



**THE POLITENESS OF ENGLISH TEACHER'S UTTERANCES  
INSIDE AND OUTSIDE CLASSROOM**

(An Analysis of Teacher's Politeness Strategies  
in MTs Mimbarul Huda Menggala Bumiayu)

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Semarang, August 2019



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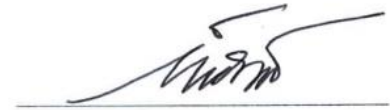


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## **MOTO AND DEDICATION**

“It’s fine to celebrate success, but it is more important to heed the lessons of failure”

*-BILL GATES-*

To:

-My dearest father (Suwandi)

-My dearest mother (Murniati)

-My lecturers

-My adorable friends (Nisfi.S and Nida.H)

-All of my lovely friends.

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Finally, I wish this study could bring benefit to all parties. However, I would be very glad to have corrections for mistakes or omission from readers.

Semarang, August 2019

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## ABSTRACT

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Keyword: Pragmatics, Teacher Interaction, Politeness Maxims.

This study is about politeness strategies of the English teacher entitled: *The Politeness of Teacher's Utterances Inside and Outside the Learning Process*. This study was conducted at MTs. Mimbarul Huda Menggala Bumiayu. The aim of this study is to find the strategies and the dominant strategies of politeness that are used by the teacher inside and outside the classroom.

This study was a descriptive qualitative study that describes the result of the analysis of the teacher's utterances. The teacher's utterances both inside and outside classroom were used as the object of the study. In collecting data, the teacher's utterances inside and outside the classroom were recorded and the result of the record was transcribed. After that, the data were analyzed with the strategy of politeness and classified into the strategy of politeness.

The result of the analysis of the teacher's utterances inside the classroom contains seventy three utterances with ten maxims of politeness by Leech (2014). After going through data analysis process, it can be concluded that there are seven maxims of politeness used by the English teacher inside the classroom. The strategies that were used were Tact with the percentage of 47.95%, Obligation S to O with the percentage of 27.29%, Generosity with the percentage of 17.80%, Approbation with the percentage of 2.74%, Modesty with percentage of 1.37%, Obligation O to S with the percentage of 1.37%, and Sympathy with the percentage of 1.37%.

Meanwhile, the result of the analysis of the teacher's utterances outside the classroom were twenty utterances with five strategies and the strategies that were used are Tact with the percentage of 50%, Generosity with the percentage of 15%, Modesty with percentage 15%, Approbation with percentage 10%, Obligation of S to O with the percentage of 10%. Based on the result of the research, the writer can conclude that Tact maxim was the most dominant maxim of the politeness strategies that was used by English teacher inside and outside classroom.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introduction of the study that explains background of the study and also the reasons of choosing the topic. Besides, it contains the research problems that come up from some cases, objectives of the study, significance of the study, scope and limitation of the study. Furthermore, definition of key terms defining the problems of this study is provided. At last, this chapter contains the outlines of the research report.

### **1.1 Background**

Linguistics as the study of language has various branches. There are Phonology, Morphology, Syntax, Semantics, Pragmatics, etc. Phonology is the branch of linguistics that learns about sound of the language. Morphology is the branch of linguistics that learns about morpheme and the merger to form lingual unit that is called poly-morphemic word. Syntax is the branch of linguistics that learns about grammatical structure of words and phrases to create coherent sentences. Semantics is the branch of linguistics that learns about relationships between words and how to construct the meaning, Semantics learns about lingual unit either lexical meaning or grammatical meaning. Lexical meaning is the meaning of the smallest semantic unit that is called lexeme, while grammatical meaning is the meaning that is formed from the combined unit of language. Phonology, Morphology, Syntax, Semantics are about language internally, while

