

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

In this phase, the researcher showed the analysis result clearly. Firstly, the researcher provided the result of politeness principles used in the conversation between teacher and students, both of the violation and also the fulfillment in SMP Muhammadiyah 03 Semarang. Secondly, the researcher also showed the result analysis of the questionnaire from students, interview from teacher, classroom observation to reveal the factors cause of politeness principles of teacher and students and the implication towards classroom situation. The last, the researcher discussed the analysis of maxims of politeness principles.

4.1.1 Analysis of Politeness Principles

In this section, the researcher showed the analysis data of politeness principles violated and fulfilled in the conversation between teacher and students at eighth grade of SMP Muhammadiyah 03 Semarang in an EFL Classroom interaction. All of the data were presented in Table 4.1

Table 4.1
Data Result of Politeness Principles

No	Indicators Result	Total	Percentage
1.	Violation	92	41%
2.	Fulfilment	71	31.5%
3.	Other	62	27.5%
Total of utterances		225	100%

The result showed that the violation of politeness principles became the most utterances used between teacher and students in classroom interaction with 92 utterances from the total of utterances were 225 utterances or 41%. The reason was because when the teaching learning processes the students' and the teacher's interaction, especially the students' interaction to the teacher, students often violated the politeness principles. They often broke their responsibilities such as homework, assignments or additional time. The students often asked directly to the teacher.

The fulfillment of politeness became as the second rank, or lower than the violation with the number of utterances as many as 71 utterances or 31.5%. This was because the teacher gave a lot in the fulfillment utterances. The teacher gave the students a lot of easiness and advantages such as gave additional time. The teacher also often gave compliments to the students for their works that could be counted as the fulfillment of politeness principles.

The other utterances meant that this utterances could not be categorized as fulfillment or politeness principles. These utterances became the lowest utterances used as many as 62 utterances or 27.5%. This was because even though these utterances rarely used because they could not be categorized as the fulfillment or violation, for example questioning and it could not be categorizing as fulfillment or violation.

4.1.1.1 The Fulfillment of Politeness Principles

To make the data clearer, the researcher provided the result of each maxim that fulfilled in the conversation between the students and the teacher in classroom interaction at Eight grade of SMP Muhammadiyah 03 Semarang. The data presented in Table 4.2

Table 4.2
The Fullfilment of Politeness Principles Result

<i>Percentage</i>						
<i>Stages</i>	<i>Tact</i>	<i>Generosity</i>	<i>Approbation</i>	<i>Modesty</i>	<i>Agreement</i>	<i>Sympathy</i>
<i>Opening</i>	7%	1%				
<i>Main</i>	16%	37%	25%	1%	10%	3%
<i>Activity</i>						
<i>Closing</i>						
Total	23%	38%	25%	1%	10%	3%

The result of the research showed that the highest maxim fulfilled of politeness principles was generosity maxim with the total utterances of 27 utterances or 38%. The generosity maxim which characterize requirements of the participants to minimize benefit to self and maximize cost to self became the highest maxim fulfilled because in the learning process, the teacher often gave the students a lot of benefits such as giving the easiness way to do the work, gave the additional time to the students eventhough supposedly it was a homework and etc. On the other hand, the modesty maxim became the lowest maxim fulfilled in the conversation between the students and the teacher with the number of utterances as many as 1 utterance or 1%.

The modesty maxim which had characteristic required speaker to minimize praise to self, and maximize dispraise of self-became the lowest maxim fulfilled because between the students and the teacher were confident enough to speak each other, and they felt that they did not need to maximize dispraise to self. The second place with the number of utterances 18 utterances or 25% was approbation maxim. The next place was agreement with the number of utterances as many as 7 utterances or 10%, and sympathy maxim with the number of utterances as many as 2 utterances or 3%.

The researcher also classified the analysis with the three stages in the learning process.

1. Opening

In the opening stages, the teacher's and students' activity, only greeted each other and prepared the class. There were only five utterances and all

of the utterances were categorized as tact maxim in this stage, with the total utterances was 5 utterances or 7%. One of the reason was because the teacher greeted and asked the condition of the students and the students answered properly. The tact maxim which had characteristic of minimizing cost to the other and maximizing benefits to the other, the activities such as greeting and answering properly, could be categorized as tact maxim. They maximized benefits each other to greet and asked the condition.

