

**POLITENESS PRINCIPLE DEVIATION DURING THE CLASS
PRESENTATION ON LITERATURE AND LANGUAGE
TEACHING**

THESIS

By:
Alvi Rizqi Barik
NIM 18320178



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2023**

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THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S).

By:
Alvi Rizqi Barik
NIM 18320178

Advisor:
Rina Sari, M.Pd.
NIP 19750610 200604 2 002



**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
2023**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Politeness Principle Deviation during the Class Presentation on Literature and Language Teaching**” is my original work. I do not include any material previously written or published by another person, except those cited as references and written in the reference. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

Malang, 27 February 2023

The researcher,



Alvi Rizqi Barik
NIM 18320178

APPROVAL SHEET

This is to certify that Alvi Rizqi Barik's thesis entitled **Politeness Principle Deviation during the Class Presentation on Literature and Language Teaching** has been approved for thesis examination at the Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang, as one of the requirements for the degree of Sarjana Sastra (S.S.).

Malang, 3 March 2023

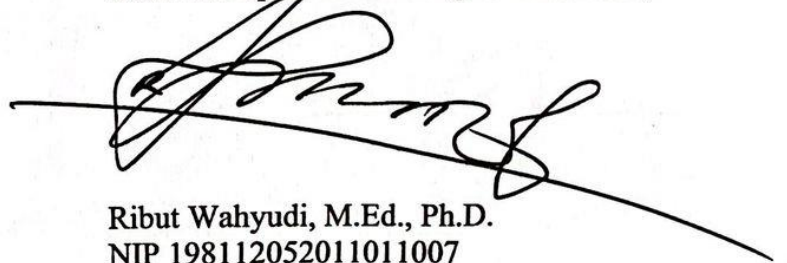
Approved by

Advisor,



Rina Sari, M.Pd.
NIP 197506102006042002

Head of Department of English Literature,



Ribut Wahyudi, M.Ed., Ph.D.
NIP 198112052011011007

Acknowledged by

Dean,



LEGITIMATION SHEET

This is to certify that Alvi Rizqi Barik's thesis entitled **Politeness Principle Deviation during the Class Presentation on Literature and Language Teaching** has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Sastra* (S.S.) in Department of English Literature.

Malang, April 06, 2023

Board of Examiners

Signatures

Dr. Rohmani Nur Indah, M.Pd. (Chair)
NIP 19760910 20003122011



Rina Sari, M.Pd. (First Examiner)
NIP 19750610 2006042002



Dr. Syafiyah, M.A. (Second Examiner)
NIP 196609101991032002



Approved by

Dean of Faculty of Humanities,



MOTTO

**“The tongue has no bones, but is strong enough to break a heart,
so be careful with your words”**

(Unknown)

"Good words are worth much, and cost little."

(George Herbert)

DEDICATION

This thesis is especially dedicated to:

My beloved parents,

My father, Didik Sudiono and my mother, Siti Syamsiah.

My beloved sisters, Dwi Ayu Hamdana and Tri Ayu Himdani.

To all the special in my life, I'm profoundly thankful and blessed for endless love,
prayers, and support me.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, praise be to Allah swt. who has given His mercy and gifts on the universe at all times. Secondly, blessings and greetings are given to the Prophet Muhammad SAW, who has brought us from the realm of darkness to the realm of light. Praise be to Allah who has helped the writer in completing the thesis entitled “Politeness Principle Deviation during the Class Presentation on Literature and Language Teaching”. I realize that the completion of this thesis cannot be separated from the advice, support, and prayers from several parties. Therefore, on this occasion, I would like to express my gratitude to all of them:

First, I would like to express my sincere gratitude to Dr. M. Faisol, M.Ag. as the Dean of Faculty of Humanities at UIN Maulana Malik Ibrahim Malang and Mr. Ribut Wahyudi, M.Ed., Ph.D. as the Head of the Department of English Literature at Humanities Faculty. I also realize that this thesis would not be completed without the help of my advisor, Rina Sari, M.Pd. who has guided me from the first stage of doing the research by giving suggestion, correction and motivation until I can complete my thesis. In addition, I would also express my gratitude to Dr. Agwin Degaf, M.A., as my academic advisor who always helps me especially in giving advice and guidance since the first semester I study at UIN Maulana Malik Ibrahim Malang.

I would also give my deepest gratitude to my beloved family, my mother Siti Syamsiah and my father, Didik Sudiono for their support, motivation, prayer

and endless love. The people who always call me via smartphone to advise and remind me to keep praying and never give up. My gratitude also goes to my beloved sisters, Dwi Ayu Hamdana and Tri Ayu Himdani, who actually never stop pissing me off, but they also always motivate me to keep going in completing my thesis. Therefore, I am grateful to have all of them in my life. Finally, I would like to express my greatest gratitude to Z. B. Dhiya Syihab, as my support system who always becomes a good listener for me, the one who also encourages me to finish this research by giving motivation and opinion. Further, I would give my gratitude to all of my friends who give best memories during my study at UIN Maulana Malik Ibrahim Malang. May Allah swt. always blesses all of you.

This thesis is far from perfect due to limited knowledge. May Allah swt. always give mercy and grace for what you give to me as a writer. I hope that this thesis can provide scientific assistance to further researchers or readers in general.

Malang, 27 February 2023

Alvi Rizqi Barik
NIM 18320178

ABSTRACT

Barik, Alvi Rizqi (2023) *Politeness Principle Deviation during the Class Presentation on Literature and Language Teaching*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Rina Sari, M.Pd.

Keywords: *Class presentation, Deviation, Politeness principles.*

This research aimed to find the deviation of maxims of politeness produced by English lecturers and students of UIN Maulana Malik Ibrahim Malang in class presentation activity. This research used qualitative research to collect the data to explore the deviations produced during the activity. The researcher employed an observation to learn how the deviation occurred based on the fact and reality that happened during the activity. The data of the research were taken from three classes including History of English Literature, History of American Literature and English Language Teaching (ELT). The participants included in the research were three lecturers and 240 students of the fifth semester. The analysis of the data used the theory proposed by Leech (1983) that classified six maxims of politeness principles including Tact maxim, Generosity maxim, Approbation maxim, Modesty maxim, Agreement maxim and Sympathy maxim. This research found that there were 18 utterances produced by English lecturers and student of UIN Maulana Malik Ibrahim Malang in class presentation activity which deviated 3 maxims of politeness principles including: Tact maxim, Generosity maxim and Agreement maxim. It was expected that this research could give new insight for the readers to pay attention on the use of politeness principles. Thus, the deviation of maxims of politeness principles could be minimized and the conversation could run smoothly.

ABSTRAK

Barik, Alvi Rizqi (2023) *Penyimpangan pada Prinsip Kesopanan Selama Presentasi dalam Kelas Sastra dan Pengajaran*. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Maulana Malik Ibrahim Malang. Dosen Pembimbing: Rina Sari, M.Pd.

