

CHAPTER IV

RESEARCH FINDING

A. Research Findings

In this chapter the researcher presents the research findings as the result of data analysis. Referring to the statements of research problem, the researcher includes two research areas namely: 1. The communicative function used by lecturer and the students that found in classroom discussion 2. The politeness strategies used by teacher and students in classroom discussion.

From the data analysis the researcher found directive communicative function such as act of requesting and ordering, act of suggesting, interpersonal communicative function such as the act of excusing and apologizing, and personal communicative function such as the act of agreeing and disagreeing, and self humiliating, then the researcher classified the data among lecturer to students, students to students and then students to lecturer. Furthermore, based on the second research problem, the researcher found the politeness strategy that contained FTAs that threaten S's positive or negative face and H's positive or negative face. The speakers also tried to use some strategies to minimize FTAs. The researcher found five politeness strategy in some utterances, they are positive politeness strategy, bald politeness strategy, negative politeness strategy, off record strategy, and using both positive and negative politeness strategy, eventhough there was no FTA in some utterances, but the students and the teacher used their politeness strategy to satisfy and make a symphonious communication between the speakers to the hearers.

1. Communicative functions found in argumentative speaking class

a. Ordering

This act belongs to directive communicative function, it contains something that the speaker told to do to the hearer that the hearer must do it. The researcher found the utterance that contain act of ordering such as conversation bellow :

[1] All: love mom

E: love maybe (*Students laugh*) ok, have you ever seen that some people on the street drive in the high speed ? and then just like (*wing wing wing*) (*Students laugh*) yes...some of you yes.....**ok, my students do you think that it's bad habit or good habit ?** (1)

I: I think although it prefer has bad habit than good habit but I disagree with ma'am Emi's say because sometime it's totally is not always bad habit for coming late perhaps like that,

E: Then so it is depend on the condition right ? if it is needed you drive in the high speed, so I will do it. Because when I come late, the lecturer will punish me, when I'm late. and **the others please give another opinion !** (2)

Description of context: the conversation above happened in the first meeting, it is the conversation of the lecturer to the students, In this discussion, the lecturer's name is initialed by alphabetic E. The lecturer in this classroom discussion presented her course directly with her argument related to the topic about bad habit . the lecturer came to the class and argued to the students about bad habit in Indonesia, after several minutes arguing about Indonesian bad habit , the lecturer pleased the students to give comment, suggestion or additional information in order to make the students more active. The lecturer wanted to invite the student arguments. The lecturer started to tell his own story to the students about her own bad experience in the street and then the teacher are order to her students with her utterance (1). Then there is a student initialed by 'I' that give arguments of the lecturer's experience.

Because only the one student that give argument, the lecturer try to give another utterance that contain act of order such as in the utterance (2).

The act of ordering practically happened from the people that have high power to the people that have low power such us in the excerpt [1] above, that is the conversation of the lecturer that has higher power than her students. The characteristics of this act usually in the imperative sentence such as utterance (2) but here the researcher also found another characteristic of this act that is in the form of interrogative sentence such as in utterance number (1). The characteristic of the act of ordering is in the clausal form such as excerpt [1] above. The lecturer ordered her students to give their arguments in the classroom discussion in order to make the active student's participation in the classroom discussion. but the researcher also found the act of ordering in the phrasal form such as the analysis bellow :

[2] J: Sorry mom I did not agree, I think that is totally bad habit(2)

E: Ok...according to Prof. Joko it's is totally bad habit, is it totally not bad habit for the others, is it totally bad habit or in between good habit ? *any ideas perhaps?* (3)

Description of context: the conversation above also happened in the first meeting, it is the conversation of the lecturer to the students, In this discussion, the lecturer's name is initialed by alphabetic E. There is a student initialed by 'J' that gave arguments of the lecturer's experience. Student 'J' did not agree with the lecturer's utterance number (2). Because only two students that give arguments, the lecturer try to give another utterance that contain act of ordering to the students to give more arguments such as in the utterance number (3).

It happened from the lecturer to the student, the lecturer ordered to her students to give more idea with such kind of interrogative sentence, she wants her students to give more arguments by using such as utterance number (3). The differences between excerpt [1] and

excerpt [2] above that is the act of ordering are was declared by clausal form. The researcher found another analysis that will be shown bellow :

[3] E: *Yes, it can be occurred on the accident potention, may be crash, it's not give a benefit.*

Please any other idea maybe ? may be some idea with puput and joko or you have another reason ? (4) ok, come on, no ideas, ok, if you have no ideas never mind don't worry, I will give you eh..invite your idea...ok, for another could you give me some examples about bad habit around us or even your bad habit ? (*Students laugh*) I will not tell to the other students ok, let me give an example, ok ma'am I have bad habit I'm not a good person so I have to in hurry when I have a morning class for example if you think that's not a bad habit you may refuse (*Students laugh*) it is good habit ma'am because I usually study in the late of the night so after sholat subuh I will not get up I used to sleep again.....okay...*any ideas about bad habit ?*(5)

Description of context: the conversation above happened in the first meeting, it is the conversation of the lecturer to the students, In this discussion, the lecturer's name is initialed by alphabetic E. The lecturer responds the students arguments, because in this context the lecturer teaches argumentative speaking class, she wants to make the students more active than in the formal course, the lecturer tries to give another utterance that contain act of order to the her students to give more arguments such as in the utterance number (4). Because no one give arguments the lecturer gives more order such as I the utterance number (5).

In this case in the utterance number (4) the lecturer ordered her students using variety of languages. At the first utterance the lecturer order with clausal form that contain direct order and then the next she combined using phrasal form using indirect order to make the students give their arguments. The next analysis will be shown bellow :

[4] E: Only the lecturer ? *do you think that your late will be distract by other students ?*(6)

O: what is distract ? please explain ma'am I don't know

E: Distract means disturb (*lecturer comes forward and writes down the word "DISTURB AND DISTRUCT" in the white board*) coba...coba...check ***check in your dictionary !*** (7)

Description of context: the conversation above happened in the first meeting, it is still the conversation of the lecturer to the students, In this discussion, the lecturer's name is initialed by alphabetic E. The lecturer still tries to increase the students' arguments using the utterance number (6). Then there is a student initialed by 'O' that confused to the lecturer explanation. So because the student 'O' did not understand with the lecturer's explanation. The lecturer tries to give explanation again related to her explanation before that cannot be understood by student 'O'. To make the students more understand of what the lecturer means the lecturer order to her students to check in the dictionary such as utterance (7).

In the utterance number (6) the lecturer as a speaker orders her student using indirect order. This act is in the form of interrogative sentence, the lecturer indirectly order to her student to give more argument using the bold italic utterance number (6). But in the utterance number (7) the lecturer orders her students using imperative sentence in the form of clausal, the lecturer directly ordered her student to check word 'distract' in the dictionary. These act of ordering above still show its characteristic that acts of order occur with the people that have more power to the people that have low power. In this case the speaker has more power than the hearer. Another example will shown bellow :

[5] E : Okay ***you may choose one of your friend.***(8)

K : (*raises his hand*) sorry mom how if we found another bad habit out of the video ?

E : yes, that is good idea, good addition. Ok thank you now ***please pay attention and watch this video!*** (9)

(*students watch the video*)

E : *Okay please discuss this video with your member in five minutes!* (10) and *I need one volunteer to come forward firstly!* (11)

Description of context: the conversation above happened in the first meeting, it is still the conversation of the lecturer to the students, In this classroom discussion, the lecturer's name is initialed by alphabetic E. The lecturer divides her students into 6 groups and the lecturer wants her students to choose the member of their group by their own choice such as in the utterance (8). After that there is a student initialed by 'K' that ask to the lecturer if they have their own bad habit that may be did not mention in the video. Then the lecturer agreed to the student's argument and orders her students to pay attention to the video such as utterance (9). After the students watched the video the lecturer orders to her students to discuss, in the utterance number (10) and orders her students to come forward such as utterance number (11).

In this case the lecturer used variety of language when ordered her students, in the utterance number (8) the lecturer using indirect order. She indirectly ordered her student to choose her friend using affirmative sentence in the form of clausal sentence and then the lecturer used direct order in the utterance (9), (10), and (11) used imperative sentence in the form of clausal. Furthermore the researcher also found the act of ordering such as follow :

[6] A: Okay we would like to deliver our discussion near my friend's house , near his house there are many people that have a cow cage and then the house and mie ayam , could you imagine ? you can imagine that will make bad smell and air pollution, how pity the people there, they just make like a hole

E: oo...*you can see beautiful scenery.* (12)...*(all students laugh)*

Description of context: the conversation above happened in the first meeting, it is still the conversation of the lecturer to the students, In this classroom discussion, the lecturer's name is initialed by alphabetic E. There is a student initialed by 'A' gave argument to another group in the classroom discussion. Then the lecturer responded the student's argument using the ordering communicative function such as in utterance (12).

In this case the lecturer ordered her student to imagine what the condition that is being told by student 'A' using indirect order in the utterance (12). The lecturer as a speaker also used affirmative sentence that indirectly contain act of ordering to another students in another group to imagine the condition that explained by student 'A'. Another analysis will be shown bellow :

[7] E: Okay last week we have discussed about bad habit, so now I have a some kinds of game actually guessing game so one of you will guess a word and your friend surround you will be as informants this game as like as scrabble but it is only the simple way of it....okay pay attention to me ! I would like to divide you into two groups.....this one in the right hand is the first group and the second one is the second.....***okay let's begin the game buddy!*** (13).....***please choose one of your friend as a volunteer to become a guesser !*** (14)

E: Okay once more for a word and you will be a face...(lecturer is writing the guessing word in the whiteboard)

Description of context: the conversation above happened in the second meeting, it is still the conversation of the lecturer to the students, In this classroom discussion, the lecturer's name is initialed by alphabetic E. The lecturer gives the review of the last discussion about bad habit. Then the lecturer tried to give warming up to her students using guessing game before started the next material. The lecturer wants to divide the students into

a group. Then the lecturer starts the game using such as the utterance number (13), then the lecturer orders to her students to choose one of their friends to be a volunteer to come forward such as in utterance (14).

