# CHAPTER I

# INTRODUCTION

This section includes background of the study, problem of study, objective of the study, significance of the study. Each of these items is discussed clearly as follows.

A. **Background of the Study**

Language is a means of communication for human being and it develops dynamically through various changes. Studying of language means concerns to linguistics as one of the scientific disciplines. Here, politeness strategies are suitable theory to observe behavior of participants in communication. This study is also strengthened by Yule's statement that politeness is the idea of polite social behavior, etiquette within a culture. Being could be being tactful, generous, modest, and sympathetic toward others. In common, polite behavior can be said the attitude of someone appropriately within a culture in the society (Yule, 1990:60).

The purpose of this chapter is to introduce the rationale behind this research and present the research aims of this study. This research aims to describe the politeness strategy performed by students in classroom discussions.

Language is very important in communication. One must know how to conduct his speech well in order to make the conversation run smoothly. It is not easy to do this, but there is a language strategy that can be applied to fulfill these purposes, namely the"politeness strategy". Politeness strategy is

a strategy which is needed to harmonize the relationship with others. In politeness strategy, there are some important factors that need to be considered to start a good interaction.

Those factors include participants, context or setting, and function of the utterances. Participants here mean people who are engaged in an interaction. Context or setting deals with where the interaction takes place and whether it is a formal or informal interaction. Function of the utterances deals with why people do the communication and its purpose. (Brown and Levinson: 1987)

Language has a social function as a tool to make connection between human beings. Without language, it seems impossible for people to interact with others in their daily life because language can express people's feeling, willing, opinion, etc (Chaer and Agustina, 1995: 19). In short, language is the oral symbols that represent meaning as they are related to real life situation and experience.

In case of communication, the speakers will choose the strategies to have polite conversation. People use politeness strategies in order to get their conversation run well and go smoothly. Brown and Levinson (1987: 57) state that recognizes what people are doing in verbal exchange (e.g. requesting, offering, criticizing, complaining, etc) not so much by what they overtly claim to be doing as in the fine linguistics details of utterances. It means that not only speaking in fine linguistics but also considering other's feeling are important. In other word, speaking politeness involves other's feeling and being polite person means that s/he should make others feel

comfortable. The speaker doesn't use non polite or rude utterance that can make somebody's feel disturbed. Brown and Levinson (1987) stated that politeness strategies are developed in order to save the hearer's "face". Face refers to the respect that an individual has for him or herself, and the maintaining of "self esteem" in public or in private situations. In this case, usually the speakers try to avoid embarrassing other person, or making him feel uncomfortable. Brown and Levinson (Grundy, 2000: 156) work with Goffman's notion of 'face'. Face comes in two varieties, positive face and negative face.

Watts (2003:86) states that Brown and Levinson postulate a set of five possibilities which are available to the speaker to do this. Ranging from the best case (strategy type 5'Don't do the face threatening act (FTA) ) to the worst (strategy type 1'Do the FTA and go on record as doing so badly and without any redressive action', i.e. without atoning for the FTA in any way. If the participant goes on record as doing the FTA , s/he can soften the blow by carrying out two types of redressive action, (a) by choosing a strategy aimed at enhancing the addressee's positive face (strategy type 2) or (b) by choosing a strategy which will soften the encroachment on the addressee's freedom of action or freedom from imposition (strategy type 3) while the strategy type 4 is off record strategy. Brown & Levinson (1987) divide two types of politeness strategies; positive politeness strategy and negative politeness strategy. While there are some strategies to lessen FTA,they are bald on record strategy, positive politeness, negative

politeness , off- record indirect strategy and don't do the FTA. It is agreed that the politeness is attributed with those strategies.

According to Brown and Levinson (1993:1) politeness strategies are developed in order to save the hearers "face". Face refers to the respect that an individual has for him or herself maintaining that "self-esteem" in public or in private situations. Usually person tries to avoid embarrassing to other person, or make them feel uncomfortable. Face Threatening Acts (FTA's) are acts that infringe on the hearers need to maintain his self-esteem, and be respected. Politeness strategies are developed for the main purpose of dealing with these FTA's.

There are four types of politeness strategies, described by Brown and Levinson that sum up human "politeness" behavior. The strategies are bald on record, positive politeness, negative politeness, and off record-indirect strategies. It is chosen to analyze considering that when the speaker doing the FTA's, it will reflect to the speaker's feeling and influencing the speaker's responds. In this case, negative politeness is the main focus.

Negative politeness is one of strategies in performing FTAs which is oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies.

Politeness is a part of culture that reflect social interaction between the participants who involve in. the culture background of particular speaker has

significant role in his or her politeness. Because different culture will determine different politeness in social community. The term of" culture" means a fuzzy set of attitudes, beliefs, behavioral conventions, basic assumptions, and values that is shared by a group of people, and influences each member's behavior. Politeness is dimension of culture. It is the expression of the speaker's behavior through the utterance in order to make harmonious aspect of relation in communication. And language is the verbal expression that uses to express it in real contact.

The polite in social relation is very important because it can help people to avoid conflict in various ranging of situation. The ability to perceive politeness varies. It depends on their cultural knowledge and cultural convention; what is considered polite in one culture might not be considered so in another.

Social interaction is supported by a good communication that involves both speaker and hearer where it can use to get understanding from the both sides. Communication is the way to pour the speaker's idea to the hearer that involves language as the main component which is used to build the communication up in their life.

Sperber (1995: 172) states, "Language is a set of semantically that interpreted well-formed formulas and it has essential feature as a mean of communication." It means that language is considered as a group of word that has a rule governed and conveys certain meaning which covers performed to communicate with the other as the main orientation in a harmonious relation.

Language used not only in society environment but also in education environment, especially in classroom. It is used by teacher and student, because they are part of social environment that use language as the tool to communicate with each other. Many activities in the classroom provide students perform their language freely. Salleh and Dahlan verify in their paper that the classroom is a unique communication context with highly regulated patterns of communicative behavior that are actively negotiated between its participants. The use of language in the classroom is not only for the sake of making small talks but tailored to achieve specific pedagogical goals. In the classroom,we find a group people. They interact each other to have communication, the communication will be vary depend on their own culture. Because of their different background there will be effort to defend good communication one another, moreover in discussion class. Engel and Ochoa as cited in Larson and Kiper (2002) that classroom discussion is an important teaching strategy because of its relation to the development of participatory citizenship, crtical thinking, and classroom community. Based on oxford dictionary(1999) the word discussion means the action or process of talking about something in order to reach a decision or to exchange ideas.  It means that discussion is one of classroom activity invite students to speak more naturally. They will use the language from their own idea and critical thinking based on their culture and background of knowledge. Classroom discussions offer students the opportunity to actively participate in the education process. Studies and experience suggest that when students are more involved in class, they retain more information and hone their critical thinking skills. Although

many instructors wish to increase classroom discussion, integrating and evaluating student discussions can be difficult, but need to be as time consuming as some may suggest.

Many previous researchers research about politeness strategy used in classroom activity, but they conduct the research about verbal language used by teacher. It will be different, language used by teacher or students. The language used depends on to whom we speak it is based on sociolinguistic knowledge. The politeness strategy used by teacher and students will be vary, it is influenced by culture of the speaker. Usually the language used by teacher is more polite than students, because the teacher is the model of the class. The utterance uttered by teacher will be the example of their student. The language used by students can be different because context plays a major role in determining wheter a verbal behavior is polite or not. Politeness is affected by factors such as the status of the participants, purpose of interaction and the norms and conventions governing the interactions in the specific setting. In talk, interlocutors not only have to convey the message but at the same time manage "turns transitions, social variables and the face needs of participants" (Butler, 2006:246). That is way the researcher in this situation, wants to investigate politeness strategy performed by students in classroom especially in discussion. Because the researcher wants to prove wheter in classroom discussion, the students perform face threatening act and what politeness strategy decides by them among politeness strategies which are, positive politeness strategy, negative politeness strategy or even the student's doesn't perform politeness strategy. Politeness will be known from the people who has

good arrangement in using language, so other people can catch the meaning well. In this case the researcher used the subject of the students who has known English and they often use English as their language in learning process. So, the researcher take the student's of sixth semester from english department as the subject of the research.

