

# **MALE AND FEMALE POLITENESS STRATEGIES IN SPEAKING CLASS**

**(A Case Study of the Second Semester Students of  
English Education Department at UIN Walisongo Semarang  
in the Academic Year 2018/2019)**

**THESIS**

**Submitted in Partial Fulfillment of the Requirement  
for Degree of Bachelor of Education  
in English Education Department**



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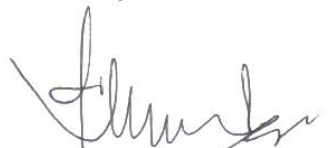
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## **MOTTO**

**THE PRACTICE THAT IS MORE LOVED BY ALLAH IS  
THE PRACTICE THAT IS CONTINUOUSLY CARRIED OUT  
EVEN THOUGH A LITTLE.**

*Hadits Riwayat Bukhori dan Muslim*

## ABSTRACT

Title : **MALE AND FEMALE POLITENESS STRATEGIES IN SPEAKING CLASS**

(A Case Study of the Second Semester Students of English Education Department at UIN Walisongo Semarang in the Academic Year 2018/2019)

Name : Dewi Ana Sofiana

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Politeness strategies are strategies used to save interlocutor's face and to minimize threat by using polite utterances when speaking. Politeness strategies are very important to learn for everyone especially for students in order that they can communicate appropriately and politely when they are communicating with different people who have different social status and power, different context, and different situation so that there is no friction and misunderstanding and to build good relationship with one another. The aims of this study were to find out 1) what politeness strategy frequently employed by male students in speaking class, 2) what politeness strategy frequently employed by female students in speaking class, and 3) whether there is the different use of politeness strategies between male and female or not. The research was conducted in UIN Walisongo Semarang, and the research subjects were the second semester students of English Education Department. The type of research is a case study using descriptive qualitative research method which described phenomena of politeness strategies based on the theory of Brown and Levinson. The method of collecting data was recording using mobile phone that recorded the entire classroom activities from beginning up to the end of the class. The methods of analyzing data were the techniques proposed by Males and Huberman, namely *data reduction*, *data display*, and *conclusion drawing*. The results of the study showed that the most dominant strategy used by male students was positive politeness, the most dominant strategy used by female students was bald on record, and there were different uses of politeness strategies, namely female used off record especially sub-strategy *being vague* while male did not, male used *jokes* in their positive

politeness while female did not, female used *promise* on their positive politeness while male did not. In addition, the results of the study produced some pedagogical implications as recommendations for teachers to be used in teaching English in EFL classroom.

**Key words:** *Classroom interaction, male and female students, politeness strategies*



## **DEDICATION**

I will not finish my thesis without motivation and support from people whom actually it is not enough to write their name only. With sincerity and humility, I dedicate this thesis to:

1. My beloved parents Mr. Daman Huri and Mrs. Siti Aminah.
2. My lovely all family especially my best brother M. Ali Shobih Barid and my beloved uncle Mr. Harun.
3. My beloved friends whom always support me everytime.
4. My lecturers and teachers who have educated and taught me with great sincerity and genuineness.

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*Bismillahirrohmanirrohim,*

*Alhamdulillahirobbil 'alamin*, all praises due to Allah SWT, the Most Gracious and the Most Merciful who has given me insight and strength to finish my thesis. Then, Sholawat and Salutation are always given to the Prophet Muhammad SAW, the last messenger and the most beloved Prophet of Allah.

I realize that this thesis would not be achieved without advice, motivation, guidance, love, help, and encouragement from individuals and institutions. In this chance, I would like to express my gratitude for all of them:

1. Dr. H. Raharjo, M.Ed, St, the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Dr. H. Ikhrom, M.Ag, the head of English Education Department.
3. Muhammad Nafi Annury, M.Pd and Lulut Widyaningrum, the advisors for their generous invaluable guidance, motivation, and suggestion for this thesis from the beginning until the end.
4. All lecturers of English Education Department who have given me knowledge patiently.
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6. My lovely brother M. Ali Shobih Barid.
7. My lovely big family who cannot be mentioned one by one.

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10. The last but not the least, those who can't be mentioned one by one who has supported me to finish this thesis.

Finally, I will happily accept constructive criticism in order to make this thesis better, and I hope this research to be helpful for everyone. Amin.

The researcher,

Dewi Ana Sofiana

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## CHAPTER I

### INTRODUCTION

This chapter deals with background of the study, research questions, objectives of the study, significances of the study, scope and limitation of the study, and reasons for choosing the topic.

#### **A. Background of the Study**

Language is very important thing in interaction that can be used as a means of communication. In communication, we must use language appropriately because using language is not only doing linguistic interaction but also social interaction. We must have an ability to use language in different context and situation since inability to communicate appropriately and politely in social interaction may give bad impacts to the interlocutors.

Through language, someone's behavior can be seen from the way of speaking. The use of language flaccidity, politely, gentlemanly, systematically, regularly, clearly, and simply can reflect the characters of who says it.<sup>1</sup> All of them can appear on their face which based on the argument of Brown and Levinson

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<sup>1</sup> Waliyadin, "The Impoliteness in the Charlie Pippin: A Pragmatic Study", *Vision Journal*, (Vol. 5 No. 2, 2016), page 94

about positive and negative face.<sup>2</sup> The concept of face is closely related to communicative process of managing one's impression. Face itself is public self-image of a person<sup>3</sup> that must be maintained and respected. It can be done by using polite language to avoid friction and problems when communicating among others. Therefore, people need politeness strategies in order to get a good response and impression from the interlocutors. Holmes states that being polite involves speaking to people appropriately in the light of their relationship to us, understanding the social values of a society, and understanding the dimension of formality.<sup>4</sup>

The phenomena of politeness can occur everywhere either in family, workplace, or school and can be done by everyone either by children to their parents, students to their teachers, employees to their boss, or others. In this case, the researcher just focuses on school or campus especially in English Education Department. As students majoring English, basically non-English speakers, should be able to distinguish the use of appropriate language when communicating with their friends and when communicating with their teachers. According to Brown and Levinson, it is related to

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<sup>2</sup> See more on Penelope Brown & Stephen C. Levinson, *Politeness: Some Universals in Language Usage*, (Cambridge: Cambridge University Press, 1987), page 61

<sup>3</sup> George Yule, *Pragmatics*, (New York: Oxford University Press, 1996), page 60

<sup>4</sup> Masykur Rauf, "Politeness Expressions Used by Teachers in Teaching English in the Classroom", *English and Literature Journal*, (Vol. 2, No. 1, 2015), page 140



the concept of ‘face’ in the sense of ‘reputation’ or ‘good name’. The display of respect or deference in student-teacher relationships is one example of awareness of face, based on the fact that a person who is a teacher will automatically have some authority and therefore social distance to a student. The students, on the other hand, place the teacher in a higher position which have an authority and need to be respected.<sup>5</sup> Therefore, students need to differentiate the way of speaking when they speak with different interlocutors who have different status and power.

In classroom interaction, teachers and students will use language to communicate both in verbal and non-verbal ways, and usually they have different styles in communication. In order to avoid friction and misunderstanding, they need to apply effective communication strategies so that they can transfer their intentions or ideas clearly. According to Kingwell, communication is not only phrasing interests and arguments or the maximally efficient transfer of information but also not hurting other people’s feelings.<sup>6</sup> This means that students must not only pay attention to the contents of their speech but also to their ways of speaking. In addition, effective communication is not only intended to transfer

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<sup>5</sup> Masykur Rauf, “Politeness Expressions Used by Teachers in Teaching English in the Classroom”, *English and Literature Journal*, page 142

<sup>6</sup> Murni Mahmud, “The Use of Politeness Strategies in the Classroom Context by English University Students”, *Indonesian Journal of Applied Linguistics*, (Vol. 8 No. 3, 2019), page 598

messages successfully, but also to create comfortable communication among the interlocutors, which can create solidarity and closeness. Therefore, according to Senowarsito, English students should have communicative competence not only linguistic competence, but also socio-cultural, interactional, formulaic, and strategic competence.<sup>7</sup> English students also need to master not only grammar, pronunciation, and vocabulary but also pragmatic aspects of the target language especially politeness strategies.<sup>8</sup> All of them are needed by students to improve their outcomes in speaking so that they know how to use language appropriately and to determine what strategy they should use when speaking with different interlocutors.

Although there are several studies conducted on politeness strategies such as Mahmud (2019), Astuti (2017), Gemasih (2018), Asjuh (2018), Selfia & Marlina (2016), Reza Adel (2016), Monsefi & Hadidi (2015), Widarwati (2014), Senowarsito (2013), and many more, there is lack of information on study of politeness strategies in English Education Department Students. Therefore, the researcher wants to conduct a study for students majoring English Education Department at UIN Walisongo Semarang who are basically non-English speakers. In other case, today, gender

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<sup>7</sup> Senowarsito, "Politeness Strategies in Teacher-Student Interaction in An EFL Classroom Context, *TEFLIN Journal*, (Vol. 24 No. 1, 2013), page 82

<sup>8</sup> Senowarsito, "Politeness Strategies in Teacher-Student Interaction in An EFL Classroom Context, *TEFLIN Journal*, page 83

issues related to language and politeness are being discussed and studied a lot such as Maleki (2018), Novianti Arif, et al (2018), Nurjannah (2017), Abosede (2017), Omar (2016), Safaa (2016), Subon (2013), Ramadhani (2014), Shazu (2014), Xia (2013), and many others. Therefore, the researcher feels interested in raising the theme of gender and politeness strategies especially for English Education Department students of UIN Walisongo who basically must have more ability and competence about language than other majors.

Dealing with gender, God created things in this world in pairs including humans, namely men and women. God has created them with all their strengths and differences either in terms of physical, personality, character, language, manner, or behavior. As Allah said in Surat Ali Imran verse (36):

فَلَمَّا وَضَعَتْهَا قَالَتْ رَبِّ إِنِّي وَضَعْتُهَا أُنْثَىٰ وَاللَّهُ أَعْلَمُ بِمَا وَضَعْتَ وَلَئِنَّ الذَّكَرَ  
كَأَلْأُنْثَىٰ ۖ وَإِنِّي سَمَّيْتُهَا مَرْيَمَ وَإِنِّي أُعِيذُهَا بِكَ وَذُرِّيَّتَهَا مِنَ الشَّيْطَانِ الرَّجِيمِ

*"But when she delivered her, she said, "My Lord, I have delivered a female." And Allah was most knowing of what she delivered, "And the male is not like the female. And I have named her Mary,*

*and I seek refuge for her in You and [for] her descendants from Satan, the expelled [from the mercy of Allah].”<sup>9</sup>*

The surah explains that men and women are not the same seen from their sex, shape, appearance, nature, character, voice, hoarseness, behavior, smoothness, softness, shyness, patience, strength, physical ability, thinking ability, and specificities.<sup>10</sup> Those differences lead to emerge different ways of speaking which influence the use of politeness strategies.

Learning English language involves not only knowing how to speak and write, but also how to behave linguistically. Therefore, pragmatic knowledge is very important to learn so that students in the teacher-student interaction can speak and behave appropriately in particular situations and contexts. This effective communication can be achieved by applying politeness strategies. Thus, EFL teachers must concern on how the way of the students’ speech act. The teacher and students also must consider politeness in conducting teaching and learning process in order to build harmonious and close relationship with one another. Eventually, this study is aimed at uncovering the different politeness strategies

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<sup>9</sup> Al Qur’an Terjemahan Indonesia-English,  
<http://www.quran30.net/2012/08/surah-ali-imran-english-translation.html>,  
retrieved on 19 January, 2019

<sup>10</sup> Abi Yazid, “Tidak Sama Laki-laki dengan Perempuan, dan Kelebihan Laki-laki atas Perempuan”,  
<https://abiyazid.wordpress.com/2008/10/29/tidak-sama-laki-laki-dengan-perempuan-dan-kelebihan-laki-laki-atas-perempuan/>, retrieved on 8 January 2019

used by male and female students based on the theory proposed by Brown and Levinson without concerning the reasons why the students use the strategy. Besides, this study recommends several pedagogical implications which are beneficial for the process of teaching and learning English to improve the students' outcomes in speaking.

## **B. Research Questions**

Based on the background of the study above, the problems of the study are as follows:

1. What politeness strategy is frequently employed by male students in speaking class?
2. What politeness strategy is frequently employed by female students in speaking class?
3. Is there any different use of politeness strategies between male and female students?

## **C. Objectives of the Study**

Based on the research questions above, this particular study is aimed at:

1. Finding out what politeness strategy frequently employed by male students in speaking class.
2. Finding out what politeness strategy frequently employed by female students in speaking class.
3. Finding out whether there is different use of politeness strategies between male and female students or not.

#### **D. Significances of the Study**

The results of the study can be used theoretically and practically:

##### **a. Theoretically**

Students: The research findings are useful to make the students aware that politeness strategies are important in communicating and interacting with one another to avoid frictions as well as to save the interlocutor's face so that it will build closeness.

Next researchers: The research findings are useful for the next researchers to get information of politeness strategies used by male and female students in speaking class. In addition, it can be a reference in conducting relevant studies. It is also central to increase knowledge in the aspect of data collection procedures and data processing techniques.

##### **b. Practically**

1) The research findings are useful to give insight for teachers that actually male and female students apply different politeness strategies in speaking because of some possible reasons such as different personality, characteristics, level of English knowledge, and others. Those different uses of politeness strategies are not a big problem because the teacher and students have known to each other, however, the teacher must teach pragmatic knowledge in order that the students will automatically be able to distinguish the appropriate strategies when they are

communicating with different interlocutors, contexts, and situation.

- 2) The research findings are also useful to enhance the awareness of teachers to maintain polite speech in the teaching and learning process since teachers are the role model of students so that the students will be exposed to use polite speech.

#### **E. Scope and Limitation of the Study**

The scopes of the study are limited as follows:

- a. Subject: The second semester students of English Education Department of UIN Walisongo Semarang in the Academic Year 2018/2019.
- b. Object: The students' utterances indicating politeness strategies as proposed by Brown and Levinson, namely bald on-record, off-record, positive politeness, and negative politeness. The utterances are only limited when students are communicating with their teachers.

#### **F. Reasons for Choosing the Topic**

- a. Gender field related to language and politeness is still rarely researched by English Education Department students of UIN Walisongo.
- b. This topic is important to research because the results can give us insight that different gender will have different way of speaking and different politeness strategies because of some possible reasons such as different psychology, personality,

characteristic, level of English ability and others so that we are expected to understand both sexes and do not give judgement which gender is more polite.

- c. The language skills of English Education Department students in speaking, especially in term of politeness has not been optimal. Many students do not realize that their utterances contains politeness strategies because they do not really understand pragmatic knowledge, so they just speak as they can and as they believe that it is true. In fact, students majoring English should possess surpluses in language. This is the reason why the researcher chooses English Education Department students of UIN Walisongo especially the second semester students as the research subjects because they have not got much English material so that they will produce natural utterances, responses, and attitude from their prior knowledge.



## CHAPTER II

### LITERATURE REVIEW

This chapter consists of description of theory, previous studies, and conceptual framework.

#### A. Description of Theory

##### 1. Definition of Speaking and Communication

Speaking is an activity involving two or more people namely listeners and speakers having to act what they listen and make their contribution at high speed.<sup>11</sup> Meanwhile, communication is the transmission of information (transfer of a message) between a source and a receiver by means of signs.<sup>12</sup>

Oral communication is a two-way process between speaker and listener, involving the productive skill of speaking and receptive skill of understanding. The speaker has to encode the message to be conveyed in appropriate language, while the listener has to decode (or interpret) the message.<sup>13</sup> In classroom, the interpersonal relationship will be built through

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<sup>11</sup> Silpia Rahayu, "The Comparison between Male and Female Students' Speaking Ability", *ELTIN Journal*, (Vol 4 No. II, 2016), page 22

<sup>12</sup> Laszlo Varga, *Introduction to English Linguistic*, (Budapest: Eotvos Lonard University Press, 2010), page 8

<sup>13</sup> Muhammad Nafi Annury, "The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department", *Register Journal*, (Vol. 6 No. 2, 2013), page 207

good communication with one another, while good communication itself can be achieved by some ways. One of them is by using politeness strategies to maintain the others' face.

## **2. Definition of Gender**

Sex and gender are different. Thomas, et al said that 'sex' refers to biological category usually fixed before birth, while 'gender' refers to social category associated with certain behavior.<sup>14</sup> Meanwhile, according to Shazu, 'sex' is biologically determined based on biological/physical organs while 'gender' is a social construct involving the whole display of psychological, social and cultural differences between males and females.<sup>15</sup> It can be concluded that 'sex' is the natural differences between men and women biologically that cannot be changed, for example male and female organs, and others, while 'gender' is the situation where an individual born biologically as male or female then get characterization from the results of social construction that are not permanent and can be exchanged according to time, place, and culture.

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<sup>14</sup> Linda Thomas, et al, *Language, Society, and Power* (2<sup>nd</sup> Edition), (New York: Routledge, 2004), page 76

<sup>15</sup> Rafiul Islam Shazu, "Relationship between Gender and Language", *Journal of Education and Practice*, (Vol. 13 Issue 3, 2014), page 97

### 3. Definition of Pragmatics and Politeness

Yule defined pragmatics as firstly, the study of the speaker's meaning, secondly, the study of contextual meaning, and thirdly, the study of how to get communicated than is said, and the last, pragmatics is the study of the expression of relative distance.<sup>16</sup> The most common definition of pragmatics is meaning in use or meaning in context.<sup>17</sup> It can be defined that pragmatics is the study of the relations among language, meaning, and context to be interpreted by someone to get contextual understanding.

Furthermore, Nguyen defined pragmatic competence as the knowledge that enables a speaker to express his/her meanings and intentions through speech acts appropriately within a particular social and cultural context of communication.<sup>18</sup> Pragmatic competence is essential for effective communication, and without this knowledge, there are cases where interlocutors cannot understand each other, and failure in communication can occur.

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<sup>16</sup> George Yule, *Pragmatics*, page 3

<sup>17</sup> Jenny Thomas, *Meaning in Interaction: An Introduction to Pragmatics*, (New York: Routledge, 2013), page 1

<sup>18</sup> Asli Altan, "Politeness Strategies Used by L2 Turkish Speakers in Making Requests", *International Journal of Language Academy*, (Volume 3/4 Winter, 2015), page 273

Holmes & Stubbe defined that politeness is a mutual respect and concern for the feelings or face needs of others.<sup>19</sup> Leech stated that politeness is a form of behavior aimed at developing and maintaining mutual interpersonal relationship.<sup>20</sup> It can be concluded that politeness is a person's behavior in showing awareness of other person's face shown by using polite utterances to maintain someone's feeling.

In communication, there are strategies which can be used to reduce the FTA's interlocutors and can mitigate threats called *politeness strategies*. By using those strategies, some frictions in communication will be avoided and good understanding in interaction will be reached. In speaking, the speaker should implement her/his politeness knowledge because in every single word she/he says will effect to others. Being polite in communication is essential because by considering others' feeling will establish mutual comfort and closeness among the speakers.

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<sup>19</sup> Janet Holmes and Maria Stubbe, *Power and Politeness in Workplace (2<sup>nd</sup> Edition)*, (New York: Routledge, 2015), page 5

<sup>20</sup> Nunun Tri W, "Politeness Strategies and Linguistic Politeness Markers of Imperative in The Very Best of Donal Duck Comic Series and Their Translation in Indonesia", *Journal of Language Studies*, (Vol. 3 No. 1, 2014), page 46

#### 4. Politeness Concepts According to Some Experts

Actually there are many politeness concepts according to many experts, but in this case the researcher only reviews four politeness concepts which are considered the most famous concepts and widely used in many researches.

##### a. Politeness Concept According to Lakoff

Lakoff argued that politeness has to do with not intruding into other people's territory, letting the addressee take his/her own decisions and making the addressee 'feel good', hence politeness appears to be closely related to the avoidance of conflict.<sup>21</sup> Lakoff said that if our utterances want to be considered polite, we must obey 3 rules of politeness as follows:

1. **Formality (keep aloof).** It is intended to create distance between speaker and hearer from what he is saying so that the participants can remain aloof. For example, it is wise to talk about *carcinoma* rather than *cancer* which carry unpleasant emotional connotations. By using these terms, the doctor

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<sup>21</sup> Rosina Marquez Reiter, *Linguistic Politeness in Britain and Uruguay: A Contrastive Study of Requests and Apologies*, (Amsterdam: John Benjamins Publishing Company, 2000), page 7

maintains both distance from and superiority over his addressee.<sup>22</sup>

2. **Deference (give option).** It is intended to make the hearer have options to decide how seriously to take what the speaker is saying.<sup>23</sup> For example: *If you have enough time before going to office, please come to my house for a while!* (It gives an option to the addressee whether to come or not.)
3. **Camaraderie (show sympathy).** It is intended to make the hearer feel that the speaker likes him and wants to be friendly with him, is interested in him, and so on.<sup>24</sup> For example: *You're very kind like an angel.* (It will make the hearer feel glad with praise.)

Lakoff's politeness concept tends to reveal only one gender namely woman's language. She suggested that woman's speech is characterized by certain linguistic features, and woman uses them more than man so that females are considered more polite than man. The linguistic features are as the following.<sup>25</sup>

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<sup>22</sup> Robin Lakoff, *Language and Woman's Place*, (New York: Harper and Row Publishers, 1975), page 65

<sup>23</sup> Robin Lakoff, *Language and Woman's Place*, page 66

<sup>24</sup> Robin Lakoff, *Language and Woman's Place*, page 67

<sup>25</sup> Janet Holmes, *An Introduction to Sociolinguistics (4<sup>th</sup> Edition)*, (New York: Routledge, 2013), page 302-303

- a) Lexical hedges or fillers, e.g. *you know, sort of, well, you see.*
- b) Tag questions, e.g. *she's very nice, isn't she?*
- c) Rising intonation on declaratives, e.g. *it's really good.*
- d) 'Empty' adjectives, e.g. *divine, charming, cute.*
- e) Precise color terms, e.g. *magenta, aquamarine.*
- f) Intensifiers such as *just* and *so*, e.g. *I like him so much.*
- g) 'Hypercorrect' grammar, e.g. consistent use of standard verb forms.
- h) 'Super-polite' forms, e.g. indirect requests, euphemisms.
- i) Avoidance of strong swear words, e.g. *fudge, my goodness.*
- j) Emphatic stress, e.g. *it was a BRILLIANT performance.*

#### **b. Politeness Concept According to Grice**

Grice argued that to maintain good relationship in communication someone should emphasize on cooperative principles that will make conversational contribution such as is required.<sup>26</sup> Meanwhile, cooperative principles themselves are some rules used to avoid communicative discord or offence and to maintain or enhance

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<sup>26</sup> Betty J. Birner, *Introduction to Pragmatics*, (UK: John Wiley & Sons Ltd, 2013), page 41

communicative concord or comity.<sup>27</sup> The cooperative principles consist of four “maxims” as follows:

1. **Maxim of quantity** states that speakers should be as informative as is required, and they should give neither too little information nor too much. The speakers should know how much information that hearer requires.<sup>28</sup> For example:<sup>29</sup>

*A : Well, how do I look?*

*B : Your shoes are nice....*

B does not say that the sweatshirt and jeans do not look nice, but he knows that A will understand that implication because A asks about his whole appearance and only gets told about part of it. The speaker doesn't give all information that A needs. Another example:<sup>30</sup>

*A : Does your dog bite?*

*B : No*

*A : (Bends down to stroke it and gets bitten) Owch!  
You said your dog doesn't bite!*

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<sup>27</sup> Geoffrey Leech, *The Pragmatics of Politeness*, (New York: Oxford University Press, 2014), page 87

<sup>28</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, (New York: Routledge, 2002), page 34

<sup>29</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 36

<sup>30</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 40



*B : That isn't my dog*

B knows that A was talking about a dog in front of her and not her dog at home, yet A intentionally does not give him enough information.