In the excerpt [7] above, the lecturer ordered her students to start the game using direct order such as utterance number (13). In the utterance (13) lecturer uttered act of ordering using imperative sentence in the clausal form, furthermore in the utterance (14) the lecturer ordered again her students to choose one of their friend using imperative sentence in the same clausal form. The next analysis will be shown bellow:

[8] D: She is always using bikini yes and KPI is censored it so when the children watch it the children who see it they will curious

E: Very curious

D : Yes what, why, what, why shandi is blur ?

All: *(students laugh)*

D : they started ask to their parents and their parents will be confused

All: *(students laugh)*

D: Confuse how to explain to their children

E: Ya Okay just explain it just explain it ya! and then ***what do you think is there any correlation between watching television and people house ? what do you think ? (15) can you show me the correlation ? (16)***

Description of context : this discussion happened in the second meeting, it is the discussion between the lecturer to the student, the lecturer initialed by alphabetic 'E'. there is a student initialed by alphabetic 'D' that explained about the negative effect of watching

television for the children. The student explained the censored television program that usually by using blur picture such as Shandy in the SpongeBob square pants. Then the lecturer try to enlarge the students interpretation to giving an argument by using utterance in the number (15), moreover the lecture strengthen her act of order by using utterance number (16) to make the students be active participants in giving arguments.

In the utterance number (15) the lecturer used indirect order, the lecturer indirectly ordered her student to give another arguments that stronger than before using any kind of hook sentence such as ‘what do you think is there any correlation...’ in the utterance (15), but in this sentence the act of ordering occurred in the interrogative sentence in the clausal form. But in the next utterance number (16) the lecturer directly ordered the student to show the correlation using imperative sentence in the clausal form, it aims the lecturer mean can effectively done by the students. Another explanation will be shown as follow:

[9] M: Ya...and for us television as like narcotic we will make us follow all the television program and will make us lazy to do anything. Oh yes it is...

E: *Okay any other addition comment or suggestion* (17) *okay rise your hand !* (18)

Description of context : this discussion happened in the second meeting, it is the discussion between the lecturer to the student, the lecturer initialed by alphabetic ‘E’. There is a student initialed by alphabetic ‘M’ that gave argument about negative effect of watching television, then the lecturer wants to make the discussion live, the lecturer wants the another students to be active participant that can give a comment or suggestion, so the lecturer ordered her students using the utterance number (17). Then the lecturer ordered her students to give the argument by raising their hand such as the utterance number (18).

In this discussion the lecturer literally ordered her students using clausal form head act in the utterance number (17) and then supporting move in the utterance number (18) the

lecturer indirectly ordered her students to give such kind of comment addition or suggestion about student 'M' argument by using affirmative sentence in the clausal form, and then in the utterance number (18) the lecturer used imperative sentence in the form of phrasal to make the effective condition.

The researcher also analyzed the conversation between the students to the students it will be analyzed in the next subheading.

b. Requesting

This act also belongs to directive communicative function. The act of request is the act that uttered when there is a speaker asks for something more polite or more official. The analysis will be shown bellow :

[10] E: Okay please discuss this video with your member in five minutes and I need one volunteer to come forward firstly.

J: *Could you tell me what are you disagree with this video ?* (19)

D: ok Jok....let me think, I think I do not agree with the video number five because in Indonesia we always be helped by another person not we are go ourself to the hospital.

Description of context : This discussion happened in the first meeting, it is the discussion between the student to the student, one student initialed by alphabetic 'J' and other student initialed by alphabetic 'D'. Student 'J' indirectly requesting to student 'D' to give the argument about what event that student 'D' did not agree with, in the utterance number (19).

The act of requesting practically happened from the people who have same power to the other such as in the excerpt [10] above, but it also happened to the people who have low power to the people who have high power. The conversation above happened from the student to student who has same power each other. The characteristics of this act usually in

the imperative sentence, but again here the researcher also found another characteristic of this act that is in the form of interrogative sentence in utterance number (19). The characteristic of the act of ordering is in the clausal form such as in the conversation (19) above. The student requested to his friend to give their arguments in the classroom discussion about the video that have shown by the lecturer. Because in the act of requesting the speaker ask for something politely or officially, so the speaker usually uses modal ‘could, would, etc.’, that is the one characteristic of requesting act. the act of requesting is different with the act of ordering, the differences are from the speaker itself, in the act of requesting the speaker has low power to the hearer who has high power, or the speaker has same power with the hearer. But in the act of ordering, the speaker has higher power than the hearer to show his / her superiority.

In the utterance number 19 above, the speaker indirectly requested to the hearer to give arguments about the topic that day, the speaker here used interrogative sentence to be polite and official when the requested to the hearer. The same case will be analyzed as follow:

[11] S: Yes ma’am but you are a success villager ma’am, sorry mom sorry mom (*students laugh*)
actually when we got an accident we always be helped by the others mom, Indonesia is a socially region ma’am.

D: *Might I add an argument Sel ?* (20)

S: In Indonesia if we got an accident the people around the place will be gather and help us and then they automatically stop the running car and take us directly in the hospital....okay that’s our discussion ma’am thank you very much.

Description of context : This discussion happened in the first meeting, it is the discussion between the student to the student, one student initialed by alphabetic ‘S’ and

other student initialed by alphabetic 'D'. In the utterance number (20) the student 'D' requests to student 'S' that student 'D' wants give argument.

In the utterance number (20), the student 'D' indirectly requesting to student 'S' for giving the chance for him to delivering his argument related to the topic that day about bad habit in Indonesia. The speaker requested to the hearer politely used interrogative sentence. The speaker uttered in the clausal form to make effective time. The researcher also found the utterance in the affirmative sentence that contain act of requesting, that utterance will be analyzed as follow :

[12] K: Okay Assalamualaikum Wr. Wb

All : Waalaikum salam Wr. Wb

K: *In here we want to, we would like to discuss our opinion* the first opinion I will *opo jenenge* (21) I will deliver our opinion about the number one...I think some people always throw the rubbish everywhere of course in my house beside my house there is a river, they always throw the rubbish in there so the rubbish makes the *air* flow cannot well and it makes the flood and when transportation through our home not through well he choose make new rule they built new drum most wider and make close something like cement

Description of context : This discussion still happened in the first meeting, it is the discussion between the student to the students, the student initialed by alphabetic 'K' and he wanted to present their discussion in front of another group.

In the utterance number (21) the speaker used affirmative sentence in order to request to the hearer. The speaker use indirect requests in order to make the hearer not be forced by the speaker. The speaker indirectly requests to the hearer that the hearer should pay attention to the speaker explanation. It is the polite strategy in act of ordering by using such

affirmative sentence in the clausal form. The researcher also found the utterance in the form of phrase, the analysis will be shown as follow :

[13] All: Okay Ma'am

J: is it kind of thing friends ?

All: No

J: *Could it be used ?(22) Please give me another clear clue friend ! (23)*

All: No

Description of context : This discussion still happened in the second meeting, it happened while the student initialed by alphabetic 'J' and their friend was playing guessing game, and he requested to her friends in his group to give a clue to be a key better answer.

In the excerpt [13] above, the student indirectly requested to his friends to give a clue for him politely by using interrogative sentence in the phrasal form, he requested to his friends to give a clue for him to be a key better answer. And in the utterance (23) the speaker directly requested to his friend used imperative sentence, here the speaker wanted to make it clear that he requested to give a clue for better answer. The researcher also found the act of requesting in the form of imperative but it does politely by the speaker to the hearer, further analysis between the student to the student will be analyzed as follow :

[14] B: Like Music, Gossip, break out in the rtv but we should choose the right program and

what we think it will be better for us such as educational program such as net tv

E: Yes

B: *Okay you might give a comment ! (24) (Joko interrupts Binti)*

Description of context : This discussion still happened in the second meeting, it happened while the student initialed by alphabetic 'B' delivered her arguments about bad

effect of watching television and their friend initialed by alphabetic 'J' was interrupting her, so the speaker requested to her friends using such utterance number (24).

In the utterance (24), the speaker indirectly requested to the hearer to respect her turn, the speaker here used imperative sentence but has implicit meaning. Because the speaker was interrupted by student initialed 'J', she requested to the hearer to respect her turn without directly force the hearer, the speaker used such utterance (24) to make polite condition.

Beside the researcher found the utterance between lecturer to the student and student to the student, the researcher also found utterance between student to lecturer that contained act of requesting, the analysis will be shown bellow:

[15] All: No.it can be it can be

E: Okay well I would like to give you a clue for you this is related to the school activities

B: Is it in the library ? *could you please give another clue mom !* (25)

All : *(students laugh)*

E: Okay the next clue is the form is in the column

B: Schedule

All : It can be

Description of context : This discussion still happened in the second meeting, it happened in the guessing game, the students initialed by alphabetic 'B' requested to her lecturer to give a clue such utterance (25), because that moment the word is very difficult for her.

In the utterance (24) above, the speaker initialed by alphabetic 'B' indirectly requested to her lecturer to give a clue for her, the speaker used interrogative sentence in the clausal form to make her utterance more polite without force the lecturer that has superiority in the classroom discussion. The researcher found act of requesting declared in the affirmative sentence and the analysis will be shown as follow :

[16] All : Married by accident

M : Ya...and for us television as like narcotic we will make us follow all the television program and will make us lazy to do anything. Oh yes it is...

E: Okay any other addition comment or suggestion okay rise your hand !

D: *Ma'am I would like to give a comment and suggestion.* (26)

E:Ya...please speak up !

Description of context : This discussion still happened in the second meeting, it happened in the guessing game, the students initialed by alphabetic 'D' and the lecturer initialed by alphabetic 'E', and there is another student initialed by alphabetic 'M', the student 'M' explained her argument about bad effect of the television and then student 'D' requests to give a chance for delivering comment and suggestion such utterance (26).

