

**THE LECTURER AND STUDENTS EMPLOY A POLITENESS  
STRATEGY DURING CLASS DISCUSSIONS**



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## KATA PENGANTAR

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## ABSTRACT

Politeness strategy is the strategy to make polite utterance to minimize face threatening acts to make the symphonious condition that support the well-running of interaction in the classroom discussion, when the interaction flow well the students' understanding will follow it. In this study the researcher applied content analysis design with qualitative approach. The subjects of this study were the fourth semester students of English Education Department in the academic year 2015/2016 who were having discussion in argumentative speaking class at State Islamic Institute of Tulungagung. The informant were 36 students. This study used students' utterances containing kinds of communicative functions, and politeness strategy as the data. Based on analysis of the data, the researcher found that there were 11 communicative functions used by lecturer and students in classroom discussion, they were : 1) act of ordering, 2) act of requesting, 3) act of self-humiliating, 4) act of reminding, 5) act of agreeing, 6) act of disagreeing, 7) act of apologizing, 8) act of excusing, 9) act of thanking, 10) act of suggesting, and 11) act of praising. From the analysis, the researcher found most of the lecturer and students performed act of requesting, and act of ordering. There were 18 act of ordering uttered by the lecturer and there were 8 act of requesting done by the students. While there were 5 politeness strategy performed by lecturer and students, they were : 1) baldly politeness strategy, 2) positive politeness strategy, 3) negative politeness strategy, 4) off-record strategy, 5) using combination of positive and negative politeness strategy. From the research the researcher found most of the lecturer and students often use baldly politeness strategy in doing act of requesting and ordering, then they often use positive politeness strategy, and negative politeness strategy in doing act of agreeing, and disagreeing, and they often use off-record strategy in doing act of self-humiliating. In the act of ordering and requesting, apologizing, agreeing and disagreeing the speakers are often use direct strategy and indirect strategy, but in the act of reminding, and self-humiliating the speakers are often use indirect strategies. The direct strategy in performing communicative function used by the lecturer and students were using imperative sentence, affirmative sentence, and negative sentence while the lecturer and students often choose indirect communicative function using question, yes/no question, using modal and WH question and using affirmative sentence. The students often used negative politeness strategy, but only in some utterances. In certain case the speaker performed no politeness strategy, so they used direct instruction using imperative sentence. When the students decided to choose negative politeness strategy, they often used indirect order or suggestion, question, or understatement.

**Keywords:** Communicative Function, Politeness Strategy, FTAs, Classroom Discussion

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## A. Background of The Study

Interaction's process is always done by the teacher and the students in the classroom. It happens even if it is for teachers to students, students and teacher, and students to students, they should be polite to interact each other. It will support the effective condition of teaching and learning activity. When the teaching and learning in the classroom run effectively, there will be a harmonious condition that will make the process of enquiring new knowledge run well. But to be polite in interaction there should be a participants, context or setting, and function of the utterances. Participants here mean people who are engaged in an interaction. Context or setting deals with where the interaction takes place and whether it is a formal or informal interaction. Function of the utterances deals with why people do the communication and its purpose. (Brown and Levinson: 1987) In doing interaction of course they use a language. Language as the core of the interaction. Without language, it seems impossible for people to interact with others in their daily life because language can express people's feeling, willing, opinion, etc. To make the interaction run well they should to speak smoothly, to make the hearer be able to convey our meaning well, to make our utterance respected by other the speaker should use "politeness strategy" that is strategy that make our language polite, Yule (2006:119) stated that politeness in general terms as having to do with ideas like being tactful, modest and nice to other people, politeness can be defined as showing awareness of and consideration for another person's face.

Yule (1996:61) also stated within in social interactions, people generally behave as if their expectations concerning their public self-image, or their face wants, will be respected.

Brown and Levinson (1987) stated that politeness strategies are developed in order to save the hearer's "face". Face refers to the respect that an individual has for him or herself, and the maintaining of "self-esteem" in public or in private situations. In this case, usually the speakers try to avoid embarrassing other person, or make him feel uncomfortable. Brown and Levinson (Grundy, 2000: 156) work with Goffman's notion of "face". Face comes in two varieties, positive face and negative face. In simple terms, Yule (2006:119) states that negative face is the need to be independent and positive face is the need to be connected.

Yule (2006:119) stated if someone says something that represents a threat to another person's self-image, that is called face-threatening act. For example, if someone uses a direct speech act to get someone to do something, they are behaving as if they have more social power than the other person. If they don't actually have that social power, then they are performing face threatening act.

Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat, this is called a face saving act. Face saving act which is oriented to the person's negative face will tend to show deference, emphasize the importance of the other's time or concerns, and even include an apology for the imposition or interruption, this is called negative politeness. A face saving act which is concerned with the person's positive face will tend to show solidarity, emphasize that both speakers want the same thing, and that they have a common goal, this is called positive politeness.

Watts (2003:86) states that Brown and Levinson postulate a set of five possibilities which are available to the speaker to do this. Ranging from the best case don't do the face threatening act (FTA) to the worst Do the FTA and go on record as doing so badly and without any redressive action", i.e. without actioning for the FTA in any way. If the participant goes on record as doing the FTA, she or he can soften the blow by carrying out two types of redressive action, (a) by choosing a strategy aimed at enhancing the addressee's positive face or (b) by choosing a strategy which will soften the encroachment on the addressee's freedom of action or freedom from imposition while the strategy type 4 is off record strategy.

Brown & Levinson (1987) divide two types of politeness strategies; positive politeness strategy and negative politeness strategy. While there are some strategies to lessen FTA, they

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

Yule (1996:65) also stated some strategy of politeness; they are solidarity strategy and deference strategy. Solidarity strategy is emphasizing closeness between speaker and hearer, this may be the principal operating strategy among a whole group or it may be an option used by an individual speaker on a particular occasion. Meanwhile, deference strategy is emphasizing the hearer's right to have a freedom, it can be the typical strategy of a whole group or just an option on a particular occasion. It is also emphasizing the speaker's and hearer's independence, marked via an absence of personal claims.

In the classroom discussion, there is the core of interaction using language. The language are declared freely and naturally in the classroom discussion, especially for the students, the students are free to talk, to answer, to explain naturally with the language. They are accustomed to speak with their own style. Usually, their language is not as polite as their teacher. The teacher usually use polite language to explain the material even it is in the classroom discussion. But the students often use more natural language that they usually use in the daily interaction with their friends even in the process of explaining, arguing, questioning, or answering.

Many previous studies show about politeness strategy that used by teacher in constructing knowledge by the students, as like as *The Power of Politeness in The Classroom : Cultural Codes that Create and Constrain Knowledge Construction*. This study was done by Jane J. White (1989), she wants to analyze how kindergarten teacher and her students use speech as they actively engage in the formation of knowledge in a social studies lesson. She has found that the form of communication used in the classroom affects the content of the knowledge that the teacher and students mutually construct. She found that the polite discourse used by primarily teacher can strength their knowledge acquirement. Moreover there are some researchers that show politeness strategy that used by students only in the current course that need more discussion in the classroom. Students more use academic arguments in that course. The arguments are not closely related to the practical life, so they rarely to speak freely and naturally related to their own natural interaction language.

More over other study entitled *Strategies of Politeness in Classroom Interaction at English Department of STKIP PGRI Sumatra Barat* was also done by Hariyano (2009). He tried to find out teacher's politeness strategy in their feedback as well as students' affection toward teachers' feedback through classroom observation, closed- questionnaires and structured-interviews. The approaches used in this study are based on politeness theory, e.g. Brown and Levinson, Leech, Grice, and Lakoff. The findings are as follows: three categories of PS are employed in teachers' feedback which are positive PS, negative PS and off-record PS; students, whatever the top ones or the underachieving ones, all prefer to the supportive verbal feedback, who expect the relaxed, happy and active learning environment.

Moreover, here the researcher wants to conduct a research on politeness strategy used by students in more general course such as Argumentative Speaking. From the previous studies, the study was conducted in analyzing the polite interaction and polite strategy used by the teacher to the students only. Here the researcher wants to know the polite interactions and politeness strategies used by teacher, students to students or teacher to students. That is the reason why the researcher chooses this topic. Furthermore, the researcher wants to describe even in the classroom discussion the students use politeness strategy or not, when they are explaining, arguing, asking or answering they are use the kinds of politeness strategy or not, what politeness strategy used by the students, and they perform face threatening act or they perform face saving act. In this case the researcher decides to choose the 4<sup>th</sup> semester of English Department students in the academic year 2015/2016 as the subject of the research.

