

**POLITENESS STRATEGY USED BY MICRO TEACHING
LECTURER IN THE WRITTEN COMMENTS OF MINI
TEACHING PERFORMANCE**

THESIS

Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



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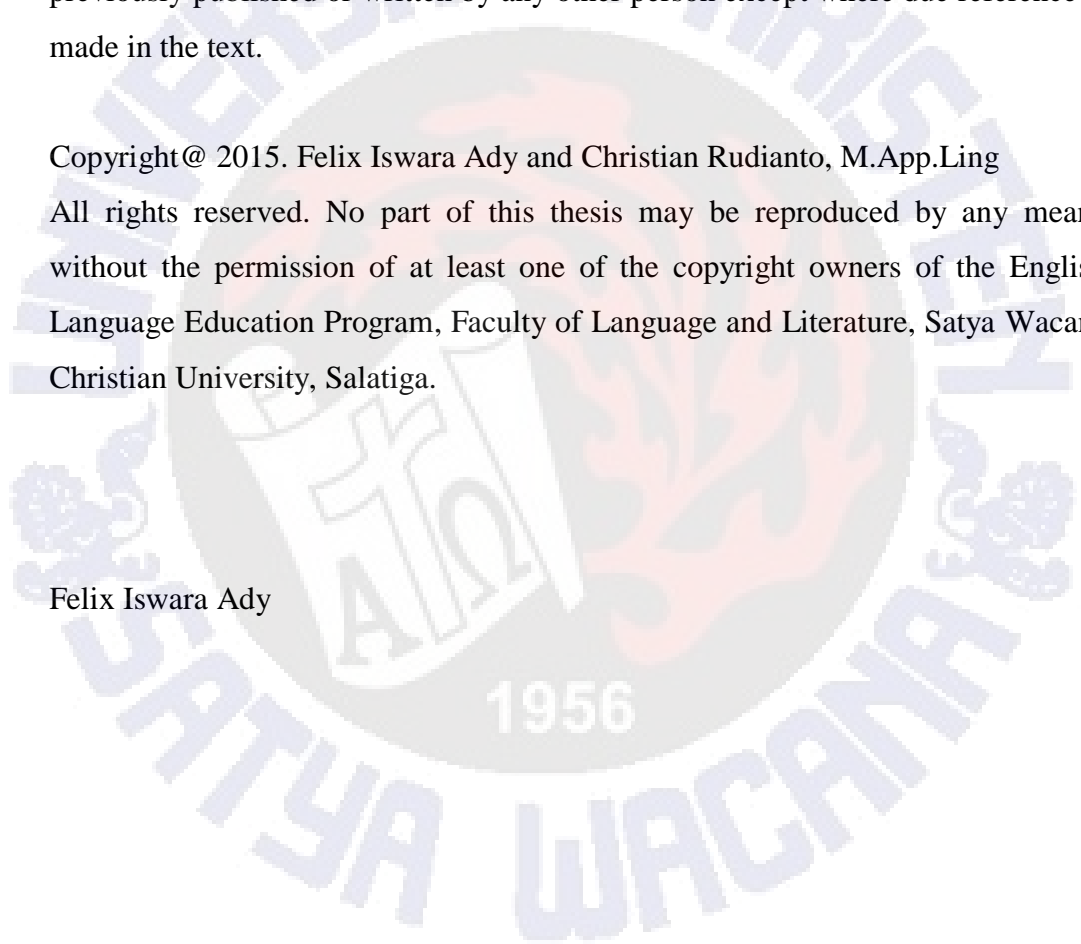
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Felix Iswara Ady



Politeness Strategy Used by Micro Teaching Lecturer in The Written Comments of Mini Teaching Performance

Felix Iswara Ady

Abstract

Written feedback provision cannot be separated from any teaching field. It is mostly given by the teachers or lecturers to their students which provides informations that can be used for students' improvement in learning. Nonetheless, the provision of feedback itself which is given through written language may contain words that could considered as Face Threatening Act (FTA) that may lead people 'lose' their respect. Thus, lecturers may used politeness strategies (PS) to provide feedback. This study was aimed at investigating the PS used by lecturer of Micro Teaching class for their student-teachers. The significance of the study was that politeness strategy is also potential to affect the face of the readers in written comments on students' performance. Seventy one papers of the total four different lecturers of Micro Teaching classes in Satya Wacana Christian Univeristy were observed. Based on the theory of Brown and Levinson (1978) the writer analyzed the written comments. The results revealed the Bald on Record as the most strategy used by the Micro Teaching lecturers. Three of the total four functions of Bald on record strategy was also found and discussed in this study, they are task oriented, alerting, and requesting.

Key words : Politeness strategies, micro-teaching. Written instructional feedback.

INTRODUCTION

We must be polite to other people and make other people not “losing” their face because of our talk. An action that may lead people ‘lose’ their face is called as “face threatening act” or FTA. According to Brown and Levinson (1987) politeness strategies are developed in order to save the hearer's "face". Face refers to the respect that an individual has for him or herself.

In the world of teaching, teachers usually use a written feedback to their students to give the evaluation about the completed task. Politeness strategies may also appear on the written form, because the written form is almost the same as the spoken one. The written form is the spoken form of politeness which is put on the paper. The previous study by Zhao Wanli and Du Aihong (2010), which is entitled “An Investigation and Analysis of Politeness Strategies Employed in College English Teachers’ Classroom Feedback” tells that Teachers use different types of feedback to show different verbal politeness strategies (PS) running as follows: positive PS, negative PS, and off-record PS.

However, explicit correction and criticism of teachers’ feedback are bald on record without redressive actions in spoken feedback. Moreover in the written feedback, the previous study by Tang and Tithecott (1997) entitled “ Peer Response in ESL writing’, revealed that students are able to use politeness strategy when they are taught do so and write the peer written feedback to their friends. Llanos, Arnaldo Button (2014) in his journal entitled The Use of Teacher Written Feedback and Computer Mediated Feedback to Enhance Puerto Rican

English as a Second Language High School Student Essay Writing also added that The teacher-student interaction at the writing sessions is a communicative event that is influenced by various sociocultural factors, such as politeness, the teacher-student power relationship, and cultural norms.

Mercer & Littleton (2007) said that teachers – pupils conversation is usually structured like Initiation, response, and feedback. Knowing that written feedback is some kind of conversation, this study aims at describing politeness strategies used in written feedback by lecturers. This study specifically addresses the micro teaching class, because in this class teachers give comments about students' mini teaching activity in a written form. The significance of the study was that politeness strategy is also potential to affect the face of the readers in written comments on students' performance. This study was guided by research question "what are the Politeness Strategy used by Micro Teaching lecturer in the written comment of mini teaching performance?"

