T : Ya, beberapa minggu kemudian, Spaniards
- S : Spaniards datang ke kota mereka.
- T : Apa Spaniards? Ada S nya didepan ok hurufnya besar, Spaniards itu apa?
- S : Nama rampok.
- T : Orang-orang Spanyol ya, bayangkan kalo di film-film itu ya ada orang-orang Spanyol. The next datang ke ko
- S : Kota
- T : Kotanya, kota mereka. Terus orang Spanyol itu ngapain?
- S : Sangat cruel.
- T : Sangat kejam. Apa? Mereka?
- S : Membunuh.

- T : Menginginkan semuanya yang mereka inginkan, pengen opo disana, mereka tinggal ngambil. They rob houses, rob?
- S : Dia merampok rumah dan membunuh orang-orang yang
- T : Kemudian membunuh orang-orang yang?
- S : Orang-orang yang menghalangi jalannya.
- T : Ya, seseorang yang mengahlangi jalannya dan menolak?
- S : Menolak untuk memberikan apa yang mereka inginkan.
- T : Untuk memberikan apa yang mereka inginkan, tidak pandang bulu langsung dibunuh. The next paragraph, The couple was very frightened to lose their daughter. So they hid Maria in the bushes so the Spaniards couldn't find her.
- S : Couple, mereka itu sangat
- T : Ya, sangat frightened.
- S : Groggi.
- T : Takut, ra trimo grogi ya.
- S : Hehe
- T : Kehilangan?
- S : Anaknya.
- T : Anak perempuannya, jadi mereka menyembunyikan Maria di?
- S : Busi, bushes ki endi?
- T : **Belum pernah baca? Open your dictionary please.**
- S : Mosok neng busi cah

T : What means? Pojok bawa kamus ga? Semua kamus diangkat.

Ss : (mengangkat kamus semua)

T : Semua kamus diangkat

S : Gak bawa bu

T : **Kenapa gak bawa?**

S : Hilang kok bu

T : What is bushes?

S : Semak-semak.

T : Ya, disemak-semak. Ok ya, digaris bawah kalo belum tau langsung. Semak-semak.

S : Semak-semak?

T : Ya, mereka menyembunyikan Maria disemak-semak. Jadi?

S : Orang-orang Spanyol tidak dapat menemukannya.

T : Ok. Go on the next paragraph.

S : Yes

T : After the Spaniards left their town, the couple try to looked for Maria but they couldn't find her even in the bushes where they hid her, instead they found a little plant that is very sensitive that when you touch it, it would immediately closed.

S : Oalah, Putri malu.

S : Oooo.

T : Setelah Spaniards nya meninggalkan kota

- S : Sepasang suami istri itu mencoba mencari Maria, tapi tidak bisa
- T : When ketika you find menemukan kata look dan diikuti for tidak lagi melihat, but the meaning is?
- S : Mencari.
- T : This is look for this is phrase, gabungan dua kata dan menghasilkan kata yang baru, mencari. Look for, looking for ya itu mencari. Digaris bawah yok. Kalo udah langsung dilihat dibawahnya. Mencari Maria tapi?
- S : Mereka tidak bisa menemukannya.
- T : Mereka tidak bisa menemukannya di semak-semak yang tadi dimana mereka menyembunyikan Maria tadi. Instead they found a little plant ya, bersamaan dengan itu mereka menemukan a little plant.
- S : Tumbuhan kecil yang sangat sensitive.
- T : Jika kamu menyentuhnya apa?
- S : Dia akan segera menutupnya.
- T : Ya, tumbuhan itu akan tiba-tiba closed.
- S : Menutup.
- T : Menutup. Sudah pernah menjumpai?
- S : Sudah, putri malu.
- T : The little plant like this, seperti ini in Bahasa Indonesia disebut?
- S : Putri malu.
- T : Putri malu. Lha ada ga sekarang itu putri malu, sekarang ini, ada gak?

S : Ada.

T : Lha ini legenda yang menyertai ceritanya dari Philipine versinya seperti itu, kalo dikita apakah masuk akal seorang anak bayi kecil, malu, kemudian jadi puti malu? Disinggahke neng kono ilang dadi putri malu. Nah, tapi sosoknya ada. Kalo disana namanya ini ya, So the last paragraph. So they thought it was their daughter, Maria. They call the plant Makahiya that means touch me not, like their daughter who was very shy. Apa?

S : Jadi mereka berpikir itu anaknya.

T : Mereka berpikir bahwa itulah si Maria, dadi koyo ngno kui ya mereka memanggilnya nama itu?

S : Makahiya.

S : Yang berarti jangan sentuh aku.

T : Ya, seperti anak mereka?

S : Seperti anak mereka yang sangat pemalu.

T : **Menarik ya?**

S : Yes.

T : There are many titles the legend from the other country and our country ya. Ok dirumah sudah mencoba untuk membaca teks seperti itu belum yang kemaren? Menggabungkan ya menggabungkan kata-kata sulit ya trus kamu baca digabungkan sendiri tanpa harus menulis semua arti dalam paragraph tersebut. Sudah apa belum?

S : Mmm, yes.

S : Uwes

- T : Kowe berarti durung.
- S : Hehe
- T : Yang sudah dapat berapa teks? Jujur, yang sudah ngacung, raise up your hand, yang sudah mencoba untuk merangkai paragraph per paragraph atau teks yang sudah kalian cari kata sulitnya di dalam buku kalian.
- S : Ngacungo.
- T : Dirumah ngapain? Hello dirumah ngapain yang kamu buka apa seperti RA Kartini, kemudian ada Choirul Tanjung, ada Angelina jolie, ada Bandung Lauatan api, yakan?
- S : Ya.
- T : Kamu sudah mencari kata sulitnya. Dirumah perhatikan ya, dirumah silahkan kamu nanti kalo pas kamu merangkai seperti bu Nita tadi kamu membaca, if you read this text ya kan. Jadi ora trimo moco tok artinya langsung kamu itu langsung tau, tek tek digabungke itu kamu sudah terbiasa untuk membaca dalam bahasa indonesianya ya. Ada teks bahasa inggris arti kata sulitnya sudah kamu cari kemudian kamu menggabungkannya dalam bahas indoensia tapi secara lisan tidak lagi kamu tulis seperti itu, ya. The next PAT, PAT yang akan datang besok itu, kalo kamu sudah selesai yang akan kamu hadapi ya teks teks teks seperti itu, ada teks ada bacaan kemudian ada pertanyaan, ada bacaan ada perta?
- S : Pertanyaan.
- T : Pertanyaan. Dalam waktu yang sangat singkat ya kan. Kadang ini satu teks saja kamu bisa memahami butuh waktu berapa menit, menit opo jam.
- S : Menit.
- T : Hello ngantuk sakit cuci muka, ngantuk?

S : Enggak.

T : O enggak bayangke sopo?

S : Haha

S : Bu sudah bel

T : **Iya iya ibu juga denger nak**

S : Hehe

T : Sekarang giliran kalian membacakan tesaknya

S : Waktunya sudah mau habis bu

T : Kurang 5 menit thi ternyata

S : Iya bu

T : Yaudah untuk hari ini pertemuannya sampai disini dulu, minggu depan baru maju satu satu baca teksnya

S : Nggih bu

T : Ok. Wassalamu'alaikum Wr. Wb.

S : Wa'alaikummussalam Wr. Wb.

Transcript of Second Meeting

Subject : Mrs. Nita Ariyani, S.Pd (Third Teacher)

Place : First science tenth grade class of MAN 2 Boyolali

Date : April 25th 2019

T : Teacher

S : Students

T : Assalamualikum Wr. Wb.

S : Waalaikumslaam Wr. Wb

T : Good Morning

S : Good Morning miss

T : **How are you today?**

S : I'm fine thankyou, and you?

T : I'm fine too thankyou

S : Yes

T : Ada yang tidak masuk?

S : Masuk semua bu

T : Alhamdulillah mendekati UAS pada sregep masuk

S : Nggih no bu, murid teladan kok

T : Minggu kemarin bahas tentang apa?

S : Teks bu

T : Teks apa?

S : Teks narrative

T : Ada yang masing ingat teks narrative itu apa?

S : Tidak bu

T : Lho kok tidak ingat?

S : Lupa kok bu

T : Kamu wi dasar, yang lainnya ada yang masih ingat?

S : Teks yang fiktif bu

- T : Iya benar, kemarin contohnya apa?
- S : Sangkuriang, timun mas
- T : Yak benar. Hari ini maju satu-satukan baca teks?
- S : Iya bu
- T : **Oke, I would like to choose one student, satu murid ya, please you read in front of your class and I say stop, please you will continue to the other friends.**
- S : Ok
- T : **Ok well the first please you read by Erwin.**
- S : It was a beautiful day. Everybody in the Kawar village was happy. The farmers had just had their best harvest. The villagers was planning to hold
- T : Were planning.
- S : Were planning to hold a party celebratate the good harvest. On one beautiful day, all the villagers gathered in a field.
- T : Stop. hello, Erwin choose the girl one.
- S : Mutiara.
- S : They wore beautiful dresses and made delicious food. Everybody was having good times! They were singing, laughing, and eating delicious food. Almost all of the villagers went to the party.
- T : Stop. Choose the boy.
- S : Edy.
- S : Unfortunately

T : Unfortunately

S : Unfortunately there was one old woman who still stayed at her home.

T : At her house.

S : at her house. She was too old

T : She was too old

S : She was too old and weak to go to the party. Her son, her daughter-in-law, and her grandson all went to the party.

T : Stop. Choose the girl.

S : Dinda.

S : At home, the old woman felt very sad and lonely. She was very hungry too. She tried to find some food in the kitchen, but she was very disappointed because her daughter-in-law.

T : Her daughter-in-law.

S : Her daughter-in-law did not cook anything that day. At the party, the son asked her wife. "Why don't you take some food and deliver it to my mom?" asked our son to deliver it". Then the little boy brought the food to her grandmother. The old woman was so happy.

T : Ok stop. Choose the boy.

S : Satriyo.

S : But

T : But

S : But her happiness turned into sadness when she saw the food was not in a good condition. It seemed

T : it seemed

S : It seemed that someone had eaten the food. She juss

T : She just

S : She just got little rice and fish bones.

T : Fish Bones

S : Fish Bones.

T : Stop. choose the girl.

S : Fathiya.

S : The old woman was very sad. She thought bad things about her son

T : Her son

S : Her son. The old women did not know that it was

T : That it was

S : That it was her grandson who had eaten the food on the way from the party to the house. She cursed her son. Then, a terrible thing happened. There was a great earthquake! Thunder struck the village.