From the explanation above, the researcher is interested in conducting a research entitled



“THE LECTURER AND STUDENTS EMPLOY A POLITENESS STRATEGY DURING CLASS DISCUSSIONS.”.

1. Formulation of the Problem

Based on the background of problem above, the researcher formulates some problems. They are as follows;

1. What kinds of communicative function are found in students“ classroom discussion ?
2. What are the politeness strategies used by lecturer and students in the classroom discussion ?

2. Objective of the Research

Relating to the problem statements above, the objectives of the research is

1. To describe what kinds of communicative functions are found in students“ classroom discussion.
2. To describe what are the politeness strategies used by lecturer and students in the classroom discussion

3. Significance of the Research

The findings of this study theoretically are expected to enrich the theories of politeness strategy in pragmatics, specifically the spoken language in classroom discussion. This study is useful to provide the information of what are politeness strategies used by fourth semester students in argumentative speaking classroom discussion. This contribution is in turn give tentative framework for a comprehensive analysis of politeness strategies and what communicative function mostly used.

Practically, because this research is focused on students in making agreement, question, offer, apologize and etc in argumentative speaking classroom discussion. Hopefully it is useful for students to know more about politeness strategies used by them in classroom discussion, the findings are expected for the teachers or the lecturers to help the learner learning about politeness strategy and communicative function well.

## B. REVIEW OF RELATED LITERATURE

### 1. Pragmatics

Pragmatics is the language study to find what is meant by speaker or writer to the hearer or reader. It is due to study about what is in the mind of speakers when he / she speak or convey anything. Yule (1996:3) stated pragmatics is concerned with the study of meaning as communicated by speaker or writer and interpreted by a listener or reader. Consequently, it is more to do with the analysis of what is meant by their utterances might mean by themselves. This study necessarily involves the interpretation of what people mean in a particular context and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with whom they are talking to, where, when and under circumstances, so pragmatics is also the study of contextual meaning in accordance with whom the speakers are talking to, where, when and under circumstances.

Therefore, this approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning. It explores how a great deal of what is unsaid is recognized as part of what is communicated. It is mine that pragmatics also the study of how more gets communicated than is said, then pragmatics also be defined as the study of the expression of relative distance.

There are many aspects that will be analyzed in studying pragmatics such as deixis, reference and inference, presupposition, cooperation and implicature, speech acts and event, politeness and interaction, conversation and preference structure, and discourse and culture. But here the researcher wants to focus on studying politeness and what exists inside.

### 2. Politeness

Politeness is a part of linguistics that make an addressed feel convenience. Wikipedia (2015) explain that politeness is an attempt to phrase things and as to show respect and esteem for the face of others throughout social interchange. For example, when someone speaks to listener, and the listener respects to the speaker, it is kind of politeness.

Wardhaugh (1986) asserts that politeness itself is socially prescribed. Although it is important to be polite to a certain person or occasion, it does not mean it becomes impolite to another occasion. Thus if someone say something politely, at the same time comfortable situation occurred.

Yule (1996:61) explains that politeness can be defined as the means employed to show awareness of another person face. In this sense, politeness can be accomplished in situations as social distance or closeness. Showing awareness for another person's face when that other seems socially distant is often described in terms of respect or deference. Showing the equivalent awareness when the other is socially close is often described in terms of friendliness, camaraderie, or solidarity. The first type might be found in a student's question to his teacher, shown above:

- a. Excuse me, Mr. Buckingham, but can I talk to you for a minute ?
- b. Hey, Bucky, got a minute ?

It follows from this type of approach that there will be different kinds of politeness associated (and marked linguistically) with the assumption of relative social distance or closeness. In most English-speaking context, the participants in an interaction often have to determine, as they speak, the relative social distance between them.

Wardhaugh (2006:276) we can show our feelings toward others – solidarity, power, distance, respect, intimacy, and so on – and our awareness of social customs. Such awareness is also shown through the general politeness with which we use language. Politeness itself is socially prescribed. This does not mean, of course, that we must always be polite, for we may be quite impolite to others on occasion. However, we could not be so if there were no rules of politeness to be broken. Impoliteness depends on the existence of standards, or norms, of politeness. The concept of politeness 'owes a great deal to Goffman's original work (1955, 1967) on face.' In social interaction we present a face to others and to others' faces.

To protect both our own face and the faces of others to the extent that each time we interact with others we play out a kind of mini-drama, a kind of ritual in which each party is required to recognize the identity that the other claims for himself or herself.

The consequence is, as Scollon (2001) stated one of the most important ways in which we reduce the ambiguity of communication is by making assumptions about the people we are talking to. Any communication is a risk to face; it is a risk to one's own face, at the same time it is a risk to the other person's. We have to carefully project a face for ourselves and to respect the face rights and claims of other participants. There is no faceless communication, in discussing politeness, the concept of interest to them.

Brown & Levinson (1987:62) explain that politeness is one important issue in speech acts because it is regarded as a universal phenomenon in language use. Politeness does not refer to the social rules of behavior such as letting people go first through the door, or wiping your mouth on the serviette rather than on the back of your hand". In this case, politeness becomes the main factor in selecting utterances or sentences appropriately in life of society.

Holmes (1986) asserts that being linguistically polite is often a matter of selecting linguistic forms which expressed the appropriate degree of social distance or which recognize relevant status or power differences.

### 3. Face

Face in linguistics, exactly in pragmatics is public self-image. This is the emotional and social sense of self that everyone has and expects everyone else to recognize according to Yule (2005:119).

Yule (1996:61) also stated if a speaker says something that represents a threat to another individual expectations regarding self-image, it is described as face threatening act. Alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possibility threat, it is called face saving act. Imagine a late night scene, where a young neighbor is playing his music very loud and an older couple are trying to sleep. One of them proposes a face threatening act and the other suggests a face saving act, such as this example above :

Him: I'm going to tell him to stop that awful noise right now!

Her: Perhaps you just ask him if he is going to stop soon because it's getting a bit late and people need to get to sleep.

Because it is generally expected that each person will attempt to respect the face wants of others, there are many different ways of performing face saving act.

Yule also stated (2005:120) there are two kinds of face, negative and positive face. Positive face is the need to be connected, to belong, to be a member of the group, it will show solidarity and draw attention to a common goal, for example (let's do this together....). in other hand negative face is the need to be independent and free from imposition, it will show concern about imposition, for example (i'm sorry to bother you...).

Brown and Levinson (1987 : 61) define *face* as "the public self-image that every member wants to claim for himself.

Wardaugh (2006:277) states between positive face and negative face. *Positive face* is the desire to gain the approval of others, "the positive consistent self-image or —personality claimed by interactants". Moreover, *negative face* is the desire to be unimpeded by others in one's actions, "the basic claim to territories, personal preserves, rights to non-distraction freedom of action and freedom from imposition". Positive face looks for solidarity; negative face, however, is more problematic for it requires interactants to recognize each other's negative face, i.e., the need to act without giving offense. When we interact with others we must be aware of both kinds of face and therefore have a choice of two kinds of politeness. *Positive politeness* leads to moves to achieve solidarity through offers of friendship, the use of compliments, and informal language use: we treat others as friends and allies, do not impose on

them, and never threaten their face. On the other hand, *negative politeness* leads to deference, apologizing, indirectness, and formality in language use: we adopt a variety of strategies so as to avoid any threats to the face others are presenting to us. Symmetric pronominal use is a good example of positive politeness and asymmetric T/V use of negative politeness. This approach to politeness has been quite revealing when applied to many Western societies. However, it has been criticized (Mills, 2003) for encapsulating stereotypical, white, middle-class (and largely female) language behavior. It may also not work so well in other cultures. We will look at two examples: Java and Japan.

Wardhaugh (2006 : 278 ) states that some languages seem to have built into them very complex systems of politeness.