LITERATURE REVIEW

Written feedback

According to Lalande (1982) feedback is the general heading for various techniques that are currently used in many L2 courses to respond to student writing. Feedback is defined as any procedure used to inform a learner whether an instructional response is right or wrong. Chamberlain, Dison & Button, (1998) also defined that feedback is intended to acknowledge the progress students have made towards achieving the learning outcomes of a unit. Good feedback is

constructive, and points students to ways in which they can improve their learning and achievement. Providing a mark or a grade only, even with a brief comment like “good work” or “you need to improve” is rarely helpful. In the article entitled *Written Feedback Improving Students Learning* (eduwittechn.wordpress.com, 2010), it was stated that written feedback can be a powerful tool for helping students to move forward in their learning. However, if we bombard the students with too much feedback, the students will shut down.

Written feedback has the advantage that the student can refer to it over and over again. With oral feedback, the student may forget what was said. Therefore, Cohen and Cavalcanti (1990) said that EFL students feel happy with the written feedback they receive from their teachers. In addition, students like their teachers who praise their written drafts because EFL students believe that such written feedback helps them build their confidence and encourage them to write more. Ferris (1995) also adds that EFL students’ agreement with most of their teachers’ written feedback stems from their acceptance of their teachers’ authority; they consider their teachers as knowledgeable.

However, in general, the students feel frustrated when they find their drafts full of comments. So, the teacher should be aware of the politeness strategy that is used to give the written feedback because the written feedback itself also builds students’ confidence and encourages the student to be better in the next performance. If the teacher does not consider the politeness strategy, the relationship between teacher and student will be threatened because the teacher

seems not encouraging and not support the student for the next performance.

Micro teaching

According to Allen and Eve (n.d) Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practices teaching under controlled conditions.. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones.

In the micro teaching class, the lecturer usually write the feedback instead of said it orally to the students. It is due to the effectiveness of the written feedback itself for the student to learn than the oral one. Students can easily learn when the feedback is written on the paper rather than remembering their oral feedback. The lecturer usually give the written feedback about the teaching performance toward the student for the micro teaching class. However, the written feedback tend to make students lose their face because the lecturer points the weakness of the student straightly, and it makes the student feel embarrassed when their friends read the student's teaching performance feedback. So, there are politeness strategy from Brown and Levinson (1987) to avoid the FTA happen to the student :

Politeness Strategies

Politeness strategies refer to behaviour that can preserve a person's positive self-image and avoid imposing on a person's freedom (Bowe and Martin

2009, p. 28). In terms of familiarity, for instance, we are expected to show our politeness by avoiding a direct request from people with whom we lack of degree of familiarity.

Brown and Levinson (1987) are showing that individual's self esteem (face) motivates strategies of politeness (solidarity, restraint, avoidance of unequivocal impositions). They also said that face is the public self image that every member wants to claim for himself, consisting of two related aspects which are positive face and negative face.

Negative face means the right of territories, freedom of action and freedom of imposition, wanting your action not hampered by other people. Meanwhile, positive face means the positive consistent self-image that people have and their desire to be appreciated and approved of by at least some other people. Brown and Levinson (1987) also said the term of FTA (face threatening-act) which means acts that infringe on the hearers' need to maintain his/her self-esteem, and be respected or in the other hand, we keep the hearer's face to not get embarrassed by our utterances. The politeness strategies are developed to deals with these FTA's term.

Brown and Levinson (1987) divided the politeness strategies into four strategies which are as follows:

- **Bald on record** is does nothing to minimize threats to the hearer's "face", the application is "I want a cup of tea". The detailed strategies of Bald on record are **Emergency: Help!** , **Task oriented: Give me those!** , **Request: Put**

your jacket away. **Alerting**: Turn your lights on! (while driving).

- **Negative politeness** is a strategy that recognize that your hearer has a face to be respected, the application is “I don't want to bother you but, would it be possible for me to have a cup of tea”, the detailed strategies of Negative Politeness are **Be indirect**: I'm looking for a pen, **Request forgiveness**: You must forgive me but.... Could I borrow your pen?, **Minimize imposition**: I just wanted to ask you if I could use your pen. **Pluralize the person responsible**: We forgot to tell you that you needed to buy your plane ticket by yesterday.

- **Positive politeness** is a strategy that recognizes the hearer's face, but it also admits that you are in some way imposing on him/her; the application is “It is ok for me to have a cup of tea”.The detailed strategies of Positive Politeness are **Attend to the hearer**: You must be hungry, it's a long time since breakfast. How about some lunch? **Avoid disagreement**: A: What is she, small? B: Yes, yes, she's small, smallish, um, not really small but certainly not very big. **Assume agreement**: So when are you coming to see us? **Hedge opinion**: You really should sort of try harder.

- **Off-record-indirect strategy** that means take some of the pressure off. You are trying to avoid the direct FTA, the application is “Oh it's so cold there, really needs some warming things”, the detailed strategies of Off The Record are **Give hints**: It's a bit cold in here. **Be vague**: Perhaps someone should open the window. **Be sarcastic, or joking**: Yeah, it's really hot here.

THE STUDY

Context of the study

The setting of the study was in the Micro Teaching class, which is conducted in the Faculty of Language and Literature, Satya Wacana Christian University. The subject is the Faculty of Language and Literature Micro Teaching lecturers, but I will analyze the feedback from their comments in student's mini teaching performance. Micro-teaching is defined as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practices teaching under controlled conditions.. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones. In micro teaching course, the lecturer usually give the written feedback about the teaching performance toward the student

Methodology

The research type is qualitative research; the qualitative research is research that is designed to reveal a target audience's range of behavior and the perceptions that drive it with reference to specific topics or issue. I choose this method because this research analyzed the comments of micro teaching teacher and it reveal the behavior from the teacher. By doing this research, the behavior of micro teaching lecturers when they gave written feedback would be revealed.

Participants

The participants of the study were the 4 lecturers of micro teaching course

through the comments on their feedback in the student's teaching performance. The total papers that observed were 71. The papers were all written by 4 different lecturers of Micro Teaching classes.

Instrument of data collection

The instrument was observation, an activity of collecting which involves looking or listening very carefully (Langley, 1988). The observation was an indirect observation which is done by analyzing the written comments of the teacher about the mini teaching performance in order to get the politeness strategy used by micro teaching to avoid FTA. The portfolio of micro teaching was observed to get the result, and the relationship between student and lecturer will be also observed.

