

**THE POLITENESS OF TEACHER SPEECH ACT IN TEACHING
LEARNING ENGLISH DESCRIPTIVE TEXT VII CLASS SMP NEGERI 3
KLATEN ACADEMIC YEAR 2021/2022**

THESIS

Presented as a Partial Fulfillment of the Requirements for the Graduate Degree of
Language Education Programme



By:

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**GRADUATE PROGRAMME
WIDYA DHARMA KLATEN UNIVERSITY
2022**


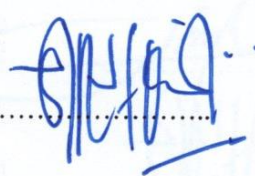
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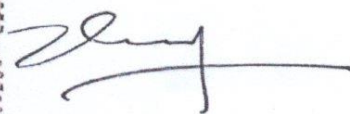
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If then this prouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 31th August, 2022

The writer,




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DEDICATION

To :

1. Sri Yulianti, S.Pd, my beloved wife.
2. Farrel Nabil Kaisan, my beloved handsome son.
3. Kanzia Maiza Athalla, my angelic daughter.
4. Mr. Joni Budi Santosa (alm) and Mrs Hartati, my beloved parents.
5. Mr Harto Mulyono and Mrs Welas Asih (alm), my beloved parents-in-law.
6. The Big Family of Junior High School 3 Klaten.

MOTTO

“Karena sesungguhnya, bersama kesulitan akan ada kemudahan.”
(QS. Al Insyirah: 5)

“Tetapi boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu. Allah mengetahui, sedang kamu tidak mengetahui.
(QS. Al-Baqarah: 216)

Show respect even to people who doesn't deserve it; not as reflection of their character, but as a reflection of yours
(Dave Willis)

Politeness is the first thing people lose once they get the power.
(Amit Kalantri)

The only true source of politeness is consideration.
(William Gilmore Simms)

ACKNOWLEDGEMENT

First, the researcher would like to praise Allah SWT, the Almighty and the Most Merciful, for his blessing; I can finish this thesis. The thesis is entitled **The Politeness Of Teacher Speech Act In Teaching Learning English Descriptive Text VII Class SMP Negeri 3 Klaten Academic Year 2021/2022.**

In doing this study, I realize that it is impossible to finish it without many people's contributions, help, suggestions, comments, and revisions. So, with this chance, I would like to express my sincere gratitude and deep appreciation to:

1. Prof. Dr. H. Triyono, M.Pd. as Rector of Widya Dharma Klaten University, has given the facilities to conduct research and accomplish the study at the Graduate Programme of the Language Education Programme.
2. Dr. Agus Yuliantoro, M.Hum., the director and the first consultant of the Graduate Program in the Language Education Study Program at Widya Dharma Klaten University, and who has given direction, guidance, and advice helped complete this thesis.
3. Dr. D.B.Putut Setiyadi, M.Hum. The Head of the Graduate Program in the Language Education Study Program at Widya Dharma Klaten University also gave direction, guidance, and advice and helped complete this thesis.
4. Dr. Hersulastuti, M.Hum., as the second consultant, for her patience in giving me guidance, support, direction, and advice and who always reminds me to finish this thesis.
5. The Principal of Junior High School 3 Klaten, Purwanta, M.Pd, permits me to conduct this research.

6. For Mrs. Tumarmi, S.Pd, and Mrs.Y. Nursita Dewi, S.Pd., the English Teachers of Junior High School 3 Klaten, for your contribution to conducting the research.
7. All the Big Family of Junior High School 3 Klaten for spirit and pray continuously for my success.
8. For all of the students of the K class of the Graduate Programme Widya Dharma University, for your contribution to conducting the research.
9. My lovely wife and children have always supported me, given me spirit, and prayed continuously for my success. I love you.
10. Thanks to everybody who has supported me in completing this thesis.

In writing this thesis, I realize that the thesis is still far from perfect. Therefore, I greatly appreciate any criticism, ideas, advice, suggestions, and positive criticism for improving this thesis.

Finally, I would like to thank everybody who wants to read this manuscript, which will hopefully be helpful for everyone concerned, especially the English teachers.