Javanese, one of the principal languages of Indonesia, is a language in which, as Geertz (1960 : 248) says it is nearly impossible to say anything without indicating the social relationships between the speaker and the listener in terms of status and familiarity. ‘Before one Javanese speaks to another, he or she must decide on an appropriate speech style (or *styleme*, in Geertz’s terminology): high, middle, or low. Such a decision is necessary because for many words there are three distinct variants according to style. For example, the equivalent to the English word *now* is *samenika* in high style, *saniki* in middle style, and *saiki* in low style. You cannot freely shift styles, so the choice of *saiki* will require the speaker to use *arep* for the verb equivalent to *go* rather than *adjeng* or *bad* which would be required by the choices of *saniki* and *samenika*, respectively. But there is still another level of complication. Javanese has a set of honorifics, referring to such matters as people, body parts, possessions, and human actions.

These honorifics can be used to further modulate two of the style levels, the high and the low. There are both high honorifics, e.g., *dahar* for *eat*, and low honorifics, e.g., *neda* for *eat*. Only high honorifics can accompany high style, but both high and low honorifics can accompany low style. We can also use the equivalent of English *eat* to show a further complication. *Neda* is found in the high style with no honorifics, the middle style (which cannot have honorifics), and the low style with low honorifics. *Dahar* for *eat* always signals high honorifics in either high or low style. In low style without honorifics *eat* is *mangan*.

We can see the various combinations that are possible if we combine the various equivalents of *eat* and *now*, as in table 2.1. In addition, table 2.2 shows the equivalent of the English sentence, ‘Are you going to eat rice and cassava now?’ in the six levels that are possible in Javanese.

**Table 2.1 Levels in Javanese**

<i>Speech level</i>	<i>Example</i>	
3a high style, high honorifics	<i>eat</i> dahar	<i>now</i> samenika
3 high style, no honorifics	neda	samenika
2 middle style, no honorifics	neda	saniki
1b low style, high honorifics	dahar	saiki
1a low style, low honorifics	neda	saiki
1 low style, no honorifics	mangan	saiki
Level names:	3a krama inggil (high style, high honorifics) 3 krama biasa (high style, no honorifics) 2 krama madya (middle style, no honorifics) 1b ngoko sae (low style, high honorifics) 1a ngoko madya (low style, low honorifics) 1 ngoko biasa (low style, no honorifics)	

**(Ronald Wardhaugh, 2006 : 278**

**Table 2.2 Level Differences in a Javanese Sentence**

	<i>Are</i>	<i>you</i>	<i>going</i>	<i>to eat</i>	<i>rice</i>	<i>and</i>	<i>cassava</i>	<i>now?</i>
3a	menapa	pandjenengan	baḍé	ḍahar	sekul	kalijan	kaspé	samenika
3	menapa	sampéjan	baḍé	neḍa	sekul	lan	kaspé	samenika
2	napa	sampéjan	adjeng	neḍa	sekul	lan	kaspé	saniki
1b	apa	pandjenengan	arep	ḍahar	sega	lan	kaspé	saiki
1a	apa	sampéjan	arep	neḍa	sega	lan	kaspé	saiki
1	apa	kowé	arep	mangan	sega	lan	kaspé	saiki

(Ronald Wardaugh, 2006 : 278 )

It is softly and more evenly in terms of rhythm and pitch, so that the highest levels, when spoken correctly, have a kind of stately pomp which can make the simplest conversation seem like a great ceremony. A thorough semantic study of the contexts within which the different levels are employed would in itself be a complex and extended investigation, for the number of variables specifically determining the selection of a particular level are very numerous. They include not only qualitative characteristics of the speakers age, sex, kinship relation, occupation, wealth, education, religious commitment, family background but also more general factors: for instance, the social setting (one would be likely to use a higher level to the same individual at a wedding than in the street); the content of the conversation (in general, one uses lower levels when speaking of commercial matters, higher ones if speaking of religious or aesthetic matters); the history of social interaction between the speakers (one will tend to speak rather high, if one speaks at all, with someone with whom one has quarreled); the presence of a third person (one tends to speak higher to the same individual if others are listening). All these play a role, to say nothing of individual idiosyncratic attitudes. Some people, particularly, it seems, wealthier traders and self-confident village chiefs, who tend to think the whole business rather uncomfortable and somewhat silly, speak *ngoko* to almost everyone except the very high in status. Others will shift levels on any pretext. A complete listing of the determinants of level selection would, therefore, involve a thorough analysis of the whole framework of Javanese culture.

#### 4. Politeness Strategies

Politeness strategy is the strategy that used to convey the message that will make the addressee feel at ease. There are four strategies in showing politeness that can be used. They are Bald On Record Strategy, Positive Politeness Strategy, Negative Politeness Strategy, and Do the FTA Off Record Strategy. First, Bald On Record Strategy (Brown and Levinson, 1996: 68).

According to Brown and Levinson as Cited in Penelope Brown And Stephen C. Levinson in the context of the mutual vulnerability of face, any rational agent will seek to avoid these face-threatening acts, or will employ certain strategies to minimize the threat In other words, he will take into consideration the relative weightings of (at least) three wants: (a) the want to communicate the content of the FTA, (b) the want to be efficient or urgent, and (c) the want to maintain H's face to any degree. Unless (b) is greater than (c), S will want to minimize the threat of his FTA.

The possible sets of strategies may be schematized exhaustively as in Figure 2.1 above.

in this schema, we have in mind the following definitions.

Figure 2.1 Possible strategies for doing FTA

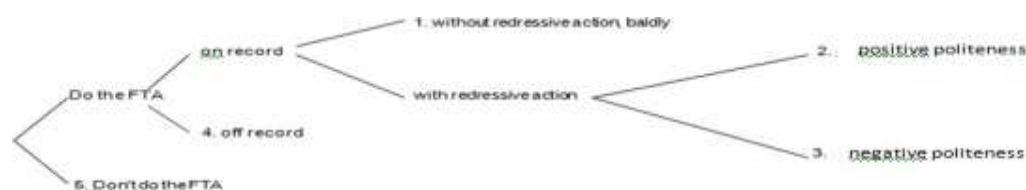


Figure Possible strategies for doing FTA

(Brown and Levinson, 1987:69)

An actor goes **on record** in doing an act A if it is clear to participants what communicative intention led the actor to do A (i.e., there is just one unambiguously attributable intention with which witnesses would concur). For instance, if I say 'I (hereby) promise to come tomorrow' and if participants would concur that, in saying that, I did unambiguously express the intention of committing myself to that future act, then in our terminology I went 'on record' as promising to do so.

In contrast, if an actor goes **off record** in doing A, then there is more than one unambiguously attributable intention so that the actor cannot be held to have committed himself to one particular intent. So, for instance, if I say 'Damn, I'm out of cash, I forgot to go to the bank today', I may be intending to get you to lend me some cash but I cannot be held to have committed myself to that intent (as you would discover were you to challenge me with 'This is the seventeenth time you've asked me to lend you money'). Linguistic realizations of off-record strategies include metaphor and irony, rhetorical questions, understatement, tautologies, all kinds of hints as to what a speaker wants or means to communicate, without doing so directly, so that the meaning is to some degree negotiable.

Doing an act **baldly, without redress**, invokes doing it in the most direct, clear, unambiguous and concise way possible (for example, for a request, saying 'Do X!'). Normally, an FTA will be done in this way only if the speaker does not fear retribution from the addressee, for example in circumstances where (a) S and H both tacitly agree that the relevance of face demands may be suspended in the interests of urgency or efficiency; (b) where the danger to H's face is *very* small, as in offers, requests, suggestions that are clearly in H's interest and do not require great sacrifices of S (e.g., 'Come in' or 'Do sit down'); and (c) where S is vastly superior in power H, or can enlist audience support to destroy H's face without losing his own.

**By redressive action** we mean action that 'gives face' to the addressee, that is, that attempts to counteract the potential face damage of the FTA by doing it in such a way, or with such modifications or additions, that indicate clearly that no such face threat is intended or desired, and that S in general recognizes H's face wants and himself wants them to be achieved. Such redressive action takes one of two forms, depending on which aspect of face (negative or positive) is being stressed.

**Positive politeness** is orientated toward the positive face of H, the positive self-image that he claims for himself. Positive politeness is approach-based; it 'anoints' the face of the addressee by indicating that in some respects, S wants H's wants (e.g., by treating him as a member of an in-group, a friend, a person whose wants and personality traits are known and liked). The potential face threat of an act is minimized in this case by the assurance that in general S wants at least some of H's wants; for example, that S considers H to be in important respects, 'the same' as he, with in-group rights and duties and expectations of reciprocity, or by the implication that S likes H so that the FTA doesn't mean a negative evaluation in general of H's face.