In the utterance (26) the speaker requested to the hearer using affirmative sentence in the clausal form. The speaker indirectly requested to give choice for him to give a comment and suggestion without force the hearer initialed by 'E', then the hearer 'E' give a chance for the speaker.

c. Self – Humiliating

This act contains utterance which makes the speaker feels shame or lose his / her superiority, and respect for him / herself. The researcher found the utterance between the lecturer to the students that contain this kind of act, the analysis will be shown as follow :

[17] D: Because we only have two minutes time we only discuss one topic the topic is number 5
it is called the accident you live in the village all right? I see (*students laugh*)

E: *I am a villager too* (27)

Description of context : This discussion happened in the first meeting, the lecturer initialed by alphabetic 'E', it happen while there was a student who delivering her argument

about Indonesian bad habit, topic in the first meeting, and the student was asking about ‘you live in the village right’ then the lecturer responded using such utterance (27).

The characteristic of this act usually declared in the affirmative sentence in the clausal form. Usually its characteristic shown in its meaning that contains losing the speaker’s self-superiority. In the utterance number (27), the speaker loose her superiority as a lecturer in the classroom discussion. Beside the utterance between lecturer to the student the researcher also found he conversation between student to student that contain act of self – humiliating. The analysis will be shown as follow :

[18] D: They would prefer go to there we will give an example I broke his hand

Maftuh....(*students laugh*)

M: Oh....you broke my hand

D:*Oh no how stupid I am....*(28)

M: Hospital hospital ? I am afraid go to hospital I am very afraid but my.....

Description of context : This discussion happened in the first meeting, the student as a speaker initialed by alphabetic ‘D’, it happen while there was a student who delivering his argument about Indonesian bad habit, topic in the first meeting, and then student ‘M’ here act as Indonesian people who has broken leg, because his leg was broken by his friend ‘D’ then the student ‘D’ uttered such utterance (28).

The utterance (28) contained act of self – humiliating, because the speaker lost his own superiority, lost his own honor. The speaker regretted his previous act that broke his friend’s leg. The speaker uttered in the form of affirmative sentence in the clausal form.

In this case the researcher did not find act of self humiliating between students to the lecturer, because culturally it is not polite for the Indonesian people especially students who has low power than the lecturer who has high power.

d. Reminding

This act will make someone think of something they forgotten or might forgotten or might wrong which recalled by someone else. The researcher found the act of reminding between lecturer to the student, the analysis will be shown bellow :

[19]E : Not like sasha doing ya ?

J: ya ma'am all right

E: (*students laugh*) I want to take picture with you...foto...foto..*have you enough ?*(29)

J: yes

E: Ok, thank you, please choose another friend ?

J: Okay after we discuss we choose Dina and Shela, ok for Dina and Shela two minutes for you.

Description of context : This discussion happened in the first meeting, the student initialed by alphabetic 'J' delivered his argument to the participant including the lecturer that initialed by alphabetic 'E', the student 'J' delivered his argument without considered that his time for delivering was up, then the lecturer initialed by alphabetic 'E' reminded her student by using such kind of utterance number (29).

Common characteristic of this act is declared in the form of interrogative sentence in the clausal form. The speaker usually used such kind of asking utterance as like as utterance number (29). Further characteristic of this act is in its content, this act contain recalled action to the hearer so the hearer will get what the speaker's mean even though the speaker did not exactly including word ' I remind you' in his / her utterance. The speaker usually used a kind of asking word to not force the hearer, the speaker usually used implicit meaning to reminding the hearer. Beside of characteristic above, the researcher also found the act of reminding between student to student that declared in the form of affirmative sentence in the clausal form. And the analysis will be shown here :

[20] J : *Okay after we discuss we choose Dina and Shela, ok for Dina and Shela two minutes for you.*(30)

D : Assalamualaikum wr. Wb

All : Waalaikum salam wr. Wb

D : Because we only have two minutes time we only discuss one topic the topic is number 5 it is called the accident you live in the village all right I see (*students laugh*)

Description of context : the conversation above happened in the first meeting, the conversation happened when the student 'J' was have done in delivering his argument, and wanted to choose one of his friend and student 'J' chose student 'D' to deliver her arguments about Indonesian bad habit, then student 'J' remind about time limitation to the student 'D' as the next speaker who delivering the next argument, student 'J' reminded to student 'D' by using such utterance (30).

In the utterance (30) the speaker indirectly reminded the hearer that in the delivering discussion the hearer should consider the time that is two minutes. The speaker did not include clear word such as 'I remind you' to make polite condition. The speaker also used affirmative sentence while was delivering that act of reminding to not make the hearer be forced by his want. Further analysis happened between the student to the lecturer will be shown bellow :

[21] L : How do you think that there is another person distract your class maybe.....is there another reason ?

All : No

E : Only the lecturer ? do you think that your late will be distract by other students ?

O: What is distract ? please explain ma'am I don't know

E: Distract means disturb (*lecturer comes forward and writes down the word "DISTURB AND DISTRUCT" in the white board*) coba...coba...check check in your dictionary !

I: *It must be D-I-S-T-R-A-C-T Mom* (31)

Description of context : the conversation above happened in the first meeting, the conversation happened when the lecturer explain to her students about the word distract that has same meaning with the word disturb but here the lecturer initialed by alphabetic 'E' was wrong in write the word that word, 'distruct' and it must be 'distract'. So the student 'I' reminding the lecturer wrong spelling by such utterance (31).

In the utterance (31) the speaker reminded the hearer by using affirmative sentence in the clausal form, the speaker indirectly reminded her lecturer that she has wrong spelling. The speaker declared using implicit meaning in order to make polite condition because the student was talking to the lecturer that culturally the lecturer as the hearer has superiority than the student as the speaker, and the lecturer older than the student.

e. Agreeing

The act of agreeing happened when the speaker have the same idea with the hearer or accept the hearer's argument, suggestion, or ideas. Here the researcher only found the act of agreeing between the student to the student and the analysis will be shown as follow :

[22] M: Yeah I see your reason is good but if we want to know the world not only with television because you can imagine when someone watch the television they only watch the *sinetron* no news so I don't agree and I want to know another reason....could you please want to give an argument ? that agree with me (*all members in the group laugh*)

R: *Okay I agree with you* , (32) you should know where and what the television program that we have to watch and once more for the children may I advise maybe we should know the program for the children adult or etc.

Description of context : the conversation above happened in the second meeting, the conversation happened when the student 'M' argued to student 'R' about the bad effect of television, then the student 'R' agreed with student 'M' argument, so student 'R' declared by such utterance (32).

Act of agreeing commonly uttered in the form of affirmative sentence in the clausal form. And usually the speaker including the clear utterance contain act of agreeing such utterance (32).he directly delivered his agreement by using direct word such utterance (32).

f. Disagreeing

This act contains different opinion, idea, or point of view of the hearer to the speaker, the hearer did not agree with the speaker ideas. The researcher only found this act in the conversation between the student to the student as follow :

[23] J: Could you tell me what are you disagree with this video ?

D: Ok Jok....let me think, *I think I do not agree with the video number five* (33)because in Indonesia we always be helped by another person not we are go ourself to the hospital.

J: *yes that's good idea but I have more idea with number 5 if we got an accident we just scream help help help.....*(34)

Description of context : conversation above happened in the first meeting, student are have discussion with their own member each group, and it is the discussion in student 'J' and 'D' group. It is in the same topic about Indonesian bad habit according to the video they had watched, in that video Indonesian have bad habit when they got an accident they always calls her parents to take them to the near hospital, but there is a student that really not agree with that statement so the student initialed by alphabetic 'D' uttered such utterance (33).

Then the other member in the same group responded student D's argument such utterance (34).

The characteristic of this act is always declared in the form of negative sentence in the clausal form such as utterance (33). The next character of this act is showing different ideas, showing not agree about someone's ideas such as utterance number (33) and (34), then it is always declares directly such as statement (33) indicating that the hearer really did not agree with the speaker ideas, it will damage the hearer honor, but another side it also declared implicitly such as utterance (34) to make a polite condition, enjoyable condition, to make the speaker respected by the hearer about his / her disagreement. It also happened in the utterance that praised the speaker's argument at first and then entered the utterance about disagreeing such as utterance number (35) above :

[24] H: I would like to deliver about the bad effect in watching television the first one is will make the children follow the television program like sasuke ninja warior sometime

R: *I know that your reason is right, but I don't agree with you because without television we cannot know what is the hot issues in the world.* (35)

Description of context : it happened in the same meeting, in the second meeting, in this case the student as a member in a group discussed about Indonesian bad habit, the student 'R' did not agree with student 'H', both of them still in the same group with student 'J' and 'D', student 'R' declared act of disagreeing using such utterance number (35).

In the conversation above the speaker showed his disagreement by praising the student 'R' at first and then declared that the speaker did not agree with student R's argument, such utterance (35). The speaker used complex sentence that are affirmative sentence at first and then declared negative sentence.

[25] R: Sometimes, if we have some innovation about maybe food or vacation we can we can show it in the program television we can know about the progress of our college maybe it is the one of the media to know the world

M: *Yeah I see your reason is good but if we want to know the world not only with television because you can imagine when someone watch the television they only watch the sinetron not news so I don't agree and I want to know another reason (36).... could you please want to give an argument ? that agree with me (37) (all members in the group laugh)*

Description of context : it happened in the same meeting, in the second meeting, in this case the student as a member in a group discussed about Indonesian bad habit, the student 'M' did not agree with student 'R', both of them still in the same group with student 'J' and 'D', student 'M' declares act of disagreeing using such utterance number (36). Then in utterance (37) the speaker used any kind of joking utterance to supporting his argument.