Related in this study, the researchers here choose entitle the *politeness strategy performed by students' of state Islamic institute of Tulungagung in classroom discussion* to be analyzed in every its utterance which contain the use of negative politeness strategies.. The researchers choose this title to become the subject because this is very often using in forum discussion in the classroom I think it is very interesting to understand how the important language in daily life especially make comfortable human besides us and there are many negative politeness used in this conversations. And hopefully this research can help everyone in understanding English language.

### B. Research Problems

Based on the background above, there are some problems that can be formulated, as follows:

1. What face threatening act are generally performed by students' of state islamic institute of Tulungagung in classroom discussions?

2. What politeness strategies are performed by students' of state Islamic institute of Tulungagung in classroom discussion?

### C. Objectives of the Research

Based on the statement of the research problem above, the objective of this study can be as follows:

1. To analyze face threatening act are generally performed by students' of state islamic institute of Tulungagung in classroom discussion

2. To analyze politeness strategies performed by students' of state Islamic institute of Tulungagung in classroom discussion.

### D. Significance of the Research

The findings of the study are expected to be significantly relevant theoretical and practical aspects. Theoretically, the research findings are expected to enrich the theories of linguistic politeness strategies, specifically the spoken language in classroom discussion. This study is useful to provide the information of what politeness strategies performed by students of TBI sixth semester in classroom discussion. This contribution is in turn give tentative framework for a comprehensive analysis of politeness.

Practically, since this research focused on students in expressing statement, question, offer, apologize, disagreement etc; hopefully it is useful for students to know much information about politeness strategy performed by them in classsroom activity. The findings are expected also for teachers and lecturers to help the learner learning about English more.

### E. Scope and Limitation of the Research

This study attempt to investigate the politeness strategies used in classroom discussions especially in seminar on thesis writing and pragmatic class. The main aspects to be observed are the FTAs, what politeness strategies they use in that activity, whether they tend to use positive politeness or negative politeness strategy. The data are taken from sixth semester of State Islamic Institute of Tulungagung in seminar on thesis writing class.

### F. Definitions of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is"The politeness strategies performed by students of IAIN Tulungagung in classroom discussions"

The definitions of key terms are as follows:

1. Politeness

   Is the way or habit,norm and culture applied by certain society. In this research, politeness can be defined as the way to show that speaker realize person's face.

2. Discussion means the action or process of talking about something in order to reach a decision or to exchange ideas.

3. Face means the public self- image of a person and it needs to be realized by the addresse.

4. FTA(Face Threatening Act) can be defined as act that threaten someone's face. It means that if speaker says something that threat addresse's public self-image,emotional sense,it can be described as FTA.

5. FTA strategies deals with the strategy that is employed to perform FTA (Face Threatening Act).

6. Politeness strategy refers to the strategy used to convey the utterances as polite as possible and minimize the FTA, it is not only minimize the FTA but also to satisfy the hearer in order to create good communication. There are two types of politeness strategies; positive politeness and negative politeness strategy.

## G. Research Paper Organization

The organization of research paper will be given in order to make the readers understand the content of the paper. The organization of this research paper will be given as follows:

Chapter I will be the introduction of the research which deals with the background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, definitions of key terms, and research paper organization.

Chapter II will be the review of related literature. It consist of theories that include definition of FTAs, politeness, politeness strategies, strategy to perform FTA, positive and negative politeness, discussion and classroom discussion.

Chapter III will be the research method/methodology. It covers research design, kinds of data and data sources, technique of data collection, technique of data Verification and data analysis.

Chapter IV will deals with the findings and discussion of the study that is loaded of result that contains of data presentation, and research findings. This chapter is very important, because in this chapter the researcher will analyze the

data gotten. So, the data are processed in this chapter. Finally, all the data can be analyzed and interpreted based on the research problem.

Chapter V will presents the conclusion and suggestion for further study to make the better study. Conclusion is the summary of the research problem based on the research problem. This part will be the last chapter of this research.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter presents brief description and explanation about the theories that support this study. There are several theories that are important to be discussed in this chapter: pragmatics, politeness, the concept of face, face threatening acts (FTA), and politeness strategies performed by students in classroom discussion.

## A. Pragmatics

In interpreting someone's utterance, is not enough if we only depend on the meaning derived from words and the structure of sentences. Therefore, according to Levinson (1983), we need to concern about the relation between language and the context that are basic to an account of language understanding. The study is about the relation between language and context called pragmatics.

Pragmatics includes the study of how to enter rerate and the use of utterances depend on knowledge of the real world. How the speakers use the understand speech acts and how the structure of sentence is influenced by the relationship between the speakers and hearer. Besides, pragmatics is often contrasted with semantics, which deals with meaning without reference to the users and communicative function  of sentences (Longman dictionary of applied linguistics 1985:225) furthermore, it is significant for participant to share knowledge each other so that the hearer may minimize to misinterpret the speaker intended meaning.

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## B. FTA (Face Threatening Act)

Brown & Levinson (1987) defines face as the public self- image that every member want to claim for himself. It refers to that emotional and social sense of self that everyone has and expects everyone else recognize. Brown and Levinson (1987: 61) also state face consists of two related aspects. On the one hand, we have the negative face. Negative face is the want to be unimpeded in one's actions which is the basic claim to territories, personal preserves, and rights to non-distraction—in other words, freedom of action and freedom from imposition. Meanwhile, on the other hand, the positive face consists of the self-image or 'personality' (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants. Brown and Levinson(1987:61) claim that the 'notion of face is derived from that of Goffman  and from the English folk term which ties face up with notion of being embarrased or humiliated or 'losing face'. They also explain that face emotially invested and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction.

FTA (Face Threatening Acts) means act that threatens the positive or negative face of the hearer. Intrinsically certain acts can sometimes threaten  one's face. Like in Brown and Levinson (1987:65) state it is intuitively the case that certain kinds of acts intrinsically threaten face, namely those acts that by their nature run contrary to the face wants of the addressee and/or of  the speaker . There are two distinctions acts that threaten positive and negative face of the hearer and speaker face. It is summarized in table 1(the table is adapted from Brown and Levinson theory, 1987:65-68).

**Examples of Face-Threatening Acts based on Brown and Levinson theory**

|  | Negative FTAs | Positive FTAs |
|---|---|---|
| *Affecting Hearer* | Orders/requests<br>Suggestions/advice<br>Reminders<br>Threats/warnings/dares<br>Offers<br>Promises<br>Compliments/envy/admiration<br>Strong negative emotions | Disapproval/criticism/contempt/ridicule/<br>complaints/reprimands/accusations/insults<br>Contradictions/disagreements/challenges<br>Violent emotions<br>Irreverence/taboo<br>Bad news/boasting<br>Emotional/divisive subject matter<br>Non-co-operation<br>Inappropriate terms of address |
| *Affecting Speaker* | Giving thanks<br>Acceptance of thanks/apology<br>Excuses<br>Acceptance of offers<br>Responses to hearer's faux pas<br>Unwilling/reluctant promises/offers | Apologies<br>Acceptance of compliment<br>Breakdown of physical control<br>Self-humiliation/deprecation<br>Confessions/admissions of guilt<br>Emotional leakage/non-control of<br>Laughter/tears |

**(Brown & Levinson, 1987:65-68)**

That is why, if we do not want to threaten someone's positive or negative face, we have to minimize it by applying the politeness strategies. They are then developed in order to save the hearer's face. Face, universal but culturally elaborated construct, refers to the respect that an individual has for him/ herself, and maintaining that "self -esteem" in public or in private situations. In line with that, the following is the assumption of Brown & Levinson about "face". ' In general, speakers cooperate in maintaining face in interaction, such cooperation being based on the mutual vulnerability of face. It can be concluded that normally everyone's face depends on someone else's being maintained. Since face is

understood in terms of wants to be fulfilled by others and it is someone's interest to constantly monitor and attend to face in interaction.