Brown & Levinson outline five possible strategies for doing FTA, here the researcher

tries to explain the four main types of strategy to maintain FTA ; Bald on Record, Positive Politeness, Negative Politeness, and Off Record Strategy. The detail explanation will be described as following.

#### 1. Bald on-Record Strategy

The term 'Bald on record' is used when an expression has —one unambiguously' attributable intention with which witnesses would concur (Brown and Levinson, 1987: 73). For example, if person A wanted to borrow person B's car and said, — may I borrow your car tomorrow? She would be going bald on record because the request to borrow B's car is unambiguous. Bald on Record Strategy is a strategy to minimize threats to addressee's "face" or to reduce the impact of the FTA's. It risk to shock, embarrasses, or makes the hearer feel a bit uncomfortable.

According to Brown and Levinson (1987: 73) Bald on record is a direct politeness strategy which contains no repressive particle to soften the Face Threatening Act (FTA). The prime reason for bald- on record usage in whenever S (speaker) wants to do the FTA with the maximum efficiency more than satisfy H's (hearer) face, even to any degree, he will choose the bald on record strategy. In Bald on-record, the speaker will most likely shock the person to whom they are speaking to, embarrass them, or make them feel a bit uncomfortable. However, this type of strategy is commonly found with people who know each other very well, and are very comfortable in their environment, such as close friends and family). There are different kinds of bald- on record usage in different circumstances, because S can have different motives for his want to do the FTA with maximum efficiency. These fall into two classes: 1) Cases of non- minimalization of the face threat. In this type the maximum efficiency is very important and this is mutually known to both S and H, so no face redress is necessary. In cases of great urgency or desperation, redress would actually decrease the communicated urgency. Examples: "Help! (An Emergency) "Your pants are on fire!" From those examples above, it can be seen that the speaker does not care about the hearer and they used in this cases of urgency or desperation. 2) Cases of FTA- oriented bald-on- record usage. It is oriented to H's face. It is usually used in (1) welcoming (or post greetings), where S insists that H may impose on his negative face; (2) farewells, where S insists that H may transgress on his face by taking his leave; and (3) offers, where S insists that H may impose on S's negative face. Examples: "Come in" (welcoming). "Sit down here (offering) this strategy is oriented to H's face. It can be seen from both examples above. The first sentence can be used as an invitation to the hearer which feels reluctant so that the hearer will feel less reluctant because of the invitation. The second sentence can be used as an offer.

#### 1. Positive Politeness Strategy

Brown & Levinson (1987: 85) state that —Positive Politeness Strategy (PPS) is a strategy of speaking which is used a kind of metaphorical extension of intimacy to imply common ground or sharing of wants to a limited extent even between strangers who perceive themselves: for the purpose of interactional.

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

cooperation (Brown & Levinson (1987: 85). In other words, Positive politeness is a communicative way of building solidarity, showing the other is liked and seen as desirable. Redress directed to the addressee's positive face, his perennial desire that his wants should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that someone's own wants. But for some reasons positive politeness strategies are usable not only for FTA redress, in general as a kind of social accelerator, where the speaker in using them indicates that he/she wants to come closer to the hearer.

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

#### 1. Negative Politeness Strategy

According to Brown & Levinson (1987: 75) Negative Politeness Strategies are kind of strategy which repressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded. It is heart of respect behavior, which similar to positive politeness.

Negative politeness is specific and focused. It performs function of minimizing the particular imposition that the FTA unavoidable effects. Negative Politeness strategies are the strategy to assume that you may be imposing on the hearer, and intruding on their space. Therefore, these automatically assume that there might be some social distance or awkwardness in the situation. The speakers in this case asserts unwillingness to impinge on addressee. For instance: "Would you close the door, Mr. Taylor?" We can see in that example that the speaker is threatening the hearer's negative face which wants to have freedom of action. The threat is the speaker asks the hearer to close the door. To minimize the threat, the speaker applies 'hedge' (would you please) to soften the utterance and 'give deference' (Mr. Taylor) to show his/ her respect to the hearer. **Negative politeness**, on the other hand, is orientated mainly toward partially satisfying (redressing) His negative face, his basic want to maintain claims of territory and self-determination. Negative politeness, thus, is essentially avoidance based, and realizations of negative politeness strategies consist in assurances that the speaker recognizes and respects the addressee's negative face wants and will not (or will only minimally) interfere with the addressee's freedom of action.

Hence negative politeness is characterized by self-effacement, formality and restraint, with attention to very restricted aspects of H's self-image, centring on his want to be unimpeded. Face-threatening acts are redressed with apologies for interfering or transgressing, with linguistic and non-linguistic deference, with hedges on the illocutionary force of the act, with impersonalizing mechanisms (such as passives) that distance S and H from the act, and with other softening mechanisms that give the addressee an 'out', a face-saving line of escape, permitting him to feel that his response is not coerced.



There is a natural tension in negative politeness, however, between (a) the desire to go on record as a prerequisite to being seen to pay face, and (b) the desire to go off record to avoid imposing. A compromise is reached in **conventionalized indirectness**, for whatever the indirect mechanism used to do an FTA, once fully conventionalized as a way of doing that FTA it is no longer off record. Thus many indirect requests, for example, are fully conventionalized in English so that they are on record (e.g., 'Can you pass the salt?' would be read as a request by all participants; there is no longer a viable alternative interpretation of the utterance except in very special circumstances). And between any two (or more) individuals, any utterance may become conventionalized and therefore on record, as is the case with passwords and codes.

A purely conventional 'out' works as redressive action in negative politeness because it pays a token bow to the negative-face wants of the addressee. That is, the fact that the speaker bothers to phrase his FTA in a conventionally indirect way shows that he is aware of and honours the negative-face wants of H.

#### 1. Off Record Strategy

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

In doing off- record, actually Face Threatening Acts is not stated explicitly but only implied. For example, if person A wanted to borrow person B's car and said, — I need to pick up my friend at the airport tomorrow, but I dont have a car. She would be going off record because there is no explicit request. Off record can be called as an indirect way of saying something which may cause a face damaging interpretation. It is usually in the form of declarative sentence, for instead, "I went to school in hurry", "I forgot to bring a pen". In this strategy, the speaker wants the hearer to interpret what the speaker means that is he/ she wants to borrow a pen from the hearer. So that the hearer might respond like this, "Do you need a pen?" the response from the hearer means that the hearer is being cooperative and the speaker has shown himself or not being forceful.

#### 5. Face Threatening Acts

Nurul (2015:42) stated that Human's positive and negative face wants can not be satisfied all the times. On one occasion, a speaker threatens his addressee's face, but another occasions, he has to threaten his own face, as such, both the speaker and addressee's faces are mutually vulnerable.

Brown & Levinson (1987:60) defines face as the public self- image that every member want to claim for himself. It refers to that emotional and social sense of self that everyone has and expects everyone else recognize. Brown and Levinson (1987: 61) also state face consists of two related aspects. On the one hand, we have the negative face.

Brown and Levinson(1987:61) claim that the \_notion of face is derived from that of Goffman and from the English folk term which ties face up with notion of being embarrassed or humiliated or \_losing face'. They also explain that face emotionally invested and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction. FTA (Face Threatening Acts) means act that threatens the positive or negative face of the hearer. Intrinsically certain acts can sometimes threaten one's face. Like in Brown and Levinson (1987:65) state it is intuitively the case that certain kinds of acts intrinsically threaten face, namely those acts that by their nature run contrary to the face wants of the addressee and/or of the speaker. There are two distinctions acts that threaten

positive and negative face of the hearer and speaker face. It is summarized in Table 2.3 (the table is adapted from Brown and Levinson theory, 1987:68).

Table 2.3 Examples of Face-Threatening Acts based on Brown and Levinson Theory

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

(Brown and Levinson 1987 : 68)

As cited on Nurul (2015:42) according to Brown and Levinson FTAs can be seen from the perspectives of whose face and what face are threatened. Table 2.4 above will show the acts threatening the addresser's face.