Pragmatics is the branch of linguistics that learns about structure of language externally. Pragmatics learns about language that is used in communication. Pragmatics is distinct from grammar, which is the study of the internal structure of language. Pragmatics is the study of how language is used to communicate (Parker, 1986:11). According to Leech (1983:6), pragmatics is the study of meaning in relation to speech situation. Aspects of speech situation further provide a criterion to refer in determining whether we deal with pragmatic or semantic phenomenon (Leech, 1983: 13-4). In sociolinguistics, politeness strategies are speech acts that express concern for others and minimize threats to self-esteem in particular social context. There are two strategies of politeness, positive politeness strategies and negative politeness strategies. Positive politeness strategies are intended to avoid giving offense by highlighting friendliness. Negative politeness strategies are intended to avoid giving offense by showing deference. These strategies include questioning, hedging, and presenting disagreements as opinions. The best known and most widely used approach to the study of politeness is the framework introduced by Geoffrey Leech (2014): *The pragmatics of politeness* (New York, Oxford, 2014). Politeness maxims according to Leech (2014) are tact, generosity, approbation, obligation self to others, obligation other to self, sympathy, feeling reticence, opinion reticence, agreement, modesty.

## **1.2 Reasons for Choosing the Topic**

The writer chose "The Politeness of English Teacher's utterances Inside and Outside the Classroom" as the topic because politeness is one of the values that should be highlighted in one's character building. Politeness is very important in

life and it will portray an individual's character. Politeness can also be a parameter of someone's growth and reflects one's character. Politeness is behavior of how to treat other people in a good manner. Politeness is one of the ways to show caring for others. By applying the principle of politeness, the other person will feel more valued. In daily life, someone can apply the principle when talking to others. Children can learn about being polite not only at home but also in school environment. Almost everyday children go to school and spend their time at school and the teacher needs to form children's personality. The teacher should be polite when teaches in the classroom. Politeness can describe the ethic that exists within a person. Communicating with politeness will make someone looks ethical. On the other hand, the lack of politeness in a person would make him/her seem less educated by people around them. Here, the writer can conclude that politeness is related to education. In education, the teacher plays a major role of encouraging politeness to be used. It's one of the reasons why the writer is interested in the English teacher's speech of politeness. The model of language politeness in interaction is the teacher. Part of the child's time is spent at school. Teacher plays a very important part in building politeness in each individual. From the length of time between student and teacher, it is certain that a student will copy how a teacher interacts with other people. The teacher builds the polite character to the student because the teacher can influence students, because the students spend most of their time at school.



### **1.3 Research Problem**

The research problems of this final project are:

- (1) What are the politeness strategies used by English teacher inside and outside classroom?
- (2) What are the dominant politeness strategies that are used by the English teacher inside and outside classroom?

### **1.4 Objectives of Study**

In line with the problems stated above, I formulate the objectives of the study as follows:

- (1) To describe the politeness strategy implemented by the English teacher inside and outside classroom.
- (2) To discuss the dominant politeness strategies used by the English teacher inside and outside classroom.

### **1.5 Significance of Study**

The significances of the study are as follows:

Theoretically, this study is expected to give more literature on politeness in speaking and also to give beneficial empirical data as an additional source for further study on the related research.

Practically, the result of this study can hopefully be useful for English teachers to pay more attention to language politeness in the learning process. For the other researchers, this study is expected to be used as an additional source especially for those who conduct a research in similar topic.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some theories that support this study. It consists of three subchapters. The three subchapters are review of the previous study, review of theoretical study and also theoretical framework.

#### **2.1 Review of the Previous Study**

There are some previous studies that are related to this topic which concludes that politeness can be a strategy for teachers to communicate with their students. Hartuti (2014) analyzed about a study of politeness strategy in refusal used by English teachers in Madiun Regency .The study investigated politeness strategy in refusal conducted by the English teachers in Madiun regency that relates to different social backgrounds.. In refusal conducted by the English teachers were elicited, using discourse completion tasks (DCT), from thirty eight English teachers, fourteen male and twenty four female teachers who teach in junior high schools in Madiun regency. The collected data are analyzed by using Brown and Levinson's theory of politeness strategy. The refusal strategies were classified based on modified refusal taxonomy by Beebe et al (1990). The findings of the research are described in line with the problem statement as follows:

First, the English teachers of junior high school in Madiun regency applied two semantic formulas, indirect and direct strategies. In conjunction to adjunct, identified by Beebe et al (1990), there were across there refusals acts (invitations,

offers and suggestions). The indirect strategy was the prominent refusal strategy especially in declining offers invitations.