Kata kunci: *Presentasi dalam kelas, Penyimpangan, Prinsip kesopanan.*

Penelitian ini bertujuan untuk menemukan penyimpangan pada maksim-maksim dalam prinsip kesopanan yang dihasilkan oleh dosen dan mahasiswa Program Studi Sastra Inggris UIN Maulana Malik Ibrahim Malang pada saat presentasi dalam kelas. Penelitian ini menggunakan penelitian kualitatif untuk mengumpulkan data guna mengeksplorasi penyimpangan yang dihasilkan selama kegiatan. Peneliti melaksanakan observasi guna mengetahui bagaimana penyimpangan muncul berdasarkan fakta dan realita yang terjadi selama kegiatan berjalan. Data pada penelitian ini diambil dari tiga kelas, meliputi History of English Literature, History of American Literature dan English Language Teaching (ELT). Peserta yang termasuk dalam penelitian ini adalah tiga dosen dan 240 mahasiswa semester lima. Peneliti menggunakan teori yang dikemukakan oleh Leech (1983) untuk menganalisa data, Leech mengklasifikasikan prinsip kesopanan menjadi enam maksim meliputi: Maksim Kebijaksanaan, Maksim Kemurahan Hati, Maksim Persetujuan, Maksim Kesederhanaan, Maksim Kesepakatan and Maksim Simpati. Penelitian ini menemukan bahwa terdapat 18 ucapan yang dihasilkan oleh dosen dan mahasiswa Program Studi Sastra Inggris UIN Maulana Malik Ibrahim Malang saat aktifitas presentasi dalam kelas yang menyalahi 3 maksim dalam prinsip kesopanan meliputi Maksim Kebijaksanaan, Maksim Kemurahan Hati and Maksim Kesepakatan. Diharapkan bahwa penelitian ini dapat memberikan pandangan baru terhadap para pembaca agar memperhatikan pada penggunaan prinsip kesopanan. Dengan demikian, penyimpangan pada maksim-maksim dalam prinsip kesopanan dapat dikurangi dan komunikasi dapat berjalan dengan lancar.

تلخيص

بارك، ألفي رزقي (٢٠٢٣). الإنحراف الأساس التهذيب في خلال التقديم الفصل الأدب ودرسته. قسم الأدب الإنجليزي ، كلية العلوم الإنسانية ، الجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة: رينا ساري الماجستر

الكلمات المفتاحية: مبادئ التأدب والإنحراف والعرض في الفصل.

تهدف هذه الدراسة إلى إيجاد الإنحرافات عن مبادئ الأدب التي ينتجها محاضر وطلاب اللغة الإنجليزية في الجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج خلال العروض التقديمية داخل الفصل. استخدمت هذه الدراسة البحث النوعي لجمع البيانات لإستكشاف الإنحرافات التي تنشأ أثناء النشاط. استخدم الباحث الملاحظة لمعرفة كيفية حدوث الإنحرافات بناء على الحقائق والواقع الذي يحدث أثناء النشاط. تم أخذ بيانات هذه الدراسة من ثلاثة فصول ، وهي تاريخ الأدب الإنجليزي وتاريخ الأدب الأمريكي وتعليم اللغة الإنجليزية (ELT). المشاركون في هذه الدراسة يعني ثلاثة محاضرين و ٢٤٠ من طلاب المستوى الخامس. استخدم تحليل البيانات النظرية التي طرحها (١٩٨٣) ليج. والتي تصنف ستة مبادئ للأدب بما في ذلك مبدأ الحكمة ، ومبدأ الكرم ، ومبدأ التقدير ، ومبدأ التواضع ، ومبدأ القبول ، ومبدأ التعاطف. وجدت هذه الدراسة أن هناك ١٨ كلامًا أصدرها محاضر وطلاب اللغة الإنجليزية في الجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج في العروض الصفية التي انحرفت عن المبادئ الثلاثة للحشمة بما في ذلك: مبدأ اللباقة ، ومبدأ الكرم ومبدأ الاتفاق. من المأمول أن يوفر هذا البحث رؤى جديدة للقراء للانتباه إلى استخدام مبادئ الأدب. وبالتالي ، يمكن التقليل من الانحراف الأقصى عن مبدأ الأدب و يمكن أن تجري المحادثة بسلاسة.

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APPENDIX

CHAPTER I

INTRODUCTION

This chapter presents five sub-chapters such as background of the study, research question, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Basically, politeness principle is common. But its deviation may occur in several context, including academic setting. Politeness deals with the relation between speaker and the hearer as politeness focuses on how the speaker produces appropriate utterance to express the idea in which the utterance does not hurt the interlocutor's feeling and make the conversation be comfortable. However, the deviation on politeness principle may occurs in several contexts including in the academic setting. People often face difficulty in controlling the language at communication, and sometimes it causes deviation (Raihan et al., 2022. p. 22). Thus, this research focused to investigate the deviation of politeness principle to add new insight in the field of pragmatics study.

Pragmatics is understood as one of the linguistics branches which the study relates to human interaction with others in order to construct good interaction. According to Leech (1983), pragmatics is a study on how an utterance has meaning in a case. Thus, it can be understood that pragmatics is the study of meaning relation to context of communication in which it is used to understand on how language is used in communication. Further, in communication, people are supposed to respect and be cooperative to others to construct good communication and minimize

misunderstanding. One of the discussions about pragmatics which describes the way to construct good communication is called politeness principle.

Being cooperative is needed to construct good communication, minimize conflict in communication and to ensure that the context of communication is well shared to the hearer. Putu (1996) stated that people realize on rules in communication as the use of diction and intonation. People also have responsibility to what they say based on the norm of linguistics in conversation (Purwanto, 2020, p.12). Pragmatically, Politeness Principle is understood as a system that facilitates people to avoid conflict in communication. Supported by Lech (1983), being polite is when people use polite word, do not give direct command and respect to others (Haryanto et.al., 2018. p. 99).

There are several researchers who study the deviation of Politeness Principle in movie. Serly (2018) investigates politeness and maxims violation in movie entitled “Blade Runner 2049”. She used two theories proposed by Lakoff (1973) and Grice (1975) and the research found that the character of Blade Runner employed all types of politeness strategies related to the maxim. Putri (2018) investigates the violations of politeness maxims in “Harry Potter and The Chamber of Secrets” movie. The researcher found deviations of the six maxims of Politeness Principle proposed by Leech (1983). Arniatika (2019) examines the violation of Grice Maxims and Politeness Maxim proposed by Leech in the movie entitled “Mean Girls 2”. The research found that there were 80 violations of Grice Maxim and 48 violations of Politeness Maxims in the movie.

There are other studies that concern the deviation of politeness principle in movie. Novandini (2020) investigates the violation and the intention of the violation of Politeness Principle used by the characters of *Spongebob Squarepants* cartoon animation. The research found that the character violated all types of maxims and agreement maxim is the most types violated by the character. Hartono and Mulatsih (2021) study the use of violation of Politeness Principles in the movie “*The Avengers*”. The research found that the characters tend to use the violation of maxims of politeness rather than the maxims of politeness and tact maxim is the most violated maxim during the movie.

Some studies study about deviation of Politeness Principle in school. Haryanto et al. (2018) studied about the Politeness Principle used by English Foreign Language (EFL) teacher along the teaching and learning interaction with the student. Fauzi et al. (2020) study the factors that cause violations in students’ speech on multicultural societies. The researcher found there were five of Politeness Principle Maxims violated by the students. Mulawarman et al. (2021) investigate language politeness and gender representation in speech at Senior High School and Vocational High School of Samarinda City and Kutai Kartanegara Regency which the researcher found that male students deviate more the maxims of Politeness rather than female students.

There are some other research on Politeness Principle Deviation. Purwanti and Herbianto (2021) investigate the types and the effects of violation of Politeness Principle maxims in a comedy series entitled “*Mind Your Language*” in which their research found that there were six maxims violated and fourteen effects. Nisa et al.