Table 2.4 The Acts Threatening The Addresser's Face

<b>Addresser's face</b>	<b>Face Threatening Acts</b>	<b>Linguistic Realizations</b>
Positive	Apologizing	Sorry for my being late.....
	Congratulating	Congratulations for your victory

		Great!! You have a good job
	Self-humiliating	Oh,...how stupid I am
Negative	Expressing thanks	Thank you for your concern
	Accepting thanks and apologies, offers	You're welcome, it's ok, ok, Thanks

(Brown and Levinson 1987)

According to Nurul (2015:43) the act of apologizing damages the speaker's positive face since it indicates that the speaker regrets doing a prior FTA. Regretting a prior action, the speaker admits his mistakes, and to some degree it damages his own face. The act of congratulating threatens the speaker's positive face since it suggests that he acknowledges his addressee's superiority, and it damages his own face. Self-humiliating necessarily threatens the speaker's positive face since it foregrounds the speaker's weakness and ignores his strengths.

Expressing thanks threatens a speaker's negative face since the speaker may feel constrained to acknowledge his addressee's good deed such as giving help or debts. Accepting thanks, apologies, offers, etc is included into negative face threatening act since the speaker may feel constrained to minimize his hearer's good deeds or transgressions. Moreover, the acts

threatening the addressee's face will be shown in Table 2.5.

Table 2.5 The Acts Threatening, The Addressee's face

Addressee's Face	Face Threatening Acts	Linguistic realizations
Positive	Criticizing	Oh, your writing needs improvement, there are weaknesses here and there
	Disapproving, disagreeing	Choose another topic for your skripsi
	Accusing	It is you who have to responsible for this
Negative		inconvenience
	Insulting	This is the worst seminar i once attended
	Ordering	Can you serve me ?
	Suggesting, advising	Why don't you change your topic?
	Reminding	Ma'am, I would like to remind you that tomorrow you will examine me.
	Threatening / Warning	I warn you that smoking is bad habit

(Nurul Chojimah 2015:65)

The acts of criticizing, disapproving, disagreeing, accusing, and insulting indicate that the speaker has negative evaluation of some aspects of his addressee's positive face. Meanwhile, the acts of ordering, suggesting, advising, reminding, threatening, and warning are included into negative face threatening acts since they indicate that the speaker intends to impede his addressee's freedom of action.

#### 6. Communicative Function

According to J. Mell and C. Godmet (2002:1) the communicative function of an utterance corresponds to the speaker's intention in producing a given message. For example his/her intention may be to request information, to thank, to deny approval and so on. The theoretical underpinning for describing language functions derives from the work of philosophers of language on concepts such as speech acts and illocutionary force, and linguists such as M.A.K. Halliday.

More recently these theoretical categories have been of practical use in discourse analysis. and foreign language syllabus planning - most notably in the definition of the Council of Europe's Way stage and Threshold levels Since intentions are inherently linked to the activities that are being undertaken by the speakers, it is evident that those tasks which are peculiar to the jobs of pilot and controller will give rise to a limited range of communicative functions occurring with a high degree of frequency.

Language functions and language forms The correct interpretation by a listener of an utterance's function relies on cues provided by the grammatical structures (verb tense, affirmative or negative form, etc.) and prosodic forms used by the speaker associated with the immediate context of the utterance and the shared knowledge of the participants.

It is true to say that there is no one-to-one relationship between these structures or forms and the functions they express. On the one hand, a single function can be expressed by a several different grammatical forms, for example:

- Close the window.
- I want you to close the window.

- Will you close the window?

On the other hand, the same grammatical form can be employed to express a variety of functions, for example:

- Can you speak Japanese?
- Can you lend me a couple of euros?
- Can you believe that!

Nonetheless, in selecting and presenting grammatical structures by way of the communicative functions which dominate in a given human activity, it is possible to focus on the most pertinent structures for a given target use of language, thus saving the learners' time and enabling language trainers to suit their pedagogical activities to the real needs of the learners.

According to D.J Tedick (2002:80) communicative function falls under five major categories: personal, interpersonal, directive, referential, and imaginative. Specific examples of functions under each category appear below (note that not all possibilities are included; instead, an array of functions is listed to exemplify each category).

### 1. Personal

- a. Clarifying or arranging one's ideas.
- b. Expressing one's thoughts or feelings (love, joy, pleasure, happiness, surprise, likes and dislikes, satisfaction, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, etc.).
- c. Expressing moral, intellectual, and social concerns.
- d. Expressing the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, and warmth.

### 2. Inter personal

- a. Greetings and leave-takings.
- b. Introducing people to others.
- c. Identifying oneself to others.
- d. Expressing joy at another's success (or disappointment at another's misfortune).
- e. Expressing concern for other people's welfare.
- f. Extending and accepting invitations.
- g. Refusing invitations politely or making alternative arrangements.
- h. Making appointments for meetings.
- i. Breaking appointments politely and arranging another mutually convenient time.
- j. Apologizing.
- k. Excusing oneself and accepting excuses for not meeting commitments.
- l. Indicating agreement or disagreement.
- m. Interrupting another speaker politely.
- n. Changing an embarrassing subject
- o. Receiving visitors and paying visits to others.
- p. Arguing or debating.
- q. Offering food or drinks and accepting or declining such offers politely.
- r. Sharing wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- s. Asking about others' wishes, hopes, desires, problems, beliefs, thoughts, opinions, etc.
- t. Making promises and committing oneself to some action.
- u. Complimenting someone.
- v. Making excuses.

### 3. Directive

Directive functions attempt to influence the actions of others. These include:

- a. Accepting or refusing direction.
- b. Making suggestions in which the speaker is included.

- c. Persuading someone to change his/her point of view.
  - d. Requesting and granting permission.
  - e. Requesting information.
  - f. Asking for help and responding to a plea for help.
  - g. Forbidding someone to do something; issuing a command.
  - h. Giving and responding to instructions or directions.
  - i. Warning someone.
  - j. Discouraging someone from pursuing a course of action.
  - k. Establishing guidelines and deadlines for the completion of actions.
  - l.
- 4. Referential**
- a. Talking or reporting about things, actions, events, or people in the environment.
  - b. Identifying items or people in the classroom, the school, the home, the community.
  - c. Asking for a description of someone or something.
  - d. Describing someone or something.
  - e. Understanding messages or descriptions.
  - f. Creating questions.
  - g. Scanning or skimming for information.
  - h. Paraphrasing, summarizing, or translating (L1 to L2 or vice versa).
  - i. Interpreting information.
  - j. Explaining or asking for explanations of how something works.
  - k. Comparing or contrasting things.
  - l. Discussing possibilities, probabilities, or capabilities of doing something.
  - m. Requesting or reporting facts about events or actions or about a text.
  - n. Hypothesizing.
  - o. Formulating and supporting opinions.
  - p. Evaluating the results of an action or an event.
- 5. Imaginative**
- a. Discussing a poem, a story, a text, an advertisement, a piece of music, a play, a painting, a film, a TV program, etc.
  - b. Story-telling, narrating events.
  - c. Experiencing and/or discussing a simulation (e.g., of an historical event).
  - d. Expanding ideas suggested by others or by a piece of reading.
  - e. Creating rhymes, poetry, stories, plays, or scripts.
  - f. Recombining familiar dialogues or passages creatively.
  - g. Suggesting original beginnings or endings to dialogues or stories.
  - h. Solving problems or mysteries.

## **7. Classroom Discussion**

Classroom is a room in which classes are conducted, especially in a school or college. Discussion means the act of talking about something with another person or a group of people. A conversation about something: a speech or piece of writing that gives information, ideas, opinions, etc., about something cited from (Merriam Webster dictionary). On the other hand, according to Oxford Dictionary (1999) the word discussion means the action or process of talking about something in order to reach a decision or to exchange ideas. Discussion is particularly relevant in social studies education because of the mandate to prepare students for participatory democracy. Larson and Keiper (2002) have examined the distinctive nature of discussion itself. Those studies indicate that there are various types of discussion that vary in purpose, content, and format. Discussion is thought to be a useful teaching technique for

developing higher order thinking skills; skill that enable students to interpret, analyze, and manipulate information. Students explain their thoughts and idea rather than merely recount and recite, memorized facts and details.