Second, the English teachers used all four politeness strategies (Positive Politeness and Negative Politeness) of Brown and Levinson (1987). In declining invitations and suggestions, most of the English teachers applied positive politeness strategy and the dominant maxim was the positive politeness 13 reasons. The influence of social distance on politeness strategy used by the English teachers in declining invitations, offers, and suggestions was not significant. The most prevalent strategy in declining three acts of refusals across status levels was positive politeness strategy. Positive politeness strategy mostly dominated the refusals to the refusals to collocutors of equal and lower status but in refusals to collocutors of higher status, most of the English teachers used negative strategy. Last, gender differences virtually have no influence on the choice of politeness strategy in the three refusals acts across status levels. Both male and female English teachers conducted the same politeness strategies of Brown and Levinson (1987). They used positive politeness, significantly the highest and off record was the least dominant strategy. Females used positive and negative politeness little bit more often than males but males used bald on record or off record a little bit more often than females.

In English learning, politeness can be a strategy. According to Manik and Hutagol (2015) in a journal entitled "An Analysis on Teacher's Politeness Strategy" and "Student's Compliance in Teaching Learning Process". This study aims to find the politeness strategy used by the teacher and how the politeness affects the

student's compliance. The focus is on directive and expressive speech acts. The subjects of this study were two teachers and students of class.

The data was gathered by video audio recording the teacher's utterances and the student's compliance to the teacher in order to find the teacher's politeness principles and student's compliance to the teacher's utterances. In the data analysis, it is found that the teachers used four maxims in their communication to the students. They are tact maxim, generosity maxim, approbation maxim, and agreement maxim. It is not found that the teachers used modesty maxim and sympathy maxim. They dominantly use tact maxim in their directive speech acts to the students. The children pragmatic competence and positive emotions were the factors that affected the student's compliance to the teacher's politeness utterances.

Peng and Xie's research (2014) is entitled "A Case Study of College Teacher's Politeness Strategy in EFL Classroom". In the process of teaching and learning activity, the teacher's language plays a very important role in the EFL classroom, such as the teacher's academic instructions or their means of motivating the class and evaluating students. It is without exaggeration to state that the teacher's language is indispensable to effective communication in class. Adopting Brown and Levinson's politeness strategies through class observation, the researcher aims to reveal how the teacher applies politeness strategies to his or her teaching practice in the language use. By analyzing the data collected, the researcher finds that the teacher conducts his or her class on terms of positive politeness and negative politeness in a practical way. Evidently, the adoption of politeness strategies

shortens teacher-student social distance, makes the class interesting, and in time facilitates English teaching and learning.

Politeness is also used to interact in the classroom. Shofi'ah and Aimah's (2017) *The Politeness Principles of Teachers and Students in English as A Foreign Language Classroom Interaction* study was conducted to find the Politeness Principles in the EFL classroom interaction. It is consisted of six maxims: tact maxim, approbation maxim, generosity maxim, agreement maxim, modesty maxim, and sympathy maxim. There was one English teacher and one classroom of eight grade students of Junior high school that became the subject of this study. In depth, this study was to explore the use of politeness principles of students and teacher in the EFL classroom interaction. A mix method research with the domination of qualitative research, were used as the instruments of the data collection. The result of the study shows that violation of politeness principles has a higher position with the percentage 41% rather than fulfillment with the percentage 31.5%, while other utterance becomes 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%.

Then politeness as a second language has been delivered by Subertova (2013) *Aspects of Politeness in A Classroom of English as A Second Language*. This thesis deals with politeness and its realization in a classroom discourse. The theoretical part describes the most influential politeness theories and also the findings on the topic of teaching pragmatics and linguistic politeness. The research in the thesis focuses on analysis of teacher's verbal realization of politeness as found in the

recordings of four English lessons. The research was designed to verify the two hypotheses:

- (1) Teachers are basically polite in a classroom of English as a second language.
- (2) Politeness strategies of Czech teachers of English differ from those of native speaking teachers.