2. **Maxim of quality** states that speakers are expected to be sincere, to be saying something that they believe that it is true and reality. They are not allowed to say anything that they believe to be false or anything for which they lack evidence.<sup>31</sup> For example:<sup>32</sup>

*A : I'll ring you tomorrow afternoon then.*

*B : Erm, I shall be there **as far as I know**, and in the meantime have a word with Mum and Dad if they are free. Right, bye-bye then sweetheart.*

*B : Bye-bye.*

B says “as far as I know” means “*I can't be totally sure if this is true*”.

3. **Maxim of relation** states that speakers are expected to say something that is relevant to what has been said before. For instance, if we hear “*The baby cried. The mommy picked it up*”. We assumed that the ‘mommy’

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<sup>31</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 35

<sup>32</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 38

was the mother of the crying baby and she picked the baby up because it was crying.<sup>33</sup> Another example:<sup>34</sup>

A : *There's somebody at the door.*

B : *I'm in the bath.*

B expects A to understand that his present location is relevant to her comment that there is someone at the door, and that he cannot go and see who it is because he is in the bath.

4. **Maxim of manner** states that in communication we should be brief and orderly and avoid obscurity and ambiguity.<sup>35</sup> For example:<sup>36</sup>

A : *Where are you off to?*

B : *I was thinking of going out to get some of that funny white stuff for somebody.*

A : *OK, but don't be long – dinner nearly ready.*

B speaks in an ambiguous way, saying “*that funny white stuff*” and “*somebody*”, because he is avoiding saying “*ice-cream*” and “*Michelle*”, so that his little

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<sup>33</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 35

<sup>34</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 38

<sup>35</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 35

<sup>36</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 39

daughter does not become excited and ask for the ice-cream before her meal.

**c. Politeness Concept According to Leech**

According to Leech, politeness is concerned with avoiding discord and fostering concord, only insofar as these are manifested through communication, especially through what meanings are expressed or implicated.<sup>37</sup> Leech proposes six maxims consisting of politeness principles that are used to minimize the expression of impolite beliefs and to maximize the expression of polite beliefs to establish and maintain hearer's feelings and social relationships.

- 1. Tact Maxim:** Minimize cost to other and maximize benefit to other.<sup>38</sup> For example:<sup>39</sup>

*[A] You could borrow my bicycle, if you like.*

*[B] I could lend you my bicycle, if you like. (more polite)*

*[A] Would you like to these pencils sharpened?*

*[B] Would you like me to sharpen these pencils? (more polite)*

According to Leech, tact maxim gives a low value to speaker's wants. For example, requests are often

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<sup>37</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 88

<sup>38</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 132

<sup>39</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 134

indirect, tentative, giving an opportunity to refuse, and also softening, or mitigating, speaker's imposition on hearer.<sup>40</sup>

*A : Could I help myself to a tiny sip of sherry?*

*B : Of course you can! Have as much as you like.*

**2. Generosity Maxim:** Minimize benefit to self and maximize cost to self. For example:<sup>41</sup>

*[A] You can lend me your car.*

*[B] I can lend you my car. (more polite)*

*[A] You must come and have dinner with us. (more polite)*

*[B] We must come and have dinner with you.*

According to Leech, generosity maxim gives a high value to other's wants. For example, offers, invitations, and promises are "generous" and in English can be direct or even imposing.<sup>42</sup>

*(1) You must come and stay with us next time. I won't take "no" for an answer!*

*(2) Come on! Sit down and have a nice cup of coffee.*

*(3) No, you don't! I'll pay for this. I insist.*

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<sup>40</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 93

<sup>41</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 133

<sup>42</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 92

- 3. Approbation Maxim:** Minimize dispraise of other and maximize praise of other. This maxim says “avoid saying unpleasant things about others”. For example:<sup>43</sup>

*[A] What a marvelous meal you cooked!*

*[B] Her performance was magnificent, wasn't it!*

According to Leech, approbation maxim gives a high value to other's qualities. For example, we like to pay (and be paid) compliments, if it seems appropriate to do so.<sup>44</sup>

*(A) Your garden looks so lovely.*

*(B) What a pretty dress!*

*(C) They are so delicious! Your cuisine is as good as that of a chef at any big restaurant!*

*(D) It's a great honor for us to have invited Professor who has made great contribution to the field to give us a lecture.*

- 4. Modesty Maxim:** Minimize praise of self and maximize dispraise of self. For example:<sup>45</sup>

*[A] You were so kind to us.*

*[B] How stupid of me!*

*[C] Please accept this small gift as a token of our esteem.*

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<sup>43</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 135

<sup>44</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 93

<sup>45</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 136

According to Leech, modesty maxim gives a low value to speaker's qualities. Self-deprecation (if sincere, even if exaggerated) is often felt to be polite:<sup>46</sup>

*A : I'm so dumb. I can't believe it has taken me so long to figure out such a simple question!*

*B : Come on! If you were dumb, there wouldn't exist any smart guy in the world!*

- 5. Agreement Maxim:** Minimize disagreement between self and other and maximize agreement between self and other.<sup>47</sup> For example:<sup>48</sup>

*[A] English is a difficult language to learn.*

*[B] True, but the grammar is **quite easy**.*

*[A] The book is tremendously well written.*

*[B] Yes, well written as a whole, but there are some rather boring patches, don't you think? (partial agreement)*

According to Leech, agreement maxim gives a high value to other's opinions. In responding to others' opinions or judgments, agreement is the *preferred* response and disagreement is *dis-preferred*.<sup>49</sup>

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<sup>46</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 94

<sup>47</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 132

<sup>48</sup> Geoffrey Leech, *Principles of Pragmatics*, (New York: Longman Inc, 1983), page 138

<sup>49</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 96

A : *It's a beautiful view, isn't it?*

B : *Yeah, absolutely gorgeous.*

6. **Sympathy Maxim:** Minimize antipathy between self and other and maximize sympathy between self and other.<sup>50</sup> For example:<sup>51</sup>

[A] *I'm terribly sorry to hear that your cat died.*  
*(more polite)*

[B] *I'm terribly pleased to hear that your cat died.*

According to Leech, sympathy maxim gives a high value on other's feelings. It is needed to explain why we give a high value to other people's feelings in such speech acts as congratulations and condolences.<sup>52</sup>

*Congratulations!, Well done, Have a good time!,  
Enjoy your meal.*

*I was so sorry to hear about your father. . . .*

*How's your mother? I hope she's feeling better. . .*

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<sup>50</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 132

<sup>51</sup> Geoffrey Leech, *Principles of Pragmatics*, page 138

<sup>52</sup> Geoffrey Leech, *The Pragmatics of Politeness*, page 97

#### d. Politeness Concept According to Brown and Levinson

Brown and Levinson propose a term “face” in politeness strategies which means the public face-image that every member wants to claim for himself.<sup>53</sup> In the sense, politeness can be accomplished in situations of social distance or closeness. Showing awareness for others’ face that appears socially distant is often called *respect or deference* while showing equivalent awareness for others’ face that appears socially close is often called *friendliness, camaraderie, or solidarity*.<sup>54</sup> Example:

- a. *Excuse me, Mr. Buckingham, but can I talk to you for a minute? (a student & a teacher)*
- b. *Hey, Bucky, got a minute. (with friend)*

The approach will be different since there is a social distance.

According to Yule, there are two kinds of face, negative face and positive face. **Negative face** is the desire to be independent, to have freedom of action, and not to be impeded on by others, while **positive face** is the desire to be accepted, liked, approved, appreciated, and treated as a

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<sup>53</sup> Penelope Brown & Stephen C. Levinson, *Politeness: Some Universals in Language Usage*, page 61

<sup>54</sup> George Yule, *Pragmatics*, page 60





hearer.<sup>58</sup> Bald on record may be followed by expressions like “*please*” and “*would you*” to soften the demand. Emergency situations also occasion the use of direct commands, regardless of who is being addressed. Example:

- a. *Don't touch that!*
- b. *Get out of her!*

This strategy is usually used by people who know each other very well and they are very comfortable in the situation, such as close friends and family. Using on record form also has connected with power towards others, such as in the military where the commander gives commands to soldier, teacher to students, parents to their child, or towards friends.

## 2. *Off-Record (Indirect)*

According to Yule, **off record** is state something indirectly to the hearer.<sup>59</sup> It might be referred to as “*hints*”. Example:

- a. *Uh, I forgot my pen.*
- b. *Hmm, I wonder where I put my pen.*

It implies that the speaker wants someone lend her/him a pen.

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<sup>58</sup> Sayyed Muhammad Reza Adel, et al, “A Qualitative Study of Politeness Strategies Used by Iranian EFL Learners in A Class Blog”, *Iranian Journal of Language Teaching Research*, (Vol. 4 No.1, 2016), page 49

<sup>59</sup> George Yule, *Pragmatics*, page 63

Cutting also defines **off record** as asking for help indirectly.<sup>60</sup> Example: “*It’s too dark in this room*”. It needs the hearer to interpret that it as a directive, a request for help as in “*Please, turn on the lamp*”. Brown and Levinson explained that off record is the use of indirect language to keep the speaker from the potential to be impeding. For example if somebody says “*Damn, I’m out of cash, I forgot to go to the bank today*”, the hidden meaning of the utterance can be that the speaker wants the hearer to lend him/her some money.

In using off record, the success of the purpose could not be guaranteed because it is only a hint, as long as the hearer understand with the giving hint, the purpose could be achieved, but if the hearer does not aware with the given hint, the strategy would be failed.<sup>61</sup>

According to Brown & Levinson, there are 15 sub-strategies indicating off record strategy:<sup>62</sup> 1) Giving hints, 2) Giving association clues, 3)

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<sup>60</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 45

<sup>61</sup> Septian Ardianto & Slamet Setiawan, “Politeness Strategies Employed by the Main Character in AMC’s TV Series: *The Walking Dead*”, *Language Horizon*, (Vol. 4 No. 2, 2016), page 77

<sup>62</sup> See more on Penelope Brown & Stephen C. Levinson, *Politeness: Some Universals in Language Usage*, page 211-227

Presupposing, 4) Understating or saying less than is required, 5) Overstating or giving information more than what is needed, 6) Using tautologies (uttering patent and necessary truth), 7) Using contradictions, 8) Being ironic, 9) Using metaphor, 10) Using rhetorical questions that do not require any answer, 11) Being ambiguous, 12) Being vague, 13) Overgeneralizing and not naming the hearer or addressing him directly, 14) Displacing, 15) Being incomplete by using ellipsis.

### 3. *Positive Politeness*

According to Brown and Levinson, **positive politeness** is oriented to satisfy hearer's positive face which means that speaker kindly shows his appreciation, approval, interest and also familiarity with hearer. For example "*You look in a bad situation. Can I do something for you?*" or "*That's a beautiful dress, where did you buy it?*". Positive politeness indicates closeness and solidarity, appeals to friendship, makes other people feel good, and emphasizes that both speakers have a common goal.<sup>63</sup> Example: "*I know you don't like birthday party, Jen, but please come. Our friends will be there tonight. Come on – get along with us!*"

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<sup>63</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 48

The usage of positive politeness is not only used by someone who has the same level. As long as the speaker and the hearer know each other so well, positive politeness could be taken place. Here, the usages of jargon, slang, nicknames, even swear words are possible because this positive politeness mostly happen in an informal situation.<sup>64</sup>

According to Brown & Levinson, there are 15 sub-strategies indicating positive politeness strategy:<sup>65</sup>

1) Noticing and attending to the hearer, 2) Exaggerating (interest, approval, sympathy with hearer), 3) Intensifying interest to hearer, 4) Using in-group identity markers, 5) Seeking agreement, 6) Avoiding disagreement, 7) Showing common ground, 8) Joking, 9) Assert or presuppose speaker's knowledge of and concern for hearer's wants, 10) Using offer and promise, 11) Being optimistic, 12) Including both the speaker and the hearer in the activity, 13) Giving or asking reason, 14) Assuming reciprocity, 15) Giving gift to the hearer (goods, sympathy, understanding, and cooperation).

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<sup>64</sup> Septian Ardianto & Slamet Setiawan, "Politeness Strategies Employed by the Main Character in AMC's TV Series: *The Walking Dead*", page 78

<sup>65</sup> See more on Penelope Brown & Stephen C. Levinson, *Politeness: Some Universals in Language Usage*, page 103-129

#### 4. *Negative Politeness*

**Negative politeness** is a face saving act oriented to the person's negative face that tends to show deference, emphasizes the importance of the other's time or concerns, and even includes an apology for imposition or interruption.<sup>66</sup> **Negative politeness** demonstrates the distance between interlocutors and avoids intruding on each other's territory. Speakers use them to avoid imposing or presuming, and to give the hearer options to say no.<sup>67</sup> Example: *"Sorry to bother you, I couldn't borrow \$30, could I, if you don't need it right now?"*

The most common form used is a question containing modal verbs.<sup>68</sup> Example:

- a. *Could you lend me a pen?*
- b. *I'm sorry to bother you, but can I ask you for a pen or something?*

According to Brown & Levinson, there are 10 sub-strategies indicating negative politeness strategy:<sup>69</sup>

- 1) Being conventionally indirect, 2) Using questions or

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<sup>66</sup> George Yule, *Pragmatics*, page 6

<sup>67</sup> Joan Cutting, *Pragmatics and Discourse: A Resource Book for Students*, page 46

<sup>68</sup> George Yule, *Pragmatics*, page 64

<sup>69</sup> See more on Penelope Brown & Stephen C. Levinson, *Politeness: Some Universals in Language Usage*, page 129-210

hedges, 3) Being pessimistic, 4) Minimizing the imposition, 5) Giving deference, 6) Apologizing, 7) Impersonalizing speaker and hearer, 8) Stating the FTA as a general rule, 9) Nominalizing, 10) Going on record as incurring a debt, or as not indebting the hearer.

In this study, the researcher uses Brown and Levinson's theory as guidance in analyzing data with some considerations. First, politeness concept proposed by Brown and Levinson can be applied for both gender and applicable for many situations and places. Second, it is also easier to be theory guidance since it does not need to look for the opposite meaning of utterances so the researcher can directly analyze the utterance, and it will be more efficient. Third, the researcher does not want to be limited only one gender such as the concept proposed by Lakoff that tends to reveal only female's politeness by proposing linguistic features that dominantly used by female. Fourth, politeness concepts proposed by Grice and Leech are rather difficult to be applied in this context because applying those concepts means looking for the opposite utterances that show maxim violations. Without maxim violations, the researcher will find difficulty to classify the utterances into what maxim.

## 5. Gender and Politeness

According to Lakoff, male and female speak English in different ways because they have been taught to speak differently since children. Girls should speak in a passive voice, while boys should speak in active voice.<sup>70</sup> Labov and Trudgill said that female are more polite and more formal because female are typically hypercorrect in using grammar when they speak. In other words, in communicating, female are regarding the feeling of their interlocutor, and they will try not to make the interlocutor lose their face.<sup>71</sup> Therefore, female speech is considered as more formal because of using higher standard forms than male do in comparable situation.

Scholars, such as Romaine (1994), Holmes (1995), Zimmerman and West (1975), Fishman (1978), and Tannen (1984), state that women are more likely than men to express positive politeness and consider polite strategies to minimize threatening their interlocutors' face.<sup>72</sup> Women are concerned mainly to establish rapport between members of a group and to ensure that conversation goes smoothly. Men are concerned to

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<sup>70</sup> Nuria Dhotul Janah & Siti Tarwiyah, "Male and Female Speech in *Pride and Prejudice* Novel by Jane Austen and Its Implication in Teaching Speaking", *Vision Journal*, (Vol. 6 No. 2, 2017), page 21

<sup>71</sup> Nurjannah, O.W, et al, "Male and Female Linguistic Politeness in Speaking Classroom", *International Journal of Pedagogy and Teacher Education (IJPTE)*, (Volume 1 Issue 2, 2017), page 150

<sup>72</sup> Safaa Al Shlool, "(Im) Politeness and Gender in the Arabic Discourse of Social Media Network Websites: Facebook as a Norm", *International Journal of Linguistics*, (Vol. 8 No. 3, 2016), page 34



establish their place in the pecking order and use the production of information as a way of establishing a position in the hierarchy.<sup>73</sup>

Basically, male and female will possibly employ all politeness strategies based on the needs. To support the statement, Astuti (2017) said that her research subjects both male and female applied all politeness strategies, and the most frequent strategy used was positive politeness.<sup>74</sup> By applying positive politeness, someone can make another person feel accepted, appreciated, and feel good about themselves. Andrianto and Setiawan (2016) also said that male and female used all strategies in the different situations and the interlocutors.<sup>75</sup> Off-record strategy would be used if the interlocutors were someone that he already knew and had a close social distant with him, while on record strategy would be used to someone that had less power than him. Positive politeness was used to talk with someone he already knew, such as friend, family, or the member of the group. In contrast,

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<sup>73</sup> Novianti Arif, et al, Male and Female Lecturers' Politeness Strategies in EFL Classroom, *International Journal of Humanities and Innovation*, (Vol. 1 No. 2, 2018), page 30

<sup>74</sup> Heni Budi Astuti, "The Use of Politeness Strategies in the Conversation between Ben Whittaker and Jules Ostin in *The Intern* Movie", *Thesis*, (Yogyakarta: Undergraduate Program of Sanata Dharma University, 2017), page 6

<sup>75</sup> Septian Ardianto & Slamet Setiawan, "Politeness Strategies Employed by the Main Character in AMC's TV Series: *The Walking Dead*", page 84

negative politeness occurred when the interlocutors were strangers, or someone that just barely known by the speaker.

In EFL classroom context, Senowarsito (2013) said that teacher and students basically employed politeness strategies as they need, and in this case they used positive, negative, and bald on record strategies. The different choices of politeness strategies are influenced by teacher and students' perceptions on social distance, the age difference, institutional setting, power, and the limitation of the linguistic ability of the students.<sup>76</sup> Fitri (2017) said that all politeness strategies were used by the male and female students, but positive politeness became the most dominant strategy. It is in relation with power, distance among the speakers and the seriousness of the case.<sup>77</sup>

Meanwhile, Lestari, et al (2018) said that male and female teachers implied four types of politeness strategies depending on context and situation. The result of this study showed that female teacher used positive politeness as dominant strategy, while male teacher used bald on record as

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<sup>76</sup> Senowarsito, "Politeness Strategies in Teacher-Student Interaction in An EFL Classroom Context, *TEFLIN Journal*, (Vol. 24 No. 1, 2013), page 82

<sup>77</sup> Sonia Fitri Astuti, "Politeness Strategies of Suggestion Utterances by the First Semester Students of English Department", *Thesis*, (Surakarta: Undergraduate Program of Muhammadiyah University of Surakarta, 2017), page

dominant strategy.<sup>78</sup> It can be said that the reason for using politeness strategies depends on the distance, contexts, situation, and interlocutors. Both male and female students may apply all type of the strategies as the needs when they are speaking.

## **B. Previous Studies**

The researches of politeness strategies have been conducted by many people. It shows that politeness strategy is an interesting object to study. In this opportunity, the researcher would like to review five previous studies as follows:

- a) The first previous study is the research of Murni Mahmud. (2019). *The Use of Politeness Strategies in the Classroom Context by English University Students*. Makassar: Makassar State University.

This previous study was aimed at exploring the politeness strategies of English students at one of the universities in Makassar. The result showed that politeness strategies proposed by Brown and Levinson were applicable in Indonesian EFL classroom context, and they were used by the

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<sup>78</sup> Lestari, et al, "Politeness Strategy Preference of Male and Female Teachers in Classroom Interaction during English Classes", *Thesis*, (Surakarta: Undergraduate Program of Muhammadiyah University of Surakarta, 2018), page 3-4

English students in their presentation, namely positive politeness and negative politeness.<sup>79</sup>

This previous study is similar to my study which discusses politeness strategies in EFL classroom, applies descriptive qualitative approach to describe the phenomena of politeness strategies, uses recording to collect the data, and uses the same research subjects, namely English students. However, it has some differences. This previous study focuses not only on the different politeness strategies used by students but also reveals the effect of vernacular language, while my study only focuses on politeness strategies used by students emphasizing on gender differences in using politeness strategies. The setting of my study is conducted naturally as occur in the classroom, while this previous study just recorded the students' presentation.

The strength of this study is the ease of collecting data because the students recorded their own presentation using mobile phone, so all participants chosen could give the data to the researcher. Meanwhile, the weaknesses of this study are 1) it just reviewed only one theory, namely Brown and Levinson theory, 2) the researcher did not classify the utterances

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<sup>79</sup> Murni Mahdmud, "The Use of Politeness Strategies in the Classroom Context by English University Students", *Indonesian Journal of Applied Linguistics*, (Vol. 8 No. 3, 2019), page 604

included to what type of politeness strategy, and it just provided the extracts of conversation.

Evaluations for this study are 1) the data should be recorded by the researcher himself to maintain the natural utterances. If the students record their voice themselves, it will make them sometimes being nervous and they can make any presentation setting. 2) This study needs to be strengthened with other politeness theories at least 3 theories although for analyzing data the researcher only uses one theory. 3) In data analysis, the researcher should write the utterances and the type of politeness strategies directly rather than writing the type of politeness strategies in the conclusion.

- b) The second previous study is the thesis of Ayu Gemasih. (2018). *An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class*. Aceh: Ar-Raniry State Islamic University.

This previous study was aimed at 1) describing the types of politeness strategies employed by lecturers in the speaking class, 2) finding out the most frequent politeness strategy employed by lecturers in the speaking class. The result showed that in the Basic Speaking Class Unit 7, the lecturers employed three types of politeness strategies, namely bald on record, positive politeness, and off record, while in the Basic Speaking Class Unit 1, the lecturers also employed three types of politeness strategy, namely bald on record, positive politeness,

and negative politeness. In addition, the most frequent politeness strategy employed by the lecturers in Basic Speaking Unit 7 was bald on record strategy and in Basic Speaking Unit 1 was bald on record strategy.<sup>80</sup>

This previous study is similar to my study which discusses politeness strategies in speaking class, uses recording to collect the data, and then analyzes the data using qualitative method and became descriptive form. However, it has a difference, namely the subjects of this previous study are the English lecturers while the subjects of my study are the English students.

The strengths of this study are 1) it provides complete data analysis covering the utterances directly followed by sub-strategy, type of strategy, and the frequency of the strategy, 2) it reviews more than one theory that makes the study more convenient and comprehensive. Meanwhile, the weaknesses of this study are 1) incomplete previous studies review which just provides the introduction of the study, 2) in collecting data, this previous study also uses observation but there is no observation guideline.

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<sup>80</sup> Ayu Gemasih, "An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class", *Thesis*, (Aceh: Undergraduate Program of Ar-Raniry State Islamic University, 2018), page 54-55

Evaluation for this study is that 1) the previous study might be completed with the similarities and differences between those two studies, the strengths and the weaknesses of the study, and evaluation for the study. 2) It is better to use the term of recording rather than observation in data collection technique because the observation has been covered in recording, and it also should be completed with observation guideline.

- c) The third previous study is the research of Novianti Arif, et al. (2018). Male and Female Lecturers' Politeness Strategies in EFL Classroom. Makassar: Makassar State University.

This previous study was aimed at 1) identifying the types of politeness strategy used by male and female lecturers in the EFL classroom, 2) investigating the students' perceptions toward the use of lecturers' politeness strategies in the EFL classroom. The result showed that male and female lecturers used four types of politeness strategies. Male lecturers tended to use positive politeness and negative politeness while female lecturer preferred to use bald on-record strategy. Furthermore, most of the students perceived that male and female lecturers are polite. They considered that

male lecturers are more formal and serious when interacting, while female lecturers are friendly, intimate, and humorous.<sup>81</sup>

This previous study is similar to my study which discusses politeness strategies in EFL classroom, applies descriptive qualitative method to describe the phenomena of politeness strategies, and uses recording to collect data. However, it has some differences. The subjects of this previous study are the English lecturers and students, while the subjects of my study are only the English students. In addition, this previous study also uses interview, while my study does not. This previous study focuses on the different politeness strategies used by the lecturers and the students' perceptions, while my study just focuses on different politeness strategies used by male and female students.