Data analysis

The portfolio was analyzed using the Brown and Levinson's (1987) politeness strategies. The teacher's utterance was categorized and analyzed based on the politeness strategies proposed by Brown and Levinson. In this stage, the writer divided whether certain utterance belongs to Bald on record, Negative politeness, Positive politeness, or Off-record-indirect strategy . The most used strategy would reveal the general politeness strategy that used by the micro teaching lecturers.

FINDINGS AND DISCUSSION

In this section, the writer presented the findings and discussion of this

study. The findings revealed that almost all of the written comments given by the lecturers to their student-teachers in Micro Teaching class were using the Bald on record strategy. Only few of the written comment using strategy aside the Bald on record. In other words, the Bald on record strategy was dominant in the findings. Thus, the writer would like to focus on discussing how the Bald on record strategy used in the written feedback given by the lecturers.

There are four functions of Bald on Record in giving written feedback in micro teaching class they are *task oriented, alerting, requesting, and emergency*. The function of the task is also make to solve the students' problem in their previous mini teaching. The term 'task', which is one of the key concepts in task-based learning and teaching is used for different purposes. In everyday usage, tasks are seen as the commonplace goal-directed activities of everyday life such as cooking dinner, writing a letter, building a model (Long, cited in Kasap, 2005). In instructional task, the term 'task' refers to an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome. (Willis1996: 234). Therefore, Hattie & Timperley (2007) also said that the impact of feedback on learning achievement is low when feedback focusses on “praise, rewards and punishment” only. So, the effective feedback should have a task to make the student improve in the future. The excerpt 1 shows that the lecturer gave a task to the students-teacher through a written comment.

Excerpt 1

‘you need to bring back student attention’.

The lecturer asked student-teacher to bring the lost attention of 'student' to the lesson again that might happened because of some disturbance that make some materials not conveyed by the students. The direct and imperative words revealed the bald on record strategy. This sentence is effective because if we say the task directly when giving, it will be more effective because the addressee will easily understand the task.

Excerpt 2

'Open your mouth, so you can speak clearer',

This time the lecturer asked the student-teacher to open his/her mouth because the his/her sounds is low, and make the 'student' cannot listen the material well. The comment of the lecturer to student-teacher represents the bald on record strategy, because the lecturer directly make the command without considering the student's face. The words 'open your mouth' seems impolite to be uttered toward the student-teacher.

Excerpt 3

'Ask your students to participate',

The lecture asked the student-teacher to be encourage their students to participate in the class activity. This is because the student-teacher dominated the learning and teaching activity and gave little space for the students to actively participate in class. Thus, the lecturer commented directly to the student-teacher to let him know about their weaknesses. It represented the bald on record strategy on

the function of task-oriented.

Excerpt 4

‘Show interaction with the student’,

The lecturer asked to do the teaching interaction deeper with the ‘student’ because the lecturer concluded that the student-teacher seems have little interaction toward the ‘student’. The interaction itself is very important in the learning session. According to Brown and Levinson (1978) bald on record is a direct way of saying things, without any minimization to the imposition, in a direct, unambiguous and concise way. So, the lecture said it without compromise in order to make the student-teachers understand that they must be interact totally with their ‘student’.

Excerpt 5

‘Please master the material well’,

The lecturer asked the student-teacher to master the material well, because the material mastering is the most important thing in teaching English. So, every lecturer should ask their student-teachers to master their material. The direct command represent the bald on record strategy, the lecturer gives them directly in order to make the student-teacher eager to master the material. Therefore, by mastering the material, the teaching learning process will be effective. Thus, direct feedback resulted in the largest accuracy gains. Not only revisions but also subsequent writing (Chandler, cited in Beuningen. 2011)

The second bald on record function is *alerting*. Alerting itself means the lecturer alerted the student-teachers in order to help them understand about their errors. Alerting is usually used when the student-teacher makes some mistakes in their mini teaching and it written in short word. The function of alerting is to give alert toward student-teacher about their mistakes, so by giving alerts the student-teachers will be aware about their mistakes and improve in their next performance.

Excerpt 6

‘No confirmation check after discussing’,

The student-teacher did not give the confirmation after the discussion, so, the lecturer alerted the student-teacher to give confirmation check in the next mini teaching. The lecturer said that there are no confirmation in the teaching with direct style, in order to make the alert effective and the student-techer will understand that giving confirmation is very important in teaching.

Excerpt 7

‘Sometimes you take too much pauses in your instruction’

The student-teacher made many pauses in the way he gave instruction to the students in the mini teaching. Thus, the lecturer straightly commented on the student-teacher’s weakness in his performance. The function was to alert the student-teacher about the weakness so that he was able to recognize and improve his own weakness in the mini teaching.

Excerpt 8

‘Please be more relax’

The lecturer commented that the student-teacher have to be more relax during the teaching. It was because the student-teacher looked nervous which can affect the teaching performance. The lecturer’s comment was used as an alert to make the student-teacher do a better teaching performance in the future.

Excerpt 9

‘Pronunciation, please!’

The lecturer alerted the student-teacher to do the better pronunciation, because the good pronunciation is very important skills in English teaching and it affects the understanding of the ‘students’ about the materials. The lecturer said that the student-teacher have problem in pronunciation in direct and brief word. So, by giving the direct and brief word, the student-teachers will find it easy to notice the reminder from their lecturer.

Excerpt 10

‘It had be better if you put your blouse inside the skirt’,

The lecturer alerted the student-teacher to dress properly in the next teaching because the dress is the image of the teacher that might be immitated by the ‘students’, too. Effective teacher personality is a blend between who we really are, and who we are as teachers. In other words, teaching is much more than just

'being ourselves' (Harmer, 1998). The lecturer alerted the student-teacher to put the blouse inside the skirt because the appearance and fashion of the student-teacher is very important things in teaching. According to Harmer (1998), when teacher walk into the classroom, student want them to see someone who looks like a teacher. Based on this statement, the lecturer must alert it directly to make the student-teacher understand about the image of teacher.

The third bald on record function is *requesting*. In micro teaching, requesting is very important to give student-teacher solution about their weaknesses in their mini teaching performance. Politeness theory (Brown & Levinson, 1978, 1987) offers a useful framework for examining teacher requests and student reactions in the asymmetrical teacher-student relationship. Teachers' professional role endows them with rights to evaluate students' behaviors, constrain their freedom of actions, control resources, and give critical feedback, which unavoidably poses threats to students' positive and negative face (Bills, 2000; Cazden, 1979; Kerksen-Griep, Hess, & Trees, 2003). Given their legitimate power over student-teacher, lecturers might not have to be very polite to student-lecturers in their compliance-gaining requests. If lecturer giving the suggestion although the request is not considering the FTA of student-teachers, the student-teachers will be expected to improve in their next mini teaching performance because they understand the request which is written in direct language. The direct language itself is more effective to make the student-teacher understand what is expected and what is not, rather than indirect language which may create a perception that the lecturer is too kind or tolerate student-teacher's lacks that will

make them not do the request because there are no power behind the request.