2. Main Activity

Almost of the fulfillments of politeness principles happened in the main activities because almost of the conversation happened in the main activities. The highest maxim fulfilled in the main activity was generosity maxim with 37%. This was because in the main activity the teacher often gave the easiness for the students. The second rank was approbation maxim with 25%. The reason was because during the learning process, the teacher often gave compliments for the students' answer or students' work. Agreement maxim became the third position in the maxim fulfilled as many as 10% because the students often refused the teacher's request, and the teacher also sometimes refused students' request. Sympathy and modesty maxims became the lowest maxim fulfilled as many as 3% and 1% because those maxim rarely used both teacher and students. They were confident with their speaking so they did not need to maximize praise of self.

3. Closing

In the closing activity, the teacher only said thank you to the students for the learning process that day, and the students did not answer, so the maxim fulfilled in the closing stage was only generosity maxim with the number of utterance as many as 1 utterance or 1%.

4.1.1.2 The Violation of Politeness Principles

Compared with the violation of politeness principles which had highest position than fulfillments of politeness principles, each maxim fulfilled percentages presented at Table 4.3.

Table 4.3
The Violation of Politeness Principles Result

<i>Percentage</i>						
<i>Stages</i>	<i>Tact</i>	<i>Generosity</i>	<i>Approbation</i>	<i>Modesty</i>	<i>Agreement</i>	<i>Sympathy</i>
<i>Opening</i>						
<i>Main</i>	36%	17%	27%	7%	4%	9%
<i>Activity</i>						
<i>Closing</i>						
Total	36%	17%	27%	7%	4%	9%

From Table 4.3, we could see that there was no violation maxim in the opening stage, nor the closing stage. All of the violations happened in the main

activity. The highest violation maxim was Tact maxim with the number of utterances as many as 33 utterances or 36%. The Tact maxim became the highest maxim of violation because in the learning process, the students often said something unwisely, and sometimes out of the context without thinking the other people feeling. The tact maxim which had characteristic of minimizing cost to the other and maximizing benefits to the other had violated with the unwisely, and out of the context conversation. The second place was approbation maxim with the number of violation as many as 25 utterances or 27%. Same as the tact maxim, the fact that the approbation maxim also had high position in the violation maxim of politeness principles between the teacher and the students indicated that the approbation or respect to each other was still less.

The next maxim that was violated was generosity maxim with the total utterances of 16 utterances or 17%, sympathy maxim with total utterances of 8 utterances or 9%, modesty maxim with 6 utterances or 7%, and the lowest maxim was agreement maxim as many as 5 utterances or 4%. The agreement maxim became the lowest maxim violated, because there is not really much bargaining activities. The teacher asked or instructed students directly without giving the choice to the students, so the activities such as refusing less happened.

4.1.1.3 The Comparison Result of Politeness Principles between the Teacher and the Students

After knowing generally the total of fulfillment, violation, other utterances, and also the total result of each maxim which was fulfilled or violated, the researcher also provided the data of two parties which were

involved. This data gave the understanding and information clearer. The comparison data result of politeness principles presented in Table 4.4

Table 4.4

Comparison Result of Politeness Principles between Teacher and Students

	Fulfillment	Violation	Other	Total
Students	17	66	22	105
Teacher	54	26	40	120

From the total of 225 utterances, the researcher divided into two parts, student's utterances and teacher's utterances. The total of students' utterances were 105 utterances and the total of teacher's utterances were 120 utterances, meant that the teacher had bigger the utterances or conversation.

From Table 4.4, we could see that the comparison result of politeness principles had significant differences between the teacher and the students. In the students' utterances, the violation was bigger than fulfillment and other utterances. It meant that in the 105 utterances, 63% utterances were violation, 16% utterances were fulfillment, and 21% utterances were other utterances. It meant that the students used very high violation in their conversation with the learning process.

Comparing with the teacher who used 120 utterances which were higher than students' utterances with the learning process, the result showed that the fulfillment was highest than the violation or other utterances, or as many as 54

utterances or 45%, while the violation was as many as 26 utterances or 22%, and the other utterances as many as 40 utterances or 33%.

4.1.2 The Analysis Data of Students' Questionnaire

In this research, the researcher used open-ended questionnaire for students of SMP Muhammadiyah 03 Semarang. There were six questions related to their perspectives and knowledge about politeness. There were 25 participants who answered the question, and the age range of participants' age was 13-16 years old, with the number of female participants was 4 students and the number of male students was 21 students.