The strengths of this study are 1) it uses larger research subjects, namely lecturers and students, 2) it provides a complete data analysis. The weakness of this study is that it did not review any politeness theory, but in data analysis, they used Brown and Levinson theory. In addition, the evaluation for this study is that the researchers should write and explain what theory they want to use in analyzing the data in the

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<sup>81</sup> Novianti Arif, et al, "Male and Female Lecturers' Politeness Strategies in EFL Classroom", *International Journal of Humanities and Innovation*, (Vol. 1 No. 2, 2018), page 37



literature review. It would be better to provide at least 3 theories to strengthen their study.

- d) The fourth previous study is the research of Seyyed Mohammad Reza Adel, et al. (2016). A Qualitative Study of Politeness Strategies Used by Iranian EFL Learners in A Class Blog. Iran: Hakim Sabzevari University.

This previous study was aimed at 1) investigating the kinds of politeness strategies used by Iranian EFL learners in a class blog when interacting with their instructor, 2) investigating the kinds of politeness strategies used by Iranian EFL learners in a class blog when interacting with their peers. The result showed that learners frequently used positive strategy in student-instructor interaction, and they frequently used bald on record in student-student interaction.<sup>82</sup>

This previous study is similar to my study which discusses politeness strategies in EFL classroom, has the same subjects namely EFL students, and analyzes the data using qualitative method becoming descriptive form. However, it has some differences. The data collection techniques of this previous study are using content analysis as well as Computer-Mediated Discourse Analysis (CMDA), while my study just uses recording. The previous study focuses on the different

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<sup>82</sup> Seyyed Mohammad Reza Adel, et al, "A Qualitative Study of Politeness Strategies Used by Iranian EFL Learners in A Class Blog", *Iranian Journal of Language Teaching Research*, (Vol. 4, No. 1, 2016), page 47

politeness strategies on students writing in class blog, while my study focuses on different politeness strategies in speaking class.

The strengths of this study are 1) it has larger objects of study, namely politeness strategies in student-instructor interaction and student-student interaction, 2) it reviews 3 politeness theories, 3) it provides a complete method of selecting participants and pedagogical implications. Meanwhile, the weakness of this study is incomplete data analysis. In addition, the evaluation for this study is that in data analysis the researcher should write the sentences, type of politeness strategy, and the frequency.

- e) The fifth previous study is the research of Mehri Monsefi & Yaser Hadidi. (2015). Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction. Iran: Islamic Azad University.

This previous study was aimed at 1) investigating whether male and female teachers have different conversational traits in EFL classroom context or not, 2) investigating what types of politeness strategies employed by male and female teachers to soften the impact of face threatening acts. The result showed that male and female teachers have different conversational traits in the EFL classroom context. Female teachers were more interactive,

supportive, and acted more patiently with their students' mistakes, while male teachers used a more competitive style in their classes, more display questions, and more evaluation on their part, and used fewer acknowledgement forms. It was also found that positive politeness strategies are preferred over negative ones.<sup>83</sup>

This previous study is similar to my study which discusses politeness strategies in classroom interaction and uses recording to collect data. However, it has some differences. The subjects of this previous study are English teachers, while the subjects of my study are English students. This previous study uses questionnaires to get the data, while my research does not. This previous study uses qualitative and quantitative research paradigms, while my study only uses descriptive qualitative. The previous study focuses on the different politeness strategies and different conversational traits in EFL classroom, while my study focuses on different politeness strategies used by male and female students.

The strengths of this study are 1) it reviews 3 politeness theories, 2) it provides a complete data analysis including the extracts of conversation, type of politeness strategies, percentage on the charts. Meanwhile, the weakness of this

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<sup>83</sup> See more on Mehri Monsefi and Yaser Hadidi, "Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction", *International Journal on Studies in English Language and Literature*, (Vol. 3 Issue 2, 2015), page 9-11

study is that it did not show the quantitative analysis whereas it was stated that it used qualitative and quantitative research paradigms. Evaluation of this study is that it must provide the description of quantitative method as it was said in the research method.

### **C. Conceptual Framework**

The conceptual framework is the soul of every research project.<sup>84</sup> A conceptual framework itself is an end result of bringing together a number of related concepts. A conceptual framework is normally of limited scope carefully put together in the form of a conceptual model, and immediately applicable to a particular study.<sup>85</sup> Conceptual frameworks are generative frameworks that reflect the thinking of the entire research process. Mostly, diagrams are created to clearly define the constructs or variables of the research topic and their relationships are shown by the use of arrows.<sup>86</sup> Generally, it is used to explain the relation among the main variables of the study, provide comprehensive

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<sup>84</sup> Sitwala Imenda, "Is There a Conceptual Difference between Theoretical and Conceptual Frameworks?", *Journal of Social Sciences*, (Vol. 38 Issue 2, 2014), page 187

<sup>85</sup> Sitwala Imenda, "Is There a Conceptual Difference between Theoretical and Conceptual Frameworks?", *Journal of Social Sciences*, page 189

<sup>86</sup> Dickson Adom, et al. "Theoretical and Conceptual Framework: Mandatory Ingredients of a Quality Research". *International Journal of Scientific Research*. (Vol. 7 Issue 1, 2018), page 440

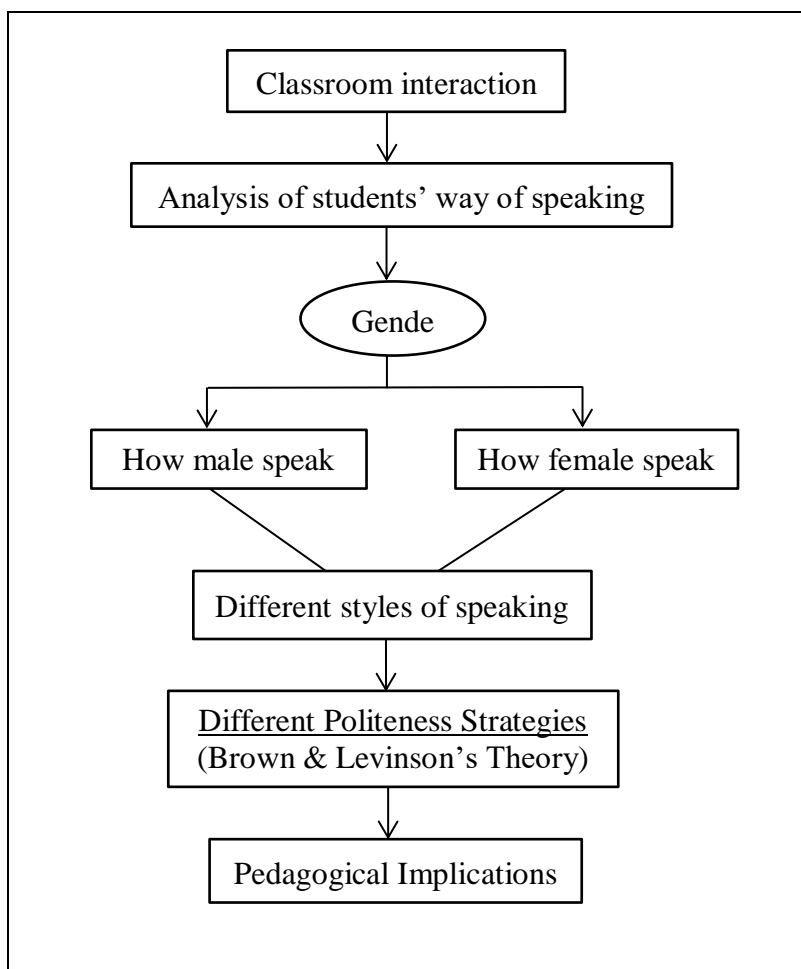
understanding of phenomena of the related variables, and how it can help in answering the major research problems defined.

The conceptual framework of this research begins from the curiosity of the researcher about the ways of speaking between male and female students while they are communicating with their teachers in the class whether they have used appropriate way and strategy or not. From classroom interaction, from the ways of students' responding the teacher, answering questions, delivering ideas, expressing opinions, it can be analyzed the way of students' speaking. Then, gender aspect leads to emerge how male speak and how female speak. It was found that male and female students have different styles of speaking because of some possible reasons such as different personality, psychology, character, or even level of English ability so that it influences them to use different politeness strategies. It was also found that students speak in the same way when they are communicating with their friends and when communicating with their teachers. Actually the way the students speak with their friends and with their teachers should be different since teachers have higher position and power than students. However, it depends on the distance between them, the contexts, and the students' need when they are responding the teacher. Furthermore, the students' utterances and sentences when communicating with their teachers can be identified into what type

of politeness strategies they use, and in this case the researcher uses Brown and Levinson's theory as the analysis guidance.

It is considered important by the researcher to examine this field to investigate what politeness strategies used by male and female students with the subject of the second semester students of English Education Department of UIN Walisongo in which basically early semester students have not got much English material so that they will speak and behave naturally according to their prior knowledge. Finally, it will produce pedagogical implications that can be used by the teachers to give treatment and follow up toward the students' way of speaking such as teaching some types of politeness strategies and providing authentic materials so the students can communicate according to the correct rules and principles of English when they are speaking with different interlocutor and in different context.

In order to clarify the conceptual framework above, the following is illustrated by the diagram of conceptual framework:



## CHAPTER III

### RESEARCH METHOD

This chapter deals with the type and research approach, research setting, type of data, source of data, research focus, method of collecting data, and method of analyzing data.

#### A. Type and Research Approach

The type of this research is a case study research, namely a study conducted intensively, in detail, and deeply towards an organization, institution or certain symptom.<sup>87</sup> Yin also defined a case study research as an empirical investigation that researches a contemporary phenomenon within real-life context in which the limitations between phenomenon and context are not evident, and many sources of evidence are used.<sup>88</sup> In this case, it is a descriptive case study set to describe the natural phenomena which occur within the data in questions, namely the different politeness strategies used by male and female students in speaking class. The researcher described closely and intensively the data as they occurred.

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<sup>87</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), page 185

<sup>88</sup> Zaidah Zainal, "Case Study as A Research Method", *Journal of Humanities*, (Vol. 1 No. 9, 2007), page 2



In addition, this research used qualitative research approach. According to Strauss and Corbin, qualitative research is a type of research that produces findings that cannot be obtained by using statistical procedures or other ways of quantification. Whereas according to Bogdan and Taylor, qualitative research is one of research procedures that produces descriptive data in the form of speech or writing and the behavior of the people observed.<sup>89</sup> The design of this research is descriptive qualitative, namely the research procedures which produce descriptive data in the form of spoken or written words about people and behaviors that can be observed. The data in this study are in the form of all utterances used by students when communication with their teacher containing forms of politeness strategies.

## **B. Research Setting**

The research was conducted in English Education Department of UIN Walisongo Semarang in the Academic year 2018/2019. The researcher determined this place with consideration that English Education Department of UIN Walisongo has potential to be researched, and it is close distance with the researcher because the researcher is also the student majoring English Education Department so that it will make her easier to collect the data as well as make efficient time and cost.

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<sup>89</sup> V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Yogyakarta: Pustaka Baru Press, 2014), page 19

The research was conducted on 8 – 21 April 2019 in 3 different classes, namely PBI 2A, 2B, 2C, and the total is 121 participants. The researcher recorded and observed the entire classroom activities to get the data from the beginning up to the end of the class.

### **C. Type of Data**

The type of data in this study is the students' utterances and collected directly by the researcher through recording. The data are limited only the utterances when the students are communicating with their teacher because the data needed are politeness strategies in students' utterances when interacting with their teacher.

### **D. Source of Data**

Data sources of this study are the second semester students of English Education Department in the academic year 2018/2019, namely PBI 2A, 2B, 2C consisting of 121 students (26 male and 95 female), and all of them are non-native speakers. In this case, the students learn English as a foreign language. The consideration of choosing the first semester students because the first semester students basically have not got much English material so they will be more natural in speaking and behaving based on their prior knowledge.

Based on the results of observation that have been conducted on 11, 25, 27 March 2019, the researcher found that the speech patterns of students are still not well-organized especially in expressing opinions, many fillers were used indicating that they are still somewhat unsure about what they are talking about, they often used mixed language (Indonesia-English) because of lack of English vocabulary and being nervous when speaking in front of many people, and male students were more confident to speak up than female students.

#### **E. Research Focus**

The focus of this research was only the politeness strategies employed by male and female students from four types of politeness strategies proposed by Brown & Levinson, namely bald on record, off record, negative politeness, and positive politeness.

#### **F. Method of Collecting Data**

In collecting data, the researcher used hand phone as the tool to record the learning process in the classroom. In this case, the researcher herself as *human instrument* acted to determine the research focus, choose the participants as the data sources, conduct data collection, assess the data quality, analyze the data, interpret

the data, and make conclusions on her findings<sup>90</sup>, and the researcher's knowledge of pragmatics, especially politeness strategies became an important tool in this study.

The data were collected in three different classes by recording the classroom activities from the beginning until the end of the class. Here are the steps in collecting the data:

- a) Choosing the research subject, namely the second semester students of English Education Department.
- b) Asking permission to the teachers who handle the classes to observe and to conduct a research.
- c) Pre-research (observation). After having permission from the teachers, the researcher conducted pre-research to observe the research subject on 11, 25, 27 March 2019. It was carried out to find out the speech patterns of students, to understand the characteristics of students, to set the camera's position, as well as to check the quality of the recorder whether it has been qualified or not. The researcher also has undertaken scientific confirmation through reading books and journals related to the study to support the information.
- d) Reflection. From the results of pre-research, the researcher designed a research setting in order to make her easier to get

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<sup>90</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2015), page 222

the data needed. After that, the researcher carried out the research in accordance with the specified time.

- e) Research planning. The researcher consulted to the teachers who teach in the speaking class to design the activities in order that the students actively speak since the primary data are the students' utterances.
- f) Research. The researcher came to the class and recorded the teaching learning process from beginning up to the end of class by using mobile phone to get speech uttered by students toward the teacher during the learning process.

## **G. Method of Analyzing Data**

The analysis method used in this research is an analysis according to Miles and Huberman. The activities in data analysis are *data reduction, data display, and conclusion drawing*.<sup>91</sup> The following is a breakdown of the steps in analyzing data:

1. ***Data reduction***. Data reduction means summarizing, selecting, focusing on the important data. In this case, the researcher reduced the data by doing 2 steps:
  - a. Transcribing data => After obtaining data in the form of utterances from the results of recording, the researcher transcribed the data by typing all the utterances to be written data.

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<sup>91</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, page

- b. Identifying and classifying data => The data transcriptions were identified by separating the data to determine which data are needed and which data are not. After that, the data needed were classified based on gender categories and types of politeness strategies.
2. **Data display.** After the data needed have been collected and classified, the researcher analyzed the data based on Brown & Levinson's theory. Then, the results of data interpretation were displayed in the form of table to make the researcher more understand the results and to know the percentage of politeness strategies used by each gender.
3. **Conclusion drawing.** The conclusion was drawn by referring to the research questions, namely the dominant politeness strategy used by male, and that used by female, and the different use of politeness strategies between male and female students.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter deals with the research findings and the discussion of the findings. The research findings answer the research questions by enclosing the evidence of the research. The discussion deals with the analysis and further interpretation regarding the findings of this research.

#### A. Finding and Discussion

In collecting the data, it is important to know that from the total of 121 participants, from 26 male students only 19 male students who spoke up, and from 95 female students only 46 female students who spoke up in the classroom activities. It is essential also to know that one student gave more than 3 answers depending on the teacher's satisfaction.

##### 1. What politeness strategy is frequently employed by male students in speaking class?

In this case, the researcher found that there are 64 utterances indicating politeness strategies in which male students only used 3 politeness strategies proposed by Brown and Levinson, namely bald on record (17 utterances), positive politeness (29 utterances), and negative politeness (18 utterances). It can be concluded that politeness strategy frequently employed by male students is **positive politeness**.

Those strategies will be described briefly in the following table:

<b>Politeness Strategy</b>	<b>Sub-strategy</b>	<b>Frequency</b>	<b>Percentage</b>
Bald on record	-	17	27%
Off record	-	0	0%
Positive Politeness	Intensify interest to hearer	4	6%
	Use in-group identity marker	5	8%
	Jokes	2	3%
	Give or ask for reason	2	3%
	Give gifts to hearer (give understanding)	16	25%
Negative Politeness	Be conventionally indirect	8	13%
	Use question or hedge	10	15%
<b>Total</b>		<b>64</b>	<b>100%</b>

### **Discussion:**

1. **Bald on record** is stating something to the point that means the speaker says explicitly, clearly, simply, and directly what he/she wants or intends. The speaker states or tells something true, not to say something less or more than is required, be relevant with the topic discussed and avoid ambiguity. It is intended to avoid misunderstanding and reach efficiency, but it has the greatest risk to threat hearer's face. This type of strategy is commonly found



with people who know one another very close and well, and they are very comfortable in the environment, such as close friends and family. In this case, male students applied bald on record strategy because of some possible reasons, 1) male students do not understand about politeness strategies that must be used when speaking with people with higher social status or power, 2) they have been very close with their teacher so that they did not think that their utterances will threat the teacher's face, 3) they wanted to reach efficient communication so that they just answered the information needed not less or more than was required, 4) they were nervous so that they just gave short answers.

***Example (1)***

Teacher : Can you help her to build her confidence? Anyone can help her?

**Male student : Give her more practice.**

***Example (2)***

Teacher : Ow....give support. How? What kind of support?

**Male student : Motivation and encouragement.**

Teacher : So, you want say "Please, come on you can do it" (*Joking*)

(Male students answered the teacher's questions directly, simply, to the point as the information needed not less or more than was required.)

2. **Off record** is stating something indirectly, usually using hints or clues that need to be guessed or interpreted by hearer. In this case, male students did not use this strategy because they tended to speak clearly of what they intended since they are more confident than female.
3. **Positive Politeness** is a strategy oriented to satisfy hearer's positive face. The speaker shows his appreciation, approval, interest, and familiarity to build closeness with hearers. In doing FTA, speakers give an impression that speakers have the same desire to the other speaker to show friendship between them. Commonly this strategy is used to get closer with someone by saying something that shows familiarity and approval. Actually there are 15 sub-strategies of positive politeness, but the researcher only found 5 sub-strategies used by male students, namely *intensify interest to hearer, use in-group identity marker, give or ask for reasons, jokes, and give gifts to hearer (give understanding)*. The possible reasons for choosing this strategy are 1) male students wanted to get closer with the teachers so they spoke dramatically, 2) they wanted their answers to be accepted and liked by the teachers so that they even gave reason and understanding to clarify their answers.

Here are the explanations of the 5 sub-strategies used by male students:

***Intensify interest to hearer.*** In conducting this strategy, speaker emphasizes on the hearer's interest, express his good intention to hearer dramatically, and give good response to hearer in order to create a good story in order to build a warm conversation. In this case, male students used this sub-strategy because they wanted to make the teacher interested and comfortable to their answers so they arranged a good story so that the teacher liked and approved their answers.

***Example (1)***

Teacher : (*Asking his personality*)

**Male student** : I think I am relaxed and slow or calm person. **When I was in Junior High School, I ever fought with my friends and my face was pained and scratched. At that time, actually my parents wanted to go police station to report the problem, but I forbade them and said “we don't need report and make the problem more complicated. I will forgive him, and let God give him punishment”. Now, my friends and I have forgot about the problem, and we are still close to each other.**

**Example (2)**

Teacher : (*Asking the students to tell their personality*)

**Male student** : I think I am a bad person because too many problems in my life. **In academic, you know actually I am with Miss Dewi is from the same class, but now I am with you. Then, about relationship, I am a bad boy. Maybe in FITK I am a famous person because I am a bad boy.**

Teacher : Really? I think when you said “bad boy”, everybody really likes it. I mean like to hear that and directly shout and laugh at you. Okay, it is very great, thank you Hakim.

(Male students answered the teacher’s question by creating a good story and expressed it dramatically to make the teacher accept their answers.)

**Use in-group identity marker.** This strategy emphasizes on the use of address form, in-group language or dialect, jargon, slang, contraction and ellipsis. In this case, male students only used *in-group language* involving the phenomenon of code-switching from one language or dialect to another language or dialect showing that the speaker and hearer use the same in-group language, and it proves that they are in the same group. In this case, male students said “*Assalamualaikum wr.wb*” as greeting before delivering their ideas. It shows that male students are from the same group, namely Muslim showing that

teacher and students have the same knowledge of the code-switching.

***Example (1)***

Teacher : Okay, Mas can you introduce yourself first?

**Male student** : **Assalamualaikum wr.wb.** My name is Ahmad Nur Hakim, and you can call me Hakim.

***Example (2)***

Teacher : *(Asking the students to tell their personality)*

**Male student** : **Assalamualaikum wr.wb.** I am Syihab. I am a person who thinks first and does later.

(Male students used language identity that usually is used in their group to greet someone showing that their group is Muslim.)

***Jokes*** are small talks containing humorous things. They may be used to stress the shared knowledge and value among participants of speech to minimize the threat. In this case, only male students used jokes when they delivered their ideas. Jokes were used to make the teacher feel comfortable with them, and they wanted to get closer with the teacher by building warm conversation.

**Example (1)**

**Male student : I will be the boss hehe.**

**Teacher : Please prove it. Don't just make a plan, but you do the plan.**

(The male student made a joke because he just could make a plan and couldn't execute it, so he wanted to be a boss.)

**Example (2)**

**Teacher : So what is your suggestion because it seems that Sania doesn't really want to help her mother to do the housework. What is the best suggestion from you?**

**Male student : If Sania can do the work, Sania will do it, but if Sania cannot help her mother yah I don't know hehe**

(The male student made a joke by giving option to Sania whether she would help her mother or not. It was up to Sania.)

**Give or ask for reason.** By conducting this strategy, hearer might know speaker's hope and desire for him. In this case, male students only used *give reason*. It is used to clarify and make the teacher know why they did certain things. They wanted the teacher approve their answer after they explained the reasons.

**Example (1)**

**Teacher : Why?**

**Male student : Because it goes naturally, I don't know, and I am happy with that. I cannot manage it because it has been a habit to use bad words.**

**Example (2)**

Teacher : You only think?

Male student : **Because of that, I have a lot of plans, but none of them is done. I mean I don't execute my plan.**

(Male students tried to convince the teacher by giving reasons so that the teacher was expected to agree with their answer.)

***Give gifts to hearer (goods, sympathy, understanding, cooperation).*** To conduct this strategy, speaker should give some gifts to satisfy the hearer in the forms of goods, sympathy, understanding, and cooperation because everyone basically loves to be liked, cared about, listened, and understood. In this case, male students only used *give understanding* to make the teacher agree with their answers. They clarified some misunderstanding by repeating the answers or using other sentences to make it clear. It was intended to make the teacher agree and approve their answer as well as to build warm and close atmosphere.

**Example (1)**

Teacher : Can you explain more about “crazy”?

Male student : **Crazy is that I have a joke with my friends and I always laugh. Like that.**

**Example (2)**

Teacher : Okay, Have you ever share the problem to your friends or your parents, your unpleasant memory? You need to express that, I know that there some people who are easy to suicide because he has no friends to talk to.

**Male student : No. I have many friends to share and to talk to. I have close friends who I consider my family. I often talk with them about my problems.**

(Male students explained more detail to make the teacher understand what they intended.)

4. **Negative Politeness** is a strategy oriented to satisfy hearer's negative face concerning with respect behavior and not imposing the hearer. In conducting this strategy, speaker should stress hearer's relative power to keep the social distance. Actually there are 10 sub-strategies of negative politeness, but the researcher just found 2 sub-strategies used by male students, namely *be conventionally indirect* and *use question or hedge*. There are some possible reasons for choosing this strategy: 1) there was distance between the teacher and the students so that the students were still doubt and hesitant to say something, 2) the students wanted to show deference since the teachers so that they used some additional words or hedges that can make their utterances sound indirect, 3) the students have



good English ability so that they can arrange good sentences.

