POLITENESS STRATEGIES USED BY LECTURER IN SPEAKING CLASS AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IN ACADEMIC YEAR 2022/2023

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana*

UNIVERSITAS ISLAM NEGERI
RADEN MAS SAID
SURAKARTA

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2023

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Assalamu'alaikum Wr. Wb

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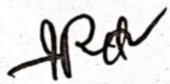*Wassalamu'alaikum Wr. Wb*

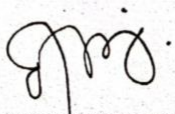Surakarta, May 17th 2023

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RATIFICATION

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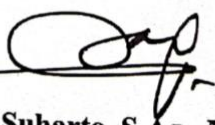
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DEDICATION

This thesis is dedicated to:

1. Myself

2. My beloved parents, Mr. Ali Afandi and Mrs. Shofiyah, who always give encouragements, prayers, and endless support.

3. My family

4. Everyone who had helped me accomplished this thesis.

MOTTO

"For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease"

(QS. Al-Insyirah : 5-6)

"Start now. Start where you are. Start with fear. Start with pain. Start with doubt. Start with hand shaking. Start with voice trembling; but start. Start and don't stop. Start where you are, with what you have. Just start"

(Unknown)

PRONOUNCEMENT

Name   : Ameliya Khoirunnisa

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I hereby sincerely state that the thesis titled "Politeness Strategies Used by Lecturer in Speaking Class at the Third Semester of English Language Education Study Program in Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has disrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, May 17th 2023

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ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all praise belong to Allah, the single power, the Lord of the universe, Master of the Day of Judgement, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Politeness Strategies used by Lecturer in Speaking Class at the Third Semester of English Language Education Study Program in Academic Year 2022/2023". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the reseacher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd., as the Rector of UIN Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of the Faculty of Cultures and Languages.
3. Wildan Mahir Muttaqin, M.A. TESL., as the Coordinator of English Language Education Study Program.
4. Fitri Ana Ika Dewi, M.Hum., as the advisor who has given guidance, deep attentions, helps, advices, and corrections to revise the mistakes during the entire process of writing this thesis.
5. Ikke Dewi Pratama, SS., M.Hum., as the validator who has given support, advices, helps and has corrected my data.
6. Muh. Husin AL Fatah, M.Pd., who gave permission for the researcher to do the research.
7. All lecturers of the English Language Education Study Program, for all knowledge and advice that was given to her.

8. Her beloved father and mother Mr. Ali Afandi and Mrs. Shofiyah, who always give support, love, the best encouragements and always give motivation to the researcher to finish this thesis as soon as possible.

     The researcher realizes that this thesis is still far from perfect. The researcher hopes that this thesis is usefull for the researcher in particular and readers in general.

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ABSTRACT

Ameliya Khoirunnisa, 2023. *Politeness Strategies Used by Lecturer in Speaking Class at The Third Semester of English Language Education Study Program in Academic Year 2022/2023.* Thesis. English Language Education Study Program, Cultures and Language Faculty, Raden Mas Said State Islamic University of Surakarta.

Advisor : Fitri Ana Ika Dewi, M.Hum.

Keywords : Politeness Strategies, Pragmatics, Context, Speaking Class.

The aims of this research are (1) to identify the types of politeness strategies used by Lecturer in Speaking class at the Third Semester of English Language Education Study Program in academic year 2022/2023, (2) to identify the factors that influenced Lecturer use politeness strategies in Speaking class at the Third Semester of English Language Education Study Program in academic year 2022/2023.

This study was carried out at English Language Education Study Program from October until November 2022. The researcher used descriptive qualitative study to conduct this research by observation and recording to gather the data in the use of politeness strategies in the classroom. The subject of this research was one lecturer that teaches speaking in two classes. The data were analyzed by using Miles and Hubberman (1994), there were data reduction, data display, conclusion and verification. The data were classified based on Brown and Levinson's classification of politeness strategies (1987). This research used investigator triangulation to get the valid data.

The research findings showed that the lecturer performed four types of politeness strategies based on Brown and Levinson's theory, namely bald on-record, positive politeness, negative politeness, and off record. The research finding were 165 data. The data were most frequently from four meeting was positive politeness. Positive politeness found 71 data, negative politeness found 55 data, bald on-record found 36 data, and off record found 3 data. The most politeness sub-strategy that lecturer used is question and hedge of negative politeness with 49 times. The researcher also found the factor that influence the use of politeness strategies based on Brown and Levinson's theory. They are pay-off in 107 times and relevant circumstances in 48 times (social distance in 6 times, relative power in 44 times and ranking of imposition in 8 times). Pay-off was the highest of the factor that influence the use of politeness strategies.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Politeness is necessary in everyday activities when communicating with others. Politeness is employed in order to be more appreciative to others. When someone speaks impolitely, it can be offensive to others. Politeness is used to avoid saying words or sentences that may be offensive to others. Politeness in communication can be described as the means to show awareness of people face (Yule, 1996).

Politeness is a branch of pragmatics. Pragmatics relates to the study of meaning as presented by the speaker and interpreted by the listener. Pragmatics involves the interpretation of what people mean in a certain context and how the context affects what is said. Therefore, pragmatics is called the study of the contextual meaning (Yule, 1996). In addition, pragmatics is the study of the ability of language users to pair sentences with appropriate contexts (Levinson, 1983).

The meaning of an utterance is determined by context. In pragmatics, utterance must be accompanied by context because context is a primary instrument for interpreting utterance. According to Yule (1996) the study of contextual meaning is known as pragmatics. This type of study entails interpreting what people mean in a specific context and how the context influences what is said. It requires thinking about how speakers organize what

they want to say in relation to who they're talking to, where, when, and under what conditions. In addition, Leech (1983) states that pragmatics can be defined as the study of how utterances have meaning in situations.

Pragmatics refers to the relationship between language and context and has meaning for the speaker's intent. Therefore, the speaker's intent determines the context of utterance. Thomas (1995) defines pragmatics as meaning in interaction. Meaning in interaction is not something that is inherent in the words alone, nor is it produced by the speaker or the hearer alone, it relates to the context and meaning potential of an utterance. People should be aware of the context and then be able to determine which politeness is most appropriate to use based on the context.

The used of politeness strategies is influenced by some factors. There are some factors to consider while selecting a strategy, such as why the speaker employs the strategy. According to Brown and Levinson (1987), one of the factors affecting the use of strategies in politeness is the factor of circumstances: sociological variables. The first factor is social distance. In this case, social distance greatly influences the strategies used by the lecturer because the lecturer has a higher social status than the students. The second factor is relative power. The speaker will use a greater level of politeness with the hearer, for example, when the students speak to the lecturer. The third factor is the absolute ranking of impositions.

During the teaching and learning process in the classroom, the language selection used by the lecturer will differ from language use when outside the

classroom. In this research, the researcher chooses speaking for academic purposes class in conducting the research. In teaching and learning process in the speaking for academic purposes class, the lecturer definitely uses politeness strategies. Therefore, the researcher is interested in analyzing how the lecturer used politeness strategies in speaking class. The researcher wants to identify whether the social distance between the lecturer and the students can affect the use of politeness strategies by the lecturer.

In speaking for academic purposes class, the language selection used to communicate in the classroom will be more formal and polite. Although the lecturer's relationship with the students is like a close friend, in the classroom should keep the politeness strategy. Lecturer should maintain social norms while communicating in class. Politeness is required in education as a strategy to develop a positive attitude and motivation in the teaching and learning process, politeness is also required in class to gain students' knowledge (Mahmud, 2018). Therefore, the role of the lecturer is vital to teaching the students how to speak well and use polite language.

Lecturer is required to use politeness strategies when interacting in the classroom. For example when asking the students to do something, such as asking the students to read the learning materials. This serves to minimize misunderstandings in material delivery. The politeness strategies used by the lecturer in this class are the way to maximize the learning process. If the lecturer explains the material to the students in polite, clear, and easy-to-understand language, the students will quickly understand the material, and the

process of interaction is going very well. The lecturer's language is essential not only for class organization but also for the learning process (Nunan,1991).

The researcher chooses the speaking for academic purposes class to conduct the research on the politeness strategies used by the lecturer. Speaking for academic purposes class are designed to help students improve their ability to use formal language and to teach them how to use spoken language in a variety of academic activities such as presentations, discussions, debates, and educational seminars. The language used in speaking class must be formal and polite.

The researcher conducted the preliminary research in the speaking for academic purposes class. The researcher found example of politeness strategies used by the lecturer during the teaching and learning process as follow:

Lecturer : "Stop talking!"

In the example of the utterance by the lecturer above, the lecturer uses bald-on record strategy. Directly, the lecturer asks the students to stop talking because the time for discussion is over and the presentation will begin shortly. The lecturer uses this strategy because of the social distance and relative power, the lecturer has a higher social status, therefore the lecturer has the power to choose the language spoken.

Before the researcher takes this research, the researcher found some previous studies related to this research . The first study entitled *An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class* by Gemasih (2018). In this research, the researcher discussing the politeness strategies used

in speaking class. The second study entitled *Politeness Strategies Used by an English Teacher in the Classroom at Mts Swasta Al-Jihad Medan* by Sari (2017). The similarities of this research with Sari's research are the object of the study and the theory. The difference between this research and Sari's research is the subject of the research.

The third study entitled *An Analysis of Positive Politeness Strategies to Promote Effective Interaction in the Classroom* by Nurmawati (2017). The similarity of this research with Nurmawati's research is the use of theory politeness strategies from Brown and Levinson. Whereas the difference between this research and Nurmawati's research is that Nurmawati focuses on analyzing positive politeness. The fourth previous study entitled *An Analysis of Students' Politeness Strategies in ELT Classroom Interaction* by Rahmat (2020). The similarities of this research with Rahmat's research are the object of the research and theory used. Whereas the differences between this research is the subject and the focus of the research.

Based on the previous studies above, the researcher determined gaps for the research. The researcher will use a theory politeness strategies of Brown and Levinson (1987), the subject of this research is the lecturer in the speaking for academic purposes class. The researcher chooses this class because the researcher selected a random class to conduct the research on politeness strategies. The researcher intended to conduct a research entitled "Politeness Strategies Used by the Lecturer in Speaking Class at the Third Semester of English Langauge Education Study Program in Academic Year 2022/2023".

B. Identification of the Problems

Based on the background of the study above, the researcher identified some problems, as follows:

1. Lecturer's power can affects the use of politeness strategies by the lecturer when speaking with the students.
2. The lecturer is very friendly with the students, it has an influence on the politeness strategies used by the lecturer.
3. The lecturer uses less formal language when speaking with students.

C. Limitation of the Problems

In this research, the researcher focused on analyzing the types of politeness strategies used by the lecturer in the speaking for academic purposes class at the 3I and 3J class of the English Language Education Study Program in UIN Raden Mas Said Surakarta in the Academic Year 2022/2023. The researcher use a theory of Brown and Levinson (1987) on politeness: politeness strategies are divided into four strategies: Bald-On Record, Positive Politeness, Negative Politeness, and Off Record. The researcher also use a theory of Brown and Levinson (1987) about the factors influencing the use of politeness, they are: pay-off and relevant circumstances (social distance, relative power, and absolute ranking of impositions).

The researcher only use one lecturer and two classes, they are 3I and 3J in speaking for academic purposes class. The researcher collect the data in 4 meetings, which are two meetings in 3I class and two meetings in 3J class. In

this speaking class, the material studied is debate. The lecturer did not use strategy and curriculum in teaching and learning process.

D. Formulation of the Problems

The researcher formulates the problems of the research as follows:

1. What are the politeness strategies used by the lecturer in speaking class at the third semester of English Language Education Study Program in academic year 2022/2023?

2. What factors that influence the use of politeness strategies by the lecturer in speaking class at the third semester of English Language Education Study Program in academic year 2022/2023?

E. Objectives of the Study

Based on the problem statement, there are two objectives of this research as follows:

1. To identify the types of politeness strategies used by the lecturer in speaking class at the third semester of English Language Education Study Program in academic year 2022/2023.

2. To identify what factors that influence the use of politeness strategies by the lecturer in speaking class at the third semester of English Language Education Study Program in academic year 2022/2023.

F. Benefits of the Study

The researcher expects that this research will be beneficial, both theoritical and practical:

1. Theoretical

    Theoretically, the researcher expects that the results of this study can provide knowledge and information on the types of politeness strategies used by the lecturer in speaking class. The researcher also hope that this research can be used as a reference to the further researchers of the politeness strategies in different perspectives.

2. Practical

    a. English Lecturers/Teachers

        The results of this study can be used as an additional information for English lecturer or English teachers, it can be a source of study in the aspects of pragmatics, especially on the politeness strategies used by lecturer/teacher and students.

    b. English Students

        The results of this study will be beneficial for English students, it can be used as a source of knowledge of the concept of politeness strategies. They also can use this study as a source of learning to understand politeness strategies.

    c. Next Researcher

        The results of this study can be used as reference and source information and knowledge for further researchers who are interested in conducting research on politeness.

G. Definition of Key Terms

      The researcher offers the explanation regarding the use of terms in this research to reduce misunderstandings, the explanation as follows:

1. Politeness Strategies

      Politeness is defined as the strategies employed by the speaker to achieve various goals, such as maintaining a positive relationship with the hearer. Therefore, politeness is employed in the conversation to maintain good relationship between the speaker and the hearer. Brown and levinson have classified politeness into four strategies, which are: Bald-On Record, Positive Politeness, Negative Politeness, and Off Record (Brown & Levinson, 1987).

2. Speaking Class

      Speaking is one of the four language skills. Speaking is the ability to express oneself, speaking is also defined as the act to communicating through utterance spoken with the ability to speak (Ladouse, 1991). In this study, the researcher will use the speaking for academic purposes class as a place of study. The speaking for academic purposes class is designed to develop speaking skills for students on academic activities such as presentations, discussions, debates, and educational seminars.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Pragmatics

According to Griffiths (2006), pragmatics is the study of utterance meaning. In addition, Leech (1983) states that pragmatics deals with meaning as a triadic relations, and hence, meaning in pragmatics is defined relative to a speaker of the language. Besides, Mey (1993) states that pragmatics is the study of the circumstances in which human language is used as determined by the context of society.

Pragmatics is the study of the relations between language and context that are grammaticalized, or encoded in the structure of a language. The term pragmatics covers both context-dependent aspects of language structure and principles of language usage and understanding that have little to do with linguistic structure. In other words, pragmatics can be interpreted as a study of aspects of the relationship between language and context that are relevant to the writing of grammar (Levinson, 1983). Meanwhile, Yule (1996) divides the definition of pragmatics into some understanding:

a. Pragmatics is the study of speaker meaning. Pragmatics is the study of meaning as communicated by a speaker and understood by a listener. Therefore, pragmatics is concerned with determining what people mean by their utterances rather than what the words or phrases may mean.

b. Pragmatics is the study of contextual meaning. Pragmatics involves the interpretation of what people mean in a specific context and how the context influences what is said. It requires thinking about how speakers organize what they want to say in relation to who they're talking to, where, when, and under what conditions.

c. Pragmatics is the study of how more gets communicated than is said. Pragmatics also investigate how listeners can conclude what is said in order to arrive at an interpretation of the speaker's intended meaning.Pragmatics

d. Pragmatics is the study of the expression of relative distance. This perspective finally leads to the question of what influences the choice between the said and the unsaid. The crucial answer is linked to the concept of distance.

Based on the some explanation above, it can be concluded that pragmatics is the language studies that deals with context. Pragmatics are rules that define the speaker's meaning in relation to context. Pragmatics is the study of the relationship beetween language and context and has meaning to the intent of the speaker. The context of the spoken words is determined by the speaker's intent.

2. Politeness

According to Yule (1996), politeness in interaction can be difined as the means employed to show awareness of another person's face. Politeness can be accomplished in both social distance and closeness. Respect or deference are often used to describe showing awareness for another person's face when that other appears socially distant.

According to Brown and Levinson (1987), politeness is an important issue in speech acts because it is considered a universal phenomenon in language usage. Face has two aspect namely positive and negative face.

a. Negative Face

Negative face is the the basic claim to territories, personal preserves, for examples to have freedom action, freedom from imposition, and not to be impeded by others.

b. Positive Face

Positive face is the positive consistent self-image or personality (including the desire of every member to be appreciated for at least some others).

Based on some explanation above, it can be concluded that politeness is the use of language used by society to preserve the feelings and face of the other person, and can also used to maintain good relations with the hearer. Politeness also related with social norms and language usage.

3. Politeness Strategies

Brown and Levinson (1987) state politeness strategies are developed for the main purpose of dealing with FTAs (Face Threatening Acts). Brown and Levinson divided politeness into five strategies, namely Remain silent/ say nothing (do not FTA), Bald-On Record, Posititive Politeness, Negative Politeness, and Off Record.

a. Remain silent/ say nothing/ do not FTA

According to Muhasibi (in Fauziati, 2020) there are times when something is potentially so face threatening that we do not say it. The speaker dedicates to keep silent and genuinely wishes to let the mater remain closed. In other cases the speaker says nothing but still wants to achieve the effect that the speech act would have achieved had it been uttered. There are two types of saying nothing or opting out choice (OCC):

1) OCC – genuine: the speaker does not perfoem a speech act, and genuinely intends to let the matter remain closed.

2) OCC – strategies: the speaker does not perform a speech act, but expects A to infer his want to achieve the elocutionary effect.

b. Bald-On Record

The main reason for the use of Bald-On Record strategy is that whenever speaker want to do FTA with maximum efficiency more than speakers wants to satisfy the face of hearer, even in any situation, speakers will select Bald-On-Record strategy. The utterance "Help!" is

the example of direct imperatives from a Bald-On Record strategy usage (Brown & Levinson, 1987).

Brown & Levinson (1987:95) divided bald-on record strategy into two classes, they are :

1) Cases of non-minimization of the face threat

Non-minimization of the fcae threat is the situation where maximum efficiency is required, and this is mutually understood by both the speaker and and the hearer, no face redress is required. For example when the speaker speak "Help!" for the urgency condition.

When the speaker speaks as if maximum efficiency is absolutely essential, he uses metaphorical urgency to emphasize his point. For example in the utterance "Look, the point is this:...", this metaphorical urgency perhaps describe why instructions and entreaties (or begging), which have inverted assumptions about the relative status of speaker and hearer.

2) Cases of FTA-Oriented bald on record usage

Another implementation of bald-on record is oriented to face. This perfectly illustrates how mutual orientation involves respect for face, so that each person actually trying to consider what the other person is trying to consider. In some situations, it is rational for the speaker to assume that the hearer will be particularly concerned about potential infringements of the speaker's preserve.

c. Positive Politeness

     Positive politeness is a redress on the hearer's positive face, the desire (or the actions/acquisition/values derived from them) should be regarded as desirable. Positive politeness is approach-based: it 'anoints' the hearer's face by indicating that the speaker wants the hearer's wants in some ways. For example, by treating someone as a member of a group, a friend, or a person whose desires and personality traits are known and appreciated (Brown & Levinson, 1987).

     Accoding to Brown & Levinson (1987: 103-129), positive politiness has 15 strategies, they are:

1) Strategy 1 : Notice, attend to hearer (his interests, wants, needs, goods)

     This strategy suggests that the speaker should take notice to the condition of the hearer (the changes, amazing objects or anything that seems as if the hearer wants the speaker to notice and approve it). For example : "What a beautiful vase this is! Where did it come from?"

2) Strategy 2 : Exaggerate (interest, approval, symphaty with H)

     This strategy is frequently used with exaggerated intonation, stress, and other aspects of prosodics, as well as intensifying modifiers. For example : "What a fantastic house you have!"

3) Strategy 3 : Intensify interest to hearer

This strategy is another way for the speaker to communicate with the hearer that they share their own interests in the conversation, by telling a good story. For example : "I come down the stairs, and what do you think I see? – a huge mess all over the place, the phone's off the hook and clothes are scattered all over..."

4) Strategy 4 : Use in-group identity markers

This strategy uses one of countless ways to convey group membership, the speaker can implied a common reason to the hearer that is carried by the group's definition. For example : "Come here, mate."

5) Strategy 5 : Seek agreement

This strategy is another way of claiming common ground with the hearer through looking for ways to agree with them. For example: A : John went to London this weekend!

B : To London!

6) Strategy 6 : Avoid disagreement

This strategy is a desire to agree or seem to agree with the hearer, leading also to the mechanism for people to pretend to agree. For example :

A : Can you hear me?

B : Barely

7) Strategy 7 : Presuppose/raise/assert common ground

This strategy is used for gossiping or small talk. The value of a speaker who spends time and effort being with hearer, this strategy is a sign of friendship or interest to the hearer, by talking for a while on unrelated topics. For example : "All my money's gone, hasn't it."

8) Strategy 8 : Joke

This strategy is a basic polite and positive technique, to "calm down" the hearer. For example : "OK if I tackle those cookies now?"

9) Strategy 9 : Assert or presuppose speaker's knowledge of and concern for hearer's wants

This strategy is one way to show that the speaker and the hearer are partners and thus potentially pressure the hearer to cooperate with the speaker, thereby affirming or imply knowledge of hearer's desire and willingness to incorporate that desire. For example : "I know you can't bear parties, but this one will really be good – do come!"