This theory then encompasses the social constraint which the speaker is faced with the interaction. In performing a face threatening acts, unless the situations maximum efficiency or urgency, the speaker will decide to minimize the possible face threat. They suggest that threatening either the positive or negative face will influence the maintenance of relationships. Although we are all interested in maintaining other people's face, Brown & Levinson note that we perform some acts which are intrinsically impolite and therefore threaten their face needs; for instance, orders, requests, suggestions, threats, warnings and so forth, which pose a threat to the addressees' negative face, or disapproval, disagreement, criticism, etc.

Brown and Levinson utilise this notion of 'face', 'politeness' is regarded as having a dual nature: 'positive politeness' and 'negative politeness'. 'Positive politeness' is expressed by satisfying 'positive face' in two ways: 1) by indicating similarities amongst interactants; or 2) by expressing an appreciation of the interlocutor's self-image. 'Negative politeness' can also be expressed in two ways: 1) by saving the interlocutor's 'face' (either 'negative' or 'positive') by mitigating face threatening acts (hereafter FTAs), such as advice-giving and disapproval; or 2) by satisfying 'negative face' by indicating respect for the addressee's right not to be imposed on.

Brown & Levinson argue that, in normal circumstances, people will try to avoid face-threatening acts (FTAs). If an FTA is unavoidable, one will try to minimize the threat caused thereby. They further propose that the degree of threat

can be evaluated according to three culturally sensitive social variables: social distance (D) between interlocutors, relative power (P) of the participants and absolute ranking (R) of the impositions carried in the act in a particular culture. In addition to the three variables, the seriousness of an FTA is also determined by the participants in interactions. In any given situation, participants then select strategies  appropriate to its needs. The greater the threat of an  act, the more a polite strategy is required. With this rationale, Brown & Levinson propose five linguistic strategic choices for speakers to lessen Face Threatening Act; baldly on record, positive politeness strategy, negative politeness strategy, off record strategy, and don't do an FTA. The possible sets of strategies may be schematized as in Figure 1.

Circumstance determining choice of strategy
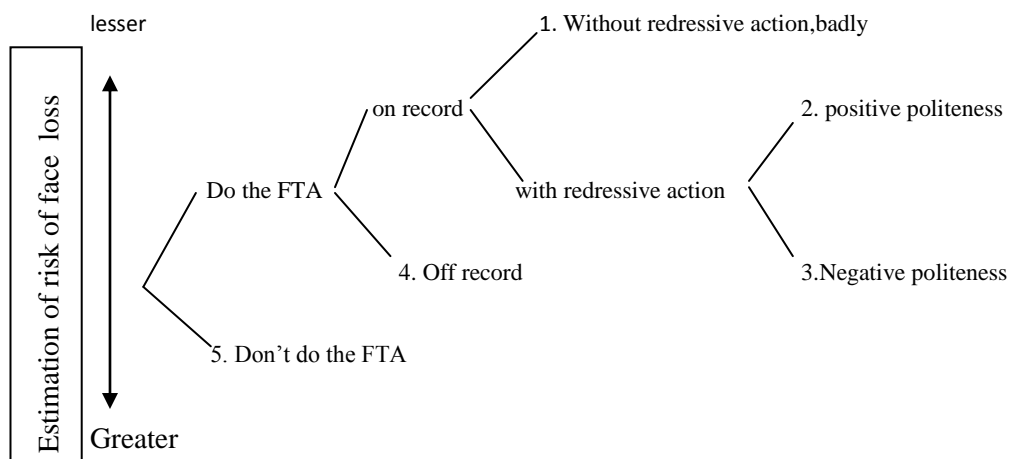


Figure 1. Possible strategies for doing FTAs

**( Brown and Levinson,1987: 69)**

Based on figure 1 above,Watts(2003:86) states that Brown and Levinson postulate a set of five possibilities which are available to the speaker to do this,

ranging from the best case (strategy type 5'Don't do the face threatening act (FTA) ) to the worst (strategy type 1'Do the FTA and go on record as doing so badly and without any redressive action', i.e. without atoning for the FTA in any way. If the participant goes on record as doing the FTA , s/he can soften the blow by carrying out two types of redressive action, (a) by choosing a strategy aimed at enhancing the addressee's positive face (strategy type 2) or (b) by choosing a strategy which will soften the encroachment on the addressee's freedom of action or freedom from imposition (strategy type 3) while the strategy type 4 is off record strategy.

The scale given on the left is the degree to which these strategies are face-threatening to the adressee. To go on record badly and commit the FTA without any redressive action clearly involves the greatest amount of face-threat and should therefore only be used as strategy if  there is a minimal risk of threatening the addreesee's face. To avoid commiting an FTA at all is obviously the least face- threatening of the strategies. In order of the degree of face-threat, strategy 1 is more likely to involve face-threat to the addresse than strategies 2 and 3. Strategy 4 is next on the scale followed by the least face-threatening action, strategy 5, i.e. do not carry it out at all. (Watts:2003:87).

## C. Politeness

According to Brown & Levinson (1987:1), Politeness mean acting so as to take account of the feelings of others and includes both with positive face (the wish to be approved) and negative face (the wish to be unimpeded, free from imposition of left alone. A further assumption, Brown & Levinson's theory (1987) is that face is constantly at risk, since any kind of linguistic action termed a face

threatening act (FTA) may occur, which has relational dimension to the interlocutor's face. Consequently, such face threatening acts need to be counterbalanced by appropriate doses of politeness. In this case politeness can be understood as a basis to the production of social order and recondition of interaction. Politeness refers to socio- cultural matter and is crucially reflected in language. It is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward another.

According to Yule (1996:3), the study of what speakers mean or "speaker meaning" called pragmatics. Politeness is part of pragmatic. In line with this, the speaker meaning deals with the utterance in communication. Communication clearly depends on not only recognizing the meaning of words in an utterance but recognizing what speakers mean by their utterances. In other word, if we want to know the politeness of a speaker's utterance, we also have to study the meaning of the utterance. The ability to comprehend and produce a communicative includes one's knowledge about the social distance, social status between the speakers involved, the cultural knowledge such as politeness and linguistics knowledge explicit and implicitly.

The goal of politeness is to make all the parties relaxed and comfortable with one another, these culturally defined standards at times may be manipulated to conflict shame on designed party. Wardhaugh (1986) asserts that politeness itself is socially prescribed. Although it is important to be polite to a certain person or occasion, it does not mean it becomes impolite to another occasion. Thus if someone say something politely, at the same time comfortable situation occurred.

A speaker has to follow the performance of face threatening act (FTA), thus Brown & Levinson (1987) underlined four super strategies or general behavior patterns as following:

1) Do the FTA without redressive action baldly on record.

2) Do the FTA with redressive action positive politeness

3) Do the FTA with redressive action negative politeness.

4) Do the FTA off record.

Furthermore Brown & Levinson (1987) identifies the three elements to be considered in doing this face threatening acts, the social distance (D) of the speaker and addressee, the relative power (P) between them and the absolute ranking of imposition (R) in particular culture.