The politeness that can be used to promote the interaction has been written by Sulu (2015) Teacher politeness in EFL class is considered to promote effective interaction between people. In the context of language teaching, it is believed that providing a lively and friendly atmosphere in the classroom will encourage the learning process (Jiang, 2010). This study investigates an EFL classroom in terms of interaction between English learners and native English speaking teacher. The aim of study is to see whether or not the effects of politeness strategies differ when students and teacher do not share the same culture and native language. Two hours of classes were observed and tape-recorded by the researcher. The recordings were transcribed and analyzed to see the use of related politeness strategies and function of speech. Three random chosen students were interviewed after the class. The findings showed that politeness existed in that EFL classroom helped students to have positive feelings towards the lesson and motivated them to participate more in classes.

The previous study that discusses about politeness in the environment outside the learning process is Politeness Strategy in Everyday Communication (Ryabova, 2015). The culture of contemporaneity presented itself through various concepts and discourses that constituted the category of everyday life, which then were

revealed and portrayed. In linguistic terms, the category of everyday life is manifested in different forms of communication. The first form in the system of norms and models of speech behavior is known as speech etiquette. The goal of the article is to analyze the use of some models of English speech etiquette, specifically the use of politeness forms typical of the English language and culture. Politeness strategy presents itself in various maxims, as an absolute, relative, negative or positive politeness. The maxim of politeness presupposes a definite form of etiquette speech act. Politeness strategy is analyzed in speech acts in the form of apologies and condolences through their pragmatic structure.

The previous study that was related to this topic and discussed about politeness of speech is Politeness of speech acts in academic interaction (Baharman, 2017). This study aimed to describe and explain the propriety of speech act in academic interaction. This study includes the maxim of qualitative research using ethnography of communication design theory, speech act theory, and the theory of linguistic politeness. The research data consist of data conversation and field notes. Data were collected through recording techniques, observation, interviews, and transcriptions. Data analysis was carried out through four main procedures, namely: data collection, data reduction, data presentation and conclusion or verification. Based on data analysis, politeness of speech act is classified into four, namely: Civility in act assertively, acts of civility in the directive, civility in commissive act, civility in expressive act. Here is the previous study that related with the topic about speech act politeness. Nashruddin and Haryanto (2017) Politeness principle used by EFL teacher in classroom interaction and its implication toward teaching

learning process. This is a case study of an EFL teacher's politeness in classroom interaction which applied qualitative method. Based on the observation, data recording and interview, the result of classroom observation showed that politeness existed in that EFL classroom and the teacher used five maxims they are tact maxim, generosity maxim, approbation maxim, agreement maxim and sympathy maxim. Tact maxim was used by the teacher in classroom communication most dominantly.

Other previous study that is related to politeness is by Stranovska and Durackova (2013) entitled "Analysis of Politeness Speech act in Slovak and Foreign Language Text of Request in the context of Cognitive style". That paper deals with the comparison of request formulation in politeness speech act of narrow and broad categories in English, German and Slovak languages. It focuses on the analysis of social influence on speech production of narrow and broad categorizations in terms of different information processing in different languages. A remarkable finding is the use of more advanced politeness element in the speech act of broad categorizes in German language in situation of social distance and social dominance.

The previous study that is related to the topic about politeness inside the learning process is "The teaching of politeness in the Spanish as a foreign language (SFL) classroom" (Gonzalez and Martin, 2014). This work takes its starting point in the importance of appropriately incorporating politeness into the teachings of any foreign language to educate speakers to be capable of maintaining an effective interaction with its native speakers. This aim examines the treatment of



communicative politeness in SFL teaching manuals and in particular, two key documents from this field, which are the Common European Framework of Reference for Language and the Cervantes Institute Curriculum. In the second part, methodological guidance is offered for teaching politeness in a reflexive way in the SFL classroom. The previous study that is related to this topic about politeness of communication is *Positive Politeness and Negative Politeness in Didactic Communication* (Hobijilaa, 2012). Didactic communication involves the usage of positive and negative politeness at all levels (verbal, nonverbal and para-verbal) concerning the interaction between teacher – student. This reality is reflected in the presented paper by the answers provided by a group of teachers and students from “Alexandry Ioan Cuza” University of Iasi, Romania, at an interview focused on the topic of communication with preschool/primary school students. Therefore, the aim of the analysis is the main forms of manifesting positive and negative politeness in this particular framework of didactic communication (as part of teaching methodology) at a preschool and primary school level.