10) Strategy 10 : Offer, promise

Offering and promising are the natural result of choosing this strategy, the speaker shows the good intentions in satisfying the wishes of the positive-face hearer. For example : "I'll drop by sometime next week."

11) Strategy 11 : Be Optimistic

In this strategy, the speaker is very optimistic that the hearer will cooperate with the speaker and can commit, and the speaker will do the same to the hearer, or at least claim that the hearer will cooperate with the speaker because it will be mutually beneficial. For example : "Look, I'm sure you won't mind if I borrow your typewriter."

12) Strategy 12 : Include Both Speaker and Hearer in the Activity

The speaker used an inclusive "we" or "us" form in this strategy. When the speaker actually represents "you" or "me", the speaker can invoke cooperative assumptions to redress FTAs. For example : "Give us a break."

13) Strategy 13 : Give (or Ask for) Reasons

Another aspect of including the hearer in the activity is demanding reasons why the hearer can't help and assuming that the hearer has no good reason why can't help. For example : "Why don't I help you with that suitcase?"

14) Strategy 14 : Assume or assert reciprocity

The existence of cooperation between speaker and hearer may also be claimed or urged in this strategy by providing evidence of the speaker's and the hearer's rights or obligations. For example : "I'll cook for you if you give money for me."

15) Strategy 15 : Give gifts to hearer (goods, symphaty, understanding, cooperation)

The speaker may satisfy the hearer's positive-face want. This is to give gifts not only tangiable but also human-relations wants such to be liked, admired, understood, and so on. For example :

A: Have a glass of malt, whisky, Disk.

B: Terrific! Thanks.

A: Not at all. I wonder if I could confide in your for a minute or two.

d. Negative Politeness

Negative politeness is mainly concerned to partially satisfying the hearer's negative face, the basic desire to maintain territorial and self-determination claims. Hence, negative politeness is primarily avoidance-based, and the realization of negative politeness strategies includes in assurances that the speaker understands and recognizes the hearer's negative face wants and will not (or just minimally) interfere with the hearer's freedom of action (Brown & Levinson, 1987).

Brown and Levinson (1987: 132-210) divide negative politeness into 10 strategies, they are:

1) Strategy 1 : Be conventionally indirect

The speaker is challenged with opposing tensions in this strategy: the desire to give the hearer an 'out' by being indirect, and the ambition to go on record. It is solved through a compromise of conventional indirectness, the use of sentences with contextually

unambiguous meanings that differ from their literal meanings. For example : "Can you please pass the salt?"

2) Strategy 2 : Question, hedge

In this strategy, the speaker doesn't want to presume and coerce the hearer. A 'hedge' in the literature is a particle, word, or phrase that rearranges the degree of membership of a predicate or noun phrase in a set. For example : "John is a *true* friend."

3) Strategy 3 : Be pessimistic

In this strategy, the speaker addresses the hearer's negative face by clearly expressing doubt about the correctness of the speaker's speech act. For example : "Could you jump over that five-foot fence?"

4) Strategy 4 : Minimize the imposition

One way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great. For example : "I just want to ask you if you could lend me a single sheet of paper"

5) Strategy 5 : Give deference

In the realization of deference, there are two sides: one in which the speaker humbles and abases himself, and another in which the speaker raises the hearer (pays them positive face of a specific kind, namely that which satisfies the hearer's desire to be treated as superior). For example : "We look forward very much to dining with you."

6) Strategy 6 : Apologize

In this strategy, the speaker apologized for doing an FTA. By indicating the reluctance to imprint on the hearer's negative face, the speaker can partially redress that impingement. For example : "I'm sure you must very busy, but...."

7) Strategy 7 : Impersonalize S and H

This strategy indicates that the speaker does not want to impose on the hearer by phrasing the FTA as if the agent were other than the speaker, or at least not the speaker or the speaker alone. As an outcome, there are various ways to avoid using the pronouns "I" and "you." For example : "Do this for me."

8) Strategy 8 : State the FTA as a general rule

This strategy is a way of distinguishing the speaker and the hearer from the specific imposition in the FTA, hence a way of communicating that the speaker does not want to impinge but is compelled by circumstances or obligation. For example : "Passengers will please refrain from flushing toilets on the train."

9) Strategy 9 : Nominalize

This strategy used more nouns in an expression. For example : "Your performed well on the examination and we were favourably impressed."

10) Strategy 10 : Go on record as incurring a debt, or as not indebting H

This strategy is done by claiming the sepaker's indebtedness to the hearer or by disclaiming any indebtedness of the hearer, so that the speaker can redress an FTA. For example : "I could easily do it for you."

e. Off Record

A communicative act is done off-record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act. In other words, the actor leaves himself an "out" by providing himself with a number of defensible interpretations, he cannot be held to have commited himself to just one particular interpretation of his act. Thus if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off-record and leave it up to the hearer to decide how to interpret it.

According to Brown and Levinson (1987: 213-227), Off Record divide into 15 strategies, as follows:

1) Strategy 1 : Give hints

If the speaker tells anything that is not explicitly relevant, he encourages the hearer to speculate on the possible relevance. For example : "What a boring movie!"

2) Strategy 2 : Give association clues

A related type of utterance triggered by significance violations is provided by mentioning something related to the act expected of

the hearer, either by justification in the speaker's and hearer's experience or by mutual understanding regardless of their interactional experience. For example : "Oh God, I've got a headache again."

3) Strategy 3 : Presuppose

A clue to the speaker's intent is related to the relevance maxim in a different way. For example : "I washed the car again today."

4) Strategy 4 : Understate

The speaker's violation of the Quantity maxim can invite the hearer to make inferences. For example :

A : What do you think of Harry?

B : Nothing wrong with him (c.i. I don't think he's very good)

5) Strategy 5 : Overstate

The speaker said unnecessary things and also non-essentials. The speaker spoke by exaggerating or saying something higher than the actual circumstances. For example : "There were a million people in the Co-op tonight!"

6) Strategy 6 : Use tautologies

The speaker encouraged the hearer to look for an informative interpretation of uninformative utterance by using tautology. For examples : "War is war. Boys will be boys."

7) Strategy 7 : Use contradictions

The speaker pushes the hearer to find some implicature that maintains the quality assumption, which is perhaps the most fundamental principle of language usage.

For example :

A : Are you upset about that?

B : Well, yes I am.

8) Strategy 8 : Be ironic

The speaker indirectly conveyed what he means by saying the opposite of what he actually means. For example : "Beautiful weather, isn't it! (to postman drenched in rainstorm)"

9) Strategy 9 : Use metaphors

Metaphors can be marked with hedging particles (real, regular, sort of, as it were) that make their metaphorical status clear. For example : "Harry's a real fish. (c.i. He swims like a fish)"

10) Strategy 10 : Use rhetorical questions

To ask a question with no purpose of receiving an answer violates a sincerity condition on the question, which states that the speaker expects the hearer to provide him with the indicated information. For example : "How many times do I have to tell you ...? (c.i. Too many)"

11) Strategy 11 : Be ambiguous

Metaphor can be used to achieve intentional ambiguity, because it is not always clear which of a metaphor's connotations is intended to be invoked. For example : "John's a pretty smooth cookie."

12) Strategy 12 : Be vague

The speaker may go to off record with an FTA by being vague about who the FTA's object is or what the offense is. For example : "Perhaps someone did something naughty."

13) Strategy 13 : Over-generalize

This strategy is applied by saying an utterance that may leave the object vaguely off record, afterwards the hearer can decide whether the general rule applies to him. For example : "Mature people sometimes help do the dishes."

14) Strategy 14 : Displace H

The speaker may assume to clarify the FTA to someone who would not be harmed by it, and expecting that the true target will notice that the FTA is aimed at him.

15) Strategy 15 : Be incomplete, use ellipsis

Various conversational contexts legitimize elliptical utterances in response the questions. The speaker can leave the implicature by leaving an FTA half-done. For example : "Well, I didn't see you ..."

4. Factors Influencing the Choice of Strategies

According to Brown and Levinson (1987), there are three factors that can influence the choice of strategies. They are:

a. The payoffs: a priori consideration

The example of this factor is "let's have lunch ", this indicates that the speaker minimized FTA (request) with the hearer by including the speaker himself as a participant. Brown and Levinson (1987) give the complete list of payoffs for each of the strategies, they are:

1) By doing on record, the sepaker can potentially get any of the following adventages: he can enlist public pressure against the hearer or in support himself, he can get credit from honestly for indicating that he trusts the danger of being seen to be a manipulator, he can avoid the danger of being misunderstood, and he can have the opportunity to pay back in face whatever he potentially takes away by the FTA.

2) By doing off record, a speaker can profit in the following ways: he can get credit for being tactful, non-coercive, and he can avoid responsibility for the potentially face- damaging interpretation. Furthermore, he can give (no-overtly) the addressee an opportunity to be seen, to be care for speaker (and thus he can test hearer's feeling toward him).

3) By doing positive politeness, By doing positive politeness, a speaker can minimize the face threating aspects of an act by assuring the addressee that S considers himself to be „of the same kind".

4) By doing negative politeness, a speaker can benefit in the following ways: he can pay respect and deference to the addressee in return for the FTA, and can there by avoid incurring a future debt: he can maintain social distance, and avoid the threat (or the potential face loss) of advancing familiarity towards the addressee.

5) By not doing the FTA, the payoff for fifth strategies choice, is simply that S avoids offending H at all with this particular FTA, of course S also fails to achieve his desired communication.

b. Relevant circumstances: Sociological variables

In this section, the seriousness of an FTA involves some of the following factors:

1) The social distance (D) of the speaker and the hearer (a symmetric relation). For the objectives of this act, D is a symmetric social dimension of similarity/difference within which the speaker and the hearer stand. It is based on an assessment of the frequency of communication and the types of material or non-material goods (including face) conveyed between the speaker and the hearer in many situations (but not all). An important part of the assessment of D will usually be measures of social distance based on stable social

attributes. In general, the reflex of social closeness is the mutual giving and receiving of positive face.

For example, when you feel close to someone or know them well because they are similar in age or gender, the distance between you and them reduces, and you will not use polite speech when asking or asking them to do something. Instead, when interacting with people you don't know well, such as those who are older than you, you will use polite speech.

2) The relative power (P) of the speaker and the hearer (an asymmetric relation). P is an asymmetric social dimension of relative power. That is, Power of speaker and hearer is the degree to which the hearer can impose his own plans and his own self-evaluation (face) at the expense of speaker's plans and self-evaluation. For example: you might be more polite to tell your teacher that he/she is always late, rather than to tell your sister. This is because your teacher can influence your grade/score in a positive way (reward power) or a negative way (coercive way).

3) The "absolute ranking" (R) of impositions in the particular culture. Ranking of imposition refers to the importance or degree of difficulty in the situation. For example, in requests, a large rank of imposition would occur if you were asking for a big favor, whereas a little rank of imposition would exist if the request is small.

c. The Integration of Assesment of Payoffs and Weighting of Risk in the Choice of Strategies

There are very general social motivations for using various techniques of positive and negative politeness; they act as a kind of social accelerator and social brake, respectively, for decreasing or increasing social distance in a relationship, regardless of FTA.

5. Context

Pragmatics focuses on the meaning of words in context or interaction, and how the people involved in the interaction communicate more information than the words they use, therefore context is an important concept in pragmatic analysis. Context is important in pragmatics because it determines how utterances delivered by the speaker are interpreted. If the context was slightly different, the interpretation of the utterances would be different.

Lyons (1977) starts a discussion on "context" by referring to it as factors which highly determine the utterance that is produced in certain situations. In his view, whatever is uttered in a certain situation has a context and is determined to a large extent by it (such as in terms of style, formality, etc). He also maintains that "space" and "time" are among the factors that make up the context of an utterance. In addition, Yule (1996) states that context is the physical environment in which a referring expression is used.

According to Cutting (2002), that context as knowledge of the physical and social worls, and sociopsychological factors that influence

communication or interaction and also knowledge of the time and place where words or sentences are spoken or written. From the definition above, it can be concluded that context is a situation in which something exists or happens, and it can help explain it. Context can include a condition, time and location or place.

Context plays a very important role in teaching and learning process, it can help students understand the learning materials delivered by the lecturer. Students will understand, process, and acquire knowledge that relates to the learning materials if the context is appropriate. In this case, the lecturer's role is to convey the context of learning.

Every teaching and learning process certainly has a context. As well as in the speaking for academic purposes class. In this speaking class, the context that occurs in the teaching and learning process is debate. The lecturer gives materials related to debate and gives some examples of debate and how to debate properly, then the lecturer asks the students to practice debating in front of the class.

6. **Speaking Class**

According to Harmer (2007), speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. While Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in variety of situations. In addition, Brown et al., (2001) defines speaking is an interactive process of constructing meaning which is compried of

producing and receiving information. Among the four language skills speaking is viewed to be at the heart of second language learning.

In this research, the researcher will use speaking for academic purposes class for the place of the research. The speaking for academic purposes class was designed to develop speaking skills for students on academic activities such as presentations, discussions, debates, and educational seminars.

In the speaking for academic purposes class, the lecturer discussed debate. The lecturer explained the debate material to the students, and gave an example of how to debate properly. Then the lecturer asked the students to practice debate in front of the class, and the last is the lecturer asking the students to debate in groups.

B. Previous Related Studies

The researcher found some previous studies related to politeness strategies. The first study entitled *An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class* by Ayu Gemasih (2018). The objectives of this research were to describe the types of politeness strategies employed by lecturer in speaking class and to discuss the most frequent politeness strategies employed by lecturer in speaking class. The researcher used observation to collect the data. The observation was used to record audio of the teaching and learning process from the beginning until the end of the class. The audio-recorded teaching and learning process will be transcribed into a convention transcript, which will be chosen and classified into four strategies. The samples of this research were two English-speaking lecturers.

The results revealed that the lecturer used three types of Politeness Strategies in Basic Speaking Class Unit 7: Bald on Record, Positive Politeness, and Off Record. The lecturer used three types of politeness strategies in Basic Speaking Unit 1: Bald on Record, Positive Politeness, and Negative Politeness. The most common Politeness Strategy used by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances.

The second study entitled *Politeness Strategies Used by an English Teacher in the Classroom at Mts Swasta Al-Jihad Medan* by Sari (2017). The objectives of this study are to investigate the types of politeness strategies used by an English teacher in the classroom and to describe the reasons why these strategies are used. The descriptive qualitative research method was used for this study. The researcher employed the technique of random sampling. The instruments of this research were interview and video recording. Data descriptive analysis was used to analyze the data.

The findings of the result were that: (1) There were three politeness strategies identified, namely: Bald on Record (38.1%), Positive Politeness (33.33%), Negative Politeness (28.57%), and Off Record (0%). (2) Bald on Record was realized because it created a close relationship between the teacher and the students, Positive Politeness was realized to show respect to the students during the teaching learning process, Negative Politeness was realized to keep close friends with them, and Off Record was never realized by an English teacher during the teaching learning process.

The third study entitled *An Analysis of Positive Politeness Strategies to Promote Effective Interaction in the Classroom* by Nurmawati (2017). The objectives of this study were to find out the positive politeness strategies used by teacher, the positive politeness strategies used by students, and how positive politeness strategies affect effective interaction in the classroom. The descriptive qualitative research method was used by the researcher. The teacher and six students from one class were the subjects of this study. Purposive sampling was used to select all of them. The researcher used voice recording and interviews to conduct observation.

The findings revealed that positive politeness strategies are used by both teachers and students, and it results in some changes in terms of effective classroom interaction. Based on Brown and Levinson theory, there were eleven strategies of positive politeness used by both teachers and students in classroom communication: strategy 1, strategy 2, strategy 3, strategy 4, strategy 5, strategy 6, strategy 7, strategy 8, strategy 11, strategy 12, strategy 15, and there were six strategies used mostly by students: strategy 1, strategy 4, strategy 5, strategy 8, strategy 9, and strategy 12, and there was one positive politeness strategy that found by the researcher which is telling personal experience to the hearer.

The fourth previous study entitled *An Analysis of Students' Politeness Strategies in ELT Classroom Interaction* by Nur Rahmat (2020). The objectives of this study were to find out the types of politeness strategies, and the factors that influenced the different politeness strategies of students at SMA YP PGRI 3 MAKASSAR in classroom interaction. The researcher used descriptive

qualitative research to get a better understanding of the phenomenon of students' politeness strategies. The researcher concentrated on the X IPA students at SMA YP PGRI 3 MAKASSAR. As a participant, the researcher attended one class. In the 2017-2018 academic year, the first class consists of 20 students.

The researcher conducted classroom observations and used an observation checklist to identify students who used politeness strategies in the classroom. The researcher conducted the observation by video recording all of the activities in the classroom interaction and the types of politeness strategies based on Brown and Levison's theory of Politeness Strategies. The researcher discovered politeness strategies in classroom interactions. There are two kinds of politeness strategies: positive politeness strategies and negative politeness strategies. Positive politeness aims to reduce the gap between the speaker and the listener. Negative politeness is used to demonstrate the social gap between the speaker and the listener.

Table 2.1

The Similarities and the Differences Previous Study with This Research

No.	Title	The Similarities	The Differences
1.	An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class.	The similarity is the object of the study, this research disscusing the politeness strategies used in speaking class.	The difference is the subject of the research. This research analyzed the politeness strategies employed by the lecturer.

No	Title	Similarities	Differences
2.	Politeness Strategies Used by an English Teacher in the Classroom at Mts Swasta Al-Jihad Medan.	The similarities are the object of the study and the theory. The researcher analyzed the politeness strategies.	The difference is the subject of the research. The subject of this research is an English teacher.
3.	An Analysis of Positive Politeness Strategies to Promote Effective Interaction in the Classroom.	The similarity is the use of theory politeness strategies from Brown and Levinson.	The difference is the researcher of this research just analyzed positive politeness.
4.	An Analysis of Students' Politeness Strategies in ELT Classroom Interaction.	The similarities are the object of the research and the theory used. The researcher analyzed politeness strategies and use theory politeness of Brown and Levinson.	The differences are the subject of the research and the focus of the research. The researcher just analyzed politeness strategies used by the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used qualitative research method with descriptive analysis. In qualitative research, the data obtained are such as interview transcript, observation data, document analysis data, and notes. Qualitative research is research that produces a descriptive data of written or spoken words from the individu or a group of people, and observable behavior or situations (Taylor, et al., 2016). The analysis of the data in this study provide a description of the situation presented in a descriptive form. In this study, the researcher focused on the data retrieval of spoken language uttered by the lecturer in the speaking class at 3I and 3J class.

The researcher chooses descriptive qualitative research in this research because it provides description of phenomena without any intervention or experiment. This research describes politeness strategies used by the lecturer in speaking for academic purposes class of English Language Education Study Program in Academic Year 2022/2023.

B. Setting of the Research

The setting of this research consist of place, date, and time in which the researcher takes the data. The research setting explained bellow.

1. Place of The Research

    The researcher takes the research in Speaking for Academic Purposes Classes at English Language Education Study Program of UIN Raden Mas Said Surakarta specifically at class 3I and 3J in the academic year 2022/2023.

2. Time of The Research

    The researcher conducted the research from September 2022 until May 2023.

Table 3.1 Time Table of the Research

No.	Research Activities	Month						
		Sept	Oct	Nov	Des	Jan	Feb	Mar
1.	Research Planning	■						
2.	Preliminary Research	■						
3.	Research Proposal	■	■	■	■	■	■	
4.	Seminar Proposal							■
5.	Data Analysis							■
6.	Data Validation							■
7.	Data Display							■
8.	Reporting the Research							■

C. Research Subject

    The research subject of this research is one lecturer that teaches speaking at the third semester of English Language Education Study Program. The researcher only do the research with one lecturer in two classes because the researcher only want focus on analyzing the research based on the research

problems. In this research, the English Speaking Lecturer who had been the subject was Mr. Muh. Husin AL Fatah, M.Pd., that teaches speaking for academic purposes in 3I and 3J class. The researcher chose the speaking class at 3I and 3J class because it related to the problems identified during the preliminary research.

D. Data and Source of the Data

1. Data

According to Sutopo (2002), data qualitative research are collection of information and/or fact in the form of word in sentences that is meaningful. In addition, Patton (2002) states that qualitative data consist of "direct quotations from people about their experiences, opinions, feelings, and knowledge" obtained through interviews; "detailed descriptions of people's activities, behaviors, actions" recorded in observations; and "excerpts, quotations, or entire passages" extracted from various types of document.

From the definition above, the data used in this research are all utterances of phrases, clauses, and sentences that contain politeness strategies used by the lecturer in speaking for academic purposes in the 3I and 3J classes of the English Language Education Study Program in the academic year 2022/2023.

2. Source of the Data

   According to Arikunto (1983), research data sources are the subjects where the data are collected. The source of data for this research collected from the teaching and learning process that contains the utterances of the lecturer in 3I and 3J of speaking for academic purposes class. The researcher will use an audio recorder to record the teaching and learning process in 3I and 3J classes on speaking for academic purposes. The researcher record 4 meetings, which are 2 meetings from 3J class and 2 meetings from 3I class. To get the data, the researcher transcribe the audio into a conversation in every meeting.