Brown & Levinson (1987:62) clarify that politeness is one important issue in speech acts because it is regarded as a universal phenomenon in language use. For linguists, as Cutting notes (2002:44 original emphasis), politeness does not refer to the social rules of behavior such as letting people go first through the door, or wiping your mouth on the serviette rather than on the back of your hand". In this case, politeness becomes the main factor in selecting utterances or sentences appropriately in life of society. Holmes (1986) asserts that being linguistically polite is often a matter of selecting linguistic forms which expressed the appropriate degree of social distance or which recognize relevant status or power differences.

## D. Politeness Strategies

Politeness strategies are ways to convey the utterances as polite as possible

(Brown & Levinson, 1987). Politeness strategies are used to formulate messages in order to save the hearer's face when face-threatening acts are inevitable or desired. In other words this strategy is used to minimize FTAs.

Brown & Levinson outline five possible strategy for doing FTA, here the researcher tries to explain the four  main types of strategy to maintain FTA ; Bald on Record, Positive Politeness, Negative Politeness, and Off  Record Strategy. The detail explanation will be described as following.

## 1.  Bald on-Record Strategy

The term ' Bald on record' is used when an expression has "one unambiguously' attributable intention with which witnesses would concur" (Brown and Levinson, 1987: 73). For example, if person A wanted to borrow person B's car and said, " may I borrow your car tomorrow? She would be going bald on record because the request to borrow B's car is unambiguous. Bald on-Record Strategy is a strategy to minimize threats to addressee's "face" or to reduce the impact of the FTA's. It risk to shock, embarrasses, or makes the hearer feel a bit uncomfortable. According to Brown and Levinson (1987: 73) Bald on record is a direct politeness strategy which contains no repressive particle to soften the Face Threatening Act (FTA). The prime reason for bald- on record usage in whenever S (speaker) wants to do the FTA with the maximum efficiency more than satisfy H's (hearer) face, even to any degree, he will choose the bald on record strategy.

In Bald on-record, the speaker will most likely shock the person to whom they are speaking to, embarrass them, or make them feel a bit uncomfortable.

However, this type of strategy is commonly found with people who know each other very well, and are very comfortable in their environment, such as close friends and family). There are different kinds of bald- on record usage in different circumstances, because S can have different motivates for his want to do the FTA with maximum efficiency. These fall into two classes:

1) Cases of non- minimalization of the face threat.

In this type the maximum efficiency is very important and this is mutually known to both S and H, so no face redress is necessary. In cases of great urgency or desperation, redress would actually decrease the communicated urgency.

Examples: "Help! (An Emergency)

"Your pants are on fire!"

From those examples above, it can be seen that the speaker does not care about the hearer and they used in this cases of urgency or desperation.

2) Cases of FTA- oriented bald-on- record usage.

It is oriented to H's face. It is usually used in (1) welcoming (or post-greetings), where S insists that H may impose on his negative face; (2) farewells, where S insists that H may transgress on his face by taking his leave; and (3) offers, where S insists that H may impose on S's negative face.

Examples: "Come in" (welcoming).

"Sit down here" (offering)

This strategy is oriented to H's face. It can be seen from both examples

above. The first sentence can be used as an invitation to the hearer which feels reluctant so that the hearer will feel less reluctant because of the invitation. The second sentence can be used as an offer.

**2. Positive Politeness Strategy**

Brown & Levinson (1987: 85) state that "Positive Politeness Strategy (PPS) 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". According to Brown and Levinson, positive face reflects the desire to have one's possessions, goals, and achievements desired by a socially or situationally relevant class of others; thus, positive politeness expresses either a general appreciation of the addressee's wants, or similarity between the wants of the speaker and addressee (1987: 63). It thus reproduces the characteristics of conversational interaction among intimates, where expressions of interest and approval, shared knowledge and desires, and reciprocity of obligations are routinely exchanged . Brown and Levinson note that it is this identification with intimate language that gives positive politeness its redressive force, since such strategies are used ''as a kind of metaphorical extension of intimacy'' which functions as ''a kind of social accelerator'' by means of which the speaker signals his or her desire to ''come closer'' to the hearer . Positive politeness strategies include compliments, seeking agreement, joking, claiming reflexivity of goals, claiming reciprocity, and expressions of sympathy, understanding and cooperation (Brown & Levinson (1987: 85). In other words, Positive politeness is a

comunicative way of building solidarity, showing the other is liked and seen as desirable.

Redress directed to the addressee's positive face, his perennial desire that his wants should be thought of a desirable. Redress consist in partially satisfying that desire by communicating that someone's own wants. But for some reasons positive politeness strategy are usable not only for FTA redress, in general as a kind of social accelerator, where the speaker in using them indicates that he/she wants to come closer to the hearer. Positive Politeness is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It usually tries to minimize the distance between them by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA). The speakers respect a person's need to be liked and understood. The speakers and addressee like to be cooperators. Typically, speaker asserts that he wants at least some of hearer's wants. Positive politeness strategies include statements of friendship, solidarity, complements. It is used by speaker to give impression that he/she wants H's or in wants or in other words, S wants H's face to be satisfied. This makes the hearer not take it seriously when the speaker does an FTA. To do the FTA given above using positive politeness, person A might say, "Hey, that's a great suit you have on! Is it new? By the way, may I borrow your car, tomorrow?" (adapted from Brown & Levinson, 1978: 108). By asking about person B's suit, person A would be showing that she is interested in something that person B presumably finds desirable, for example, the suit.

Positive politeness is used as a kind of metaphorical extension of intimacy. It is also used to get closer to the hearer. In other words, positive politeness is

used as a kind of social acceleration.

## 3. Negative Politeness Strategy

According to Brown & Levinson (1987: 75) Negative Politeness Strategies are 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, which similar to positive politeness. Negative politeness is specific and focused. It performs function of minimizing the particular imposition that the FTA unavoidable effects.

Negative Politeness strategies are the strategy to assume that you may be imposing on the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. The speakers in this case asserts unwillingness to impinge on addressee.

For instance: "Would you close the door, Mr. Tailor?"

We can see in that example that the speaker is threatening the hearer's negative face which wants to have freedom of action. The threat is the speaker asks the hearer to close the door. To minimize the threat, the speaker applies `hedge' (would you please) to soften the utterance and `give deference' (Mr. Taylor) to show his/ her respect to the hearer.

**Positive and Negative Politeness strategies**

| Negative | Positive |
|---|---|
| 1. Be indirect<br>2. Question/Hedge<br>3. Be pessimistic<br>4. Minimise Imposition (verbally)<br>5. Give deference/humble oneself<br>6. Apologise/admit imposition /indicate reluctance/give overwhelming reasons/beg forgiveness<br>7. Impersonalise speaker and hearer (pronominally/passivevoice/indefinites/ reference terms/point of view distancing)<br>8. State FTA as general rule<br>9. Nominalise<br>10. Go on-record with indebtedness | 1. Notice/attend to hearer<br>2. Exaggerate<br>3. Intensify interest<br>4. Use in-group markers<br>5. Seek agreement<br>6. Avoid disagreement<br>7. Presuppose/raise/assert common ground<br>8. Joke<br>9. Assert/presuppose knowledge of/concern for hearer's wants<br>10. Offer/promise<br>11. Be optimistic<br>12. Include both speaker and hearer<br>13. Give (or ask for) reasons<br>14. Assume/assert reciprocity<br>15. Give gifts (goods/sympathy/understanding/cooperation) |

**(Brown & Levinson, 1987:101-211)**

## 4. Off- Record Strategy

The term "off record" is used when an expression can have "more than one unambiguously attributable intention" (Brown & Levinson 1978: 74). Off- Record Indirect Strategy is the strategy can be done in such way that is not possible to attribute only one clear communication intention to be act. The actor leaves him/herself an "out" by providing him/herself with number of defensible interpretation of his act. Thus, if a speaker wants to do FTA but in the same time wants to avoid the responsibly for doing it, he can do off- record and leave it up the addressee to decide how to interpret it. In doing off- record, actually Face

Threatening Acts is not stated explicitly but only implied. For example, if person A wanted to borrow person B's car and said, " I need to pick up my friend at the airport tomorrow, but I dont have a car. She would be going off record because there is no explicit request.