## **2.2 Review of Theoretical study**

In this section, the researcher presents some theories that support this study. Theories which are underlying the research are about the definition of Teacher, Pragmatic, Politeness, and Speech.

### **2.2.1 Teacher**

The professional profession with the word expertise is called Teacher. Yamin (2007:3) stated that the teacher is someone who does a professional assignment as well as an expert. On the other hand, profession has a meaning of

someone who works based on expertise, abilities, techniques, and procedure based on the intellectual that he or she has. Sardirman (2009:133) argued that in general profession is defined as a job that requires further education in science and technology that is used as a basic tool to be implemented in useful activities. From those understanding of professional terms according to Jarvis and Sardirman, it can be concluded that a profession is a job that needs special skills. Because the two key words in the term profession are work and special skills, then the teacher is professional. It's confirmed by the opinion of Uno (2008:15) which states that a position that requires special skills is called a teacher and teaching cannot be done by any person outside the field of education.

### ***2.2.2 Pragmatics***

Pragmatics has a wide definition. Each linguist has different explanation about the definition of pragmatics. Allan (2012:498) defined pragmatics as focus on the user of the language. Pragmatics refers to the study of relations between language and context that are grammatical or encoded in the structure of a language (Levinson, 1982:9). It means, pragmatics is study of the relationship between language and context that are relevant to the writing of grammar.

Based on Mey (2001:6) pragmatics is the study of language in human communication as determined by the condition of society. Pragmatics is to understand the two purposes of each speech or action communicative act of verbal communication. Leech (1993: 8) has argued that pragmatics is the study of meaning in relation with situations including addressee, context, purpose, illocutionary acts,

speech, time and place. The study of what speakers mean, or speaker meaning, is called pragmatics (Yule, 2006:112).

Pragmatics is the study about how to use the language in communication Jacob (1996:7). Pragmatics studies the use of language in human communication as determined by conditions of society. Pragmatics is also called the study about the meaning. The meaning studied in pragmatics is influenced by contexts.

Cruse (2006:3) says that pragmatics is interested in investigating the meaning of language which links closely to the context. Similarly, Griffiths (2006:1) proposes that pragmatics focuses on how language is used as a tool to create meaningful communication taking into account the situations or contexts of use.

Pragmatics studies the meaning in a communication such as the utterances which are delivered by the speaker or writer. Those utterances will be interpreted by the listener or reader. So, the listener or reader will interpret the meaning or intent of the utterances which are delivered by the speaker or writer.

The study of politeness is a part of pragmatic studies. According to Leech (1983) pragmatics is a branch of linguistics that studies the structure of the language externally, namely, how the language unit is used in communication. While Bublitz and Norick (2001) stated that pragmatics is the study of the ability to connect and harmonize language sentence and proper context.

Based on some the opinions above, it can be affirmed that pragmatics is the branch of linguistics that studies the structure of language externally, which is related to how the language unit is used in communication. Pragmatics basically investigates the meaning behind the speech related to the context.

### 2.2.2.1 *The Scope of Pragmatics*

Pragmatics has several scopes which should be known. Levinson (1983:27) says that pragmatics includes the study of deixis, implicature, presupposition, speech acts and aspect of discourse structure.

#### (1) Deixis

Deixis can be defined as concern in the ways in which language is encoded through grammatical features of the context of utterance or speech event, thus also concerned in the ways in which the interpretation of utterance depends on the analysis of that context of utterance, (Levinson, 1983:54) Deixis has several kinds, personal deixis (us, you), spatial deixis (here, there), temporal deixis (now, then).

#### (2) Implicature

Implicature is what a speaker can imply. It is a message that is not stated in a literary work. In a 1975 article entitled “Logic of Conservation”, the Philosopher Paul Grice pointed out that an utterance can imply a position (a statement) that is not part of the utterance and that does not follow as necessary consequences of the utterance. Grice called such implied statements as implicature (Parker, 1986: 21).