T : Stop. choose the boy.

S : Udin.

S : Heh Din di shooting lho din sing semangat.

S : And heavy rains started to fall. All of the villagers were so scared. They wanted

T : They wanted

S : They wanted to save themselves. They tried to find shelters. Slowly the field turned into a lake.

T : **Udin stop. Please repeat to me. Slowly the field turned into a lake**

S : The field turned

T : Turned.

S : Turned.

S : lake.

T : Lake. 5 kali.

S : Lake, Like, like

T : Dadi like to, lake. Lake, lake, lake, lake

S : Lake, lake, lake, lake, lake.

T : What is lake? What is the meaning of lake?

S : Danau

T : Go on lanjut ayo.

S : The lake was...

T : Loh iso to langsung nek 5 kali langsung iso lake. Kamu bisa baca lake lagi. Berarti kalo kamu tadi turn ga bisa turn ga bisa sekaligus kamu bisa baca lagi. Ok go on next. The lake was getting bigger...

S : The lake was getting bigger and bigger, and finally the whole ...

T : Village.

S : Village turned into a big lake. People...

T : People.

S : People then named the lake Lau Kawar.

T : **Dirumah belajar lagi, Udin dan yang lain ya. How to spelling the word how to pronounciation ya. Kalo sudah sering baca lidahnya itu lidahnya gampang ditekuk-tekuk ya Din ya.**

S : Iya bu.

T : Ok now. Tugasnya from the first paragraph until the last paragraph silahkan find the difficulties meaning. Find the difficulties meaning seperti biasa, kamu garis bawah garis bawah dari paragraph satu sampai paragraph terakhir. Kalau sudah ditulis disitu aja tidak usah kamu ganti di buku tulis karena nanti langsung kita presentkan untuk bahasa Indonesianya bu nita tunjuk ya beberapa students untuk mempresentkan bahasa Indonesianya. Ok I wanna give you about fifhteen minutes, 15 menit cukup yah?

S : Yahh. cukup.

T : Iya. 15 menit saja find the difficulties meaning the first step, step pertama garis bawah dulu semua yang tidak kamu tahu habis itu open your dictionary trus ditulis dibawahnya.

S : Almost ki opo?

S : Almost ki hampir.

S : Unfortunately kecuali.

T : Unfortunately kecuali?

S : Opo unfortunately ki?

- T : Open your dictionary please. Ojo males-males bukak kamus dikiro-kiro artine.**
- S : Lha biasane otak-atik matuk bu.
- S : O, sial ya bu.
- T : Fortunately tu apa, beruntung to. Kalo ada unfortunately tidak beruntungnya, sayangnya juga bisa.
- S : Tidak beruntungnya, sayangnya wanita tua hanya berdiam diri dirumahnya. Dia juga tua dan lemah. Dia tua dan lemah untuk pergi ke pesta.
- T : Pay attention please. Attention please after you find for the difficulties meaning setelah kamu menemukan kata sulit, the next step step selanjutnya apa? Try to read mencoba untuk membacanya dalam Bahasa Indonesia dengan temennya ya dengan temen sebelah depan belakang boleh, di gabung-gabungkan sampai kamu melihat kata sulit.**
- T : Once again sekali lagi tidak usah ditulis semua arti dari paragraph satu sampai paragraph akhir.
- S : Nggeh. Ora sah ditulis kabeh win.
- T : Ada yang bawa pemotong kuku gak? Ada nggak? Ada?**
- S : Shela bu.
- T : Shela, mana? Heh, kukumu sebelah kiri panjang-panjang ya, kamu apa nggak gilo, tangan kiri lho ada kotorannya. Kamu ga jijik, hii. Kamu ini bajunya seragam celananya pramuka, gimana? Kenapa pakai celana pramuka?**
- S : Hehe

T : Ada lagi yang kukunya panjang? Masak yo kaya anak TK lho ya, periksa kukunya.

S : Hehe

T : Kalo light apa?

S : Sopan

T : Ki?

S : Kilat.

T : Ya. Kilat, polite itu sopan.

S : Bu ini bu?

S : Cuma satu bu.

T : **Cuma satu yo tetep dipotong. Erwin sudah pemotong kukunya?**

S : Belum bu.

T : Kamu kan cewek bantuin masak ya.

S : Iya bu.

T : Tenane?

S : Tenan bu.

T : Bantuin masak masak kukunya panjang-panjang, nanti pas rajang-rajang kalo ada kotorannya gimana.

S : Iya bu.

T : **Udah selesai. Kenapa? Sakit? Pusing?**

S : Iya bu.

T : **Udah sarapan?**

S : Sudah bu.

T : **Pusing dari kapan? Tadi ikut olahraga?**

S : Dari kemaren bu. Enggak bu.

T : **Udah minum obat?**

S : belum bu.

T : Ini temen sebelahmu mana ini, Marcel ini temenmu pusing. Malah bok tinggal ko pingsan lho

S : Saya yo pusing lho bu.

T : Pusing, we kakehan anu og, kukune panjang-panjang kok, ko yen diketoki yo ora.

S : Pusing mengko dikeroki bu.

T : **Ya udah habis ini bisa minum obat ya. Sudah dikerjakan dulu sama temannya.**

S : Nggih bu

T : **Five minutes more, lima menit lagi.**

T : Ok, sudah selesai ya kembali ketempatnya masing-masing. The first paragraph please you read bahasa indonesianya in front of the class by Wahid Khoirul. Listen to your friend, dengerin temennya nanti saling melengkapi ya. Dengarkan ya yang belakang. Yo C'mon.

S : Hari yang indah. Semua orang di Kawar

T : **Can you ouder please?**

- S : Dihari yang indah. Semua orang di desa Kawar sangat happy.
- S : Sangat senang. Para petani mendapatkan panen yang baik. Mereka mengadakan pesta untuk memperingati...
- T : Ayo celebrate apa?
- S : Merayakan.
- T : Ayo belakang disimak temennya.
- S : Merayakannya. Pada suatu hari yang indah semua orang-orang desa berkumpul dilapangan. Mereka memakai pakian yang cantik, dan membuat makanan yang lezat. Semua orang mempunyai waktu yang indah. Mereka menyanyi, tertawa dan makan makanan yang lezat.
- T : Ok. Intinya pesta ya. Pesta merayakan panen mereka yang luar biasa. Ok the next paragraph please you, Intan Nur Azizah. Mana Intan, Cmon please. Sini dibantu. Yok yang keras.
- S : Semua penduduk desa pergi ke...
- T : Hampir semua penduduk desa.
- S : Hampir semua penduduk desa Kawar ingin ke pesta.
- T : Pergi this is went, went kata kerja ke
- S : Dua.
- T : Dari go.
- S : Pergi ke pesta. Sayangnya disana ada satu wanita tua yang tinggal di rumahnya. Dia terlalu tua untuk pergi ke pesta. Anaknya
- T : Anak laki-lakinya trus.

- S : Anak laki-lakinya,
- T : Daughter in law itu apa?
- S : Menantu.
- S : Menantu dan cucu laki-lakinya semua pergi ke pesta. Dirumah wanita tua itu...
- T : Lonely
- S : Kesepian.
- S : Wanita tua itu sedih dan kesepian. Dia marah.
- T : Hello angry with hungry?
- S : Lapar.
- T : Ya, marah ki angry ya.
- S : Kelaparan. Dia mencoba menemukan makanan di dapur. Dia sangat kecewa karena menantu perempuannya tidak memasak apapun hari itu.
- T : **Ok please sit down. Please Nisa Indah Ayu.**
- S : Dipesta anak laki-laki meminta istrinya, Mengapa tidak kamu membawakan...
- T : Mengambilkan makanan.
- S : Mengapa tidak kamu mengambilkan makanan untuk ibuku? Dan meminta anak laki-laki kita itu membawakan makanan untuk neneknya. Wanita tua sangat bergembira tetapi kebahagiaanya berubah kesedihan, saat ia melihat makanan ada dalam kondisi tidak baik. Ternyata seseorang telah memakan makanannya. Dia hanya memperoleh sedikit nasi dan tulang ikan.
- T : The last pargraph Syaiful Hidayat.

- S : Wanita tua itu sangat sedih. Dia berpikir buruk tentang anak laki-lakinya. Wanita tua itu tidak tau bahwa cucunya yang memakan makanan itu di jalan dari pesta ke rumah. Ia mengutuk anak laki-lakinya kemudian sesuatu yang buruk terjadi.
- T : Apa, disana terjadi?
- S : Disana terjadi gempa yang dahsyat. Petir menyambar desa dan gerimis mulai turun.
- T : Heavy rains? Hu?
- S : Hujan deras.
- T : Hujan deras. Bukan gerimis ya. Udin,don't put your head on the table please.
- S : Hujan deras turun. Semua warga ketakutan. Mereka ingin menyelamatkan diri mereka sendiri. Mereka mencoba untuk menemukan tempat perlindungan. Perlahan-lahan ladang berubah menjadi danau. Danau tersebut menjadi sangat besar dan sangat besar. Dan akhirnya desa itu berubah menjadi danau yang besar. Orang-orang kemudian menamainya danau Kawar.
- T : Ok thankyou. This is the legend of Danau Lau Kawar ya. Ok Lau Kawar ini ada nggak sampe sekarang? Ada?
- S : Ada.
- T : **Lha cerita yang mengiringi itu disebut legend. Well, in Bahasa Indonesia kita sudah memaknai isi dari legend tersebut ya. Menarik sekali ya, iya kan?**
- S : Ya.
- T : Jadi kalian itu apa intinya? Harus amanah ya kan. Diutus membawakan sesuatu, anaknya tadi, ya kan.O tekan ndalan malah dimakan. Itu berarti amanah tidak? Menjaga titipan?

S : Tidak.

T : Apapun ya. Ketika besok kamu kasih si A, si B dan sebagainya, padahal disitu isinya buku lima, tapi diambil satu, dikasihkan empat saja. Tidak boleh ya. Well dari cerita tersebut there are five questions, ada lima pertanyaan disana. Who are the main characters in the story? number two, where did the story take place? Number three, who went to the part? And then the next number four, Why did the old woman get angry to her son? The last question what paragraph is the resolution of the story?

S : Maju bu?

T : I would like to call you number one to five and then please you ride the answer I the white board please. Number one, kembar.

S : Kembar yang mana bu? Dua-duanya gitu bu?