Classroom discussion consists of student comments separated by frequent probes and clarifications by the teacher that facilitate involvement and development of thinking by the whole group. In this paper, discussion is defined as two- way, spoken communication between the teacher and the students, and more importantly, among the students themselves.

This paper primarily addresses discussion in small classes that meet one or more times a week, or in smaller classes that meet one or more times during the week as part of a course consisting of one or more large lectures each week. Discussions can take the form of recitation, dialogue, and guided or open exchanges. However, many of the suggestions in this paper should also be useful for shorter discussion sessions as part of a lecture class, since discussions are an effective way to get students to actively process what they learn in lectures (Lowman, 1995:161).

Schwarz (2009: 1) state that classroom interaction is the process-product perspective helps correlating between teacher's action and students' further outcome. It means, classroom interaction is a process that is done by the teacher to help the students for getting the good result at the end of teaching.

Ghosh as cited on Schwarz (2009:1), classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. These devices help the learner to be competent enough to think critically and share their views among their peers. Based on these explanation above, it can be concluded that classroom discussion is consist of response/feedback that given by speaker to listener in the classroom. It can help student in order to get knowledge from their teacher. Then, classroom interaction can improve students'ability in language skills such as speaking and listening.

## **C. RESEARCH METHOD**

### **1. Research Design**

Here the researcher conducts this study to reach new information and new understanding. In this research the researcher was conducted a research using content analysis qualitative design by applying field research because the researcher here took the data from classroom discussions, especially in argumentative speaking class, in this class the students are free to argue even they are having theoretical framework about the topic or not, so the data used in this research was utterance of lecturer and students, and the numerical data was not used. This transcribed dialogue was from the conversation among lecturer to students, students to students and students to the lecturer in discussion class (see appendix 1), and also the researcher took the field note during the process of discussion (see appendix 2).

This study applies qualitative content analysis design, according to Mayring (2000 :2) qualitative content analysis is an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification and Krippendorff (1980) defined content analysis as a research technique for making replicable and valid inferences from data to their context. As for Weber (1985) it is a research methodology that utilizes a set of procedures to make valid inferences from the text. These inferences are about senders of message, the message itself, or the audience of message. According to Stone, content analysis refers to any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document. These four definitions illustrate that qualitative analysis emphasizes an integrated view of speech/texts and their specific contexts.

Qualitative content analysis goes beyond merely counting words or extracting objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text that might be the best answer to the research problem. This research uses a qualitative content analysis approach because of some factors. The data gained from the utterances of the teacher who handled the material in the process of his / or her explanation about the material in the process of discussion, moreover also the students in a classroom discussion in the form of words and utterances, this research is not to verify the theory but to understand what kind of communicative function that mostly used by the students and the lecturer during the process of discussion, the researcher also wants to know the politeness strategy are performed by the lecturer and students in the classroom discussion, then researcher uses naturalistic observation because this research takes place in natural settings in the argumentative speaking classroom discussion. It is chosen due to qualitative research has the natural setting, as the direct source of data and the researcher is the key instrument (Bogdan & Biklen, 1982).

This research uses a qualitative content analysis approach because of some factors. The subject are observed from the utterances of student to student, student to teacher, and teacher to student when they have classroom discussion on presenting student's argument in argumentative class. This design are used to find what are the communicative function that mostly used by them during the process of discussion and also to find Face threatening acts and politeness strategies performed by lecturer and university students in classroom discussion.

### **2. Data and Data Source**

The data is very important for the researchers to answer the research problem. The data that takes by the researcher is the words and the utterances that happened between student to student, student to lecturer, and lecturer to the student, it has taken from transcript of recorded of their utterance in their discussion. The data are taken taken from observation using audio recorder and strengthen with field note of fourth semester students of English department program at State Islamic Institute of Metro who are presenting their course argumentative speaking class in the academic year 2020 / 2021.

The researcher took the data from classroom discussion dialogue in argumentative speaking class. There are 36 students which were divided into 6 groups, the lecturer asked them to present their arguments toward their group related to the topic, then the topic were different in the first and the second meeting, the first meeting they discussed about *bad habit* and the second meeting they discussed about *television good and bad effect*. Because argumentative speaking class has 3 sks, this course need 3 hours every meeting, here the researcher participated in two meeting on Monday, March 2<sup>nd</sup>, 2020 and on Monday, March 23<sup>th</sup>, 2020. The classroom discussion was started on 08.00-11.00 am every meetings.

The researcher has participated in two meetings in order to get more data. Here the researcher recorded students utterances using video recorder in discussion class and also the researcher took field note. As we know that qualitative used natural data, so the researcher used naturally occurring data in classroom discussion between the speakers of the dialogue especially the lecturer and students of English Department in the fourth semester at State Islamic Institute of Metro Lampung in the argumentative class. After collecting the data, the researcher analyzed the data of conversational fragments in classroom discussion on what the communicative functions that have found and what face threatening acts that has found then what politeness strategies that has found using Brown and Levinson's theory. Then the researcher takes the data from the transcript of their utterance that contains some communicative functions such as act of ordering, act of requesting, act of reminding and more that uttered by student to student, students to lecturer, and lecturer to student. Moreover, the researcher took the data from the transcript of the utterances that happened by student to student, students to teacher, and teacher to student that contain kind of communicative functions and the utterance of performing FTAs and politeness strategy. The utterances are analyzed and classified based on what kind of communicative functions, FTAs and politeness strategies which are performed. The data source is the interaction process that contained utterances which conveyed by student to student, students to lecturer, and lecturer to student during the discussion in the classroom.

### **3. Data Collection**

In the process of collecting data, the researchers use recording of fourth semester students of English department program at State Islamic Institute of Metro who are presenting their course that is argumentative speaking class then the researchers transcribed it and took a field note.

Moreover, all the data collected then numbered each paragraph then the researchers highlighted and classified it based on what communicative functions that occurred during the process of discussion, and what the politeness strategy that used by lecturer and students in their discussion.

In the process of collecting the data the researcher focused on directive communicative function, personal communicative function and interpersonal communicative function specifically on lecturer and students' advices, comments, requests, suggestions, and refusal.

### **4. Data Verification**

The technique which is applied to establish the rightness of the data is triangulation. Triangulation is typically perceived to be a strategy for improving the validity of the data. Denzin (1994) identifies four basic types of triangulation, such as the following :

1. Data triangulation involves time, space, and person.
2. Investigator triangulation involves multiple researchers in an investigation.
3. Theory triangulation involves using more than one theoretical scheme in the interpretation of the phenomena.
4. Methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents. This study used methodological triangulation. Multiple data gathering were conducted to get the data valid, such as observations and interviews. This is intended to create overlapping and therefore cross-



validating data in the study.

## **5. Data Analysis**

According to Barbara M. Wildemuth and Yen Zhang (2005:3) in analyzing the data we must do the following steps. The steps are preparing the data, defining the unit of analysis, developing categories and a coding scheme, testing coding scheme on a sample of text, coding all the text, assessing coding consistency, drawing conclusions from coded data, and reporting the research.

In this research, in analyzing the data the researchers do the following steps. The first step is organizing data, in which the researcher prepared the data by transcribing the recorded dialogue in the discussion and interview. After transcribing the recorded dialogue, the next step is coding the data, the process of which will make the data readable. The coding were divided into two categories, the first coding is coding the communicative functions based on the theoretical framework of D.J Tedick (2002), then the next coding is coding of politeness strategies based on the theoretical framework of Brown and Levinson (1987). In the process of coding the data the researcher coded those data into categories, for example: the data containing interaction between student to student, student to teacher, and teacher to student that contains directive communicative function. The researcher also applied coding for the utterances containing FTA either positive or negative FTA and politeness strategies which are applied.

While based on the field note, the researcher wants to commit coding by relying on categories; the context while the speakers were performing those strategies.

The third step after the process of organizing, the researcher will assess the coding consistency and summarizing the data. Ary et al (2002) states as follows: "The next step in data analysis is to summarize; here you begin to see what is in the data. Examine all entries with the same code, and then merge these categories into patterns by finding links and connections among categories. This process further integrates the data, and you can begin to make some statements about relationships and themes in the data".

