

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, the researcher drew the following conclusions:

The research findings indicated that English teacher at SMP Negeri 13 Medan employed four different kinds of politeness strategies in their classroom interactions, namely: bald on-record, positive politeness, negative politeness, and off-record. The most frequently used strategies throughout the learning process were bald on record and positive politeness, out of these four strategies. Bald on record strategies were commonly used when the teacher needed to maintain classroom order, manage students' attention, and give direct instructions effectively. Meanwhile positive politeness strategies were used to create a supportive learning atmosphere, encourage students' participation, and build good relationships between teachers and students.

The findings also revealed that the teacher's choice of politeness was influenced by several factors namely: classroom management needs, student participation, teacher awareness of the value of maintaining interpersonal relationships (politeness), teacher pedagogical knowledge, and teaching learning objectives. These factors indicated that the teacher adjusted the use of politeness strategies based on classroom situations and instructional needs. that the use of politeness strategies in classroom interactions was contingent upon and tailored to the classroom's teaching environment. This finding suggested that the teacher's pedagogical decisions regarding

the use of politeness strategies were shaped by cognitive factors, including knowledge, beliefs, and awareness, as well as contextual considerations within the classroom. This finding was consistent with Borg's (2003) theory of teacher cognition, which emphasizes that teachers' instructional decisions are influenced by their cognitive processes and the teaching context."

5.2 Suggestions

According to the research results, a number of recommendations were proposed to provide theoretical and practical benefits for relevant parties.

Theoretically, this research was expected to contribute to development of sociolinguistics studies, especially those related to politeness strategies in classroom interactions.

Practically, teachers were encouraged to pay more attention to the use of politeness strategies in classroom interactions because the way they communicated could affect students' participation either motivation, and classroom atmosphere while students were expected to understand the importance of polite communication in classroom interactions, provide positives responses and feedback to teacher during the learning process. By actively participating and responding politely, students could help create a supportive classroom environment. Last for the future researcher, this research could also be used as reference for future researchers who were interested in politeness strategies, teacher cognition, or classroom interactions. This research was also expected to enrich the understanding of how politeness strategies were applied in

educational settings and how teachers' cognition influenced their communication choices during the teaching learning process.