T : Kembar yang Dita, number two Edy, number three Ilham, number four Ulya, number five Shela.

Number one. Perhatikan. Attention please. Main characters in the story is the old woman? main characters nya, tokoh-tokoh utamanya siapa saja?

S : The old woman, her son.

T : Next?

S : Daughter in-law and grandson.

T : Ok kurang ini ya, semuanya saja, semuanya saja ini diganti. Next number, number two. Sudah bu Nita betulkan tolong disalin di buku kalian.

S : Ya bu.

- T : Ok ya, sudah perhatikan Wasis. Untuk PR atau kamu latihan dirumah, perhatikan.
Jare mumet kok ceriwit wae.
- S : Hehe
- T : Open your book on page 40. This is a text please you do number six to ten ya.
There is a text a farmer bla la bla, nomer enam sampai sepuluh. Seperti biasa find
the difficulties meaning, digaris bawah, disusun dirumah setelah itu dikerjakan
nomer enam sampai sepuluh ya. Ada pertanyaan?
- S : No. Nothing.
- T : **Nah semangat ya.**
- S : Ya bu
- T : Besuk jawaban kalian dibahas
- S : Nggih bu
- T : Ok see you next week
- S : See you
- T : Assalamualaikum Wr. Wb.
- S : Waalaikumsalam Wr. Wb.

Transcript of Third Meeting

Subject : Mrs. Nita Ariyani, S.Pd (Third Teacher)

Place : First science tenth grade class of MAN 2 Boyolali

Date : May 1st 2019

T : Teacher

S : Students

T : Assalamualikum Wr. Wb.

S : Waalaikumslaam Wr. Wb

T : **How are you today?**

S : I'm fine thankyou, and you?

T : I'm fine too thankyou

S : Yes

T : Maaf ya ibu terlambat tadi ada rapat sebentar

S : Kalau belum selesai rapat lagi aja bu

T : Kepenaken koe no

S : Haha

T : Berarti waktunya kurang berapa menit lagi

S : 20 menit bu

T : Oke, gimana PRnya sudah dikerjakan belum?
S: Sudah bu tapi di LKS niku bu

T : Ya gakpapa, nanti dibahas aja gak usah dinilai

S : Nggih bu

T : Sekarang dibuka dulu bukunya

S : Halaman berapa bu

T : Page 40

S : Sudah bu

T : Dibaca dulu ya teksnya. Saya panggil satu-satu.

S : Ya

T : Paragraf pertama edi

S : Kok kulo tho bu

T : Wong cuma baca lho

S : Misunderstanding. In a remote part of Ohio, United States, there is a place called Morrow. One day, at a London train station, a traveler said to the booking-clerk, "I want a ticket to Morrow, please." The clerk raised his eyebrows, saying, "If you want a ticket tomorrow, why don't you come for it tomorrow?."

T : Oke paragraph kedua tunjuk temenmu

S : Marcel bu

T : Ya yok marcel

S : Pundi bu

T : Paragraf dua itu lho

S : "But I want a ticket to Morrow today," the traveler replied. "I told you," the clerk said, "You can't have a ticket tomorrow today, you'll have to come tomorrow for it."

T : Selanjutnya choose your friend marcel

S : Nisa bu

T : Oke nisa

S : By this time the traveler was getting more and more annoyed and finally lost his temper and yelled, "Can't you understand what I mean? I want a ticket to a place called Morrow and I want it now!"

T : Oke, pilih siapa?

S : Satria bu

T : Oke yok satria

S : Finally understanding what the traveler really wanted, the clerk said quite calmly,
“Why didn’t you say so in the first place? Here is your ticket.”

T : Oke, sekarang pertanyaannya dijawab

S : Dipanggil bu?

T : Iya saya panggil aja

S : Nggih

T : Nomor 6 Linda

S : Nomor 6 How did he speak when he lost his temper? He yelled.

T : Oke benar, ada yang salah?

S : Mboten bu

T : Bagus. Nomor 7 Ilham

S : 7. How did the clerk speak when he finally understood what the traveler want? He spoke (quite) calmly.

T : Benar, 8 Heni

S : 8. What is the "Morrow" of the story? The Morrow is if at first you don't succeed , try, try, try again.

T : Bagus, nomor 9 Faiz

S : 9. a. Have you ever traveled by train? Yes, I have b. Where and when? In the Yogyakarta in the holiday last month

T : Oke, nomor terakhir Intan

S : 10. a. Do you like travelling by train? Yes, I do b. Why? Because it's not stuck.

T : Oke benar. Ada yang benar semua nak?

S : Banyak bu

T : Bagus

S : Dinilai mboten bu?

T : Tidak.

S : Sudah bel bu

T : **Jangan lupa belajar di rumah ya nak untuk PAT minggu depan**

S : Nggih bu

T : **Kalian mau kisi-kisi gak?**

S : Iya no bu

T : Oh iya untuk kisi-kisinya nanti ketuanya silahkan mengambil di meja saya

S : Nggih bu

T : Wassalamu'alaikum Wr. Wb.

S : Wa'alaikummussalam Wr. Wb.

APPENDIX 2

Politeness Strategies Used by the First English Teachers on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019

Teacher : Mrs. Rining Pangastuti S.Pd.I

Class : First Science Eleventh Grade

Material : Explanation Text

Note:

T-1/01/M-1 = Teacher 1/Utterance 1/Meeting 1

T-2/01/M-1 = Teacher 2/Utterance 1/Meeting 1

T-3/01/M-1 = Teacher 3/Utterance 1/Meeting 1

BOR = Bald On Record

PP = Positive Politeness

NP = Negative Politeness

OR = Off Record

EX = Exaggerate

IM = Using in-group identity markers

BO = Being optimistic

SH = Include both S and H in the activity

GR = Give or ask a reason

QH = Question, hedge

GR = State the FTA as general rule

AP = Apologize

GH = Give hints

No.	Code	Utterance/Data	Situation/ Context	Politeness Strategies				Indication
				BOR	PP	NP	OR	
Opening								
1.	T-1/M-1/01/PP/EX	T : How are you today?	The teacher asked her students' condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
2.	T-1/M-1/02/PP/SH	T : Oke, before we start our lesson today let's say basmallah together	Teaching learning process requires including teacher and students in the same activity, the word "we" refers to the teacher and students.		✓			Include both S and H in the activity
Main Activity								
Observing								
3.	T-1/M-1/03/PP/SH	T : Oke today we are going to study about explanation text.	Teaching learning process requires including teacher and students in the same activity when discussing material, the word "we" refers to the teacher and students.		✓			Include both S and H in the activity
4.	T-1/M-1/04/NP/QH	T : Open your book, please.	The teacher asked her students to open their book			✓		Question, hedge
5.	T-1/M-1/05/NP/QH	T : Siapa? Rise your hand, please.	The teacher asked her students to raise their hand and read the text			✓		Question, hedge
6.	T-1/M-1/06/NP/QH	T : Oke the last paragraph who wants to read it? Rise your hand, please.	The teacher asked the students to read the text			✓		Question, hedge

7.	T-1/M-1/07/PP/GI	T : Yo nak	The teacher called her students with second person plural pronoun		✓			Using In-group Identity Marker
Questioning								
8.	T-1/M-1/08/NP/QH	T : Karena tidak terserap oleh tanah. Nah itu contoh text explanation, understand? Wes isoh bayangne text explanation itu seperti apa, sudahkan?	The teacher asked the students' understanding about the material of explanation text			✓		Question, hedge
9.	T-1M-1//09/PP/IM	T : Alam, sesuatunya itu alam selain banjir bisa apa nak	The teacher called her students with second person plural pronoun		✓			Using In-group Identity Marker
10.	T-1/M-1/10/NP/QH	T : In English apa? Slide. Bisa gunung meletus itu juga bisa. Any question? Ada pertanyaan atau tidak?	The teacher asked her students' understanding after she gave an example related to the material of explanation text			✓		Question, hedge
11.	T-1/M-1/11/NP/QH	T : Puting beliung? Yo pernah ada teks seperti itu wi. Wes getting ideakan?	The teacher asked the students' understanding about the material of explanation text			✓		Question, hedge
12.	T-1/M-1/12/NP/QH	T : Nah tugasnya. Apa ada pertanyaan dulu? Any question about explanation text?	The teacher asked her students to give question about the material			✓		Question, hedge
13.	T-1/M-1/13/PP/SA	T : Menyenangkan yo?	The teacher asked the students about the fun atmosphere of teaching learning process		✓			Seek agreement

14.	T-1/M-1/14/PP/GR	T : Oke I have question for you if you don't have question for me. Saya punya pertanyaan jika kamu tidak bertanya.	The teacher gave question to the students because the students didn't have question to the teacher		✓			Give (or ask for) reason
Experimenting								
15.	T-1/M-1/15/PP/BO	T : Saya yakin kalian bisa mengerjakan.	The teacher believed that the students can do the task.		✓			Be optimistic
16.	T-1/M-1/16/NP/GR	T : Oke kalau sudah ssttt kau sudah peraturannya tidak boleh translate using laptop	The teacher gave rule to all of the students in the class not to translate using laptop			✓		State the FTA as a general rule
17.	T-1/M-1/17/PP/GR	T : Karena tidak semua kelompok ada laptopnya, kecuali semua kelompok ada laptopnya nanti bisa bareng-bareng tapi ketika semua kelompok tidak ada laptopnya berartikan kasian engko sing ora gowo.	The teacher asked the students not to open their laptop because not all of students in the class bring laptop.		✓			Give (or ask) for reason
18.	T-1/M-1/18/PP/GR	T : You must open dictionary to translate the text kalau kalian tidak tau artinya.	The teacher gave a reason why the students must open their dictionary.		✓			Give (or ask) for reason
19.	T-1/M-1/19/NP/QH	T : Are you understand?	The teacher asked the students' understanding about the task			✓		Question, hedge
20.	T-1/M-1/20/NP/AP	T : Maaf ya ternyata teksnya cuma ada lima. Kae sing berempat belakang masuk kelompok sini dua situ dua	The tacher apologizes to the students because the text is taken less			✓		Apologize