E. **Techniques of Collecting the Data**

   The researcher collect the data through observation and recording. The data collected in two classes, they are 3I and 3J class. The audio was recorded from the beginning until the end of the class. Afterwards, from the audio recording of teaching and learning activities, the researcher transcribe the audio into a convention transcript, and the final stage is the selection and classification into four strategies in doing FTA based on Brown and Levinson theory.

   According to Sudaryanto (1993), *simak* method is a data collection method that involves understanding both oral and written language usage. The data of this research collected by using the following steps:

1. *Teknik Simak Bebas Libat Cakap* (Non-Participate Observation Technique)

   In this research, the researcher only acts as an observer. The researcher came to the class to collect the data and conduct the observation when the

lecturer teaches speaking to students in the classroom. The researcher came to the class and record the audio of teaching and learning process from the beginning until the end of the class.

The observation was conducted four time by observing the utterances of lecturer during teaching and learning process. The researcher records on what lecturer said on teaching and learning process. The observation conducted at English Language Education Study Program of UIN Raden Mas Said Surakarta in 3I and 3J class. The observation was conducted from 31st October 2022 until 24th November 2022.

2. *Teknik Rekam* (Recording Technique)

According to Sudaryanto (1993), *teknik rekam* is recording the conversation with recorder media such as camera, tape, or digital recorder. In this research, the researcher used audio record to record the utterances of the lecturer in teaching and learning process. The researcher used a mobile phone to record the teaching and learning process.

3. *Teknik Catat* (Note Taking Technique)

In this research, the researcher carried stationery such as paper, pen, and pencil. The researcher notes the utterances that uttered by the lecturer, such as when the lecturer reads the material from powerpoint.

F. Research Instrument

The instruments divided into two types, they are the main instrument and the supporting instument. The main instrument in this research is the researcher herself. The researcher also take roles as the designer or planner, data collector,

analyst, data interpreter, and result reporter of the research. Moreover, the supporting instruments are books, papers, laptop, internet, dictionary, etc. Those are things that use in this research as the supporting instruments to collect and to analyze the data.

G. Trustworthiness of the Data

Denzin (in Tohirin, 2012) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four form of triangulation:

1. Data triangulation, which entails collecting data through several sampling strategies, so that slice of data different times and social situations, as well as on a variety of people are gathered.

2. Investigator triangulation, which refers to the use of more than one researcher in the field to collect data and interpret data.

3. Theoretical triangulation, which refers to the use of more than one theoretical position in interpreting data.

4. Methodological triangulation, which refers to the use of more than one option to collect data, such as observations, interviews and documents.

In this research, the researcher asked one English lecturer who is an expert in linguistics, and has mastered research in linguistics, particularly in pragmatics, she is Mrs. Ikke Dewi Pratama, SS., M.Hum., to check the validity of the data.

H. Techniques of Analyzing the Data

In this research, the data analyzed by using descriptive qualitative method. According to Miles and Huberman (1994) there are three main points of qualitative data analysis. They are data reduction, data display, and conclusion drawing/verification. The data analysis in this research explained below:

1. Data Reduction

According to Miles and Huberman (1994) data reduction is the process of selecting, focusing, simplifying, abstract, and transforming the data that appear in written up filed notes or transcriptions. In this research, the data is in the audio recording and transcripted to text. The researcher analyzed the data by carefully listening to the audio, and reading the transcription to understand the context. Next, the researcher select the politeness strategies of the lecturer to be analyze. After that, the researcher categorize the data based on the audio.

2. Data Display

The second step is data display. According to Miles and Huberman (1994), generally data display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher identify types of politeness strategies by using Brown and Levinson's politeness theory to find the types of politeness strategies used by the lecturer in speaking class. The example of the data display:

Table 3.2 The Example of the Data Display

No.	Code	Data	Context	Politeness Strategy				Indication	Correct/ Incorrect
				BOR	PP	NP	OR		
1.	01/M 1/BOR/PO	Good afternoon, everybody	The lecturer said "good afternoon" as welcoming in the opening activity	✓				Cases of FTA-Oriented bald on-record usage.	Correct

3. Conclusion drawing/verification

In this research, the last step to analyze the data is drawing conclusion. According to Miles and Huberman (1994), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceseding inductively. In this step, the researcher concluded the result of the research based on the research problems and politeness stratregies theory that are used.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

These data finding are related to the types of politeness strategies and factors that influence the use of politeness strategies by the lecturer in speaking class at the third semester of English Language Education Study Program in UIN Surakarta. Brown and Levinson (1987) classify politeness strategies into four categories, they are bald on-record, positive politeness, negative politeness, and off record. Based on the observation on October until November 2022 about the politeness strategies used by the lecturer in speaking class at the third semester of English Language Education Study Program, the researcher found types of politeness strategies and factors that influence the use of politeness strategies by the lecturer according to Brown and Levinson theory. The researcher found utterances used by the lecturer from 4 meeting in 4 classes that classified into Brown and Levinson's politeness strategies. The data finding is presented into several parts; first meeting until fourth meeting. The detail explanation below:

1. Types of Politeness Strategies Used by The Lecturer

a. Types of Politeness Strategies in Meeting 1 of 3J Class

The researcher found 41 utterances of politeness strategies used by the lecturer in speaking class. The research conducted in 3J of speaking class at October 31st 2022. The detail explanation as below:

1) Opening activity

In the opening activity, the researcher found 6 utterances belonged to politeness strategies. There is 1 utterance of bald on-record, 3 utterances of positive politeness, and 2 utterances of negative politeness. The detail explanation below:

a) Bald on-record

There is 1 utterance belonged to bald on record strategy in sub-strategy cases of FTA-Oriented bald on record usage in datum 01/M1/BOR/PO, bald on record used by the lecturer in welcoming the students. The utterance as below:

L : "**Good afternoon**, everybody"

S : "Good afternoon, Sir"

The lecturer used bald on record in sub-strategy cases of FTA-Oriented bald on record usage in strategy 1 which is welcoming. The context of the utterance is the lecturer said "good afternoon" to the students as welcoming.

b) Positive Politeness

There are 3 utterances belonged to positive politeness in sub-strategy seek agreement, presuppose/raise/assert common ground, and include both S and H in the activity. The detail explanation below:

(1) Seek agreement

The lecturer used this sub-strategy in datum 05/M1/PP/PO

L : "Sudah maju semua ya? **Ini kelas J**?"

(Have you all coming up? This is class J?)

S : "Yes sir"

The utterance above showed that the lecturer asked the students to get their agreement. The context of the utterance is the lecturer asked the students' agreement about the class of the students. Seek agreement is a sub-strategy of positive politeness.

(2) Presuppose/raise/assert common ground

The lecturer used this sub-strategy in datum 02/M1/PP/PO

L : "**Sudah makan?**"

(Have you eaten?)

S : "Belum"

(Not yet)

The utterance above showed that lecturer asked the students about they had lunch or not. The lecturer used small talk when asked this question to the students.

(3) Include both S and H in the activity

The lecturer used this sub-strategy in datum 03/M1/PP/P

L : "Okay, **mari kita mulai dengan baca basmallah bersama**"

(Okay, let's start by reciting basmallah together)

The utterance above showed that the lecturer invited the students to reciting basmallah together to open the class. This utterance belonged to include both s and H because in the words "kita" and "bersama" refers to the lecturer and all students.

c) Negative Politeness

There are 2 utterances belonged to negative politeness in sub-strategy question and hedge and impersonalize S and H. The detail explanation below:

(1) Question and hedge

The lecturer used this sub-strategy in datum 06/M1/PP/PO

L : "**Ada pertanyaan terkait dengan presentation?**"

(Any questions related to the presentation?)

The utterance above showed that the lecturer asked the students if they want to ask question related to the

presentation. The context of the uterance is the lecturer ask this question before they continue to the main activity.

(2) Impersonalize S and H

The lecturer used this sub-strategy in datum 04/M1/PP/PO

L : "**Yang belum maju UTS siapa?** Sudah maju semua ya? Ini kelas J?"

(Who didn't coming up for the midterm? Already coming up? This is class J?)

S : "Yes Sir"

The utterance above showed that the lecturer asked the students about who wasn't coming up for the midterm. This utterance belonged to impersonalize S and H because the lecturer did not direct on one student, but he asked all the students.

2) **Main Activity**

In the main activity, the researcher found 33 utterances belonged to politeness strategy. There are 3 utterances of bald on record, 10 utterances of positive politeness, and 20 utterances of negative politeness, the detail explanation below:

a) Bald on-record

There are 3 utterances belonged to bald on-record strategy in sub-strategy cases of non-minimization of the face threat. The detail explanation below:

L : "**Don't forget vocalizing yang sudah kita latih itu dipakai ya, jangan cuma latihan tapi tidak pernah dipakai.**"

(Don't forget the vocalizing that we have practiced is used, don't just practice it, but never been used.)

(017/M1/BOR/PO)

The lecturer used bald on record sub-strategy: cases of non-minimization of the face threat in strategy 7 which is sympathetic advice or warning. The lecturer cared to the students and gave advice the students about the vocalizing.

L : "**Jangan lupa produce sound dengan benar maka suara kita akan terdengar menggelegar gitu ya."**

(Don't forget produce sound properly, and then our voices are going to be heard blaring.)

(018/M1/BOR/PO)

The lecturer used bald on record sub-strategy: cases of non-minimization of the face threat in strategy 7 which is sympathetic advice or warning. The lecturer cared to the students and gave advice the students to produce sound properly.

b) Positive politeness

There are 10 utterances belonged to positive politeness in sub-strategy give or ask for reason, include both S and H in the activity, seek agreement and offer, promise. The detail explanation below:

(1) Seek agreement

The lecturer used this sub-strategy in 4 times. The detail explanation below:

L : "Ini semester berapa ya? **Tiga ya?**"

(What semester is this? Three, right?)

S : "Tiga sir"

(Three, sir)

(014/M1/PP/PO)

The utterance above showed that the lecturer used sub-strategy seek agreement. The context of the utterance is the lecturer asked the students about the semester of the students, and the lecturer seek the students' agreement.

S : "Yang Prilly, sir"

(That's Prilly, sir)

L : "Prilly? **Bahasa Inggris ya?**"

(Prilly? English, right?)

(021/M1/PP/PO)

The utterance above showed that the lecturer used sub-strategy seek agreement. The context of the utterance is the lecturer asked the students' agreement about the video that they watch in YouTube.

(2) Offer, promise

The lecturer used this sub-straetgy in datum 023/M1/PP/PO

L : "**Kalau kalian mau join lomba, butuh supervising dari saya silahkan, yang penting saya free.**"

(If you want to join the competition, need supervising from me, please, as long as I'm free.)

The utterance above showed that the lecturer offered himself to the students if the students wanted to join the competition, the lecturer is willing to be a supervisor. The lecturer used sub-strategy offer.

(3) Give or ask for reason

The lecturer used this sub-strategy in 2 times. The detail explanation below:

L : "Okay, **dikarenakan kemarin sifatnya presentasinya singkat, maka kita tidak membuka pertanyaan**, but actually in a real situation after having a situation, a presenter should give time for the audience, misalnya mau bertanya sesuatu."

(Okay, because yesterday's presentation was brief, then we don't open question and answer session, actually in a real situation after having a situation, a presenter should give time for the audience, for example if they want to ask.)

(07/M1/PP/PO)

The utterance above showed that the lecturer used give or ask for reason sub-strategy. The context of the utterance is the lecturer gave a reason why they did not open a QnA session in the previous meeting.

L : "**Karena bahasa membawa karakter, jadi anda dalam berbahasa Inggris dan berbahasa Indonesia itu karakternya berbeda**."

(Because language brings character, so you are in English and Indonesian is a different character)

(012/M1/PP/PO)

The utterance above showed that the lecturer used give or ask for reason sub-strategy. The context of the utterance is the lecturer gave a reason related to language that could brings character.

(4) Include both S and H in the activity

The lecturer used this sub-strategy in 3 times. The detail explanation below:

L : "**Hari ini kita akan berlatih untuk handling questions.**"

(Today **we will** be practicing for handling questions.)

(08/M1/PP/PO)

The utterance above showed that the lecturer and students are in the same activity, because the word "kita" refers to the lecturer and students. The context of the utterance is the lecturer said that they will practice for handling the questions in presentation.

L : "Biasanya kalau tidak terbiasa ngomong Inggris itu 'at the bottem'"

(Sometimes when not used to talk English is 'at the bottem')

S : *laughing

L : "**Jadi let's make it enjoy ya**"

(So let's make it enjoy)

(011/M1/PP/PO)

The utterance above showed that the lecturer and students are in the same activity, because in the word "let's" can be seen that the lecturer and students are in the same activity.

L : "Masih agak kaku, **coba kita lihat yang agak luwes**"

(Still a bit stiff, let's see video that more supple)

S : "Yang Prilly sir" (That's Prilly Sir)

The utterance above showed that the lecturer and students are in the same activity, because the word "kita" refers to the lecturer and students. The context of the utterance is the lecturer said thay they will see other video that more supple.

c) Negative politeness

There are 19 utterances belonged to negative politeness in sub-strategy question and hedge and 1 utterances in sub-strategy impersonalize S and H.

(1) Question, hedge

The lecturer used this sub-strategy in 19 times. The detail explanation below:

L : "Jadi after having a presentation, we have non verbal communication and handling question. **Apa itu non verbal communication?**"

(So, after having a presentation, we have non verbal communication and handling question. What is non verbal communication?)

The utterance above showed that the lecturer asked a question to the students. The context of the utterance is the

lecturer asked the students about non verbal communication.

L : "**Sampai sini ada pertanyaan?**"

(Any questions?)

(022/M1/NP/PO)

The utterance above showed that the lecturer asked a question to the students. The context of the utterance is the lecturer asked the students if they had question about the material.

L : "**Jadi please make your English speaking fluent ya,** force youself in 21 days atau 35 days."

(So please make your English speaking fluent force yourself in 21 days or 35 days.)

(036/M1/NP/R)

The utterance above showed that the lecturer asked the students to made their English speaking fluent. The lecturer used word "please" to soften a command.

(2) Impersonalize S and H

The lecturer used this sub-strategy in datum 027/M1/NP/PO

L : "**Okay yang belum maju siapa ini?**"

(Okay, who's not yet coming up?)

The context of the utterance is the lecturer asked the students about who haven't coming up for the midterm. The utterance above showed that the lecturer impersonalized the students. The lecturer did not direct on one student, but he asked all the students.

3) Closing activity

In closing activity, the researcher found 2 utterances belonged to politeness strategy. There is 1 utterance of bald on-record and 1 utterance of positive politeness. The detail explanation below:

(1) Bald on-record

There is 1 utterance belonged to bald on-record strategy in cases of FTA-Oriented bald-on record usage in datum 041/M1/BOR/PO. The detail explanation as below:

L : "**See you next week.**"

S : "....Thank you sir"

The utterance above showed that the lecturer used bald on-record strategy in cases of FTA-Oriented bald on-record usage in strategy 2 which is farewell, the lecturer said "see you" to the students as farewell to close the teaching and learning process.

(2) Positive politeness

There is 1 utterance belonged to positive politeness in sub-strategy give gifts to H in datum 040/M1/PP/PO

L : "Okay **thank you so much** for your attention."

The utterance above showed that the lecturer gave appreciation to the students, the lecturer said "thank you so much" to the students for the students' attention during the learning process.

Table 4.1 Politeness Strategies Used by Lecturer in Speaking Class in Meeting 1

MEETING 1				
Activities of Teaching and Learning Process	**POLITENESS STRATEGIES**			
	BOR	**PP**	**NP**	**OR**
Opening activity	1	3	2	0
Main activity	3	10	20	0
Closing activity	1	1	0	0
Total of each politeness strategies	5	14	22	0
Total of all politeness strategies	41			

Table 4.1 present the utterances of politeness strategies used by the lecturer in speaking class on meeting 1 at 3J class. From the table above, there are 41 utterances of politeness strategies used by the lecturer. 5 utterances of bald-on record, 14 utterances of positive politeness, and 22 utterances of negative politeness.

The speaking class was conducted from the opening until closing activity. In the opening activity, the lecturer used 6 utterances

belonged to politeness strategy. 1 utterance belonged to bald on-record in sub-strategy cases of FTA-Oriented bald on-record usage in strategy 1 namely welcoming. 3 utterances belonged to positive politeness in sub-strategy seek agreement (1 data), presuppose/raise/assert common ground (1 data), and include both S and H in the activity (1 data). 2 utterances belonged to negative politeness in sub-strategy question and hedge (1 data) and impersonalize S and H (1 data).

In the main activity, the lecturer used 33 utterances belonged to politeness strategy. There are 3 utterances belonged to bald on-record in sub-strategy cases of non-minimization of the face threat. 10 utterances belonged to positive politeness in sub-strategy seek agreement (4 data), offer and promise (1 data), give (or ask for) reason (2 data), and include both S and H in the activity (3 data), and 20 utterances belonged to negative politeness in sub-strategy question and hedge (19 data), and in sub-strategy impersonalize S and H (1 data).

In the closing activity, the lecturer used 2 utterances belonged to politeness strategy. There is 1 utterances belonged to bald on-record in cases of FTA-Oriented bald on-record usage (1 data), and 1 utterances belonged to positive politeness in sub-strategy give gifts to H (1 data).

b. Types of Politeness Strategies in Meeting 2 of 3J Class

The researcher found 42 utterances of politeness strategies used by the lecturer in speaking class. The research conducted in 3J of speaking class at November 7th 2022. The detail explanation as below:

1) Opening activity

In opening activity, the researcher found 2 utterances belonged to politeness strategy. There are 1 utterance of positive politeness and 1 utterance of negative politeness.

a) Positive politeness

There are 1 utterance belonged to positive politeness in sub-stratergy give gifts to H in datum 01/M2/PP/PO. The detail explanation below:

(1) Give gifts to H

The lecturer used this strategy in datum 01/M2/PP/PO. The detail explanation below:

L : "**Gimana kabarnya? Sehat semuanya?**"

(How are you? Are you healthy everyone?)

S : "Alhamdulillah sehat sir"

(Alhamdulillah, we're healthy sir)

The utterance above showed that the lecturer gave sympathy to the students. The context of the utterance is the lecturer asked the students' condition, the lecturer used this

strategy because the lecturer cared about the students' condition.

b) Negative politeness

There is 1 utterance belonged to negative politeness in sub-strategy question, hedge in datum 02/M2/NP/PO. The detail explanation below:

(1) Question, hedge

The lecturer used this strategy in datum 02/M2/NP/PO. The detail explanation below:

L : "Okay, **minggu lalu kita belajar apa?**"

(Okay, what did we learn last week?)

S : "Presentasi pak"

(Presentation, sir)

The utterance above showed that the lecturer asked a question to the students. The context of the utterance is the lecturer asked the students about the material on the previous meeting.

2) **Main activity**

In the main activity, the researcher found 38 utterances belonged to politeness strategy. There are 9 utterances of bald on-record, 16 utterances of positive politeness, 11 utterances of negative politeness, and 2 utterances of off record. The detail explanation below:

a) Bald on-record

There are 9 utterances of bald on-record in cases of non-minimization of the face threat. The detail explanation below:

L : "**Selesai ya, waktu selesai. Time is up.**"

(Finished, time is up. Time is up)

(019/M2/BOR/P)

The utterance above showed that the lecturer used strategy 7 in cases of non-minimization of the face threat of bald on-record strategy. The context of the utterance is the lecturer warned the students that the time is up and they will continue to the next session.

L : "Sudah selesai?" (Have you finished?)

S : "Belum" (Not yet)

L : "**Kurang 5 menit ya**" (Only 5 minutes left)

(017/M2/BOR/P)

The utterance above showed that the lecturer used strategy 7 in cases of non-minimization of the face threat of bald on-record strategy. The context of the utterance is the lecturer warned the students that the time only 5 minutes left.

L : "**Kalau opini seperti tadi kan cuma menyampaikan pendapat aja, sedangkan dalam debat nanti diperbolehkan menanyakan atau menyerang pendapat yang disampaikan. Paham ya?**"

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(Opinion is just expressing your opinions, whereas in debate it would be permitted to ask question or attack them. Do you understand?

S : "Paham" (Understand)

The utterance above showed that the lecturer used strategy 7 in cases of non-minimization of the face threat of bald on-record strategy namely sympathetic advice or warning. The context of the utterance is the lecturer gave advice to the students about expressing debate.

b) Positive politeness

There are 16 utterances belonged to positive politeness in sub-strategy use in-group identity marker, seek agreement, joke, offer promise, include both S and H in the activity, and give gifts to H. The detail explanation below:

(1) Use in-group identity marker

There are 3 utterances of use in-group identity marker used by the lecturer. The detail explanation below:

L : "Ada yang tahu mungkin caranya menyampaikan argumentasi yang baik gimana caranya?..."

(Anyone know how to present an argument properly?)

S : "Dengan kata-kata yang sopan"

(With a polite words)

L : "Nah nice. Gimana lagi, **mas**?"

(Well, nice. What's next, **mas**?)

(05/M2/PP/PO)

The utterance above showed that the lecturer used group identity marker. The lecturer called the student by using word "mas". The lecturer called the student with second person pronoun. The context of the utterance is the lecturer asked the student about how to expressing the argumentation properly.

L : "It is more filling itu apa **mba**?"

(What is the meaning of It is more filling, **mba**?)