Excerpt 11

‘play with tone to make story more attractive’,

The lecturer requested the student-teacher to play with tone in storytelling. So, the story will be more attractive and the student are interested to listen the story telling. The direct request and suggestion represent the bald on record strategy. It is effective because the student-teachers will be able to understand the suggestion in order to make the next mini teaching better.

Excerpt 12

‘you can use ppt, so as not to waste time writing the material’

The teacher requested the student-teacher to use the PPT rather than writing in the blackboard, because the lecturers have opinion that writing in the blackboard are kind of wasting time. The lecturers request the student-teacher that he should use PPT without considering the face of the student-teacher. It can be considered FTA because the lecturer said the term of ‘wasting time’ toward student rather than said ‘choose another method’. At least, the student-teacher have tried to do their best although the action of writing on the board seem to be wasting time. On the other hand, the FTA action is effective to make the student use PPT for their next mini teaching performance.

Excerpt 13

‘you may give welcome card or congratulation card for those who greets you at first time you enter the class’

The lecturer requested the student-teacher to use welcome card to ‘students’ that greets the teacher in first time. So, it will built the politeness of the students toward their teacher. The bald on record is revealed on the direct request to give the congratulation card to make the student-teachers do that request in the next mini teaching.

Excerpt 14

‘give activities which make students encouraged to speak’

This time, the lecturer requested the student-teacher to add more activities in his teaching. It aimed to encourage the students to participate and speak actively in class because the student-teacher was more dominated the teaching learning activity. The direct and imperative words on the lecturer’s comment represented the bald on record strategy.

Excerpt 15

‘Please observe your students while asking them to do the exercise, make sure that your students can follow your instruction correctly’

This time the lecturer requested the student-teacher to observe the ‘student’ to make sure that the ‘student’ do the instruction clearly. The direct and imperative word represented the bald on record strategy. It is effective to make

student-teachers understand the request of the lecturer rather than giving indirect task or requesting with 'sorry' word in front of the request.

These all of written utterances were took place in a micro teaching class. The relationship between the interlocutors are the student-teacher and lecturer. Here, the role of the lecturer is the evaluator of the student-teachers' learning. As stated by Soori (2012), teacher has the role as the facilitator, guide, feedback provider, and evaluator in the students' learning process. It means that in the process of learning, lecturers are responsible not only just giving a grade but also to evaluate the student-teachers' performance by providing meaningful feedback which can be used by the student-teachers itself to achieve a better learning improvement. According to Sadler (cited in Hattie, 2007), to take on the teaching instructional purpose, feedback needs to provide information specifically relating to the task or process of learning that fills a gap between what is understood and what is aimed to be understood. It means the feedback should points on the specific informations about the students-teachers' process of learning, not too general or giving some indirect words. Therefore, the feedback should be direct because the indirect feedback will make the feedback become unspecific. In the direct conversation, the bald on record strategy is kind of ignoring the FTA toward other people, people usually avoid this strategy unless they are superior, have same ranks with their friends, and clearly have different opinion. On the other hand, bald on record could be polite in the correct situation, such as when you make some mistakes, the people beside you must told you directly because if they tells you with indirect or some forgiving words in the beginning, it will make a

perception that they ignoring your mistakes. Especially in the classroom situation, the Bald on Record strategy are used, because the teacher role as evaluator for the students, so the teacher must be direct in order to make the student easily understand about their mistakes in their teaching performance. Using the strategies like off the record in the written form is little bit weird, because the receiver will be confused by kind of indirect utterance. Therefore, the student-teachers will lose their respect toward the lecturers because the student think that the lecturer are very kind to them by giving the indirect comment Especially, in the micro teaching class, the lecturers usually give some task; alert the student-teachers or request to them. To do that, the lecturers should be direct and straight-forward in giving the suggestion in the micro teaching written feedback, in the written form of feedback; the lecturers not talk the student-teachers' face to face which means that the lecturers unnecessary to consider the student-teachers' face.

CONCLUSION

The study was aimed to find out politeness strategies mostly used in written feedback given by lecturers in Micro Teaching class. To do that, 71 written feedback papers of the total 4 different lecturers of Micro Teaching classes were analyzed using the theory of Brown and Levinson (1978) about the politeness strategy (PS).

The study revealed that the Bald on record startegy is the most used strategy in the Micro Teaching classes. This strategy has four functions in giving written feedback for the student-teachers in Micro Teaching class. They are *task*

oriented, alerting, requesting, and emergency. Yet, there were only three functions found in this study. The first function was *task oriented*. It was made to solve the students' problem in their previous mini teaching, for instance asking the student-teachers to improve their interaction with their students, master and deliver the material well, or speak clearly in a louder tone. The second function found was *alerting* that used to help the student-teachers understand about their errors in their mini teaching, for instance alerting student-teachers to dress properly or give confirmation check for the next teaching. The last function found in this study was *requesting*, that is very important to give student-teacher solution about their weaknesses in their mini teaching performance. It can be done by requesting the student-teachers to play with tone in story telling to attract their students or to use PPT in delivering the materials. It can be concluded that the Bald on record strategy was used in Micro Teaching class since it was direct and straight forward which can give an ease to the student-teachers to understand their weaknesses and errors so that it can be improved for better performance in their learning process.

However, the findings of this study has its own limit that cannot be generalized into all contexts. It is because of the subjects involved in this research. This research was done in a formal teaching field in which written comments was given by lecturers to provide students with feedback for their performance.

In order to conduct a further research of politeness strategies, it is strongly suggested for the other researcher to dig deeper about the use of politeness strategy in written comments. Different subjects and setting is very recommended. Finally, the writer wishes that the findings in this study can be used to enrich our

knowledge about politeness strategies.