In this research, the researcher will examine the numbered data and connected among categories of what the communicative function used by student and lecturer and what politeness strategy they used and the reason why they do it, and what is students' communicative function that they used in uttering something have a relation with their habitual on participating themselves doing the discussion in the classroom discussion. The last step was interpreting data analysis or what we found in the research. The process of interpreting the data, the researcher wanted to extract the information from the data. In Ary's book is explained that in the interpretation process, the researcher goes beyond the data to extract meaning and insights from the data. The researcher tells what the finding that is important, why it is important, and what can be learned from it to the future reader, writer, or researcher.

## D. FINDING AND DISCUSSION

### 1. Research Findings

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

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

#### 1. Communicative functions found in argumentative speaking class

##### a. Ordering

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

[1] All: love mom

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

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

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

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

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

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

- [2] J: Sorry mom I did not agree, I think that is totally bad habit(2)  
 E: Ok...according to Prof. Joko it"s is totally bad habit, is it totally not bad habit for the others, is it totally bad habit or in between good habit ? **any ideas perhaps?** (3)

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

It happened from the lecturer to the student, the lecturer ordered to her students to give more idea with such kind of interrogative sentence, she wants her students to give more arguments by using such as utterance number (3). The differences between excerpt [1] and excerpt [2] above that is the act of ordering are was declared by clausal form. The researcher found another analysis that will be shown below :

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Description of context: the conversation above happened in the second meeting, it is still the conversation of the lecturer to the students, In this classroom discussion, the lecturer's name is initialed by alphabetic E. The lecturer gives the review of the last discussion about bad habit. Then the lecturer tried to give warming up to her students using guessing game before started the next material. The lecturer wants to divide the students into a group. Then the lecturer starts the game using such as the utterance number (13), then the lecturer orders to her students to choose one of their friends to be a volunteer to come forward such as in utterance (14).

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

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

E: Very curious

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

***(students laugh)***

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

All: ***(students laugh)***

D: Confuse how to explain to their children

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

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

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

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

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

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

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

In this discussion the lecturer literally ordered her students using clausal form head act in the utterance number (17) and then supporting move in the utterance number (18) the lecturer indirectly ordered her students to give such kind of comment addition or suggestion about student „M” argument by using affirmative sentence in the clausal form, and then in the utterance number (18) the lecturer used imperative sentence in the form of phrasal to make the effective condition.

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

#### **b. Requesting**

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

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

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

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

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

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

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

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

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

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

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

Description of context: This discussion happened in the first meeting, it is the discussion between the student to the student, one student initialed by alphabetic „S“ and other student initialed by alphabetic „D“. In the utterance number (20) the student „D“ requests to student „S“ that student „D“ wants give argument.

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

[12] K: Okay Assalamualaikum Wr. Wb All : Waalaikum salam Wr. Wb

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

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

In the utterance number (21) the speaker used affirmative sentence in order to request to the hearer. The speaker use indirect requests in order to make the hearer not be forced by the speaker. The speaker indirectly requests to the hearer that the hearer should pay attention to the speaker explanation. It is the polite strategy in act of ordering by using such affirmative sentence in the clausal form. The researcher also found the utterance in the form of phrase, the analysis will be shown as follow:

- [13] All: Okay Ma'am  
 J: is it kind of thing friends  
 ?  
 All: No  
 J: ***Could it be used ?(22) Please give me another clear clue friend ! (23)***  
 All: No

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

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

- [14] B: Like Music, Gossip, break out in the rtv but we should choose the right program and what we think it will be better for us such as educational program such as net tv  
 E: Yes  
 B: ***Okay you might give a comment ! (24) (Joko interrupts Binti)***

Description of context: This discussion still happened in the second meeting, it happened while the student initialed by alphabetic „B“ delivered her arguments about bad effect of watching television and their friend initialed by alphabetic „J“ was interrupting her, so the speaker requested to her friends using such utterance number (24).

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

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

- [15] All: No.....it can be it can be  
 E: Okay well I would like to give you a clue for you this is related to the school activities B: Is it in the library ? ***could you please give another clue mom ! (25)***  
 All : ***(students laugh)***  
 E: Okay the next clue is the form is in the column B: Schedule  
 All : It can be

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

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

- All : Married by accident



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

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

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

E:Ya...please speak up !

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

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

### c. Self – Humiliating

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

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

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

Description of context: This discussion happened in the first meeting, the lecturer initialed by alphabetic „E“, it happen while there was a student who delivering her argument about Indonesian bad habit, topic in the first meeting, and the student was asking about „you live in the village right“ then the lecturer responded using such utterance (27).

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

[17] D: They would prefer go to there we will give an example I broke his hand Maftuh....(*students laugh*)

M: Oh....you broke my hand D:*Oh no how stupid I am....*(28)

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

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

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

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

### d. Reminding

This act will make someone think of something they forgotten or might forgotten or

might wrong which recalled by someone else. The researcher found the act of reminding between lecturer to the student, the analysis will be shown below:

[19]E : Not like sasha doing ya ?

J: ya ma'am all right

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

J: yes

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

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

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

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

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

D : Assalamualaikum wr. Wb

All : Waalaikum salam wr. Wb

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

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

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

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

All : No

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

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

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

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

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

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

#### e. Agreeing

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

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

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

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

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

#### f. Disagreeing

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

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

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

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

Description of context: conversation above happened in the first meeting, student are have discussion with their own member each group, and it is the discussion in student „J“ and „D“ group. It is in the same topic about Indonesian bad habit according to the video they had watched, in that video Indonesian have bad habit when they got an accident they always calls her parents to take them to the near hospital, but there is a student that really not agree with that statement so the student initialed by alphabetic „D“ uttered such utterance (33). Then the other member in the same group responded student D's argument such utterance (34).

The characteristic of this act is always declared in the form of negative sentence in the clausal form such as utterance (33). The next character of this act is showing different ideas, showing not agree about someone's ideas such as utterance number (33) and (34), then it is always declares directly such as statement (33) indicating that the hearer really did not agree with the speaker ideas, it will damage the hearer honor, but another side it also declared implicitly such as utterance (34) to make a polite condition, enjoyable condition, to

make the speaker respected by the hearer about his / her disagreement. It also happened in the utterance that praised the speaker's argument at first and then entered the utterance about disagreeing such as utterance number (35) above:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### g. Apologizing

It is an act of saying sorry to the other person, for having something that has caused a problem or unhappiness to the hearer. The researcher only one utterance between student to the student that contains act of apologizing. In this case the speaker say sorry because the speaker wanted to take care the hearer's power such as analysis below:

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

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

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

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

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

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

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

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

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

Description of context: the conversation above happened in the first meeting, it is still

in the discussion about Indonesian bad habit. There are two students, student „I“ and student „J“ responded the lecturer „E“ statement. Because the student „J“ really did not agree the speaker declared his act of disagreeing with say sorry at first such utterance (41).

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

#### **h. Excusing**

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

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

H: yes, because make lecturer angry ,

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

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

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

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

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

## **2. Discussion**

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

The researcher found some politeness strategy used by the speaker even the students speak with their friend or speak to their lecturer and the lecturer speaks to their student. There are five politeness strategies applied in the findings above, baldly politeness strategy, positive politeness strategy, negative politeness strategy, off record strategy ant the combination use of positive politeness strategy and negative politeness strategy. Those all strategies are used in order to minimize the FTAs, furthermore the researcher found that in the classroom discussion the speaker also used no politeness strategy but the speaker wants to be respected even though they did not use any mitigating devices. In the argumentative speaking class the atmosphere is different than casual conversation, the

students will be free using their utterance and they will strengthen their arguments to make the suitable good reason to the hearer even though they had no theoretical background about the topic. The relation between the speaker and the hearer or the culture from the lecturer and the students can be the one of the condition that influence the situation.

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

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

From the finding and analysis of the data above the researcher classified some communicative function they are act of ordering and requesting, reminding, apologizing, self humiliating, agreeing, disagreeing and excusing. The researcher also found 4 politeness strategies that used by the speaker, they were positive politeness strategies, negative politeness strategy, baldly politeness strategy, and off record strategy. Then the researcher found the data that contain some FTAs, the researcher found 4 FTAs, FTAs that threaten hearer's negative and positive face and FTAs that threaten speaker's positive and negative face.