21.	T-1/M-1/21/NP/QH	T : Berarti teksnya sudah semua ya?	The teacher asked the students about their text			✓		Question, hedge
22.	T-1/M-1/22/PP/BO	T : Saya yakin kalau kalian mengerjakannya serius bisa selesai 20 menit	The teacher believe that the students can finish their task on 20 minutes		✓			Be optimistic
Associating								
23.	T-1/M-1/23/NP/QH	T : Ada yang bawa lem?	The teacher asked to the students who bring the glue			✓		Question, hedge
24.	T-1/M-1/24/PP/GR	T : Iya ditempelin di kertas orange. Iy nama kelompoknya di sebaliknya aja, kalau di depan nanti ndak gak muat.	The teacher gave a reason that students must write their member of the group in the behind of the paper		✓			Give (or ask for) reason
25.	T-1/M-1/25/PP/EX	T : Sebentar ya tak carikan lem ke kantor dulu.	The teacher permitted to the students to take the glue in the office		✓			Exaggerate (interest, approval, sympathy with H)
26.	T-1/M-1/26/PP/GR	T : Batu, kalau gak tau artinya open your dictionary	The teacher gave a reason that students must open their dictionary if they didn't know the meaning		✓			Give (or ask for) reason
27.	T-1/M-1/27/OR/GH	T : Waktunya kurang 5menit	The teacher didn't talk about then noisy class and instead of asked her students finished their task.				✓	Give hints
28.	T-1/M-1/28/NP/QH	T : Sudah ada yang selesai?	The teacher asked the students whether they have finished or not			✓		Question, hedge

29.	T-1/M-1/29/OR/GH	T : Sudah pada rame.	The teacher didn't talk about the noisy class and instead of asked her students if they finished their task.				✓	Give hints
30.	T-1/M-1/30/PP/IM	T : Hallo nak jangan ramai	The teacher called her students with second person plural pronoun		✓			Using In-group Identity Marker
31.	T-1/M-1/31/PP/OP	T : Yang sulit yang mana, kalau gak tau kesini tanya ke saya	The teacher offered to help the students		✓			Offer, promise
32.	T-1/M-1/32/PP/IM	T : Sudah selesai belum nak?	The teacher called her students with second person plural pronoun		✓			Using In-group Identity Marker
33.	T-1/M-1/33/PP/GR	T : Nanti yen kelompok yang ngerjain cuma satu orang, individu aja biar adil.	The teacher gave reason why the task worked in individual not group		✓			Give (or ask for) reason
34.	T-1/M-1/34/PP/BO	T : Wong belum ngerjain kok bilang susah, makanya dicoba dulu pasti bisa, jangan bilang gak bisa kalau belum nyoba.	The teacher believed that the students can do the task.		✓			Be optimistic
35.	T-1/M-1/35/OR/GH	T : Sudah 15 menit	The teacher didn't talk about the time and instead of asked her students to finish their task.				✓	Give hints

Communicating								
36.	T-1/M-1/36/NP/QH	T : Maju dulu presentasi, tiga orang yang satu membaca englishnya yang satu indonesianya dan yang satunya menulis jawabannya di papan tulis. Ayo yang mau maju dulu kelompok berapa? Raise your hand, please.	The teacher asked her students to present their task in front of the class.			✓		Question, hedge
37.	T-1/M-1/37/NP/QH	T : Selanjutnya yang mau maju kelompok berapa? Rasis your hand please	The teacher asked the next group to present their task			✓		Question, hedge
38.	T-1/M-1/38/PP/GR	T : Iya dikumpulin ke depan pekerjaannya nanti biar saya koreksi di rumah	The teacher asked the students to collect their task because she wanted correction it in the home		✓			Give (or ask) for reason
39.	T-1/M-2/39/PP/AR	T : Ayo yang maju pertama nanti nilainya saya tambah.	The teacher will give score to the students if they want answer the question		✓			Assume or assert reciprocity
40.	T-1/M-2/40/PP/OP	T : Laila, mau maju?	The teacher offered her students to answer the question		✓			Offer, promise
41.	T-1/M-3/41/PP/OP	T : Nanti kalau salah saya benarkan, jangan takut.	The teacher offered to the students to correct their mistake		✓			Offer, promise
Closing								
42.	T-1/M-3/42/PP/IM	T : Oke guys waktunya sudah habis.	The teacher called her students with second person plural pronoun		✓			Using In-group Identity Marker

Politeness Strategies Used by the Second English Teacher on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019

Teacher : Mrs. Mujiyanto, M.Pd

Class : Second Social Eleventh Grade

Material : Explanation Text

Note:

T-1/01/M-1 = Teacher 1/Utterance 1/Meeting 1

T-2/01/M-1 = Teacher 2/Utterance 1/Meeting 1

T-3/01/M-1 = Teacher 3/Utterance 1/Meeting 1

BOR = Bald On Record

PP = Positive Politeness

NP = Negative Politeness

OR = Off Record

EX = Exaggerate

IM = Using in-group Identity Markers

AS = Assume or assert reciprocity

BO = Being optimistic

SH = Include both S and H in the activity

GR = Give or ask a reason

QH = Question, hedge

AP = Apologize

GH = Give hints

OP = Offer, promise

JK = Joke

No.	Code	Utterance/Data	Situation/ Context	Politeness Strategies				Indication
				BOR	PP	NP	OR	
Opening								
1.	T-2/M-1/01/PP/EX	T : How are you?	The teacher asked his students' condition to show his sympathy		✓			Exaggerate (interest, approval, sympathy with H)
2.	T-2/M-1/03/PP/SH	T : Oke kemarin kita sudah belajar tentang materi hubungan sebab	Teaching learning process requires including teacher and students in the same activity in the last meeting		✓			Include both S and H in the activity
3.	T-2/M-1/03/PP/EX	T : Sakit apa? Ada yang tau?	Teacher asked the students' condition to show his sympathy		✓			Exaggerate/ Sympathy with H
Observing								
4.	T-2/M-1/04/NP/QH	T : Yang pertama please open your book page 47	The teacher asked his students to open their book			✓		Question, hedge
5.	T-2/M-1/05/PP/SH	T : Pada hari ini kita akan belajar tentang explanation text. Coba jelaskan pengertian explanation text	Teaching learning process requires including teacher and students in the same activity when discussing material		✓			Include both S and H in the activity
6.	T-2/M-1/06/PP/IM	T : Iya text explanation, ayo siapa yang mau menjelaskan nak.	The teacher called his students with second person plural pronoun		✓			Using In-group Identity Marker
7.	T-2/M-1/07/NP/CI	T : Novita, can you tell me the purpose of explanation text, please?	The teacher gave instruction to his students by being indirect			✓		Question, hedge

8.	T-2/M-1/08/OR/GH	T : Kelas kalian kok panas banget ya	The teacher didn't asked the weather and instead asked the students to open their door				✓	Give hints
9.	T-2/M-1/09/NP/QH	T : Yang mau memberi contoh, khofifah?	The teacher asked his student to answer the question			✓		Question, hedge
10.	T-2/M-1/10/NP/QH	T : Ya sebab dan akibat. Kita sudah pelajari kemarin, yakan?	The teacher asked his students about the material last meeting			✓		Question, hedge
11.	T-2/M-1/11/PP/IM	T : Oke kalau tidak ada pertanyaan let's study about explanation	Teaching learning process requires including teacher and students in the same activity when discussing material		✓			Include both S and H in the activity
Questioning								
12.	T-2/M-1/12/NP/QH	T : Is there any question? Sudah paham?	The teacher asked the students' understanding			✓		Question, hedge
13.	T-2/M-1/13/NP/QH	T : That is the example of passive and active ya. Oke lanjutkan bahwa passive, Please open your book.	The teacher asked his students to open their book			✓		Question, hedge
14.	T-2/M-1/14/PP/GR	T : Kenapa takut salah?	The teacher asked the students' reason why they were afraid		✓			Give (or ask for) reason
15.	T-2/M-1/15/PP/IM	T : Ya Allah itu namanya bukan tobe nak, They, we, I, you wi pronoun	Teaching learning process requires including teacher and students in the same activity when discussing material		✓			Using In-group Identity Marker
16.	T-2/M-1/16/PP/OP	T : Kalau salah nanti saya benarkan	The teacher offered to correct the students' wrong answer		✓			Offer, promise

17.	T-2/M-1/17/PP/BO	T : Itukan kamu tinggal moco. Ayo dibukak halaman 48. Kalau kalian mau baca kalian pasti paham	The teacher believe that the student will understand if they read		✓			Be optimistic
Experimenting								
18.	T-2/M-1/18/PP/SH	T : Plus object plus adverb. Yo contoh kalimat kita buat contoh	The teacher called his students with second person plural pronoun		✓			Include both S and H in the activity
19.	T-2/M-1/19/OR/GH	T : Papan tulismu reget banget tho?	The teacher didn't ask about the dirty whiteboard and instead asked the studentss clean it				✓	Give hints
20.	T-2/M-1/20/NP/QH	T : Kalau inikan baru sampai be, ya gak?	The teacher asked the students about the material			✓		Question, hedge
21.	T-2/M-1/21/NP/QH	T : Oke now please open your book	The teacher gave instruction to his students to open their book			✓		Question, hedge
22.	T-2/M-1/22/NP/AP	T : Sorry, number three maksudnya	The teacher apologize to his students because he was wrong of take the number			✓		Apologize
23.	T-2/M-1/23/NP/QH	T : Oke ini ada contoh lain, contoh ini aja tolong anda baca ya oke	The teacher asked his students to read the example of passive voice			✓		Question, hedge
Associating								
24.	T-2/M-2/24/PP/JK	T : Koe ki ganti Pentium papat kono ora Pentium siji	The teacher jokes to his students		✓			Joke
25.	T-2/M-2/25/NP/QH	T : Oke perhatikan dulu pay attention please perhatikan saya	The teacher asked the students to pay attention to him			✓		Question, hedge

26.	T-2/M-2/26/PP/AR	T : Saya tidak hanya akan menilai hasil dari misalnya ada pertanyaan lima siapa yang aktif menjawab pasti saya beri tambahahan nilai	The teacher will give score to the students if they are more active in the class		✓			Assume or assert reciprocity
27.	T-2/M-2/27/OR/GH	T : Sudah mau bel ini	The teacher didn't talk about the school bell and instead asked the students finished their task				✓	Give hints
Communicating								
28.	T-2/M-2/28/PP/OP	T : Gak ini perwakilan saja, coba satu kelompok yang sudah jadi nomor satu siapa? Silahkan maju ke depan.	The teacher asked the students whether they have finished or not		✓			Offer, promise
29.	T-2/M-2/29/NP/QH	T : Ayo perhatikan, pay attention please	The teacher asked the students to give attention to their friends			✓		Question, hedge
30.	T-2/M-2/30/PP/OP	T : Oke silahkan maju	The teacher offered the students to answer the question in front of the class		✓			Offer, promise
31.	T-2/M-3/31/NP/QH	T : Bener gak pekerjaan temanmu?	The teacher asked the student about their friends' answer			✓		Question, hedge
32.	T-2/M-3/32/NP/QH	T : Can you correct it, please?	The teacher asked the students to correct their friends' answer			✓		Question, hedge
33.	T-2/M-3/33/PP/IM	T : Sudah belum nak?	The teacher called his students with second person plural pronoun		✓			Using In-group Identity Marker