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APPENDIX

Participant	Data (Utterances)	Type of Politeness	Explanation (reason why you include in certain type of politeness)
Mr Rah Seto	<p>'joke is the best way to break the ice', and 'give reasonable reason for everything'</p> <p>'please be more relax'</p> <p>'your PPT is to plain'</p>	Bald on Record	<p>a. Indirect way to suggest that students should use jokes in mini teaching</p> <p>b. It uses declarative sentence informing the function of jokes in teaching, the plain PPT</p> <p>c. It uses imperative sentence to ask student to be relax</p> <p>d. Alerting student to be relax in the teaching session</p>
Mr Rah Seto	<p>'the explanation was not very clear'</p> <p>'you lost your power, it seems you are not sure of what your explanation'</p>	Bald on record	<p>c. The use of declarative sentence informing that the student lost his power</p> <p>d. the direct way to say the disadvantages of student mini teaching performance</p> <p>e. Alerting student that the explanation was not very clear and not sure about</p>

			the explanation
Mr Rah Seto	<p>'great effort to explain your games'</p> <p>'your student has low motivation'</p>	Bald on Record	<p>1. The direct word to criticize the student mini teaching performance,</p> <p>2. the declarative sentence that give a point to the student</p>
Mr Rah Seto	'be careful, make sure you have exact meaning of each word you taught'	Bald on Record	<ol style="list-style-type: none"> Alerting student to make sure that he have exact meaning of each word he/she taught Declarative sentence to inform that the student should understand about the word meaning
Mr Rah Seto	<p>'open your mouth, so you speak clearer'</p> <p>'your student mostly speak in their mother language not the target language and you do nothing'</p> <p>'sometimes you take too much pauses in your instruction'</p>	Bald on Record	<ol style="list-style-type: none"> Giving task to student to open the mouth Alerting the student that his/her 'student is in their mother language Alerting student that the student take too much pauses Imperative sentences to ask student to do the suggestion.
Mr Rah Seto	<p>'please give more smile'</p> <p>'it is better for you to check your student activity rather than busy preparing another thing'</p>	Bald on Record	<ol style="list-style-type: none"> Giving task to student to give more smile Giving task to the student to check the student
Mr Rah Seto	'please provide specific instruction'	Bald on Record	<ol style="list-style-type: none"> the direct way to inform that the teaching was gradually decreased,

	<p>‘got passion at the first but gradually decreased’</p> <p>‘never made physical contact with your student’</p>		<p>2. alerting to criticize the teaching performance</p>
Mr R a h S e t o	<p>‘pay attention to your students attitude’</p> <p>‘you found some difficulties to orally explain concepts and instruction’</p> <p>‘please give clear instruction for each exercise’</p>	Bald on Record	<p>1. Giving task to the student to pay attention to his/her student,</p> <p>2. give clear instruction for each exercise.</p> <p>3. Alerting the student that he/she have some difficulties in explaining concepts orally</p>
Mr R a h S e t o	<p>‘please choose correct word’</p> <p>‘you need to be more aggressive’</p> <p>‘keep the distance with student, try not too close or too far’</p>	Bald on Record	<p>1. The direct way to suggest student</p> <p>2. giving task to student to do the suggestion</p>
Mr R a h S e t o	<p>‘please be firm for those students’</p> <p>‘do you realize that some of students are eating during class’</p>	Bald on Record	<p>1. The direct way to suggest student</p> <p>2. giving task to the student to be firm with those student.</p> <p>3. giving question seems like imposing student, assume an agreement by asking about the student</p>

			behavior
Mr Rah Seto	word 'nice trick, when you are not sure about students question' 'got the passion, great' 'please pay attention to misconceptual understanding about some words'	Bald on Record	<ol style="list-style-type: none"> 1. The direct way to suggest student to pay attention to misconceptual understanding 2. alerting the student about his misconceptual understanding
Mr Rah Seto	'voice need to be louder' 'need improvement about the class management'	Bald on Record	<ol style="list-style-type: none"> 1. The direct imperative sentence to suggest student to be louder, 2. declarative way to inform student to improve,
Mr Rah Seto	'more English please', 'please prepare everything related to your teaching'	Bald on Record	<ol style="list-style-type: none"> 1. Imperative way to suggest student 2. alerting the student to prepare everything and use more English.
Mr Rah Seto	'direct translation – avoid it' 'please be more English'	Bald on Record	<ol style="list-style-type: none"> 1. directly said to the student to avoid direct translation and use more English 2. Alerting the students to avoid direct translation. 3. Task oriented : ask the student to use more English
Mr Rah Seto	'prepare your AVA before' 'please make sure you know everything about the material'	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students to prepare the AVA before and make sure that he/she is understand about the material. 2. Imperative way to give suggestion toward students.
Mr Rah Seto	'you can connect student background with topic'	Bald on Record	<ol style="list-style-type: none"> 1. Imperative way to ask student to connect background with topic, and bring the

	<p>‘use more English’,</p> <p>‘when students discuss something outside the topic, bring them back’</p> <p>‘please make sure that your information is true/factual’</p>		<p><i>students' back</i></p> <ol style="list-style-type: none"> 2. Giving task to to bring the students back when they were out of topic. 3. Alerting to use more English
Mr Rah Seto	<p>word ‘do not direct translate your statement’</p> <p>use more English please’,</p> <p>‘you need to bring back student attention’</p>	Bald on Record	<ol style="list-style-type: none"> 1. <i>Alerting the students to not do the direct translation and use more English</i> 2. Giving task to the student to bring ack the student attention. 3. It uses imperative sentence to ask students to bring back ‘students’ attention, not do direct translation, and use more English in the whole teaching.
Mr Rah Seto	<p>‘avoid offending and threatening words’,</p> <p>‘play with tone to make story more attractive’,</p> <p>‘be relax’</p>	Bald on Record	<ol style="list-style-type: none"> 1. <i>an imperative way sentence to ask student to play with tone, to avoid offending and threatening words.</i> 2. Request student to play with tone, alerting student to avoid offending words. 3. Indirect way to ask student mastering the story
Mr Rah Seto	‘sometimes you speak to fast’,	Bald on Record	<ol style="list-style-type: none"> 1. <i>Declarative words to inform that the student speak too fast and the red spell is not working yet.</i>