Implicature refers to what is suggested in an utterance. Implicature is about what a speaker implies in a conversation. Implicature claims that audiences are required to assume the speaker to believe, in order to make sense of the speaker’s utterances. To accomplish a conversation, the speaker and the listener need to understand and to be understood, so the purpose can be achieved.

#### (3) Presupposition

According to Yule (1996:32) Presupposition is what a speaker assumes is true or known by the hearer. A hearer may have different intentions about what the speaker says. Presupposition is what is taken by what is said by the speaker.

#### (4) Speech Act

The terminology of such function of language is called speech act (Austin, 1975:22). Speech act in theory generally explains that an utterance has three parts: locution, illocutionary, and precautionary acts. Speech acts are usually used by people in conversation to deliver message or thoughts.

#### (5) Conversational Structure

According to Levinson (1983: 284) conventional structure is one aspect of pragmatics which is concerned about the organization of conversation. Conversation structure is about the way a conversation works in practice.

### ***2.2.3 Politeness***

According to (Leech, 2014: ix), politeness is the topic on which people have very different opinions (and “people” in this case, includes linguistic scholar and researchers). There are ten maxims of politeness (Leech, 2014:959) below:

- (1) Generosity: Give a high value to O[ther]’s wants.
- (2) Tact: Give a low value to S[elf]’s wants
- (3) Approbation: Give a high value to O’s qualities.
- (4) Modesty: Give a low value to S’s qualities.
- (5) Obligation of S to O: Give a high value to S’s obligation to O .
- (6) Obligation of O to S: Give a low value to O’s obligations to S.
- (7) Agreement: Give a high value to O’s opinion.

- (8) Opinion Reticence: Give a low to S's opinions.
- (9) Sympathy: Give a high value to O's feelings.
- (10) Feeling Reticence: Give a low value to S's feelings.

#### ***2.2.4 Utterance***

In a spoken language, utterance is the smallest unit of speech. An utterance is an act of speech or writing. It is a specific event at a particular time and place and involving at least one person. A person produces the utterance, although in most cases there is more than one person that produces utterance (Kreidler, 1998:26). Allen & Raymon stated that language can be viewed as an instance of such goal-oriented behavior. Utterances are produced by actions (speech acts) that are executed in order to have some effects on the hearer.

#### ***2.2.5 Theory of Teaching and Learning***

Teaching and learning are two inseparable facts. Naturally, they are complex and challenging activities both for the teacher and the students. To create such an effective teaching and learning process, teachers need to know some principles about teaching. For a better understanding, it is important to understand the concepts of teaching and learning. According to Brown (2000:7), a search in contemporary dictionaries reveals that learning deals with "acquiring or obtaining knowledge of a subject or a skill by study, experience, or instruction".