In this case the speaker declared their statement using complex sentence in the utterance (36) as like as in the conversation before in excerpt [24] utterance number (35), the speaker in that utterance praised the speaker's argument at first and then declared act of disagreeing. But here the student added such kind of joking utterance (37) to neutralize the hot debating forum of them. The researcher also found the act of disagreeing between the student to the lecturer such analysis bellow :

[26] E : love maybe (*Students laugh*) ok, have you ever seen that some people on the street drive in the high speed and then jus like (*wing wing wing*) (*Students laugh*) yes...some of you yes.....ok, my students do you think that it's bad habit or good habit ?

I : *I think although it prefer has bad habit than good habit but I disagree with ma'am Emi's* (38) say because sometime it's totally is not always bad habit for coming late perhaps like that,

E : Then so it is depend on the condition right ? if it is needed you drive in the high speed, so iwill do it. Because when I come late, the lecturer will punish me, when I'm late. and the others please give another opinion !

J : Sorry mom *I did not agree, I think that is totally bad habit* (39)

E : Ok...according to Prof. Joko it's is totally bad habit, is it totally not bad habit for the others, is it totally bad habit or in between good habit ? any ideas perhaps ?

Description of context : it happened in the first meeting, the lecturer explained about her own experience about coming late attitude in the college, there are two student that disagreed with the teacher's statement, student 'I' declared his argument used such utterance (38), then another one, student 'J' really disagreed with lecturer's statement that stated coming late is not always bad habit, it depend on the condition. Student 'J' declared such utterance (39).

In the utterance (39) the speaker really did not agree with the lecturer statement, the speaker uttered an utterance ' I do not agree', it directly showed his disagreement, but the speaker here said sorry before because the lecturer had more superiority than the student. The speaker want to be respected even though he had different ideas with the lecturer, the speaker used negative sentence that directly show to the hearer that he really did not agree with the lecturer's statement above.

g. Apologizing

It is an act of saying sorry to the other person, for having something that has caused a problem or unhappiness to the hearer. The researcher only one utterance between student to

the student that contains act of apologizing. In this case the speaker say sorry because the speaker wanted to take care the hearer's power such as analysis bellow :

[27] M: Yeah I see your reason is good but if we want to know the world not only with television because you can imagine when someone watch the television they only watch the *sinetron* not news so I don't agree and I want to know another reason....could you please want to give an argument ? that agree with me (*all members in the group laugh*)

R: Okay I agree with you, you should know where and what the television program that we have to watch and once more for the children may I advise maybe we should know the program for the children adult or etc.

H: *Okay sorry friends our time is up or maybe we can control if we want to watch the television and what is the program television for....(40)*

Description of context : the conversation happened in the second meeting, there is student 'M' who give argument about the bad effect of watching television, the topic that day. Then the student 'R' respond the speaker M's statement, student R agreed with student M's statement. Because they have limited time in having a discussion, the other member in a group, student H said sorry such utterance (40) in order to remind about the time is up.

Common characteristic of this act is declared in the form of affirmative sentence in the clausal form such as utterance (40) above. Further characteristic of this act the speaker always including such kind of word 'sorry, I am sorry, and etc' such utterance (40), the speaker above are say sorry in order to remind about time limitation of discussion without disturb his friends turn. The act of apologizing also commonly happened to the speaker that has lower power than the hearer. The researcher also found the such as that utterance between student to the lecturer that contain it and here is the analysis :

[28] E: love maybe (*Students laugh*) ok, have you ever seen that some people on the street drive in the high speed and then jus like (*wing wing wing*) (*Students laugh*) yes...some of you yes.....ok, my students do you think that it's bad habit or good habit ?

I: I think although it prefer has bad habit than good habit but I disagree with ma'am Emi's say because sometime it's totally is not always bad habit for coming late perhaps like that.

E: Then so it is depend on the condition right ? if it is needed you drive in the high speed, so iwill do it. Because when I come late, the lecturer will punish me, when I'm late. and the others please give another opinion !

J: Sorry mom I did not agree, I think that is totally bad habit (41)

Description of context : the conversation above happened in the first meeting, it is still in the discussion about Indonesian bad habit. There are two students, student 'I' and student 'J' responded the lecturer 'E' statement. Because the student 'J' really did not agree the speaker declared his act of disagreeing with say sorry at first such utterance (41).

In this occasion the speaker declared act of apologizing before declared his disagreement such utterance (41), the speaker used such utterance (41) in order to respect his lecturer 'E' power. The speaker uttered in the form of negative sentence in the clausal form. The characteristic of act of apologizing show in the word 'sorry mom' that had declared clearly and directly.

h. Excusing

This act used to say disagreeing about something politely, the researcher only found one conversation that contains this kind of act. it happened between student to the lecturer, the analysis will be shown here :

[29] E: Yes, coming late but sometime it is not a bad habit as long as I note you....yes coming late, why do you speak like that ?

H: yes, because make lecturer angry ,

E: I'm not angry, why you come late today....i'm not I'm not because I know you have many reasons tyo come late ya...that you....but maybe some lecturer will say “ why you always coming late ? (*act angry*) ok another please ? is there any argument ?

O: *Excuse me let me say it's bad habit mom, because he / she who coming late will distract classroom activities* (42)

Description of context : conversation above happened in the first meeting, the student 'H' responded the lecturer 'E' statement, then there is a student 'O' who declared act of excusing such utterance (42) in order to show disagreeing about lecturer E's statement.

The characteristic of this act often delivered in the affirmative sentence in the clausal form such utterance (42), then the characteristic of this act is often put the word 'excuse' clearly in the speaker's utterance. The speaker always did act of excuse when his / her power is lower than the hearer such utterance (42), the student (low power) talks to the lecturer (high power) to make polite condition.

In the utterance (42) above the speaker directly excuses to the hearer that the speaker did not agree with the hearer's statement. Because the hearer has highest power than the speaker, the speaker excused to the hearer at first, then finally the speaker uttered his disagreement such utterance (42) above, the speaker politely show this disagreeing using act of excusing such utterance above, the act of excusing belongs to the polite expression.

i. Thanking

It is the expression to express to someone that pleased about or that are grateful for something that has done by someone. The speaker is grateful about what are have done by the

hearer. The act of thanking commonly happened during the discussion in the classroom. The researcher found the conversation between lecturer to the student such conversation bellow :

[30] I: It must be D-I-S-T-R-A-C-T

E: Okay okay....Sorry sorry it is not U but A *thank you ya* (43)....what about you as a student when your friend coming late in the middle of lecturer explanation how do you feel ?

H: No problem ma'am (*Students laugh*)

Description of context : this act found in the first meeting when the lecturer 'E' had miss spelling while she was writing the word distract, the lecturer 'E' at first wrote the word 'distract' by word 'distruct'. Finally there is a student initialed by alphabetic 'I' correct the lecturer fault, and the lecturer say thanks for her about it.

The common characteristic of this act often declared in the affirmative sentence in the phrasal form such utterance (43) above. Another characteristic of this act always initialed by word 'thank you' that declared directly and clearly such utterance above. Further characteristic of this act shown in its contains that is being grateful and pleased for something. Further analysis will be shown as follow :

[31] E: (*students laugh*) I want to take picture with you...foto...foto..have you enough ?

J: yes

E: *Ok, thank you, please choose another friend ?* (44)

J: Okay after we discuss we choose Dina and shela, ok for Dina and Shela two minutes for you.

Description of context : this act found in the first meeting when the lecturer 'E' has grateful with student J's argument about Indonesian bad habit. Then the lecturer declared thanking such utterance (44).

In this case the utterance in excerpt [31] has same type as conversation excerpt [30], the speaker used affirmative sentence in the phrasal form. But in this case the speaker did not show act of disagreeing such in the excerpt [30]. In this case the speaker showed her grateful about student 'J' argument and then the lecturer uttered such kind of utterance (44). Another analysis will be shown bellow :

[32] W: It can broke our eye lens and also it will make us lazy to work and the radiation od the

TV screen will be bad for our skin if we watching tv very close to the television screen.

E: Okay yes the television will be broke our eye's focus so if you watch the television please make sure that your position is right to make your eyes healthy

E: ***Okay thank you very much for your all argumnts***, (45) I think the times is up and later we will meet again in normal schedule ya...*kapan ya jumat atau kamis ?*

Description of context : this act found in the first meeting when the lecturer 'E' has grateful with student J's argument about Indonesian bad habit. Then the lecturer declared act of thanking such utterance (44).

In conversation above, the lecturer acted of thanking such utterance (44) to show her big grateful of all her student arguments, the students are able to argue well. The lecturer directly thanks to all her students using utterance (44). The lecturer as the speaker declared her utterance in the affirmative sentence in the clausal form.

The researcher did not found conversation between student to student that contained act of thanking, but the researcher found this kind of act in the conversation between the student to the lecturer then the analysis will be shown bellow :

[33] E : Okay thank you Dika, for the next team please speak up !

R: *Okay thank you for the time*, (46) I will tell you about the negative effect of television the children when they watch the television the parents not accompanying them, the parents of course still in the leisure time or they are still sleep and they are very tired in their activity they will let their children to watch television by themselves, so the children free to choose the channel that they want without know the channel is for children or not, they will for example watch insert, boxing *etc.* it will be distract their pure attitude maybe they will become a crude children. So the parent control will be give many advantages to the students growth related to the television program.

Description of context : this act found in the second meeting when the lecturer 'E' gave the opportunity for student 'R' to present his argument. Then the student 'R' said thanks to lecturer 'E' for the opportunity. The student 'R' said such utterance (46).