Klaten, August 31st, 2022

Deny Soma Irawan

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ABSTRACT

Deny Soma Irawan, NIM 2081100021 “The Politeness Of Teacher Speech Act In Teaching Learning English Descriptive Text VII Class SMP Negeri 3 Klaten Academic Year 2021/2022”. Thesis. Language Education Programme Graduate Programme, Widya Dharma Klaten University. 2022

This research is focused on the problem of teacher politeness speech acts in learning descriptive texts. The formulation of the problem in this study is: (1) How is the teacher's politeness speech act in learning English description texts for grade VII students of SMP Negeri 3 Klaten for the 2021/2022 Academic Year? (2) Why did the teacher's politeness speech act in learning the English description text of grade VII students of SMP Negeri 3 Klaten for the 2021/2022 Academic Year take place as when the researcher made the observation?

This research is a qualitative research that focuses on the use of teacher polite speech acts in the process of learning English descriptive text material in grade VII D students of SMP Negeri 3 Klaten, Klaten Regency for the 2021/2022 academic year. The subject of this study was an English teacher. The object under study is the teacher's politeness speech act based on the principle of civility from Robin Lakoff's theory. The data collection technique uses observations, interviews, and documents while data analysis uses the five main data analysis steps proposed by Sudaryanto.

The results of the study can be concluded that: 1) In learning Descriptive English text material in class VII D of the 2021/2022 school year, there are 70 interactions between teachers and students. Out of 70 interactions, there were 53 teacher polite speech acts. The most dominant teacher politeness speech act is the non-polite speech act of 36 utterances. Furthermore, there are 17 polite utterances. 2) the occurrence of speech acts of teachers who predominantly do not use speech that meets the principle of politeness from Robin Lakoff's theory in teaching and learning English description texts for class VII SMP Negeri 3 Klaten School Year 2021/2022 when researchers make observations is the use of language that is less friendly or uncomfortable for speech partners, The use of direct directive speech is the second most common type of use of disrespectful language. Teachers often use direct directive statements. force, the utterance is too short, the direct directive utterance. The third most common form of language impropriety is the use of overly short and simple utterances.

Keywords : teacher politeness, speech acts, descriptive text

ABSTRAK

Deny Soma Irawan, NIM 2081100021 “The Politeness Of Teacher Speech Act In Teaching Learning English Descriptive Text VII Class SMP Negeri 3 Klaten Academic Year 2021/2022”. Thesis. Program Pascasarjana Pendidikan Bahasa, Universitas Widya Dharma Klaten. 2022

Penelitian ini difokuskan pada permasalahan tindak tutur kesantunan guru dalam pembelajaran teks deskriptif. Rumusan masalah dalam penelitian ini adalah: (1) Bagaimana tindak tutur kesantunan guru dalam pembelajaran teks deskripsi bahasa Inggris untuk siswa kelas VII SMP Negeri 3 Klaten Tahun Pelajaran 2021/2022? (2) Mengapa tindak tutur kesantunan guru dalam pembelajaran teks deskripsi bahasa Inggris siswa kelas VII SMP Negeri 3 Klaten Tahun Pelajaran 2021/2022 berlangsung seperti pada saat peneliti melakukan observasi?

Penelitian ini merupakan penelitian kualitatif yang menfokuskan pada penggunaan tindak tutur kesantunan guru dalam proses pembelajaran bahasa Inggris materi deskriptive teks pada siswa kelas VIID SMP Negeri 3 Klaten, Kabupaten Klaten tahun pelajaran 2021/2022. Subjek penelitian ini adalah guru bahasa Inggris. Objek yang diteliti adalah tindak tutur kesantunan guru berdasarkan prinsip kesantunan dari teori Robin Lakoff. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumen sedangkan analisis data menggunakan lima langkah analisis data utama yang dikemukakan oleh Sudaryanto.

Hasil penelitian dapat disimpulkan bahwa: 1) Dalam pembelajaran materi teks deskriptif bahasa Inggris di kelas VII D tahun ajaran 2021/2022 terdapat 70 interaksi antara guru dan siswa. Dari 70 interaksi, terdapat 53 tindak tutur sopan guru. Tindak tutur kesantunan guru yang paling dominan adalah tindak tutur tidak santun sebanyak 36 tuturan. Selanjutnya terdapat 17 tuturan santun. 2) terjadinya tindak tutur guru yang dominan tidak menggunakan tuturan yang memenuhi prinsip kesantunan dari teori Robin Lakoff dalam belajar mengajar teks deskripsi bahasa Inggris untuk kelas VII SMP Negeri 3 Klaten Tahun Ajaran 2021/2022 pada saat peneliti melakukan observasi adalah penggunaan bahasa yang kurang ramah atau tidak nyaman bagi mitra tutur, Penggunaan tuturan direktif langsung merupakan jenis penggunaan bahasa tidak sopan yang paling umum kedua. Guru sering menggunakan pernyataan direktif langsung. memaksa, tuturan terlalu singkat, tuturan direktif langsung. Bentuk ketidaksantunan bahasa ketiga yang paling umum adalah penggunaan tuturan yang terlalu pendek dan sederhana.