(2022) examine the types of maxims of Politeness Principle violated in the *Skinnyindonesian24* YouTube Channel. The research found that all types of maxims of Politeness Principle were violated. Raihan et al. (2022) investigate the form and cause of the deviation of Politeness Principle in CNN Indonesia channel comment column and in the YouTube of Kompas TV. The research found 69 violations from the maxims of Politeness from 54 data collected.

The present researcher has similar study with the research conducted by Haryanto et al. (2018) about the Politeness Principle used by English Foreign Language (EFL) teacher along the teaching and learning interaction with the student. The previous research focuses the analysis on the use of Politeness Principle in class interaction. While this research studies the lecturers and students in classroom presentation activity. Further, the researcher considers the previous research contains a gap in which it needs to fill in case of Politeness Principle analysis. Thus, the present study aims to fill the gap by examining the deviation of Politeness Principle with an aim to develop the understanding on the discussion in the term of Politeness Principle analysis.

This research aims to focus on the analysis of Politeness Principle Deviation which occurs in the class interaction especially in the presentation process. The researcher considers that when people with different social background having time to share an idea, the deviation often occurs in their utterance. Thus, the researcher chooses class presentation activities as the data source of the research. It focuses on finding the deviation of Politeness Principle produced by three lecturers and fifth semester students of English Literature Department in class presentation activities

in three different subjects including History of English Literature, History of American Literature and English Language Teaching (ELT) at Universitas Islam Negeri Maulana Malik Ibrahim Malang. The researcher considers that those classes have fulfilled the characteristics needed in this research.

This research uses the theory of Politeness Principle proposed by Leech (1983) to analyze the data. The theory classifies the Politeness Principle into six maxims, namely Tact maxim, Generosity maxim, Approbation maxim, Modesty maxim, Agreement maxim, and Sympathy maxim. People are considered to be impolite when they violate the maxims. Therefore, the researcher considers that the research on Politeness Principle Deviation is important to examine.

B. Research Question

Based on the background of the study that has been described before, this research aims to answer the following research question:

1. How are the maxims of Politeness deviated by the lecturers of English Literature Department of UIN Maulana Malik Ibrahim Malang at class presentation activity?
2. How are the maxims of Politeness deviated by the students of English Literature Department of UIN Maulana Malik Ibrahim Malang at class presentation activity?

C. Significance of the Study

The research analyzes the deviation of Politeness Principle produced by lecturers and students at class presentation activities at English Literature Department of UIN Maulana Malik Ibrahim Malang. Practically, the result of this

research provides information to the students, especially the students of English Literature Department of UIN Maulana Malik Ibrahim Malang about deviation of Politeness Principle produced by lecturers and students.

D. Scope and Limitation

The scope of this research is Pragmatic study on Politeness Principle. The researcher aims to limit the analysis on finding the types of maxims of Politeness Principle that are deviated in the class presentation activities by lecturers and students by considering the Politeness Principles theory proposed by Leech (1983). The researcher does not analyze related to gender differences regarding who deviates the politeness principles the most in class interaction.

E. Definition of Key Terms

There are several key words becoming the main point of discussion in this study, as follow:

1. Politeness Principle: a rule in speaking that suppose people to keep the language in order to not hurt the hearer and to success the communication. This research studies Politeness Principle Deviation produced by lecturers and students of English Literature Department of UIN Maulana Malik Ibrahim Malang in communication, especially in the context of Politeness Principle proposed by Leech (1983).
2. Deviation: an action which means breaking the rule related to the context it occurs. This research aims to examine the deviation produced by lecturers and students of English Literature Department of UIN Maulana Malik

Ibrahim Malang, especially in the context of Politeness Principle as the point of view for people in communication to construct a communication with others.

3. Class presentation: a discussion activity including people presenting the idea in front of people in the classroom. In addition, the audiences could debate the idea by arguing their own idea according to the context being discussed. This research conducted at UIN Maulana Malik Ibrahim Malang, especially in the History of English Literature, History of American Literature and English Language Teaching (ELT) classes in which presentation activity is applied by English Literature Department lecturers and students in their teaching and learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims to discuss some of the related literature reviews used in this research. The purpose of the discussion is to describe the theories used in this research.

A. Pragmatics

This research uses a pragmatic approach which is understood as the study of meaning conveyed by speakers to the speech partners. Pragmatics is a branch of linguistics that studies the relationship between the context outside the language and the meaning of speech by interpreting the situation in which it is spoken. According to Leech (1983), pragmatics is defined as the study of how utterances have meaning in cases. Furthermore, pragmatics is also explained as the study of meaning in relation to speech situations (Leech, 1983, p. 6). Another definition of pragmatics, according to Levinson (1983), pragmatics is the study of aspects related to language and contexts that are relevant to grammatical writing. Based on the above definition if the most important interest in the implications of language and the principle of language use that depends on the context.

Pragmatics is very important because it gives people the skills to behave in society, so in its development many people develop several theories about pragmatics to support their skills in communication. According to Yule (1996), pragmatics is the study of contextual meaning. This type of study is of course in relation to interpretations of what people mean in a given context and how that

context can influence what is said. Besides, it also considers who they are talking to in the situation or conditions, where, when, and under what circumstances.

Pragmatics is also said to be a study related to the meaning communicated by the speaker and elaborated by the listener (Yule, 1996). Generally, pragmatics is the study of the speaker's meaning, or it can be said how people understand what is meant even if it is actually said or written. There are several scopes in pragmatics, according to Yule (1996), including: pragmatics is the study of the speaker's meaning, pragmatics is the study of contextual meaning, pragmatics is the study of how communication gets more than it says and pragmatics is the study of the expression of relative distances.

Pragmatics deals with utterances, by which people will interpret specific, intentional actions of speakers at times and places, usually involving language. Therefore, pragmatics is concerned with using language in social contexts and the way people generate and understand meaning through language. It is also concerned with the intended purpose of the speaker, listener, conclusion, and contextual factors for interpreting the utterance.

B. Politeness

Politeness is defined as social propriety, an action in which a person displays typical behavior and respects others, following the norms prevailing in society. Politeness is fundamental in pragmatics because politeness is a universal phenomenon in the use of language in a social context (Brown & Levinson, 1987).

According to Leech (1983), politeness is a type of behavior that allows participants to engage in social interactions in a relatively harmonious atmosphere.

Furthermore, politeness can reduce the effect of impoliteness in social interactions where people tend to exaggerate the impact of politeness while the impact of impoliteness tends to be minimized. Politeness is a reasonable fact in doing social relations with people. This means not only showing respect for others, but also being obliged to maintain harmonious communication. Politeness is also said to be a crucial aspect that in life forms good communication between speakers and speech partners.

C. Politeness Principle

In the study of pragmatics, there is a principle of politeness which is put forward by Leech (1983). Speech can be said to be polite or impolite depending on the size of the politeness of the community speaking the language used. In general, in a communication is considered polite if the speaker uses polite words, his speech does not contain direct ridicule, does not command directly, and respects one another.

Politeness is a rule in conversation that regulates the speaker and the interlocutor to pay attention to politeness in language. The principle of politeness, according to Leech (1983), is based on rules that are nothing but a thimble containing advice that should be obeyed so that the speech of a speaker fulfills the principle of politeness. Maxims are principles that must be followed by speakers in conducting interactions between the interlocutors, both textually and interpersonally so that later the communication process will run smoothly. Every time they speak, speakers can obey the principle of politeness or they may violate

it because their goals are different. Leech (1983) classifies Politeness Principle into six maxims of politeness, including:

1. Tact Maxim

Tact maxim in the Politeness Principle gives instructions to other groups that should be burdened with the lightest costs but with the most significant benefits. In addition, this maxim requires the speech participants to reduce the losses of others by maximizing the help of others.