Off record can be called as an indirect way of saying something which may cause a face damaging interpretation. It is usually in the form of declarative sentence, for instead, "I went to school in hurry", "I forgot to bring a pen". In this strategy, the speaker wants the hearer to interpret what the speaker means that is he/ she wants to borrow a pen from the hearer. So that the hearer might respond like this, "Do you need a pen?" the response from the hearer means that the hearer is being cooperative and the speaker has shown himself or not being forceful.

## E.   Classroom discussion

Engel and Ochoa as cited in Larson and Keiper (2002) state that classroom discussion is an important teaching strategy because of its relation to the development of participatory citizenship, critical thinking, and classroom community. Based on oxford dictionary(1999) the word discussion means the action or process of talking about something in order to reach a decision or to exchange ideas. Discussion is particularly relevant in social studies education because of the mandate to prepare students for participatory democracy. Weikel and Mangram as cited in Larson and Keiper  have examined the distinctive nature of discussion itself. Those studies indicate that there are various types of discussion that vary in purpose, content, and format.

Discussion is thought to be a useful teaching technique for developing higher order thinking skills; skill that enable students to interpret, analyze, and manipulate information. Students explain their thoughts and idea rather than merely recount and recite, memorized facts and details.

F. **The Previous Relevant Studies**

Here, there are some data presented as the result of observation which has been done by the previous researcher in the area of politeness, but those observations which had been conducted by other researcher have different subject what going to be conducted by me. And those studies are:

1. **An investigation and analysis of Politeness strategies employed in College English Teachers' Classroom feedback.**

This study was conducted by ZHAO Wanli,DU Aihong (2000). It tries to find out teacher's politeness strategy in their feedback as well as students' affection toward teachers'feedback through classroom observation, closed-questionnaires and structured-interviews. The approaches used in this study are based on politeness theory, e.g. Brown and Levinson, Leech, Grice , and Lakoff. The findings are as follows: three categories of PS are employed in teachers' feedback which are positive PS, negative PS and off-record PS; students, whatever the top ones or the underachieving ones, all prefer to the supportive verbal feedback, who expect the relaxed, happy and active learning environment.

2. Politeness strategies used by Javanese

The research was done by Annisa (2009). It focused on the types of politeness that used by the Javanese people in expressing politeness in daily

conversation. The finding shows that Javanese use all kinds of politeness strategies and dominantly use positive politeness in daily conversation. But in some speech acts such as in refresentatives and expressives, they do not use negative and off-record strategies. In Commisives, they do not use off-record strategies. Negative strategy also do not occur in declaratives.

# CHAPTER III

# RESEARCH METHODS

In this chapter the writer will discuss research methodology that is used by the writer and how the writer analyzed in this data in this research. The writers will discuss about type of research, data and data source, data collection, and data analysis.

## A. Types of Research

In this research, the writer used qualitative research. Qualitative inquirer deals with data that are in the form of word, rather than number and statistics. The data collected are the subject's experiences and perspective. The data cannot be manipulated because in collecting the data, the conversations are written into the form of word.

Qualitative research always has descriptive quality, it means that the data which are analyzed and the data analysis result have the form of phenomenon descriptive, not nominal form or coefficient about relationship among variable (Aminudin, 1999: 16). We can infer that qualitative research is systematic application of the problems and the data here can be oral or written.

In this research, the research analyzes the data by using Brown and Levinson's Politeness Theory. This research is classified as a descriptive qualitative because the data are in the form of word, namely utterances used by the writing form of The politeness strategy performed by students' of states Islamic institute of Tulungagung in classroom discussion.

## B. Data and Data Sources

### 1. Data

The data is very significant in the research. The research will not be able to get information without the data. The data of this research are students' utterances containing FTAs and politeness strategies performed by the students' in clasroom discussion. The qualitative data was got from observation during research of teaching and learning process discussion and also documentation. The writer used this method to describe the students' strategies uttered politeness strategies in classroom discussion.

### 2. Data Sources

The data sources of this study are the transcription of students' utterances  performed in classroom discussion.

#### a. Data Collection

In here the method of collecting data is observation method meaning that the researcher pay good attention to the use of language among the speakers and the audiance. To conduct the method of collecting data, the writer uses several techniques. First, the writer uses observation technique because the writer must collect the utterance containing face threatening acts in classroom discussion. And then the writer also uses note taking method meaning that the writer involves directly and pay good attention to the conversation in the process of searching and collecting data, and the writer notes and write all the data which has relation to the topic. The next step, the writer makes transcription from the chosen speakers's utternces called pragmatic transcription. The last step, the

writer classifies and elaborates the obtained data based on the face threatening act and politeness strategy which are used in classroom discussion.

## C. Subject of the Study

In here, Subject of this research are the students of TBI sixth semester at State Islamic Institute (IAIN) Tulungagung who took seminar thesis class in the academic year of 2013/2014. In this research, the researcher used A class to be observed. The total of students who participated in seminar thesis class are 25 students. The researcher participated in 4 meeting in classroom discussion. In seminar thesis class the students who became the presenter were 7 students and the students who gave comment or suggestion were 5 students,out of them did not give any comment.

## D. Data Analysis

There are several main steps consisting of several sub steps the writer uses to analyze the data:

1. The steps of analyzing the utterances to perform face threatening act:
   Chosing the kinds of utterance in the transcription of face threatening act and classifying the utterance based on the politeness strategy in clasrookm discussion.

2. The next steps of analyzing in order to elaborate the kind of face threatening act.

3. The last steps is analyzing the politeness strategy which are used by speaker.

- Classifying the categorized face threatening act based on the politeness strategy used by the speaker by using Brown and Levinson's theory.

### E. Trustworthiness of the study

Validity of data is evaluation data which is appropriate with reality. Validity is an important key to effective research. If a piece of research is invalid then it is worthless. (Cohen, 2005:111)

It means that, validity of data provides the writer with the real research finding on the teaching and learning speaking in classroom discussion. To get the validity in this study, the writer use triangulation techniques.

Triangulation is a technique of investigation the validities of data which gives advantages to others that need verification or become standard of data. Sugiono (2009:330) said, the aim of triangulation is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.

Bogdan and Biklein and Denzin in Kurniasih suggest that triangulation techniques include (1) sources or data triangulation, (2) investigator triangulations, (3) theory and (4) methodological triangulations.

Sources of data triangulation is process in which various source of data are collected. The variety of sources can refer to time, place and person. In the present study the sources of data referred to person, they were the teacher and students. The data triangulation for this study was done by analyzing negative politeness strategies uttered in classroom discussion.

Methodological triangulation is process in which various method are use to measure same unit. Methodological triangulation was done by employing different method of data, namely observation, interview and documentation.

In this study, the writer gets the data from interview and classroom participation of researcher in classroom discussion. After the data collected, to check validity of the data writer compare with data observation and compare again with data documentation. For example, the writer observes the teaching and learning activities to describe the language used especially in negative politeness strategies uttered in classroom discussion. To check the validity of observation data, the writer also interviews students and lecture.