Here are the explanations of those 2 sub-strategies used by male students:

***Be conventionally indirect.*** In conducting this strategy, the speaker should be indirect to minimize the imposition towards hearer by modifying the direct utterance with particular words and hedges so that the utterance may not appear to be exactly direct. In this case, male students used this sub-strategy by using some additional words to make their utterances indirectly to the point so that the utterances seemed to be more smooth or polite to reduce threat.

***Example (1)***

Teacher : Others please! Raise your hand, gentleman please!

Male student : **I will tell about Hikmah's vacation. Sometimes, she played futsal with her friends, watched TV, and read some books like novel and others. That's all.**

***Example (2)***

Teacher : *(Asking the students' opinion)*

Male student : **According to me, I suggest to make a discussion with classmate because friends have more influence so the solution can be discussed with friends.**

Teacher : Yeah, it is the same idea. Any else?

(Male students answered the teacher's question by adding some words to make their answers indirectly and smoothly to reduce threat.)

***Use question or hedge.*** Question is necessary to avoid presumption because the speaker can ask question to the hearer instead of assuming by him-self. Hedge is also necessary because it could modify the force in the utterance, for instance *really, I think..., I supposed that..., to be honest, and I hate to say this, but..., etc.* In this case, male students used this sub-strategy to soften their utterances so that they were heard more polite.

***Example (1)***

Teacher : Can you say something? All of us are your friends here, please talk to them.

Male student : ***I think that I am nervous when I speak in front of many people.***

***Example (2)***

Teacher : (*Asking the students to tell their personality*)

Male student : ***I think I am a bad person because too many problems in my life.***

(Male students answered the teacher's questions using hedge to make their answer seem smooth to reduce threat like *I think.*)

*Example (3)*

Male student : Does it mean we are asked to speak up?

Teacher : Yeah speak up.

(Male students wanted to reduce threat by using question to make their sentences to be more polite, and it was also used to avoid presumption.)

**2. What politeness strategy is frequently employed by female students in speaking class?**

In this case, the researcher found that there are 105 utterances indicating politeness strategies in which female students used 4 politeness strategies proposed by Brown and Levinson, namely bald on record (50 utterances), off record (8 utterances), positive politeness (27 utterances), and negative politeness (20 utterances). It can be concluded that politeness strategy frequently employed by female students is **bald on record**.

Those strategies will be described briefly in the following table:

<b>Politeness Strategy</b>	<b>Sub-strategy</b>	<b>Frequency</b>	<b>Percentage</b>
Bald on record	-	50	47%
Off record	Being vague	8	8%
Positive Politeness	Intensify interest to hearer	8	8%
	Use in-group identity marker	8	8%
	Use offer or promise	1	1%
	Give or ask for reason	1	1%
	Give gifts to hearer (give understanding)	9	9%
Negative Politeness	Be conventionally indirect	13	12%
	Use question or hedge	7	6%
<b>Total</b>		<b>105</b>	<b>100%</b>

### **Discussion:**

1. **Bald on record** is stating something to the point that means the speaker says explicitly, clearly, simply, and directly what he/she wants or intends. The speaker states or tells something true, not to say something less or more than is required, be relevant with the topic discussed and avoid ambiguity. It is intended to avoid misunderstanding and reach efficiency, but it has the greatest risk to threat hearer's face. This type of strategy is commonly found

with people who know one another very close and well, and they are very comfortable in the environment, such as close friends and family. In this case, female students applied bald on record strategy because of some possible reasons: 1) female students do not understand about politeness strategies that must be used when speaking with people with higher social status or power, 2) they have been very close with their teacher so that they did not think that their utterances will threat the teacher's face, 3) they wanted to reach efficient communication so that they just answered the information needed not less or more than was required, 4) they were nervous so that they just gave short answers.

***Example (1)***

Teacher : Just stayed at home, so what did you do when staying at home?

**Female student : Accompanied my mother.**

***Example (2)***

Teacher : So, besides taking care of you mom, what did you do?

**Female student : Just playing with my ex-friend.**

(Female students answered the teacher's questions directly, simply, to the point as the information needed not less or more than was required.)

2. **Off record** is stating something indirectly, usually using hints or clues that need to be guessed or interpreted by hearer. The speakers allow the hearers to give more than one interpretation of what the speakers say. Actually there are 15 sub-strategies of off record, but the researcher only found one sub-strategy, namely *being vague* of what they speak. In this case only female students used off record strategy because they tended to say unclear sentences containing vague meaning because they are shy and less confident to speak and they liked long-winded talk.

***Example (1)***

Teacher : others please! (*Asking other students to share their vacation*)

**Female student : I did and enjoyed my family's commands and payment.**

(It is still vague about what command and payment she meant, and it made the teacher confused so that the teacher asked her twice.)

***Example (2)***

Teacher : Okay, how many friends do you have?

**Female student : There are many.**

(It is still ambiguous and vague since she didn't mention the exact number of her friends.)

3. **Positive Politeness** is a strategy oriented to satisfy hearer's positive face. The speaker shows his appreciation, approval, interest and familiarity to build closeness with hearer. In doing FTA, speakers give an impression that speakers have the same desire to the other speaker to show friendship between them. Commonly this strategy is used to get closer with someone by saying something that shows familiarity and approval. Actually there are 15 sub-strategies of positive politeness, but the researcher only found 5 sub-strategies used by female students, namely *intensify interest to hearer, use in-group identity marker, give or ask for reasons, use offer or promise, and give gifts to hearer (give understanding)*. The possible reasons for choosing this strategy are 1) female students wanted to get closer with the teacher so they spoke dramatically, 2) they wanted their answers to be accepted and liked by the teachers so that they even gave reason and understanding to clarify their answers, 3) they wanted to be regarded as the member of class so they called their teacher with "sir". Here are the explanations of the 5 sub-strategies used by female students:

***Intensify interest to hearer.*** In conducting this strategy, speaker emphasizes on the hearer's interest, express his good intention to hearer dramatically, and give good response to hearer in order to create a good story in to

build a warm conversation. In this case, female students used this sub-strategy because they wanted to make the teacher interested and comfortable to their answer so they arranged a good story, and they wanted the teacher like and approve their answer.

***Example (1)***

Teacher : Other please, raise your hand! (*Asking other students to share their vacation*)

**Female student : I want to describe about myself. I am a sleepy person because I am easy to sleep in all situations. When listening to the teacher's explanation, I can feel asleep, when doing homework, I can feel asleep also.**

***Example (2)***

Teacher : (*Asking the students to tell their personality*)

**Female student : My name is Ella. I am easy going person because if someone needs something, I will give some help whoever she/he is and whatever she/he wants me to do. I am also a silent person with new people, but if they have known me, I will be a fussy person.**

(Female students answered the teacher's question by creating a good story and expressed it dramatically to make the teacher interested and accept their answers.)



***Use in-group identity marker.*** This strategy emphasizes on the use of address form, in-group language or dialect, jargon, slang, contraction and ellipsis. In this case, the researcher only found address form and in-group language or dialect used by female students. First, address form is used such in-group membership include generic names and terms of address to show their relationship whether it is close or not. In this case, female students used the word ‘*sir*’ to call their teacher showing that they are in a certain group that has a specific address form. Second, the use of in-group language involves the phenomenon of code-switching from one language or dialect to another language or dialect showing that both speaker and hearer use the same in-group language, and it proves that they are in the same group. In this case, female students said “*Assalamualaikum wr.wb*” as greeting before delivering their idea. It shows that female students are from the same group, namely Muslim showing that teacher and students have the same knowledge of the code-switching.

***Example (1)***

Teacher : (*Asking the students to tell their personality*)

**Female student** : **Assalamualaikum wr.wb.** I want to talk about myself. The first, I like cleanliness. The second, I am a funny person. The last, I am a confident enough person.

(The female student used language identity that usually used in his group to greet someone showing that his group is Muslim.)

**Example (2)**

Teacher : Okay, my question is what did you do on the last vacation? 2-month vacation, what did you do? Raise your hand! What did you do on the last vacation? Still remember or forget?

**Female student** : Stayed in Ma'had, **sir**.

(The female student used address form to show closeness to her teacher and to indicate that she is in a certain group.)

**Give or ask for reason.** By conducting this strategy, hearer might know speaker's hope and desire for him. In this case, female students used sub-strategy *give reason*. It is used to clarify and make the teacher know why they did certain things. They wanted the teacher approve their answer after they explained the reasons.

**Example (1)**

Teacher : Other please, raise your hand!

**Female student** : She was alone at home. **When she wanted to go to Jakarta to follow her family, the ticket ran out.**

(Female student tried to convince the teacher by giving reason so that the teacher was expected to agree with her answer.)

***Use offer or promise.*** To reduce the potential threat, speaker uses offers and promises to express speaker's good intentions in satisfying hearer's positive face. In this case, only female students used *promise* to convince the teacher that they have good intention to be better and would not repeat the bad thing she did before. It used to reduce the threat and make the teacher agree or approve their idea.

***Example (1)***

Teacher : "I want to be a mother, but today I want to be lazy". Do you think that you can make money?

**Female student** : **No, but tomorrow I will be diligent.**

Teacher : Ow.....tomorrow?? She promises that she will be diligent tomorrow. Okay everyone please save the date that she will be diligent tomorrow.  
(Joking)

(The female student promised to be diligent tomorrow in order that the teacher agreed or approved to her answer.)

***Give gifts to hearer (goods, sympathy, understanding, cooperation).*** To conduct this strategy, speaker should give some gifts to satisfy the hearer in the forms of goods, sympathy, understanding, and cooperation because everyone basically loves to be liked, cared about, listened, and understood. In this case, female used sub-strategy *give understanding*. They clarified some misunderstanding by repeating the answers or using other sentences to make it

clear. It was intended to make the teacher agree and approve their answer as well as to build warm and close atmosphere.

***Example (1)***

Teacher : My question is where are you from, and you said you are from Jombang and you said traveled around my town. When I asked which part of Jombang is nice to visit, even you said you were not in Jombang. Is it confusing or not?

**Female student : I mean I went to city around Jombang. I went to Blitar.**

***Example (2)***

Teacher : What do you mean by “easy going”?

**Female student : She always greets someone and smiles to everyone.**

(Female students explained more detail to make the teacher understand what they intended.)

4. **Negative Politeness** is oriented to satisfy hearer’s negative face concerning with respect behavior and not imposing the hearer. In conducting this strategy, speaker should stress hearer’s relative power to keep the social distance. Actually there are 10 sub-strategies of negative politeness, but the researcher just found 2 sub-strategies used by female students, namely *be conventionally indirect* and *use question or hedge*. There are some possible reasons for choosing this strategy: 1) there was distance between the

teacher and the students so that the students were still doubt and hesitant to say something, 2) the students wanted to show deference since the teachers have higher power so that they speak something that sound indirect, 3) the students have good English ability so that they can arrange good sentences.

Here are the explanations of those 2 sub-strategies used by male and female students:

***Be conventionally indirect.*** In conducting this strategy, the speaker should be indirect to minimize the imposition towards hearer by modifying the direct utterance with particular words and hedges so that the utterance may not appear to be exactly direct. In this case, female students used this sub-strategy by using some additional words to make their utterances indirectly to the point so that the utterances seemed to be more smooth or polite, and it was intended to reduce threat.

***Example (1)***

Teacher : *(Asking the students' personality)*  
Female student : **I want to talk about myself. The first, I like cleanliness. The second, I am a funny person. The last, I am a confident enough person.**

***Example (2)***

Teacher : What happened with your mother?  
Female student : **When I was in home, my mother was sick.**

(Female students answered the teacher's question by adding some words to make their answers indirectly and smoothly to reduce threat.)

***Use question or hedge.*** Question is necessary to avoid presumption because the speaker can ask question to the hearer instead of assuming by him-self. Hedge is also necessary because it could modify the force in the utterance, for instance *really, I think..., I supposed that..., to be honest, and I hate to say this, but..., etc.* In this case, female students used this sub-strategy to soften their utterances so that they were heard more polite.

***Example (1)***

Teacher : So, what suggestion do you have for this problem?

**Female student : *I think that she must not follow her friends' life style who are richer than her. She has to use her pocket money well.***

***Example (2)***

Teacher : What do you think of Rahma?

**Female student : *I think sometimes she is unconfident.***

(Female students answered the teacher's questions using hedge to make their answer seem smooth to reduce threat like *I think.*)

***Example (3)***

Teacher : Okay, the stage is yours. Prove that you have confidence!

**Female student : So, what should I talk there?**

(Female students wanted to reduce threat by using question to make their sentences to be more polite, and it was also used to avoid presumption.)

**3. Is there any different use of politeness strategies between male and female students?**

Based on the data analysis, it was found that there are different uses of politeness strategies between male and female students. Male students only used 3 politeness strategies, namely bald on record, positive politeness involving *sub-strategy intensify interest to hearer, use in-group identity marker, give or ask for reason, jokes, and give gifts to hearer (give understanding)*, and negative politeness involving *sub-strategy be conventionally indirect and use question or hedge*. Meanwhile, female students used 4 politeness strategies, namely bald on record, off record involving *sub-strategy being vague*, positive politeness involving *sub-strategy intensify interest to hearer, use in-group identity marker, give or ask for reason, use offer or promise, and give gifts to hearer (give understanding)*, and negative politeness involving *sub-strategy be conventionally indirect and use question or hedge*.

The differences were found that female used off record especially *sub-strategy being vague* while male did not, male used *jokes* in their positive politeness while female did not, female used *promise* on their positive politeness while male did not.



## CHAPTER V

### CONCLUSION

This chapter consists of conclusion and pedagogical implications.

Conclusion deals with the summary of the research findings and discussion. Pedagogical implications deal with implications for ELT and suggestions deal with recommendations for the next researchers.

#### A. Conclusion

Based on the findings and discussion above, the results of this study can be concluded into three important points as follows:

1. The researcher found that male students used 3 politeness strategies proposed by Brown and Levinson, namely bald on record (17 utterances), positive politeness (29 utterances), and negative politeness (18 utterances). It can be concluded that the strategy frequently employed by male students was **positive politeness**.
2. The researcher found that female students used 4 politeness strategies proposed by Brown and Levinson, namely bald on record (50 utterances), off record (8 utterances), positive politeness (27 utterances), and negative politeness (20 utterances). It can be concluded that the strategy frequently employed by female students was **bald on record**.

3. The differences were found that female used off record especially sub-strategy *being vague* while male did not, male used *jokes* in their positive politeness while female did not, female used *promise* on their positive politeness while male did not.

## **B. Pedagogical Implications and Suggestions**

Referring to the findings and the conclusions presented above, the researcher recommends the following items as implications and suggestions for the teachers in conducting ELT and for the next researchers:

1. In essence, politeness strategies are used based on the needs. In this case, although the research findings showed that there are different politeness strategies used by male and female students, there is no judgement which gender is more polite. It is not a big deal because the students indeed have not learnt about pragmatics and have not known English politeness strategies so that they did not realize that their utterances they spoke contains certain type of politeness strategies. Actually, there must be distance or different way when speaking with friends and when speaking with teachers. In fact, the students speak with the same way. According to Brown and Levinson, when speaking with people who have higher power or status such as students to their teachers, in casual conversation, students could use positive politeness, in formal conversation

students could negative politeness, while the use of bald on record and off record are not recommended. However, it is not a big problem if the students and the teacher have very close distance and have known one another very well so that they have understood one another if there are some mistakes.

**Suggestion 1:** It would be better if the teachers teach the standards and types of politeness strategies to increase students' insight so that students are able to distinguish what strategy is suitable when talking to their friends and when talking to their teacher or when talking to different interlocutors based on the level of closeness, the context of the conversation, and the needs.

**Suggestion 2:** The teachers are expected to provide authentic materials that are similar to the daily life, customs, traditions, literature, art, and life style of English and invite the students to learn, discuss, and practice the material so that the students will naturally know the types of English politeness strategies and they will be aware that pragmatic knowledge is important in communication.

**Suggestion 3:** If the students sometimes speak impolitely because they are not aware or do not realize, the teachers are expected to understand the students' background because they are non-native speakers.

**Suggestion 4:** The teachers are also expected to design activity not only focusing on practicing English to improve fluency of speaking and the students' self-confidence, but also focusing on practicing to use language appropriately.

2. This study still has many weaknesses and far from perfectness. It only focused on finding out the dominant strategy used by male students, the dominant strategy used by female students, and the different use of politeness strategies used by them.

**Suggestion 1:** Hopefully, the next researchers would conduct this research deeply in EFL classroom for students who have learnt about pragmatics to investigate the students' politeness strategies and the reasons why they use those strategies so that it can give more contributions for ELT.

**Suggestion 2:** Hopefully, the next researchers would conduct the research better than this study to combine two or more politeness theories to find out whether among one theory and other theories are in a line or not, and they have synergy and relation with one another or not, and it is recommended to be conducted in EFL classroom.

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## **Appendix 1**

### **RESEARCH INSTRUMENT**

#### **a. Description of Instrument**

To collect the data, the researcher used 2 mobile phones to record the entire classroom activities from the beginning up the end of the class. The types of mobile phones are Samsung J2 Prime and resulted clear voice and video. The researcher recorded by herself and also asked her friend to record the activities that was used as a comparison to choose which video is better and clearer. The researcher also recorded each student who presented her/his ideas closely from behind in order that she/he didn't feel nervous. To get clear voice, the researcher got closer to the student who spoke up. It was done for 3 different classes.

#### **b. Data Recorded**

The data recorded were all students' utterances when they are communicating with their teacher because the research focus is politeness strategies in the students' utterances when they are interacting with their teacher.

## Appendix 2

### LIST OF MALE POLITENESS STRATEGIES

Kind of Strategy	Utterances	Total
<b>Bald on record</b>	<ol style="list-style-type: none"> <li>1. I helped my father to plant watermelon in the field</li> <li>2. Lalu Luhur Ariesta</li> <li>3. Ahmad Tri Wahyudi</li> <li>4. Talk</li> <li>5. Less confident</li> <li>6. Word or sentence?</li> <li>7. If a phrase?</li> <li>8. Give her more practice</li> <li>9. Yes, give her support</li> <li>10. Motivation and encouragement</li> <li>11. What?</li> <li>12. Study group</li> <li>13. 38</li> <li>14. To stop stealing</li> <li>15. Because it is homework</li> <li>16. Hemat</li> <li>17. Housework = pekerjaan rumah, homework = PR</li> </ol>	<b>17 utterances</b>
<b>Off record</b>	<b>Not found</b>	<b>0</b>
<b>Positive Politeness</b>		
<i>a. Sub-strategy: Intensify interest to hearer</i>	<ol style="list-style-type: none"> <li>1. In academic, you know actually I am with Miss Dewi is from the same class, but now I am with you. Then, about relationship, I am a bad boy. Maybe in FITK I am a famous person because I am a bad boy.</li> <li>2. I am a hyper-active and fussy.</li> </ol>	<b>4 utterances</b>

	<p>When I speak with my friends especially with Rozak, Fajar, Opi, and Ida, I usually use bad words.</p> <p>3. I am a person who likes everything classic, for example classic songs. I like all classic songs. Then, I am crazy person, and I like to bother someone.</p> <p>4. When I was in Junior High School, I ever fought with my friends and my face was pained and scratched. At that time, actually my parents wanted to go police station to report the problem, but I forbade them and said <i>“we don’t need report and make the problem more complicated. I will forgive him, and let God give him punishment”</i>. Now, my friends and I have forgot about the problem and we are still close to each other.</p>	
<p><b>b. Sub-strategy:</b> <b>Use in-group identity marker</b></p>	<p>1. <b>Assalamualaikum wr.wb.</b> My name is Ahmad Nur Hakim, and you can call me Hakim.</p> <p>2. <b>Assalamualaikum wr.wb.</b> My name is not Sugianto but Sugiono.</p> <p>3. Yes, I am still alive. <b>Assalamualaikum wr.wb.</b></p> <p>4. <b>Assalamualaikum wr.wb.</b> I am Syihab.</p> <p>5. <b>Assalamualaikum wr.wb.</b> I think I am relaxed and slow or calm person.</p>	<p><b>5 utterances</b></p>
<p><b>c. Sub-strategy:</b> <b>Jokes</b></p>	<p>1. I will be the boss hehe</p> <p>2. If Sania can do the work, Sania will do it, but if Sania cannot help her mother yah I don’t know hehe</p>	<p><b>2 utterances</b></p>

<p><b>d. Sub-strategy:</b> <b><i>Give or ask for reason</i></b></p>	<ol style="list-style-type: none"> <li>1. Because it goes naturally, I don't know, and I am happy with that. I cannot manage it because it has been a habit to use bad words.</li> <li>2. Because of that, I have a lot of plans, but none of them is done. I mean I don't execute my plan.</li> </ol>	<p><b>2</b> <b>utterances</b></p>
<p><b>e. Sub-strategy:</b> <b><i>Give gifts to hearer (goods, sympathy, understanding, cooperation)</i></b></p>	<ol style="list-style-type: none"> <li>1. My name is not Sugianto but Sugiono.</li> <li>2. I mean when I first meet with someone, I am shy and nervous, but after I have been familiar, I am a crazy person.</li> <li>3. Crazy is I have a joke with my friends and I always laugh. Like that.</li> <li>4. I mean I like to make a joke.</li> <li>5. When I talk to my friends, especially with Rozak, Fajar, Opi, and Ida, I usually use bad words.</li> <li>6. Shy person, and I now am very silent, and then I am an introvert.</li> <li>7. If you don't know that I am introvert, it means you don't know me well.</li> <li>8. I am very nervous if many people look at me.</li> <li>9. Yes my friends, and one of them is still my family.</li> <li>10. Friend and family because he is my friend and my family also.</li> <li>11. I am easy to forgive someone easily and not easily take a problem personally.</li> <li>12. No. I have many friends to share and to talk to. I have close friends who I consider my family. I often</li> </ol>	<p><b>16</b> <b>utterances</b></p>

	<p>talk with them about my problems.</p> <p>13. Actually I don't want to share sadness to them, I just want to share happiness to them so we can laugh together.</p> <p>14. But, sometimes we are shy to say honestly to the teacher and have high prestige to admit that we don't understand the material.</p> <p>15. Ow.....sorry, perhaps her parents have to ask her to be economical, and her parents have to ask her not to be extravagant, and try to be grateful for her money.</p> <p>16. I mean we have to give her advice that looking for many is very difficult so she must help her mother's housework.</p>	
<b>Negative Politeness</b>		
<p><i>a. Sub-strategy: Be conventionally indirect</i></p>	<p>1. I will tell about Hikmah's vacation. Sometimes, she played futsal with her friends, watched TV, and read some books like novel and others. That's all.</p> <p>2. I will tell about Luhur's vocation. He just stayed at home in Lombok. He went to a beach with his family and recited holy Al-Qur'an in his free time.</p> <p>3. I am a person who thinks first and do later.</p> <p>4. According to me, I suggest to make a discussion with classmate because friends have more influence so the solution can be discussed with friends.</p>	<p><b>8 utterances</b></p>

	<ol style="list-style-type: none"> <li>5. I want to add my answer. The important thing is say honestly to the teacher and classmate that she doesn't understand with what the teacher says. Because if she says honestly to the classmate or teacher, she will get attention and special treatment to solve her difficulty so that can be easy to learn or to study again.</li> <li>6. We should advise her to stop her activity.</li> <li>7. Nevermind. If her parents ask Sania to help the housework, nevermind.</li> <li>8. Advise Sania that looking money is very difficult, so she must help her parents to work so that she knows the difficulty to look for money.</li> </ol>	
<b>b. Sub-strategy: Use question or hedge</b>	<ol style="list-style-type: none"> <li>1. I think I am a bad person because too many problems in my life.</li> <li>2. I think I am relaxed and slow or calm person.</li> <li>3. About me, I think I am a crazy person but I am a shy person.</li> <li>4. I think that I am nervous when I speak in front of many people.</li> <li>5. I think that my personality are relax and silent.</li> <li>6. I think she must refuse her friends' invitation to buy something unimportant or to follow her friends' style.</li> <li>7. Perhaps, she can ask about judgement and then she has to be grateful about her money, and she has to do extra effort to get money.</li> <li>8. Perhaps, her parents have purpose</li> </ol>	<b>10 utterances</b>