For example:

A: "Let me help you to bring your bag!"

B: "No, no need to bring my bag."

2. Generosity Maxim

Generosity maxim in the Politeness Principle is that participants are required to reduce their profits and maximize self-sacrifice. If there is someone who tries to add burden to himself for the sake of others, then he will fulfill the maxim of generosity.

For example:

A: "I forget to bring my wallet"

B: "I can lend you my money."

3. Approbation Maxim

Approbation maxim in the Politeness Principle assumes that people who are polite in language are people who always try to share an appreciation for others. In addition, this maxim requires the speech participants to optimize their respect for others and minimize insults to those around them. This maxim can also be said as a hint to reduce the vilification of others and maximize praise for others.

For example:

A: "What do you think of your classmate?"

B: "They are so good and kind. I love them."

4. Modesty Maxim

Modesty maxim in the Politeness Principle is that the speaker minimizes praise for himself and optimizes insults for himself. The purpose of this maxim is for the speaker to be humble so that the speaker is not considered to be showing an arrogant impression to the interlocutor.

For example:

A: "Sorry, I can only make like this."

5. Agreement Maxim

Agreement maxim in the Politeness Principle is that a person's politeness is measured if there is a match between the speaker and his interlocutor. Then this maxim asks the speech participants not to argue directly which will be deemed inappropriate. This maxim can also be said that one should minimize disagreement between oneself and others and optimize agreement between oneself and others.

For example:

A: "How if we meet tomorrow?"

B: "Okay, I agree."

6. Sympathy Maxim

Sympathy maxim in the Politeness Principle means that someone marks polite if they can maximize sympathy between themselves and others. In addition, it is common to find from various speeches, that if someone can say condolences to

people who are being affected by a disaster, then that person can be classified as polite in the use of language.

For example:

A: "My little brother is sick, Ma'am.

B: "I'm sorry to hear that, hopefully your brother gets better soon."

From the discussion above, the researcher can conclude that based on the theory proposed by Leech (1983), there are six maxims that are supposed to be applied by people in order to consider to be polite in a communication. They are Tact maxim, Generosity maxim, Approbation maxim, Modesty maxim, Agreement maxim and Sympathy maxim

CHAPTER III

RESEARCH METHOD

This chapter discusses the methods used by researcher in conducting research. This chapter consists of several sub-chapters including research design, research instruments, data sources, data collection, and data analysis.

A. Research Design

The research used descriptive qualitative research design to study the phenomenon happens in the context of Politeness Principle Deviation in class presentation at UIN Maulana Malik Ibrahim Malang. Bogdan and Biklen (2003) stated that descriptive research is the characteristic data in qualitative research, because the data are in the form of documents, audio-video recordings, transcripts, words, pictures, etc. Therefore, this research used descriptive qualitative research design because the data of the research are in the form of utterances which deviated the maxims of politeness proposed by Leech (1983).

In addition, descriptive qualitative research design used in this research to find out the deviation of maxims of politeness based on the utterances or words which produced by the lecturers and students during the class presentation activity. The researcher collected the data based on the fact happens along the research as in the case that the researcher had an observation to get the data, especially in the context of Politeness Principle Deviation produced by the lecturers and students of English Literature Department in class presentation process at UIN Maulana Malik Ibrahim Malang.

B. Research Instrument

There were some research instruments used in this research. Supported by Creswell and Poth (2016), in the qualitative research, the researchers collected the data by themselves with examining documents, observing and interviewing the participants. The main instrument is the researcher himself. Besides, the researcher observed classroom presentation by using smartphone recording.

C. Data Source

The researcher collected the data from class presentation activities in three different classes including History of English Literature, History of American Literature and English Language Teaching (ELT) at the English Literature Department of UIN Maulana Malik Ibrahim Malang. The researcher chose the three different classes because those classes conducted presentation as what the research aimed to investigate. Meanwhile, the data were in the form of utterances that deviated the maxims of Politeness by the three lecturers and 240 students of fifth semester students in the class presentation activities. The researcher conducted the observation for three weeks in three different subjects consisting of six classes, in which the researcher spent for 12 days, 18 meetings, and 810 minutes for the observation.

D. Data Collection

In the data collection process, the researcher did some steps to collect the data from the utterances produced by the lecturers and fifth semester students in History of English Literature, History of American Literature and English

Language Teaching (ELT) classes. Firstly, doing direct observation by following the class activities in the three classes. Secondly, recording the communication happened in the class along the presentation process by using smartphone recording. Thirdly, transcribing the communication and checking the transcription with the recording. Fourthly, identifying the data in the form of sentences that deviate the maxims of Politeness produced by lecturers and students of English Literature Department in class presentation process based on the theory of Politeness Principle by Leech (1983).

E. Data Analysis

In analyzing the data, the researcher did some steps. Firstly, classifying the data based on the types of maxims of Politeness Principle. They are Tact maxim, Generosity maxim, Approbation maxim, Modesty maxim, Agreement maxim, and Sympathy maxim. Secondly, analyzing the data based on the theory of Politeness Principle proposed by Leech (1983). Finally, drawing conclusion in which the researcher concluded the finding of this research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussion in which the researcher presents the answer from the research questions which have been raised in the first chapter. The data provides in this chapter are divided into two types. First, the data of the deviation produced by the lecturers, the second is data of the deviation produced by the students. Meanwhile, the complete data are provided in the appendix.

A. Findings

There are two research questions needed to answer: (1) How are the maxims of Politeness deviated by the lecturers of English Literature Department of UIN Maulana Malik Ibrahim Malang at class presentation activity? and (2) How are the maxims of Politeness deviated by the students of English Literature Department of UIN Maulana Malik Ibrahim Malang at class presentation activity? The indicators in this study used the theory of politeness principle proposed by Leech (1983).

This section shows all the data about the deviation of maxims of politeness principle produced by lecturers and students at presentation activity process in class. The finding of this research shows that there were three maxims that were deviated by the lecturers and students of English Literature Department of UIN Maulana Malik Ibrahim Malang at class presentation activity, including tact maxim, generosity maxim and agreement maxim.

The researcher aims to divide the analysis into several parts in order to be easy to understand, firstly by grouping the types of the maxims that were deviated,

secondly marking the sentences that include the types of deviation of maxims of politeness principle, thirdly giving context to the data, lastly describing the analysis of the data.

1. The Maxims of Politeness Deviated by the English Literature Department

Lecturers

At the end of presentation activity, lecturers had a role to evaluate the activity that had been done in the class. The evaluation aimed to give more information that was missed by the presenters, the lecturers also made sure that the student understood well about the material. This section shows the finding of the data found in term of the deviation of maxims of politeness principle in the class presentation activity which were produced by lecturers. There were two maxims deviated by lecturers, including tact maxim and agreement maxim.

a. The Deviation of Tact Maxim

Tact maxim required the speaker to minimize cost to the interlocutors and maximize benefit to the interlocutor (Leech, 1983). It considered the speaker deviating the maxim when the speaker gave a lightest benefit with a significant cost to the interlocutors such when the speaker preferred to use direct speech to the interlocutors rather than indirect speech which considered more polite and had a big possibility to keep feeling of the interlocutor.

Datum 4

(The presenter was answering the question from the audience)

Lecturer: "In English please!"

Presenter: "Yes, Ma'am."

