

ABSTRACT

Anis Shofi'ah, Eva. 2017. *The Politeness Principles of Teacher and Students in English as a Foreign Language Classroom Interaction. Final Project*. English Education Department, Faculty of Language and Culture, University of Muhammadiyah Semarang. Advisor I: Dodi Mulyadi, S.Pd., M.Pd.; Advisor II: Siti Aimah, S.Pd., M.Pd.

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This study was conducted to find out the Politeness Principles in EFL classroom interaction. The politeness principles consist of six maxims, there are tact maxim, approbation maxim, generosity maxim, agreement maxim, modesty maxim and sympathy maxim. There were one English teacher and one classroom of eighth grade that became the subject of this study. The purpose of this study was to explore the use of politeness principles of students and teacher in the EFL classroom interaction, the factor causing the violation and the fulfillment of politeness principles and the pedagogical implication towards classroom interaction. A mix method research with the domination of qualitative research was chosen as the research design. Classroom observation checklist, documentation, library research, interview, and questionnaires were used as the instruments of the data collection. The result of the study showed that violation of politeness principles had the higher position with the percentage 41% rather than fulfillment with the percentage 31.5%, while other utterance became the lowest utterance with 27.5%. The highest maxim fulfilled was generosity with the percentage 38%, and the lowest maxim fulfilled was modesty maxim with 1%. The highest maxim violated was tact maxim with 36% and the lowest maxim violated was agreement 4%. The data comparison result between students' utterance and teacher's utterance were from 225 utterance used, the students' utterance was 105 while the teacher was 120 utterances. The factor causing the violation and fulfillment of politeness principles politeness principles were teacher's and students' understanding, emotion, motivated condition, environment, and teacher's classroom management. The pedagogical implication towards the classroom interaction was changing the atmosphere of the class, the polite language can make the class run well and based on the transcription result that the violation was higher than fulfillment, the teacher should encourage the students to use polite language.