	<p>about judgement.</p> <p>9. I think my friends are also the same, and they have known when I tell a joke they will not take it seriously so I used bad words.</p> <p>10. Does it mean we are asked to speak up? (<i>using a question</i>)</p>	
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### Appendix 3

#### LIST OF FEMALE POLITENESS STRATEGIES

Kind of Strategy	Utterances	Total
<b>Bald on record</b>	<ol style="list-style-type: none"> <li>1. Accompanied my mother</li> <li>2. Just playing with my ex-friend</li> <li>3. Yeah, we still have good communication</li> <li>4. I come from Bangka</li> <li>5. Stayed at home and accompanied my little brother to go to school</li> <li>6. A good sister</li> <li>7. Just stayed at home alone</li> <li>8. I learnt some preparation for test</li> <li>9. No. For ikatan dinas like STAN</li> <li>10. Played with my friends</li> <li>11. No, played with my nephew</li> <li>12. Jombang</li> <li>13. I just stayed at home and helped my mother to cook some food</li> <li>14. Doughnut and pizza</li> <li>15. Semarang</li> <li>16. I went to my grandparents' house</li> <li>17. Grobogan</li> <li>18. I helped to take care of my little brother and helped to cook also</li> <li>19. I stayed at home</li> <li>20. Playing with my friends from junior and senior high school and sharing our experiences</li> <li>21. I just stayed in Semarang because my home is far, Jambi</li> <li>22. Dela visited her grandparents' house, and Algazella's grandfather</li> </ol>	<b>50 utterances</b>

	<p>was sick</p> <p>23. She was alone at home</p> <p>24. I am very unconfident person</p> <p>25. And then I am a silent person when I meet someone for the first time</p> <p>26. Unconfident and silent</p> <p>27. She is very shy as you can see</p> <p>28. I am a humble person</p> <p>29. She is kind and like to smile</p> <p>30. Kind</p> <p>31. Humble</p> <p>32. I am coward person</p> <p>33. Anxiety</p> <p>34. 80 %</p> <p>35. I feel unconfident</p> <p>36. Nervous</p> <p>37. Slim</p> <p>38. To be mother</p> <p>39. Shy and silent person</p> <p>40. And diligent for hangout</p> <p>41. Problem with lesson</p> <p>42. Waste the time</p> <p>43. Study in a group and never give up</p> <p>44. Share the problem and difficulty with other friends</p> <p>45. Yes and watching movie</p> <p>46. Taking course</p> <p>47. Make a group of study</p> <p>48. She has to move the place of sitting in the front</p> <p>49. To be a people who do something individually</p> <p>50. Education</p>	
<b>Off record</b>		
<b><i>Sub-strategy:</i></b> <b><i>Being Vague</i></b>	<p>1. Wonosalam is near Jombang</p> <p>2. I did and enjoyed my family's</p>	<b>8 utterances</b>

	commands and payment 3. I stayed in Ma'had 4. I don't feel unconfident again 5. I am so lazy but I am so diligent if my friends ask me to hangout 6. Then, I am a girl that don't like something disgusting 7. There are many 8. The important thing is long listening and long teaching	
<b>Positive Politeness</b>		
<b>a. Sub-strategy: Intensify interest to hearer</b>	1. I spent my holiday with my family. I went to a beach every day because it is very near with my house. 2. I went to Pare. When I stayed in Pare, I was sick so my family asked me to go home. 3. I want to describe about myself. I am a sleepy person because I am easy to sleep in all situations. When listening to the teacher's explanation, I can feel asleep. When doing homework, I can feel asleep also. 4. My name is Ella. I am easy going person because if someone needs something, I will give some help whoever she/he is and whatever she/he wants me to do. I am also a silent person with new people, but if they have known me, I will be a fussy person. 5. My name is Fillana. I am a fussy person, but when I meet someone for the first time, I am a shy person. 6. I want to describe myself. I am a	<b>8 utterances</b>

	<p>cheerful person, I am also diligent person, but it is only for hangout.</p> <p>7. He just stayed at home, but sometimes he played with her younger brother, and after praying maghrib, he helped her father to teach Al Qur'an in the mosque.</p> <p>8. I will tell about her. She went to Yogyakarta with her friends and had a holiday with her family in Blitar. And then, she was feeling very happy because she could have a vacation with her family.</p>	
<p><i>b. Sub-strategy: Use in-group identity marker</i></p>	<p>1. Stayed in Ma'had, <b>sir</b></p> <p>2. Just stayed at home, <b>sir</b></p> <p>3. <b>Assalamualaikum wr.wb.</b> My name is Ovi.</p> <p>4. <b>Assalamualaikum wr.wb.</b> I want to talk about myself.</p> <p>5. <b>Assalamualaikum wr.wb.</b> My name is Ella.</p> <p>6. <b>Assalamualaikum wr.wb.</b> I think I am a little bit unconfident person.</p> <p>7. <b>Assalamualaikum wr.wb.</b> I am Fitrotun Nikmah.</p> <p>8. <b>Inshaallah</b></p>	<p><b>8 utterances</b></p>
<p><i>c. Sub-strategy: Use offer and promise</i></p>	<p>1. No, but tomorrow I will be diligent.</p>	<p><b>1 utterance</b></p>
<p><i>d. Sub-strategy: Give or ask for reason</i></p>	<p>1. She was alone at home. <b>When she wanted to go to Jakarta to follow her family, the ticket run out.</b></p>	<p><b>1 utterance</b></p>
<p><i>e. Sub-strategy:</i></p>	<p>1. No, I mean my ex-friend is boyfriend.</p>	<p><b>9 utterances</b></p>

<p><i>Give gifts to hearer (goods, sympathy, understanding, cooperation)</i></p>	<ol style="list-style-type: none"> <li>2. I mean I went to city around Jombang. I went to Blitar.</li> <li>3. No. Just when I can do something.</li> <li>4. If someone has known me well, she will feel that I am is flexible.</li> <li>5. She always greets someone and smiles to everyone.</li> <li>6. Sometimes I will be different person. If my friends are good, I will be friendly person.</li> <li>7. No. For example, If I see something dirty, I will be disgusted. I don't like dirty place.</li> <li>8. Maybe Sania's parents want her to be an independent person. If she wants something, she must have an effort to get it.</li> <li>9. If you know me well, I am friendly.</li> </ol>	
<p><b>Negative Politeness</b></p>		
<p><i>a. Sub-strategy: Be inconventionally indirect</i></p>	<ol style="list-style-type: none"> <li>1. 2 weeks actually but I was sick one week.</li> <li>2. When I was in home, my mother was sick.</li> <li>3. I feel very shy and worry.</li> <li>4. Maybe when I lost my thing for example my pencil case lost, I will be panic, and it is funny.</li> <li>5. Yes. When I speak with others and new person, I am confident.</li> <li>6. We have to do something if we want to get something.</li> <li>7. I want to talk about myself. The first, I like cleanliness. The second, I am a funny person. The last, I am a confident enough person.</li> <li>8. Sometimes If my heart is gloomy, I</li> </ol>	<p><b>13 utterances</b></p>

	<p>will go out with my friends or hangout.</p> <p>9. In my opinion, she should study hard, don't be shy, and don't waste her time.</p> <p>10. She must find better partner or friend or maybe conselor to share the problem so that she can ask her friend to teach the difficult lesson.</p> <p>11. Hi.... I am Siska Latifah. I want to talk about myself. I am friendly, shy, and silent person.</p> <p>12. Hi, sometimes I will be fanny and sometimes I will be friendly.</p> <p>13. I will tell about her. She spent her vacation in Pare, and after that she went to Jakarta.</p>	
<p><b><i>b. Sub-strategy: Use question, hedge</i></b></p>	<p>1. He thinks that it is very good for me to add knowledge than staying in boarding house.</p> <p>2. I think sometimes she is unconfident.</p> <p>3. I think I will stay.</p> <p>4. I think I am a little bit unconfident person.</p> <p>5. I think the she must not follow her friend's life style who are richer than her. She has to use her pocket money well.</p> <p>6. Then, I think I don't have enemy.</p> <p>7. So, what should I talk there? (using question)</p>	<p><b>7 utterances</b></p>

## Appendix 4

### EXTRACTS FOR MALE POLITENESS STRATEGIES

#### BALD ON RECORD

##### *Extract 1*

Teacher : Other please raise your hand! (*Asking other students to share their vacation*)

**Male student : I helped my father to plant watermelon in the field.**

Teacher : Ow....your father is a farmer. Oh great.....!

##### *Extract 2*

Teacher : What's your name?

**Male student : Lalu Luhur Ariesta.**

Teacher : Lalu is high degree of people, right?

Male student : No

##### *Extract 3*

Teacher : What's your name?

**Male student : Ahmad Tri Wahyudi.**

##### *Extract 4*

Teacher : When you speak or when you talk?

**Male student : Talk.**

##### *Extract 5*

Male student : Then, I am less confident.

Teacher : Sorry?

**Male student : Less confident.**

(The male students answered the teacher's questions directly and simply to the point as the information needed by the teacher without any hedge or additional words to soften the answer.)

***Extract 6***

Teacher : After you found that, you have to give the reasons why do you think so. For example, I am very silent person, but as an English teacher it is not really good. I am a person that really likes a challenge. It is just an example.

**Male student : Word or sentence?**

Teacher : Word

***Extract 7***

Male student : **If a phrase?**

Teacher : Phrase.....maybe, but it should be defining you, humorous, lovely, lazy for example. Okay can we start now? You have to talk with yourselves not to your friends within 10 minutes. 1, 2, 3 go.....okay think.

(The male students asked the teacher directly to the point as the information he wanted. They didn't use any words or hedges to soften their questions.)

***Extract 8***

Teacher : Can you help her to build her confidence? Anyone can help her?

**Male student : Give her more practice.**

***Extract 9***

Teacher : How? Should we give her applause every time she speaks?

**Male student : Yes, give her support.**

***Extract 10***

Teacher : Ow....give support. How? What kind of support?

**Male student : Motivation and encouragement.**

Teacher : So, you want say "Please, come on you can do it"  
(*Joking*)



(The male students answered the teacher directly and clearly to the point as the information needed in accordance with the teacher's question, and they didn't give answer less or more than was required.)

***Extract 11***

Teacher : So I guess that you are NATO.

**Male student : What?**

Teacher : Nato, N-A-T-O. Do you know that?

Male student : No

Teacher : No action, talk only

(The male student without any further ado directly asked the teacher about the meaning of NATO without using words or hedge to soften his question.)

***Extract 12***

Teacher : Okay, it sounds the same idea with the others. You have to ask your classmate about the material. What else?

**Male student : Study group.**

***Extract 13***

Teacher : How many students do I have today? Only 5 students?

**Male student : 38.**

Teacher : Are you sure 38? Because I only hear 5 students' voice. It seems that I only have around 10 students. I need more voices. I need your beautiful voices.

***Extract 14***

Teacher : To stop what?

**Male student : To stop stealing.**

***Extract 15***

Teacher : You speak because your lecturers ask you to speak or you speak because you really want to speak to practice your English?

Male student : **Because it is homework.**

***Extract 16***

Teacher : What kind of judgement? Do you know the meaning of judgement?

Male student : **Hemat**

***Extract 17***

Teacher : Housework or homework? What is the difference?

Male student : **Housework = pekerjaan rumah, homework = PR**

(The male students answered the questions directly and simply to the teacher without any hedge or any additional words to minimize the threat. They also did not use any small talk that makes the utterance becomes indirect.)

## **POSITIVE POLITENESS**

***Sub-strategy: Intensify interest to hearer***

***Extract 1***

Teacher : *(Asking the students to tell their personality)*

Male student : I think I am a bad person because too many problems in my life. **In academic, you know actually I am with Miss Dewi is from the same class, but now I am with you. Then, about relationship, I am a bad boy. Maybe in FITK I am a famous person because I am a bad boy.**

Teacher : Really? I think when you said “bad boy”, everybody really likes it. I mean like to hear that and directly

shout and laugh at you. Okay, it is very great, thank you Hakim.

***Extract 2***

Teacher : Ivan, are you still alive? (*Then asking him to tell his personality*)

Male student : Yes, I am still alive. **I am a hyper-active and fussy. When I speak with my friends especially with Rozak, Fajar, Opi, and Ida, I usually use bad words.**

***Extract 3***

Teacher : (*Asking the students to tell their personality*)

Male student : **I am a person who likes everything classic, for example classic songs. I like all classic songs. Then, I am crazy person, and I like to bother someone.**

Teacher : Yeah, I can see that, but don't try to bother me (*joking*)

***Extract 4***

Teacher : (*Asking students to tell their personality*)

Male student : I think I am relaxed and slow or calm person. **When I was in Junior High School, I ever fought with my friends and my face was pained and scratched. At that time, actually my parents wanted to go police station to report the problem, but I forbade them and said “we don't need report and make the problem more complicated. I will forgive him, and let God give him punishment”. Now, my friends and I have forgot about the problem and we are still close to each other.**

(The male students answered the teacher's question by creating a good story and expressed it dramatically to attract the teacher's attention.)

***Sub-strategy: Use in-group identity marker***

***Extract 5***

- Teacher : Okay, Mas can you introduce yourself first?  
Male student : **Assalamualaikum wr.wb.** My name is Ahmad Nur Hakim, and you can call me Hakim.

***Extract 6***

- Teacher : Sugianto, okay please!  
Male student : **Assalamualaikum wr.wb.** My name is not Sugianto but Sugiono.

***Extract 7***

- Teacher : Ivan, are you still alive?  
Male student : Yes, I am still alive. **Assalamualaikum wr.wb.**

***Extract 8***

- Teacher : *(Asking the students to tell their personality)*  
Male student : **Assalamualaikum wr.wb.** I am Syihab. I am a person who thinks first and does later.

***Extract 9***

- Teacher : *(Asking the students to tell their personality)*  
Male student : **Assalamualaikum wr.wb.** I think I am relaxed and slow or calm person. When I was in Junior High School, I ever fought with my friends and my face was pained and scratched. At that time, actually my parents wanted to go police station to report the problem, but I forbade them and said “*we don’t need report and make the problem more complicated. I will forgive him, and let God give him punishment*”. Now, my friends and I have forgot about the problem and we are still close to each other.

(The male students used language identity that usually used in his group to greet someone showing that their group is Muslim.)

*Sub-strategy: Jokes*

**Extract 10**

**Male student : I will be the boss hehe.**

Teacher : Please prove it. Don't just make a plan, but you do the plan.

(The male student made a joke because he just could make a plan and couldn't execute it, so he wanted to be a boss.)

**Extract 11**

Teacher : So what is your suggestion because it seems that Sania doesn't really want to help her mother to do the housework. What is the best suggestion from you?

**Male student : If Sania can do the work, Sania will do it, but if Sania cannot help her mother yah I don't know hehe**

(The male student made a joke by giving option to Sania whether she would help her mother or not. It was up to Sania.)

*Sub-strategy: Give or ask for reason*

**Extract 12**

Teacher : Why?

**Male student : Because it goes naturally, I don't know, and I am happy with that. I cannot manage it because it has been a habit to use bad words.**

**Extract 13**

Teacher : You only think?

**Male student : Because of that, I have a lot of plans, but none of them is done. I mean I don't execute my plan.**

(The male students gave reasons to make the teacher believe in them and accepted their answers.)

*Sub-strategy: Give gifts to hearer (goods, sympathy, understanding, cooperation)*

***Extract 14***

Teacher : Sugianto, okay please!

**Male student : My name is not Sugianto but Sugiono.**

(The male student wanted to make the teacher understand that his true name was Sugiono.)

***Extract 15***

Teacher : Sugianto, okay please!

Male student : About me, I think I am a crazy person but I am a shy person. **I mean when I first meet with someone, I am shy and nervous, but after I have been familiar, I am a crazy person.**

(The male student gave understanding about the meaning of crazy he intended.)

***Extract 16***

Teacher : Can you explain more about “crazy”?

**Male student : Crazy is I have a joke with my friends and I always laugh. Like that.**

***Extract 17***

Teacher : But, I still cannot figure out the meaning of word “crazy”, just laughing with your friends, it is not showing the meaning of crazy.

**Male student : I mean I like to make a joke.**

(The male student gave understanding to the teacher by giving more emphasis on the meaning of “crazy” he intended.)

***Extract 18***

Teacher : Okay, repeat your sentences!

**Male student : When I talk to my friends, especially with Rozak, Fajar, Opi, and Ida, I usually use bad words.**

(The male student repeated his sentence to make the teacher understand of what he was speaking about.)

***Extract 19***

Teacher : Sorry?

**Male student : Shy person, and I now am very silent, and then I am an introvert.**

(The male student tried to make the teacher understand by repeating his answer.)

***Extract 20***

Teacher : Do you agree with that?

Students : No

**Male student : If you don't know that I am introvert, it means you don't know me well.**

(The male student explained that if the teacher and other friends have been close with him, they will know that he is introvert.)

***Extract 21***

Teacher : Everybody here is nervous also if speaking in front of many people.

**Male student : I am very nervous if many people look at me.**

(The male student explained at what term he was nervous.)

***Extract 22***

Teacher : Let me try to understand you, but you have to speak slowly and clearly. Don't speak quickly. Who beat you? Your friend?

**Male student : Yes my friends, and one of them is still my family.**

***Extract 23***

Teacher : The problem is between you and your friends or between you and your family? Which one?

**Male student : Friend and family because he is my friend and my family also.**

(The male student made the teacher understand by clarifying that his friend is also his family.)

***Extract 24***

Teacher : What do you call that?

**Male student : I am easy to forgive someone easily and not easily take a problem personally.**

(The male student wanted to explain his personality that he is easy to forgive someone.)

***Extract 25***

Teacher : Okay, Have you ever share the problem to your friends or your parents, your unpleasant memory? You need to express that, I know that there some people who are easy to suicide because he has no friends to talk to.

**Male student : No. I have many friends to share and to talk to. I have close friends who I consider my family. I often talk with them about my problems.**

***Extract 26***

Teacher : Okay, just be careful with that. When you hide something or something bad from your friends, it will be dangerous.

**Male student : Actually I don't want to share sadness to them, I just want to share happiness to them so we can laugh together.**



***Extract 27***

Teacher : The point is you have to be honest to your teacher.

Male student : **But, sometimes we are shy to say honestly to the teacher and have high prestige to admit that we don't understand the material.**

***Extract 28***

Teacher : Hemat is judgement? Really?

Male student : **Owh.....sorry, perhaps her parents have to ask her to be economical, and her parents have to ask her not to be extravagant, and try to be grateful for her money.**

***Extract 29***

Teacher : Do you understand? Do you understand him?

Students : No

Male student : **I mean we have to give her advice that looking for many is very difficult so she must help her mother's housework.**

(The male students gave understanding to clarify their answers and to make the teachers more sure about their answers.)

## NEGATIVE POLITENESS

*Sub-strategy: Be conventionally indirect*

### ***Extract 1***

Teacher : Other please! Raise your hand, gentleman please!  
(*Asking the students' last vacation*)

Male student : I will tell about Hikmah's vacation. Sometimes, she played futsal with her friends, watched TV, and read some books like novel and others. That's all.

### ***Extract 2***

Teacher : Other please! (*Asking the students last vacation*)

Male student : I will tell about Luhur's vocation. He just stayed at home in Lombok. He went to a beach with his family and recited holy Al-Qur'an in his free time.

### ***Extract 3***

Teacher : (*Asking the students to tell their personality*)

Male student : I am a person who thinks first and do later.

### ***Extract 4***

Teacher : (*Asking the students' opinion*)

Male student : According to me, I suggest to make a discussion with classmate because friends have more influence so the solution can be discussed with friends.

Teacher : Yeah, it is the same idea. Any else?

### ***Extract 5***

Teacher : (*Asking the students' opinion*)

Male student : I want to add my answer. The important thing is say honestly to the teacher and classmate that she doesn't understand with what the teacher says. Because if she says honestly to the classmate or teacher, she will get attention and special

treatment to solve her difficulty so that can be easy to learn or to study again.

***Extract 6***

Teacher : Have you found the solution?

Male student : **We should advise her to stop her activity.**

***Extract 7***

Teacher : What about the work from her parents?

Male student : **Nevermind. If her parents ask Sania to help the housework, nevermind.**

***Extract 8***

Teacher : What suggestion can you give for Sania? Other please!

Male student : **Advise Sania that looking money is very difficult, so she must help her parents to work so that she knows the difficulty to look for money.**

(The male students answered the teacher's question by adding some words to make their answers indirectly and smoothly to reduce threat.)

***Strategy: Use question or hedge***

***Extract 9***

Teacher : *(Asking the students to tell their personality)*

Male student : **I think I am a bad person because too many problems in my life.**

***Extract 10***

Teacher : *(Asking the students to tell their personality)*

Male student : **I think I am relaxed and slow or calm person.**

***Extract 11***

Teacher : *(Asking the students to tell their personality)*

Male student : **About me, I think I am a crazy person but I am a shy person.**

***Extract 12***

Teacher : Can you say something? All of us are your friends here, please talk to them.

Male student : **I think that I am nervous when I speak in front of many people.**

***Extract 13***

Teacher : Okay, because you explain about unpleasant memory about it, but you don't really express your personality.

Male student : **I think that is my personality, relaxed and silent.**

***Extract 14***

Teacher : What about that group?

Male student : **I think she must refuse her friends' invitation to buy something unimportant or to follow her friends' style.**

***Extract 15***

Teacher : Okay other group please! (*Asking the students' opinion*)

Male student : **Perhaps, she can ask about judgement and then she has to be grateful about her money, and she has to do extra effort to get money.**

***Extract 16***

Teacher : Do you speak English? (*Joking*). Try to make your answer to be clear!

Male student : **Perhaps, her parents have purpose about judgement.**

***Extract 17***

Teacher : What makes you decide to you use *bad* rather than *good* words? I don't think that you are bad in nature. That must be something happens. Why do you choose *bad* words? Why do you think so?  
Come on, it deals with yourself.

**Male student : I think my friends are also the same, and they have known when I tell a joke they will not take it seriously so I used bad words.**

(The male students answered the teacher's questions using hedge to make their answer seem smooth to reduce threat like *I think* and *perhaps*.)

***Extract 18***

**Male student : Does it mean we are asked to speak up? (*using a question*)**

Teacher : Yeah speak up.

(The male student wanted to reduce threat by using question to avoid presumption.)

## Appendix 5

### EXTRACTS FOR FEMALE POLITENESS STRATEGIES

#### BALD ON RECORD

##### *Extract 1*

Teacher : Just stayed at home, so what did you when staying at home?

**Female student : Accompanied my mother.**

##### *Extract 2*

Teacher : So, besides taking care of you mom, what did you do?

**Female student : Just playing with my ex-friend.**

##### *Extract 3*

Teacher : Ow....I see. Boy means ex. Previously, he was very close with you, and now he is not close again, but you still maintain a good relationship?

**Female student : Yeah we still have good communication.**

##### *Extract 4*

Teacher : Okay. Where are you from?

**Female student : I come from Bangka.**

##### *Extract 5*

Teacher : Okay, what else please? what did you do on the last vacation?

**Female student : Stayed at home and accompanied my little brother to go to school.**

##### *Extract 6*

Teacher : So, you became a nanny? Nanny or a good sister?

**Female student : A good sister.**

***Extract 7***

Teacher : Other please! (*Asking the students' last vacation*)  
Female student : **Just stayed at home alone.**

***Extract 8***

Teacher : My question is when you stayed at home and you were alone, what did you do?  
Female student : **I learnt some preparation for test.**

***Extract 9***

Teacher : Test? What for? SBMPTN?  
Female student : **No. For ikatan dinas like STAN.**

***Extract 10***

Teacher : Okay other please raise your hand! (*Asking the students' last vacation*)  
Female student : **Played with my friends.**

***Extract 11***

Teacher : Played with ex or.....? (*joking*)  
Female student : **No, played with my nephew.**

***Extract 12***

Teacher : Where are you from?  
Female student : **Jombang.**

***Extract 13***

Teacher : Other please! (*Asking the students' last vacation*)  
Female student : **I just stayed at home and helped my mother to cook some food.**

***Extract 14***

Teacher : What food did you cook? Noodle, water, or others? (*joking*)  
Female student : **Doughnut and pizza.**

***Extract 15***

Teacher : Where are you from?