Context:

The situation happened in English Language Teaching (ELT) A1 class on Wednesday, October 12, 2022. There were one lecturer and thirty students in the classroom. The deviation occurred in the process of question and answer section, especially when the presenter answered the question from a student with Bahasa Indonesia and the lecturer admonished the presenter to use English.

Analysis:

Based on the conversation in the datum 4, the underlined sentence is included into the type of the deviation of tact maxim in which the presenter aimed to answer the question from the student. However, the presenter answered the question in Bahasa Indonesia. After that, the lecturers admonished by saying (**In English please!**) where the lecturer wanted the presenter to use English in the classroom. The phrase “**In English please!**” was said through direct order and it is considered to deviate the tact maxim as it contains direct command in which it hurt presenter’s comfortable strategy to answer the question.

Based on the sentence which is highlighted above, it tends to show that the presenter felt comfortable to use Bahasa Indonesia in answering the question. However, the lecturer admonished the presenter to use English in the activity of the classroom.

Datum 18

(The question and answer section)

*Lecturer: “Sorry for interrupting, I have to go to the rectorate. **I give the class to you** (the class captain). I’m so sorry, see you next week.”*

Context:

The situation happened in History of English Literature (HEL) B class on Tuesday, October 25, 2022. There were one lecturer and fifty students in the classroom, the remark that contained of the deviation of politeness principle occurred in the section of question and answer was going. The deviation was produced by the lecturer with an aim to leave the class.

Analysis:

Based on the interaction in the datum 18, the underlined sentence is included into the types of the deviation of tact maxim. The lecturer aimed to leave the class for a reason but the situation when the section of question and answer was still in progress and the lecturer gave instruction to the chief of the class with a directive speech to keep the class going. Based on the highlighted utterance (**I give the class to you**), the lecturer deviates the tact maxim as it burdens the interlocutors with a responsibility.

b. The Deviation of Agreement Maxim

Agreement maxim required both the speaker and the interlocutor minimized disagreement and maximized agreement one another (Leech, 1983). Further, the speaker was not supposed to rebut directly as it considered to be impolite. Therefore, the maxim of agreement considered to be deviated when each of the speaker and the interlocutor maximized disagreement and minimized agreement one another.

Datum 5

Lecturer: "Do you have any comment about the presenters, what do you think?"
Audience: "Good"

*Lecturer: "Good? **I actually disagree**, but it's okay".*

Context:

The situation happened in English Language Teaching (ELT) A1 class on Wednesday, October 12, 2022. There were one lecturer and thirty students in the class, the remark which contained of deviation of agreement maxim occurred in the evaluation section in which the lecturer gave her comment on the presentation that had been done in the class especially when the lecturer asked the student about the presenter performance.

Analysis:

Based on the interaction in the datum 5, the utterance is included into the type of the deviation of agreement maxim. The lecturer asked to the student about presenter performance to make sure that the student paid attention to the speaker during the class activity, and the student gave an answer that made the lecturer not satisfied and uttered her disagreement. Based on the highlighted utterance (**I actually disagree**), the lecturer deviates the agreement maxim as it significantly maximized disagreement to the interlocutors.

Datum 11

(The evaluation section)

*Lecturer: "Do you agree with Agus answer about student give explanation in front of his friend in young children class? **Personally, I disagree.**"*

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October 14, 2022. There were one lecturer and thirty students in the class, the deviation itself occurred in the evaluation section especially when the lecturer

asked the student about the opinion of Agus at the presentation. The lecturer felt not satisfied and she uttered her disagreement on the Agus's opinion.

Analysis:

Based on the interaction in the datum 11, the utterance is included into the type of the deviation of agreement maxim. The lecturer asked to the student about one of the presenter's answers at question and answer section, the lecturer also stated that she did not really agree with the answer. Thus, the lecturer asked student's opinion about Agus's statement. Based on the highlighted utterance (**Personally, I disagree**), the lecturer deviates the agreement maxim as it shows significantly lecturer's disagreement on Agus's opinion.

2. The Maxims of Politeness Deviated by the English Literature Department Students

In a presentation activity, students were the main role to ensure that discussion could run well. The students who became the presenter led and controlled the discussion in classroom. Thus, students were required to be more active to speak. It made the deviations in the term of politeness principle were often to produce by the students. In this case, the researcher found that there were fourteen utterances that were considered to deviate the maxims of politeness, in which those utterances were divided into eight utterances of tact maxim, four utterances of generosity maxim, and two utterances of agreement maxim.

The researcher aims to show the finding of the data in the term of the deviation of maxims of politeness principle that were produced by the students of fifth semester of English Literature Department in class presentation activity in

which the researcher found that there are three maxims which are deviated by the students including tact maxim, generosity maxim, and agreement maxim.

a. The Deviation of Tact Maxim

Tact maxim required the speaker to minimize cost and maximize benefits to the interlocutor in their speaking (Leech, 1983). Thus, it could be understood that tact maxim was deviated when the speaker gave lightest cost and inconsiderable benefit to the interlocutor.

Datum 6

Presenter: "Everyone, are you sleepy?"

Audience: "No"

*Presenter: "So, to avoid you from sleepy, I want one person to read once more about the title. Farhan, **I want you to read the title!**"*

Audience: "Read"

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October 14, 2022. There were one lecturer and thirty students in the class. The deviation occurred when the presentation activity was going on, especially when the second presenter started to present the material. The presenter aimed to make sure that the students still focused in joining the class. Therefore, the second presenter asked to the students if students were sleepy or not, but the presenter was not satisfied on the answer. Finally, she chose and ordered one of the students in class to read the title of the presentation.

Analysis:

Based on the interaction in the datum 6, the second presenter produced the deviation of tact maxim in which the presenter aimed to know either the students still focused on the material or not. Thus, the second presenter chose one of the students in class to read the title of the presentation. However, the presenter gave direct order to the interlocutor by saying, “**Farhan, I want you to read the title!**” This utterance deviates the tact maxim because it gives pressure to the students. According to the highlighted utterance, the speaker produced the utterance “**Farhan, I want you to read the title!**” because the second presenter was not satisfied with the students’ answer. Thus, the speaker ordered one of them with an aim to ensure that the students were not sleepy.

Datum 7

Ice breaking section

(Presenter Informing the role and the example of the game)

(Audience Crowded)

*Presenter: “**Listen to me, I as the speaker.**”*

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October 14, 2022. There were one lecturer and thirty students in the class. The deviation occurred in the section of ice breaking when the presenters informed the role and example from the game. However, the situation was not conducive because the class was so crowded. Thus, one of the presenters admonished the student to keep silent and listened to her.

Analysis:

Based on the interaction in the datum 7, the presenter deviated the tact maxim in which the presenter aimed to make the condition of the class conducive which could make the activity ran well. Thus, the presenter instructed the students to pay attention to the speaker in order to minimize misunderstanding when the game was begun. The presenter instructed the students with a direct order in which the utterance deviated the tact maxim of politeness principle. The highlighted utterance “**Listen to me**” deviated the tact maxim because the utterance contained direct order to the student in which the utterance also gave pressure to the students.

Datum 10

(One of the audiences ask a question)

*Presenter: “**Make it simple!**”*

(The audience repeat the question)

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October 14, 2022. There were one lecturer and thirty students in the class. The deviation occurred in the section of question and answer especially when one of the students in classroom asked a question to the presenter but the speaker could not get the point from the question. Thus, the presenter instructed the student who asked to simplify the question.