S : "Mengenyangkan pak"

(Filling sir)

(023/M2/PP/PO)

The utterance above showed that the lecturer used group identity marker. The lecturer called the student by using word "mba". The lecturer called the student with second person pronoun. The context of the utterance is the lecturer asked the student about the sentence.

(2) Seek agreement

There are 5 utterances of seek agreement. The detail explanation below:

L : "Contohnya junkfood is good, kenapa good? It is fast dish, it does not need much time to prepare, apa lagi? It is cheap, **ya gak?**"

(For example junkfood is good, why good? It is fast dish, it does not need much time to ptrepare, what else? It is cheap, isn't it?

S : "Ya" (Yes)

(09/M2/PP/PO)

The utterance showed that the lecturer asked the students to get their agreement about junkfood. The context of the utterance is the lecturer asked the students about the characteristics of junkfood.

L : "Burger isinya apa? **Roti kan? Ada ayamnya kan?**"

(What's in the burger? Bread, right? Chicken, right?)

S : "Ya" (Yes)

(010/M2/PP/PO)

The utterance showed that the lecturer asked the students to get their agreement about junkfood. The context of the utterance is the lecturer asked the students about junkfood.

(3) Joke

The lecturer used this sub-strategy in datum 038/M2/PP/PO

L : "Kita akan berlatih cara berdebat tapi dengan topik yang sangat familiar. **Kalau topiknya agak berat nanti anda gak nyampai.**"

(We'll practice how to argue, but on a very familiar subject. If the subject is heavy, you will not understand.)

The utterance above showed that the lecturer joked to the students about the topic of debate. Previously, the lecturer asked to the students about topic for debate.

(4) Offer, promise

The lecturer used offer and promise in datum 036/M2/PP/P

L : "**Nanti next week I will choose mana yang affirmative, mana yang negative.** So, silahkan anda persiapkan baik anda pro maupun anda kontra....."

(Next week I will choose who's affirmative and who's negative. Please prepare both your pros and your cons....)

S : "Yes"

The utterance above showed that the lecturer promises to the students that the lecturer will chooses the group for debate. The lecturer used sub-strategy promise.

(5) Include both S and H in the activity

The lecturer used this sub-strategy in 3 times. The detail explanation below:

L : "**Hari ini kita akan belajar membuat argumentasi.**"

(Today we will learn how to make an argumentation)

(03/M2/PP/PO)

The utterance above showed that the lecturer and students are in the same activity. The word "kita" refers to the lecturer and all students. The context of the utterance is the lecturer said they will learn to make an argumentation.

L : "Okay next week **kita lanjutkan debat** terkait dengan bakso dan mie ayam."

(Okay next week we continue the debate related to meatball and chicken noodles.)

(029/M2/PP/PO)

The utterance above showed that the lecturer and students are in the same activity. The word "kita" refers to the lecturer and all students. The context of the utterance is the lecturer said they will continue the debate about meatball and chicken noodles next week.

L : "**Kita** akan berlatih cara berdebat tapi dengan topik yang sangat familiar."

(We'll practice how to argue, but on a very familiar

subject)

<div align="right">(037/M2/PP/PO)</div>

The utterance above showed that the lecturer and students are in the same activity. The word "kita" refers to the lecturer and all students. The context of the utterance is the lecturer said they will practice the devbate with a very familiar subject.

(6) Give gifts to H

The lecturer used this sub-strategy in 3 times. The detail explanation below:

L : "**Nah nice**. Gimana lagi mas?"

(Well, nice. What's next, mas?)

S : "Mungkin dengan kalimat yang singkat, padat, dan jelas"

(Maybe with a brief, concise, and clear sentence)

<div align="right">(05/M2/PP/PO)</div>

The utterance above showed that the lecturer gave appreciation to the student's answer by saying "nice". Previously, the lecturer asked to the student about how to deliver the argumentation properly.

L : "**Thank you,** sini dulu saya lihat reasonmu, saya kasih contoh ya."

<div align="center">67</div>

(Thank you, let me check on your reasons. let me give you an example.)

<div align="right">(021/M2/PP/PO)</div>

The utterance above showed that the lecturer gave appreciation to the student's answer by saying "thank you". Previously, the student came to the front of the class to express her argument.

S : "Student presenting"

L : "Okay **thank you** Raya."

<div align="right">(027/M2/PP/PO)</div>

The utterance above showed that the lecturer gave appreciation to the student's answer by saying "thank you". Previously, the student came to the front of the class to express her argument.

c) Negative politeness

There are 11 utterances belonged to negative politeness in sub-strategy question and hedge and impersonalize S and H. The detail explanation below:

(1) Question and hedge

The lecturer used this sub-strategy in 8 times. The detail explanation below:

L : "Ya, jadi seperti itu kira-kira. **Ada pertanyaan?**"

(Yes, so it goes something like that. Any questions?)

The utterance above showed that the lecturer asked a question to the students if they had question about the material.

L : "**It is more filling itu apa mba?**"

(What is the meaning of "It is more filling", mba?)

S : "Mengenyangkan pak"

(Filling, sir)

(022/M2/NP/PO)

The utterance above showed that the lecturer asked a question to the student. Previously, the student was deliver her argumentation in front of the class. After that, the lecturer read the student's book and ask about the meaning of the sentence.

L : "**Sudah ditentukan pro dan kontranya**?"

(Did you have determined between the pros and the cons?)

S : "Kalau groupnya sudah dibentuk pak"

(The group is formed, Sir)

(030/M2/NP/PO)

The utterance above showed that the lecturer asked a question to the student. The context of the utterance is the

lecturer asked to the students did they have determined the pros and cons for the debate.

(2) Impersonalize S and H

The lecturer used this sub-strategy in 3 times. The detail explanation below:

L : "Ya, jadi di dalam argumentasi ada 3 hal yang harus kita ketahui. Kita sebut sebagai AREL, **ada yang pernah denger AREL?**"

(So in the argument there are three things we should know. Let's call it AREL, has anyone ever heard of AREL?)

S : "Belum"

(Not yet)

(07/M2/NP/PO)

The utterance above showed that the lecturer impersonalized the students. The lecturer did not direct on one student, but he asked all the students. The context of the utterance is the lecturer asked to the students about AREL.

L : "Ini aja lah simple aja, bakso is better than mie ayam. Gitu ya, topik kita hari ini ya. Saya bagi yang pro mana yang pro? **Yang suka bakso siapa?**"

(It's just a simple, meatball is better than chicken noodles. It just like that, today's topic. Pro who's a pro? Who likes meatballs?)

<div align="right">(013/M2/NP/PO)</div>

The utterance above showed that the lecturer impersonalized the students. The lecturer did not direct on one student, but he asked all the students who likes meatballs.

d) Off record

There are 2 utterances belonged to off record in sub-strategy be incomplete, use ellipsis. The detail explanation below:

(1) Be incomplete, use ellipsis

There are 2 utterances belonged to off record in sub-strategy be incomplete, use ellipsis. The detail explanation below:

L : **"Tentunya jangan hanya reason saja, tapi harus disertai...?"**

(Of course, it's not just reason, but have to includes....."

S : "Evidence"

<div align="right">(039/M2/OR/PO)</div>

The context of the utterance is the lecturer asked the students about AREL in argumentation. The lecturer used

incomplete question when asking the question to the students to get answer from the students.

L : **"Jadi kurang lebih reasoning dan evidence itu saling...?"**

(So reasoning and evidence is more or less mutually....?)

S : "Melengkapi" (Complement)

(040/M2/OR/PO)

The context of the utterance is the lecturer asked the students about AREL in argumentation. The lecturer used incomplete question when asking the question to the students to get answer from the students.

3) Closing activity

In the closing activity, the researcher found 2 utterances belonged to politeness strategy. There is 1 utterance of bald on-record and 1 utterance of positive politeness. The detail explanation below:

a) Bald on-record

The lecturer used this strategy in cases of FTA-Oriented bald on record usage in datum 042/M2/BOR/PO.

L : "**See you next week**"

The utterance above showed that the lecturer used strategy 2 which is farewell in cases of FTA-Oriented bald on-record

usage. The lecturer said "see you" to the students in the closing

activity.

b) Positive politeness

There is 1 utterance belonged to positive politeness in sub-

strategy give gifts to H in datum 041/M2/PP/PO

L : "**Terima kasih atas perhatiannya**"

(Thank you for your attention)

The utterance above showed that the lecturer appreciated

the students' attention by saying "terima kasih". The lecturer

said that utterance in the closing activity.

Table 4.2 Politeness Strategies Used by Lecturer in Speaking

Class in Meeting 2

MEETING 2				
Activities of Teaching and Learning Process	**POLITENESS STRATEGIES**			
	BOR	**PP**	**NP**	**OR**
Opening activity	0	1	1	0
Main activity	9	16	11	2
Closing activity	1	1	0	0
Total of each politeness strategies	10	18	12	0
Total of all politeness strategies	42			

Table 4.2 present the utterances of politeness strategies used by the lecturer in speaking class on meeting 2 at 3J class. From the table above, there are 42 utterances belonged to politeness strategies used by the lecturer. There are 10 utterances of bald on-record, 18 utterances of positive politeness, 12 utterances of negative politeness, and 2 utterances of off record.

The speaking class was conducted from opening until closing activity. In the opening activity, there are 2 utterances belonged to politeness strategies used by the lecturer. 1 utterance belonged to positive politeness in sub-strategy give gifts to H, and 1 utterance belonged to negative politeness in sub-strategy question, hedge.

In the main activity, there are 38 utterances belonged to politeness strategies used by the lecturer. There are 9 utterances belonged to bald on-record in sub-strategy cases of non-minimization of the face threat. 16 utterances belonged to positive politeness in sub-strategy use in-group identity marker (3 data), seek agreement (5 data), joke (1 data), offer promise (1 data), include both S and H in the activity (3 data), and give gifts to H (3 data). 11 utterances belonged to negative politeness in sub-strategy question and hedge (8 data), and impersonalize S and H (3 data). 2 utterances belonged to off record in sub-strategy be incomplete, use ellipsis.

In the closing activity, there are 2 utterances belonged to politeness strategies used by the lecturer. There is 1 utterance belonged

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to bald on-record in sub-strategy cases of FTA-Oriented bald on-record usage in strategy 2 namely farewell, and 1 utterance belonged to positive politeness in sub-strategy give gifts to H.

c. Types of Politeness Strategies in Meeting 3 of 3I Class

The researcher found 44 utterances of politeness strategies used by the lecturer in speaking class. The research conducted in 3I of speaking class at November 10th 2022. The detail as below:

1) Opening activity

In opening activity, the researcher found 3 utterances belonged to politeness strategy. There is 1 utterance of bald on-record and 2 utterances of positive politeness. The detail explanation below:

a) Bald on-record

The lecturer used this strategy in cases of FTA-Oriented bald on-record usage in datum 01/M3/BOR/PO

L : "**Good morning**"

S : "Morning sir"

The utterance above showed that the lecturer said "good morning" to the students in the opening activity. The lecturer used strategy 1 in cases of FTA-Oriented bald on-record usage, namely welcoming.

b) Positive politeness

The researcher found 2 utterances belonged to positive politeness strategy. There is 1 utterance in sub-strategy include both S and H in the activity, and there is 1 utterance in sub-strategy give gifts to H. The detail explanation below:

(1) Include both S and H in the activity

The lecturer used this sub-strategy in datum 03/M3/PP/P

L : "**Mari kita buka dengan membaca basmallah**"

(Let's open (this class) by reciting basmallah)

S : "Bismillahirrahmanirrahim"

The utterance above showed that the lecturer invited the students to reciting basmallah to open the teaching and learning process. The lecturer and students are in the same activity because the word "kita" refers to the lecturer and all students.

(2) Give gifts to H

The lecturer used this sub-strategy in datum 02/M3/PP/PO

L : "**How are you today?**"

S : "I am fine"

The utterance above showed that the lecturer asked about the students' condition to show his sympathy.

2) Main activity

In the main activity, the researcher found 39 utterances belonged to politeness strategy. There are 11 utterances of bald on-record, 16 utterances of positive politeness, and 12 utterances of negative politeness. The detail explanation below:

a) Bald on-record

There are 11 utterances belonged to bald-on record in cases of non-minimization of the face threat. The detail explanation below:

L : "...Nah reasoning dan evidence itu kurang lebih kalau argumentation ini isinya adalah reasoning plus evidence... Paham ya?"

(Well reasoning and evidence it's more or less that this argumentation is reasoning plus evidence... Got it?)

S : "Paham" (Got it)

L : "**Jadi setiap alasan harus ada bukti, evidence.** Buktinya itu evidence atau example**.**"

(So every reason has to be evidence)

(021/M3/BOR/PO)

The utterance above showed that the lecturer used strategy 7 in cases of non-minimization of the face threat of bald on-record strategy namely sympathetic advice or warning. The

context of the utterance is the lecturer gave advice to the students about AREL.

L : "**Jadi ketika kamu diminta untuk apa namanya mengemukakan pendapat, itu kamu harus memiliki argumentasi yang berdasarkan fakta. Fakta atau pendapat ahli.**"

(So when you're asked for state your opinion, it's that you should have factual arguments. Fact or expert opinion.)

(023/M3/BOR/D)

The utterance above showed that the lecturer used strategy 7 in cases of non-minimization of the face threat of bald on-record strategy namely sympathetic advice or warning. The context of the utterance is the lecturer gave advice to the students about argumentation.

L : "**Jadi kalau anda pro, anda harus menentukan batasan, hal-hal yang mau dikaji itu apa aja, apakah alasan ekonomi, alasan kesehatan, alasan kemanusiaan, alasan lingkungan.** Paham ya. Okay deal?"

(So if you're a pro, you have to set boundaries, the things you want to look at, whether it's economic reasons, health reasons, humanitarian reasons, environmental reasons. See ya. Okay deal?)

(041/M3/BOR/R)

The utterance above showed that the lecturer used strategy 7 in cases of non-minimization of the face threat, namely sympathetic advide or warning. The context of the utterance is the lecturer give advice to the students about the limits of the debate.

b) Positive politeness

There are 16 utterances belonged to positive politeness strategy in sub-strategy use in-group identity marker, seek agreement, avoid disagreement, joke, offer and promise, include both S and H in the activity in datum, and give gifts to H. The detail explanation below

(1) Use in-group identity marker

The lecturer used this sub-strategy in datum 026/M3/PP/PO

L : "Coba **mba**, siapa namamu?"

(Mba, what's your name?)

S : "Shinta"

The utterance above showed that the lecturer used group identity marker. The lecturer called the student by using word "mba". The lecturer called the student with second person pronoun. The context of the utterance is the lecturer asked the student's name to gave an example about argumentation.

(2) Seek agreement

The lecturer used this sub-strategy in 5 times. The detail explanation below:

L : "**Groupnya sudah dibikin ya?**"

(The group is already set up right?)

S : "Urut absen"

(Order by the attendees list)

<div align="right">(037/M3/PP/PO)</div>

The utterance above showed that the lecturer asked the students to get their agreement. The context of the utterance is the lecturer asked the students about the group for debate.

L : "Okay nanti next week kita akan berlatih perform, next week nya lagi akan saya nilai. **Okay guys**?"

(Okay next week we'll practice, and the next week will be scoring. Okay guys?)

S : "Yes sir"

<div align="right">(040/M3/PP/PO)</div>

The utterance above showed that the lecturer asked the students to get their agreement. The context of the utterance is the lecturer asked the students about the agenda for next week.

L : "Jadi kalau anda pro, anda harus menentukan batasan, hal-hal yang mau dikaji itu apa aja, apakah alasan ekonomi, alasan kesehatan, alasan kemanusiaan, alasan lingkungan. Paham ya. **Okay deal?**"

(So if you're a pro, you have to set boundaries, the things you want to look at, whether it's economic reasons, health reasons, humanitarian reasons, environmental reasons. See ya. Okay deal?)

S : "Deal"

(042/M3/PP/R)

The utterance above showed that the lecturer asked the students to get their agreement. The context of the utterance is the lecturer asked the students agreement about the limits of the debate.

(3) Avoid disagreement

The lecturer used this sub-strategy in datum 013/M3/PP/PO

L : "**Nah argumentation itu ada banyak ya, ada 1,2,3**"

(Well, the argumentation was a lot, there was 1,2,3)

The utterance above showed that the lecturer has a desire to made the students agree or seem to agree with him. The context of the utterance is the lecturer explain about

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argumentation. Avoid disagreement is a sub-strategy of positive politeness.

(4) Joke

The lecturer used this sub-strategy in datum 012/M3/PP/PO

L : "Sudah pernah lihat YouTube saya?"

(Have you seen my YouTube?)

S : "Sudah" (Already)

L : "**Lihat ya, nanti kalau gak lihat gak saya absen**"

(Watching please, if you're not watching I didn't consider you present)

The utterance above showed that the lecturer joked to the students about if the students don't watch the lecturer's YouTube channel, then the lecturer didn't consider that they present.

(5) Offer, promise

The lecturer used this sub-strategy in 6 times. The detail explanation below:

L : "Kalau pengen tau penjelasan eksposisi atau argumentation **bisa lihat YouTube saya ya**."

(If you want to know the explanation of exposition or argumentation you can see my YouTube)

(010/M3/PP/PO)

The utterance above showed that the lecturer offers the students to watch youtube in case they want to know an exposition or argumentation.

L : "**Silahkan yang mau maju**"

(Anyone who wants to coming up, please)

(030/M3/PP/P)

The lecturer used positive politeness strategy sub-strategy offer. The utterance above showed that the lecturer offered the students to perform in front of the class.

L : "**Ayo silahkan dari negative team**"

(Let's go for the negative team)

(032/M3/PP/P)

The utterance above showed that the lecturer offers the students to came to front of the class to express their arguments.

(6) Include both S and H in the activity

The lecturer used this sub-strategy in datum 039/M3/PP/PO

L : "**Okay next week kita akan berlatih perform, next week nya lagi akan saya nilai**"

(Okay next week we will practice, and the next week again will be scoring)

S : "Yes sir"

The utterance above showed that the lecturer and students are in the same activity because the word "kita" refers to the lecturer and all students. The context of the utterance is the lecturer said that they will practices debate on the next week.

(7) Give gifts to H

The lecturer used this sub-strategy in datum 035/M3/PP/PO

S : "Student presenting"

L : "**Thank you**, ayo yang pro satu lagi"

(Thank you, let's go one more from pro)

The utterance above showed that the lecturer gave appreciation to the student by saying "thank you". The context of the utterance is the lecturer appreciated the student after the student perform.

c) Negative politeness

The researcher found utterances belonged to negative politeness strategy in sub-strategy question and hedge in 11 times, impersonalize S and H in 1 time. The detail explanation below:

(1) Question, hedge

The lecturer used this sub-strategy in 11 times. The detail explanation below:

L : "**Kalau argumentative writing masih ingat gak?**
Yang pertama apa?"

(Did you still remember argumentative writing? What
is the first one?)

S : "Thesis"

<div align="right">(08/M3/NP/PO)</div>

The lecturer used negative politeness sub-strategy
question. The utterance above showed that the lecturer
asked question to the students. The context of the utterance
is the lecturer asked to the students about argumentative
writing.

L : "**Sudah pernah lihat YouTube saya?**"

(Have you ever seen my YouTube?)

S : "Sudah"

(Already)

<div align="right">(011/M3/NP/PO)</div>

The lecturer used negative politeness sub-strategy
question. The utterance above showed that the lecturer
asked question to the students. The context of the utterance
is the lecturer asked to the students are they have seen the
lecturer's YouTube channel.

L : "Saya kasih waktu saya kasih tema, judulnya adalah mie ayam is better than bakso. **Silahkan anda ungkap beberapa argumentasi untuk mendukung**."

(I give time, I give theme, the title is chicken noodles is better than meatballs. Please reveal some arguments to support)

(028/M3/NP/D)

The utterance above showed that the lecturer asked question to the students. The context of the utterance is the lecturer asked the students to reveal some arguments to support their debate.

(2) Impersonalize S and H

The lecturer used this sub-strategy in datum 033/M3/NP/P

L : "**Okay saya undang lagi, yang pro siapa yang mau maju?**"

(Okay I invite you again, pro (group) who will come forward?

The utterance above showed that the lecturer impersonalized the students. The lecturer did not direct on one student but he asked all the students in pro group. The context of the utterance is the lecturer asked to affirmative (pro) group that wants to perform.

3) Closing activity

In the closing activity, the researcher found 2 utterances belonged to politeness strategy. There is 1 utterance of bald on-record and 1 utterance of positive politeness. The detail explanation below:

a) Bald on-record

The lecturer used this strategy in cases of FTA-Oriented bald on record in datum 044/M3/BOR/PO

L : "**See you**"

S : "See you. Thank you sir"

The utterance above showed that the lecturer used cases of FTA-Oriented bald on-record usage in strategy 2 namely farewell. The context of the utterance is the lecturer said "see you" to the students in the closing activity.

b) Positive politeness

There is 1 utterance belonged to politeness strategy in sub-strategy include both S and H in the activity in datum 043/M3/PP/P. The detail explanation below:

L : "**Let's close our class today by saying hamdallah together.**"

S : "Alhamdulillahirabbil'alamin"

The utterance above showed that the lecturer and students are in the same activity because the words "our" and "together"

refers to the lecturer and all students. The context of the utterance is the lecturer invited the students to reciting hamdallah to close the teaching and learning activity.