**Female student : Semarang.**

***Extract 16***

Teacher : Other please! (*Asking the students' last vacation*)

**Female student : I went to my grandparents' house.**

***Extract 17***

Teacher : Where is your grandparents' house?

**Female student : Grobogan.**

***Extract 18***

Teacher : So, what did you do there?

**Female student : I helped to take care of my little brother and helped to cook also.**

***Extract 19***

Teacher : Other please! (*Asking the students' last vacation*)

**Female student : I stayed at home.**

***Extract 20***

Teacher : Stayed at home again then you day dreaming?

**Female student : Playing with my friends from junior and senior high school and sharing our experiences.**

***Extract 21***

Teacher : Other please! (*Asking the students' last vacation*)

**Female student : I just stayed in Semarang because my home is far, Jambi.**

***Extract 22***

Teacher : Okay raise your hand! (*Asking the students to tell their friend's vacation*)

**Female student : Dela visited her grandparents' house, and Algazella's grandfather was sick.**



***Extract 23***

Teacher : Other please raise your hand! (*Asking the students to tell their friend's vacation*)

**Female student : She was alone at home.**

***Extract 24***

Teacher : So, I will call Mira. Could you please say something about yourself? Loudly please!

**Female student : I am very unconfident person.**

***Extract 25***

Teacher : What else?

**Female student : And then I am a silent person when I meet someone for the first time.**

***Extract 26***

Teacher : Are you going to be very silent in the first time meeting or only unconfident?

**Female student : Unconfident and silent.**

***Extract 27***

Teacher : Can you prove that? Do you have any evidence that she is unconfident girl? Come on, give evidence!

**Female student : She is very shy as you can see.**

***Extract 28***

Teacher : Okay Rahma, please define yourself!

**Female student : I am a humble person.**

***Extract 29***

Teacher : What is your evidence that Rahma is a humble girl?

**Female student : She is kind and likes to smile.**

***Extract 30***

Teacher : She is humble or kind?

**Female student : Kind.**

***Extract 31***

Teacher : Actually you are humble or kind?

**Female student : Humble.**

***Extract 32***

Teacher : So, please speak louder and define yourself!

**Female student : I am coward person.**

***Extract 33***

Teacher : Come on. Oke, one positive word that defines you.

**Female student : Anxiety.**

***Extract 34***

Teacher : Can you percentage yourself dealing with confidence?

**Female student : 80 %**

***Extract 35***

Teacher : Go on to the stage please! Do you feel confident or still unconfident?

**Female student : I feel unconfident.**

***Extract 36***

Teacher : Unconfident or just nervous?

**Female student : Nervous.**

***Extract 37***

Teacher : Do you think that you are skinny or just slim?

**Female student : Slim.**

***Extract 38***

Teacher : What do you want to be later? Do you want to be a pilot or others? What do you want to be?

**Female student : To be mother.**

***Extract 39***

Teacher : Sorry?

Female student : **Shy and silent person.**

***Extract 40***

Teacher : Only cheerful?

Female student : **And diligent for hangout.**

***Extract 41***

Teacher : Okay, let's move to another problem. What is your problem?

Female student : **Problem with lesson.**

***Extract 42***

Teacher : Wash or waste time?

Female student : **Waste the time.**

***Extract 43***

Teacher : What about other opinions of this group? Other members maybe have other opinions? Do you have another solution?

Female student : **Study in a group and never give up.**

***Extract 44***

Teacher : Ow.....never give up. Okay, and then?

Female student : **Share the problem and difficulty with other friends.**

***Extract 44***

Teacher : Like watching *you tube*?

Female student : **Yes and watching movie.**

***Extract 46***

Teacher : Please this group, do you have another suggestion?

Female student : **Taking course.**

***Extract 47***

Teacher : Okay. And then?

**Female student : Make a group of study.**

***Extract 48***

Teacher : Other idea please!

**Female student : She has to move the place of sitting in the front.**

***Extract 49***

Teacher : Other suggestion please!

**Female student : To be a people who do something individually.**

***Extract 50***

Teacher : What program/major do you want to take later?

**Female student : Education.**

(The female students answered the teacher's questions shortly and simply to the point as information needed by the teacher without using any hedge or small talk to soften the answers.)

**OFF RECORD**

***Sub-strategy: Being Vague***

***Extract 1***

Teacher : Where is Wonosalam?

**Female student : Wonosalam is near Jombang.**

(It is still ambiguous because Jombang is wide and many districts there, and the teacher couldn't guess which district or city meant by her.)

***Extract 2***

Teacher : Others please! (*Asking the students to tell their friend's vacation*)

**Female student : I did and enjoyed my family's commands and payment.**

(It is still vague about what command and payment she meant, and it made the teacher confused.)

***Extract 3***

Teacher : Could you describe the family payment you enjoy?

**Female student : I stayed in Ma'had.**

(It is still vague and there is no relation between family payment and staying in Ma'had. Maybe family payment was Ma'had's facility that has been paid.)

***Extract 4***

Teacher : Can you say something to end your presentation.

**Female student : I don't feel unconfident again.**

(It is vague since she didn't end the presentation using appropriate closing.)

***Extract 5***

Teacher : That's about physical appearance, what about your character?

**Female student : I am so lazy but I am so diligent if my friends ask me to hangout.**

(It is still ambiguous and vague about laziness to do what term she intended.)

***Extract 6***

Teacher : (*Asking the students to tell their friend's vacation*)

**Female student : Then, I am a girl that doesn't like something disgusting.**

(Something disgusting is wide. It is still vague since she didn't mention the particular thing clearly.)

***Extract 7***

Teacher : Okay, how many friends do you have?

**Female student : There are many.**

(It is still ambiguous and vague since she didn't mention the exact number of her friends.)

***Extract 8***

Teacher : Please speak up, what is your suggestion!

**Female student : The important thing is long listening and long teaching.**

(It is still vague about what the meaning of long listening and long teaching she intended.)

## **POSITIVE POLITENESS**

***Sub-Strategy: Intensify the hearer***

***Extract 1***

Teacher : Other please, come on raise your hand! (*Asking the students to tell their friend's vacation*)

**Female student : I spent my holiday with my family. I went to a beach every day because it is very near with my house.**

***Extract 2***

Teacher : Other please! (*Asking the students to tell their friend's vacation*)

**Female student : I went to Pare. When I stayed in Pare, I was sick so my family asked me to go home.**

***Extract 3***

Teacher : *(Asking the students to tell their personality)*

Female student : I want to describe about myself. I am a sleepy person because I am easy to sleep in all situations. When listening to the teacher's explanation, I can feel asleep. When doing homework, I can feel asleep also.

***Extract 4***

Teacher : *(Asking the students to tell their personality)*

Female student : My name is Ella. I am easy going person because if someone needs something, I will give some help whoever she/he is and whatever she/he wants me to do. I am also a silent person with new people, but if they have known me, I will be a fussy person.

***Extract 5***

Teacher : *(Asking the students to tell their personality)*

Female student : My name is Fillana. I am a fussy person, but when I meet someone for the first time, I am a shy person.

***Extract 6***

Teacher : *(Asking the students to tell their personality)*

Female student : I want to describe myself. I am a cheerful person, I am also diligent person, but it is only for hangout.

***Extract 7***

Teacher : Other please raise your hand! *(Asking the students to tell their friends' vacation)*

Female student : He just stayed at home, but sometimes he played with her younger brother, and after praying maghrib, he helped her father to teach Al Qur'an in the mosque.

***Extract 8***

Teacher : Okay other please! (*Asking the students to tell their friends' vacation*)

**Female student** : **I will tell about her. She went to Yogyakarta with her friends and had a holiday with her family in Blitar. And then, she was feeling very happy because she could have a vacation with her family.**

(The female students arranged a good story to attract the teacher's attention in order that the teacher is interested and decrease distance between them.)

***Sub-Strategy: Use in-group identity marker***

***Extract 9***

Teacher : Okay, my question is what did you do on the last vacation? 2-month vacation, what did you do? Raise your hand! What did you do on the last vacation? Still remember or forget?

**Female student** : Stayed in Ma'had, **sir**.

***Extract 10***

Teacher : Other please, what did you do on the last vacation?

**Female student** : Just stayed at home, **sir**.

(The female students called their teacher "sir" shows that they are part of a certain group.)

***Extract 11***

Teacher : (*Asking the students to tell their personality*)

**Female student** : **Assalamualaikum wr.wb.** My name is Ovi. I want to describe about myself. I am a sleepy person because I am easy to sleep in all situations. When listening to the teacher's explanation, I can feel asleep. When doing homework, I can feel asleep also.



**Extract 12**

Teacher : *(Asking the students to tell their personality)*

**Female student** : **Assalamualaikum wr.wb.** I want to talk about myself. The first, I like cleanliness. The second, I am a funny person. The last, I am a confident enough person.

**Extract 13**

Teacher : *(Asking the students to tell their personality)*

**Female student** : **Assalamualaikum wr.wb.** My name is Ella. I am easy going person because if someone needs something, I will give some help whoever she/he is and whatever she/he wants me to do. I am also a silent person with new people, but if they have known me, I will be a fussy person.

**Extract 14**

Teacher : *(Asking the students to tell their personality)*

**Female student** : **Assalamualaikum wr.wb.** I think I am a little bit unconfident person.

**Extract 15**

Teacher : *(Asking the students to tell their personality)*

**Female student** : **Assalamualaikum wr.wb.** I am Fitrotun Nikmah. I will describe about myself. I am skinny but I eat a lot.

**Extract 16**

Teacher : Ow h tomorrow?? She promises that she will be to be dilligent tomorrow! Okay everyone please save the date that she will be dilligent tomorrow.  
*(Joking)*

**Female student** : **Insyallah.**

(The female students used “Assalamualaikum” to greet people and “insyallah” to make a promise. It means that they are using certain words showing that they are in member of a certain group namely Muslim.)

*Sub-strategy: Use offer and promise*

**Extract 17**

Teacher : I want to be a mother, but today I want to be lazy.  
Do you think that you can make money?

**Female student : No, but tomorrow I will be diligent.**

(The female student used promise to make her answer more sure and to make the teacher agree with her.)

*Sub-strategy: Give or ask for reason*

**Extract 18**

Teacher : Other please, raise your hand!

**Female student : She was alone at home. When she wanted to go to Jakarta to follow her family, the ticket run out.**

(The female student used reason to clarify and made her answer to be more clear so that the teacher accepted her answer.)

*Sub-strategy: Give gifts to hearer (goods, sympathy, understanding, cooperation)*

**Extract 19**

Teacher : Ex-friend?? So, you have an ex-friend, and your ex-friend now turns to be your enemy? Is that what you mean?

**Female student : No, I mean my ex-friend is boyfriend.**

**Extract 20**

Teacher : My question is where are you from, and you said you are from Jombang and you said traveled around my town. When I asked which part of Jombang is nice to visit, even you said you were not in Jombang. Is it confusing or not?

**Female student : I mean I went to city around Jombang. I went to Blitar.**

***Extract 21***

Teacher : Are you confident in all situations?

**Female student : No. Just when I can do something.**

***Extract 22***

Teacher : Easy-going? What do you mean about it? Easy-going to go market or what? What do you mean about easy going?

**Female student : If someone has known me well, she will feel that I am is flexible.**

***Extract 23***

Teacher : What do you mean by easy going?

**Female student : She always greets someone and smiles to everyone.**

***Extract 24***

Teacher : I can't hear that.

**Female student : Sometimes I will be different person. If my friends are good, I will be friendly person.**

***Extract 25***

Teacher : Ow discussing something. Then you are an introvert? (*misunderstanding*)

**Female student : No. For example, If I see something dirty, I will be disgusted. I don't like dirty place.**

***Extract 26***

Teacher : People? Sania is one person, which people do you mean?

**Female student : Maybe Sania's parents want her to be an independent person. If she wants something, she must have an effort to get it.**

***Extract 27***

Teacher : Shy, silent, but friendly. How that can happen?

**Female student : If you know me well, I am friendly.**

(The female students gave understanding in order that the teacher believed in them and accepted their answers.)

## NEGATIVE POLITENESS

*Sub-strategy: Be in-conventionally indirect*

### *Extract 1*

Teacher : So, how long did you stay in Pare?  
Female student : **2 weeks actually but I was sick one week.**

### *Extract 2*

Teacher : What happened with your mother?  
Female student : **When I was in home, my mother was sick.**

### *Extract 3*

Teacher : Why do you think so?  
Female student : **I feel very shy and worry.**

### *Extract 4*

Teacher : Why do you think that you are fanny?  
Female student : **Maybe when I lost my thing for example my pencil case lost, I will be panic, and it is funny.**

### *Extract 5*

Teacher : You are confident also?  
Female student : **Yes. When I speak with others and new person, I am confident.**

### *Extract 6*

Teacher : Okay. Other group, please! That group maybe want to answer.  
Female student : **We have to do something if we want to get something.**

***Extract 7***

Teacher : *(Asking the students' personality)*

**Female student : I want to talk about myself. The first, I like cleanliness. The second, I am a funny person. The last, I am a confident enough person.**

***Extract 8***

Teacher : I think you are over cheerful (joking). What else?

**Female student : Sometimes If my heart is gloomy, I will go out with my friends or hangout.**

***Extract 9***

Teacher : Okay, I will please this group to present the suggestion.

**Female student : In my opinion, she should study hard, don't be shy, and don't waste her time.**

***Extract 10***

Teacher : What else? Other group, do you get the idea? Do you share the same idea? Other idea please!

**Female student : She must find better partner or friend or maybe counselor to share the problem so that she can ask her friend to teach the difficult lesson.**

***Extract 11***

Teacher : *(Asking the students to tell their personality)*

**Female student : Hi.... I am Siska Latifah. I want to talk about myself. I am friendly, shy, and silent person.**

***Extract 12***

Teacher : *(Asking the students to tell their personality)*

**Female student : Hi, sometimes I will be fanny and sometimes I will be friendly.**

***Extract 13***

Teacher : No problem. Thank you for being active in my class.

Go on! (*Asking the students to tell their friend's vacation*)

**Female student : I will tell about her. She spent her vacation in Pare, and after that she went to Jakarta.**

(The female students used additional words to make their utterances sound to be indirect, to reduce threat, and to show deference.)

***Sub-strategy: Use question, hedge***

***Extract 14***

Teacher : So you stay in Ma'had. What about your father's response about the activities in Ma'had?

**Female student : He thinks that it is very good for me to add knowledge than staying in boarding house.**

***Extract 15***

Teacher : What do you think of Rahma?

**Female student : I think sometimes she is unconfident.**

***Extract 16***

Teacher : But, when you still think that you want to stay or you want to leave it means you feel uncomfortable.

**Female student : I think I will stay.**

***Extract 17***

Teacher : (*Asking the students to tell their personality*)

**Female student : I think I am a little bit unconfident person.**

***Extract 18***

Teacher : So, what suggestion do you have for this problem?

**Female student : I think the she must not follow her friends' life style who are richer than her. She has to use her pocket money well.**

***Extract 19***

Teacher : (*Asking the students to tell their personality*)

**Female student : Then, I think I don't have enemy.**

Teacher : Owhh....you think you don't have any enemy in your life because you are very friendly, even friendly for your enemy.

(The female students used hedge such as *I think* and *perhaps* to decrease threat and to soften their utterances.)

***Extract 20***

Teacher : Okay, the stage is yours. Prove that you have confidence!

**Female student : So, what should I talk there? (*using question*)**

(Female students used question to avoid presumption and made the conversation go smoothly.)

## Appendix 6

### DATA TRANSCRIPTION PBI 2A

**Wednesday, 10 April 2019**

**07.00 – 08.40**

**Topic: Talking about last vacation**

**Lecturer: Mr. Agus Prayoga**

- Teacher : Assalamualaikum wr.wb. Let's open our class by reciting Al Fatihah. (*checking the students' attendance*). Actually, this the second meeting in intermediate speaking class because in the first meeting we were off. Who was the teacher for the basic class?
- Students : Miss Syafaah
- Teacher : Okay, are you ready for this semester?
- Students : Yes
- Teacher : Do you think that what you learn in the last semester is good enough, good or not good?  
Okay. All of you have your own vacation on last holiday. How long, 1 month or 2 months?
- Students : 2 months
- Teacher : Is it long or short?
- Students : Long
- Teacher : Long or short?
- Students : Short
- Teacher : Do you need longer?
- Students : Yes
- Teacher : Okay, my question is what did you do on the last vacation?  
2-month vacation, what did you do? Raise your hand!  
What did you do on the last vacation? Still remember or forget?



**Female 1** : Stayed in Ma'had, sir.  
 Teacher : Because you stayed in Ma'had, you had no time to have vacation although actually it was holiday.  
 Other please, what did you do on the last vacation  
**Female 2** : Just stayed at home, sir.  
 Teacher : Just stayed at home, so what did you when staying at home?  
 Female 2 : Accompanied my mother.  
 Teacher : What happened with your mother?  
 Female 2 : When I was in home, my mother was sick.  
 Teacher : Sick for two months?  
 Female 2 : No  
 Teacher : So, besides taking care of you mom, what did you do?  
 Female 2 : Just playing with my ex-friend.  
 Teacher : Ex-friend?? So, you have an ex-friend, and your ex-friend now turns to be your enemy? Is that what you mean?  
 Female 2 : No, I mean my ex-friend is boyfriend.  
 Teacher : Ow....I see. Boy means ex. Previously, he was very close with you, and now he is not close again, but you still maintain a good relationship?  
 Female 2 : Yeah, we still have good communication.  
 Teacher : Okay, no problem. What did you do with your ex-boyfriend?  
 Female 2 : Hehe (laughing)  
 Teacher : Other please, come on raise your hand! No one?  
**Female 3** : I spent my holiday with my family. I went to a beach every day because it is very near with my house.  
 Teacher : Okay. Where are you from?  
 Female 3 : I come from Bangka.  
 Teacher : Ow...Bangka Belitung, Laskar Pelangi. Thank you very much or you want to say something else?  
 Female 3 : No  
 Teacher : Okay, what else please? what did you do on the last vacation?  
 Now, please raise your hand all of you! Raise your hand with no exception! Each of you raise your hand!

Put your hands down! Raise your hand again! Put your hand down! Now, please raise your hand and what did you do on the last vacation? *(Teacher's trick to make the students speak up)*

**Female 4** : Stayed at home and accompanied my little brother to go to school.

Teacher : So, you became a nanny? Nanny or a good sister?

Female 4 : A good sister.

Teacher : Becoming a good sister means becoming a good nanny too. Okay thank you very much. Other please raise your hand!

**Male 1** : I helped my father to plant watermelon in the field

Teacher : Ow....your father is a farmer. Oh great.....! So your father planted watermelon?

Male 1 : Yes, and I helped him

Teacher : Great, you helped your father. Is it fun planting watermelon?

Of course it is enjoyable, but, nowadays, many students don't enjoy working in the field. Many people prefer to work in the office. Yes or no?

Students : Yes

Teacher : Oh no, when I go to the field, the sun will hit me and my skin will be burnt. It is so difficult to make my skin brighter again. It takes time.

It is very good job, and really your father will be proud of you.

Other please! Taking care of family, taking care of mother and brother, playing with ex-friend, and helping father planting in the field, what else please? No one?

**Female 5** : Just stayed at home alone.

Teacher : Alone?

Female 5 : Yes

Teacher : Oh my God. My question is when you stayed at home and you were alone, what did you do?

Female 5 : I learnt some preparation for test.

Teacher : Test? What for? SBMPTN?

- Female 5 : No. For ikatan dinas like STAN.
- Teacher : That's good, so it means that you focused on studying, right?
- Two years ago, there were 2 students focusing on preparing for STAN, and after they passed the selection they were out from PBI. They were from 2A and 2B, 2 students because they were accepted in STAN, so they were out from PBI. No problem, as long as you have a dream and then you work hard to reach your dream. That is positive thing. The negative one is when you have no dream and you have nothing to do. It is good or bad?
- Students : Bad.
- Teacher : Of course. You will do something negative, and it will be dangerous.
- Good luck for you.
- Okay other please! Is it difficult to raise your hand? Why? If I ask you to raise your hand, it seems very difficult.
- Hey, remember! University students are adult learners. Adult or teenage?
- Students : Adult.
- Teacher : I have considered all of you as adult learners, so you have to believe that adult learners will do everything independently and you have your own idea, you have your own belief, so just feel free to express anything because no need to worry that what you say or what you express is not important. It is important according to you, not according to me. But no problem, you don't need to worry about what you say. Okay, please consider that what you think and what say are important for you.
- Okay please raise your hand!
- Female 6** : Played with my friends
- Teacher : Played with ex or.....? (joking)
- Female 6 : No, played with my nephew
- Teacher : My nephew is my ex?? (joking)

Female 6 : No. I traveled around my town.  
Teacher : Where are you from?  
Female 6 : Jombang.  
Teacher : So, which part of Jombang is nice to visit?  
Female 6 : No. I was not in Jombang but around it .....  
*(difficult to explain what she is intended)*  
Teacher : My question is where are you from, and you said you are from Jombang and you said traveled around my town. When I asked which part of Jombang is nice to visit, even you said you were not in Jombang. Is it confusing or not?  
Female 6 : I mean I went to city around Jombang. I went to Blitar.  
Teacher : Ow....I see. It means you should not say I traveled around my city but I traveled to some cities around East Java.  
Female 6 : Yes. I traveled to Blitar and Wonosalam  
Teacher : Where is Wonosalam?  
Female 6 : Wonosalam is near Jombang.  
Teacher : That's okay, even confusing is no problem. Thank you very much for sharing. Other please!  
**Female 7** : I went to Pare. When I stayed in Pare, I was sick so my family asked me to go home.  
Teacher : So, how long did you stay in Pare?  
Female 7 : 2 weeks actually but I was sick one week.  
Teacher : So, you just stay in Pare 1 week?  
Female 7 : Yes because the program is 2 weeks.  
Teacher : So, she was hospitalized when she was in Pare. No problem, thank you very much. Now you are getting better, right?  
Female 7 : Yes.  
Teacher : Other please!  
**Female 8** : I just stayed at home and helped my mother to cook some food.  
Teacher : Are you a good chef, then?  
Female 8 : No.  
Teacher : What food did you cook? Noodle, water, or other?  
(joking)

Female 8 : Doughnut and pizza.  
Teacher : Where are you from?  
Female 8 : Semarang.  
Teacher : Many friends want to taste the food, right? We hope that she will bring the food next time before Ramadhan. So, you learn how to cook well, right?

Female 8 : Yes.  
Teacher : Okay, I think it is positive too. Some students in nutrition science, some of them, they sell the food. This is healthy food with certain ingredients with a number of nutrition, vitamin, mineral, so they promote healthy food and also healthy life style. It is positive, thank you very much. Other please!

**Female 9** : I went to my grandparents' house.  
Teacher : Where is your grandparents' house?  
Female 9 : Grobogan.  
Teacher : So, what did you do there?  
Female 9 : I helped to take care of my little brother and helped to cook also.  
Teacher : What food did you cook at that time? Not water, right?  
Female 9 : No.  
Teacher : Water is an easy thing to cook, right? That's it or you want to say anything else?

Female 9 : Yeah, that's it.  
Teacher : Okay thank you. Other please!

**Female 10** : I stayed at home.  
Teacher : Stayed at home again then you daydreaming?  
Female 10 : Playing with my friends from junior and senior high school and sharing our experiences.  
Teacher : Waw.....she is becoming a motivator. Salam super.....(joking)  
Unfortunately Pak Mario Teguh was not Super any longer, right?  
Okay, other please!