Analysis:

According to the interaction in the datum 10, the presenter deviated the tact maxim when the presenter asked the student to simplify the question. The presenter instructed the students by giving direct order in which it made the student hard to

give complete information about the topic that the question stood for. Thus, it made the presenter deviated the maxim. The highlighted utterance “**Make it simple!**” is included into the deviation of tact maxim because the utterance was aimed to order the student in which it burdened the student to clarify the mean of the question.

Datum 12

(One of the audiences ask a question)

*Presenter: “**Stand up please!**”*

Audience: “What? ooh (stand up)”

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October 21, 2022. There were one lecturer and thirty students in the class, The deviation occurred in the section question and answer especially when one of the students asked question to the presenter, but when the student was giving the question, the presenter ordered the student to stand up.

Analysis:

According to the interaction in the datum 12, the presenter deviated tact maxim. The presenter’s instruction in the datum 12 is in the form of direct order in which the presenter wanted the student to state the question while standing up. the presenter’s utterance “**Stand up please!**” was uttered in the form of direct order and it deviated the tact maxim where the presenter aimed to make the interlocutor did action as what the speaker wanted by giving direct order.

Datum 14

(The audience ask a question)

*Presenter: “**Louder, please!**”*

Audience: “Oh okay”

Context:

The situation happened in History of English Literature (HEL) A class on Tuesday, October 25, 2022. There were one lecturer and fifty students in the classroom. The remark which contained of deviation occurred in the section question and answer especially when one of the students asked question to the presenter and the presenter instructed the student to make the voice louder with the intention of making it easier for the presenter to hear the question.

Analysis:

According to the interaction in the datum 14, the presenter deviated the tact maxim where the presenter instructed the student to make the voice louder when asking the question. The utterance “**Louder, please!**” significantly deviated the tact maxim as it was stated in the form of direct order to make the interlocutor did what the speaker wanted, where the presenter could not hear what the student asked, so the presenter said the order.

Datum 15

*Fourth presenter: “Okay, I’ll answer the question from Firda.”
(The situation was uncondusive)*

*Fifth presenter: “**Firda, listen up!**”*

Context:

The situation happened in History of English Literature (HEL) A class on Tuesday, October 25, 2022. There were one lecturer and fifty students in the classroom. The remark which contained of deviation occurred in the section question and answer especially when the presenter aimed to answer the question

from the student. The class was unconducive where some students made some noise then the presenter instructed the student who asked to focus on the presenter.

Analysis:

Based on the datum 15, the presenter deviated the tact maxim in politeness principle in which the deviation occurred when the presenter aimed to minimize misunderstanding between the student and the presenter especially when student's question was answered. Further, the utterance "**Firda, listen up!**" deviated the maxim because the utterance was spoken in the form of direct order to make the interlocutor did what the speaker wanted.

Datum 16

(The audience ask a question)

Presenter: "Repeat again!"

Context:

The situation happened in History of English Literature (HEL) B class on Tuesday, October 25, 2022. There were one lecturer and fifty students in the classroom. The remark which contained of deviation occurred in the section question and answer especially when one of the students asked question to the presenter but the presenter could not get the point of the question clearly, so the presenter instructed the student to repeat the question.

Analysis:

Based on the datum 16, the utterance which was spoken by the presenter deviated the tact maxim as it showed that the presenter maximized cost to the interlocutor in which the utterance "**Repeat again!**" was stated in the form of direct order. The deviation was produced because the presenter could not understand the

point of the question that was given by the student. Thus, the presenter asked the student to repeat the question. However, the instruction which was a direct order made the presenter deviated the tact maxim.

Datum 17

(The fourth presenter Begin the presentation)

Audience: "Be louder!"

Context:

The situation happened in History of English Literature (HEL) B class on Tuesday, October 25, 2022. There were one lecturer and fifty students in the classroom. The remark which contained of deviation occurred when the presentation section was on going especially when the fourth presenter began the presentation.

Analysis:

According to the interaction in the datum 17, the student's utterance was included into the deviation of tact maxim. Because the voice of the presenter was soft and could not be heard by the students, so the purpose of the utterance was to make the presenter presented the material with loud voice. However, the student was instructed by using direct order "**Be louder!**" in which the utterance deviated the tact maxim.

b. The Deviation of Generosity Maxim

Generosity maxim is one of the maxims of politeness which required the speaker to minimize their own profits and maximize cost to themselves (Leech,

1983). Based on this, generosity maxim considered to be deviated by speakers when they gave lightest benefit to themselves while reducing their cost in communication.

Datum 1

Presenter: "So, we've done watching the movie"

Audience: "Yes"

*Presenter: "Because the time is very limited, **we're going to take 3 question**, any of you have question, please raise your hand, mention your name and then your question!"*

Context:

The situation happened in History of American Literature (HAL) A class on Sunday, October 10, 2022. There were one lecturer and forty students in the classroom. The remark which was considered deviating the generosity maxim occurred in the beginning of question and answer section in which the section was begun after the student watched a movie that was presented by the presenter as additional information from the material.

Analysis:

Based on the interaction in the datum 1, the utterance that was produced by the presenter deviated the generosity maxim as the presenter limited the student to express their initiative through asking question. However, the presenter burdened the student by just giving chance to ask for three questions as in the datum 1 "**We're going to take 3 question**", the decision which was taken by the presenter was considered giving lightest benefit to the presenters themselves rather than taking self-sacrifice by giving chance to the students to ask more question.

Datum 2

Presenter: "For your question, actually your answer is on previous group presentation, for the explanation you can open the previous presentation from group 4, they also explain about romanticism very completely. Oke, is that clear?"

Audience: "Ok"

Context:

The situation happened in History of American Literature (HAL) A class on Sunday, October 10, 2022. There were one lecturer and forty students in the classroom. The remark which was considered deviating the generosity maxim occurred in the question and answer section especially when the presenter answered the question that was argued by one of the students.

Analysis:

In the datum 2, the utterance "**For your question, actually your answer is on previous group presentation, for the explanation you can open the previous presentation from group 4, they also explain about romanticism very completely**" was produced by the presenter is included into the deviation of generosity maxim. The utterance considers maximizing speaker benefits in which the presenter chose to give answer by ordering the student who asked the question to get the answer by himself by the reason that the answer was completely explained by another group which had similar material with their group.

Datum 8

Presenter: "You want it more?"

Audience: Yes "10 more, 10 more"

Presenter: "10 more? no!!"

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October 14, 2022. There were one lecturer and thirty students in the class. The utterance deviated the generosity maxim occurred in the ice breaking section

in which the section was in the form of answering question that had been prepared by the presenter. The deviation occurred especially when the presenter gave a chit-chat by asking to the student did they want to have more question? and the student answered that they wanted to have more.

Analysis:

Based on the datum 8, the utterance “**10 more, 10 more**” that was produced by the student deviated the generosity maxim as in the presentation activity, presenter had a right to control the presentation process in the classroom. Thus, the presenters had their own policy whether the ice breaking section was done or not. However, when the presenter gave a chit-chat by asking the student to have more time, the students argued that they wanted to have ten more question and gift. Thus, the student deviated the generosity maxim because the decision significantly gave lightest benefit to the speaker.

Datum 13

Presenter: “Answering the question, that’s it”.

Audience: “Hmm, I ask again. Giving additional question”.

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October 21, 2022. There were one lecturer and thirty students in the class, The remark that contained deviation occurred in the question and answer section especially after the presenter answered the question, but the student asked more question to the presenter.