Kata kunci : kesantunan guru, tindak tutur, teks deskriptif

CHAPTER I

INTRODUCTION

A. Background of the study

The teacher plays a crucial role in the process of learning. In order for students to learn in a psychologically supportive environment, the teacher must be able to create a conducive learning environment by attending to the needs of each student and assisting in their optimal development (Surya, 2006 : 46). The only way to create such a conducive learning environment is for the teacher to be friendly with the students. The teacher uses polite language to avoid threatening the students' faces. For students to speak politely, the teacher also plays an essential role in shaping the politeness of language. When students have significant problems, the teacher's polite language can alleviate uncomfortable situations. A teacher's anger and disappointment in students can be mitigated by using polite language, which can also keep the situation under control. Students will be able to model their speech after that of the instructor.

Consequently, the teacher indirectly teaches students the importance of having good manners. Manners are one of the government-proclaimed character traits that must be inculcated in students (Samani and Hariyanto, 2011) and one of the strategies that must be implemented is by way of example or modelling (Lickona, 1992). However, the ground reality reveals something concerning. Many teachers continue to commit verbal and physical acts of violence against their

students in schools. Many school teachers still do not model their students' appropriate behavior and polite speech. According to civility theory, verbal violence violates the principles of civility because such actions threaten the face of the interact (Brown & Levinson, 1987), thereby causing disharmony (Leech, 1993). According to Yule, (2006:104), politeness in interaction is a tool to demonstrate awareness of another person's face. According to Robin Lakoff in Yuliantoro, (2020:35), three conditions must be met for a speech to be considered polite or impolite. A speech act that adheres to the principle of civility must adhere to three rules: (1) don't impose (2) give options dan (3) make a feel good, be friendly. In his 1960 study of the Javanese community in Indonesia, Geertz, (1960) referred to politeness as a form of "etiquette." To be polite to Javanese is to follow etiquette rules. According to Scupin (1988) and Agha (1994), courtesy is a form of "honorification" or "honorific." Therefore, it is crucial to make the teacher a model of language courtesy in school, as students will imitate everything taught and spoken by the instructor. As ethical role models, teachers must demonstrate high levels of respect and responsibility inside and outside the classroom. Every teacher's everyday actions and words should serve as a model in the school and the larger community. Students' intellectual and emotional development is facilitated by the language used by teachers during teaching and learning activities.

The purpose of the teacher and students' use of politeness in classroom interaction is explained to be the reduction of threat, the display of respect, and the expression of closeness between members (Senowarsito, 2013). The use of politeness by the teacher in a classroom where there is a large gap between students

and teacher (i.e. age gap and social distance) could reduce the threat posed by teachers' questions and boost students' self-esteem. When students give incorrect answers, for instance, it is preferable for the teacher not to directly state that the answer is incorrect. He could phrase it more tactfully by stating that their response is slightly incorrect or by asking other students for assistance. It will increase their curiosity and self-esteem if their teacher can correctly manage their words.

Based on the importance of applying politeness in the classroom interaction that are mentioned above, the writer decides to conduct a descriptive study about the use of politeness in classroom interaction entitled "The Politeness of Teacher Speech Act In Teaching Learning English Descriptive Text VII Class SMP Negeri 3 Klaten Academic Year 2021/2022" The study will be focused on analyzing the politeness of teacher speech act in teaching learning English descriptive text VII Class based on the theory politeness of Robin Lakoff.

B. Identification of the problem

Based on the background described above, several problems can be identified as follows:

1. There are a variety of speech acts that teachers engage in while speaking to students in which they disregard the idea of politeness. Some examples of these speech acts include learning English description texts for class VII SMP Negeri 3 Klaten School Year 2021/2022.
2. There are still teachers who are unable to become examples of polite speech acts for their students while they are in the process of learning, such as when

they are learning English descriptive texts for class VII at SMP Negeri 3 Klaten School Year 2021/2022.

3. Some teachers still commit acts of verbal aggression towards students by breaching the standards of civility in the learning process. One example of this can be seen in the learning of English description texts in class VII at SMP Negeri 3 Klaten School Year 2021/2022.
4. Students in class VII at SMP Negeri 3 Klaten School Year 2021/2022 are subjected to a variety of teacher speaking acts that force them to participate in the learning process of English description texts.