Table 4.3 Politeness Strategies Used by Lecturer in Speaking

Class in Meeting 3

MEETING 3				
Activities of Teaching and Learning Process	**POLITENESS STRATEGIES**			
	BOR	**PP**	**NP**	**OR**
Opening activity	1	2	0	0
Main activity	11	16	12	0
Closing activity	1	1	0	0
Total of each politeness strategies	13	19	12	0
Total of all politeness strategies	44			

The table 4.3 present the utterances of politeness strategies used by the lecturer in speaking class on meeting 3 at 3I class. From the table above, there are 44 utterances belonged to politeness strategies used by the lecturer. There are 13 utterances of bald on-record, 19 utterances of positive politeness, and 12 utterances of negative politeness.

The speaking class was conducted from the opening until closing activity. In the opening activity, the researcher found 1 utterance belonged to bald on-record in sub-strategy cases of FTA-Oriented bald on-record usage, and 2 utterances belonged to positive politeness in

sub-strategy include both S and H in the activity (1 data), an give gifts to H (1 data).

In the main activity, there are 39 utterances belonged to politeness strategies used by the lecturer. There are 11 utterances belonged to bald on-record in sub-strategy cases of non-minimization of the face threat. 16 utterances belonged to positive politeness in sub-strategy use in-group identity marker (1 data), seek agreement (5 data), avoid disagreement (1 data), joke (1 data), offer promise (6 data), include both S and H in the activity (1 data), and give gifts to H (1 data). 12 utterances belonged to negative politeness in sub-strategy question and hedge (11 data), and impersonalize S and H (1 data).

In the closing activity, the researcher found 2 utterances belonged to politeness strategies used by the lecturer. There is 1 utterance belonged to bald on record in cases of FTA-Oriented bald on-record usage in strategy 2 namely farewell, and 1 utterance belonged to positive politeness in sub-strategy include both S and H in the activity.

4) **Types of Politeness Strategies in Meeting 4 of 3I Class**

The researcher found 38 utterances of politeness strategies used by the lecturer in speaking class. The research conducted in 3I of speaking class at November 24th 2022. The detail as below:

 1) **Opening activity**

In the opening activity, there are 3 utterances belonged to politeness strategy. There is 1 utterance of bald on-record, 1

utterance of positive politeness, and 1 utterance of negative politeness. The detail explanation below:

a) Bald on-record

The lecturer used this strategy on cases of FTA-Oriented bald on-record usage in datum 01/M4/BOR/PO

L : "**Selamat pagi**"

(Good morning)

S : "Pagi sir"

(Morning sir)

The utterance above showed that the lecturer used cases of FTA-Oriented bald on-record usage in sub-strategy 1 namely welcoming. The context of the utterance is the lecturer said "selamat pagi" to the students as welcoming in the opening activity.

b) Positive politeness

The lecturer used this strategy in sub-strategy include both S and H in the activity. The data in datum 03/M4/PP/P

L : "**Mari kita buka dengan membaca basmallah**"

(Let's open (this class) by reciting basmallah)

The utterance above showed that the lecturer and students are in the same activity because the word "kita" refers to the lecturer and all students. The context of the utterance is the

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lecturer invited the students to reciting basmallah to open the teaching and learning process.

c) Negative politeness

The lecturer used this strategy in sub-strategy question and hedge in datum 02/M4/NP/PO

L : "**Ada berapa kelompok lagi yang belum maju?**"

(How many groups that haven't coming up?)

S : "Baru 2 kelompok sir"

(Only two groups sir)

The utterance showed that the lecturer used negative politeness in sub-strategy question. The context of the utterance is the lecturer asked the students about how many groups that haven't perform.

2) **Main activity**

In the main activity, the researcher found 33 utterances belonged to politeness strategy. There are 7 utteerances of bald on-record, 17 utterances of positive politeness, 8 utterances of negative politeness, and 1 utterance of off record. The detail explanation below:

a) Bald on-record

There are 7 utterances belonged to bald on-record in cases of non-minimization of the face threat. The detail explanation below:

L : "**Saran saya untuk affirmative dan negative team, itu kamu berikan contohnya, buktinya. Bukti itu bisa berita, atau data-data yang terkait dengan materinya.**"

(My advice to affirmative and negative team, you give the example, the proof. The evidence could be news, or data related to the material.)

(020/M4/BOR/D)

The utterance above showed that the lecturer gave advice to the students. The lecturer used sub-strategy 7 namely sympathetic advice or warning in cases of FTA-Oriented bald on-record usage. The context of the utterance is the lecturer give advice to the students about the example and evidence of the debate material.

L : "**Kemudian for speaker one, you should speak more ya.** Anda ini adalah calon performer, dosen itu adalah performer. Yang penting anda harus speak up lebih lebar."

(Then for speaker one, you should speak more. You are a performer candidate, that lecturer is a performer. The important thing is you have to speak up wider.)

(030/M4/BOR/PO)

The utterance above showed that the lecturer gave advice to the students. The lecturer used sub-strategy 7 namely

sympathetic advice or warning in cases of FTA-Oriented bald on-record usage. The context of the utterance is the lecturer give advice to the students to speak more about the topic on the debate.

L : "**Kemudian speaker two affirmative juga sama, kamu kasih explanation, kasih contoh, kasih pendapat ahli, itu akan membuat debate kita kuat.**"

(Then speaker two of affirmative will do the same, you give compassion, example, expert opinion, it'll make our arguments stronger.)

(031/M4/BOR/D)

The utterance above showed that the lecturer gave advice to the students. The lecturer used sub-strategy 7 namely sympathetic advice or warning in cases of FTA-Oriented bald on-record usage. The context of the utterance is the lecturer give advice to the students to give explanation and example from expert's opinion.

b) Positive politeness

The reseacher found 17 utterances belonged to positive politeness strategy in sub-strategy exaggerate, use in-group identity marker, offer promise, include both S and H in the activity, and give gifts to H. The detail explanation below:

(1) Exaggerate

The lecturer used this sub-strategy in 6 times. The detail explanation below:

L : "**Okay, now please welcome the first speaker from negative team.**"

<div align="right">(011/M4/PP/P)</div>

The utterance above showed that the lecturer asked the first speaker from negative team to perform. The lecturer used exaggerated intonation when asking the student to perform.

L : "**Okay now please welcome affirmative team.**"

<div align="right">(022/M4/PP/P)</div>

The utterance above showed that the lecturer asked the first speaker from negative team to perform. The lecturer used exaggerated intonation when asking the student to perform.

(2) Use in-group identity marker

The lecturer used this sub-strategy in datum 2 times. The example of the datum was

L : "**Fatimah,** time nya berapa?"

(Fatimah, how many time it is?)

S : "2 menit 18 detik"

(2 minutes 18 seconds)

The utterance above showed that the lecturer called the student with second person pronoun. The context of the utterance is the lecturer asked to the student about the time of debate.

L : "Okay, berapa waktunya **Fatimah**?"

   (Okay, how many time Fatimah?)

S : "1 minutes 38 seconds"

(014/M4/PP/PO)

The utterance above showed that the lecturer called the student with second person pronoun. The context of the utterance is the lecturer asked to the student about the time of debate.

(3) Offer, promise

The lecturer used this sub-strategy in datum 015/M4/PP/P

L : "**Sekarang negative team dulu silahkan**"

   (Now negative team first, please)

The utterance above showed that the lecturer offered the student from negative team to perform. The lecturer used sub-strategy offer.

(4) Include both S and H in the activity

The lecturer used this sub-strategy in 4 times. The detail explanation below:

L : "Okay, **let's give applause for them**"

The utterance above showed that the lecturer and students are in the same activity. The context of the utterance is the lecturer invited the students to gave applause for the other students after perform.

L : "Okay now **let's** go to the speaker one from negative team."

The utterance above showed that the lecturer and students are in the same activity. The context of the utterance is the lecturer invited the students from negative team to perform in front of the class.

L : "Okay paham ya, **give applause to us**"

(Okay do you get it?, give applause to us)

The utterance above showed that the lecturer and students are in the same activity. The context of the utterance is the lecturer invited the students to gave applause for them.

(5) Give gifts to H

The lecturer used this sub-strategy in 4 times. The detail explanation below:

S : "Student presenting"

L : "**Thank you**, Zulfa from affirmative team"

<div align="right">(09/M4/PP/PO)</div>

The utterance above showed that the lecturer gave appreciation to the student. The context of the utterance is the lecturer appreciated the student after the student perform in front of the class.

L : "Okay sudah **lumayan bagus**. For affirmative team speaker one, has a **good explanation** about marijuana."

(Okay, that's pretty good. For affirmative team speaker one, has a **good explanation** about marijuana)

<div align="right">(018/M4/PP/PO)</div>

The utterance above showed that the lecturer gave appreciation to the student. The context of the utterance is the lecturer appreciated the student after the student perform in front of the class.

L : "From the speaker one, speaker two, and speaker three **tadi sudah bagus ya**."

(From the speaker one, speaker two, and speaker three were good)

The utterance above showed that the lecturer gave appreciation to the student. The context of the utterance is the lecturer appreciated the student after the student perform in front of the class

c) Negative politeness

The researcher found 8 utterances belonged to negative politeness in sub-strategy question and hedge. The detail explanation below:

L : "**Silahkan dipersiapkan terlebih dahulu seperti kemarin hadap-hadapan. Yang paling depan tiga ya, yang lainnya di belakang**"

(Please be prepared as yesterday face to face. In the front three students, the others in the back)

(04/M4/NP/P)

The utterance above showed that the lecturer used negative politeness sub-strategy question and hedge. The context of the utterance is the lecturer asked the students to prepare their debate.

L : "Ladies and Gentlemen, **mohon diperhatikan, didengarkan**."

(Ladies and Gentlemen, please pay attention, listen to.)

(08/M4/NP/P)

The utterance above showed that the lecturer used negative politeness sub-strategy question and hedge. The context of the utterance is the lecturer asked the students to attention and listen to him.

L : "**Minggu depan topiknya sama atau ganti?**"

(Same topic for the next week or change?)

S : "Sama sir" (Same sir)

(035/M4/NP/PO)

The utterance above showed that the lecturer asked a question to the students. The context of the utterance is the lecturer asked the students about the topic for the next week.

3) Closing activity

In the closing activity, the reseacher found 2 utterances belonged to politeness strategy. There are 2 utterances of positive politeness. The detail explanation below:

a) Positive politeness

There are 2 utterances belonged to positive politeness in sub-strategy include both S and H in the activity and give gifts to H. The detail explanation below:

(1) Include both S and H in the activity

The lecturer used this sub-strategy in datum 037/M4/PP/P

L : "**Mari kita tutup dengan bacaan hamdallah**"

(Let's close (this class) by reciting hamdallah)

The utterance above showed that the lecturer and students are in the same activity because the word "kita" refers to the lecturer and all students. The context of the utterance is the lecturer invited the students to reciting hamdallah in closing activity.

(2) Give gifts to H

The lecturer used this sub-strategy in datum 038/M4/PP/PO

L : "**Terima kasih atas perhatiannya**"

(Thank you for your attention)

The utterance above showed that the lecturer gave appreciation to the students. The context of the utterance is the lecturer said "terima kasih" for the students' attention during the teaching and learning process.

MEETING 4				
Activities of Teaching and Learning Process	**POLITENESS STRATEGIES**			
	BOR	**PP**	**NP**	**OR**
Opening activity	1	1	1	0
Main activity	7	17	8	1
Closing activity	0	2	0	0
Total of each politeness strategies	8	20	9	1
Total of all politeness strategies	38			

The table 4.4 present the utterances of politeness strategies used by the lecturer in speaking class on meeting 4 at 3I class. From the table above, there are 38 utterances belonged to politeness strategies used by the lecturer. There are 8 utterances of bald on-record, 20 utterances of positive politeness, 9 utterances of negative politeness, and 1 utterance of off record.

The speaking class was conducted from the opening until closing activity. In the opening activity, there are 3 utterances belonged to politeness strategies used by the lecturer. There is 1 utterance belonged to bald on-record in sub-strategy cases of FTA-Oriented bald on-record usage. 1 utterance belonged to positive politeness in sub-strategy

include both S and H in the activity. 1 utterance belonged to negative politeness in sub-strategy question and hedge.

In the main activity, the researcher found 32 utterances belonged to politeness strategies used by the lecturer. There are 7 utterances belonged to bald on-record in sub-strategy cases of non-minimization of the face threat. 17 utterances belonged to positive politeness in sub-strategy exaggerate (6 data), use in-group identity marker (2 data), offer and promise (1 data), include both S and H in the activity (4 data), and give gifts to H (4 data). 8 utterances belonged to negative politeness in sub-strategy question and hedge. 1 utterance belonged to off record in sub-strategy be ironic.

In the closing activity, the researcher found 2 utterances belonged to politeness strtaegies used by the lecturer. There are 2 utterances belonged to positive politeness in sub-strategy include both S and H in the activity (1 data), and give gifts to H (1 data).

Table 4.5 The Result of Politeness Strategies Used by Lecturer in Speaking Class

No.	Politeness Strategies	Sub Unit	Numbers	Total
1.	Types of	Bald on-record	36	
2.	Politeness	Positive Politeness	71	
3.	Strategies	Negative Politeness	55	165
4.		Off Record	3	

The table 4.5 showed that there are 165 utterances belonged to politeness strategies used by the lecturer in speaking class. There are 36 utterances belonged to bald on-record, 71 utterances belonged to positive politeness, 55 utterances belonged to negative politeness, and 3 utterances belonged to off record.

2. Factors that Influence the Use of Politeness Strategies

From the analysis the utterances uttered by the lecturer in speaking class, the researcher tries to identify some factors that the lecturer uttered in different strategy. From the analysis above, we already know that positive politeness is the dominant type of politeness strategy in speaking class used by the lecturer.

The researcher found 165 utterances of factor that influence the use of politeness strategies by the lecturer in speaking class in the meeting 1 until meeting 4. The researcher conducted the observation on October, 31st 2022 until November 24th 2022. The researcher wants to explain the finding of factors that influence the use of politeness strategies by the lecturer in speaking class. The explanation as below:

1) Meeting 1 of 3J class

The researcher found 41 utterances of factor that influence the use of politeness strategies by the lecturer in speaking class in the meeting 1 of 3J class. The researcher conducted the observation on October, 31st 2022. The detail explanation below:

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a) Opening activity

In the opening activity, the researcher found 6 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There are 5 utterances belonged to Pay-off and 1 utterances belonged to relevant circumstances in relative power (P). The detail explanation below:

(1) Pay-off

There are 5 utterances belonged to pay-off. The detail explanation below:

L : "Hari ini sebelum lanjut ke topik bahasan baru, is there any question? **Ada pertanyaan terkait dengan presentasi?**"

(Today before moving on to a new topic, is there any question? Any question related to presentation?)

(06/M1/NP/PO)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant circumstances

There is 1 factor that influencing the use of politeness strategies used by the lecturer in speaking class in meeting 1 of 3J class. The detail explanation below:

(a) Relative Power

The lecturer influenced by factor relevant circumstances in relative power in datum 03/M1/PP/P

L : "Okay, **kita mulai dengan baca basmallah bersama**"

(Okay, we start by reciting basmallah together)

S : "Bismillahirrahmanirrahim"

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

b) **Main activity**

In the main activity, the reseacher found 20 utterances belonged to factor that influence the use of politeness strategy in speaking class. The detail explanation below:

(1) Pay-off

There are 16 utterances belonged to pay-off. The detail explanation below:

L : "Biasanya kalau tidak terbiasa ngomong Inggris itu 'at the bottem'"

(Sometimes when not used to talk English is 'at the bottem')

S : *laughing

L : "**Jadi let's make it enjoy ya**"

(So let's make it enjoy ya)

(011/M1/PP/PO)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant circumstances

There are 9 utterances belonged to relevant circumstances. The detail explanation below:

(a) Social Distance

The lecturer influenced by factor relevant circumstances in social distance in 3 times. The detail explanation below:

L : "Pernah gak **kamu** ngobrol sama temenmu tapi dia pakai gesture yang meaningless?)

(Did you ever talk to your friend but he made a meaningless gesture?)

S : "Pernah"

(Ever)

(034/M1/NP/D)

The utterance above showed that the lecturer influenced by factor relevant circumstances in social

distance. The lecturer used word "kamu" because the lecturer and students' relationship are very close.

(b) Relative Power

The lecturer influenced by factor relative power in 5 times. The detail explanation below:

L : "**Coba everybody. Okay, dibaca coba**"

(Try everybody. Okay, let's read it.)

(09/M1/NP/P)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

(c) Ranking of Imposition

The lecturer influenced by factor ranking of imposition in 1 time. The detail explanation below:

L : "Begitu juga speaking English ya, jadi speaking english itu agak-agak kurang lancar, jadi **please make your English fluent by forcing ya**, forcing yourself in 21 days atau 35 days, paksa itu lidahmu untuk bicara tiap hari agar terbiasa."

(So is speaking English yes, so speaking English is a bit less smooth, so please make your English fluent by

forcing, forcing yourself in 21 days or 35 days, force

your tongue to talk everyday to get used to it.)

(036/M1/NP/R)

The utterance above showed that the lecturer

influenced by factor of relevant circumstances in ranking

of imposition. Ranking of imposition is related with

relative power, the lecturer has the power in class to give

an instruction to the students and has the social distance

with the students, therefore the lecturer give more burden

when giving instruction to the students.

c) **Closing activity**

In the closing activity, the researcher found 2 utterances

belonged to factor that influence the use of politeness strategies by

the lecturer. There are 2 utterances belonged to pay-off. The detail

explanation below:

(1) Pay-off

There are 2 utterances belonged to pay-off in datum

027/M1/PP/PO and 028/M1/BOR/PO. The example of the

datum was 027/M1/PP/PO

L : "**Okay thank you so much for your attention**"

The utterance above showed that the lecturer influenced

by the factor pay-off. The lecturer uttered this utterance in order

to avoid and minimize the FTA of the students and create a good relationship.

Table 4.6 The Factors that Influence the Use of Politeness Strategies in Speaking Class in Meeting 1

Activities of Teaching and Learning Process	FACTORS			
	PO	D	P	R
Bald on-record	4	0	1	1
Positive Politeness	13	0	1	0
Negative Politeness	14	3	4	0
Off Record	0	0	0	0
Sub-total	31	3	6	1
Total	41			

The table 4.6 showed that there are 41 utterances belonged to factors that influence the use of politeness strategies used by the lecturer. There are 31 utterances belonged to pay-off, 3 utterances belonged to social distance (D), 6 utterances belonged to Relative Power (P), and 1 utterance belonged to Ranking of Imposition (R).

2) Meeting 2 of 3J class

The researcher found 42 utterances of factor that influence the use of politeness strategies by the lecturer in speaking class in the meeting 2 of 3J class. The researcher conducted the observation on November, 7th 2022. The detail explanation below:

a) Opening activity

In the opening activity, there are 2 utterances belonged to factor that influence the use of politeness strategies by the lecturer. The detail explanation below:

(1) Pay-off

There are 2 utterances belonged to pay-off. The detail explanation below:

L : "**Gimana kabarnya? Sehat semuanya?**"

(How are you? Are you healthy everyone?)

S : "Alhamdulillah sehat sir"

(Alhamdulillah, we're healthy sir)

(01/M2/PP/PO)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

b) Main activity

In the main activity, there are 38 utterances belonged to factor that influence the used of politeness strategy by the lecturer. There are 28 utterances belonged to pay-off and 10 utterances belonged to relevant circumstances. The detail explanation below:

(1) Pay-off

There are 28 utternces belonged to pay-off. The detail explanation below:

L : "**Ada yang tahu mungkin caranya menyampaikan argumentasi yang baik gimana caranya?** Gimana mba?"

(Anyone know how to present an argument properly? How mba?)

(04/M2/PP/PO)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant circumstances

There are 10 utterances belonged to relevant circumstances in relative power. The detail explanation below:

(a) Relative Power

There are 6 utterances belonged to relative power. The detail explanation below:

L : "**Selesai ya, waktu selesai, time is up.**"

   (Finished, time is up, time is up.)

                     (019/M2/BOR/P)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

(b) Ranking of Imposition

There are 4 utterances belonged to Ranking of Imposition. The detail explanation below:

L : "Silahkan saya kasih waktu 10 menit ya, **silahkan membuat assertion, reasoningnya, evidence, dan link back nya.** Jadi silahkan pertahankan pendapat anda, kalau bakso itu lebih enak daripada mie ayam."

(Go ahead, I give you 10 minutes. Please make assertion, reason, evidence, and link back. So please maintain your opinion that the meatballs are more delicious than chicken noodles.)