4.1.2.1 Students' Knowledge of Politeness

The students' knowledge of politeness was good. Almost all of the students generally understood how to speak politely and wisely. Their answer showed that in their opinion, polite speaking was greeting somebody, saying something without hurting other people's feeling and saying politely with older people especially to the teacher. Based on their opinion, their answer represented the politeness principles by Leech. One of them was greeting someone could be categorized as tact maxim, said politely with older people especially to the teacher could be categorized as degree of politeness in authority scales. From 25 students who answered, all of students said correct answer or 100% said correct answer about polite language.

Based on the explanation above, it could be concluded that the students quite understood polite language, but with the fact that the result of violation was higher than the fulfillment of politeness principles, students'

understanding cannot become the reason or factors the students do the violation of politeness principles.

4.1.2.2 The Teacher's Impolite Language based on the Students' Perspective

Based on the students' experience, 44% students admitted that their teacher ever said something impolite or from 25 students who answered, 11 students admitted that their teacher ever said something impolite and 66% students the answered that their teacher never said something impolite or 13 students. 100% students or all of students or answered that their teacher ever said something impolite because of emotion factor. They admitted that their teacher was very angry because of many reasons such as they were angry because the students talked by themselves, ignored the teaching learning process and the students said impolite language by giving jokes in the improper situation like mocked and etc, so their teacher said impolite language.

4.1.2.3 Students 'preference about Polite Teacher or Impolite Teacher

There were 90% the students preferred to choose polite teacher than impolite teacher. The reason the students preferred to choose polite teacher rather than impolite teacher because the students felt more comfortable with the polite teacher and they convinced that the polite teacher could bring the classroom situation became conducive and nice. It meant that the politeness

of teacher would change the situation of the classroom in the learning process.

4.1.2.4 The Implication to the Classroom Interaction

The implication on the classroom interaction based on the students' answer, there was 96% or 24 students answered that when the teacher used polite language in the classroom interaction, they felt comfortable in the learning process because the class would be conducive and under the control. There were no students who said randomly and caused the problem such as hurting somebody's feeling and etc. There was 4% or one student who answered that polite teacher was boring and he preferred to choose impolite teacher. The student thought that the impolite teacher was teacher who said randomly, used harsh jokes like mocked and etc. The student thought that in the learning process, students needed a fun class with full of jokes, mocking each other would bring the fresh atmosphere so the class fun and full of laugh and live.

4.1.2.5 Students' Recognition about the Use of Impolite Language in the Class

In this section, the researcher wanted to know the recognition of students about impolite language that they used in the class, and their motive. Surprisingly, 80% students or 20 students admitted that they ever said

impolite language in the classroom, and 20% students or 5 students answered they never said impolite language.

They admitted that they said impolite language because they were very angry with the teacher, or it could be categorized as emotion factors, and the second was they said that they were saying impolite language because they wanted to make a joke in the class.

There were two kinds of factor causing impolite language, unmotivated politeness and motivated politeness (Mills, 2003:112). 32% students or 8 students recognized that they were saying impolite language in the motivated politeness and 68% students saying impolite language in motivated politeness.

4.1.3 The Analysis Data of Teacher's Interview

The interview was done in the end of the research. The purpose of the interview was to gain information from teacher's perspective. The teacher was a female teacher and already taught English around 7 years and taught at SMP Muhammadiyah for about 4 years. The teacher was still quite young, and was graduated from IKIP PGRI Semarang.

The results of the interview showed that the teacher generally understood the characteristic of each student. She admitted that in understanding the characteristics specifically, she did not really understand. She said that basically the students of SMP Muhammadiyah Semarang had good personality, but in the comprehending the material, the students had lack capability.

The teacher's understanding in using polite language was good. It was shown in the example that she gave. She said that politeness in the classroom interaction was very important to be used. Beside to encourage the students to use polite language in any language including English as foreign language, the condition of the class depended on the students activities. The use of impolite language influenced the situation. Hurting somebody's feeling with the words would change the situation of classroom.

The teacher admitted that when she is teaching, she often found her students violated the politeness in the learning process. She thought that the factors that caused the violation of politeness was the environment of where their belong and the social factor. The teacher also admitted that she ever spoke impolite language because of her unstoppable emotions to her students.

