

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusions

This study focused on the language impoliteness used by teacher and student in classroom interaction. It was aimed to find out the types of impoliteness strategies used by teacher and student in classroom interaction, to describe how the process of responding the impoliteness used by teacher and students in the classroom interaction, and to explain the reason why the impoliteness strategies used by teacher and student are realized the way they are. After analyzing the data, conclusions are drawn as the following.

- 1) There were 5 types of impoliteness strategy used by teacher and student in the classroom interaction, namely 1) bald on record impoliteness, 2) positive impoliteness, 3) negative impoliteness, 4) sarcasm or mock politeness, and 5) withhold politeness. Sarcasm or mock politeness was the most dominant strategies used by teacher and student in the classroom interaction and the least strategies was withhold politeness. There was a new indicator which showed that the using of pronoun "*I and You*" could not be categorized as an indicator in applying the negative impoliteness because it was common case in Indonesia culture, especially in North Sumatera.
- 2) The pattern of responses used by teacher and student in the classroom interaction were mostly the same except for the slight differences in the variation of response patterns. In responding the impoliteness, both teacher

and student lead to the same patterns, namely 1) single or multiple attacks with no response, 2) single or multiple attacks and accepting the impoliteness, 3) OFF-DEF pairings and 4) OFF-OFF pairings.

- 3) The use of impoliteness strategies in the classroom interaction used by teacher and student shared several same reasons, namely 1) to mock the others, 2) to vent negative feelings, 3) to show power, 4) to show disagreement. There were some new reasons of using the language impoliteness in the classroom interaction, namely: to show disagreement, to clarify something clearly, to show dissatisfaction, and to give advice. The most frequent reason of using impoliteness by teacher and student in the classroom interaction was to mock the others and the least frequent reason was to give advice.

5.2 Suggestions

Based on the conclusions stated above, this study has some suggestions to the readers as provided in the following items.

- 1) To the other researchers, it is suggested that this study could be further expanded, elaborated and explored in other field in order to contribute the development of impoliteness theories such as the use of impoliteness in other application or literary works.
- 2) To all the readers, it is suggested to use the study as references for understanding the application of impoliteness in classroom interaction.