	<p>‘your yel-yel is not working well’</p> <p>‘you can use white board’</p> <p>‘please always give example’</p>		<p><i>being polite to always give example</i></p> <p>2. Requesting to student to use blackboard</p>
Mr Rah Seto	<p>‘pronunciation need to be clearer’</p> <p>‘sometimes you speak to fast’</p>	Bald on Record	<p>1. <i>Declarative words to inform that student is speaks too fast and the pronunciation is unclear,</i></p> <p>2. Alerting students to be more serious in class and giving task to students to give instruction with example</p>
Mrs. Ambarwati	<p>‘speak at reasonable pace’,</p> <p>‘provide your review at the end of your teaching’</p> <p>‘please be careful in organizing teaching material’,</p> <p>‘please unite the students to discuss the meaning’,</p>	Bald on Record	<p>1. <i>Direct way to ask students to speaks slower and provide review at the end of teaching</i></p> <p>2. Alerting student to be careful in organizing teaching material</p> <p>3. Giving task to student to unite ‘students’ to discuss the meaning</p>
Mrs. Ambarwati	<p>‘still teacher centered’,</p> <p>‘can’ be free writing’,</p> <p>‘language use’</p>	Bald on Record	<p>1. <i>Declarative sentences to inform that students still teacher centered,</i></p> <p>2. Alerting students about language use.</p>
Mrs. Ambarwati	<p>‘you had better write the PPT’</p> <p>‘no feedback? For the last exercise?’</p>	<p>Bald on Record</p> <p>Positive Politeness</p>	<p>1. <i>indirect way to ask student to write the PPT</i></p> <p>2. Giving task to student to</p>

			<p>write the PPT</p> <ol style="list-style-type: none"> 3. Questioning the students that make looks Imposing the students, 4. Assume agreement that make the students agree that he/she not give the feedback
Mrs. Ambarwati	<p>'speak at reasonable pace but a little bit doubtful',</p> <p>'show interaction with the student'</p> <p>'please be confidence',</p> <p>'why don't you show a picture the parts of body?'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Declarative way to inform that students is speaks little bit doubtful. 2. Giving task to the student to interact more with their 'student'. 3. Alerting the student to be confident and show the picture
Mrs. Ambarwati	<p>'when you draw the diagram, don't make the students confused on it',</p> <p>'not giving chance to students to participate in teaching and learning process',</p> <p>'quite motivating'</p> <p>'please use English in your instruction' and</p> <p>'please provide AVA, you can use video and</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the student to make the 'student' not confusing because of diagram and use more English. 2. Imperative sentence to ask student to provide AVA, use more English. 3. Declarative sentence to inform that the

	ask the student making sentences using present continuous tense'		student is not giving chance to the 'students'
Mrs. Ambarwati	<p>'still sounds teacher centered',</p> <p>'don't just tell the students about the meaning of vocabulary',</p> <p>'use blackboard to define vocabularies'</p> <p>'you could actually do cooperative learning working in groups, and</p> <p>'please use more English in the teaching and learning process'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to use blackboard, 2. Alerting the student to do cooperative learning and use more English. 3. Imperative way to giving suggestion
Mrs. Ambarwati	<p>'at least you list the expressions used in inviting, inclining and declining'</p> <p>'it was a creative activity, the sitting around activity'</p> <p>'you should have given review before you ask to do the last activity',</p> <p>'it had be better if you put your blouse inside the skirt'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting students to put the blouse inside the skirt. 2. Giving task to student to give review before the next activity. 3. Direct way to criticize the student teaching performance
Mrs. Ambarwati	<p>'show some pictures of food and have interaction with the students',</p> <p>'quite interesting pre teaching but you can have more time for the question',</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the student to show picture. Speak slower. 2. Giving task to the student to have interaction

	‘speak at appropriate and reasonable pace’		with the students
Mrs. Ambarwati	‘you can use other creative technique for asking your student participation’ ‘please distribute your eye contact to every corner’	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to student to use other creative technique in asking student. 2. Alerting student to distribute eye contact to every corner.
Mrs. Ambarwati	‘invite your students to repeat after you reading the expression’ ‘no confirmation check after discussing’	Bald on Record	<ol style="list-style-type: none"> 1. Imperative sentence to ask ‘students’ to repeat the expression. 2. Direct way to said no confirmation check after discussion. 3. Alerting student that there are no confirmation check. 4. Requesting to ‘students’ to repeat the expression
Mrs. Ambarwati	‘clean the blackboard before you teach’, ‘ppt is not quite clear’, ‘you can read the text interactively’ ‘please show the picture a bit slower’, ‘better put all the pictures in one slide and show it for about ½ minutes’	Bald on Record	<ol style="list-style-type: none"> 1. Alerting student that PPT is not clear, show the picture a bit slower, and put all pictures in one slide. 2. Requesting to student to read the text interactively
Mrs. Ambarwati	‘opening is quite motivating but perhaps you could do the discussion in English’, ‘please use more English’,	Bald on Record	<ol style="list-style-type: none"> 1. Alerting that the student should do discussion in English and use more English. 2. Use direct way to inform the

	<p>‘when identifying adjectives better if you put practices for the students’</p>		<p>disadvantages of the students in the mini teaching.</p>
Mrs. Ambarwati	<p>‘check your grammar in your teaching’</p> <p>‘you should have asked your students to read the text’,</p> <p>‘when discussing you could ask your students to participate’</p>	Bald on Record	<ol style="list-style-type: none"> 1. alerting the students to check the grammar, 2. giving task to the student asked the ‘student’ to read the text, asked the ‘student’ to participate
Mrs. Ambarwati	<p>‘be careful with pronunciation’,</p> <p>‘nice pre teaching; however you can show pictures and videos about asking confirmation’</p> <p>‘first of all, why don’t you clean the blackboard? It shows that you’re not ready for your lesson’.</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the student to be careful with pronunciation, 2. giving task to the student to show pictures and videos about asking confirmation. 3. Imposing the student in indirect way that he/she is not ready with the lesson, assume agreement that he is not ready.
Mrs. Ambarwati	<p>‘hope teaching provide introduction, motivation, etc. So that your teaching will not sound so sudden’,</p> <p>‘in reading aloud, provide model for your student’,</p> <p>‘when discussing vocabulary, write the words on the board (the meaning) you’ve mentioned</p> <p>‘slide is not quite eligible’,</p>	Bald on Record	<ol style="list-style-type: none"> 1. Use declarative sentence to inform that slide is not quite eligible. 2. Imperative sentence to ask student to provide the model, and divide blackboard into group. 3. Alerting student that his/her slide is not quite eligible,