4.1.4 The Data Analysis of Classroom Observation

From the observation of the students, they mainly looked comfortable in the learning process eventhough some students seemed sleepy. During the learning process, students are really talkative. They talked with their friends and ignored the teacher, until the teacher reminded the students over and over again to keep silent. When teacher asked or giving command to the students, they answered and followed the commands.

Teacher mainly looked comfortable with the learning process, eventhough sometimes she was angry and used impolite language because the students

ignored her and talked by themselves. She almost used 80% English language in her teaching, after in giving command or instruction.

From the observation the researcher found that the teacher got difficulty in managing the classroom so the students ignored and talked by themselves, which could be indicated as impolite language, and it also contributed to the factor of the teacher using impolite language.

4.1.5 The Factors Caused the Politeness Principles

Based on the analysis results of students' questionnaires, teacher's interview, and classroom observation, the factors causing the politeness principles could be mentioned as follows:

1. The students quite understood about being polite. 100% students answered correctly the definition of polite language even giving correct example.
2. Emotion factors. Data from interview and questionnaire showed that both of the students and the teacher admitted that they said something impolite because they were very angry. For the teacher, she was very angry because of the condition of the class, and the condition of the students that could not be controlled. And for the students, they said impolite language because they were angry with their teacher or with their friends.
3. For the students, they wanted to make joke. But their jokes incidentally hurted somebody else's feelings, and even the teacher's feeling, etc. The fact was 32% students said that their impolite language happened in unmotivated

condition, and 68% students said that their impolite language happened in motivated condition.

4. Environment. Based on teacher's interview, the teacher said that the environment factor caused the students said impolite language. The school environment, the living environment could teach the students impolite language.
5. Classroom management. The teacher's language in managing the classroom is important. Based on the observation, the teacher could not control the students in the class, so the students talked by themselves, ignored the teacher, and did not follow the instruction from the teacher which could be indicated as the violation of politeness.

4.3 The Pedagogical Implication Towards Classroom Situation

After analysing the data result, the researcher pointed out several pedagogical implication towards classroom situation as follows:

1. Changing the atmosphere of the class. When the teacher or the students said impolite language and hurt somebody's feeling, the class became uncomfortable class. It could be seen from the students' questionnaires and the teacher's interview, that they preferred to choose polite teacher as many as 90% students. The students and the teacher said that the impolite teacher or students in the classroom interaction could change the situation or atmosphere of the class became the uncomfortable class because there were misunderstanding and conflict from impolite language.

2. The polite language could make the learning process run well. The polite language was very important for habitually learning process. It could make the situation of the class far from conflicts between the teacher and the students, the students and the students. But, it was not really necessary for comprehending the material for English subject in the Junior High school students.
3. The data from the transcription showed that the violation of the politeness was higher than the fulfillment. This result can be the consideration for the teacher to encourage more the students to use polite language. The teacher also should control their own language in term of use polite language, because their language would be the model for the students.

4.2 Discussion

After collecting the data result and finding out the important information, The researcher would like to discuss the deepest analysis and understandable with the example of maxim fulfilled and violated of Politeness Principles by Leech during the learning process as follows:

4.2.1 The Fulfillments of Politeness Principles

4.2.1.1 Tact Maxim

The characteristic of Tact maxim is minimizing cost to the other and maximizing benefits to the other (Leech, 2014:133). This maxim was on the third place of maxim fulfilled of politeness principles as many as 23%. The example of tact maxim could be seen as follows:

Students: Miss, tidak pakai keterangan saja ya miss ?

Teacher: Yes.

Teacher: Only ABC.

In the conversation above, the situation happened when the teacher asked the students to finish the assignment in the workbook. The students did the multiple choice assignment and they must submit to their teacher. In that kind of situation, the students asked to the teacher, that they wanted to submit by writing the letter of only ABC without the information supporting.

The teacher agreed and said only the ABC. The teacher fulfilled the tact maxim because she minimized cost to the other and maximized benefits to the other. She made the students to do the assignment easier. She gave the students benefits on finishing the assignment.