**Female 11** : I did and enjoyed my family's commands and payment.  
Teacher : Could you describe the family payment you enjoy?

- Female 11 : I stayed in Ma'had.
- Teacher : So you stay in Ma'had. What about your father's response about the activities in Ma'had?
- Female 11 : He thinks that it is very good for me to add knowledge than staying in boarding house.
- Teacher : So what did you replay about it?
- Female 11 : I feel comfortable with that, and I spent my time to do homework and to learn, and think whether I want to stay in Ma'had again or not in the next semester.
- Teacher : Okay, staying in Ma'had and doing homework. But, when you still think that you want to stay or you want to leave it means you feel uncomfortable.
- Female 11 : I think I will stay.
- Teacher : I hope you will get a better decision for the next. Okay, thank you.  
Other please!
- Female 12** : I just stayed in Semarang because my home is far, Jambi.
- Teacher : Will you go back to your home?
- Female 12 : No. I spent my holiday in Pare and after that I went to my family's house in Tegal.
- Teacher : Well, it seems that what you did actually categorized your activities. Some of you are doing academic activities such as studying English in Pare, studying as a preparation for STAN selection. So, what about traveling?
- Students : Such as go to the beach, go to Jombang, go to Blitar.
- Teacher : The other category you should make is leisure activities. So, during 2 months you just did leisure acitiviy or you did nothing or we can call it mager. The next one is taking care of family such as taking care of mother or father who was sick or some of you may think that it is the time for me to strenghten my relationship with my brother so I try to be a good sister as well as to be a good nanny.

- But, the thing that I still don't find in this class is job. Anyone of you tried to get a part time job during 2-month vacation?
- Female 13** : Yes, I am.
- Teacher : You did? Could you tell us about what you did?
- Female 13 : Yes. I have a part time job as private tutor to teach students of elementary school for 2 weeks. I taught English and Mathematics.
- Teacher : So, your mathematics is good. Many students in English Education Department are not good at all in Mathematics.
- If all of you have problem with Mathematic just come to her.
- So, you make money from the activity you did?
- Female 13 : Of course.
- Teacher : It is what we call a job. Anyone of you who also did a job when you were on a vacation?
- Students : No.
- Teacher : Okay no problem. Now, what we have to do is making a group. (*Teacher divided the class into some group*)
- Please tell your group what you did on your vacation. Do you understand?
- Students : Yes.
- Teacher : Can we start now? Please work in your group.

### \_\_\_GROUP DISCUSSION\_\_\_

- Teacher : Okay, it is time to share about our friends' vacation. Anyone of you wants to tell? Someone who hasn't raised the hand will take turn to speak up.
- Come on please! This line, please determine who will share the friend's vacation. For example, all the group's member have spoken, and only her hasn't spoken, so she will share her friend's vacation.
- Okay, are you ready?

- Students : Ready, sir.
- Teacher : Raise your hand please!
- Students : *(They talked by themselves and the class was very noisy)*
- Teacher : Listen to me please! Listen carefully! It is necessary and obligation when your friend is speaking, all of you must listen. Okay raise your hand!
- Female 14** : Dela visited her grandparents' house, and Algazella's grandfather was sick.
- Teacher : Just tell one of your friends' vacation not all. For example, this group, the one who is responsible to share is her, so she must tell about her *(pointing a female student)* or her *(pointing female student)*. Could you choose the students who haven't told the vacation. I think we have listened much about her. Do you understand what I mean?
- Female 14 : Yes, I will tell about Asti's vacation.
- Teacher : In your group there are 2 students who haven't spoken up yet. Now, you are responsible to tell about your friends. Because she already shared her vacation, so it will be better if you talk about her *(apointing other female student)* because we also want to listen to her activity on her vacation. Is that clear?
- Female 14 : Yes. Asti went to Yogya, and then she climbed mountain. The name of the mountain is Andong. Yeah just that.
- Teacher : Okay thank you. Other please! Raise your hand, gentleman please!
- Male 2** : I will tell about Hikmah's vacation.
- Teacher : Other please listen carefully! Could you please listen carefully! When your friend is speaking, please respect your friend!
- Male 2 : Sometimes, she played futsal with her friends, watched TV, and read some books like novel and others. That's all.
- Teacher : So she spent her vacation by reading a lot. Okay, it is positive. Thank you very much. Other please!



*(A female student stood up and wanted to share friend's vacation)*

I think you have spoken up, right? How can? Please determine between those 2 students. Is that my instruction clear?

I just want to make sure that all students have opportunity to talk and will not be dominated by one or two students only. I will not say "*Waw.... this student is good, so you please speak more*", "*You aren't good enough, please don't speak more*". I want to make sure that all of you have the same opportunity to speak up. Each of you is important for me, and I want to know about your speaking skill. Understand?

Students : Yes.

Teacher : You are okay, right if you don't speak again.

Female 2 : Yes, I'm sorry sir.

Teacher : No problem. Thank you for being active in my class. Go on!

**Female 15** : I will tell about her (the one who has spoken up in her group). She spent her vacation in Pare, and after that she went to Jakarta.

Teacher : We already listen to her activity. Do you understand my instruction? She already speaks, right? Other please listen! She already speaks and raises her hand, and tells her activity on the last vacation. So, the one who responsible to talk is her (pointing a female student) and her (pointing the other female student). Because she is taking the responsibility, she should not tell about her (the one who has told her activity) because we already listen to her activity on the last vacation so it will be better for her to talk about her (the other female student). Understand?

Students : Yes.

Teacher : I hope it will not happen again. Understand?

Students : Yes, sir.

Teacher : Please go on.

Female 15 : Because she hasn't told her activity so I cannot tell it.

Teacher : Okay, you can ask her later. Other please raise your hand!

**Female 16** : He just stayed at home, but sometimes he played with her younger brother, and after praying maghrib, he helped her father to teach Al Qur'an in the mosque.

Teacher : Subhanallah, sholeh. Just it? You look so happy when telling about him. Other please raise your hand!

**Female 17** : She was alone at home. When she wanted to go to Jakarta to follow her family, the ticket run out.

Teacher : So she was really sad. Oh my God. You can go to Jakarta next time.

Female 17 : Yes.

Teacher : Okay, thank you very much. Other please!

**Male 3** : I will tell about Luhur's vocation.

Teacher : Not vocation but vacation. What is the difference?

Students : Vocation is SMK while vacation is liburan.

Male 3 : He just stayed at home in Lombok.

Teacher : You are from Lombok?

**Male 4** : Yes.

Teacher : Oh.....okay.

Male 3 : He went to a beach with his family and recited holy Al-Qur'an in his free time.

Students : Owch.....

Teacher : Are you one day one juz activist?

Male 4 : No.

Teacher : One day 30 juz, right? (*Joking*)

Students : Subhanallah.

Teacher : What's your name?

Male 4 : Lalu Luhur Ariesta.

Teacher : Lalu is high degree of people, right?

Male 4 : No.

Teacher : So, I was wrong. Okay other please!

**Female 18** : I will tell about her. She went to Yogyakarta with her friends and had a holiday with her family in Blitar.

Teacher : So, you and you are from the same town?

Female (6) : I don't know.

Teacher : You don't know about her?

- Female (6) : No.
- Teacher : You are from Blitar, right?
- Female (6) : No, I am from Jombang.
- Female 18 : And then, she was feeling very happy because she could have a vacation with her family.
- Teacher : Well everybody. I think sharing activity is over. Now, we are going to the next activity. Now, look at me and listen carefully. I will divide this class into 2 groups, group A and group B. Now, what you have to do is you have to work together with your group to answer the questions. We will have a game.

### \_\_\_GAME SECTION\_\_\_

This is not the end of our activity. After this activity, I want each of you to choose or select at least 5 words from list of words, and you have to make a story. Easy to go story and you don't allow to write anything on the book. Just think and choose the words. For example, *"On Saturday night, it was a special moment. I visited someone who stole my heart, and she also shot my world because of her kindness, so after that I decided to visit her and I brought her a flower. I decided to wear my blue jacket because I believed that she would be attracted and surprised with my coming"*. It is already 4 sentences, right?, and so on. You can continue by your own story. Make sure that you choose at least 5 words from the list of words. Understand?

- Students : Yes.
- Teacher : How long do you need time to think and to make up a story? One year?
- Okay you can start now. I will give you 10 minutes to think. Seven minutes maybe, yes seven minutes is enough because after telling the story we will see the

loser group to perform something in front of class.  
What is the punishment?

I believe that you will never forget the punishment.  
Okay just wait!

Okay, if you raise your hand, I will give you point.  
This is special point that you are active in my class.  
Raise your hand!

Yes, what's your name?

**Female 19** : Kaffa Visa Alvionita. It was an unforgettable occasion or moment between my father and I. He taught me about life. At that time, he shocked my brain with his words. I remember at that time I wore pink dress, and he said that he asked me what my job I want in the future, and I answered *"I want to be a person who can travel around the world"*. He said *"if your dream is about something that only gives benefit for yourself, you must change it because a good dream must be beneficial for many people"*, so at that time I became a quiet girl and mused my dream, and finally changed my dream.

Teacher : So the point is that you want to be a useful person or give positive benefit for many people. I think it is great dream from a conversation between father and daughter. Okay thank you. Other please!

What's your name?

**Male 5** : Ahmad Tri Wahyudi. I will talk about my nephew. Sometimes he comes to my house with my sister who is his mother. Now she has had her own house, so sometimes she visits my family with her son. Now, my nephew is studying in Kindergarten, and sometimes I ask him to hang out and play together. Sometimes, he also disturbs me when I write something. He asks my paper and then write something on the paper, and he directly throws away the paper.

Teacher : Thank you, other please!

What's your name?

- Female 20** : Priarik Anjar Wati. On one night, I dreamt something. In my dream, I flied on the sky. In the early morning, I woke up, and my little sister beat me, and I was very angry. After that, my mother told her to respect and act well to her older sister. After that, I with my little sister went to our grandmother's house and we brought some food that she likes. After arriving at my grandmother's house, we shook her hands and the food was given to our grandmother. When we were on our way home, our money lost. The thief was too stupid, and we were so upset. At that time, my little sister wore red dress and we didn't know that her pocket was ripped. It means that our money was not only stolen but also lost.
- Teacher : What does your story talk about actually? You started it from sleeping, and then dreaming, waking up in the morning, and then your sister beat you, and then your mom said "*Hey please respect to your own sister*". What do you want to say actually? What if you change your story into for example I dream something terrible, it was ....., and finally I hope it will not come true.  
But, no problem. Other please!  
What is your name?
- Female 21** : Feby Dwi Ambarwati. My mom told me to be a good woman. In the morning, she woke me up and invite me to go to market. We wore couple veils and brought a shopping bag. When we were in the market, suddenly a robber stole our shopping bag. We were very shocked, and I wanted to hit the robber's head, but I couldn't do it, so we went home without bringing anything.
- Teacher : Alright. That's good story. Okay other please! What is your name?
- Female 22** : Novi Kurniati. I and my friend went to a bookstore, and we bought books. Firstly, my friend came to my

- house to pick me up, but I wore the motorcycle because she cannot wear her motorcycle.
- Teacher : You wore a motorcycle? Motorcycle is ridden (ride)
- Female 22 : She could not ride her motorcycle. Unfortunately, it was stolen by a thief, and her mom was angry with her.
- Teacher : Okay thank you very much.  
Attention please. Group B is the loser, and next week you have to prepare a dance as your punishment, the dance is up to you, and the winner group will take the video. What dance do you want?
- Group B : Baby shark.
- Teacher : Should we decide what dance as the punishment or up to you?
- Group B : Up to us, we will take the decision.  
Attention! Do you have a class on Thursday?
- Students : No.
- Teacher : So please make time for our class. PPB maybe have available room only at 07.00, and after this you may not have class here since it will be used to hold TOEFL test. Start from May, this room will be widened and renovated. You have to change the schedule and look for another room. Although you don't want, I will still force to change the time. It is impossible to have speaking class by maghrib. I will be authoritative and will give no any option, if you don't want is up to you. Next Wednesday is holiday, so next week, our class will be on Thursday at 07.00 in this room. Or if possible please look for a room in our faculty. Maybe next month, this room will be widened because the students always protest to the quota of test. Understand? Please sacrifice your time to have class at 07.00.  
Insyallah after 3 meetings, we will have debate simulation.
- Students : Yes, sir.

Teacher : Okay, that's all for today, thank you very much and see you next week. Let's close our class by reciting surat al ashr.

Students : Wassalamualaikum wr.wb.

## Appendix 7

### DATA TRANSCRIPTION PBI 2B

**Monday, 15 April 2019**

**12.50 – 14.30**

**Topic: Describing self**

**Lecturer: Mrs. Lulut Widyaningrum**

*\*In this case, the class was started late, and it began around 13.10*

Teacher : Assalamualaikum wr.wb  
Students : Walaikumsalam wr.wb  
Teacher : Let's open our class today by reciting basmallah together.  
Students : Bismillahirrohmanirahim.  
Teacher : (Check the students' attendance). Okay, so today I will give you around 10 minutes to find a word, or 2 words, or 3 words that defines who you are. For example, I am a very ambitious woman. The first step is that you have to find the words that really define you. 10 minutes is too long for you?  
Students : No.  
Teacher : Okay, 5 minutes.  
Students : Haaaaa.....  
Teacher : Oh too short? Okay, 3 minutes?  
Okay 10 minutes to think the words that really define you as you personally.  
Can you do that?  
Students : Yes.  
Teacher : After you found that, you have to give the reasons why do you think so. For example, I am very silent person, but as an English teacher is not really good. I



am a person that really likes a challenge. It is just an example.

**Male 1** : Word or sentence?

Teacher : Word.

**Male 1** : If a phrase?

Teacher : Phrase.....maybe, but it should be defining you, humorous, lovely, lazy for example. Okay can we start now?

You have to talk with yourselves not to your friends within 10 minutes. 1, 2, 3 go.....okay think.

(Checking the students' work) Have you found the words? It is up to you. Okay the time is up. What date is it today?

Students : Fifteen.

Teacher : So, I will call Mira. Could you please say something about yourself? Loudly please! Hallo, keep silent everybody!! Okay just sit or you want to stand up?

**Mira (F1)** : I am very unconfident person.

Teacher : Unconfident??

Mira (F1) : Yes.

Teacher : What else?

Mira (F1) : And then I am a silent person when I meet someone for the first time.

Teacher : Are you going to be very silent in the first time meeting or only unconfident?

Mira (F1) : Unconfident and silent.

Teacher : Okay, is that all?

Mira (F1) : Yes.

Teacher : Do you think so? Are you sure about it?

Mira (F1) : Yes.

Teacher : Okay, let's ask your friend about it. Who is her close friend?

(Pointing a female student) You?? Do you know her?

(Pointing another female student) Do you know her quite well?

Well, do you think that Mira is very silent?

Students : "No" (*while laughing*)

Teacher : And unconfident person?

Students : “Yes” (*while laughing*)

Teacher : Can you prove that? Do you have any evidence that she is unconfident girl? Come on, give evidence!

**Ifa (F2)** : She is very shy as you can see.

Teacher : Of course I can see (*while laughing*)

Female 2 : I mean she is not over like me.

Teacher : Can you help her to build her confidence? Anyone can help her?

Male 1 : Give her more practice.

Teacher : How? Should we give her applause every time she speaks?

Male 1 : Yes, give her support.

Teacher : Ow....give support. How? What kind of support?

Male 1 : Motivation and encouragement.

Teacher : So, you want say “Please, come on you can do it” (*Joking*)

So, you must build your confidence by practicing, practice to speak a lot in front of many people. Remember! You are going to be a teacher and you are going to stand here alone (stand in front of students) just like me here and you have to face your students. Okay, thank you Mira. Mira, now please choose one friend from that side up to you.

Female 1 : Rahma.

Teacher : Okay, Rahma where are you?

Okay Rahma please define yourself!

**Rahma (F3)** : I am a humble person.

Teacher : Do you think so everyone? What do you think? Do you think that Rahma is a humble girl?

Students : Yes.

Teacher : What is your evidence that Rahma is humble girl?

**Female 4** : She is kind and likes to smile.

Teacher : She is humble or kind?

Female 4 : Kind.

Teacher : Do you think that you are kind or humble?

Female 3 : Emmm.....(Thinking to answer)

- Teacher : “I don’t know about myself” (*making a joke*)  
Actually you are humble or kind?
- Rahma (F3) : Humble.
- Teacher : Humble is closely related to simplicity. What is the Indonesian word for humble?
- Students : Rendah hati.
- Teacher : Yes, sederhana atau rendah hati. Do you think that you are humble or a bit unconfident? What do you think of Rahma?
- Female 5** : I think sometimes she is unconfident.
- Teacher : Your friend tells the truth that you are not confident. Is it true?
- Female 3 : Yes also.
- Teacher : Do you want to cry now?
- Female 3 : No.
- Teacher : Okay thank you anyway. Before you sit down, please choose one of friends from that side!
- Female 3 : Masnya (*pointing a male student*)
- Teacher : Okay, Mas can you introduce yourself first?
- Hakim (M2)** : Assalamualaikum wr.wb
- Students : Waalaikumsalam wr.wb
- Hakim (M2) : My name is Ahmad Nur Hakim, and you can call me Hakim. I think I am a bad person because too many problems in my life.
- Students : (*Laughing him*)
- Teacher : Okay listen, everybody!
- Hakim (M2) : In academic, you know actually I am with Miss Dewi is satu kelas (from the same class), but now I am with you. Then, about relationship, I am a bad boy. Maybe in FITK I am a famous person because I am a bad boy.
- Students : (*Laughing and giving applause to him*)
- Hakim (M2) : Okay I think enough.
- Teacher : Really? I think when you said “bad boy”, everybody really likes it. I mean like to hear that and directly shout and laugh you. Okay, it is very great, thank you

Hakim. Could you choose one of friend from this side?

Hakim (M2) : Yayan Sugiono.

Teacher : Sugianto, okay please!

**Yayan (M3)** : Assalamualaikum wr.wb. My name is Sugianto not Sugiono. About me, I think I am a crazy person but I am a shy person. I mean when I first meet with someone, I am shy and nervous, but after I have been familiar, I am a crazy person.

Teacher : Can you explain more about “crazy”?

Yayan (M3) : Crazy is I have a joke with my friends and I always laugh. Like that.

Teacher : That’s all?

Yayan (M3) : Yes.

Teacher : But, I still cannot figure out the meaning of word “crazy”, just laughing with your friends, it is not showing the meaning of crazy.

Yayan (M3) : I mean I like to make a joke.

Teacher : What kind of joke you tell to your friends?

Yayan (M3) : (*just laughing*)

Teacher : Okay, it seems that you are crazy (joking). I cannot find the meaning of crazy actually. When you smile with others and share something with jokes, it is very normal actually. Or do you think that you are not really normal? (Joking)

Okay, thank you anyway, Sugianto. Okay, choose your friend from that side!

Yayan (M3) : Ovi.

**Ovi (F6)** : Assalamualaikum wr.wb. My name is Ovi. I want to describe about myself. I am a sleepy person because I am easy to sleep in all situations. When listening to the teacher’s explanation, I can feel asleep. When doing homework, I can feel asleep also.

Teacher : So, what character that defines you?

Ovi (F6) : I am coward with someone emm.....

Teacher : Can you hear her voice?

Students : No.

Teacher : So, please speak louder!

Ovi (F6) : I am coward person.

Teacher : Why do you think so?

Ovi (F6) : I feel very shy and worry.

Teacher : Shy, worry, nervous are very normal when you are speaking in front of class, is it right? Do you think that you are coward?

Ovi (F6) : Emmm.....

Teacher : Come on. Oke, one positive word that defines you.

Ovi (F6) : Anxiety.

Teacher : If you think that you are not really confident. You mostly have very low voice.  
You cannot hear more voice, right?

Students : Yes.

Teacher : And I am not really comfortable with that. I need your voice and you have to speak loudly. Thank you anyway. Could you choose one of your friends there?

Ovi (F6) : Ivan.

Teacher : Ivan, are you still alive?

**Ivan (M4)** : Yes, I am still alive. Assalamualaikum wr.wb. I am a hyper-active and fussy. When I speak with my friends especially with Rozak, Fajar, Opi, and Ida, I usually use bad words.

Teacher : When you speak or when you talk?

Ivan (M4) : Talk.

Teacher : Okay, repeat your sentences!

Ivan (M4) : When I talk to my friends, especially with Rozak, Fajar, Opi, and Ida, I usually use bad words.

Teacher : Why?

Ivan (M4) : Because it goes naturally I don't know, and I am happy with that. I cannot manage it because it has been a habit to use bad words.

Teacher : What makes you decide to you use *bad* rather than *good* words? I don't think that you are bad in nature. That must be something happens. Why do you choose *bad* words? Why do you think so?  
Come on, it deals with yourself.

- Ivan (M4) : I think my friends are also the same, and they have known when I tell a joke they will not take it seriously so I used bad words.
- Teacher : Do you have any suggestion for Ivan?  
Ivan uses bad words most of the time, is it right? Can you help him?
- Students : Istighfar.
- Teacher : If you use one bad word, you have to change it into 10 words. The best way to do is you have to move your seat. You have to stay away from your friends there. There are many ways actually, it just depends on your mind. If you cannot choose or say good things or good words, you cannot be an educator. Whatever your idea, whether you want to be an actor, seller, or others, good and bad have to be separated. Thank you. Choose your friend there!
- Ivan (M4) : Rafika.
- Rafika (F7)** : Assalamualaikum wr.wb. I want to talk about myself. The first, I like cleanliness. The second, I am a funny person. The last, I am a confident enough person.
- Teacher : Why do you think that you are fanny?
- Rafika (F7) : Maybe when I lost my thing for example my pencil case lost, I will be panic, and it is funny.
- Teacher : You are confident also?
- Rafika (F7) : Yes. When I speak with others and new person, I am confident.
- Teacher : When you lost something?
- Rafika (F7) : Yes, I am funny.
- Teacher : Try to hide something from them. Let us see. Do you think so everybody?
- Students : Yes.
- Teacher : Do you see that she is very confident person?
- Students : Yes, very confident, superior. Most confident.
- Teacher : Can you percentage yourself dealing with confidence?
- Rafika (F7) : 80 %
- Teacher : 90 or 95?

- Students : 95, 99, 100
- Teacher : Are you confident in all situations?
- Rafika (F7) : No. Just when I can do something.
- Teacher : When you can do something, you feel confident.
- Rafika (F7) : Yes.
- Teacher : So, I think everybody will feel the same. When you have well prepared, then you will be confident. So, what other words can define you beside confident?
- Rafika (F7) : Just that.
- Teacher : Thank you anyway, could you please choose one of your friends there?
- Rafika (F7) : Ella.
- Ella (F8)** : Assalamualaikum wr.wb. My name is Ella. I am easy going person because if someone needs something, I will give some help whoever she/he is and whatever she/he wants me to do. I am also a silent person with new people, but if they have known me, I will be a fussy person.
- Teacher : Easy going? What do you mean about it?
- Ella (F8) : Emm easy to.....
- Teacher : Easy going to go market or what? What dou you mean about easy going?
- Ella (F8) : Kalau sudah kenal ya enak.an gitu (If someone has known me well, she will feel that I am flexible).
- Teacher : Which one is your close friend here? I mean that know her well. Everybody is her friend here?  
Do you know her? (pointing someone)
- Female 9** : Yes.
- Teacher : Do you think that she is an easy going person?
- Female 9 : Yes.
- Teacher : What do you mean by easy going?
- Female 9 : She always greets someone and smiles to everyone.
- Teacher : Ohh...Do you like to smile?
- Ella (F8) : Yes.
- Teacher : Easy going? Can you find it on your dictionary?
- Female 9 : Easy going is relax and happy to accept something without worry.