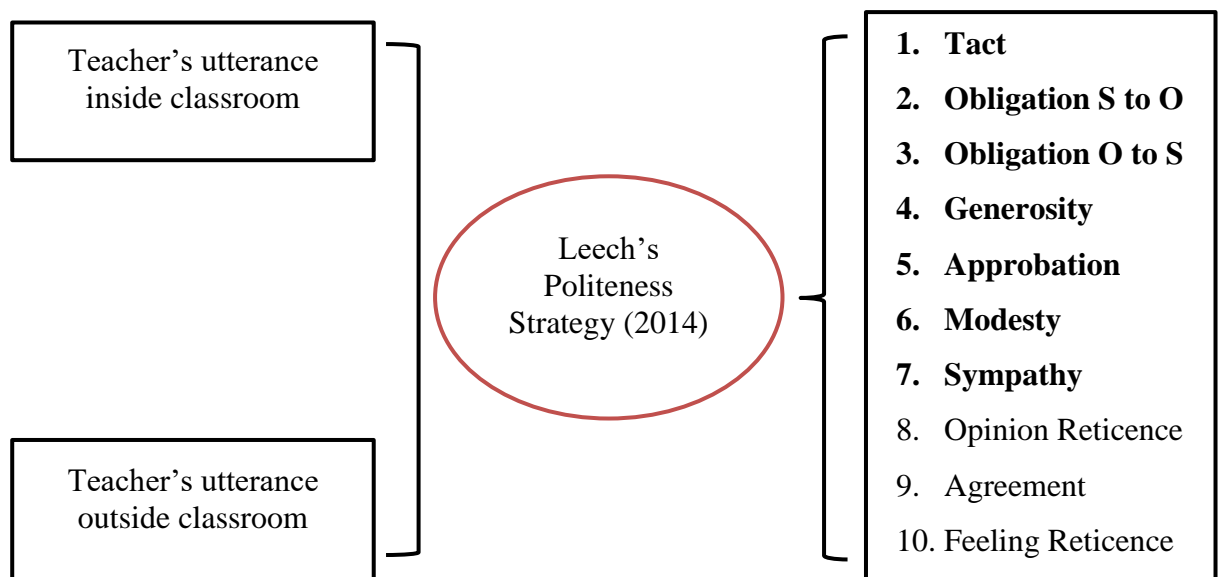
### **2.3 Theoretical Framework**

This study is aimed to investigate the politeness of teacher's utterances inside and outside the learning process. According to Leech (2014: ix), politeness is the

topic on which people have very different opinions (and “people” in this case, includes linguistic scholar and researchers). There are ten maxims of politeness. Those are generosity, tact, approbation, modesty, obligation S to O, obligation O to S, agreement, opinion reticence, sympathy, and feeling reticence.

In this research, the writer tried to analyzed the politeness strategy used by the English teacher at MTs. Mimbarul Huda Menggala Bumiayu using Leech’s theory, as it figured in the following framework:

**Figure 2.1 Theoretical Framework**



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher divides the content into two points. They are conclusion and suggestion. The explanation of each point is presented below.

#### 5.1 Conclusions

After analyzing the data, the researcher has found seven maxims of politeness used by the English teacher of the eighth grade of MTS Mimbarul Huda Menggala Bumiayu. During the learning process, 73 utterances were related to politeness maxims. They are generosity, tact, approbation, modesty, obligation S to O, sympathy and obligation O to S. Tact was the most dominant used by the English teacher in the learning process. It occurred 35 times which represent 47.95% of the utterances. Obligation S to O occurred 20 times which represent 27.29%. Generosity occurred 13 times which represent 17.80%. Approbation was found twice which represent 2.74%. Modesty, sympathy, obligation O to S was also used by the teacher in teaching and learning process, but not as often as the other maxims. These maxims only appeared once. Each maxim only represents 1.37%.

Some maxims were also usually used in everyday communication. The researcher concludes that tact maxim is the most used politeness in communication. Tact was found 10 times which represent 50% from 20 utterances. Generosity was found 3 times from 20 utterances which represent 15%. Modesty was found 3 times from 20 which represent 15%. Approbation was found twice from 20 utterances



which represent 10%. The maxim of obligation S to O's was found twice from 20 utterances which represent 10%. When the teacher talked to the researcher, the researcher only found 5 maxims from 10 maxims of politeness according to Leech 2014. After comparing the result with the previous study, the researcher concludes that tact maxim is the most dominant used by the teacher in teaching and learning process. In addition, generosity maxim, approbation maxim, modesty maxim, sympathy maxim was also used by the teacher but not as often as tact maxim. It also happens in daily communication. The result shows that tact maxim is the most dominant used by teacher when they speak to others.

## **5.2 Suggestions**

Based on the conclusion that have been explained above, some suggestions will be directed toward the students, English teachers and other researchers. They are shown below:

1. Linguistic students are expected to learn and explore more about pragmatics especially on the study of utterance. By the understanding utterance, the students will be more aware of how the language is actually used. Thus, the students can avoid misunderstanding or misconceptions in interpreting the speaker's intended messages.
2. Language teaching especially on the language phenomena related to utterance is advisable for English teachers to use English optimally and teach the students the importance of pragmatics so that students are aware of how language should be used. The teachers should also consider giving students more opportunities to engage the students in the classroom interaction.

3. It's expected that this research will encourage other researchers who wish to carry out similar study to investigate more about other aspects of pragmatics such as politeness.

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