# CHAPTER IV

# FINDING AND DISCUSSION

## A. FINDING

This chapter presents the research findings and the analysis of the findings. The objective of the research is to analyze face threatening act are generally performed by students' of state islamic institute of Tulungagung in classroom discussion. Besides, the objective of the research is also used to analyze politeness strategies performed by students' of state Islamic institute of Tulungagung in classroom discussion.

The research was conducted using descriptive qualitative by applying field research because the researcher here took the data from classroom discussions, so the data used in this research was utterance data, numerical data was not used in this research. This trancribe dialogue was from the conversation among some students in clasroom especially in discussion class. The researcher took the data from classroom discussion dialogue in seminar on thesis writing class. In seminar thesis writing class in each meeting the students would be 4 students presented their thesis proposal. The researcher participated in some classes of classroom discussion in order to get more data. Here she took field note and recorded students utterances using video recorder in discussion class. As we know that qualitative used natural data, so the researcher uses naturally occuring data in classroom discussion between interlocutors especially the students of english department sixth semester at State Institute of Islamic Studies of Tulungagung. After collecting the data, the

researcher analized the data of conversational fragments in classroom discussion on Face Threatening Acts and Politeness using Brown and Levinson's theory. The researcher here found the 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 politeness strategy in some utterances, eventhough there was no FTA in some utterances, but the students used their politeness strategy to satisfy and harmonious communication between interlocutors.

1. **FTA(Face-Threatening Acts) and Politeness Strategies Performed by Students in Classroom Discussion**

   a. **FTA(Face –Threathening Acts) affecting H's negative face**

   1) **Order and request**

   These acts that predicate some future act of H, and in so doing put some pressure on H to do(or refrain from doing some actions. In order to request the S indicates that s/he wants H to do, or refrain from doing certain actions. When the researcher observed the discussion and analized the data, order and request appeared many times in the data.

   **(Excerpt 1)**

   | Line | Initial | Utterances |
   |------|---------|------------|
   | 1. | A | *Assalamu'alaikum Wr. Wb.* |
   | 2. | | *My name is Amik.* **For today I would like to present** *language style of* |
   | 3. | | *lectures in lecturing student for English department in first semester at* |
   | 4. | | *IAIN Tulungagung..........................................* (explanation from |
   | 5. | | presenter) |
   | 6. | | **I would like your suggestion or your opinion related to my topic. OK,** |
   | 7. | | **please!** |
   | 8. | V | **Please, question for me.** |
   | 9. | | We choose language style for your teacher I want no ask about |
   | 10. | | language style itself  why u choose lecture for your  research  as a |
   | 11. | | subject to analysis actually to analyze about this.you can choose other |
   | | | sub for ex your friend self and when u chose  lecture what is the |

contribution to u all?

In this discussion the presenter directly presented their thesis proposal without the moderator accompany them, so the presenter will have double duties, being the moderator and the presenter. In line (2) in utterence '***For today I would like to present ....***' the presenter tried to be cooperative with the audience, intrinsically the H were forced to pay attention to the paper that would be presented by the S. Besides, the word 'would' in this utterence mitigates the negative face of the hearer. Eventhough there were no FTAs but the speaker tried to be polite using polite utterence. In this case the speaker wanted to be respected by the hearer when she was presenting her paper. After finishing the presentation, the speaker said utterence as in line 6 up to 7, '***I would like your suggestion or your opinion related to my topic. OK, please! Please, question for me!***' The presenter threatened the addresse's negative face by using indirect order. In this situation, the presenter indicated that she wanted the H to do some act, in this case the S were expected to give questions or suggestion to the presenter, so the audience or the H would be active in discussion.

To minimize the hearer's negative face, the presenter used negative politeness strategy indirect speech act that contain of indirect request to ask question, give suggestion or comment to the speaker for better research. The same case happened in conversation below:

**(Excerpt 2)**

| Line | Initial | Utterances |
|---|---|---|
| 1. | V | *Why you don't choose teacher in lecturing,* for example junior or |
| 2. | | senior high school like that? |
| 3. | A | *In Senior High School, you know that before come or join they have ni* |
| 4. | | *first English. I will not interest in our campus we have special regular* |
| 5. | | *in all students in all faculty they have graduated toafl and toefl and* |
| 6. | | *here in toefl when in English department is usually English student* |
| 7. | | *special English student graduated toefl how to other department.* |
| 8. | V | *OK, thanks.* |
| 9. | A | *Yeah Nadhir please! I think what do you think by lectures English* |
| 10. | | *teacher or all teacher?* |
| 11. | | *Lecturer?Who is teach English?* |
| 12. | N | *So I think more easy to understand if you directly write English* |
| 13. | | *teacher.* |
| 14. | A | *English lecturer?* |
| 15 | N | *Yes . .* |
| 16.. | A | *OK! Thank you.* |

In line (1) in utterence '*Why you don't choose teacher in lecturing,......*' the speaker affected the hearer's negative face.

## 2) Suggestion and Advice

We will analize the act that threaten H's negative face about suggestion and advice. This acts is also put some pressure on H to do some acts, in this acts the S indicates that he thinks H ought to (perhaps) do some certain acts. In this data, the researcher found 6 times when the S performed their FTA related to suggestion and advice.

**(Excerpt 3)**

| Line | Initial | Utterances |
|---|---|---|
| 1. | V | *Why you don't choose teacher in lecturing,* for example junior or |
| 2. | | senior high school like that? |
| 3. | A | *In Senior High School, you know that before come or join they have ni* |
| 4. | | *first English. I will not interest in our campus we have special regular* |
| 5. | | *in all students in all faculty they have graduated toafl and toefl and* |
| 6. | | *here in toefl when in English department is usually English student* |
| 7. | | *special English student graduated toefl how to other department.* |

This was the utterence from the hearer that give the response of the presenter like in line (1) in utterence '***Why you don't choose the teacher in lecturing .......***'. From this utterence we can see that the speaker affected the hearer's negative face.

## 3) Remindings

In remindings, the S indicates that H should remember to do some actions. The researcher found one utterance stated reminding.

**(Excerpt 4)**

| Line | Initial | Utterances |
|------|---------|------------|
| 1. | T | *OK I will ask you. Here, **what are the type of deixis in research** |
| 2. | | **problem, but you don't....there is no finding I mean the types of** |
| 3. | | **deixis was written in the review of related literature.** *It means what* |
| 4. | | *are the types of deixis in your* story or the general types of deixis?. This |
| 5. | | what are the types of deixis, but in your research problem is what are |
| 6. | | the types of deixis. |
| 7. | A | ***I have said before that it is wrong texting in this paper, What types of*** |
| 8. | | ***deixis that is used in the short story?. We are so sorry for this*** |
| | | ***actually.*** |

In the utterance excerpt 4, the speaker shown their argument that in review of related literature the hearer didn't write the types of deixis, generally it affected the hearer's negative face because the speaker coerced hearer remember about something.

In line (1), (2) and (3) the speaker indicated that she employed no mitigating device in this utterance, the speaker used no politeness strategy when she performed FTA.

