

CHAPTER V

CONCLUSION AND SUGGESTION

In this caper, the researcher presents the conclusion of the findings in this study and also the suggestion to provide the further researcher and English students, then some conclusions and suggestions for some parties are made below.

A. Conclusion

Based on the findings and data discussed in the previous chapter, some conclusions can be drawn from the interaction between teachers and students in EFL classes. There are several types of politeness strategies used in EFL classrooms in conversation, including bald-on record, positive politeness, negative politeness, and off-record according to Brown and Levinson (1987).

From the four types of politeness, the strategies used by students and teachers are different. Teachers predominantly use positive politeness, while students use negative politeness. In the use of these strategies, most of them are carried out in situations where teachers or students give instructions, encourage, seek agreement, give advice, ask permission, asking for confirmation, asking for something, asking questions, asking for reasons, and even give offense. The use of politeness strategies by teacher and student in EFL Classes can be influenced by several factors such as institutional, power, age differences, and social distance.

The result of this research is that politeness strategies are not only used to make someone polite in the interaction process but also used to show awareness of being polite in front of others. Politeness can be achieved in conditions of distance, the situation that occurs, or the social closeness established between teachers and students.

Therefore, it can be concluded that politeness strategies according to Brown and Levinson (1987) are highly recommended to be applied in classroom interactions, especially in the teaching and learning process between teachers and students. For teachers in junior high schools, it is very important to show politeness in interacting with students in order to achieve effective classroom interactions, develop polite attitudes for their students, and make it easier for students to understand the lessons given.

B. Suggestions

Based on the conclusion that has been presented, some suggestions will be addressed to English teacher, students, other researchers, and readers.

1. For Teacher

Based on the results shown to English teachers, it is expected that the use of politeness strategies continues to be carried out and developed. So as role models at school, teachers must be able to understand the conditions and situations of students so they can apply politeness strategies better.

2. For students

By showing the results of this research and providing understanding to students, it is hoped that students will know how language politeness is important, and can provide added value in student learning interactions. The types of politeness strategies and also the strategies used can help students to make changes in the way they interact with each other, so that there is no misunderstanding in communication.

3. For future researchers

The next researchers who are interested in conducting pragmatics studies, especially on politeness theory, the researcher hopes that the results of this study can provide benefits for their research. In addition, the researcher also suggests looking for new research on politeness strategies through different contexts such as conducting research on the same English teachers, or choosing religious-based schools such as Islamic boarding schools in order to get new findings, because this research has not explored it.

4. For readers

Based on the results of this study, the researcher hopes that readers can better understand the influence of politeness in learning interactions carried out in classroom interactions in EFL Class. In addition, readers are expected to learn how to speak politely not only in classroom learning but also outside the classroom.