Closing								
34.	T-2/M-3/34/OR/GH	T : Nah sudah adzan	The teacher didn't talk about the adzan and instead of times is up				✓	Give hints
35.	T-2/M-3/35/PP/SH	T : Baik before we finish our class today lets say hamdalah	Teaching learning process requires including teacher and students in the same activity when discussing material		✓			Include both S and H in the activity

Politeness Strategies Used by the Third English Teachers on Teaching Learning Process at MAN 2 Boyolali in Academic Year 2018/2019

Teacher : Mrs. Nita Ariyani S.Pd

Class : Second Social Eleventh Grade

Material : Explanation Text

Note:

T-1/01/M-1 = Teacher 1/Utterance 1/Meeting 1

T-2/01/M-1 = Teacher 2/Utterance 1/Meeting 1

T-3/01/M-1 = Teacher 3/Utterance 1/Meeting 1

BOR = Bald On Record

PP = Positive Politeness

NP = Negative Politeness

OR = Off Record

EX = Exaggerate

SA = Seek Agreement

BO = Being optimistic

SH = Include both S and H in the activity

GR = Give or ask a reason

QH = Question, hedge

GL = State the FTA as general rule

GH = Give hints

OP = Offer, promise

IM = Using in-group Identity Markers

No.	Code	Utterance/Data	Situation/ Context	Politeness Strategies				Indication
				BOR	PP	NP	OR	
Opening								
1.	T-3/M-1/01/PP/EX	T : How are you today?	The teacher asked his students' condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
2.	T-3/M-1/02/NP/QH	T : Ok. All of students please prepare your book	The teacher asked her students to prepare their book			✓		Question, hedge
3.	T-3/M-1/03/NP/QH	T : Ok. Well, my students please prepare your materials ya	The teacher asked her students to open the book and prepare their			✓		Question, hedge
4.	T-3/M-1/04/NP/QH	T : the last yang terakhir discuss about kind of texts, beberapa text yang sudah bu Nita kasih ya kan?	The teacher asked her students about the material last meeting			✓		Question, hedge
5.	T-3/M-1/05/PP/SH	T : Untuk PAT kita. PAT, the schedule of PAT kita.	Teaching learning process requires including teacher and students in the same activity		✓			Include both S and H in the activity
6.	T-3/M-1/06/PP/SH	T : 20 Mei ya. Tanggal 20 Mei kita sudah PAT dan all of the materials harus kita selesaikan, ya kan?	Teaching learning process requires including teacher and students in the same activity when discussing material		✓			Include both S and H in the activity

7.	T-3/M-1/07/PP/SH	T : And mmm, kita ada 2 materi yang harus kita bahas ya. I would like yo start from this morning. Kita akan mulai dari pagi ini. So, jadi yang kemarin ya kan, itu ada bibliography, ada apa lagi?	Teaching learning process requires including teacher and students in the same activity when discussing material		✓			Include both S and H in the activity
Main Activity								
Observing								
8.	T-3/M-1/08/NP/QH	T : So please, you open your book now. Today on page 37.	The teacher asked her students to open their book			✓		Question, hedge
9.	T-3/M-1/09/NP/QH	T : Folktale. Ya Ok. This is the one part of narrative text, perhatikan sebelumnya, sebelum berlatih, the definitionnya, listen to me please.	The teacher asked her students to give attention to the teachers			✓		Question, hedge
10.	T-3/M-1/10/NP/QH	T : Ok from the example I would like to read this text, bu Nita ingin baca dulu teks nya, please you listen to me.	The teacher asked her students to give attention to the teachers			✓		Question, hedge
Questioning								
11.	T-3/M-1/11/PP/IM	T : Jangan buang sembarangan tho nak	The teacher called his students with second person plural pronoun		✓			Using In-group Identity Marker

12.	T-3/M-1/12/NP/QH	T : Don't put your head on the table please.	The teacher asked the students not to put their head on the table			✓		Question, hedge
Experimenting								
13.	T-3/M-1/13/NP/QH	T : Belum pernah baca? Open your dictionary please.	The teacher called his students with second person plural pronoun			✓		Question, hedge
14.	T-3/M-1/14/PP/GR	T : Kenapa gak bawa?	The teacher asked the reason why the students didn't bring dictionary		✓			Give (or ask for) reason
Associating								
15.	T-3/M-1/15/PP/SA	T : Menarik ya?	The teachers asked the student's agreement about the text		✓			Seek agreement
16.	T-3/M-1/16/PP/IM	T : Iya iya ibu juga denger nak	The teacher called his students with second person plural pronoun		✓			Using In-group Identity Marker
Communicating								
17.	T-3/M-2/17/NP/QH	T : Oke, I would like to choose one student, satu murid ya, please you read in front of your class and I say stop, please you will continue to the other friends.	The teacher asked the students to read the teks in front of the class			✓		Question, hedge
18.	T-3/M-2/18/NP/QH	T : Ok well the first please you read by Erwin.	The teacher asked the student to read the text			✓		Question, hedge
19.	T-3/M-2/19/NP/QH	T : Udin stop. Please repeat to me. Slowly the field turned into a lake	The teacher asked hes student to repeat her			✓		Question, hedge

20.	T-3/M-2/20/PP/EX	: Dirumah belajar lagi, Udin dan yang lain ya. How to spelling the word how to pronounciation ya. Kalo sudah sering baca lidahnya itu lidahnya gampang ditekuk-tekuk ya Din ya.	The teacher gave suggestion to the students to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
21.	T-3/M-2/21/NP/QH	T : Open your dictionary please. Ojo males-males bukak kamus dikiro-kiro artine.	The teacher asked the students to open their dictionary and not to be lazy			✓		Question, hedge
22.	T-3/M-2/22/NP/QH	T : Pay attention please. Attention please after you find for the difficulties meaning setelah kamu menemukan kata sulit, the next step step selanjutnya apa? Try to read mencoba untuk membacanya dalam Bahasa Indonesia dengan temennya ya dengan temen sebelah depan belakang boleh, di gabung-gabungkan sampai kamu melihat kata sulit.	The teachers asked the students to give attention the instruction			✓		Question, hedge

23.	T-3/M-2/23/PP/GR	T : Shela, mana? Heh, kukumu sebelah kiri panjang-panjang ya, kamu apa nggak gilo, tangan kiri lho ada kotorannya. Kamu ga jijik, hii. Kamu ini bajunya seragam celananya pramuka, gimana? Kenapa pakai celana pramuka?	The teacher asked the students reason not to wear pramuka pant		✓			Give (or ask for) reason
24.	T-3/M-2/24/PP/EX	T : Udah selesai. Kenapa? Sakit? Pusing?	The teacher asked the students condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
25.	T-3/M-2/25/PP/EX	T : Udah sarapan?	The teacher asked the students condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
26.	T-3/M-2/26/PP/EX	T : Pusing dari kapan? Tadi ikut olahraga?	The teacher asked the students condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
27.	T-3/M-2/27/PP/EX	T : Udah minum obat?	The teacher asked the students condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
28.	T-3/M-2/28/PP/EX	T : Ya udah habis ini bisa minum obat ya. Sudah dikerjakan dulu sama temannya.	The teacher asked the students condition to show her sympathy		✓			Exaggerate (interest, approval, sympathy with H)
29.	T-3/M-2/29/NP/QH	T : Can you louder please?	The teacher give instruction to her student to raise her/his voice			✓		Question, hedge
30.	T-3/M-2/30/NP/QH	T : Ok please sit down. Please Nisa Indah Ayu.	The teacher asked her students to sit down			✓		Question, hedge

31.	T-3/M-2/31/PP/SA	T : Lha cerita yang mengiringi itu disebut legend. Well, in Bahasa Indonesia kita sudah memaknai isi dari legend tersebut ya. Menarik sekali ya, iya kan?	The teachers asked the student's agreement about the text		✓			Seek agreement
Closing								
32.	T-3/M-3/32/PP/EX	T : Nah semangat ya.	The teacher supported her students to show her sympathy		✓			Exaggerate/ Sympathy with H
33.	T-3/M-3/33/PP/IM	T : Jangan lupa belajar di rumah ya nak untuk PAT minggu depan	The teacher called his students with second person plural pronoun		✓			Using In-group Identity Marker
34.	T-3/M-3/34/PP/OP	T : Kalian mau kisi-kisi gak?	The teacher offered a lattice to the students		✓			Offer, promise

APPENDIX 3

Data Validation of Types of Politeness Strategies Based on Brown and Levinson's Theory

Teacher : Mrs. Rining Pangastuti, S.Pd.I (First teacher)

Class : XI Science 1

No	Coding	Types of Politeness Strategy		Reason
		True	False	
1.	T-1/01/BOR	✓		
2.	T-1/02/PP	✓		
3.	T-1/03/PP	✓		
4.	T-1/04/BOR	✓		
5.	T-1/05/BOR	✓		
6.	T-1/06/BOR		✓	
7.	T-1/07/BOR	✓		
8.	T-1/08/BOR	✓		
9.	T-1/09/PP	✓		
10.	T-1/10/OR	✓		
11.	T-1/11/BOR		✓	
12.	T-1/12/BOR	✓		
13.	T-1/13/BOR	✓		
14.	T-1/14/BOR	✓		
15.	T-1/15/OR		✓	
16.	T-1/16/NP	✓		
17.	T-1/17/BOR		✓	
18.	T-1/18/PP	✓		

19.	T-1/19/BOR	✓		
20.	T-1/20/PP	✓		
21.	T-1/21/BOR	✓		
22.	T-1/22/PP	✓		
23.	T-1/23/BOR	✓		
24.	T-1/24/PP	✓		
25.	T-1/25/PP	✓		
26.	T-1/26/BOR	✓		
27.	T-1/27/PP	✓		
28.	T-1/28/PP	✓		
29.	T-01/29/BOR	✓		

Teacher : Mr. Mujiyanto, M.Pd (Second teacher)