## b. FTA(Face-Threathening Acts) affecting S's negative Face

## 1) Thanking

We have distinguished between acts that threaten H's negative face and thanking is one of the act that threathen S'negative face because the S

accepts a debt and humbles his own face. In the data thanking appears many times. The example of thanking is presented in the excerpt below:

**(Excerpt 5)**

| Line | Initial | Utterances |
|---|---|---|
| 1. | V | *Why you don't choose teacher in lecturing, for example junior or senior* |
| 2. | | *high school like that?* |
| 3. | A | *In Senior High School, you know that before come or join they have ni* |
| 4. | | *first English. I will not interest in our campus we have special regular in* |
| 5. | | *all students in all faculty they have graduated toafl and toefl and here in* |
| 6. | | *toefl when in English department is usually English student special* |
| 7. | | *English student graduated toefl how to other department.* |
| 8. | | *So, untuk menyamakan prestasinya nanti di sana atau toeflnya pastinya* |
| 9. | | *ada language style yang berbeda ketika dosen menyampaikan materi-* |
| 10. | | *materinya kepada student non english.* |
| 11. | V | ***OK, thanks.*** |

In utterence '***OK, thanks***' line 11 impeded her negative face that is giving thank to the presenter because of the presenter had answered her question. The speaker accepts a debt and humbles the presenter face when the audience manifested this utterence. The same case happene in conversation below:

**(Excerpt 6)**

| Line | Initial | Utterances |
|---|---|---|
| 1. | S | *Any question?* |
| 2. | | *Oke Nadzir!* |
| 3. | N | ***OK! Thanks for a chance given to me.*** |
| 4. | | *I wanna ask you about your thesis. In the first part of your presentation,* |
| 5. | | *you said that about narrative text. But why in your explanation you* |
| 6. | | *speak so many time about recount text. Is it narrative or recount?* |
| 7. | S | *Really?* |
| 8. | OF | *Iyo.* |
| 9. | S | *Ups! I'm sorry about that. I think I make a mistake, heheee. It is spontan* |
| 10. | | *aku berbicara seperti it. This proposal about improving the student's* |
| 11. | | *writing skill in writing narrative text.* |

In utterence '***OK! Thanks for a chance given to me***' line 3 impeded her negative face that is giving thank to the presenter because of the presenter give a chance to the hearer/audience to ask her question. The

speaker accepts a debt and humbles the presenter face when the audience manifested this utterence.

2) **Excuses**

Different from thanking and acceptance of thanks and apology, in excuses the S indicates that he thinks he had good reason to do, or fail to do, an act which H has just criticized; this may constitue in turn of criticism of H, or at least cause a confrontation between H's view of things and S's view. In this data excuses rarely appear in student's utterance.

**(Excerpt 7)**

| Line | Initial | Utterances |
|------|---------|------------|
| 1. | T | OK I will ask you. Here, what are the type of deixis in research |
| 2. | | problem, ***but you don't....there is no finding I mean the types of deixis*** |
| 3. | | ***was written in the review of related literature***. It means what are the |
| 4. | | types of deixis in your story or the general types of deixis?. This what |
| 5. | | are the types of deixis, but in your research problem is what are the |
| 6. | | types of deixis. |
| 7. | S | ***I have said before that it is wrong texting in this paper, What types of*** |
| 8. | | ***deixis that is used in the short story?. We are so sorry for this*** |
| | | ***actually***. |

In Excerpt 6 utterance line (2) and (3) because of incorrect typing the H critized the paper. The S indicates that she failed to do an act, so it caused confrontation between H's view of things and S's view. From the utterance in line (2) and (3) we can see that  intrinsically there was confrontation shown by the hearer from her argument. The piece of utterance demonstrated FTA that affected S's negative face,the speaker expected the desire not to be impeded but intrinsically it threatened the S's face.

From that utterance the speaker choosed no politeness strategy to minimize FTA.

### c. FTA(Face Threatening Acts) affecting H's positive face

### 1) Contradictions/disagreement

**(Excerpt 8)**

| Line | Initial | Utterances |
|---|---|---|
| 1. | T | OK syarat penelitian fleksibel, signifikan dan kontributif. ***Terus*** |
| 2. | | ***menurutku penelitian'e saman eeee, your research is good but I did*** |
| 3. | | ***not get the point yet. I think your contribution still abstract for me.*** |
| 4. | S | Memang harus di kendang dulu dan belum saya kendang karena |
| 5. | | kemaren ada masalah dari mereka tapi belum ada solusinya. |
| 6. | T | So for the questionyou want to research background is it the |
| 7. | | background strong enough for the student to effect student effect for |
| 8. | | senior high school or junior high school. |
| 9. | S | Kemaren sya sempat konsultasi dengan dosen jadi untuk pendalaman ya |
| 10. | | harus mencari literatur yang lebih baik lagi jadi saya konsul masih |
| | | belum fix jadi saya juga masih bingung. |

In the explanation above, the acts threated H's and S's negative face, now it is about the acts that threaten the positive-face want,by indicating (potentially) that the speaker does not care about the addressee's feelings, wants, etc. In contradictions and dissagreement, the S indicates that he thinks H is wrong or misguided or unreasonable about some issue, such wrongness being associated with dissaproval. In this data, disagreement or contradiction of point of view often appears in student's utterance,direct or indirectly. It means the speaker stated directly using 'not' or non-polite utterance and some other utterance performed indirect disagreement,it means when we analyze we not only consider about the utterance but also the context in the discussion. The utterance indicates disagreement, as citied, **"terus menurutku penelitian'e saman eeee, your research is good but i did not get the point yet. I think your contribution still abstract for me."** This utterence indicated that the speaker was confused and could not catch the presenter explanation. In this situation the speaker didn't

care about addreese's feeling especially the addresse's positive face. She though the argument of the presenter is wrong. It is kind of disagreement that stated by the speaker related to the topic of thesis proposal.

**(Excerpt 9)**

| Line | Initial | Utterances |
|---|---|---|
| 1. | T | OK I will ask you. Here, what are the type of deixis in research |
| 2. | | problem, ***but you don't....there is no finding I mean the types of deixis*** |
| 3. | | ***was written in the review of related literature***. It means what are the |
| 4. | | types of deixis in your story or the general types of deixis?. This what |
| 5. | | are the types of deixis, but in your research problem is what are the |
| 6. | | types of deixis. |
| 7. | S | I have said before that it is wrong texting in this paper, What types of |
| 8. | | deixis that is used in the short story?. We are so sorry for this actually. |

In the utterance excerpt 7, the speaker shown their argument that in review of related literature the hearer didn't write the types of deixis, generally it affected the hearer's negative face because the speaker coerced hearer remember about something.

In line (3) and (4) the speaker indicated that she employed no mitigating device in this utterance, the speaker used no politeness strategy when she performed FTA.

**d.   FTA(Face Threatening Acts) affecting S's positive face**

**1)   Confessions/Admission of guilts**

The S admit that having done or not done an act, or for ignorance of something that S is expected to know. Based on the researcher analysis confessions or admission of guilts rarely occur in this data, it only appears twice.

**(Excerpt 10)**

| Line | Initial | Utterances |
|------|---------|------------|
| 1. | N | *OK! Thanks for a chance given to me.* |
| 2. | | *I wanna ask you about your thesis. In the first part of your presentation,* |
| 3. | | *you said that about narrative text. But why in your explanation you* |
| 4. | | *speak so many time about recount text. Is it narrative or recount?* |
| 5. | S | *Really?* |
| 6. | OF | *Iyo.* |
| 7. | S | *Ups! I'm sorry about that.* **I think I make a mistake, heheee**. *It is* |
| 8. | | *spontan aku berbicara seperti it. This proposal about improving the* |
| 9. | | *student's writing skill in writing narrative text.* |

In the context of utterance in excerpt 8 a speaker mentioned by the name'T' asked the question to the researcher related to the presentation of S' thesis. To answer the audience question she stated that it was her mistake such as the utterance in line (7), 'I think I make a mistake'. Based on it utterence, the researcher here affected her own positive face, she admitted having done an act.

When the researcher delivered her utterance she said it friendly while laughing, it kinds of positive politeness strategy.