Teacher : Accepting something without worry, do you think so?  
 Ella (F8) : Yes.  
 Teacher : So, you are easy to accept *Introduction to Linguistics* easily without worry? You can accept your crazy friends easily? You can accept anything without any worry, right?  
 Ella (F8) : No.  
 Teacher : Do you want to explain more about it?  
 Ella (F8) : No, I think enough.  
 Teacher : Okay thanks anyway, choose one of your friends there?  
 Ella (F8) : Rizky.  
**Rizky (F10)** : Assalamualaikum wr.wb. I think I am a little bit unconfident person.  
 Other studens : Really?  
 Rizky (F10) : Yes, unconfident if I go on the stage and when have a presentation.  
 Teacher : Okay, the stage is yours. Prove that you have confidence!  
 Rizky (F10) : So, what should I talk there?  
 Teacher : Go on to the stage please! Do you feel confident or still unconfident?  
 Rizky (F10) : I feel unconfident.  
 Teacher : Unconfident or just nervous?  
 Rizki (F10) : Nervous. I think that's all.  
 Teacher : Do you think that she is unconfident girl?  
 Students : No.  
 Teacher : Stop there and don't back to your seat. Stay there and take a deep breathe, again 3x, again 1x. Can you say something to end your presentation?  
 Rizki (F10) : I don't feel unconfident again.  
 Teacher : Okay thank you. Choose one of your friends there?  
 Rizki (F10) : Nikmah.  
**Nikmah (F11)** : Assalamualaikum wr.wb, I am Fitrotun Nikmah. I will describe about myself. I am skinny but I eat a lot.  
 Teacher : Do you think that you are skinny or just slim?  
 Nikmah (F11) : Slim.



Teacher : That's about physical appearance, what about your character?

Nimkah (F11) : I am so lazy but I am so dilligent if my friends ask me to hangout.

Teacher : I think everybody will be very happy to hangout. Lazy to do in what term? Lazy to do the task or lazy to do the housework or homework?  
What do you want to be later? Do you want to be a pilot or others? What do you want to be?

Nikmah (F11) : To be mother.

Teacher : To be mother means that you are going to spend your 24 hours to do the housework? Your lazy time? Do you still want to be a mother?

Nikmah (F11) : Yes.

Teacher : I want to be a mother, but today I want to be lazy. Do you think that you can make money?

Nikmah (F11) : No, but tomorrow I will be diligent.

Teacher : Owh tomorrow?? She promises that she will be to be dilligent tomorrow! Okay everyone please save the date that she will be diligent tomorrow. (Joking)

Nikmah (F11) : Insyaallah.

Teacher : Okay, I keep your word and you have to prove it. Okay thank you. Choose one of your friends there.

Nikmah (F11) : Fani.

Teacher : The next one is Fani.

**Fani (F12)** : Hi, sometimes I will be fanny and sometimes I will be friendly.

Teacher : I can't hear that.

Fani (F12) : Sometimes I will be different person. If my friends are good, I will be friendly person.

Teacher : So you can call yourself as multiple characters?

Fani (F12) : Yes.

Teacher : Be careful, be aware of her. She is very moody. Suddenly, she will very good at you, and suddenly she will turns.  
Do you think so everyone? You are suddenly sad, angry and sometimes happy.

Fani (F12) : Yes.  
 Teacher : Do you know the reason?  
 Fani (F12) : Of course, I know.  
 Teacher : It's very normal because you are human. Thank you.  
 Please choose one friend there!  
 Fani (F12) : Syihab.  
**Syihab (M5)** : Assalamualaikum wr.wb, I am Syihab. I am a person  
 who thinks first and do later.  
 Teacher : You only think?  
 Syihab (M5) : Because of that, I have a lot of plans, but none of  
 them is done. I mean I don't execute my plan.  
 Teacher : So I guess that you are nato.  
 Syihab (M5) : What?  
 Teacher : Nato, N-A-T-O. Do you know that?  
 Syihab (M5) : No.  
 Teacher : No action, talk only.  
 Students : (Laughing at him)  
 Syihab (M5) : I will be the boss haha  
 Teacher : Please prove it. Don't just make a plan, but you do  
 the plan.  
 Syihab (M5) : Then, actually I am shy person.  
 Teacher : Sorry?  
 Syihab (M5) : Shy person, and I now am very silent, and then I am  
 an introvert.  
 Teacher : Do you agree with that?  
 Students : No.  
 Syihab (M5) : If you don't know that I am introvert, it means you  
 don't know me well.  
 Teacher : Well, you are just in the second semester. You still  
 have long way and long time to know him. Is he the  
 chief of this class?  
 Students : No.  
 Teacher : Okay thank you. Can you choose your friend here?  
 Syihab (M5) : Taufiq.  
**Taufiq (M6)** : I am a person who likes everything classic, for  
 example classic songs. I like all classic songs. Then, I  
 am crazy person, and I like to bother someone.

Teacher : Yeah, I can see that, but don't try to bother me (joking)

Taufiq (M6) : Then, I am less confident.

Teacher : Sorry?

Taufiq (M6) : Less confident.

Teacher : Can you say something? All of us are your friends here, please talk to them.

Taufiq (M6) : I think that I am nervous when I speak in front of many people.

Teacher : Can you face the whiteboard there?

Taufiq (M6) : (Turning his body to face the whiteboard)

Teacher : Do you still feel nervous?

Taufiq (M6) : No.

Teacher : Everybody here is nervous also if speaking in front of many people.

Taufiq (M6) : And I am very nervous if many people look at me.

Teacher : That's the problem and you have to solve it. To be a teacher means you will spend most of your time to speak in front then how you can manage the feeling such as feeling nervous in front of your students. One thing you should do is don't stare the other person's eyes, and it will decrease your un-confidence. Don't stare someone's eyes just look at his forehead, and don't forget to breathe. When you feel nervous, no word will come out from your mouth. Just emmm....., aaa....., bizzz.....

Tomorrow, you must say something in front of your friends. Okay, choose one friend there!

**Fillana (F13)** : My name is Fillana. I am a fussy person, but when I meet someone for the first time, I am a shy person.

Teacher : It happens to most of you. Is it right?

Students : Yes.

Teacher : If you have known the person very well, you will be fussy.

Fillana (F13) : Then, I am a girl that doesn't like something disgusting.

Teacher : Ow discussing something. Then you are an introvert? (misunderstanding)

Fillana (F13) : No. For example, If I see something dirty, I will be disgusted. I don't like dirty place.

Teacher : Ow "disgust".....last time I heard you said "discuss". You don't want clean surround you?

Fillana (F13) : Yes, I usually sweep and mop it.

Teacher : Well, disgusting and discussing are different sounds, sorry I don't really understand actually.

Fillana (F13) : And then, I am a diligent person. For example, If I want to pass SBMPTN, so I will study hard.

Teacher : What program/major do you want to take later?

Fillana (F13) : Education.

Teacher : Education again? So you want to try a test again in this year?

Fillana (F13) : No.

Teacher : Ow... I think you want to try a test to another university. Okay thank you. Choose one friend there!

Fillana (F13) : Siska.

**Siska (14)** : Hi.... I am Siska Latifah. I want to talk about myself. I am friendly, shy, and silent person.

Teacher : Sorry?

Siska (F14) : Shy and silent person.

Teacher : Shy, silent, but friendly. How that can happen?

Siska (F14) : If you know me well, I am friendly.

Teacher : Okay, you are going to be my friend?

Siska (14) : Yes. Then, I think I don't have enemy.

Teacher : Owhh....you think you don't have any enemy in your life because you are very friendly, even friendly for your enemy.

Siska (F14) : Yes.

Teacher : Okay, how many friends do you have?

Siska (F14) : There are many.

Teacher : Can you count? Have you ever counted how many friends do you have? Thousands?

Siska (F14) : Yes.

Teacher : Do you still remember all of them?

Siska (F14) : No.

Teacher : So how many friends do you have?

Siska (F14) : So many.

Teacher : Okay, you want to say something else?

Siska (F14) : No.

Teacher : Okay, choose one friend there?

Siska (F14) : Ulfa.

**Ulfa (F15)** : Attention please! Assalamualaikum wr.wb. I want to describe myself. I am a cheerful person, I am also dilligent person, but it is only for hangout.

Teacher : Only cheerful?

Ulfa (F15) : And dilligent for hangout.

Teacher : Cheerful? Are you sure?

Ulfa (F15) : Yes I am cheerful.

Teacher : I think you are over cheerful (joking). What else?

Ulfa (F15) : Sometimes If my heart is gloomy, I will go out with my friends or hangout.

Teacher : Okay, you need to organize the way you speak. You should speak slowly and clearly, so people will understand you. Then, try to look at the person who is talking with you. You don't look the eyes. You want to avoid something? You want to say anything else?

Ulfa (F15) : Emmm....No

Teacher : That's all? Are you sure?

Ulfa (F15) : Yes.

Teacher : Okay next week you have to talk again. Thank you. Choose one friend there!

**Naufal (M7)** : Assalamualaikum wr.wb. I think I am relaxed and slow or calm person. When I was in Junior High School, I ever fought with my friends and my face was pained and scratched. At that time, actually my parents wanted to go police station to report the problem, but I forbade them and said "*we don't need report and make the problem more complicated. I will forgive him, and let God give him punishment*". Now, my friends and I have forgot about the problem and we are still close to each other.

- Teacher : Let me try to understand you, but you have to speak slowly and clearly. Don't speak quickly. Who beat you? Your friend?
- Naufal (M7) : Yes. My friends and one of them is still my family.
- Teacher : The problem is between you and your friends or between you and your family? Which one?
- Naufal (M7) : Friend and family because he is my friend and my family also.
- Teacher : Okay, because you explain about unpleasant memory about it, but you don't really express your personality.
- Naufal (M7) : I think that is my personality, relax and silent
- Teacher : What do you call that?
- Naufal (M7) : I am easy to forgive someone easily and not easily take a problem personally.
- Teacher : Okay, Have you ever share the problem to your friends or your parents, your unpleasant memory? You need to express that, I know that there some people who are easy to suicide because he has no friends to talk to.
- Naufal (M7) : No. I have many friends to share and to talk to. I have close friends who I consider my family. I often talk with them about my problems.
- Teacher : Okay, just be careful with that. When you hide something or something bad from your friends, it will be dangerous.
- Naufal (M7) : Actually I don't want to share sadness to them, I just want to share happiness to them so we can laugh together.
- Teacher : That's dangerous actually. Okay thank you very much anyway. Give applause for us.  
Okay. What I know is that actually you have power to build self-confidence. At least today, you can prove that you can speak. You can speak actually no matter the personality. I am sure that you can speak, but as an English teacher later, try to build your own self

confidence. Practice, practice, and practice. How many times do you have to practice?

Many times, maybe you need thousands time to practice or maybe more than that. Okay?

You must like the class, like the subject, like to practice as you like Linguistics subject. If you come to Linguistics class, you will directly smile. It means you are happy with that.

Students : (Laughing at teacher)

Teacher : Yah, so you have to do that. Thank you anyway for sharing your personality today. Let's close this class by reciting hamdalah together.

Students : Alhamdulillahirobbil 'alamin.

## Appendix 8

### DATA TRANSCRIPTION PBI 2C

**Monday, 8 April 2019**

**14.30 – 16.10**

**Topic: Presenting group discussion**

**Lecturer: Mrs. Lulut Widyaningrum**

*\*In this case, the class was started late, and it began around 15.00*

- Teacher : Assalamualaikum wr.wb.  
Students : Waalaikumsalam wr.wb.  
Teacher : Let's start our lesson today by reciting basmallah together.  
Students : Bismillahirrohmanirrahim.  
Teacher : (Check the students' attendance). Good. Last meeting we have discussed about a problem "bullying at school". Maybe you have the same experience with that?  
Students : Yes.  
Teacher : Let's go to another problem. Whose group today? Next problem? Who wants to share the problem and the suggestion? This group or that group?  
Okay, the problem about dye or not to dye. Which group chooses the problem? Do you still remember that? Who wants to propose the solution? You still remember the problem?  
Nobody chooses the problem?  
Students : No.  
Teacher : Okay, let's move another problem. What is your problem?  
**Female 1** : Problem with lesson.  
Teacher : Who chooses the same topic?



Students : (They all raise their hands)  
 Teacher : Okay, all of you. It seems that you have the same problem with that.  
 Students : Yes.  
 Teacher : Okay, I will please this group to present the suggestion.  
**Female 2** : (Reading the problem)

### **PROBLEMS WITH LESSONS**

I'm worried because the lessons at school are too difficult for me. I don't understand them, but the others in the class know what the teachers are talking about. Who should I talk to? We have exams soon, and I know I'm going to fail them. My parents will be angry with me because they think I'm doing OK. Please help. (Nuri, 17)

Teacher : So, what is your suggestion?  
 Female 2 : In my opinion, she should study hard, don't be shy, and don't waste her time.  
 Teacher : Waste or waste time?  
 Female 2 : Waste the time.  
 Teacher : What about other opinions of this group? Other members maybe have other opinions? Do you have another solution?  
**Female 3** : Study in a group and never give up.  
 Teacher : Ow.....never give up. Okay, and then?  
 Female 3 : Share the problem and difficulty with other friends  
 Teacher : What else?  
 Other group, do you get the idea? Do you share the same idea? Other idea please!  
 That group gives solutions to make group discussion, don't waste the time, never give up. What about your group?  
**Female 4** : She must find better partner or friend or maybe counselor to share the problem so that she can ask her friend to teach the difficult lesson.  
 Teacher : Do you find the best method or way to study based on your preference?  
 Female 4 : Yes.

Teacher : Like watching *you tube*?  
 Female 4 : Yes and watching movie.  
 Teacher : Please this group, do you have another suggestion?  
**Female 5** : Taking course.  
 Teacher : Okay. And then?  
 Female 5 : Make a group of study.  
 Teacher : Okay, it is the same idea, making group of study.  
**Male 1** : According to me, I suggest to make a discussion with classmate because friends have more influence so the solution can be discussed with friends.  
 Teacher : Okay, it sounds the same idea with the others. You have to ask your classmate about the material. What else?  
**Male 2** : Study group.  
 Teacher : Yeah, it is the same idea. Any else?  
 Male 1 : I want to add my answer. The important thing is say honestly to the teacher and classmate that she doesn't understand with what the teacher says. Because if she says honestly to the classmate or teacher, she will get attention and special treatment to solve her difficulty so that can be easy to learn or to study again.  
 Teacher : The point is you have to be honest to your teacher.  
 Male 1 : But, sometimes we are shy to say honestly to the teacher and have high prestige to admit that we don't understand the material.  
 Teacher : Owh..... I see. What about this group?  
 How many students do I have today? 5 students?  
 Male 1 : 38.  
 Teacher : Are you sure 38? Because I only hear 5 students' voice. It seems that I only have around 10 students. I need more voices. I need your beautiful voices.  
 Male 1 : Does it mean we are asked to speak up?  
 Teacher : Yeah speak up.  
**Female 6** : She has to move the place of sitting in the front  
 Teacher : It means that if you feel you don't understand the material you have to move to sit in front. Don't avoid your teacher since it is not okay if you just keep silent. Please speak up!

- Female 6 : The important thing is long listening and long teaching.
- Teacher : Do you agree with that?
- Students : Yes.
- Teacher : It's really common question I think, many students ask me what is the best way to learn English. There is no best way to learn English I think. You just need to learn and learn and then practice and practice, learn more, practice more, more and more. The problem is that whether you want to do it or not. I think you how to solve it. It's really hard for me to study English, so what do you think?
- I think I need to study hard.
- Okay you need to study hard, and then how? I'm not sure whether you want to do it or not because university students are really busy. I know that you are really busy, okay. Gossiping, talking about food, gathering, shopping, hangout, it proves that you are really busy.
- Okay, my basic question is how many words do you speak today? Have you ever counted that? How many words? 10.000 words? 15.000 words? Or 20.000 words?
- Students : No.
- Teacher : You speak because your lecturers ask you to speak or you speak because you really want to speak to practice your English?
- Male 2 : Because it is homework.
- Teacher : How many words? Have ever counted that? It takes around 10.000 words in an hour in speaking. Try to count when you are gossiping with your friend, how many words do you speak?
- When you are gossiping something, try to change or speak in English. When you go shopping or hangout with your friends, use your English and then try to count the words. Will you do that? Will you do that?
- Students : Yes Insyallah.
- Teacher : Strengthen the idea that the problem is not whether you study hard or not, but whether you want to study or not.

How long do you practice your sholat? Try to be very khusuk in doing sholat?

Long time, long practicing, the whole life you need to practice more and more. When you stop practicing, that's all.

### **Stop lecturing for a moment because of adzan**

- Teacher : What else? We have discussed about bullying and problem with lesson.
- Students : Not fair.
- Teacher : Could you please read the problem?
- Female 7** : (Reading the problem)

### **NOT FAIR**

I get Rp. 15,000 a week pocket money, but most of my friends get much more. When I ask my Mum and Dad for more, they say I can have more if I help in the house, but I don't see why I should. Mum's at home all day, and it's her job to look after the house, not mine. What do you think? (Shania, 14)

- Teacher : What do you think? So, what suggestion do you have for this problem?
- Female 7 : I think she must not follow her friends' life style who are richer than her. She has to use her pocket money well.
- Teacher : Okay, one suggestion first. Well, what do you think about her suggestion everyone?  
Don't follow your friend's style because your friend is richer than you. Do you have idea about that? Do you agree with that?  
Other students, I need your voice please! What about that group?
- Male 3** : I think she must refuse her friends' invitation to buy something unimportant or to follow her friends' style.

- Teacher : Okay. Other group, please! That group maybe want to answer.
- Female 8** : We have to do something if we want to get something.
- Teacher : Okay good. Do you agree with the parents?
- Students : Yes.
- Teacher : Other suggestion please!
- Female 9** : To be people who do something individually.
- Teacher : People? Sania is one person, which people do you mean?
- Female 9 : I mean maybe Sania's parents want she....
- Teacher : not want she but want her.
- Female 9 : Maybe Sania's parents want her to be an independent person. If she wants something, she must have an effort to get it.
- Teacher : So you have to study hard if you want to get money from your parents.  
Okay, what about that group? Have you found the solution?
- Male 4** : We should advise her to stop her activity.
- Teacher : To stop what?
- Male 3 : To stop stealing.
- Teacher : What do you mean? The problem is *not fair* not about *stealing*.
- Male 3 : I'm so sorry.
- Teacher : Okay other group please!
- Male 5** : Perhaps, she can ask about judgement and then she has to be grateful about her money, and she has to do extra effort to get money.
- Teacher : Do you speak English? (Joking). Try to make your answer to be clear!
- Male 5 : Perhaps, her parents have purpose about judgement.
- Teacher : What kind of judgement? Do you know the meaning of judgement?
- Male 5 : Hemat.
- Teacher : Hemat is judgement? Really?

- Male 5 : Owh.....sorry, perhaps her parents have to ask her to be economical, and her parents have to ask her not to be extravagant, and try to be grateful for her money.
- Teacher : What about the work from her parents?
- Male 5 : Nevermind. If her parents ask Sania to help the housework, nevermind.
- Teacher : So what is your suggestion because it seems that Sania doesn't really want to help her mother to do the housework. What is the best suggestion from you?
- Male 5 : If Sania can do the work, Sania will do it, but if Sania cannot help her mother yah I don't know hehe
- Teacher : My question is how you can suggest Sania that helping mother is not a bad thing. What suggestion can you give for Sania?  
Other please!
- Male 6** : Advise Sania that looking money is very difficult, so she must help her parents to work so that she knows the difficulty to look for money.
- Teacher : Do you understand? Do you understand him?
- Students : No.
- Male 6 : I mean we have to give her advice that looking for many is very difficult so she must help her mother's housework.
- Teacher : Housework or homework? What is the difference?
- Male 7** : Housework = pekerjaan rumah, homework = PR
- Teacher : Yeah. Hemmm.....Okay. Housework is pekerjaan rumah while homework is PR.  
Well, the time is up. That's all our meeting today. Thank you very much for your participation. Let's close our class by reciting hamdalah together.
- Students : Alhamdulillahirobbil'alamin.
- Teacher : Assalamualaikum wr.wb
- Students : Waalaikumsalam wr.wb



**KEMENTERIAN AGAMA  
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Nomor : B-250/Un-10-3/J4/PP-00-9/01/2019  
Lamp : -  
Hal : **Penunjukan Pembimbing Skripsi**

11 Januari 2019

Yth:

1. Muhammad Nafi Annury, M.Pd.
2. Lulut Widyaningrum, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Dewi Ana Sofiana  
NIM : 1503046062  
Judul : *MALE & FEMALE LINGUISTIC POLITENESS STRATEGIES IN SPEAKING CLASSROOM (A CASE STUDY FOR THE SECOND SEMESTER OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF UIN WALISONGO SEMARANG IN THE ACADEMIC YEAR 2018 2019)*

Dan menunjuk saudara:

1. Muhammad Nafi Annury, M.Pd. sebagai pembimbing I
2. Lulut Widyaningrum, M.Pd. sebagai pembimbing II

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya diucapkan terima kasih.

Wassalamu'aaikum Wr. Wb.

A.n. Dekan,

Jurusan Pendidikan Bahasa Inggris



**Ikhsrom, M.Ag.**  
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2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
5. Arsip



SURAT KETERANGAN

Nomor. B-4474/Un-10.3 DS/PP-00-9/02/2019

*Assalamu alaikum Wr. Bb*

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo menerangkan dengan sesungguhnya, bahwa:

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NIM	1503046062
Program Semester Tahun	SI VIII 2019
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Alamat	Dsn. Geneng RT 01 RW 02, Ds. Kedungmulso, Kec. Bangilan, Kab. Tuban

Adalah benar-benar telah melaksanakan kegiatan ko-kursuler dan nilai dari kegiatan masing-masing aspek sebagaimana terlampir.

Ditukikan surat keterangan ini dibuat untuk digunakan sebagaimana mestinya. Kepada pihak-pihak yang berkepentingan diharap maklum.

*Wassalamu alaikum Wr. Bb*

Semarang, 26 Februari 2019

A.n. Dekan,  
Wakil Dekan Bidang  
Kemahasiswaan dan Kerjasama







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Hal : Mohon Izin Riset

a.n. : Dewi Ana Sofiana

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Yth.

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Di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

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Judul Skripsi : MALE & FEMALE POLITENESS STRATEGIES IN SPEAKING  
CLASS (A Case Study of the Second Semester Students of English  
Education Department at UIN Walisongo Semarang in the Academic  
Year 2018/2019)

Pembimbing :

1. Muhammad Nafi Annury, M.Pd
2. Lulut Widyaningrum, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama dua minggu, mulai tanggal 8 April 2019 sampai dengan 21 April 2019.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.  
Wassalamu'alikum Wr.Wb.



Dekan,  
Dekan Bidang Akademik

Dr. Fatah Syukur

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



## SERTIFIKAT

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Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang  
memberikan penghargaan kepada :

**DEWI ANA SOFIANA**

Atas partisipasinya sebagai

**Peserta**

**Dengan Nilai A (4.0)**

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88 (Rata-rata) (Rata-rata 4,0/A)

Semarang, 17 Desember 2018

Ket.



SHOLIHAN





MINISTRY OF RELIGIOUS AFFAIRS  
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This is to certify that

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On April 4th, 2018

and achieved the following scores:

Listening Comprehension	: 48
Structure and Written Expression	: 60
Reading Comprehension	: 49
<b>TOTAL SCORE</b>	<b>: 523</b>



Certificate Number : 120180538

<sup>e</sup> TOEFL is registered trademark by Educational Testing Service  
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# شهادة

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بتقدير : جيد (٣٥٥)

وحررت لها الشهادة بناء على طلبها

٤٥٠ - ٥٠٠ : ممتاز

٤٤٩ - ٤٠٠ : جيد جدًا

٣٩٩ - ٣٥٠ : جيد

٣٤٩ - ٣٠٠ : مقبول

٢٩٩ : راسب وأدناها

رقم الشهادة: 220190804

سمارانج، ١٩ يونيو ٢٠١٩

مدير

الدكتور محمد سيف الله الحارثي

رقم التوظيف : ٣١٠٠٣.١٩٦٠٣١٩٦٠٣



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4. MAN 1 Model Bojonegoro
5. UIN Walisongo Semarang