In the conversation above still indicate that the student being grateful of the opportunity which is given by the lecturer 'E' such utterance (46). The student uttered in the affirmative sentence in the clausal form.

j. Suggesting

This act indicates that the speaker communicate or show an idea or possible plan or action for other people to consider. The researcher found the conversation between the lecturer to the student that contain act of suggesting, the analysis will be shown as follow :

[34] E: Horn means (*lecturer put her hand up her head as like as "horn = tanduk" then the students laugh*) we may say klaksoning ya, if you klaksoning it means you say hallo to another person...yakan kalo ketemu temannya gitu (*tiiiiit...tiiiitt*) I think it's a good way to say hello to your friend because it will be noise your friend....another experiences when I came to Malaysia I have a journey from Johor baru to Kuala lumpur It tooks around three hours by bus and it is crossing the high way jalan toll....the driver never apa ya ? never klaksoning we say klaksoning...let me check it later in the

dictionary....the speed always slow *beda dengan sini harapan jaya* when I would like to going to Surabaya I don't have any braveness to get in *Harjay* bus ya because I couldn't brave about the driver speed I see that harjay always drives in high speed...*saya lebih pilih patas tapi kadang patas itu lama sekali*.....but it is saver for me...okay I would like to show videos for you it is about Indonesian people video...before you see the video it is up to you although me myself not really agree with this video so please it is free for you to agree or not with this video ok...? Here is about how to act as Indonesian ***I suggest you couldn't you do not agree with this video ? I don't want to you to agree with this video, should you agree or not...up to you***....(47) May be some of you have watched this video...have you see this video, her name is Sasha.

Description of context : this act was found in the first meeting, it happen when the lecturer was talking about her bad experience in the road, and then the lecturer told to her students about his bad experience completely and then suggested to her student such utterance (47).

The act of suggesting commonly had characteristics that the speaker including word 'I suggest you' if the speaker suggest to the hearer directly, but if the speaker indirectly suggest to the hearer the speaker often including such word 'you should, and etc.' such as the utterance (47) above. It often declared in the affirmative sentence in the clausal form such utterance (47). But the act of suggesting also declared implicitly without included clear word of suggestion such as ' I suggest you, or you should'. The researcher found such kind act of suggesting that declared implicitly in the conversation between the student to the student, the analysis will be shown as follow :

[35] E: Okay, the next

J: okay about taking picture, it is common in our country, it is like me when I went to vacation or in *tempat pariwisata* that many tourists come to that place and I have a friend from USA said that someone want to take picture with him / her , he /she will think that am I a tourist ? ,it is not common just imagine have you ever seen such as in the movie or film that you have watch there is Indonesian people come to another people, could you think the people in USA want to take picture with you or not ? actually not...so it is why it is very strange for the people USA, so the solution is *if you want to take a picture with them we can, but the first actually please permit to him / her ...would you please I want to take picture with you.* (48)

E: Not like Sasha doing ya ?

Description of context : conversation above happened in the first meeting, there are student 'J' that argued about bad habit in the Indonesia to his friends. Then student 'J' suggest to his friend such utterance (48).

In the conversation above the student declared act of suggesting implicitly in the affirmative sentence in clausal form such utterance (48). This moment, the speaker did not including the clear word of suggestion such ' I suggest you or you should' but he included the word 'please' as the polite expression in the expressing act of suggestion. Another analysis will be shown bellow.

[36] D: I will deliver our another opinion about that video, because we know when we go to supermarket and when we pay to the cashier the cashier will tell to us they doesn't have a change and ask to us to donate the money...it is always happen when I go to there to buy something I think it is give advantages to our country right ? but it is disadvantages us but not all minimarket will donate the money sometime the cashier will put the money to the seller not for donate it and the solution when we buy something and they want to

donate our money *we should to ask them our money will be donate or not... you could ask to give candy or something*(49)

Description of context : conversation above happened in the first meeting, it is still the discussion about Indonesian bad habit, there was student 'D' who suggested his friends such utterance (49).

In this case the speaker indirectly declared the act of suggesting with including the word ' you should' such utterance (49). The speaker declared such kind of utterance (48) to make polite expression and polite condition. The speaker declared in the affirmative sentence in the clausal form such utterance (49). The researcher also found the act of suggesting in the conversation between student to student that declared implicitly using the word 'would' such as analysis as follow:

[37] N: Okay I would like to deliver about some bad habit ya sometimes when we buy something and the cashier back the money sometime like we will got three hundred rupiahs they don't ask first but they directly say to us to you have three hundred rupiahs so I give you candy maybe they will give three candy or *michin*

E: Okay the price of each candy maybe three hundred rupiahs for each candy actually it's fifty rupiahs so actually the candy more expensive we can not offer it

N: *yes it is would be better for us to ask us we need some candy or not I think that's all from us* (50).

Description of context : the discussion above happened in the first meeting, it was in the discussion about Indonesian bad habit, the student implicitly suggested to her friends such utterance (50).

In the discussion above, the speaker used modal 'would' to suggest to her friend indirectly such utterance (50). The speaker declared his utterance in the affirmative sentence

in the clausal form. The speaker wanted to made polite expression to invite the polite condition. Another analysis will be shown bellow :

[38]E: Okay because need much money okay enough ? it is enough enough two minutes

D: about the solution the only thing that we need we have to go sangkal putung because in the hospital is very expensive

M: Balekno.....*ya you know sangkal putung is traditional massage* (51)

(Maftuh has incorrect when pronounced word "massage")

E: Massage *(lecturer a correct the incorrect Maftuh's pronunciation)*

Description of context : conversation above declared in the first meeting, it is still in the discussion about Indonesian bad habit, the student suggested to his friend using implicit strategy such utterance (51).

In that conversation the student stated with implicit strategy without included any kind of word that indicated act of suggesting such utterance (51). The speaker stated common utterance that deeply it has a suggestion to the hearer.

k. Praising

This act expresses admiration or approval about the achievements or characteristics of a person. The researcher found the act of praising in the conversation between lecturer to the student the analysis will be shown bellow :

[39] E : After watched this video please discuss with your friend in a pair !

A : Ma'am couldn't you choose our partner or we choose by ourself ?

E : Okay you may choose one of your friend.

K: (*raises his hand*) sorry mom how if we found another bad habit out of the video?

E: *yes, that is good idea* (52), *good addition.* (53) Ok thank you now please pay attention and watch this video

Description of context : conversation above happened in the first meeting, the speaker 'E' praised about good idea of student 'A' such utterance (52) and (53).

Common characteristic of this act was including word 'good, well, etc.' such utterance above. The speaker also declared in the clausal form such utterance (52) the speaker also declared in the phrasal form such utterance (53) above. It always declared in the affirmative sentence to show approval about the good argument. It also used to show act of disagreeing politely such conversation between student to the student such in the excerpt [35] in the utterance (48) above.

2. Politeness strategies found in argumentative speaking class

a. Bald on Record Politeness Strategy

On record is a direct politeness strategy which contains no repressive particle to soften the Face Threatening Act (FTA). The researcher found some conversations that belong to this kind of politeness strategy, It happen in the excerpt [5] in the utterance number (11) '*I need one volunteer to come forward firstly!*', it affected H's negative face using indirect order. It was still in first meeting on argumentative class, the lecturer argued about a bad habit and then he show her students a videos about Indonesian bad habit . Intrinsically the lecturer wanted her students to come forward but she used indirect order for her students to come forward. the speaker had threatened H's negative face and the speaker shown order to the hearer to argued in front of the other groups of the students.

In the utterance (11) of the excerpt [5] the speaker used direct order that affect the hearer's negative face. Here the lecturer as the speaker wanted all her students to discuss with their own group about the video that they had watched. The lecturer as the speaker wanted all her students to be active in giving their arguments to all member in a group. Intrinsically, the speaker used bald on record strategy that was imposed the students as the hearer to give all their arguments.

The common characteristics of bald on record strategy are the usage of direct order. The speaker often directly did any kind of communicative function, such in the utterance (11) the speaker directly order to the hearer without used mitigating devices to soften the speaker's arguments in the affirmative sentence and also in the imperative sentence. Another analysis found in the conversation bellow :

[7] L: Okay last week we have discussed about bad habit, so now I have a some kinds of game actually guessing game so one of you will guess a word and your friend surround you will be as informants this game as like as scrabble but it is only the simple way of it....
Okay pay attention to me ! (54) I would like to divide you into two groups.....this one in the right hand is the first group and the second one is the second.....okay let's begin the game buddy!.....**please choose one of your friend as a volunteer to become a guesser !** (14)

Description of context: the conversation above happened in the second meeting, it is still the conversation of the lecturer to the students, In this classroom discussion, the lecturer's name is initialed by alphabetic E. The lecturer gives the review of the last discussion about bad habit. Then the lecturer tried to give warming up to her students using guessing game before started the next material. The lecturer wanted to divide the students into a group. Then the lecturer started the game, but her students still noisy and then the lecturer tried to neutralize the condition using such as the utterance number (54), then the

lecturer ordered to her students to choose one of their friends to be a volunteer to come forward such as in utterance (14).

In the utterance (54) '*Okay pay attention to me !*' indicated that speaker had threatened H's negative face used direct order, because in this situation the speaker tried to impose the hearer by doing an action, they were hearing the lecturer explanation. The speaker decided to use bald on record strategy use '*okay*' as a filler. In this case the speaker wanted to make the hearer be able to know clearly what their lecturer want. This strategy was maximum efficiency and effectiveness in ordering her students to be more focus and not be noisy.

Furthermore the researcher found bald on record politeness strategy in the utterance (14) '*please choose one of your friend as a volunteer to become a guesser !*' the speaker used direct order that affecting hearer's negative face. The speaker ordered to her students to choose their friend to be a volunteer. Here the speaker used the word '*please*' to make the polite utterance. The lecturer as a speaker wanted to be respected when he talked to her students.

Another analysis of baldly on record politeness strategy found in the conversation excerpt [6], the strategy used in the excerpt [6] in the utterance (12) above the speaker used bald politeness strategy while the researcher thought it is kind of joke to neutralize the condition shown by the speaker, so the students was interested to hear their friends' arguments and then they could give an addition or comment. In the utterance (12) in the excerpt [6], the lecturer ordered to the students to imagine the condition there to invite their ideas to give a comment or addition or a suggestion but she used no mitigating device in this utterance because when doing the FTA the speaker applied baldly politeness strategy.