4.2.1.2 Generosity Maxim

The characteristic of Generosity maxim is to minimize benefits to self and maximize cost to self (Leech, 2014:133). With the number of utterances as many as 27 utterances or 38%, generosity maxim became the highest maxim fulfilled in the conversation between the students and the teacher. The example of generosity maxim could be seen as follows:

Student: Miss, more than 10 minutes miss.

Teacher: I will try to give you more than ten minutes. Because this is homework, and you do not prepare and ini akan saya nilai, you just do the essay.

In the conversation above, the students still did the assignment but the time was almost over, so they had to submit in ten minutes. The students negotiated with their teacher to give them additional time more than ten minutes, and the teacher gave them more time to work. Eventhough the assignment was homework and they should do the assignment at home, but the fact was the students did not do the homework. The teacher was not angry and still asked the students to do the assignment and gave the additional time. The teacher minimized the benefits to herself and maximized cost to herself with sacrificing her time to re-asking the students in doing their homework in the school and giving more times.

4.2.1.3 Approbation Maxim

Approbation maxim requires participant to minimize dispraise to the other and maximize praise to other is the characteristic of approbation maxim (Leech, 2014:133). This maxim became the second highest maxim fulfilled of politeness principles in the conversation between the students and the teacher in EFL classroom interaction. the example of approbation maxim could be seen as follows:

Teacher: What is the answer ?

Student: B! B!

Teacher: Oke, good.

From the conversation, we could see that the situation happened when the teacher and students were correcting the assignment together. The teacher chose one of the students to read the question and answered it. After that, the teacher

involved all of the students to answer the question. The students answered the question, and when the students answered the question correctly, the teacher gave the compliment to the students with saying “good”. The teacher’s compliment given could be categorized as the fulfillment of Approbation maxim with maximizing praise to the other.

4.2.1.4 Modesty Maxim

Modesty maxim has characteristic that the participants to minimize praise to self, and maximize dispraise of self (Leech, 2014:133). The modesty maxim had the lowest maxim that fulfilled in the conversation between the teacher and the students.

Student: Pura is Candi miss. Temple! Temple.

Teacher: yes. Where is it located ? Miss, don't know.

From the conversation, the teacher asked the students to answer the question. In the process of asking, the teacher tried to make herself in the position of people who did not know eventhough she had known the answer of the question. The sentence of “Miss, don’t know” could be indicated as the fulfillment of modesty maxim. The teacher maximized dispraise to herself by saying that she did not know the answer eventhough she had already known.

4.2.1.5 Agreement Maxim

The fulfillment of agreement maxim was in the fourth rank of politeness principle happened in the conversation between the teacher and the students with

the number of utterances as many as 7 utterances or 10%. The characteristic of agreement maxim is increasing agreement and decreasing disagreement (Leech, 2014:133).

The example of the fulfillment of agreement maxim, could be seen the conversation below:

Teacher: Page twenty five ! he ! listen ! page twenty five. Keep silent.

Students: Yess, miss.

In the conversation, the teacher asked the students to do the assignment page twenty five and also asked the students to be quite. In the conversation, we could see that the students agreed and said “yess”. It could be categorized as the fulfillment of agreement maxim.

4.2.1.6 Sympathy Maxim

Sympathy maxim became the fifth position of maxim fulfilled of politeness principles in the conversation between the teacher and the students. The characteristic of sympathy maxim is to maximize sympathy and minimize antipathy towards the other (Leech, 2014:133). The example of sympathy maxim could be seen below:

Teacher: How are you today ?

Students: I am fine, thank you and you ?

Eventhough the conversation was only the formality in the very first learning, but actually, the conversation has already fulfilled the maxim of sympathy. This

could be indicated that the habitually from formal and continuously conversation like asking and greeting somebody in the very first beginning was the best strategy to introduce them with politeness. In the conversation above, the teacher asked the condition of the students, and students answered the question with asking back the condition of their students. The way the teacher and students asked each other's condition, could be categorized as the fulfillment of Sympathy maxim.

4.2.2 The Violation of Politeness Principles

4.2.2.1 Tact Maxim

The violation of tact maxim became the highest maxim violated of politeness principles in the conversation between the teacher and the students in EFL classroom interaction, with the number of utterances as many as 33 utterances or 36%. The characteristic of tact maxim violated is minimizing benefits to the other and maximizing cost to the other (Leech, 2014:133). The example of tact maxim could be seen as follows:

Teacher: what is the meaning of dusk ? dusk is senja. Sunset is ?

