

## CHAPTER V

### RESEARCH DISCUSSION

In this chapter the researcher presents the discussion of the research that have interpreted by the researcher related to the finding.

#### A. Discussion

In the process of communication, considering other's face is needed in order to make the communication run smoothly and make the symphonious situation. One way to considered other's face was by applying politeness. Politeness is a communication strategy that people used to maintain and develop relationships and a technical term in language study to signify the strategies we use to achieve our goals without threatening the self-respect of others.

The researcher found some politeness strategy used by the speaker even the students speak with their friend or speak to their lecturer and the lecturer speaks to their student. There are five politeness strategies applied in the findings above, baldly politeness strategy, positive politeness strategy, negative politeness strategy, off record strategy ant the combination use of positive politeness strategy and negative politeness strategy. Those all strategies are used in order to minimize the FTAs, furthermore the researcher found that in the classroom discussion the speaker also used no politeness strategy but the speaker wants to be respected even though they did not use any mitigating devices. In the argumentative speaking class the atmosphere is different than casual conversation, the students will be free using their utterance and they will strengthen their arguments to make the suitable good reason to the hearer even though they had no theoretical background about the topic. The relation between the speaker and the hearer or the culture from the lecturer and the students can be the one of the condition that influence the situation.

The discussion is not only to show conversation, the conversation is not only consist of arguments of agreement and disagreement but also contained the conversation of self humiliating, suggestion, addition, apologizing, thanking, and excusing. Besides, the important thing was they didn't concern to the utterance they used but they only declared their arguments to fulfill the teachers' task to pass the course at fourth semester. They are not do conversation that purpose to entertain the hearer, they did not use any script or etc, but the students had declared their arguments by themselves, so it would be natural situation even though there were no theoretical backgrounds that will make their argument strong. The lecturer and students played important role in this situation, the lecturer is the one who presented the main topic or some issues that had been become the discussion of the students so the teacher in this situation take a role as a moderator and also the presenter and then the students take a role as a moderator, presenter and mediator, the lecturer actually asked her students to be active participant to give comments or suggestion for the better knowledge.

The speaker and the hearer in this case are classified by the researcher in to three segments, they are the lecturer uttered to her students, the students talked to the students, and the students talked to the lecturer. The success of the discussion depends on how the speaker or the moderator manage the discussion well. This study was aimed to describe about the communicative function that found in the classroom discussion, what politeness strategy employed by the lecturer and the students to minimize FTAs or make the hearer feels comfortable when they have conversation in discussion especially in the classroom argumentative class. In the argumentative class there was a group against another group using natural arguments that they had.

From the finding and analysis of the data above the researcher classified some communicative function they are act of ordering and requesting, reminding, apologizing, self humiliating, agreeing, disagreeing and excusing. The researcher also found 4 politeness

strategies that used by the speaker, they were positive politeness strategies, negative politeness strategy, baldly politeness strategy, and off record strategy. Then the researcher found the data that contain some FTAs, the researcher found 4 FTAs, FTAs that threaten hearer's negative and positive face and FTAs that threaten speaker's positive and negative face.

While some utterances of the speaker used no politeness strategy. From the FTAs the researcher found most of the students often affected hearer's negative face and hearer's positive face, only some utterances contained the FTAs that threatened speaker's positive and negative face. The example of FTAs that affected hearer's face often appeared in order and request classification. In order and request the speaker used direct strategy and indirect strategy, the direct strategy used by the speaker using the word 'you' or imperative sentence. The students often choose indirect order and request using illocutionary act, WH question or using modal but they did not consider that they did that illocutionary act because they do not get any knowledge of literature especially pragmatics course, pragmatics course will be studied by the students later in the sixth semester. While the next FTAs is included suggestion and advice, but the first rank was order and request. In the act of suggestion the speaker whether the students or lecturer intrinsically performed disagreement to another's utterance. The FTAs that threaten hearer's positive face mostly used by the students to show disagreement/ contradiction.

FTAs that threaten speaker's negative face also often found when the students performed thanking. Only some utterances included in reminding or excuses. Then the researcher found the FTAs that threaten speaker's positive face in self-humiliating. In certain condition one utterance can be classified into two; FTAs that threaten hearer's negative and positive face as like the utterance that cited suggestion but it also can be mention as disagreement. Now is about politeness strategy that was employed by the students to

minimize FTA. Based on the finding the students often used negative politeness strategy, the politeness strategy used only in some utterances. In certain case the speaker performed no politeness strategy, so they used direct instruction using imperative sentence. It was because the limitation of time and perhaps because the function of discussion here is to exchange idea in classroom so they used the utterance that stated deference or respect to the hearer but it is still using polite language.

The students also stated the implicit meaning from their utterance. That strategy used off record strategy that indirectly deliver the speaker's want such as the word '*you know sangkal putung is traditional massage*' the speaker indirectly suggest his friend to go *sangkal putung* because *sangkal putung* is cheaper than medical treatment. Here the speaker did not impose the hearer to do the speaker's want. But he choose the word that can be understood by the hearer to make the hearer can reach the speaker's want.. When the students decided to choose negative politeness strategy, they often used indirect order or suggestion, question, and no politeness strategy became student's favorite in delivering their utterance to minimize FTA. In this classroom discussion when the speaker performed positive politeness strategy they indicated that they prefer using disagreement, requesting and ordering, and asking or giving arguments, only in certain condition joking was applied to neutralize the condition.

But negative politeness strategy often appeared when the speaker tried to minimize face threatening act, it can be seen from the hedge '*up to you*' or question used, the researcher also found sometime when the speaker used negative politeness strategy for example in act of ordering the speaker also combined of using identity marker that showing the used of positive politeness strategy such as the word '**mom, buddy, etc**' so the speaker combined using negative politeness strategy and then using positive politeness strategy . According to Brown and Levinson theory negative politeness strategy was used to minimize negative face threatening act and positive politeness strategy is used building solidarity,

showing the other is liked and seen as desirable. Redress directed to the addressee's positive face, his perennial desire that his wants should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that someone's own wants. But for some reasons positive politeness strategies are usable not only for FTA redress, in general as a kind of social accelerator, where the speaker in using them indicates that he/she wants to come closer to the hearer. Positive Politeness is usually seen in groups of friends, or where people in the given social situation know each other fairly well. But in certain cases face-threatening acts which threaten positive face could be minimized using negative politeness strategies based on certain conditions. In delivering the arguments to make the harmonious condition the speaker should consider the hearer's desire, and vice versa.