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

FTAs that threaten speaker's negative face also often found when the students performed thanking. Only some utterances included in reminding or excuses. Then the researcher found the FTAs that threaten speaker's positive face in self-humiliating. In certain condition one utterance can be classified into two; FTAs that threaten hearer's

negative and positive face as like the utterance that cited suggestion but it also can be mention as disagreement. Now is about politeness strategy that was employed by the students to minimize FTA. Based on the finding the students often used negative politeness strategy, the politeness strategy used only in some utterances. In certain case the speaker performed no politeness strategy, so they used direct instruction using imperative sentence. It was because the limitation of time and perhaps because the function of discussion here is to exchange idea in classroom so they used the utterance that stated deference or respect to the hearer but it is still using polite language.

But negative politeness strategy often appeared when the speaker tried to minimize face threatening act, it can be seen from the hedge '*up to you*' or question used, the researcher also found sometime when the speaker used negative politeness strategy for example in act of ordering the speaker also combined of using identity marker that showing the used of positive politeness strategy such as the word '**mom, buddy, etc**' so the speaker combined using negative politeness strategy and then using positive politeness strategy . According to Brown and Levinson theory negative politeness strategy was used to minimize negative face threatening act and positive politeness strategy is used building solidarity, showing the other is liked and seen as desirable. Redress directed to the addressee's positive face, his perennial desire that his wants should be thought of a desirable. Redress consist in partially satisfying that desire by communicating that someone's own wants. But for some reasons positive politeness strategy are usable not only for FTA redress, in general as a kind of social accelerator, where the speaker in using them indicates that he/she wants to come closer to the hearer. Positive Politeness is usually seen in groups of friends, or where people in the given social situation know each other fairly well. But in certain case face threatening act which was threatred positive face could be minimize using negative politeness strategy based on certain condition. In delivering the arguments to make the harmonious condition thespeaker should consider the hearer's desire, and vice versa.



## E. CONCLUSIONS AND SUGGESTIONS

### 1. Conclusions

The researcher found some communicative functions that used by the speaker, the lecturer and the students, they used directive communicative functions, which attempts to influence the actions of others. These include (a) Making suggestions, (b) Requesting and ordering, (c) Requesting information. The researcher also found the speaker used interpersonal communicative function they are (a) Act of excusing, (b) Act of apologizing, (c) Act of reminding.

The researcher found the other communicative function that is personal communicative function, such as (a)The act of agreeing and disagreeing, (b)Self humiliating.

#### 1. Politeness strategies declared by the lecturer and the students

Based on the second statement of research problem, "What politeness strategy that used by lecturer and students in classroom discussions?. The researcher concludes that there are five politeness strategies used by the lecturer and the students. They are bald politeness strategy, positive politeness strategy, negative politeness strategy, off record strategy, and used both positive and negative politeness strategy. Based on the performing of politeness strategy of the both speakers, that are the lecturer and the students, the researcher included FTAs that threaten hearer's negative and positive face and FTAs that threaten speaker's positive and negative face. In some utterances the researcher found that the students used no politeness strategy. From the FTAs the researcher found most of the students oftenly affected hearer's negative face and hearer's positive face, only some utterances cited the FTAs that threatened speaker's positive and negative face.

#### 2. Positive politeness strategy

When the speaker does FTAs, there is the strategy that is used to minimize FTA. Positive politeness strategy is the strategy that is used as a kind of metaphorical extension of intimacy; the speaker tries to come closer to the hearer. The strategy often used to minimize hearer's and speaker's FTAs. The example will be shown above:

##### a) Lecturer to the students

- (1) Act of requesting : „okay let's begin the game buddy!“
- (2) Act of reminding : „have you enough ?“
- (3) of suggesting : „I suggest you couldn't you do not agree with this video ? I don't wanto you to agree with this video, should you agree or not...up to you“

##### b) Students to the students

- (1) Act of ordering : „,Might I add an argument Sel?“
- (2) Act of disagreeing : „,I know that your reason is right but I don't agre withyou“
- (3) Act of reminding : „,have you enough ?“

##### c) Students to the lecturer

- (1) Act of requesting: „,could you please give another clue mom“
- (2) Act of reminding : „,It must be D-I-S-T-RA-C-T Mom“
- (3) Act of excusing : „,let me say it bad habit mom“

#### 3. Bald on record politeness strategy

##### a) Lecturer to the students

- (1) Act of ordering : „,check in your dictionary!“

##### b) Students to the students

- (1) Act of agreeing : „,okay I agree with you“
- (2) Act of disagreeing : „,I do not agree with you“

4. Negative politeness strategy
  - a) Lecturer to the students
    - (1) Act of requesting : „can you show me the correlation ?“
    - (2) Act of thanking : „Thank you very much for your all arguments“
  - b) Students to the students
    - (1) Act of ordering : „could you tell me what are you disagree with this video“
    - (2) Act of thanking : „okay thank you for the time“
    - (3) Act of suggesting : „if you want to take a picture with them we can, but the first actually please permit to him / her ... would you please I want to take picture with you“
  - c) Students to the lecturer
    - (1) Act of requesting : „could you please give another clue mom“
5. Off record strategy
  - a) Lecturer to the students
    - (1) Act of self – humiliating : „I am the villager too“
  - b) Students to the students
    - (1) Act of reminding : „ok for Dina and Shela two minutes for you“
    - (2) Act of suggesting : „you know that sangkal putung is traditional massage“
6. Combination of positive and negative politeness strategy
  - a) Students to the students
    - (1) Act of requesting or ordering : „could you please give another clue mom“
7. No politeness strategy
  - a) Lecturer to the student
    - (1) Act of apologizing : „sorry injured Deny“
  - b) Student to the students
    - (2) Act of suggesting : „I suggest you couldn“t you do not agree with this video?“

## 2. Suggestion

After obtained the results of the data analysis the researcher would like to contribute some suggestions for the considerations which are significant for the students, the speaker and further research.

### 1. For the Students

The students should study English more, English is fun, English is interesting, there are many aspects that will be studied in English such as literature, corresponding and etc. Understanding English will give contribution in our life, we can know about another culture in other region using English. In learning language we not only should understand about the pattern but also the function and how we use the language well in communication. Even though English is not used in daily conversation but in formal conversation, in classroom, English can be applied. In studying English there are most interested subject that is learning linguistic, moreover pragmatic. Because after learning pragmatic, we can know the meaning of speaker's utterance we can sharpen our analysis with studying pragmatics. So the students should know and learn pragmatic in order to create the harmonious condition, and to know how we can use polite utterance and respectable utterance by the hearer.

### 2. For the lecturer

The lecturer should considered the condition, the lecturer as a key instrument in

classroom discussion, the lecturer can be the good figure by the students, so in doing explanation or giving an argument, the lecturer should make polite utterance that minimize FTAs, eventhough the lecturer has more superiority than the students. The students will also follow the lecturer behavior, they may follow the lecturer utterance in doing speaking. As Javanese said „*guru iku wong kang di gugu lan di tiru*“ which means that students behavior can follow their lecturer or teacher behavior. The lecturer should give nice models for the students and polite utterance for them during the process of interaction in the classroom activities.

### 3. For the speaker

The speaker should pay attention to the hearer's intention, the speaker they are talking to, condition, and circumstance around them, in order that the speaker can create acceptable and meaningful utterance, so the hearer can get the meaning of utterance well and the conversation is more effective. From the data in this research the speaker should use Face Saving Act while she/he was talking with hearer so she/he doesn't threat somebody's face.

### 4. For the future research

Pragmatics is the challenging study. The researcher should know that doing research about pragmatics is challenging our mind and it is very interesting, because the researcher was able to develop their interpretation about what the meaning of the speaker wants and point of view about pragmatics. It is expected that people who are interested in the same topic being more critical in exploring, analyzing and interpreting the data, the cultural area around the speaker will give influence in delivering the utterance. So the researcher suggested the next researcher to relate the politeness strategy with the speaker's culture not only in the formal cultural areas such as in the school or college but also in their real life in the society to make the deep knowledge about the speaker.

The writer suggests the readers who interested in researching politeness strategy in an speech or any kind of corpus data to use longer object of research. The writer suggests to use other politeness theories, such as theories of Ron Scollon and Suzanne Wong Scollon, Bruce Fraser, and others for the further research. The writer hopes the research can be useful, give benefits, and add more knowledge for the future researchers who have interest in politeness theory and linguistic study or even the similar topic to analyze other factor. The writer suggests the readers to apply politeness theory in social life.

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