	<p>‘divide your blackboard into group you provide overall information’</p> <p>‘please be at reasonable pace, its 7th grade students’</p>		<p>alerting student to slower their pace of speaking.</p> <p>4. Giving task to student to divide blackboard into group</p>
Mrs. Ambarwati	<p>‘pronunciation, please!’</p> <p>‘please don’t speak too fast’, and ‘when discussing vocabulary,</p> <p>‘please don’t give answer right away, invite them to guess by giving clue’</p>	Bald on Record	<p>1. Alerting the student about the pronunciation, not give answer right away, not speak too fast.</p> <p>2. Giving task to student to invite the ‘student’ to guess by giving clue,</p>
Mrs. Ambarwati	<p>‘please provide pre teaching’,</p> <p>‘it’s good to provide correction’</p> <p>‘you must predict the legibility’, ‘a very short teaching, though’,</p> <p>‘ask your students to repeat after you pronouncing expression of certainty’</p>	Bald on Record	<p>1. Declarative way to inform that the teaching is very short.</p> <p>2. Alerting the student to provide pre-teaching,</p> <p>3. Alerting the student that the teaching is very short, predict the legibility</p>
Mrs. Ambarwati	<p>‘you didn’t provide transition sentences before you discuss the preposition’</p> <p>‘when explaining the preposition you’d better use better picture for better understanding’,</p> <p>‘please check the suitable color for the ppt’,</p>	Bald on Record	<p>1. Alerting students that he/she don’t provide transition.</p> <p>2. Giving task to the student to check the suitable color for PPT.</p> <p>3. Direct and declarative way to inform that the</p>

	<p>‘before you start the lesson, you’d better prepare everything’</p>		<p>students did not provide the transition</p>
Mrs. Ambarwati	<p>be careful with your example’,</p> <p>‘don’t give tolerance to your student’,</p> <p>‘why don’t you write the questions on the slide?’</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students to not giving tolerance toward student, alerting the student to be careful. 2. Giving task to student to use pictures.
Mrs. Ambarwati	<p>‘don’t provide information immediately’,</p> <p>‘you can use ppt, so as not to waste time writing the material’</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting student to provide model for conversation, not provide information immediately. 2. Giving task to the student to use PPT. 3. Use imperative sentences to ask student to do some suggestion.
Mrs. Ambarwati	<p>‘you need to speak louder’,</p> <p>‘you can ask/invite your student to read first than find the difficult words from the text’,</p> <p>‘however, no worthy activity as you stated in your skill in LP’</p> <p>‘please manage your time wisely’ is representing the negative politeness strategy.</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students about the legibility of teacher media, giving task to student to provide more exposure. 2. Use declarative sentence to inform that the student should consider the media
Mrs. Ambarwati	<p>‘however, it is for big class, you need to consider the legibility of your media’.</p>	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to student to speak louder, invite the student to read first, manage the time.

	‘please provide more exposure’		<ol style="list-style-type: none"> 2. Alerting the students that there are no worthy activity in the student’s skill in LP. 3. Use declarative sentences to inform the disadvantages of student ts mini teaching performance, 4. Use imperative way to give suggestion toward student.
Mr Prasetyandaru	‘please increase your creativity in AVA’	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to increase the creativity. 2. Use of imperative sentence to ask student to increase the creativity in AVA
Mr Prasetyandaru	<p>‘reduce the explanation, you can use video to save your time’.</p> <p>‘limit your dominance (in giving explanation), give them opportunity to speak’</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the student to limit the dominance. 2. Requesting to student to reduce explanation and use the video. 3. Use imperative sentence to ask the students to do the suggestions.
Mr Prasetyandaru	<p>‘master the materials well! Especially about the structure of invitation’.</p> <p>‘improve your body language and like a well prepared teacher’</p> <p>‘see students when you write in the</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the student to control his/her self in teaching and develop the students to master the material well. 2. Requesting to the students to improve the body language, giving task to

	whiteboard' 'please control yourself, just be relax'		the students to see the students when write in the whiteboard.
Mr Prasetyandaru	'good improvement of your body language and attitude. However, you still need more improvement' 'you need to aware with your activities'	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students to be aware with the activities. 2. Giving task to the students to improve in the next teaching. 3. Declarative sentence to inform that the student needs to be aware with the activities.
Mr Prasetyandaru	'use English all the time', 'reduce your material', and it is not appropriate for 3th grade in public school' 'please give your best effort to open the class', 'please be more confident'	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students to use English, reduce the material and more confident. 2. Giving task to the student to give the best effort. 3. Imperative way to suggest student to give his/her best, and more confident.
Mr Prasetyandaru	'show your enthusiasm', 'add the frequency of using blackboard', 'read aloud the text before you ask students to read aloud' 'please be more relax', 'you need to be	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to add frequency of using blackboard, and read aloud before the student read. 2. Alerting the student to be more relax 3. Use the kind of imperative sentence to give suggestion toward students.

	improve your material development'		
Mr Prasetyandaru	'you may ask to some student, be quick and show your enthusiasm', 'reduce the use of technical terms, if you want to use it make sure they understand'	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to reduce the use of technical terms, directing students to show the enthusiasm. 2. Use the declarative sentence to inform that student should be quick and show the enthusiasm. 3. Use the imperative way to ask students to reduce the technical terms.
Mr Prasetyandaru	'please always check your time management;', 'for some cases, you may speak louder'	Bald on Record	<ol style="list-style-type: none"> 1. Alerting about the time management. 2 2. Giving task to the student to speaks louder. 3. Use the imperative and direct sentences to inform that the student should check time management and speak louder.
Mr Prasetyandaru	'the assignment need to be assessed carefully, it's better to see their the task writing carefully rather than just let them to read it'	Negative politeness	<ol style="list-style-type: none"> 1. Minimize the imposition by giving 'it is better to' in order to make the sentences more polite; 2. Use of indirect way to ask student to see their writing carefully.
Mr Prasetyandaru	'please louder your voice a little bit more! Especially for bigger class' 'be careful with your time management and classroom	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the student to speak louder, and directing the students about the time and classroom management. 2. Direct and imperative way to give

	management'		suggestion toward students mini teaching performance.
Mr Prasetyandaru	'prepare tools for teaching well and check them before you start your teaching' 'please master the material well'	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students to prepare and check the material, 2. Giving task to the student to master the material. 3. Direct and imperative way to give suggestion toward student
Mr Prasetyandaru	'increase your reinforcement'	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to increase the reinforcement. 2. Use of direct and imperative way to suggest student to increase the reinforcement.
Mr Prasetyandaru	'increase your creativity of teaching'	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to increase the creativity of teaching. 2. Use of direct and imperative way to suggest student to increase the creative of teaching.
Mr Prasetyandaru	'they haven't know your objects. Please ask question that lead their understanding'	Bald on Record	<ol style="list-style-type: none"> 1. Alerting that the 'students' don't know about the objects. 2. Declarative way to inform that the 'students' don't know about the objects. 3. Use imperative sentence to ask student to ask question that