Class : XI Social 2

No	Coding	Types of Politeness Strategy		Reason
		True	False	
1.	T-02/30/BOR	✓		
2.	T-02/31/BOR	✓		
3.	T-02/32/PP	✓		
4.	T-02/33/PP	✓		
5.	T-02/34/BOR	✓		
6.	T-02/35/PP	✓		
7.	T-02/36/NP	✓		
8.	T-02/37/NP	✓		
9.	T-02/38/NP	✓		
10.	T-02/39/BOR	✓		
11.	T-02/40/OR	✓		
12.	T-02/41/PP	✓		
13.	T-02/42/BOR	✓		
14.	T-02/43/PP	✓		
15.	T-02/44/BOR	✓		
16.	T-02/45/PP	✓		
17.	T-02/46/BOR	✓		
18.	T-02/47/BOR	✓		
19.	T-02/48/BOR	✓		
20.	T-02/49/BOR	✓		
21.	T-02/50/BOR	✓		
22.	T-02/51/BOR	✓		

23.	T-02/52/BOR	✓		
24.	T-02/53/OR	✓		
25.	T-02/54/OR	✓		
26.	T-02/55/BOR	✓		
27.	T-02/56/BOR	✓		
28.	T-02/57/BOR	✓		
29.	T-02/58/BOR	✓		
30.	T-02/59/BOR	✓		
31.	T-02/60/BOR	✓		
32.	T-02/61/BOR	✓		
33.	T-02/62/BOR	✓		
34.	T-02/63/OR	✓		
35.	T-02/64/BOR	✓		
36.	T-02/65/BOR	✓		
37.	T-02/66/PP	✓		
38.	T-02/67/PP	✓		
39.	T-02/68/BOR	✓		
40.	T-02/69/PP	✓		
41.	T-02/70/NP		✓	
42.	T-02/71/PP	✓		
43.	T-02/72/PP	✓		
44.	T-02/73/BOR	✓		

Teacher : Mrs. Nita Ariyani, S.Pd (Third teacher)

Class : X Science 1

No.	Coding	Types of Politeness Strategy		Reason
		True	False	
1.	T-03/74/BOR	✓		
2.	T-03/75/BOR	✓		
3.	T-03/76/BOR	✓		
4.	T-03/77/PP	✓		
5.	T-03/78/PP	✓		
6.	T-03/79/PP	✓		
7.	T-03/80/BOR	✓		
8.	T-03/81/BOR	✓		
9.	T-03/82/BOR	✓		
10.	T-03/83/BOR	✓		
11.	T-03/84/OR	✓		
12.	T-03/85/BOR	✓		
13.	T-03/86/BOR	✓		
14.	T-03/87/OR	✓		
15.	T-03/88/BOR	✓		
16.	T-03/89/BOR	✓		
17.	T-03/90/BOR	✓		
18.	T-03/91/BOR	✓		
19.	T-03/92/BOR	✓		
20.	T-03/93/BOR	✓		
21.	T-03/94/BOR	✓		
22.	T-03/95/BOR	✓		

23.	T-03/96/PP	✓		
24.	T-03/97/BOR	✓		
25.	T-03/98/BOR	✓		
26.	T-03/99/BOR	✓		
27.	T-03/100/BOR	✓		
28.	T-03/101/BOR	✓		
29.	T-03/102/BOR	✓		
30.	T-03/103/BOR	✓		
31.	T-03/104/BOR	✓		
32.	T-03/105/BOR	✓		
33.	T-03/106/BOR	✓		
34.	T-03/107/BOR	✓		
35.	T-03/108/PP	✓		
36.	T-03/109/BOR	✓		
37.	T-03/110/BOR	✓		
38.	T-03/111/BOR	✓		
39.	T-03/112/BOR	✓		
40.	T-03/113/PP	✓		
41.	T-03/114/PP	✓		
42.	T-03/115/PP	✓		
43.	T-03/116/PP	✓		
44.	T-03/117/PP	✓		
45.	T-03/118/PP	✓		
46.	T-03/119/BOR	✓		
47.	T-03/120/BOR	✓		
48.	T-03/121/BOR	✓		
49.	T-03/122/BOR	✓		
50.	T-03/123/BOR	✓		

51.	T-03/124/BOR	✓		
52.	T-03/125/BOR	✓		
53.	T-03/126/BOR	✓		
54.	T-03/127/BOR	✓		
55.	T-03/128/BOR	✓		
56.	T-03/129/BOR	✓		
57.	T-03/130/PP	✓		
58.	T-03/131/BOR	✓		
59.	T-03/132/BOR	✓		

131.	T-03/131/BOR	✓		
132.	T-03/132/BOR	✓		

Surakarta, *26 Juli* 2019



Arkin Haris, M.Hum

APPENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : MAN 2 Boyolali
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / Genap
Materi Pokok : Teks *explanation* tentang gejala alam dan sosial
Alokasi Waktu : 5 x 45 menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar Dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *explanation* tentang gejala alam, terkait dengan mata pelajaran lain di Kelas X, sesuai dengan konteks penggunaannya.

Indikator :

1. Mengidentifikasi teks *explanation* tentang gejala alam, terkait dengan mata pelajaran lain di Kelas X, sesuai dengan konteks penggunaannya.

4.13 Menangkap makna dalam teks *explanation* lisan dan tulis.

Indikator:

1. Menginterpretasi makna teks *explanation* tentang gejala alam,
2. Menunjukkan gagasan utama (*main idea*) dalam teks *explanation* tentang gejala alam
3. Menyebutkan informasi rinci dalam teks *explanation* tentang gejala alam baik yang tersirat maupun tersurat
4. Menjelaskan makna kata dalam teks *explanation* tentang gejala alam
5. Menjelaskan rujukan (*reference*) yang ada dalam teks *explanation* tentang gejala alam

C. Tujuan Pembelajaran

Setelah proses mengamati, kajian pustaka, berdiskusi, praktik, dan kerja kelompok peserta didik dapat:

1. Menghargai bahasa Inggris sebagai pengantar komunikasi internasional secara santun.
2. Memiliki perilaku jujur dan secara bertanggung jawab dalam berinteraksi secara efektif dengan sosial dan lingkungan
3. Mengidentifikasi struktur dan kaidah teks *explanation* tentang gejala alam
4. Menginterpretasi makna teks *explanation* tentang gejala alam
5. Menunjukkan gagasan utama (*main idea*) dalam *explanation* tentang gejala alam,
6. Menyebutkan informasi rinci dalam teks *explanation* tentang gejala alam baik yang tersirat maupun tersurat
7. Menjelaskan makna kata dalam teks *explanation* tentang gejala alam
8. Menjelaskan rujukan (*reference*) yang ada dalam teks *explanation* tentang gejala alam

D. Materi Pembelajaran

1. Materi Fakta

Video *explanation* tentang gejala alam (Tsunami).

2. Materi Konsep

Teks *explanation* lisan dan tulis tentang gejala alam.

Fungsi Sosial

Menjelaskan terjadinya gejala alam dan sosiokultural secara ilmiah.

Struktur teks

- a. Pernyataan umum yang meyakinkan tentang gejala alam atau sosiokultural.
- b. Serangkaian penjelasan tentang mengapa dan bagaimana gejala yang dimaksud terjadi.

Unsur kebahasaan

- a. Kata-kata dan ungkapan terkait dengan gejala alam dan gejala sosiokultural pada umumnya, biasanya juga bukan tentang orang
- b. Berisi serangkaian tindakan dan deskripsi benda-benda yang terlibat
- c. Kata kerja dalam present tense dan past tense: simple, continuous, perfect.
- d. Passive Voice sering digunakan
- e. Adverbia dan frasa preposisional penunjuk waktu dan sebab akibat.
- f. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- g. Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Topik

Gejala alam dan gejala sosiokultural yang lterkait dengan mata pelajaran lain di Kelas X, dengan memberikan keteladanan tentang perilaku peduli, percaya diri, cinta damai, bertanggung jawab.

Multimedia

Foto, gambar, dekorasi, yang membuat tampilan teks lebih menarik

3. Materi Prinsip

- Teks *explanation* tentang gejala alam

4. Materi Prosedur

- Generic Structure teks Explanation

E. Metode Pembelajaran

- Pendekatan : scientific
- Metode : mind mapping, Discovery Learning

F. Media, Alat, dan Sumber Pembelajaran

1. Media

CD, tape, Koran , majalah, internet

2. Alat/Bahan

LCD

3. Sumber Belajar

- Matthew Camilo Bunyi and Marsudiono 2013. Developing Skills in English, SMAN 1 Sambit
- Sudarwati dan Eudia Grace 2013 Pathway to English Penerbit Erlangga: Jakarta

G. Langkah – Langkah Kegiatan Pembelajaran

Pertemuan Kesatu

1. Pendahuluan (10 menit)

- Memberikan salam dan berdoa
- Guru memotivasi peserta didik untuk siap belajar.
- Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya
- Guru menyampaikan kompetensi yang akan dikuasai oleh peserta didik.

2. Kegiatan Inti (70 menit)

Mengamati (Menciptakan Stimulus)

- Peserta didik mengamati fakta atau fenomena dengan cara melihat, mendengar, membaca, atau menyimak berbagai macam teks *explanation* tentang gejala alam dari berbagai sumber.
- Peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya teks *explanation*.
- Peserta didik belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* , *scanning* , untuk mendapatkan informasi tertentu, dan *inferencing* untuk mengetahui informasi rinci.

Menanya (Menyiapkan pernyataan masalah)

- Dengan bimbingan dan arahan guru, Peserta didik menanya antara lain perbedaan struktur dan unsur bahasa yang digunakan pada teks *explanation* dalam bahasa Inggris, serta perbedaan teks *explanation* dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia
- Peserta didik mengidentifikasi sebanyak mungkin masalah yang relevan dengan bahan pelajaran teks *explanation*, kemudian dirumuskan dalam bentuk hipotesis

Mengeksplorasi (Mengumpulkan data)

- Peserta didik membaca/mendengarkan beberapa teks *explanation* dari berbagai sumber.
- Peserta didik membacakan teks *explanation* kepada teman dengan menggunakan unsur kebahasaan yang tepat.

3. **Penutup (10 menit)**

- Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima
- Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan
- Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya

Pertemuan Ke dua

1. **Pendahuluan (10 menit)**

- Memberikan salam dan berdoa
- Guru memotivasi peserta didik untuk siap belajar.
- Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya
- Guru menyampaikan kompetensi yang akan dikuasai oleh peserta didik.