Despite of analysis of the conversation between the lecturer and the student, the researcher found bald on record politeness strategy using '*okay*' as a filler in the conversation between the student to student, it is found in excerpt [22] in the utterance number (32) '*Okay*

I agree with you' affected the speaker's positive face, here the speaker had same thinking with the hearer so the speaker admitted to show his same thinking to the hearer. Here the speaker used baldly politeness minimize the FTAs.

The researcher also found this kind of politeness strategy in the analysis above :

[40]H: I would like to deliver about the bad effect in watching television the first one is will make the children follow the television program like *sasuke ninja warrior* sometime

R: I know that your reason is right but I don't agree with you because without television we cannot know what is the hot issues in the world

M: *Maybe it is my suggestion sometime we need television but sometime we are not need television because of course television give both advantages and disadvantages*
(55)

Description of context : conversation above happened in the second meeting. It happened between the student to student. The students were discussing about the bad effect of watching television in that meeting. There was student 'M' used positive politeness strategy to suggest his friend in group such utterance (42)

In the utterance (55) '*Maybe it is my suggestion sometime we need television but sometime we are not...*' in this case the speaker affected the hearer's negative face the hearer used baldly on record strategy to make the maximum efficiency when he suggested to the hearer. The context of that explanation happened in the second meeting when the hearer H and R were having consistency in holding their arguments, so intrinsically the speaker wanted to be a mediator that give suggestion to the both hearers. The hearer took a position in arguing both of the hearer H's and R's arguments. The speaker used bald record to make the harmonious situation in the polite way.

b. Negative politeness strategy

It is kind of strategy which repressive action addressed to the addressee's negative face, his want to have his freedom of action unhindered and his attention unimpeded. It is heart of respect behavior.

The negative politeness strategy found in the conversation between lecturer to student in the excerpt [9] in the utterance number (18). It is kind of negative politeness strategy performed by the lecturer to minimize imposition, by using such utterance 'raise your hand', it meant the speaker did not ask the hearer to raise their hand but the speaker indirectly ordered her students as the hearer to give comment or suggestion, the lecturer wanted her students to be more active in giving the arguments in the classroom argumentative speaking. Moreover, it would be easy for the lecturer to choose which students give an argument when the hearer raise their hand. Then the lecturer knew who is the most active students in the classroom discussion.

The characteristics of negative politeness strategy is the using of conventional indirect such in the utterance (18), and also the speaker always wants to satisfying the hearer's negative face, then another characteristic of this strategy was being pessimistic using modal such 'could, might, etc.' it also often impersonalized between speaker and hearer.

Such as utterance (16) of excerpt [8] that contain negative politeness strategy, the utterance '*what do you think is there any correlation between watching television and people house ?*' the speaker primarily threatened hearer's negative face by using request, the speaker asked to the hearer that is the students to show the students' arguments about the lecturer's question. But in that occasion the students still in the silent, they did not give any argument to their lecturer, but after that the lecturer gave a question more '*what do you think?*' it seems that the lecturer still affected the students negative face and intrinsically the lecturer requested to her students to argue again to make them more active in giving an arguments. Further in the same excerpt [8] in the utterance number (16) the lecturer as a speaker said

'can you show me the correlation?', it seem the speaker had threatened the student's negative face, and the lecturer used negative politeness strategy including conventional indirect order because the speaker did not directly order someone to do something, the utterance shown was kind of question using modal; can,could etc. It means there will be consideration from the hearer they will do the request or not.

Further analysis of this strategy found in the excerpt [33] in the utterance of the word in line (5) *'Okay thank you very much for your all arguments'* damaged speaker's positive face but the lecturer as a speaker wanted to appreciate her student's argument because her students could be active and gave many arguments so the process of discussion could run well. Actually the lecturer did not use any politeness strategy to minimize FTAs, but the lecturer wanted her students will be more active later when they will give their arguments. The lecturer satisfied with all her student arguments. It also shows with the using of filler *'okay'*. The speaker performed negative politeness strategy to minimize FTAs, from the utterance *'Thank you for your all arguments'* the speaker gave respect to the hearer. It related to make respectful behaviour as the one of some characteristics of negative politeness.

Beside the conversation between lecturer to student that contained this kind of politeness strategy, the researcher also found negative politeness strategy in the conversation between student to the student, it was found in the utterance (19) of excerpt [10], the speaker primarily threatened hearer's negative face by using request, the speaker stated their question, and the hearer said *'could you tell me what are you disagree with this video ?'*, it seem had threatened the hearer's positive face because the speaker want to know what is the reason in doing bad habit related to the video. In that utterance (19), the speaker used direct order and negative politeness strategy in the indirect order because the speaker did not directly order someone to do something, the utterance that have shown was a kind of question using modal could. It meant there will be consideration from the hearer they will do the request or not.

The researcher also found in the excerpt utterance number (22 and 23) of excerpt [13], such the utterance (22) '*Could it be used?*' was taken in the second meeting while the students were playing guessing game. The utterance above contained ordering expression that affected hearer's negative face, it indicates that the speaker intended to impede the hearer's freedom of action. But here the speaker used negative politeness strategy with using modal 'could' in order to make the polite condition. The speaker wanted to be respected to the other when he ordered his friend. The speaker did not impose the hearer to do or do not do the speaker's ordering. Then after it in the utterance (23) of excerpt [13], the speaker stated such utterance '*please give me another clue friend!*' it also affected the hearer's negative face since here the speaker intends the hearer to do his request. But here the speaker used mitigating devices 'please' it is kind of negative politeness strategy. In this case, the word 'please' also will satisfy the hearer's negative face. Culturally, Indonesian people would prefer used the word 'please' in order to make the polite condition as in the Indonesian culture. The speaker also used positive politeness strategy with the word '*friend*' to show relation between the speaker and hearer, the speaker wanted to be respected when the hearer hears his order.

The utterance (23) above contained element that offend the hearer negative face and then using word 'please', the speaker also used negative politeness strategy. It happened while the student was arguing their argument and then the other friend interrupted her while she was arguing. Here the speaker indirectly order to the hearer to be respected her turn politely and the speaker also ordered her friends that interrupted her to did not be noisy. If her friend still be noisy the speaker wanted her friends to give her comment about the speaker's argument politely used mitigating elements 'please' that culturally as polite element in expressing order in Indonesia.

It also found in the excerpt [33] In the utterance (45) '*Okay thank you for the time*' this word affected the speaker positive face, here the speaker thanking to her friend 'D' because student 'D' was giving a choice to give an argument, so the speaker could give arguments in front of another group. The speaker released her superiority to the hearer and accepted the hearer goodness then the speaker expressed thanking. In this case the speaker performed negative politeness strategy because the speaker wanted to make respectful behavior as a characteristic of negative politeness strategy.

Negative politeness strategy found again in the excerpt [35] in the utterance (47) such statement '*if you want to take a picture with them we can, but the first actually please permit to him / her ...would you please I want to take picture with you.*' This utterance indirectly contained the expression of suggestion. It affected the hearer's negative face, the speaker used negative politeness strategy to make respectable condition. The speaker wanted the hearer to do the speaker's want without seem impose or pressure the hearer to do the speaker's want. The speaker culturally encoded her suggestion by using polite utterance in his culture that is the word '**please**' as the word that will make the speaker respectable in the speaker's culture.

Negative politeness strategy also found in the conversation between student to the student in the excerpt [36] in the utterance (48) such utterance '*we should to ask them our money will be donate or not... you could ask to give candy or something*' the speaker suggested to the hearer to ask the cashier when the hearer go to the supermarket, that utterance affected the hearer negative face. The hearer used negative politeness strategy using a modal 'could' to give recommendation that the speaker thought the hearer should ask first.

The researcher found more conversation that contains this kind of politeness strategy in the excerpt [37] in the utterance (49), the speaker said '*yes it is would be better for us to ask us we need some candy or not I think that's all from us*' the strategy used by the

speaker above to minimize the FTAs was negative politeness strategy. '**it would be better**' as the utterance that minimize the speaker's imposition. Here the speaker 'N' did not pressure the hearer to have to do her suggestion but she said '**it would be better**' it was the utterance to minimize the imposition, the speaker wanted to suggest that it would be better if the hearer go to the supermarket the hearer should ask first to the cashier.

c. Positive politeness strategy

It is a strategy of speaking which is used a kind of metaphorical extension of intimacy to imply common ground or sharing of wants to a limited extent even between strangers who perceive themselves for the purpose of interaction.

The researcher found positive politeness strategy in the conversation between lecturer to the student, the analysis will be shown as follow :

[26] E : love maybe (*Students laugh*) ok, have you ever seen that some people on the street drive in the high speed and then jus like (*wing wing wing*) (*Students laugh*) yes...some of you yes.....*ok, my students do you think that it's bad habit or good habit ?* (56)

I : I think although it prefer has bad habit than good habit but I disagree with ma'am Emi's say because sometime it's totally is not always bad habit for coming late perhaps like that,

E : Then so it is depend on the condition right ? if it is needed you drive in the high speed, so iwill do it. Because when I come late, the lecturer will punish me, when I'm late. and the others please give another opinion !

J : Sorry mom I did not agree, I think that is totally bad habit

E : Ok...according to Prof. Joko it's is totally bad habit, is it totally not bad habit for the others, is it totally bad habit or in between good habit ? any ideas perhaps ?

Description of context : it happened in the first meeting, the lecturer explained about her own experience about coming late attitude in the college, there are two students that disagreed with the teacher's statement, while the lecturer initialed by alphabetic 'E' was asking to her student about their arguments, the lecturer used positive politeness strategy such in the utterance (56).

