CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The analysis of politeness principles in the conversation between teacher and students of Eighth grade in SMP Muhammadiyah 03 Semarang had been conducted by the researcher, therefore it could be conclude that:

1. The violation of politeness principles became the highest conversation used in the classroom interaction with the percentage of 41%, and the second place was the fulfillment with the percentage of 31.5%, and the last was the other utterances with the percentage of 27.5%.

2. Generosity maxim became the highest maxim fulfilled with the percentage of 38%, and the lowest maxim fulfilled was modesty maxim with 1%. Tact maxim 23%, approbation maxim 25%, agreement maxim 10%, modesty maxim 3%, and sympathy maxim got the percentages of 3%.

3. The highest violation maxim was tact maxim with the number of utterances as many as 33 utterances or 36%. The second place was approbation maxim with the number of violation as many as 25 utterances or 27%. The next maxim violated was generosity maxim with the number of utterance 16 utterance or 17%, sympathy maxim became the fourth position with the number of utterance as many as 8 utterances or 9%, modesty maxim became the fifth position with 6 utterances or 7%, and the lowest maxim was agreement maxim with number of utterance was 5 utterances or 4%.

4. Teacher had biger contribution in utterances. The totals of students' utterances were 105 utterances and the total of teacher's utterances were 120 utterances.

5. From 105 students' utterances, 63% utterances were violation, 16% utterances were fulfillment, and 21% utterances were other utterances. And from 120 teacher's utterances, the fulfillment was 45%, while the violation was 22%, and the other utterances with the percentages of 33%.

6. The factors causing of the politeness were the students' knowledge about politeness which was quite good or 100% students answered properly giving definition and example of polite language, the emotion factor, jokes with unmotivated politeness (32%) and motivated politeness (68%) , environment and teacher classroom management.

7. From data of teacher interview and students' observation, the pedagogical implications were changed the atmosphere of the class, and made the learning process run well.

5.3 Suggestions

The researcher had analyzed the politeness principles between teacher and students in EFL classroom interaction at Eighth grade of SMP Muhammadiyah 03 Semarang, and there were some suggestions which could be useful for:

1) The other researcher

By finding the result of this study, researcher could deeply understand the theory from Leech. This study also should bring the benefits for other

researchers to gain information related to the theory and the research. For further study of politeness principles analysis, the different subject in the research and analysis result of the study can be conducted.

2) The students

The students should be more wisely to use their conversation in the classroom interaction. They should know the context and situation in the classroom so they could avoid the use of impolite language. Besides that, the habitually use of politeness principles is also very important for them.

3) The teachers

The teachers have obligation to encourage their students to use polite language in the classroom interaction. They should apply the use of polite language with formal greeting, and routine conversation.