2. **Kegiatan Inti (70 menit)**

Mengasosiasi

- Secara Individu Peserta didik membuat teks *explanation* dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Peserta didik memperoleh balikan (*feedback*) dari guru dan teman tentang hasil dari teks *explanation* yang dibuat.

Mengomunikasikan

- Peserta didik membacakan jawaban dari soal latihan yang dikerjakan
- Peserta didik membuat jurnal belajar (*learning journal*)

3. Penutup (10 menit)

- Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima
- Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan
- Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya

Pertemuan Ketiga

1. Pendahuluan (10 menit)

- Memberikan salam dan berdoa
- Guru memotivasi peserta didik untuk siap belajar.
- Guru mengaitkan materi yang akan dipelajari peserta didik dengan pengetahuan yang sudah dimiliki sebelumnya
- Guru menyampaikan kompetensi yang akan dikuasai oleh peserta didik.

2. Kegiatan Inti (25)

Mengasosiasi

- Peserta didik memperoleh balikan (*feedback*) dari guru dan teman tentang hasil teks explanation yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Peserta didik menyampaikan catatan (*Note Taking*) saat membaca
- Peserta didik membuat jurnal belajar (*learning journal*)

3. Penutup (10 menit)

- Peserta didik beserta guru menyimpulkan hasil pembelajaran yang telah diterima

- Peserta didik melakukan refleksi terhadap kegiatan pembelajaran yang sudah dilakukan
- Peserta didik dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya

H. Penilaian

Bentuk Instrumen dan Instrumen

Instrumen Tes Tulis

Mengurutkan teks explanation sesuai dengan lembar kerja diberi guru

Menjawab pertanyaan di dalam teks

Membuat teks explanation

I. Pedoman Penskoran

1. Rubrik Penilaian Sikap Santun

Kriteria	Indikator
Sangat Baik	Selalu santun dalam bersikap dan bertutur kata kepada guru dan teman – Sudah konsisten
Baik	Sering santun dalam bersikap dan bertutur kata kepada guru dan teman – Mulai konsisten
Cukup	Kadang-kadang santun dalam bersikap dan bertutur kata kepada guru dan teman – Belum konsisten
Kurang	Tidak pernah santun dalam bersikap dan bertutur kata kepada guru dan teman – Tidak konsisten

2. **Aspek Penilaian Rasa syukur**

No	Aspek Rasa Syukur	Skor	Keterangan/Rubrik/Kriteria
1		4	Peserta didik mengungkapkan rasa syukur dengan jelas , tulus dan ihlas
		2	Peserta didik kurang mengungkapkan rasa syukur atas arahan guru
		1	Peserta didik tidak mengungkapkan rasa syukur

Nilai : Skor yang diperoleh x100

4

3. **Aspek Penilaian Sikap Kejujuran dan Tanggung Jawab**

No	Aspek Kejujuran	Skor	Keterangan/Rubrik/Kriteria
1		3	Peserta didik mengerjakan secara mandiri dan benar
		2	Peserta didik mengerjakan tugas/latihan dengan membandingkan pekerjaan orang lain
		1	Peserta didik mengerjakan tugas/latihan dengan menyalin pekerjaan orang lain
2	Aspek Tanggung Jawab	3	Peserta didik menyelesaikan tugas/pekerjaan benar dan tepat waktu
		2	Peserta didik menyelesaikan tugas dengan benar tidak tepat waktu

		1	Peserta didik tidak menyelesaikan tugas dengan kurang benar dan tidak tepat waktu
--	--	---	---

Nilai : $\frac{\text{Skor yang diperoleh}}{6} \times 100$

6

4. Pedoman Penskoran Reading Dan Listening

No	Uraian	Skor
1.	Jawaban benar.	10
2.	Jawaban salah.	0

Skor maksimal = 100

Nilai Peserta didik = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 \% = \dots$

Simo, 5 Januari 2019

Mengetahui, Kepala Sekolah

Guru Mata Pelajaran

H.M. Fuad, M.Pd

Rining Pangastuti, S.Pd.I

NIP.19620915198903 1 00

NIP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MAN 2 Boyolali
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Materi Pokok	: Teks Explanation; Informasi Terkait Gejala Alam atau Sosial
Alokasi Waktu	: 5 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah

secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation • Mengidentifikasi bagian-bagian struktur teks report • Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI • Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam</p>	<ul style="list-style-type: none"> • Membuat teks-teks tentang fenomena alam pendek dan sederhana • Membuat teks-teks tentang fenomena sosial pendek dan sederhana • Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca

mata pelajaran lain di kelas XI	
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks explanation
- Mengidentifikasi bagian-bagian struktur teks report
- Memahami struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
- Memahami unsur kebahasaan dari teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI
- Membuat teks-teks tentang fenomena alam pendek dan sederhana
- Membuat teks-teks tentang fenomena sosial pendek dan sederhana
- Menampilkan dan mempresentasikan teksnya kepada teman-teman yang datang membaca

D. Materi Pembelajaran

- Fungsi Sosial

Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena

- Struktur Teks

Dapat mencakup:

- fenomena
- identitas gejala
- rangkaian penjelasan

- Unsur Kebahasaan

- Adverbia *first, then, following, finally*
- Hubungan sebab-akibat (*if –then, so, as a consequence, since, due to, because of, thanks to*)
- Kalimat pasif, dalam tenses yang *present*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1 . Pertemuan Pertama (2 x 45 Menit)
Kegiatan Pendahuluan (10 Menit)
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none">❖ Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none">❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya❖ Mengingat kembali materi prasyarat dengan bertanya.❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none">❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.❖ Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :

1 . Pertemuan Pertama (2 x 45 Menit)

➤ *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI*

- ❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- ❖ Mengajukan pertanyaan

Pemberian Acuan

- ❖ Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- ❖ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- ❖ Pembagian kelompok belajar
- ❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➤ Lembar kerja materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata</i>

1 . Pertemuan Pertama (2 x 45 Menit)

pelajaran lain di kelas XI.

➤ Pemberian contoh-contoh materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

❖ **Membaca.**

Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.*

❖ **Menulis**

Menulis rangkuman dari hasil pengamatan dan bacaan terkait *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.*

❖ **Mendengar**

Pemberian materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* oleh guru.

❖ **Menyimak**

Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :

1 . Pertemuan Pertama (2 x 45 Menit)	
	<p>➤ <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i></p> <p>untuk melatih rasa syukur, kesungguhan dan kedisiplinan, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ Mengajukan pertanyaan tentang materi :</p> <p>➤ <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p>

1 . Pertemuan Pertama (2 x 45 Menit)

❖ Mengamati obyek/kejadian

Mengamati dengan seksama materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.

❖ Membaca sumber lain selain buku teks

Secara *disiplin* melakukan *kegiatan literasi* dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang sedang dipelajari.

❖ Aktivitas

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang sedang dipelajari.

❖ Wawancara/tanya jawab dengan nara sumber

Mengajukan pertanyaan berkaitan dengan materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang telah

1 . Pertemuan Pertama (2 x 45 Menit)

disusun dalam daftar pertanyaan kepada guru.

COLLABORATION (KERJASAMA)

Peserta didik dibentuk dalam beberapa kelompok untuk:

❖ **Mendiskusikan**

Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI*.

❖ **Mengumpulkan informasi**

Mencatat semua informasi tentang materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

❖ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa *percaya diri* *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* sesuai dengan pemahamannya.

❖ **Saling tukar informasi** tentang materi :

➤ *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial*

1 . Pertemuan Pertama (2 x 45 Menit)	
	<p><i>yang tercakup dalam mata pelajaran lain di kelas XI</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <ul style="list-style-type: none"> ❖ Berdiskusi tentang data dari Materi : <ul style="list-style-type: none"> ➤ <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> ❖ Mengolahinformasi dari materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan

1 . Pertemuan Pertama (2 x 45 Menit)	
	<p>sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.</i></p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p>➤ <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization	<u>COMMUNICATION (BERKOMUNIKASI)</u>

1 . Pertemuan Pertama (2 x 45 Menit)	
(menarik kesimpulan)	<p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➤ <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.

1 . Pertemuan Pertama (2 x 45 Menit)

CREATIVITY (KREATIVITAS)

- ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
Laporan hasil pengamatan secara *tertulis* tentang materi :
 - *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI*
- ❖ Menjawab pertanyaan tentang materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
- ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang akan selesai dipelajari
- ❖ Menyelesaikan uji kompetensi untuk materi *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk

1 . Pertemuan Pertama (2 x 45 Menit)	
	<p>mengecek penguasaan siswa terhadap materi pelajaran. Guru meminta siswa membuat explanation text</p>
<p>Catatan : Selama pembelajaran <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: <u>nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</u></p>	
Kegiatan Penutup (10 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ❖ Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> yang baru dilakukan. ❖ Mengagendakan pekerjaan rumah untuk materi pelajaran <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> yang baru diselesaikan. ❖ Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i>. ❖ Peserta didik yang selesai mengerjakan tugas 	

1 . Pertemuan Pertama (2 x 45 Menit)

projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas

projek/produk/portofolio/unjuk kerja pada materi pelajaran *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI.*

- ❖ Memberikan penghargaan untuk materi pelajaran *Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI* kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soedarmono	75	75	50	75	275	68,75	C
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya:

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal**(Lihat lampiran)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak Memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang		1	

		digunakan tidak runtut			
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan Tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		

	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum			10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan

	tidak lancar	ada transisi	sesuai, kalimat berkembang, serta ada transisi
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Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
----	--------------------	----------	----------	----------

1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang	Pilihan tata bahasa hamper	2	1

		tepat	tidak tepat		
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2

		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui
Januari 2019

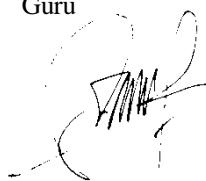
Simo, 2

Kepala Madrasah
Mata Pelajaran,

Guru



H.M. Fuad, M.Pd
Mujiyanto, M.Pd
NIP.19620915198903 1 003NIP.19730615200501 1 005



RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris (wajib)

Satuan pendidikan : SMA/MA

Kelas/Semester : X/2

Alokasi Waktu : 5 JP

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan proaktif, dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan sederhana terkait legenda rakyat.

C. Indikator

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi fungsional.
3. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk legenda sederhana.
4. Memahami makna dalam teks naratif lisan dan tulis berbentuk legenda sederhana.
5. Menyunting teks naratif lisan dan tulis berbentuk legenda sederhana.