C. Limitation statement

Based on the identification of the above problems, it turns out that four problems have arisen, so it is necessary to limit them. The holding of restrictions on the problem is intended so that the resolution of the problem does not go anywhere. Therefore, the current research will be devoted to problem number one.

There are various speech acts of teachers who ignore the principle of politeness in speaking to students in learning English description texts for class VII SMP Negeri 3 Klaten School Year 2021/2022. This issue is picked because the goal of the research will be on the teacher's speech acts in the classroom during the teaching and learning process. The teacher's speech acts are then analyzed using Robin Lakoff's Politeness theory.

D. Problem statement

Based on these problems, the problems in this study can be formulated, namely:

1. How is the teacher's politeness speech act in teaching and learning English description texts for class VII SMP Negeri 3 Klaten School Year 2021/2022?
2. Why does the teacher's politeness speech act in in teaching and learning English description texts for class VII SMP Negeri 3 Klaten School Year 2021/2022 take place as when researchers make observations?

E. The objective of the study

In accordance with the problems encountered in this study, it is expected to achieve the following objectives:

1. Describe the teacher's politeness speech act in learning descriptive text material for class VII SMP Negeri 3 Klaten for the 2021/2022 academic year.
2. Knowing the cause of the teacher's politeness speech act in learning descriptive text material for class VII SMP Negeri 3 Klaten for the 2021/2022 academic year as when the researcher made observations.

F. Significance of the study

The study's findings are expected to contribute to the theoretical and practical applications of the language.

1. Theoretically, this study should be a good contribution as a helpful resource for those who want to conduct additional research on the same topic with a different focus and object. Some of them are intended for:

- a. More researchers to broaden their knowledge, particularly in conducting relevant research on politeness principles and making a more positive contribution to theory information.
 - b. Students of the Graduate Degree English Department, to provide more and more information to assist them in understanding politeness principles, particularly in the form of utterances, as well as to assist them in understanding politeness principles in social reality and their connection to language and interaction.
2. In practice, this study could serve as a model for teachers, lecturers, and others. For example, English teachers and lecturers should be wiser and more evaluative when giving speech acts to students based on politeness principles to gain the students' compliance intention and thus improve desired outcomes in the classroom by applying politeness principles.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

Based on the utterances that have been found and have been analyzed in Chapter IV, it can be concluded as follows:

1. In learning English descriptive text material in class VII D for the 2021/2022 academic year, there are 70 interactions between teachers and students. Of the 70 interactions, there were 53 teacher polite speech acts. The most dominant teacher politeness speech act is the non-polite speech act of 36 utterances. Furthermore, there were 17 polite utterances.
2. The cause of the teacher's politeness speech act as in conclusion 1 is
 - a. The most common impoliteness in language use is the use of less friendly or uncomfortable speech for the speech partner. Speech act that does not use honorifics when mentioning people's names and the use of persona deixis, "kamu," are two factors that make speech less friendly. The data analysis shows that the teacher uses a lot of speech without using honorifics when mentioning the names of their students. Furthermore, when referring to students, teachers frequently use persona deixis, "kamu." This occurs because the teacher perceives himself to be older and superior/to have a higher role and status in the classroom. In contrast to the direct mention of the name without any honorifics and the use of persona deixis, "kamu" is a less polite speech because it does not respect the speech partner.

- b. The use of direct directive speech is the second most common type of impolite language use. Teachers frequently employ direct directive statements. According to the data that has been analysed, the teacher in carrying out orders and requests to the speech partner directly, so that it appears to impose its will on the speech partner, gives no choice, and the words used tend to be less friendly, so that the speech is not in accordance with the politeness prescribed by the teacher (Lakoff, 1990).
- c. The third most common form of language impoliteness is the use of speech that is too short and simple. When using the question-and-answer method, the teacher typically provides too short statement of an address

B. Implication

The following implications can be drawn from the study's findings.

1. Teachers with unfriendly speech patterns can contribute to the development of students with poor character.
2. Non-formal speech, which is commonly used in learning, can influence the habit of using poor language. Students lack respect for others.
3. Directive utterances can have a direct impact on students' mental health.

C. Recommendation

Based on these implications, the following recommendations can be made to teachers and students regarding the learning process.

1. In the process of learning communication skills, it is important to use complete language and avoid unnecessary words.
2. Use speech that is clear, well-organized, and does not confuse the interlocutor.

3. In learning, use friendly language, especially when mentioning the name of the speech partner and using personal deixis.
4. When learning, always use formal language. Do not, for example, shorten words, phrases, clauses, or sentences.
5. When using directive language, use phrases such as “mohon,” “berkenan” “tolong,” to sound polite and friendly.

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