                     (014/M2/NP/R)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in ranking of imposition. Ranking of imposition is related with relative power, the lecturer has the power in class to give an instruction to the students and has the social distance with the students, therefore the lecturer give more burden when giving instruction to the students.

c) **Closing activity**

In the closing activity, there are 2 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There are 2 utterances belonged to pay-off. The detail explanation below:

(1) Pay-off

There are 2 utterances belonged to pay-off in datum 039/M2/PP/PO and 040/M2/BOR/PO. The example of the datum was 039/M2/PP/PO

L : "**Terima kasih atas perhatiannya**"

(Thank you for your attention)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

Table 4.7 The Factors that Influence the Use of Politeness

Strategies in Speaking Class in Meeting 2

Activities of Teaching and Learning Process	FACTORS			
	PO	D	P	R
Opening activity	2	0	0	0
Main activity	28	0	6	4
Closing activity	2	0	0	0
Sub-total	32	10		
Total	42			

The table 4.7 showed that there are 42 utterances belonged to factors that influence the use of politeness strategies used by the lecturer. In the opening activity, there are 2 utterances belonged to pay-off. In the main activity, there are 28 utterances belonged to pay-off, and 6 utterances belonged to relative power (P), 4 utterances belonged to ranking of imposition. In the closing activity, there are 2 utterances belonged to pay-off.

3) **Meeting 3 of 3I class**

The researcher found 44 utterances of factor that influence the use of politeness strategies by the lecturer in speaking class in the meeting 1 of 3I class. The researcher conducted the observation on November, 10th 2022. The detail explanation below:

a) **Opening activity**

In the opening activity, there are 3 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There are 2 utterances belonged to pay-off and 1 utterance belonged to relevant circumstances in relative power. The detail explanation below:

(1) Pay-off

There are 2 utterances belonged to pay-off in datum 01/M3/BOR/PO and 02/M3/PP/PO. The example of the datum was 02/M3/PP/PO

L : "**How are you today?**"

S : "I am fine"

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant circumstances

There is 1 utterance belonged to relevant circumstances. The detail explanation below:

(a) Relative Power

There is 1 utterance belonged to relative power. The detail explanation below:

L : "**Mari kita buka dengan membaca basmallah**"

(Let's open by reciting basmallah together)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

b) Main activity

In the main activity, there are 39 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There are 28 utterances belonged to pay-off and 2 utterances belonged to relevant circumstances in social distance, 8 utterances belonged to relative power, and 1 utterance belonged to ranking of imposition. The detail explanation below:

(1) Pay-off

There are 28 utterances belonged to pay-off. The detail explanation below:

L : "**Kalau pengen tau penjelasan eksposisi atau argumentation bisa lihat YouTube saya ya.**"

(If you want to know the explanation of exposition or argumentation you can see my YouTube)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant circumstances

There are 11 utterances belonged to relevant circumstances, they are 2 utterances of social distance, 8 utterances of ranking of imposition, and 1 utterance of ranking of imposition. The detail explanation below:

(a) Social Distance

There are 2 utterances belonged to social distance. The detail explanation below:

L : "**Jadi ketika kamu diminta untuk apa namanya mengemukakan pendapat, itu kamu harus memiliki argumentasi yang berdasarkan fakta. Fakta atau pendapat ahli.** Sampai sini paham kira-kira?"

(So when you're asked for state your opinion, it's that you should have factual arguments. Fact or expert opinion. Do you get it?)

S : "Paham" (Get it)

(023/M3/BOR/D)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in social distance. The lecturer used word "kamu" because the lecturer and students' relationship are very close.

(b) Relative Power

There are 8 utterances belonged to relative power. The detail explanation below:

L : "**Kurang 1 menit ya**"

(Only 1 minute left)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

(c) Ranking of Imposition

There is 1 utterance belonged to ranking of imposition. The detail explanation below:

L : "Jadi kalau anda pro, **anda harus menentukan batasan, hal-hal yang mau dikaji itu apa aja, apakah alasan ekonomi, alasan kesehatan, alasan kemanusiaan, alasan lingkungan.** Paham ya. Okay deal?"

(So if you're a pro, you have to set boundaries, the things you want to look at, whether it's economic reasons,

health reasons, humanitarian reasons, environmental reasons. See ya. Okay deal?)

S : "Deal"

<div align="right">(041/M3/BOR/R)</div>

The utterance above showed that the lecturer influenced by factor of relevant circumstances in ranking of imposition. Ranking of imposition is related with relative power, the lecturer has the power in class to give an instruction to the students and has the social distance with the students, therefore the lecturer give more burden when giving instruction to the students

c) **Closing activity**

In the closing activity, there are 2 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There is 1 utterance belonged to pay-off and 1 utterance belonged to relevant circumstances in relative power. The detail explanation below:

(1) Pay-off

There is 1 utterance belonged to pay-off in datum 044/M3/BOR/PO

L : "**See you**"

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order

to avoid and minimize the FTA of the students and create a good

relationship.

(2) Relevant circumstances

There is 1 utterance belonged to relevant circumstances in

relative power in datum 043/M3/PP/P

L : "**Let's close our class today by saying hamdallah**

together."

The utterance above showed that the lecturer influenced

by factor of relevant circumstances in relative power. The

utterance indicated that the lecturer has the power to give an

instruction to the students because the lecturer has higher power

than the students in the class.

Table 4.8 The Factors that Influence the Use of Politeness

Strategies in Speaking Class in Meeting 3

Activities of Teaching and Learning Process	FACTORS			
	PO	SD	P	SO
Opening activity	2	0	1	0
Main activity	28	2	8	1
Closing activity	1	0	1	0
Sub-total	31	13		
Total	44			

The table 4.8 showed that there are 44 utterances belonged to factors that influence the use of politeness strategies used by the lecturer. In the opening activity, there are 2 utterances belonged to pay-off and 1 utterance belonged to relative power (P). In the main activity, there are 28 utterances belonged to pay-off and 2 utterances belonged to social distance, 8 utterances belonged to relative power , and 1 utterance belonged to ranking of imposition. In the closing activity, there is 1 utterance belonged to pay-off and 1 utterance belonged to relative power (P).

4) **Meeting 4 of 3I class**

The researcher found 38 utterances of factor that influence the use of politeness strategies by the lecturer in speaking class in the meeting 2 of 3I class. The researcher conducted the observation on November, 24th 2022. The detail explanation below:

a) **Opening activity**

In the opening activity, there are 3 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There are 2 utterances belonged to pay-off and 1 utterance belonged to relevant circumstances in relative power. The detail explanation below:

(1) Pay-off

There are 2 utterances belonged to pay-off in datum 01/M4/BOR/PO and 02/M4/NP/PO. The example of the datum was 01/M4/BOR/PO

L : "**Selamat pagi**"

(Good morning)

S : "Pagi sir"

(Morning sir)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant cicumstances

There is 1 utterance belonged to relevant circumstances in relative power in datum 03/M4/PP/P

L : "**Mari kita buka dengan membaca basmallah**"

(Let's open by reciting basmallah together)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

b) Main activity

In the main activity, there are 33 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There are 10 utterances belonged to pay-off and 23 utterances belonged to relevant circumstances. The detail explanation below:

(1) Pay-off

There are 10 utterances belonged to pay-off. The detail explanation below:

L : "**Okay sudah lumayan bagus. For the affirmative team speaker one, has a good explanation about marijuana.**"

(Okay, that's pretty good. For affirmative team speaker one, has a **good explanation** about marijuana)

(018/M4/PP/PO)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant circumstances

There are 20 utterances belonged to relevant circumstances in relative power. The detail explanation below:

L : "**Silahkan dipersiapkan terlebih dahulu seperti kemarin hadap-hadapan.** Yang paling depan tiga ya, yang lainnya

di belakang. We have 2 topics today: Government should legalize marijuana; Childfree is good option for Gen Z"

(Please be prepared as yesterday face to face. In the front is three students yes, the others in the back. We have 2 topics today: Government should legalize marijuana; Childfree is good option for Gen Z)

(04/M4/NP/P)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

c) **Closing activity**

In the closing activity, there are 2 utterances belonged to factor that influence the use of politeness strategies by the lecturer. There are 1 utterance belonged to pay-off and 1 utterance belonged to relevant circumstances. The detail explanation below:

(1) Pay-off

There is 1 utterance belonged to pay-off in datum 037/M4/PP/PO

L : "**Terima kasih atas perhatiannya**"

(Thank you for your attention)

The utterance above showed that the lecturer influenced by the factor pay-off. The lecturer uttered this utterance in order to avoid and minimize the FTA of the students and create a good relationship.

(2) Relevant circumstances

There is 1 utterance belonged to relevant circumstances in relative power in datum 036/M4/PP/P

L : "**Mari kita tutup dengan bacaan hamdallah**"

(Let's close by reciting hamdallah)

The utterance above showed that the lecturer influenced by factor of relevant circumstances in relative power. The utterance indicated that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the class.

Table 4.9 The Factors that Influence the Use of Politeness Strategies in Meeting 4

Activities of Teaching and Learning Process	FACTORS			
	PO	D	P	R
Opening activity	2		1	
Main activity	10	3	20	
Closing activity	1		1	
Sub-total	13	25		
Total	38			

The table 4.8 showed that there are 38 utterances belonged to factors that influence the use of politeness strategies used by the lecturer. In the opening activity, there are 2 utterances belonged to pay-off and 1 utterance belonged to relative power (P). In the main activity, there are 10 utterances belonged to pay-off and 3 utterances belonged social distance, 20 utterances belonged to relative power. In the closing activity, there is 1 utterance belonged to pay-off and 1 utterance belonged to relative power (P).

Table 4.10 The Result of Factors that Influence the Use of Politeness Strategies in Speaking Class

MEETING	FACTORS			
	PO	D	P	R
Meeting 1	31	3	6	1
Meeting 2	32	0	6	4
Meeting 3	31	2	10	1
Meeting 4	13	3	22	0
Sub total	107	58		
Total	165			

The table 4.10 showed that there are 165 utterances belonged to factors that influence the use of politeness strategies used by the lecturer. There are 107 utterances belonged to pay-

126

off and 58 utterances belonged to relevant circumstances, they are 8 utterances belonged to social distance (D), 44 utterances belonged to relative power (P), and 6 utterances belonged to ranking of imposition (R).

B. Discussion

This section presents the discussion of the research finding. There are two research question in this research. The objectives of the research are to identify the types of politeness strategies and the factors that influence the use of politeness strategies used by the lecturer in speaking class at the third semester of English Language Education Study Program in Academic Year 2022/2023. The researcher used Brown and Levinson's theory to describe the types of politeness strategies and the factors that influence the use of politeness strategies used by the lecturer in speaking class at the third semester of English Language Education Study Program in Academic Year 2022/2023. The detail explanation as below:

1. **Types of Politeness Strategies Used by the Lecturer in Speaking Class**

   The researcher used Brown and Levinson's theory in analyzing the data. Brown and Levinson classified the types of politeness strategies into 4 strategies, they are bald on-record, positive politeness, negative politeness, and off record (Brown and Levinson, 1987).

   In the data finding, it was mentioned that there are 165 data which have been identified as politeness strategies. The data finding shows that there are 4 politeness strategies used by the lecturer in speaking class at the

third semester of English Language Education Study Program. They are bald on-record in 36 utterances, positive politeness in 71 utterances, negative politeness in 55 utterances, and off record in 3 utterances. Positive politeness was the most dominant type of politeness strategy used by the lecturer in speaking class.

Bald on-record used 36 times by the lecturer. Bald on-record is used by the lecturer to express a direct command. The lecturer uses this strategy because the lecturer has higher social status and has more power than the students. In the speaking class, the lecturer has a role as instructor who has higher power and authority than the students. As in sub-strategy cases of non-minimization of the face threat, the lecturer do not minimize threats on the face of the students. For example, when the lecturer said "Selesai ya, waktu selesai. Time is up" the lecturer has directly warned the students that the time was up. By employing bald on-record, the lecturer didn't minimize the FTA on the faces of the students. The result is same with the previous research entitled *An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class* written by Ayu Gemasih (2018).

The second positive politeness used in 71 times by the lecturer. By employing positive politeness, the lecturer tries to minimize the distance between the lecturer and students. This is because the lecturer wants to be more appreciated the students, create a good relationship, and still maintain the relationship, the lecturer also wants to be closer to the students. For example, when the lecturer said "Thank you" after the students answered

the question correctly, it means that the lecturer appreciated the students and it could satitfy the students' face. Positive politeness is the most strategy that used by the lecturer. Positive politeness related to social distance between the lecturer and students. The lecturer tries to eliminate the distance with the students and be more friendly to students, that's why positive politeness strategy is the type of politeness used most by the lecturer in speaking class. The result is same with the previous research entitled *An Analysis of Positive Politeness Strategies to Promote Effective Interaction in the Classroom* written by Nurmawati (2017).

The third negative politeness used in 55 times by the lecturer. Negative politeness is used by the lecturer to increase distance with the students. The purpose of this strategy is to incrase the social distance between the lecturer and the students, as it is known that the lecturer has higher social status than the students. The data finding shows that the lecturer use negative politeness to show distance. The example is when the lecturer said "Silahkan dipersiapkan terlebih dahulu seperti kemarin hadap-hadapan" The lecturer used negative politeness in sub-strategy question and hedge by saying "silahkan". At this command, a hedge serves as a command that more polite. The result is same with the previous research entitled *Politeness Strategies Used by an English Teacher in the Classroom at Mts Swasta Al-Jihad Medan* written by Jumita Sari (2017).

The last off record strategy, off record strategy is very rarely used by the lecturer. Off record only used 3 times by the lecturer. Off record is a

politeness strategy used to convey sentences that are indirect or vague. This strategy is rarely used by the lecturer because it can be misinterpreted by students. For example, when the lecturer said "Jadi kurang lebih reasoning dan evidence itu saling...?" from the utterance showed that the lecturer used incomplete sentence to ask students, it put pressure on the students. The result is same with the previous research entitled *Politeness Strategy Used by Examiners on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta* written by Jamilatud Dukha (2020).

2. The Factors that Influence the Use of Politeness Strategies

Based on the data finding, it was mentioned that there were 165 data which have been identified as factors that influence the use of politeness strategies by the lecturer. The data finding shows that pay-off had the most frequent used by the lecturer. It showed that the lecturer used pay-off in 107 times. The relevant circumstances in social distance used 8 times, relative power used in 44 times, and ranking of imposition used in 6 times.

The first factor is pay-off. In this research, pay-off is the most influential factor in how the lecturer uses politeness strategies. The lecturer employs the politeness strategies because the lecturer can get adventages. The lecturer used politeness strategies to minimize threats, respect the students, and reduce coercion. For example, when the lecturer said "Don't forget vocalizing yang sudah kita latih itu dipakai ya" from the utterance showed that the lecturer employs this utterance by purpose to minimize the

FTA and create a good relationship with the students by giving advice to the students. The result is same with the previous research entitled *Politeness Strategy Used by Examiners on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta* written by Jamilatud Dukha (2020).

The second factor is relevant circumstances in social distance used in 8 times. Social distance affects the use of a politeness strategy used by the lecturer. For example, when the lecturer said "Kamu suka lihat ini?" from the utterance showed that lecturer has a relationship that is so close with the students because the lecturer uses the word "kamu". Generally, lecturer has long social distance with students, but in this speaking class, the lecturer is particularly friendly with the students, that can reduce the social distance. The result is same with the previous research entitled *Politeness Strategy Used by Examiners on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta* written by Jamilatud Dukha (2020).

The third factor is relevant circumstances in relative power used 44 times by the lecturer. According to Brown and Levinson (1987), relative power is an asymmetric social dimension. By employs politeness strategies, the lecturer can show his power and authority in the speaking class. For example, when the lecturer said "Introduce youself first" the utterance showed that the lecturer has the power to give an instruction to the students because the lecturer has higher power than the students in the speaking

class. The result is same with the previous research entitled *Politeness Strategy Used by Examiners on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta* written by Jamilatud Dukha (2020).

The last factor is relevant circumstances in ranking of imposition used in 6 times by the lecturer. Ranking of imposition related to social distance and relative power from the lecturer. For example, when the lecturer said "Okay Raya, introduce youself first, give a gesture, mimic, intonation. Kita kan sudah belajar itu kemarin." the utterance showed that the lecturer influenced by factor of relevant circumstances in ranking of imposition. The lecturer has the power in class to give an instruction to the students and has the social distance with the students, therefore the lecturer give more burden when giving instruction to the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was concern with the used of politeness strategies used by the lecturer in speaking class at the third semester of English Language Education Study Program in academic year 2022/2023. It was intended the types and the factors that influence the use of politeness strategies which has employed by the lecturer. From the result of the data finding of this research, there were two conclusions. The conclusions are as follow:

1. The Types of Politeness Strategies Used by The Lecturer in Speaking Class at The Third Semester of English Languauge Education Study Program in Academic Year 2022/2023

This research was concern with the types of politeness strategies used by the lecturer in speaking class. In the data finding, it was mentioned that there are 165 data which have been identified as politeness strategies. The data finding shows that there are 4 politeness strategies used by the lecturer in speaking class at the third semester of English Language Education Study Program. They are bald on-record in 36 utterances, positive politeness in 71 utterances, negative politeness in 55 utterances, and off record in 3 utterances.

Bald on-record in sub-strategy cases of non-minimization of the face threat used in 30 times and cases of FTA-Oriented bald on-record usage

used in 6 times. The second is positive politeness in sub-strategy exaggerate used in 6 times, use in-group identity marker used in 6 times, seek agreement used in 15 times, avoid disagreement used in 1 time, presuppose/raise/assert common ground used in 1 time, joke used in 2 times, offer and promise used in 9 times, include both S and H in the activity used in 16 times, give (or ask for) reasons used in 2 times, and give gifts to H used in 13 times. The third is negative politeness in sub-strategy question and hedge used in 49 times, and impersonalize S and H used in 6 times. The fourth is off record in sub-strategy be ironic used in 1 time and in sub-strategy be incomplete use ellipsis used in 2 times.

2. **The Factors that Influence the Use of Politeness Strategies Used by The Lecturer in Speaking Class at The Third Semester of English Language Education Study Program in Academic Year 2022/2023**

Based on the data finding, it was mentioned that there are 165 data which have been identified as factors that influence the use of politeness strategies by the lecturer. The data finding shows that pay-off had the most frequent used by the lecturer. It showed that the lecturer used pay-off in 107 times, the relevant circumstances in social distance used in 8 times, relative power in 44 times, and ranking of imposition used in 6 times. Pay-off is the most frequent used by the lecturer.

B. Suggestion

Based on the analysis and conclusions of the research, the researcher would like to give some suggestions. The results of this research can be used as a reference to study on pragmatics especially on the politeness strategies used by the lecturer. The researcher also wants to suggest to the next researchers that follow up on research by collecting the data in various situations, not only in the class. The researcher also gives suggestion to the next researchers to using more theories on politeness.

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APPENDICES

VALIDATION LETTER

The thesis data titled "Politeness Strategies Used by Lecturer in Speaking Class at The Third Semester of English Language Education Study Program in Academic Year 2022/2023" has been validated by Ikke Dewi Pratama, SS., M.Hum. in:

Day   : Monday

Date   : March 27th 2023

<div style="text-align: right;">

Surakarta, March 27th 2023

Validator,

Ikke Dewi Pratama, SS., M.Hum.

</div>

TRANSCRIPT TEACHING AND LEARNING PROCESS

Day, date : Monday, 31 October 2022

Time : 16.20 – 18.00 WIB

Class : 3J

Lecturer : Muh. Husin AL Fatah, M.Pd

L : Assalamu'alaikum warahmatullahi wabarakaatuh

S : Waalaikumsalam warahmatullahi wabarakaatuh

L : Good Afternoon, everybody

S : Good Afternoon, Sir

L : Sudah makan?

S : Belum

L : Udah dari jam berapa?

S : Jam 10

L : Okay, kita mulai dengan baca basmallah bersama.

S : Bismillahirrahmanirrahim

L : Yang belum maju UTS siapa?

L : Sudah maju semua ya? Ini kelas J?

S : Yes sir

L : Okay yang belum maju siapa ini? Rafi mana? Mau maju gak?

S : Sudah pak

L : Okay, hari ini sebelum lanjut ke topik bahasan yang baru, is there any question? Ada pertanyaan terkait dengan presentation?

L : I would like to give you ini ya tambahan terkait dengan presentation sebelum kita beralih ke topik bahasan yang baru

L : Sudah kelihatan?

S : Belum

L : Okay, ada beberapa tips terkait dengan presentation, kemarin sudah ini belum using visual text? Ini ya kemarin ya

L : Okay, dikarenakan kemarin sifatnya presentasinya singkat, maka kita tidak

membuka pertanyaan, but actually in a real situation after having a presentation, a presenter should give time for the audience, misalnya mau bertanya sesuatu. Hari ini kita akan berlatih untuk handling questions, gitu ya. Oh ya, sebelumnya saya ingin kasih testimoni dulu terkait dengan presentasi anda, last week, jadi ada yang ngasih slides ada yang tidak, ada yang too much gimmick ya, nilainya berapa?

S : Kalau too much gimmick itu bagus apa gak?

L : Kira-kira kalau too much bagus apa gak?

S : Tidak

L : Gula itu enak ya, kalau terlalu manis gimana?

S : Gak enak

L : Rebahan enak ya, kalau terlalu banyak rebahan? Kalau anda sukanya terlalu banyak rebahan, terlalu banyak mengonsumsi gula, apa yang akan terjadi?

S : Obesitas

L : Kalau too much berarti apa?