In this discussion, the lecturer's name was initialized by alphabetic E. The lecturer in this classroom discussion presented her course directly with her argument related to the topic about bad habit. The lecturer came to the class and argued to the students about bad habit in Indonesia, after several minutes in arguing about Indonesian bad habit, the lecturer pleased the students to give comment, suggestion or additional information in order the research will be better. In utterance (56) '*ok, my students do you think that it's bad habit or good habit....*' the lecturer tried to be cooperative with the students with said *my students*, intrinsically the hearer forced to give opinion related to Indonesian bad habit as the topic in this meeting by the speaker without imposed them to think freely refer to their own thinking. The speaker wanted to have good relation with other people by delivering polite utterance in order to maintain harmonious communication. One of the ways were by using such kind of utterance '*Ok, my students do you think that it's bad habit or good habit ?.*' in this utterance, the presenter was using 'my students' to mitigate negative face of the hearer. Even though there were no FTAs but the speaker tried to be polite using polite utterance. In this case, the speaker wanted to be respected when she asked her students after finishing her story.

The characteristic of positive politeness strategy was the speaker often used in-group identity marker such as 'friend, mom, buddy, etc', and the speaker often use an utterance that including both the speaker and the hearer such as the word 'let's...etc', and the

speaker always noticing the speaker desire when uttered the word such as praise the hearer's argument for example 'your reason is good, etc...'.

Another conversation between lecturer to the student that contained positive politeness strategy found in the excerpt [2] in the utterance (3) the lecturer 'E' said '*any ideas perhaps?*' the speaker threatened the hearer negative face by using indirect order. The speaker wanted the hearer to give arguments politely. by using question as one of the way to invite the audience to be active in giving arguments related to the topic.it indicated that the lecturer wanted her students being active participant. Intrinsicly the speaker convinced her students to give many arguments.

To minimized the hearer's negative face, the presenter used positive politeness strategy before giving a request to satisfy the speaker's negative face that contain of indirect request to give their arguments related to the topic at the first day the speaker as contained in conversation.

The next conversation that contains positive politeness strategy is in the conversation in the excerpt [7] in the utterance (13) the lecturer 'E' uttered '*okay let's begin the game buddy!*' that utterance affected the student's positive face. Here the lecturer asked to her students to begin the game together, the lecturer as a speaker also wanted to be closely related to her students with the word '*buddy*'. The researcher thought that the lecturer wanted her students to act enjoy as usual with their friends and think that their lecturer is also their friends in the classroom discussion. The utterance included both the speaker and the hearer in doing that activity. In this case the lecturer used positive politeness strategy to minimize the FTAs by approaching her students use the word '*buddy*' by treating a hearer as a friend.

Beside in the conversation between the lecturer to the student, the researcher also found positive politeness strategy in the conversation between student to the student, it is found in the excerpt [11] in the utterance (20) the student 'D' uttered the word '*Might I add an*

argument Sel?’ it damaged the speaker’s positive face since here the speaker order to the hearer that the speaker might give any arguments or not. It also damaged the speaker to free from the imposition, the speaker tried to order the hearer without broke the situation although the hearer still speak up not give a turn to the speaker to give an addition. But in the end of the sentences, the speaker called her friend’s name ‘**Sel**’ it kinds of positive politeness strategy to minimize the FTAs the speaker used the word ‘**Sel**’ to show the in – group identity marker, the speaker wanted to show closeness with the hearer and it is one of the strategies to satisfy the hearer positive wants/ desire.

It is also found in the utterance (21) of excerpt [12] the student ‘K’ stated ‘*In here we want to, we would like to discuss our opinion*’ the student as a presenter tried to be cooperative with the hearer, intrinsically the hearer was forced to pay attention to hear his arguments. The speaker wanted to have good relationship with other people by delivering polite utterance in order to maintain harmonious communication. One of the ways were by using such kind of utterance ‘*I would like to discuss....*’ in this utterance, the presenter used ‘would’ to mitigate negative face of the hearer. Eventhough there were no FTAs but the speaker tried to be polite by using polite utterance. The speaker at first used the utterance ‘**want**’ he felt that the utterance was wrong, the speaker did not use polite utterance, the speaker has a prior knowledge about delivering more polite utterance as like word ‘**I would like**’, we found same cases until 12 times.

[41] N : Okay Assalamualaikum Wr. Wb

All: Waalaikum salam Wr. Wb

N : *We would like to deliver our discussion Okay the first speaker will be delivered by mbak Nina please time is yours... (57)*

N : Okay we will talk about number one throw rubbish everywhere as we know.....

Description of context : conversation above happened in the first meeting, there is student 'N' who wanted to perform their argument in front of another group such utterance (57).

In the utterance (57) the student 'N' said '**Mbak Nina**' the speaker tried to minimize the imposition to the hearer by giving marker older identity marker that was by saying '**Mbak**'. Based on speaker's culture, when somebody called someone using 'Mbak' eventhough they are not older than speaker, the speaker gave respect to other people using 'Mbak' before name. It is a culture in the Java that someone had to say polite utterance in order to be respected by the other people. But in the line (4) the utterance 'time is yours' the speaker as the same member in the group ordered her friend to give her arguments and give occasion to argue to the other groups. In this case the speaker had threatened hearer's negative face, the speaker forced to their member to give the arguments. So the speaker gave the time to her member to speak up, the same cases happen till 6 times. That utterance used positive politeness strategy by using identity marker as polite elements.

Positive politeness strategy found again in the excerpt [23] in the utterance (34) the speaker used positive strategy to respond the hearer's argument he said '*yes that's good idea*' it kinds of utterance that affect the speaker negative face and it also affected the hearer's positive face here the speaker noticing the hearer's wants by giving the praise, in this case the speaker wanted to be respected by the others, furthermore the speaker indirectly gave addition by the words '*but I have more idea with number 5 if we got an accident we just scream help help help*' the hearer tried to gave more arguments to strengthen her argument.

The researcher also found this kind of politeness strategy in the excerpt [24] in the utterance (35) the speaker said '*I know that your reason is right but I don't agree with you*' the speaker disagreed with the hearer's arguments, it oriented to the hearer's positive face. The speaker used positive politeness strategy noticing the hearer's want. The speaker tried to tell

about his disagreement, but he said in the polite utterances in order to be respected by the hearer.

The same analysis also found in the excerpt [25] in the utterance number (36) the utterance '*Yeah I see your reason is good but if we want to know the world not only with television*' indirectly show that the speaker did not agree with the hearer's argument, his utterance affect hearer's positive face, to minimize the FTAs the speaker used positive politeness strategy such as '*I see your reason is good but i....*' the speaker wanted to respect the hearer argument by that word to mitigate the threat of hearer's positive face. The speaker did not directly say that he disagreed with hearer's arguments, firstly he praised the hearer's arguments but in the same time indirectly he showed his disagreement. The speaker wanted to make harmonious condition with satisfying the hearer wants as his friends in the same group. The next finding, in the line (6 up to 7) the word '*could you please want to give an argument ? that agree with me*' it contained indirect request that threatened hearer's negative face but if we analyze deeply through the context at that moment it was kind of joke. In this context indirectly speaker wanted the hearer to give the same arguments with the speaker but the speaker used this to neutralize the condition with the word '*that agree with me*'.

The researcher found again this strategy in the excerpt [27] in the utterance (40) the student 'H' said '*Okay sorry friends our time is up..*' above affected the speaker's positive face, it indicates that the speaker regretted for doing some action that is stopped the discussion between the member in his group. The speaker also used positive politeness strategy using identity marked '**friend**', the speaker wanted to be respected by the hearer's so they mark his utterance by said '**friend**' it also will satisfy the hearer positive want to be respected by other.

Another conversation in the excerpt [16] in the utterance (26) also contained this kind of politeness strategy, in the utterance (26) '*Ma'am I would like to give a comment and*

suggestion' the speaker tried to be friendly with the lecturer, intrinsically the hearer was forced to give a choice to the speaker to give the argument. The speaker wanted to have good relation with other people by delivering polite utterance in order to maintain harmonious communication. One of the way was by using utterance *'I would like to give a comment and suggestion....'* the speaker used 'would' to mitigate negative face of the hearer. but the speaker tried to be polite using polite utterance. In this case, the speaker wanted to be respected when she ordered to give a comment to her lecturer as hearer. The speaker used negative politeness strategy by using identity marker '**mom and ma'am**' in order the speaker wanted to be respected. Culturally the speaker had to say the polite utterance like 'ma'am and mom' to the people that had more superiority than the speaker itself as a students.

The researcher also found the conversation between student to the lecturer that contain positive politeness strategy such in the excerpt [21] in the utterance (31) the word *'It must be D-I-S-T-R-A-C-T Mom'* above indirectly contained act of reminding, the student I here wanted to correct her lecturer wrong spelling, the word above are affect the hearer's negative face. But as the students the speaker has low superiority with the hearer because the hearer is her lecturer. So the speaker used positive politeness strategy using identity marker '**Mom**' to make the speaker's statement respectable. Culturally, in order to be honor to her lecturer because she is older than the speaker, the student 'I' used that word '**Mom**'.

It also found in the conversation between student to the lecturer in the excerpt [29] in the utterance (42) in the utterance *'let me say it's bad habit mom'* because of disagreement of speaker E's arguments the hearer 'O' said that word, because the hearer 'O' thought that actually coming late was a real bad habit, so because the speaker was really did not agree with the lecturer said, the student 'O' as the speaker said *'let me say....'* the speaker had different view with the lecturer argument that stated 'coming late but sometime it was not a bad habit as long as I note you'. That utterance damaged the speaker's negative face since

the speaker's desire expected not to be impeded. Here the speaker used positive politeness strategy used identity marker '**mom**' to make the hearer respect his argument..

In the utterance excerpt [26] in the utterance (39) the student 'J' said '*Sorry mom I did not agree...*' affected the speaker's positive face, the speaker indirectly admitted that the hearer had a strong position than him. Culturally, when the speaker wanted to say disagreement he should respect the lecturer by using the word sorry as like as utterance (39) above. The speaker used positive politeness strategy using the word 'mom' because the lecturer had superiority to control the discussion so the speaker as the students wanted to be respected using word 'mom'.

d. Off – record strategy

It was used when an expression can have more than one unambiguously attributable intention. Off- Record strategy was the strategy can be done in such way that is not possible to attribute only one clear communication intention to be act.