D. Tujuan Pembelajaran Setelah mempelajari pembelajaran ini, siswa diharapkan mampu:

1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif lisan dan tulis berbentuk legenda sederhana;
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif lisan dan tulis berbentuk legenda sederhana;
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk legenda sederhana;
4. Mmerespons makna teks naratif lisan dan tulis berbentuk legenda sederhana;
5. Menyusun teks naratif lisan dan tulis berbentuk legenda sederhana.

E. Materi Pembelajaran

Teks naratif lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, dan menghargai budaya lain.

Struktur

1. Pengenalan tokoh dan setting.
2. Komplikasi terhadap tokoh utama.
3. Solusi dan akhir cerita.

Unsur kebahasaan

1. Kata-kata terkait karakter, watak, dan setting dalam legenda.
2. Modal auxiliary verbs.
3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
4. Ucapan, tekanan kata, dan intonasi ketika mempresentasikan secara lisan.

Topik

Keteladanan tentang perilaku dan nilai-nilai luhur budaya.

F. Pendekatan dan Metode Pembelajaran

1. Pendekatan pembelajaran : kooperatif
2. Strategi pembelajaran : praktik
3. Metode pembelajaran : ceramah, penugasan, dan praktik

G. Kegiatan Pembelajaran

Mengamati

- Siswa menyimak berbagai contoh teks legenda yang diberikan/diperdengarkan guru.
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks naratif legenda.

Mempertanyakan

- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan teks yang ada dalam bahasa Indonesia.
- Siswa mempertanyakan mengenai gagasan utama, informasi rinci, dan informasi tertentu dalam teks naratif legenda.

Mengeksplorasi

- Siswa mencari beberapa teks legenda dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci, dan informasi tertentu dari teks legenda.
- Siswa melengkapi bagian yang rumpang dari beberapa teks legenda sederhana.
- Siswa secara berkelompok menuliskan/menyalin teks naratif legenda lisan dan tulis, sederhana dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut.
- Siswa secara individu mampu menjawab pertanyaan dari teks naratif sederhana

Mengasosiasi

- Secara berpasangan siswa saling menganalisis teks naratif legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyampaikan informasi fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks legenda.
- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaannya.
- Siswa membuat kliping teks legenda dengan menyalin dari beberapa sumber.
- Siswa membuat learning journal.

H. Penilaian Hasil Belajar

1. Kriteria penilaian:

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks naratif.
- Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.
- Kesesuaian format penulisan/penyampaian.

2. Unjuk kerja

- Melakukan monolog dalam bentuk naratif dalam kelompok/berpasangan/di depan kelas.
- Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks naratif.

3. Pengamatan

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.

Sasaran penilaian:

- Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi.
- Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks naratif legenda.
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.
- Ketepatan dan kesesuaian menggunakan strategi dalam membaca.

4. Portofolio

- Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif legenda.
- Kumpulan karya siswa yang mendukung proses penulisan teks naratif legenda berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi.
- Kumpulan hasil tes dan latihan.
- Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.

5. Penilaian Diri dan Penilaian Sejawat

Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.

I. Contoh Instrumen untuk Penilaian

Activity 1

Search for legend, myth or fable story, read it and make a simple drama script, then act it out!

Activity 2

Find out one of legend story from another country, then write down on your paper. Retell it in front of the class using your own words confidently. Deliver message in it! Do it in a pair!

J. Sumber Belajar

1. Audio CD/VCD/DVD
2. Koran/ majalah berbahasa Inggris

3. www.dailyenglish.com
4. http://americanenglish.state.gov/files/ae/resource_files
5. <http://learnenglish.britishcouncil.org/en/>

Dibuat di : Tanggal :

Mengetahui, Kepala Sekolah

Guru Mata Pelajaran

NIP.

NIP

APPENDIX 5



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI SURAKARTA
FAKULTAS ADAB DAN BAHASA

Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774
Website : www.iain-surakarta.ac.id E-mail : fab.iainsurakarta@gmail.com

Nomor : B-821/In.10/F.V/PP.00.9/03/2019

29 Maret 2019

Lamp. : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth.
Kepala MAN 2 Boyolali
di
Tempat

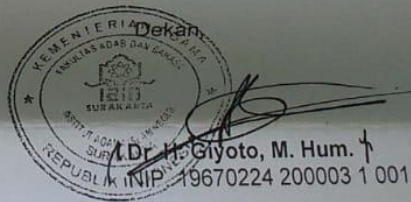
Assalamu'alaikum Wr. Wb.

Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa IAIN Surakarta memohon ijin atas :

Nama : **DIAH PERMANA SARI**
NIM : 153221135
Program Studi : Pendidikan Bahasa Inggris
Semester : 8
Judul Skripsi : AN ANALYSIS OF POLITENESS STRATEGIES USED BY TEACHER AND STUDENTS IN ENGLISH CLASS AT MAN 2 BOYOLALI IN ACADEMIC YEAR 2018/2019

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.
Adapun waktu penelitian pada tanggal 15 April 2019 sampai tanggal 25 Mei 2019
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.



APPENDIX 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BOYOLALI
MADRASAH ALIYAH NEGERI 2
Jalan Singoprono Utara No. 13, Simo, Boyoali
Telp. (0276) 3294720
E-mail : man2boyolali@yahoo.com

SURAT KETERANGAN

Nomor : 269/Ma.11.20/PP.00/05/2019

Yang bertanda tangan di bawah ini :

Nama : **H.M Fuad, M.Pd**

NIP : 19620915 198903 1 003

Jabatan : Kepala Madrasah

Dengan ini menerangkan dengan sebenarnya bahwa :

Nama : Diah Permana Sari

NIM : 153221135

Prodi : Pendidikan Bahasa Inggris IAIN Surakarta

Melaksanakan penelitian skripsi pada tanggal 15 April – 25 Mei 2019 dengan judul *An Analysis of Politeness Strategies Used by Teacher and Students in English Class at MAN 2 Boyolali in Academic Year 2018/2019* telah melaksanakan penelitian dengan baik

Demikian Surat Keterangan ini kami buat dengan sebenar – benarnya, dan untuk dapat dipergunakan sebagaimana mestinya.



Simo, 27 Mei 2019
Kepala MAN 2 Boyolali,

H.M Fuad, M.Pd
NIP. 19620915 198903 1003

APPENDIX 7

Attendance List of First Science Tenth Class

No.	L/P	NAMA
1.	L	Adiq Muflih Trinadin
2.	P	Ana Ariyanti
3.	P	Ashfa Zakiyatul Wardah
4.	P	Avrilia Astute
5.	P	Charisma Suci Aprilyana
6.	P	Devani Fitri Anggraini
7.	P	Dhyah Ayu Damayanti
8.	P	Dian Anisa Istiqomah
9.	P	Dila Aprelia Saputri
10.	P	Dinda Pujiati
11.	P	Dita Aprelia Saputri
12.	L	Edi Prasetyo

13.	P	Erni Adita Aprilianingsih
14.	L	Erwin Fauzi Irman
15.	P	Fathiya Ainan Salsabila
16.	P	Heni Fitriyani
17.	L	Ilham Adit Prayoga
18.	L	Imaaduddin Arrohman
19.	P	Intan Nur Azizah
20.	P	Kharirotul Ulya
21.	P	Leni Nofitasari
22.	P	Linda Riskawati
23.	L	Marcellino Balad Bachtiar
24.	L	Muhammad Khairul Faizi Islamy
25.	P	Mutiara Trisna
26.	P	Nisa Indah Puspitasari
27.	P	Nur Istiqomah

28.	P	Retno Widyaningrum
29.	L	Satria Wasis Kuncoro
30.	P	Shela Dewi Mutiaraning R.
31.	L	Syaiful Hidayat
32.	P	Tiara Salsabila
33.	P	Tria Sholikhah
34.	P	Vina Noviyana
35.	L	Wahid Khoirul Akrom
36.	P	Wanda Septyana

Attendance List of First Science Eleventh Class

No.	L/P	NAMA
1.	P	Adelia Rahma Danty
2.	P	Agas Tiya Rismawati
3.	P	Andini Septianingsih
4.	P	Annisa Oktafianti Widodo
5.	P	Annisa Yuniati
6.	P	Ardella Serulina
7.	L	Arjun Dwi Fadlullah
8.	P	Ayuk Susilowati
9.	P	Cahaya Karnila
10.	P	Devi Safitri
11.	P	Dewi Rahmawati
12.	P	Dewi Safitri

13.	L	Dimas Restu Sukmawan
14.	P	Faridatul Ayuningtyas
15.	L	Ichsan Tri Fandy Irawan
16.	L	Icuk Pranata Prasetya
17.	L	Iqbal Baihaqi
18.	P	Isnaini Dina Azizah
19.	P	Laila Wahyu Setyaningsih
20.	P	Leni Marlina
21.	P	Lusiana Ananda Meilasari
22.	L	Muhammad Nashiruddin H
23.	P	Nadira Arifiani
24.	P	Novalia Ananda Putri
25.	P	Nur Indah Arum Mawarni
26.	P	Puput Novita Sari
27.	P	Rosalina

28.	P	Wulan Romadhona
29.	P	Zahiroh Sholihatun Janah A
30.	P	Zeva Septiyaragma Robi

Attendance List of Second Social Eleventh Class

No.	L/P	NAMA
1.	P	Aminatu Rohmatien
2.	P	Ana Trisminingsih
3.	P	Ayuk Wulandari
4.	P	Bunga Tri Uswatun Khasanah
5.	P	Deika Ayu Safitri
6.	P	Dike Nur Safitri
7.	P	Diva Mulya Syahada
8.	P	Dwi Retnowati
9.	P	Edeliss Hera Eden Pinto
10.	P	Ega Juni Novela
11.	P	Elsa Putri Febriana
12.	P	Erni Wijayanti

13.	L	Gusti Setyawan
14.	P	Irvianinda Fatkhiatur Rohmah
15.	P	Isna Nafayanti
16.	P	Isnaini
17.	P	Laila Adha Listiawati
18.	P	Mega Lestari
19.	L	Muhammad Fajar Assidiq
20.	P	Novita Maharani
21.	P	Nuraini
22.	P	Pingkan Hellen Nandini
23.	P	Resta Mutia
24.	P	Rini Agustina
25.	P	Septiana
26.	P	Siska Sari Pamungkas
27.	P	Siti Fazriyah

28.	P	Siti Nur Rodiyah
29.	P	Unwana Syarifa Aisyah

APPENDIX 8

Pictures of Teaching Learning Process

- **First Science Tenth Grade**





- **First Science Eleventh Grade**





- **Second Social Eleventh Grade**