Analysis:

Based on the datum 13, the utterance “**I ask again**” that was produced by the student is included into the deviation of generosity maxim in which the student maximized benefits to herself by asking more questions after the first question had been answered. However, the presenter had already limited the question. Thus, the highlighted utterance is considered deviating the generosity maxim.

c. The Deviation of Agreement Maxim

Agreement maxim is one the maxims of politeness which requires both the speaker and the interlocutor to minimize disagreement and maximize agreement between self to other Leech (1983). In addition, the agreement maxim supposes the speech participant not to rebut directly as it is considered impolite. Thus, the agreement maxim is considered to be deviated when there was no a match between the speaker and the interlocutor as it meant that both speakers maximized disagreement in the communication.

Datum 3

First presenter: “Opening. So, we’re from group five”.

Third presenter: “Four”

*Audience: “**Five**”*

Context:

The situation happened in English Language Teaching (ELT) A1 class on Wednesday, October 12, 2022. There were one lecturer and thirty students in the classroom. The remark that deviated the maxim of agreement occurred in the beginning of the presentation especially when the first presenter opened the presentation.

Analysis:

Based on the datum 3, the students were considered deviating the agreement maxim as the datum 3 had already shown that there was no match between the presenter and the student as the third presenter rebutted first presenter statement that the group was group five. However, the other students in classroom gave direct denial to the third presenter by saying “**five**”. Thus, both the third presenter and students deviated the maxim of agreement as they maximized disagreement between self to others.

Datum 9

Presenter: “You want it more?”

Audience: Yes “10 more, 10 more”

*Presenter: “**10 more? no!**”*

Context:

The situation happened in English Language Teaching (ELT) B1 class on Friday, October, 14, 2022. There were one lecturer and thirty students in the class. The deviation in the term of agreement maxim occurred in the ice breaking section especially when the presenter gave a chit-chat by asking the student either the student wanted to have more ice breaking or not.

Analysis:

According to the datum 9, the utterance “**10 more? no!!**” that was produced by the presenter significantly deviated the agreement maxim as the presenter rejected student’s request in the section. Thus, based on the datum 9, there was no match between presenter and the student in which the presenter gave direct denial to student’s request.

B. Discussions

This section discusses the finding of the study. The findings relates to how lecturers and students deviated the maxim of politeness principle in the presentation activity at UIN Maulana Malik Ibrahim Malang, below is the discussion of the deviations of maxims of politeness principle that had been found in this research.

1. Deviation of Maxims of Politeness by the Lecturers during Teaching and Learning

Based on the finding on the previous chapter, the researcher found that the utterances produced by the lecturers of English Literature Department of UIN Maulana Malik Ibrahim Malang which deviated the maxims of politeness were rarely found. The lecturers rarely deviated the maxims because lecturers considered passive where lecturers had a role to evaluate the result of the discussion after the presentation done. Thus, lecturers had a limitation in which it made lecturers rarely deviated the maxims of politeness. The finding supported that the researcher found only a few utterances that were spoken by lecturers which deviated the politeness principles maxim along the observation, there were two maxims deviated by lecturers those were tact maxim and agreement maxim.

The researcher found two utterances produced by the lecturers which deviated tact maxim in which the deviations had different factors. First, the deviation occurred because the lecturers aimed to admonish the student in order to apply English along the presentation activity as in datum 4. Second, the utterance that deviated the tact maxim because the utterance considered maximized cost to the interlocutor as in datum 18. In addition, the researcher also found that the

lecturers deviated agreement maxim. there were two utterances found along the observation in which the utterances aimed to gain information about the discussion that had been done as in data 5 and 11.

This research also found that the lecturers tended to deviate the maxims of politeness for two reasons. First, the lecturers tended to deviate to control the discussion when it has been uncondusive. Second, the lecturers also tended to deviate the maxims to express disagreement on the statement or answer which was uttered by the presenter. Therefore, lecturers' deviation on maxims of politeness were rarely found.

2. Deviation of Maxims of Politeness by the Students during the Presentation Activity

Based on the previous chapter, the students deviated maxims of politeness principles more than the lecturers. In presentation activity, the students were supposed to be more active where the student had an authority to control the discussion. Thus, the researcher found more maxims deviation produced by students than the lecturers. The researcher found that students deviated three maxims along the observation, they were tact maxim, generosity maxim and agreement maxim.

The previous chapter had already showed that students often deviated tact maxim especially the students who became the presenter in which they often commanded the interlocutor with direct order in which it considered impolite and it could hurt the interlocutors. The examples of data analysis in the form of

utterances which included the deviation of tact maxim that were produced by students could be seen in the data 6, 7, 10, 12, 14, 15, 16, and 17

The researcher also found that, in presentation activity, the deviation of agreement maxim was rarely found. The finding of the research showed that there were only two utterances which deviated the maxim of agreement as in data 3 and 9. The researcher found that the agreement maxim considered rarely applied because presentation activity consisted of consistent concept as the activity was begun with the presentation and closed by the evaluation from the lecturers. Therefore, the deviation of agreement maxim produced by students found only in certain condition. In addition, the researcher also found some utterances which deviated generosity maxim as it meant by maximizing cost to self and reduce benefit to self as in data 1, 2, 8, and 13.

The deviation of tact maxim, generosity maxim, and agreement maxim were investigated in this research. Tact maxim became the most common maxim of politeness principles which was deviated in the process of presentation activity. Sometimes, the leader argued a direct order to control the activity process or the utterance which was spoken that burdened the interlocutor. Besides, the deviation of agreement maxim was rarely found in this research because the utterances related to the maxims of agreement produced in a certain condition.

The deviation in the term of maxims of politeness principle were often produced by the students especially the students who became the presenters in which they had an authority to lead the presentation process rather than the other students and the lecturers. In the context of presentation, lecturers rarely deviated

the maxims because the lecturers rarely interacted with the students when the presentation was ongoing. However, the lecturers had an authority in the evaluation section, to evaluate the activity that had been done. Thus, the deviation of maxim of politeness principle rarely found in the lecturers' utterances.

This research also provides a uniqueness that an utterance may deviate two maxims of politeness principle. In the datum 1 on the deviation that was produced by students in class presentation activity, the utterance "We're going to take 3 questions" deviated two types of maxims. The first type is generosity maxim which means by maximizing profits to the speaker by limiting the question. The second type is tact maxim, the speaker maximizes cost to the interlocutor in which the utterance burdens the students by inhibiting students to explore the material deeply through asking a question.

This research uses the same theory as Novandini (2020) who studied about the violations and the intention of the violation of maxims of politeness principles used by the characters of *Spongebob Squarepants* cartoon animation but the findings are different. The present research and the previous research used the theory of politeness principle by Leech (1983). This research found that there were two types maxims of politeness principle deviated by the lecturers and three types of maxims deviated by the students of English Literature Department of UIN Maulana Malik Ibrahim Malang at class presentation activity including: tact maxim, generosity maxim, and agreement maxim. Meanwhile, the previous study found six kinds of violation of maxims in which agreement maxim is the most frequently deviated by the characters to show disagreement toward the interlocutor.

This research also has similarity object with the study conducted by Anjarani (2022) which investigates the violation of maxims of politeness in classroom interaction between teacher and English student, in which the previous research also used the theory proposed by Leech (1983). However, Anjarani (2022) found that all maxims of politeness were deviated during the interaction and tact maxim, generosity maxim, agreement maxim, and sympathy maxim were frequently deviated. Meanwhile, this present research found three types of maxims including tact maxim, generosity maxim, and agreement maxim. Those maxims were frequently applied in the interaction of class presentation.