The researcher found off record politeness strategy in the conversation between lecturer to the student, the researcher found in the excerpt [17] in the utterance (27) '*I am a villager too*' contained self-humiliating meaning, here the speaker affected her own positive face, but the speaker used understatement off record politeness strategy, but this kind of self-humiliating foregrounds the speaker's weakness and ignore her strength. But intrinsically, it was kind of joke to neutralize the condition. And also the speaker here as a lecturer wanted to be close to her students to make them enjoy, and did not be worry.

The characteristic of off record politeness strategy is the speaker often let the hearer decide what the intended message, the utterance always multiply-interpretable.

Then the researcher also found this off record politeness strategy in the conversation between student to the student, such in the excerpt [38] in the utterance (51), the utterance '*ya you know sangkal putung is traditional massage*' it was a kind of off record

politeness strategy with using understatement actually it affected the hearer's negative face but the speaker did not directly use the word suggestion as usual. In the context it happen when the speaker wanted his friend to go *sangkal putung* because *sangkal putung* was cheaper than medical treatment and Javanese people preferred to go to *sangkal putung* than go to the hospital. So indirectly the speaker wanted the hearer to go to choose the cheaper thing that can be better for them than choose the expensive thing.

e. Combination between positive and negative politeness strategy

The speaker used combination of negative and positive politeness strategy when he / she has uttered.

The researcher found the combination usage between positive politeness strategy and negative politeness strategy in the conversation excerpt [15] in the utterance (25) ,the statement '*could you please give another clue mom!*' affected the lecturer's negative face as the hearer, the speaker used negative politeness strategy using modal 'could', the speaker ordered to the lecturer who has superiority in the classroom, but the student as the speaker used modal to make the hearer did not be pressured by the speaker's action. In this case the speaker was aware about his position as a student by using addition 'please'. That word indicated that the speaker wanted to be respected by the hearer related to the cultural both speaker and hearer side. Furthermore by using the word 'mom', the speaker used positive politeness strategy that indicated that the speaker wanted to be respected and wanted the hearer to give a clue to the speaker, the speaker showed the close relationship to the hearer.

The characteristic of this act that the speaker always directly orderer or did a kind of communicative function but the speaker also used modal to be pessimistic or used in – group identity order.

The researcher also found the analysis such as bellow :

[20] J: *Okay after we discuss we choose Dina and Shela, ok for Dina and Shela two minutes for you.* (30)

D : Assalamualaikum wr. Wb

All : Waalaikum salam wr. Wb

D: *Because we only have two minutes time we only discuss one topic the topic is number 5 it is called the accident you live in the village all right I see (students laugh).* (61)

Description of context : the conversation above happened in the first meeting, the conversation happened when the student 'J' was has done in delivering his argument, and wanted to choose one of his friend and student 'J' chose student 'D' to deliver her arguments about Indonesian bad habit, then student 'J' reminded about time limitation to the student 'D' as the next speaker who delivering the next argument, student 'J' reminded to student 'D' by using such utterance (30).

The utterance (30) is expression of reminding by the students to remind the limited time for his friends who will give an argument in front of the class, the word '*Okay after we discuss we choose Dina and shela, ok for Dina and Shela two minutes for you*'. In this case the speaker damaged the hearer's negative face. The speaker is indirectly reminded to the hearer that when the hearer will argue in front of the class they only have two minutes time. The speaker used off record politeness strategy with understatement strategy to minimize the FTAs. the speaker also used the filler '**Okay**', he speaker used the filler based on Fraser theory likes 'Ok' as the utterance to invite the attention of the audience in order the speaker was respected by the hearer.

The next analysis utterance (61) the hearer gave respond to the speaker's statement in the utterance (30), in this occasion affected the speaker negative face. Here the speaker forced the hearer to argue not more than two minutes. The speakers gave limited time to them to argue in front of anther groups.

f. No politeness strategy

It happened when the speaker directly did a kind of communicative function such as act of ordering, agreeing, etc. without using any kind of politeness strategies but in this case the speaker tried to delivered her / his wants directly and clearly to the hearer.

The analysis of this act found in the conversation between the lecturer to the students, the analysis will be shown as follow :

[30]I: It must be D-I-S-T-R-A-C-T

E: *Okay okay....Sorry sorry it is not U but A (58) thank you ya (43)*...what about you as a student when your friend coming late in the middle of lecturer explanation how do you feel ?

H: No problem ma'am (*Students laugh*)

Description of context : this act found in the first meeting when the lecturer 'E' had miss spelling while she was writing the word distract, the lecturer 'E' at first wrote the word 'distract' by word 'distruct'. Finally there was a student initialed by alphabetic 'I' corrected the lecturer faulty, and the lecturer said sorry such utterance (58) for student 'I'.

In the utterance (58) above '*Okay okay....Sorry sorry it is not U but A*' that utterances damages the lecturer's positive face, it indicated that lecturer regretted in doing a prior FTA. It happen in the first meeting, when the teacher wrote an example of word '**distruct**' in the whiteboard but the lecturer had wrong spelling, the true spelling it must be '**distract**' so the lecturer as a speaker said sorry to the students to make the students aware to did not make the same mistake like their lecturer but in this case the lecturer did not use any politeness strategy.

The common characteristic of the speaker that used no politeness strategy, the speaker often wants to perform his/ her wants directly with using indicated word related to his wants. Such in the utterance (58) the speaker performed act of apologizing and the

speaker directly show his word of apologize '*sorry....sorry*'. so the speaker directly say apologize for her mistakes.

Furthermore in the he utterance (43) '*thank you ya*' stated when there are mistakes in spelling a word **distract**, but there are a student who corrected the lecturer's mistakes so the lecturer tried to say thanks to her students to make the students more enjoyable during the discussion running in the class.

Moreover the researcher found that the speaker as lecturer used no politeness strategy such in the analysis bellow :

[42]D: Okay mom usually when the people got injured (*deny has incorrect in pronounced word injured*)

E: *Sorry injured deny* (59) (*lecturer corrects deni's pronunciation*)

Description of context : The utterance in line (59) still happened in the first meeting, it happened when there are a student who had a wrong pronunciation in pronounced the word '**injured**', then the lecturer said apologize such utterance (59) to correct student's wrong pronunciation.

The lecturer as the speaker wanted her students to hear the correct pronunciation that pronounced by the lecturer, then the speaker directly wanted her student to say the correct pronunciation at that moment. The utterance above are damaged the speaker positive face without used any politeness strategy.

The word in the utterance (59) happened in the first meeting when the students gave an argument in front of the lecturer, then the lecturer tried to say sorry to but she still wants to make the students enjoy, the lecturer tried to remind the students that their time to argue is up, the lecturer tried to remind the students without interrupted the students argument immediately. That utterance again damaged the speaker's positive face. But the speaker did not use any politeness strategy. Another analysis will be shown as follow :

[19]E : Not like sasha doing ya ?

J: ya ma'am all right

E: (*students laugh*) I want to take picture with you...foto...foto..*have you enough ?*(29)

J: yes

E: *Ok, thank you*, (60) please choose another friend ?

J: Okay after we discuss we choose Dina and Shela, ok for Dina and Shela two minutes for you.

Description of context : This discussion happened in the first meeting, the student initialed by alphabetic 'J' delivered his argument to the participant including the lecturer that initialed by alphabetic 'E', the student 'J' delivered his argument without considered that his time for delivering was up, then the lecturer initialed by alphabetic 'E' said thank for student J's argument such utterance (60) and reminded her student by using such kind of utterance number (29).

In the utterance (60) lecturer expressed thanks to her student because the student could give good arguments that satisfied the lecturer's want. The lecturer wanted her students to be more active by her action.

Further in the utterance (29) there was statement that indirectly contained act of reminding from the lecturer to her student, in this situation the students gave two minutes for present their arguments and then they had delivered their arguments more than two minutes. So, the teacher indirectly reminded the time of her students presentation by giving question '*have you enough?*', in this case the speaker used positive politeness strategy to minimize the threat that affect the hearer's negative face without impose their wants and show the lecturer's wants as the speaker who control the process of the discussion, the lecturer as the speaker here also take a position as the moderator who control the discussion time.

Then the researcher also found the speaker used no politeness strategy such in the conversation excerpt [34] in the utterance (47) '*I suggest you couldn't you do not agree with this video?*' we could see that the speaker affected the hearer's negative face, the speaker put some pressure on hearer to do some acts, in this acts the hearer ought to argue whether she/he is agree or disagree with the statement. To minimize the FTAs, after giving suggestion the speaker used mitigating device to the hearer as like in line (14 up to 15), '*I don't want to you to agree with this video, should you agree or not...up to you*' the speaker directly stated that she wanted to give suggestion to the hearer without impose the hearer to have to agree or disagree. It was strengthened by word '*up to you*' the hearer was free to do some action. In this situation the speaker used no politeness strategy. the speaker used it to give a choice to the hearer.

The researcher found in the conversation between the student to the student that did not use any kind of politeness strategy, it is found in the excerpt [18] in the utterance (28).

That utterance affect the speaker's positive face this statement could ignore the speaker strength. The speaker put off his superiority as an educated person. But the speaker did not use any politeness strategies. As shown in the context, the speaker acted confuse when his leg broken by his friend.

Beside the conversation between lecturer to the student the researcher also found the conversation between student to the student that did not use any kind of politeness strategy, it was found in the excerpt [23] in the utterance (34). The utterance '*I think I do not agree with the video number five*' in this statement the speaker without used any mitigating devices, he used bald politeness strategy that threaten the hearer's positive face. He the speaker used no polite strategy when had different argument with the hearer. The speaker directly said '**I do not agree**' it shown that the speaker really not agree with the hearer's

argument. The speaker indirectly judged that the hearer had wrong argument. That utterance used no polite elements and it will make unharmonious situation on the process of discussion.