L : Kemarin kalau anda mau ngasih using visual text, ada beberapa yang ngasih ada yang gak, silahkan diperjelas ads nya itu untuk apa. Okay gitu ya, ini bisa anda pelajari, halaman berapa itu? 11? Introducing visual text. Coba everybody, everybody. Okay, dibaca coba. Pertama introducing visuals, everybody, ikuti saya ya, Okay alright, let's take a look at...

S : Okay alright, let's take a look at...

L : Here, I have a slide that....

S : Here, I have a slide that....

L : Have a look at....

S : Have a look at....

L : The first slide is about you

S : The first slide is about you

L : Ladies and gentlemen, please take a look at this mouse, please take a look at me, can you feel my charisma today?

S : *Laughing

L : Kemudian locating a point on a slide, coba saya pengen tahu nih, yang garis

pertama coba, on the left side

S : On the left side

L : At the top

S : At the top

L : At the bottom

S : At the bottom

L : Biasanya kalau tidak terbiasa ngomong inggris itu "at the bottem"

S : *Laughing

L : Jadi, let's make it enjoy ya

L : Is this clear enough for everyone?

S : Is this clear enough for everyone?

L : Jadi seperti ini ya. Kalian seperti ini latihan gak sih di kost?

S : Ngga

L : Karena salah satu hal yang bagus adalah berlatih ya untuk tongue, untuk lidah, to turn in to English, karena dulu saya kalau kuliahnya libur saya ngomong inggris gak suka, tapi ketika kuliah masuk seperti ini saya jadi lupa beberapa bahasa indonesia, karena bahasa membawa karakter, jadi anda dalam berbahasa inggris dan berbahasa indonesia itu karakternya berbeda, percaya gak?

S : Percaya

L : Yang bahasa jawa, bahasa jawa ngoko dan krama itu karakternya akan berbeda, apalagi bahasa arab ya. Gitu ya guys. Sekarang ini skill terakhir di speaking skills, kemarin kita tidak bahas, jadi after having a presentation, we have non verbal communication and handling question. Apa itu non verbal communication?

S : Gesture

L : Communication yang non verbal yaitu bisa melalui gesture, what else? Eye contact, gimmick, kemudian mimik. Gitu ya. Ini semester berapa ya? Tiga ya?

S : Tiga sir

L : Anda sudah belajar semantic belum ya?

S : Belum

L : Jadi kalau di dalam bahasa ya, di discourse analysis, kadang kita pakai beberapa

kata untuk menekan, contoh "I agree with you" itu kalau kita tekan "I extremely agree with you", itu juga non verbal sebenarnya, tapi gimana ya, verbal juga ya, verbal untuk memperkuat verbal. Nah disini non verbal untuk memperkuat verbal "this time is very important to us" gitu kan, "if it is not today, never", ukuran high tone, low tone itu gak sama, sudah pernah saya terangkan kan dulu?

S : Belum

L : Sudah. Apa saja selain eye contact, gesture? Body language, intonation, ya kan, high tone dan low tone itu juga, termasuk ini ya pemenggalan kata itu juga termasuk ya. Don't forget vocalizing yang sudah kita latih itu dipakai ya, jangan cuma latihan tapi tidak pernah dipakai. Coba, masih bisa bernapas?

S : Bisa

L : Napasnya itu producing sounds, tarik napasnya pelan. Jadi, jangan lupa produce sound dengan benar maka suara kita akan terdengar menggelegar gitu ya. Too much movement is distracting, no movement is boring, artinya apa? Bergerak tapi yang pas. Facial expression, rileks, Anda sudah latihan senyum? Pernahkan Anda senyum melihat diri anda sendiri?

L : Kamu pernah ngobrol gak?

S : Pernah

L : Pernah gak kamu ngobrol sama temenmu dia pakai gesture yang meaningless?

S : Pernah

L : Ya, artinya meaningless itu tidak mendukung presentasi kita. Okay, saya akan kasih contoh kalau anda mau belajar terkait dengan mendengarkan presentasi. Ini bahasa inggrisnya itu belepotan semua ini, bisa anda tangkap ga? *Watching video on youtube

L : Kira-kira dia ngomongin apa?

S : 21 hari kebiasaan

L : 21 days theory to changes, dan di awal dia kasih contohnya, jadi kamu kalau bangun tidur making bed gak?

S : Yes

L : Jadi bagus ya, dia dari awal dikasih contohnya, kemudian point nya adalah 21 days, jadi kalau kamu mau mengubah karakter, habit selama 21 hari. Tapi kalau

teorinya orang jawa, berapa hari kira-kira?

S : 40 hari

L : 35 hari alias selapan, 7 kali lima. Begitu juga speaking English ya, jadi speaking English itu agak-agak kurang lancar, jadi please make your English speaking fluent by forcing ya, force yourself in 21 days atau 35 days, paksa itu lidahmu untuk bicara tiap hari agar terbiasa. Jadi, kamu kalau mau mendengar silahkan, masih agak kaku *watching video on youtube. Coba kita lihat yang agak luwes

S : Yang Prilly sir

L : Prilly? Bahasa inggris ya?

S : Iya

L : Ini? Yang mana?

S : Yang atas sendiri

L : Kamu suka lihat ini?

S : Iya

L : Sudah oke sih ini. Pinter ya ternyata Prilly.

S : Dosen

L : Oh dia dosen to?

S : Iya, di UGM

L : Oh dosen praktisi

S : Iya

L : Ini enak lo didengarkan

L : Cukup ya, bisa Anda lihat di youtube. Kalau jaman dulu kan gak kaya gini ya, saya dulu seminggu sekali menyempatkan waktu ke warnet, sekarang Wi-Fi kenceng ya, seminggu sekali ke warnet 5 jam, jadi saya jadwalkan setiap hari apa ke warnet. Sampai sini ada pertanyaan? Paham ya. Dengan demikian berakhir pula materi presentasi kita. Terima kasih. Okay next week I would like to give you next material terkait dengan debat. Okay I will give you teaching materialnya, sudah ada belum ya?

S : Itu sama kaya yang kemarin atau beda?

L : Iya sama. Oh iya sastra kan mau ngadain lomba ya, English speech atau apa itu, kalau kalian mau join lomba, butuh supervising dari saya silahkan, yang penting

saya free, kalau Anda mau saya check kurangnya apa. Hadiahnya berapa juta itu? Itu disitu ada kan pengumumannya?

S : Yang di itu ya pak? Itu udah kemarin

L : Oh udah kelar

S : Udah

L : Anda mau telling story ga kira-kira?

S : Mau

L : Nanti ya setelah debat kita belajar telling story, atau telling story dulu baru debat?

S : Debat dulu

L : Debat dulu lah ya

S : Lebih gampang yang mana pak?

L : Gampang semua. Okay saya ada 2 buku, silahkan di print semua ya. Tapi yang paling wajib yang ini ya debating council New Zealand, karena ini akan kasih kamu examplenya. Kalau yang ini lebih ke theorynya. Ini saya taruh fotocopy atau saya share aja pdf nya?

S : Share pdf aja pak

L : Siapa? Nova aja ya? Dua ini ya guys, next week you have to have, ganti gak enak, you have to possese these. Enak kan? Atau you must have this one.

S : You must have this one

L : Jadi Anda mulai belajar sinonim, jadi kalau misalkan berhenti itu gimana? Misalnya proyek itu berhenti gimana? This project is?

S : Stop

L : Kan gak enak itu biasa aja. This project is terminated. Karena itu sangat berguna ketika kalian nanti akan test Ielts. Okay begitu ya kita mulai minggu depan, jadi silahkan kalian baca-baca dulu ya. Saya minta untuk membagi kelompok, satu kelompok 3 orang. Jadi yang pertama kita akan belajar debate system. Jadi kita latihan menjadi seorang DPR. Gunanya debate adalah ketika ada sebuah kebijakan yang sifatnya kontroversial, maka mereka mengadakan debate antara pihak pemerintah atau pihak affirmative dan pihak oposisi atau negative, nanti betul-betul dinilai argumentasinya lebih kuat yang mana sehingga nanti

diputuskan bahwa kebijakan ini ya atau tidak. Salah satu yang paling berdampak itu kemarin di Belanda mereka mengadakan debate perkara lingkungan, lingkungan atau apa itu, salah satu hal yang membuat lingkungan Belanda itu tercemar itu adalah peternakan sapi, karena yang menang pihak DPR ya, maka akhirnya dengan terpaksa para peternak sapi dilarang untuk memelihara sapi lagi, itu konsekuensi dari hasil parlemen debate. Kamu pernah denger ga para peternak sapi demo di Belanda? Belum pernah denger?

S : Belum

L : Nanti dicari. Gitu ya guys. Okay thank you so much for your attention. See you next week. Wassalamu'alaikum warahmatullahi wabarakaatuh

S : Waalaikumsalam warahmatullahi wabarakaatuh. Thank you, sir.

TRANSCRIPT TEACHING AND LEARNING PROCESS

Day, date   : Monday, 7 November 2022

Time   : 10.20 – 12.00 WIB

Class   : 3J

Lecturer   : Muh. Husin AL Fatah, M.Pd

L : Assalamu'alaikum warahmatullahi wabarakaatuh

S : Waalaikumsalam warahmatullahi wabarakaatuh

L : Ini enak ya kelasnya gak terlalu luas. Gimana kabarnya? Sehat semuanya?

S : Alhamdulillah sehat sir

L : Okay, minggu lalu kita belajar apa?

S : Presentasi pak

L : Sudah diprint?

S : Sudah

L : Okay, hari ini kita akan belajar membuat argumentasi, in the previous meeting sebelum UTS, you have already present something ya. Aisyah mana? Kamu presentasi tentang apa?

S : Kepribadian introvert dan extrovert.

L : Kamu apa, Tania?

S : Junkfood

L : Kamu setuju atau gak setuju sama junkfood?

S : Gak setuju

L : Debate itu sebenarnya seni berargumentasi, see what I mean? So debate is how to express our argumentation. Jadi ada salah satu topik kemudian kita diminta untuk menjadi pihak yang pro atau kontra. Nah today I would like to give you an outline how to express our argumentation. Ada yang tahu mungkin caranya menyampaikan argumentasi yang baik gimana caranya? Gimana mba?

S : Dengan kata-kata yang sopan

L : Nah nice. Gimana lagi, mas?

S : Mungkin dengan kalimat yang singkat, padat, dan jelas

L : Singkat, padat, jelas. Ya, jadi di dalam argumentasi ada 3 hal yang harus kita ketahui. Kita sebut sebagai AREL, ada yang pernah denger AREL?

S : Belum

L : Jadi, ketika you mau kasih pendapat di depan orang, harus ada AREL nya. Apa itu AREL? A yang pertama adalah assertion, R adalah reasoning, E adalah evidence, dan L adalah link back. Contohnya, tomat itu buah apa sayur?

S : Buah

L : Saya kasih contoh, assertion itu adalah posisimu atau standing pointmu. Saya kasih satu contoh ya, junkfood is good for health. Setuju gak anda?

S : Gak

L : Ini adalah assertionnya atau posisimu dari awal. Jadi kalau di argumentative writing itu kan sudah pernah ya anda, di awal-awal kan langsung ada pertanyaan singkatnya seperti apa. Sebenarnya AREL ini merupakan kepanjangan dari argumentative writing, baru nanti reasoningnya ada berapa kira-kira? Ada reason one, reason two, reason three, gitu kan. Contohnya junkfood is good, kenapa good? It is fast dish, terus? It does not need much time to prepare, apa lagi? It is cheap, ya gak?

S : Ya

L : Sama it is affordable for students. Empat ya, ini reasoning nya ada empat. Tentunya jangan hanya reason saja, tapi harus disertai.....?

S : Evidence

L : Jadi, kurang lebih reasoning dan evidence itu saling....?

S : Melengkapi

L : Ini tidak bisa dipisah ya, jadi reasoning itu plus evidence. Jadi ketika kamu memilih reasoningnya it is fast dish, kemudian disini kasih evidencenya. Ini dikasih evidence. Paham ya? Contohnya junkfood itu apa?

S : Burger

L : Burger isinya apa? Roti kan? Ada ayamnya kan?

S : Ya

L : Ada sayurnya kan? Masa junkfood ya? Junkfood itu cilor, cilok. Ya gak? Junkfood gak dia?

S : Iya

L : Jadi setiap satu reason dikasih evidence. Paham ya sampai sini ya. Terus link back nya, based on that facts, junkfood is good for health. Jadi ini bebas ya, mau pakai perspektif kesehatan atau perspektif ekonomi silahkan. Jadi gini ya guys.

S : Iya

L : Sebenarnya kita sudah mempelajari cara berargumentasi di semester 2 ya. Cuma waktu itu dalam bentuk tulisan. Nah sekarang kita menyampaikan argumen dalam bentuk apa?

S : Lisan

L : Ya, jadi seperti itu kira-kira. Ada pertanyaan? Jadi kalau di argumentative writing atau eksposition, itu pertama ada thesis atau argumen gitu kan? Terus yang terakhir ada recomendation. Link back itu adalah recomendation, thesis itu adalah assertion. Gitu ya, jadi argumen itu adalah reasoning dan evidence. Paham sampai sini?

S : Paham

L : Sekarang, saya mau praktek. Saya kasih ide, enaknya idenya apa? Yang ringan-ringan aja. Tomato is fruit or vegetable ya. Ini aja lah simple aja, bakso is better than mie ayam. Gitu ya, topik kita hari ini ya. Saya bagi yang pro mana yang pro? Yang suka bakso siapa? Silahkan saya kasih waktu 10 menit ya, silahkan membuat assertion, reasoningnya, evidence, dan link back nya. Jadi silahkan pertahankan pendapat anda, kalau bakso itu lebih enak daripada mie ayam. Kalau gak setuju, ya sebaliknya, gitu ya.

S : Jadi ini individu?

L : Individu. Ini latihan dulu, nanti setelah itu baru secara group. Kita step by step. Siap? Yang ini pro, yang ini kontra. Saya kasih waktu 10 menit ya, nanti silahkan maju.

L : Sudah selesai?

S : Belum

L : Kurang 5 menit ya

L : 1 menit. Nanti saya panggil ya, atau mau maju sendiri?

L : Selesai ya, waktu selesai, time is up. Kamu mau? Silahkan

S : Student presenting

L : Introduce yourself first

S : Student presenting

L : Thank you, sini dulu saya lihat reasonmu, saya kasih contoh ya. Ladies and gentlemen, today I would like to give you my reason why bakso is more delicious than mie ayam. The first one, bakso is easy to dish. Why I claim like this? Because give example gitu ya. Second point is, nah gitu lo. It is more filling itu apa mba?

S : Mengenyangkan pak

L : Jadi kaya gitu ya, don't be shy shy. Gitu ya mba. Terus that's why based on that facts, I strongly agree that eating meatball is than eating chicken noodle. Okay next siapa yang mau maju? Okay let's go. Siapa namanya?

S : Raya

L : Okay raya, introduce yourself, give a gesture, mimic, intonation. Kita kan sudah belajar itu kemarin. Let's go

S : Student presenting

L : Okay thank you Raya. Satu lagi ya, siapa?

S : Student presenting

L : Satu lagi, pasukan mie ayam

S : Student presenting

L : Okay jadi next week kita lanjutkan debat terkait dengan bakso dan mie ayam. Tetapi in a group ya, sudah ditentukan pro dan kontranya?

S : Kalau groupnya sudah dibentuk pak

L : Silahkan tentukan pro atau kontranya. Nah pro adalah affirmative team ya, kontra kita sebut negative team. Jadi kalau di debat kita nanti pakai 3 orang atau 3 peserta, masing-masing mendebatkan. Dan ada 1 hal yang membedakan debat dengan menyampaikan opini seperti tadi. Kalau opini seperti tadi kan Cuma menyampaikan pendapatnya aja. Sedangkan dalam debat nanti diperbolehkan menanyakan atau menyerang pendapat yang disampaikan. Paham ya?

S : Paham

L : Jadi next week kita coba latihan debat dengan tema bakso is better than mie

ayam. Gitu ya. Pro kontranya silahkan kalian tentukan sendiri. Atau mau saya acak? Oh gini gini saya ralat. Silahkan you persiapan bakso is better atau delicious enaknya?

S : Better

L : Better aja ya. Better nanti banyak hal, kalau delicious kan perspektif. Nanti next week I will choose mana yang affirmative, atau mana yang negative. So, silahkan anda persiapkan baik anda pro maupun anda kontra. Gitu ya guys.

S : Yes

L : Kita akan berlatih cara berdebat tapi dengan topik yang sangat familiar. Kalau topiknya agak berat nanti anda gak nyampai. Gitu ya. Terima kasih atas perhatiannya. See you next week. Assalamu'alaikum warahmatullahi wabarakaatuh

S : Wa'alaikumsalam warahmatullahi wabarakaatuh.

L : Satu lagi saran saya, apa yang sudah dipelajari kemarin dipraktekkan. Apa itu? Producing voicenya, intonation. Dilatih. Okay see you

S : See you. Thank you sir

Day, date : Thursday, 10 November 2022

Time : 07.00 – 08.40 WIB

Class : 3I

Lecturer : Muh. Husin AL Fatah, M.Pd

L : Assalamu'alaikum warahmatullahi wabarakaatuh

S : Wa'alaikumsalam warahmatullahi wabarakaatuh

L : Morning

S : Morning sir

L : How are you today?

S : I am fine

L : Hari ini materinya apa? Debat ya. Mari kita buka dengan membaca basmallah bersama-sama

S : Bismillahirrahmanirrahim

L : Okay sudah ngeprint semua ini?

S : Sudah

L : Okay, jadi debate is parlementer to discussing some issues. Jadi dalam debat itu ada 2 pihak, pihak affirmative dan pihak negative. Nah kemarin sudah saya berikan contoh kan. Sudah membuat kelompok bertiga belum?

S : Sudah

L : Okay tapi hari ini kita tidak akan bertiga ya. Today I would like to give you an outline to making an argumentation. Dulu pernah diajar saya gak? Argumentative writing dengan siapa? Sudah pernah diajari cara menulis argumentation? Masih ingat atau sudah lupa?

S : Lupa

L : Sudah ingat atau masih lupa?

S : Masih lupa

L : Jadi sebenarnya cara berargumen di dalam debat itu mirip dengan cara kita menulis pada argumentative writing ya. Jadi dalam debat itu ada yang kita sebut

sebagai AREL. Tau AREL?

S : Gak

L : Kalau argumentative writing masih ingat gak? Yang pertama apa?

S : Thesis

L : Ini yang pertama ya, yang kedua argumentation. Kemudian eksposisi ya. Kalau pengen tau penjelasan eksposisi atau argumentation bisa lihat youtube saya ya. Sudah pernah lihat youtube saya?

S : Sudah

L : Lihat ya, nanti kalau gak lihat gak saya absen

S : *laughing

L : Nah argumentation itu ada banyak ya, ada 1, 2, 3. Dan ini adalah recomendation. Di debate itu juga sama, Cuma kita nyebutnya AREL. Yang pertama adalah assertion, assertion itu your opinion, agree atau disagree, mendukung atau menolak. Paham kira-kira?

S : Paham

L : Reasoning, evidence. Nah reasoning dan evidence ini kurang lebih kalo argumentation ini isinya adalah reasoning plus evidence. Terus yang terakhir adalah link back. Paham ya?

S : Paham

L : Jadi setiap alasan harus ada bukti, evidence. Buktinya itu evidence atau example. Jadi ketika kamu diminta untuk apa namanya mengemukakan pendapat, itu anda harus memiliki argumentasi yang berdasarkan fakta. Fakta atau pendapat ahli. Sampai sini paham kira-kira?

S : Paham

L : Coba mba, siapa namamu?

S : Shinta

L : Shinta rajin apa pintar?

S : Dua-duanya

L : Biasanya kan kita punya penilaian atau argumentasi tentang Shinta, oh Shinta rajin. Argumentasi 1, dia bangunnya selalu pagi. Argumentasi 2, dia mandi sebelum adzan subuh. Tiga, dia sarapan setiap pagi. Ini menunjukkan bahwa

Shinta rajin. Gitu ya. Paham ya. Apakah argumentasi itu ada yang benar ada yang salah? Ada yang benar ada yang salah tapi kita tidak bisa 100% judge these argument atau those argument. Setiap argument itu punya perspektifnya masing-masing. Tinggal bagaimana kita bisa memenangkan argumentasi kita. Jadi kesimpulannya pada pelajaran debate kali ini kita akan diajarkan untuk bersikap pro dan kontra, meskipun kamu gak suka ya kan. Dengan demikian, kita akan merasa netral dengan segala situasi. Saya kasih waktu saya kasih tema, judulnya adalah mie ayam is better than bakso. Silahkan anda ungkap beberapa argumentasi untuk mendukung. Saya tentukan atau mau milih?

S : Tentukan

L : Yang sebelah sini pro ya, suka mie ayam. Kasih beberapa argumentasi. Ingat, dikasih argumentasi, reasoning, dan evidende. Nanti akan saya undang untuk maju ke depan satu-satu. Saya kasih waktu 10 menit ya.

L : Kurang 1 menit ya

L : Silahkan yang mau maju. Yang pro dulu ya

S : Student presenting

L : Ayo silahkan dari negative team.

S : Student presenting

L : Okay saya undang lagi, yang pro siapa yang mau maju?

S : Pak, tapi kalau ngasih argumen itu bolehnya Cuma membandingkan atau boleh menjatuhkan?