Students: matahari terbenam !

Teacher: Good! What about matahari terbit ?

Students: Sunbit. Sun terbit ! hahaha

In the conversation, the teacher asked the students about the meaning of “sunset” in Indonesian and “matahari terbit” (sunrise). Firstly, the students answered quite well by saying “matahari terbenam”. After that, the teacher asked the English of “matahari terbit”, and one of students came up with the idea of

“sunbit or sun *terbit*”. Eventhough the purpose of the student was only for joking, but he had already violated the Tact maxim because he could not put himself in the proper situation. The situation was quite serious and he had already maximized cost to the other.

4.2.2.2 Generosity Maxim

The characteristic of violated maxim is to minimize cost to self and maximize benefits to self (Leech, 2014:133). The generosity maxim became the third position maxim violated of politeness principles in the conversation of teacher and students in EFL classroom interaction. The example of violation generosity maxim could be seen as follows:

Teacher: oke, everyone, finish to make the correction ? bring here !

Student: sek miss, sek, wait, wait.

From the conversation above, it could be seen that the situation happened when the time for submitting the assignment was over. The teacher asked the students to submit the assignment but the students answered by using half of Javanese language, and asked the teacher impolitely to be waited. The request from the students to the teacher could be indicated as the violation of politeness principles of Generosity maxim, because the students wanted to maximize the benefits of themselves.

4.2.2.3 Approbation Maxim

The violation of approbation maxim became the second largest maxim with the number of utterances as many as 25 utterances or 27%. Minimizing praise to

the other and maximizing dispraise to other is the characteristic of violation of approbation maxim (Leech, 2014:133). The example of Approbation maxim violated could be seen as follows:

Student: You have to be carefully with the monkeys.

Student: Hahaha. Monkey ! you, monkey!

We could see from the conversation that one of the student was reading the question, while the other student who was hearing the word “monkey”, directly yelled and mocked to the reader with saying that “he is monkey”. The way the student mocked to his friend as “monkey”, could be indicated as violation of approbation maxim.

4.2.2.4 Modesty Maxim

The characteristic of violation of modesty maxim is maximizing praise to self and minimizing dispraise of self (Leech, 2014:133). The violation of modesty maxim was in the second lowest of violation maxim in the conversation between the teacher and the students in EFL classroom interaction as many as 6 utterances or 7%. The example of violation of modesty maxim could be seen as follows:

Student: Miss, miss, if we done miss, hihhi.

Teacher: If you done, please you submit on my table.

The situation in the conversation was when the teacher asked the students to do the assignment in the very first time. Suddenly, the students asked the question to the teacher. The purpose of the question was only to make a joke, and not to be serious. The students had already known that they had to submit the assignment

on the table. They just wanted to show up. So, based on the situation, the student was maximizing praise of himself, and could be indicated as the violation of Modesty maxim.

4.2.2.5 Agreement Maxim

Agreement maxim was the lowest maxim violated of politeness principles in the conversation of the teacher and the students in SMP Muhammadiyah 03 Semarang. The characteristic of agreement maxim is increasing agreement and decreasing disagreement (Leech, 2014:133). The example of agreement maxim violation could be seen below:

Student: Dimana..

Teacher: Mana ada kata dimana ? there is no dimana. Hayooo..

In the conversation, the student translated the meaning into Indonesian. In the way translating, the teacher did not agree with the student's answer, so she said "*mana ada kata dimana ?*" and "*hayoo..*". The way the teacher disagreed by saying it could be indicated as the violation of Agreement maxim.

4.2.2.6 Sympathy Maxim

The characteristic of violation of sympathy maxim is minimizing sympathy and maximizing antipati towards the other (Leech, 2014:133). Violation of sympathy maxim became the second lowest of violated maxim in the conversation between the teacher and the students in SMP Muhammadiyah 03 Semarang. The example of violation of sympathy maxim could be seen as follows:

Teacher: Uluwatu is the name of city. Yo, submit it. I count, one! Two! Three!

Student: Four! five!

In the conversation, the teacher gave the limitation to submit the assignment with counting one, two, three, to make the students hurry to submit it. But, in the other side, they did not submit in hurry, but they followed the teacher's counting. The way students followed counting, could be indicated as the antipati that was given to the teacher, and it could be categorized as the violation of sympathy maxim.