## A. Discussion

In the case of communication, maintaining other's face is needed in order to make the communication runs well and smoothly. One way to maintain other's face is by applying politeness. Politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003:6). The goal of politeness is to make all of the parties relaxed and comfortable with one another; these culturally defined standards at times may be manipulated to inflict shame on a designated party. There are two politeness strategies applied in the findings above. There were negative politeness strategy

and positive politeness strategy while the strategy to performed FTAs, in classroom discussion the speaker used not only politeness strategy but also no politeness strategy.

In classroom discussion of course the atmosphere is different than casual conversation, the students will be more formal using their utterance. The relation between one another or the culture from the students can be one of the condition that influence the situation. The discussion is not only to show conversation the purpose of it is to solve the problem in term of their reseach, their really purpose is related to how their research will be better from comment and suggestion. The presenter and audience played important role in this situation, the presenter is the one who presented their topic or some issues that had been their task because here the presenter as the real students, the audience is obviously asked to be active participant to give comments or suggestion for the H's benefit. The H or the addresse are the presenter's friend. The success of the discussion depends on how the speaker or the moderator manage the discussion well. Although the presenter had arranged the situation what should they say but the condition of the audience played main role in classroom discussion, how they utilized the occasion the time had been given by the presenter or the moderator.

This study was aimed to analyze face threatening act and politeness strategies are generally performed by students' of state Islamic institute of Tulungagung in classroom discussion. From the finding and analysis of the data above the researcher classified FTAs that she got from data into 4 classification, FTAs that threaten hearer's negative and positive face and FTAs that threaten speaker's positive and negative face. While the politeness strategy performed are

positive and negative politeness strategy, but in some utterances the students used no politeness strategy. From the FTAs the researcher found most of the students oftenly affected hearer's negative face and hearer's positive face, only some utterances cited the FTAs that threatened speaker's positive and negative face.

Now is about politeness strategy that was employed by the students to minimize FTA. Based on the finding the students often used negative politeness strategy, the politeness strategy used only in some utterances. In certain case the speaker performed no politeness strategy, so they used direct instruction using imperative sentence. It was because the limitation of time and perhabs because the function of discussion here is to exchange idea in classroom so they used the utterance that stated deference or respect to the hearer but it is still using polite language. When the students decided to choose negative politeness strategy, they often used indirect order or suggestion, question, hedge, question tag, and no politeness strategy became student's favorite in delivering their utterance to minimize FTA. In this classroom discussion when the speaker performed positive politeness strategy they indicated that they prefer using joking. But negative politeness strategy often appeared when the speaker tried to minimize face threatening act, it can be seen from the hedge ' I think' or question used.

Based on Brown and Levinson theory positive politeness strategy was used to minimize positive face threatening act and negative politeness strategy was used to minimize negative face threatening act, in certain case face threatening act that threaten positive face can be minimize using negative politeness strategy based on certain condition.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and the suggestion for the future research after the researcher analyzes and interprets the provided data from the previous chapter. The conclusion is covered from the statement of the research problems while the suggestion is intended to give information to the next researchers who are interested in conducting the similar research.

## A. Conclusion

This research purpose is finding the FTAs and politeness strategies performed by students in classroom discussion. After the researcher finishes in analyzing and interpreting the obtained data, she formulates the conclusion of this research based on the statement of the research as the follow.

1. FTAs performed by students in classroom discussion

    Based on the first statement of research problem "What FTAs are performed by students in classroom discussions?", the researcher concludes that there are four classification. Researcher classified FTAs that she got from data into 4 classification, FTAs that threaten hearer's negative and positive face and FTAs that threaten speaker's positive and negative face. While the politeness strategy performed are positive and negative politeness strategy.

    **a. FTA(Face –Threathening Acts) affecting H's negative face**

FTA is act that threaten somebody's face or self-esteem of the hearer. Here the speaker affected hearer's negative face, the wants or desire not to be imposed or coerced by others. After conducting the research, the researcher finds FTAs that affecting hearer's negative face :

1. Order and Request

   *For today i would like to present ........*

   *I would like your suggestion or your opinion related to my topic.*

   *OK, please!*

   *Please, question for me*

2. Suggestion and Advice

   *Why you don't choose teacher in lecturing ........*

3. Reminding

   *What are the type of deixis in research problem, but you don't....there is no finding I mean the types of deixis was written in the review of related literature.*

   *I have said before that it is wrong texting in this paper, What types of deixis that is used in the short story?. We are so sorry for this actually.*

**b. FTA(Face-Threatening Acts) affecting S's negative face**

Here the speaker affected her own negative face, or the speaker's negative face, the wants or desire not to be imposed or coerced by

others. After conducting the research, the researcher finds FTAs that affecting speaker's negative face :

1) Thanking

   *OK, thanks*

   *OK! Thanks for a chance given to me.*

2) Excuses **:**

   *I have said before that it is wrong texting in this paper, What types of deixis that is used in the short story?. We are so sorry for this actually*

c.  **FTA(Face –Threatening Acts) affecting H's positive face**

Here the speaker affected hearer's positive face, the wants or desire that the self-image want to be appreciated and approve of  by others. After conducting the research, the researcher finds FTAs that affecting hearer's positive face.

**Contradiction or disagreement :**

*Terus menurutku penelitian'e saman eeee, your research is good but i did not get the point yet. I think your contribution still abstract for me.*

d.  **FTA(Face Threatening Acts) affecting S's positive face**

The speaker not only used FTAs that threaten H's positive face but also S's positive face, the researcher finds the utterance that threaten S's positive face :

**Confessions or admissions of guilt:**

*I think I make a mistake, heheee . . ,*

2.  Politeness strategies performed by students in classroom discussion

    1)  Positive politeness strategy

        When the speaker does FTAs, there is the strategy that is used to minimize FTA. Positive politeness strategy is the strategy that is used as a kind of methaporical extension of intimacy, the speaker tries to come closer to the hearer. The strategy often used to minimize hearer's and speaker's FTAs. After analysing the research finding the researcher finds the utterance that is used express seeking agreement, ask for reason and joking. The utterances is cited in following example :

        **Joking**

        "I think I make a mistake, hehee. (while laughing)

    2)  Negative politeness strategy

        The second strategy is negative politeness strategy, when the speaker does FTAs, there is the strategy that is used to minimize FTA. negative politeness strategy is the strategy that is used as a kind of repressive action to addresee's negative face: his want to have free from imposition and his attention unimpided. After analysing the

research finding the researcher finds the utterance that is used express negative politeness strategy ; be indirect, question/hedge, and give deference. The utterances is cited in following example :

**Be indirect**

" any comment or suggestion, please?"

B. **Suggestions**

After obtaining the result of the analysis from the data, she would like to contribute some suggestions for the considerations which are significant for the students, the speaker and other research.

1. For the students

In learning language we not only should understand about the pattern but also the function and how we use the language well in communication. Eventhough English is not used in daily conversation but in formal conversation, in classroom, English can be applied. Pragmatics is suggested by the researcher to be learned by the students in order to create nice utterence and acceptable by hearer so that they will know the meaning of speaker's utterance.

2. For the speaker

The speaker should pay attention to the hearer's intention, the speaker they are talking to condition, and circumstance around them, in order the speaker can create acceptable and meaningful utterance, so the hearer can get the meaning of utterance well and the conversation is more effective.

The speaker should use Face Saving Act while she/he was talking with hearer so she/he doesn't threat somebody's face.

3. For the future research

Pragmatic is the challenging study. The researcher should know that doing research about pragmatic is interesting, because the researchers are able to develop their knowledge and point of view about pragmatic. It is expected that people who are interested in the same topic being more critical in analyzing the data, the condition or circumstance around speaker will give influence in delivering the utterance. So the researcher suggests to the next researcher to relate the politeness strategy with the speaker's culture not only the surface circumstance at that certain time but deep knowledge about the speaker.

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# APPENDIX