			lead 'students' understanding.
Mr Prasetyandaru	'you may invite them to pronoun 'occupation together'	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to invite 'students' to pronoun 'occupation' together. 2. Use of direct and imperative way to suggest student to invite 'students' to pronoun 'occupation'.
Mr Prasetyandaru	'in lesson plan, you read an example of short letter, why did you ask to your student to read it?'	Bald on Record	<ol style="list-style-type: none"> 1. Giving question is sounds little bit imposing the student, 2. Assume agreement that the student agree that he did not ask the student to read it.
Mr Prasetyandaru	'explore the materials more and use the time effectively' 'you need to see more materials resources for kindergarten'	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students to use the time effectively, 2. Giving task to the student to explore the materials more and see more resources. 3. Declarative and direct sentences to suggest the students for the next mini teaching.
Mr Prasetyandaru	'you may give welcome card or congratulation card for those who greets you at first time you enter the class'	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to give the welcome card or congratulation card for who greets the student at first time the class. 2. Imperative and direct sentences to suggest student to give the welcome card or congratulation

			card for who greets the student
Mr Prasetyandaru	<p>'your body language looks panic when the LCD doesn't work'</p> <p>'managing skills need to be improved since the students in the back were forgotten',</p> <p>'increase your time management skills'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Alerting the students to not be panic when LCD doesn't work 2. Giving task to the student to increase time management and use maximum time of preparation. 3. Declarative sentence when informing that the students looks panic when LCD doesn't work. 4. Imperative sentence to ask student to do the suggestion for the next teaching.
Mr Prasetyandaru	<p>'please next time re-check again your video that you have prepared',</p> <p>'if it is writing, better you check it personally with their writing'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Request the student to check personally the student writing. 2. Alerting the student to re-check again the video. Imperative sentence to ask student to do the suggestion for the next teaching.
Mr Prasetyandaru	<p>'please emphasize the sound of article by repeat it several times and invite students to compare with the sound of article'</p> <p>'since your student are 6th grader, reinforce them frequently'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Give task to the student to emphasize the sound of article, reinforce the student because they are 6th grader. 2. Use imperative and direct sentence to inform student that they should emphasize the

			sound of rattle and reinforce the student frequently.
Mr Prasetyandaru	<p>'increase your questioning skills about student's habit'</p> <p>'increase your time management skills'</p>		<ol style="list-style-type: none"> 1. Giving task to the students to increase questioning and time management skills. 2. Use imperative and direct sentence to make sure the student increase questioning and time management skills in the next teaching.
Mr Prasetyandaru	<p>'improve your tempo and audibility of speaking',</p> <p>'improve your classroom and management skills',</p> <p>and</p> <p>'improve your confidence'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Give task to students to improve the tempo, audibility of speaking, classroom and management skills. 2. Imperative and direct sentences to ask student to improve in that aspect in the next teaching.
M r s A l i a	'It is good that you provide pictures to give the student better understanding toward your explanation'	Negative Politeness	<ol style="list-style-type: none"> 1. Minimize imposition by giving it is good word 2. Indirect word to inform that provide pictures make the student have better understanding.
M r s A l i a	<p>'find/use a ore interactive method in delivering structure section'</p> <p>'please use pictures, photograph or video to help you in explaining the materials related to degrees of comparison',</p>	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the students to use pictures, photo or video to help him/her in explaining materials. 2. Requesting the student to not write a lot in the white board, 3. Alerting the students to ask 'students' to

	<p>'it would be better if you elicit the students knowledge related to the topic that you are going to explain'</p> <p>'since you have provided the ppt, you do not need to write a lot on the board. Let the student talk or speak'</p>		<p>speak, not write on the board most of time.</p>
M r s A l i a	<p>'it is better to ask the students to say the sentences orally instead of asking them to write in the blackboard'</p> <p>'do not say that's enough to your students, it is better to say now let's do the next activity'</p> <p>'be more confident in teaching, please'</p> <p>'make the AVA in the re-usable form. So you can use them again next time'</p>	Bald on Record	<ol style="list-style-type: none"> 1. alerting student to not say 'that is enough' to student 2. Giving task to student that be more confident in the next teaching. 3. Requesting the student to ask the student instead of write in the blackboard.
M r s A l i a	<p>'please be more confident in teaching'</p>	Bald on Record	<ol style="list-style-type: none"> 1. Giving task to the student to be more confident in the next teaching. 2. Imperative and direct words to suggest students to be more confident in the next teaching.
M r s A l i a	<p>'it is better if you could ask the students to produce sentences instead of just asking them to repeat after the recordings'</p> <p>'be more confident next time in teaching' and</p> <p>'give more challenging task for the listening session, the listening task is</p>	Bald on Record	<ol style="list-style-type: none"> 1. Requesting the student to ask the student to produce sentences instead of just asking them to repeat after the recordings. 2. Giving task to the student to be more confident in the next teaching and give more challenging

	too easy for this level'		task 3. Use the imperative and direct sentence to give students suggestion for the next teaching.
M r s A l i a	'you do not just deliver the explanation in the conventional way, instead it is more fun and interesting activity'	Bald on Record	1. Giving task to the student to not deliver explanation in conventional way. 2. Declarative and indirect sentences to inform that the student should deliver explanation with creative way.
M r s A l i a	'be careful in using the TPR method in teaching, please consider to your student age, for example the method is not for re-usable you for students' 'remember to make your AVA in form of re-usable ones'. So you don't need to make those similar kinds every time you teach the same topic again'	Bald on Record	1. Alerting the student to be careful in using the TPR method, consider the student's age. 2. Alerting the students to remember to make re-usable AVA. 3. Imperative and direct way to give some suggestion to student for the next mini teaching.
M r s A l i a	'please supervise your student when they are doing exercises, so you will know whether they have problems or not, your instruction not 'please be more relax in teaching, actually you have provided quite various activities but please be careful with your time' 'give activities which make students encouraged to speak,	Bald on Record	1. Giving task to student to supervise student, more relax in teaching. 2. Requesting the student to give activities to make student encouraged to speak. 3. Imperative and direct way to give some suggestion to

	do not give too long explanation'		student for the next mini teaching.
M r s A l i a	<p><i>'it is better if you give more interactive activities related to adverb of frequency'</i></p>		<ol style="list-style-type: none"> 1. Requesting the student to give more pauses and ask to explain to the student related to explanation or video 2. Giving task to student to give more interactive activities related to adverb of frequency. . 3. Imperative and direct way to give some suggestion to student for the next mini teaching.
M r s A l i a	<p><i>'it is better to ask the students to read in turn. So not only one student read it through'</i></p>	Bald on Record	<ol style="list-style-type: none"> 1. Requesting the student to observe your students while asking them to do the exercise. 2. Alerting the student to be more careful with body movement. 3. Imperative and direct way to ask student to observe and be careful with the body movement.