The researcher considers that the deviations which occur in movie and class interaction are different because the deviations that occur in movie are based on the intention of the writer on how the characters should be in the movie but the deviations which occur in class interaction is based on the condition that happen during the activity. The researcher also realizes that the findings found in this research does not consist of complete maxims based on the research that does not contain of the analysis of three maxims remaining, including approbation maxim, modesty maxim, and sympathy maxim as what has been proposed by Leech (1983) because the deviation of those maxims were not found during the observation done by the researcher relating to the interactions consist of those three maxims are hard to find in the interaction of presentation activity.

The utterances that deviated the maxim of politeness principle which were produced by both lecturers and students in class presentation were included into three maxims, namely the deviation of tact maxim, the deviation of agreement

maxim, and the deviation of generosity maxim. However, the finding that focused on examining the deviation produced by lecturers were less than the finding on students' deviation because the lecturers were considered passive rather than the students. But this research is considered enough to fill the gap as the aim of the research is to find the deviation produced by lecturers and students in presentation activity.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion of the research. It contains two elements. First, the researcher concludes the finding of the research. Second, the researcher gives suggestion and recommendation for further researcher who are interested in investigating similar topic with this research.

A. Conclusion

Based on the finding, the researcher concludes that there were three maxims of politeness principles proposed by Leech (1983) deviated by both lecturers and students of English Literature Department of UIN Maulana Malik Ibrahim Malang at class presentation activity. The researcher found eighteen data in the term of utterances deviated the maxims in which the data were classified into two parts. First, the data that were found from the utterances of the lecturers which deviated two maxims of politeness principle including: two data of tact maxim and two data of agreement maxim. Second, the data that were found from the utterances of the students that deviated three maxims of politeness principle including: eight utterances deviated tact maxim, four utterances deviated generosity maxim, and two utterances deviated agreement maxim.

In this research, the researcher also found a uniqueness that a sentence could deviate two types of maxims of politeness principle. The researcher found that tact maxim was mostly deviated by the students, especially the students who became the presenter in the presentation activity, where the students had an authority to control the process of presentation was conducive. The research also found that

agreement maxim rarely found during the observation considering that the implication of an agreement maxim was only in certain condition of the presentation activity.

The researcher also concludes that the deviation of the maxims of politeness can be found in a communication that is conducted either in formal or informal communication. The deviation occurs based on the situation when the communication is ongoing. However. The researcher concludes that in the context of academic interaction, especially in the presentation activity process which was conducted in the fifth semester classes at English Literature Department of UIN Maulana Malik Ibrahim Malang, the deviation of maxims of politeness principles rarely found as it meant that politeness principle was well applied in the interaction of the communication.

B. Suggestion

The researcher aims to describe about the deviation of politeness. Therefore, the deviation could be minimized in which it could reduce misunderstanding or conflict in communication. This research suggests the students of English Literature Department of UIN Maulana Malik Ibrahim Malang to understand how to communicate well by reducing the use of language that can cause conflict or misunderstanding in a communication.

Next, for further researchers, especially for the researchers who will conduct similar study about the deviation of maxims of politeness, they can investigate deeply about gender differences that deviates more in class interaction activity. They can also compare the deviation between literature and language teaching

class, and compare the deviation that occur before and after the class activity. The researcher considers that those gaps need to be filled by the further researchers to gain more information on the discussion of deviation of maxims of politeness.

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CURRICULUM VITAE



Alvi Rizqi Barik was born in Jember on May 14, 2000. He graduated from Nurul Jadid Islamic boarding school in 2018. During his study at senior high school, he also studied in the Foreign Language Development Institute (FLDI) as one of the non-formal educational institutions supported by Nurul Jadid Islamic Boarding School which accommodates and facilitates the interest and talents of the santri of Nurul Jadid in Arabic or English skills. He continued his studies at UIN Maulana Malik Ibrahim Malang at the Humanities Faculty majoring in English Literature Department in 2018 and finished in 2023.

APPENDIX

Deviation of Maxims of Politeness Principles Produced by English Literature Lecturers and Students in Class Presentation

Datum	Speaker	Utterances	Date		Types of Deviation
Datum 1	Presenter	Because the time is very limited, we're going to take 3 questions , any of you have question, please raise your hand, mention your name and then your question!	10. 10. 2022		Generosity maxim
Datum 2	Presenter	For your question, actually your answer is on previous group presentation, for the explanation you can open the previous presentation from group 4, they also explain about romanticism very completely. Oke, is that clear?	10. 10. 2022		Generosity maxim
Datum 3	Audience	Five!	12. 10. 2022		Agreement maxim
Datum 4	Lecturer	In English please!	12. 10. 2022		Tact maxim
Datum 5	Lecturer	Good? I actually disagree , but it's okay	12. 10. 2022		Agreement maxim
Datum 6	Presenter	So, to avoid you from sleepy, I want one person to read once more about the title. Farhan, I want you to read the title!	14. 10. 2022		Tact maxim
Datum 7	Presenter	Listen to me , I as the speaker	14. 10. 2022		Tact maxim
Datum 8	Audience	"10 more,10 more"	14. 10. 2022		Generosity maxim
Datum 9	Presenter	10 more? no!!	14. 10. 2022		Agreement maxim
Datum 10	Presenter	Make it simple!	14. 10. 2022		Tact maxim

Datum 11	Lecturer	Do you agree with Agus answer about student give explanation in front of his friend in young children class? Personally, I disagree.	14. 10. 2022		Agreement maxim
Datum 12	Presenter	Stand up please!	21. 10. 2022		Tact maxim
Datum 13	Audience	Hmm, I ask again “giving additional question”.	21. 10. 2022		Generosity maxim
Datum 14	Presenter	Louder please!	25. 10. 2022		Tact maxim
Datum 15	Presenter	Firda, listen up!	25. 10. 2022		Tact maxim
Datum 16	Presenter	Repeat again!	25. 10. 2022		Tact maxim
Datum 17	Audience	Be louder!	25. 10. 2022		Tact maxim
Datum 18	Lecturer	Sorry for interrupting, I have to go to the rectorate. I give the class to you (the class captain). I’m so sorry, see you next week.	25. 10. 2022		Tact maxim



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 UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
 FAKULTAS HUMANIORA
 Jalan Gajayana 50 Malang 65144, CP. 08113031451
 Website: <http://humaniora.uin-malang.ac.id>

Nomor : 35/FHm/TL.00/10/2022

07 Oktober
2022

Hal : Permohonan Izin Penelitian

Kepada

Yth. Bapak/Ibu Dosen pengampu

di

UIN Maulana Malik Ibrahim Malang, Jl. Gajayana No.50,
 Dinoyo, Kec. Lowokwaru, Kota Malang, Jawa Timur 65144

Assalamu'alaikum wa Rahmatullahi wa Barakatuh.

Dalam rangka menyelesaikan tugas akhir kuliah (skripsi), kami mohon diberikan izin penelitian di lembaga yang Bapak / Ibu pimpin kepada mahasiswa :

Nama : Alvi Rizqi Barik

NIM : 18320178

Program Studi : Sastra Inggris

Judul : AN ANALYSIS OF POLITENESS PRINCIPLE DEVIATION
 PRODUCED BY ENGLISH LITERATURE LECTURERS AND
 STUDENTS IN CLASS PRESENTATION: A CASE STUDY
 OF POLITNESS PRINCIPLE DEVIATION AT UIN
 MAULANA MALIK IBRAHIM

Waktu : 10 Oktober 2022 sampai dengan 28 November 2022

Demikian, atas perkenannya kami sampaikan terima kasih.

Wassalamu'alaikum wa Rahmatullahi wa Barakatuh.

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