L : Boleh menjatuhkan. Kalo bisa dua-duanya. Perkuat dan menjatuhkan. Ayo siapa yang mau maju?

S : Yang kontra pak?

L : Boleh yang kontra dulu

S : Student presenting

L : Thank you. Ayo yang pro satu lagi

S : Student presenting

L : Okay ya sudah debate ini, padahsal mau latihan aja. Okay gak papa ya. Jadi begitu kurang lebihnya dalam berdebat. Terkadang hal-hal yang simple itu jarang dikorek. Intinya debate disini adalah seni berargumen. Tapi debatenya

harus fokus pada topik. Groupnya sudah dibikin ya?

S : Urut absen

L : Next week saya mau anda langsung latihan berdebat masing-masing kelompok. Enaknya topiknya apa? Mie ayam lagi?

S : No

L : Gini aja ya, topiknya yang simple apa yang berat?

S : Simple aja kan masih pemula

L : Ini aja, students should not ride motorcycle to the campus. Silahkan kami bikin pro dan kontranya. Jadi bikin argumentasi pro dan bikin argumentasi kontra. Next week I will choose you to perform affirmative or negative team. Jadi teamnya sama tetapi kamu mempersiapkan materi pro dan kontra. Atau lebih dari satu topiknya?

S : Satu dulu aja pak

L : Okay next week kita akan latihan perform, next weeknya akan saya nilai

S : Yes sir

L : Okay guys?

S : Yes sir

L : Jadi kalau anda pro, anda harus menentukan batasan, hal-hal yang mau dikaji itu apa aja, apakah alasan ekonomi, alasan kesehatan, alasan kemanusiaan, alasan lingkungan. Paham ya. Okay deal?

S : Deal

L : Let's close our slass today by saying hamdallah together

S : Alhamdulillahhirabbilalamin

L : Wassalamu'alaikum warahmatullahi wabarakaatuh

S : Wa'alaikumsalam warahmatullahi wabarakaatuh

L : See you

S : See you. Thank you sir

Day, date   : Thursday, 24 November 2022

Time   : 07.00 – 08.40 WIB

Class   : 3I

Lecturer   : Muh. Husin AL Fatah, M.Pd

L : Assalamu'alaikum warahmatullahi wabarakaatuh

S : Wa'alaikumsalam warahmatullahi wabarakaatuh

L : Selamat pagi

S : Pagi sir

L : Hari ini melanjutkan ya

S : Yes sir

L : Ada berapa kelompok lagi yang belum maju?

S : Baru 2 kelompok sir

L : Mari kita buka dengan membaca basmallah

S : Bismillahirrahmanirrahim

L : Silahkan dipersiapkan terlebih dahulu seperti kemarin hadap-hadapan. Yang paling depan 3 ya, yang lainnya di belakang. We have 2 topics today: Government should legalize marijuana; Childfree is good option for Gen Z. Okay silahkan kelompoknya ikhlasul amal and zulfa

S : Student presenting debate

L : Okay thank you. Now please give applause to amal and zulfa. Ladies and gentlemen, mohon diperhatikan, didengarkan. Topiknya adalah Goverment should legalize marijuana. Affirmative team siapa? Okay silahkan

S : Student presenting debate

L : Thank you, Zulfa from affirmative team. Fatimah, time nya berapa?

S : 2 menit 18 detik

L : 2 minutes 18 seconds. Okay, now please welcome the first speaker from negative team

S : Student presenting debate

L : Okay thank you. Now please welcome the second speaker from affirmative team

S : Student presenting debate

L : Okay thank you. Now let's go to the second speaker from negative team

S : Student presenting debate

L : Okay thank you. Now please welcome the third speaker from affirmative team

S : Student presenting debate

L : Thank you. Now the third speaker from negative team

S : Student presenting debate

L : Okay, berapa waktunya Fatimah?

S : 1 minutes 38 seconds

L : Okay, sekarang negative team dulu silahkan

S : Student presenting debate

L : Okay, now please affirmative team

S : Student presenting debate

L : Okay, let's give applause for them

S : Students giving applauses

L : Okay sudah lumayan bagus. For the affirmative team speaker one, has a good explanation about marijuana. And then speaker one negative, sudah oke rebate nya, cuma kamu disini kurang rebate yang bagian subtitute the paper, mungkin kamu masih bisa menggunakan yang recycle, recycle the press paper. Kemudian speaker two merebate the dangereous, kemudian dia menambahkan tema lagi, dan bagusnya dia memberikan contohnya. Kemudian dijawab oleh speaker two negative, ternyata speaker two negative juga memberikan bukti dan data yang sama-sama kuat. Sayangnya, di speaker tiga itu kurang begitu jelas ngomongnya, yang di affirmative team membahas tentang kanabis ya. Kemudian di negative team, nah ini saya malah agak bingung ya, apakah you setuju marijuana dilegalisasi atau tidak. Saran saya untuk affirmative dan negative team, itu kamu berikan contohnya, buktinya. Bukti itu bisa berita, atau data-data yang terkait dengan materinya. Gitu ya, over all, score nya adalah 2-1. Okay thank you. Selanjutnya topiknya adalah childfree. Okay now please welcome affirmative team

S : Student presenting debate

L : Okay now let's go to the speaker one from negative team

S : Student presenting debate

L : Okay now let's go to the speaker two from affirmative team. Silahkan

S : Student presenting debate

L : Okay now please the second speaker from negative team

S : Student presenting debate

L : Okay thank you. Now please welcome the third speaker from affirmative team

S : Student presenting debate

L : Okay now please welcome third speaker from negative team

S : Student presenting debate

L : Okay, dari negative team

S : Student presenting debate

L : Okay, now from affirmative team

S : Student presenting debate

L : Okay ya, gitu kira-kira. From the speaker one, speaker two, and speaker three tadi sudah bagus ya. Kemudian, tadi menjelaskan tentang childfree, lifestyle, dan sebagainya. But I suggest you to explore more. Misalnya lifestyle, itu kamu explore more. Kemudian evidences ya dan juga pendapat ahli, siapa aja yang mendukung pendapat itu. Kemudian for speaker one, you should speak up more ya. Anda ini adalah calon performer, dosen itu adalah performer. Yang penting anda harus speak up lebih lebar. Kemudian speaker two affirmative, juga sama, kamu kasih explanation, kasih contoh, kasih pendapat ahli, itu akan membuat debate kita kuat. Kemudian speaker two juga sama ya, perlu menambahkan dari pendapat ahli atau theory. Speaker 3 baik affirmative maupun negative, kamu perlu mengeksplore lebih banyak ya, terutama evidence nya, dan pendapat ahli. Okay paham ya, give applause to us

S : Students giving applause

L : Silahkan kursinya dikembalikan ke depan. Minggu depan, topiknya masih sama atau ganti?

S : Sama sir

L : Intinya, bagaimana cara anda menyampaikan dan memberikan argumenmu dan evidence nya. Saya kira begitu, next week masih ada 1 team ya. Okay ya, mari kita tutup dengan bacaan hamdallah

S : Alhamdulillahhirabbil 'alamin

L : Terima kasih atas perhatiannya. Wassalamu'alaikum warahmatullahi wabarakaatuh

S : Wa'alaikumsalam warahmatullahi wabarakaatuh. Thank you sir

POLITENESS STRATEGIES USED BY LECTURER IN SPEAKING CLASS AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IN ACADEMIC YEAR 2022/2023

Day   : Monday

Date   : 31 October 2022

Place : UIN Raden Mas Said Surakarta (3J Class of English Language

Education)

BOR   : Bald On-Record

PP   : Positive Politeness

NP   : Negative Politeness

OR   : Off Record

No.	Code	Utterance/Data	Context	Politeness Strategy				Indication and Explanation	Correct/ Incorrect
				BOR	PP	NP	OR		
Opening									
1.	01/M1/BOR/PO	Good Afternoon, everybody	The lecturer said "good afternoon" as welcoming.	✓				Cases of FTA-oriented bald on-record usage, because welcoming is included in bald on-record.	Correct
2.	02/M1/PP/PO	Sudah makan?	The lecturer asked the students, about they had lunch or not.		✓			Presuppose/raise/assert common ground, because the lecturer used small talk.	Correct

					✓				
3.	03/M1/PP/P	Okay, kita mulai dengan baca basmallah bersama	The lecturer invited the students to reciting basmallah together.		✓			Include both S and H in the activity, because words "kita" and "bersama" refers to the lecturer and all students.	Correct
4.	04/M1/NP/PO	Yang belum maju UTS siapa?	The lecturer asked the students about who wasn't coming up for the midterm.			✓		Impersonalize S and H, because the lecturer did not direct on one student, but he asked all the students.	Correct
5.	05/M1/PP/PO	Sudah maju semua ya? Ini kelas J?	The lecturer asked the students' agreement.		✓			Seek agreement, because the lecturer asked the students to get their agreement.	Correct
6.	06/M1/NP/PO	Ada pertanyaan terkait dengan presentation?	The lecturer asked the students if they want to ask questions related to previous material.			✓		Question, hedge, because the lecturer asked the students if they have a question or not.	Correct
Main Activity									
7.	07/M1/PP/PO	Okay, dikarenakan kemarin sifatnya presentasinya	The lecturer give a reason why they did not open a QnA		✓			Give (or ask for) reason, because the lecturer gave	Correct

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No.	Code									
		singkat, maka kita tidak membuka pertanyaan, but actually in a real situation after having a situation, a presenter should give time for the audience, misalnya mau bertanya sesuatu.	session at the previuos meeting.						a reason about why they did not open a QnA session.	
8.	08/M1/PP/PO	Hari ini kita akan berlatih untuk handling questions.	The lecturer said that they will practice for handling the questions.		✓				Include both S and H in the activity, because the word "kita" refers to the lecturer and all the students.They are in the same activity during the learning process.	Correct
9.	09/M1/NP/P	Coba everybody. Okay, dibaca coba.	The lecturer asked the students to read the material on the powerpoint.			✓			Question, Hedge, because the lecturer asked the students to read the material.	Correct
10.	010/M1/NP/P	Coba saya pengen tahu nih, yang garis pertama coba, on the left side	The lecturer asked the students to read the material on the powerpoint.			✓			Question, Hedge, because the lecturer asked the	Correct

No.	Code									
								students to read the material.		
11.	011/M1/PP/PO	Jadi let's make it enjoy ya	The lecturer asked the students to enjoy when speak in English.		✓			Include both S and H in the activity, because in the word "let's" can be seen that the lecturer and students are in the same activity.	Correct
12.	012/M1/PP/PO	Karena bahasa membawa karakter, jadi anda dalam berbahasa Inggris dan berbahasa Indonesia itu karakternya berbeda.	The lecturer gave a reason related to language that could bring character.		✓			Give (or ask for) reason, because the lecturer gave a reason related to language that could bring character.	Correct
13.	013/M1/NP/PO	Jadi after having a presentation, we have non verbal communication and handling question. Apa itu non verbal communication?	The lecturer asked to the students about non verbal communication.			✓		Question, Hedge, because the lecturer asked a question to the students about non verbal communication.	Correct
14.	014/M1/PP/PO	Ini semester berapa ya? Tiga ya?	The lecturer asked the students about the semester of		✓			Seek agreement, because the lecturer asked the	Correct

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No.	Code									
			the students, and the lecturer seek students' agreement.					students to get their agreement.	
15.	015/M1/NP/PO	Anda sudah belajar semantic belum ya?	The lecturer asked the students, are they had learned semantic or not.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
16.	016/M1/NP/PO	Sudah pernah saya terangkan kan dulu?	The lecturer asked the students about the learning material.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
17.	017/M1/BOR/PO	Don't forget vocalizing yang sudah kita latih itu dipakai ya, jangan Cuma latihan tapi tidak pernah dipakai.	The lecturer gave a suggestion to the students to use vocalizing.	✓				Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
18.	018/M1/BOR/PO	Jangan lupa produce sound dengan benar maka suara kita akan terdengar menggelegar gitu ya	The lecturer gave a suggestion to the students to produce sound.	✓				Cases of non-minimization of the face threat, because the lecturer give a suggestion	Correct

No.	Code	Utterance	Explanation					Analysis	
			to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.						
19.	019/M1/NP/PO	Tapi kalau teorinya orang jawa, berapa hari kira-kira?	The lecturer asked the students about the theory of javanese. Previously, the lecturer and students watching video on YouTube about 21 days to change character.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
20.	020/M1/PP/PO	Coba kita lihat yang agak luwes	The lecturer invited the students to watch video on youtube that more charming.		✓			Include both S and H in the activity, because the word "kita" refers to the lecturer and all students.	Correct
21.	021/M1/PP/PO	Prilly? Bahasa Inggris ya?	The lecturer asked the students' agreement about video that they watch in YouTube.		✓			Seek agreement, because the lecturer asked the students' agreement .	Correct

22.	022/M1/NP/PO	Sampai sini ada pertanyaan?	The lecturer asked to the students who wants to ask about the material.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
23.	023/M1/PP/PO	Kalau kalian mau join lomba, butuh supervising dari saya silahkan, yang penting saya free	The lecturer offered the students if they want to join the competition, the lecturer is willing to be a supervisor.		✓			Offer, Promise, because the lecturer offered himself to the students to be a supervisor.	Correct
24.	024/M1/PP/PO	Ada yang mau telling story gak kira-kira?	The lecturer asked the students about who wants to telling story.		✓			Seek agreement, because the lecturer asked a question to the students to get their agreement.	Correct
25.	025/M1/NP/P	Okay saya ada 2 buku, silahkan di print semua ya	The lecturer asked the students to print the book from the lecturer.			✓		Question, Hedge because the lecturer asked the students to print the book.	Correct
26.	026/M1/BOR/P	Saya minta untuk membagi kelompok, satu kelompok 3 orang	The lecturer asked the students to make group that consist of three students in each group.	✓				Cases of non-minimization of the face threat, the lecturer used strategy 5 namely task oriented.	Correct

No.	Code	Utterance	Description			✓			Analysis	Status
27.	027/M1/NP/PO	Okay yang belum maju siapa ini?	The lecturer asked the students about who wasn't coming up for the midterm.			✓			Impersonalize S and H, because the lecturer did not direct on one student, but he asked all the students.	Correct
28.	028/M1/NP/PO	Sudah kelihatan?	The lecturer asked the students about the powerpoint on the proyektor.			✓			Question, hedge, because the lecturer asked a question to the students.	Correct
29.	029/M1/NP/PO	Kemarin sudah ini belum using visual text?	The lecturer asked the students about visual text.			✓			Question, hedge, because the lecturer asked a question to the students.	Correct
30.	030/M1/NP/PO	Kira-kira kalau too much bagus apa gak?	The lecturer asked a question to the student about "too much". Previously, the student asked too much is good or not.			✓			Question, hedge, because the lecturer asked a question to the student.	Correct
31.	031/M1/NP/PO	Gula itu enak ya, kalau terlalu manis gimana?	The lecturer asked the students about too much sugar.			✓			Question, hedge, because the lecturer asked a question to the student.	Correct

No.	Code	Utterance	Explanation					Analysis	Result
32.	032/M1/NP/PO	Kalau anda sukanya terlalu banyak rebahan, terlalu banyak mengonsumsi gula, apa yang akan terjadi?	The lecturer asked the students about what would happen if too much lay down and consumed sugar.			✓		Question, hedge, because the lecturer asked a question to the student.	Correct
33.	033/M1/NP/PO	Too much movement is distracting, no movement is boring, artinya apa?	The lecturer asked the students about what the meaning of the sentence.			✓		Question, hedge, because the lecturer asked a question to the student.	Correct
34.	034/M1/NP/D	Pernah gak kamu ngobrol sama temenmu tapi dia pakai gesture yang meaningless?	The lecturer asked the students about are they had ever talk to their friends but using a meaningless gesture.			✓		Question, hedge, because the lecturer asked a question to the student.	Correct
35.	035/M1/NP/D	Jadi kamu kalau bangun tidur making bed gak?	The lecturer asked the students if when they woke up they made up the bed or not.			✓		Question, hedge, because the lecturer asked a question to the student.	Correct
36.	036/M1/NP/R	Jadi please make your English speaking fluent by forcing ya, force yourself in 21 days atau 35 days.	The lecturer ask students to make speaking English more fluent.			✓		Question, hedge, because the lecturer asked the students by using word "please".	Correct
37.	037/M1/PP/PO	Ini? Yang mana?	The lecturer asked the students' agreement about		✓			Seek agreement, because the lecturer asked a	Correct

No.	Code	Utterance	Description					Analysis	
			video that they watch in YouTube.					question to the students to get their agreement.	
38.	038/M1/NP/D	Kamu suka lihat ini?	The lecturer asked the students are they liked watching that video on youtube?			✓		Question, hedge, because the lecturer asked a question to the student.	Correct
39.	039/M1/NP/P	Jadi silahkan kalian baca-baca dulu ya.	The lecturer asked the students to read the material.			✓		Question, hedge, because the lecturer asked the students to read the material.	Correct
Closing									
40.	040/M1/PP/PO	Okay thank you so much for your attention	The lecturer said "thank you" to students for the students' attention during the teaching and learning process.		✓			Give gifts to H, because the lecturer said "thank you" for the students' attention.	Correct
41.	041/M1/BOR/PO	See you next week	The lecturer said "see you" as farewell.	✓				Cases of FTA-oriented bald on-record usage (Farewell), because the lecturer said "see you" when closing the teaching and learning process.	Correct

POLITENESS STRATEGIES USED BY LECTURER IN SPEAKING CLASS AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IN ACADEMIC YEAR 2022/2023

Day   : Monday

Date : 7 November 2022

Place : UIN Raden Mas Said Surakarta (3J Class of English Language Education)

BOR : Bald On-Record

PP   : Positive Politeness

NP   : Negative Politeness

OR   : Off Record

No.	Code	Utterance/Data	Context	Politeness Strategy				Explanation/Indication	Correct/ Incorrect
				BOR	PP	NP	OR		
Opening									
1.	01/M2/PP/PO	Gimana kabarnya? Sehat semua?	The lecturer asked about the students' condition.		✓			Give gifts to H, because the lecturer asked for the condition of the students.	Correct
2.	02/M2/NP/PO	Okay, minggu lalu kita belajar apa?	The lecturer asked about the material on the previous meeting.			✓		Question, because the lecturer asked to the students about the material.	Correct
Main Activity									
3.	03/M2/PP/PO	Hari ini kita akan belajar membuat argumentasi	The lecturer said that they will make an argumentation		✓			Include both S and H, because the word "kita"	Correct

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					✓			refers to the lecturer and all students.	
4.	04/M2/PP/PO	Ada yang tahu mungkin caranya menyampaikan argumentasi yang baik gimana caranya? Gimana **mba**?	The lecturer called the student with second person plural pronoun.		✓			Use in-group identity markers, because the lecturer called the student "mba" that is indicates to second person plural pronoun.	Correct
5.	05/M2/PP/PO	**Nah nice**. Gimana lagi, mas?	The lecturer appreciated the student's answer by saying "nice"		✓			Give gifts to H, because the lecturer gave appreciation to the student.	Correct
6.	06/M2/PP/PO	Nah nice. Gimana lagi, **mas**?	The lecturer called the student with second person plural pronoun.		✓			Use in-group identity marker, because the lecturer called the student "mba" that is indicates to second person plural pronoun.	Correct
7.	07/M2/NP/PO	Ya, jadi di dalam argumentasi ada 3 hal yang harus kita ketahui. Kita	The lecturer asked the students about AREL in argumentation.			✓		Impersonalize S and H, because the lecturer did not direct on one student,	Correct

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		sebut sebagai AREL, **ada yang pernah denger AREL?**						but he asked all the students.	
8.	08/M2/NP/PO	Contohnya, tomat itu buah apa sayur?	The lecturer asked the students about tomato is fruit or vegetable.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
9.	09/M2/PP/PO	Contohnya junkfood is good, kenapa good? It is fast dish, it does not need much time to prepare, apa lagi? It is cheap, **ya gak?**	The lecturer asked the students' agreement about junkfood.		✓			Seek agreement, because the lecturer asked the students' agreement.	Correct
10.	010/M2/PP/PO	Burger isinya apa? Roti kan? Ada ayamnya kan?	The lecturer asked the students' agreement about junkfood.		✓			Seek agreement, because the lecturer asked the students' agrement.	Correct
11.	011/M2/PP/PO	Ada sayurnya kan? Masa junkfood ya? Junkfood itu cilor, cilok, ya gak? Junkfood gak dia?	The lecturer asked the students' agreement about junkfood.		✓			Seek agreement, because the lecturer asked the students' agreement.	Correct
12	012/M2/NP/PO	Ya, jadi seperti itu kira-kira. **Ada pertanyaan?**	The lecturer asked the students if they want to ask question about the material.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct

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13.	013/M2/NP/PO	Ini aja lah simple aja, bakso is better than mie ayam. Gitu ya, topik kita hari ini ya. Saya bagi yang pro mana yang pro? **Yang suka bakso siapa?**	The lecturer gave topic for the material, and the lecturer asked the students about who are liked the meatball.			✓		Impersonalize S and H, because the lecturer did not direct on one student, but he asked all the students.	Correct
14.	014/M2/NP/R	Silahkan saya kasih waktu 10 menit ya, silahkan membuat assertion, reasoningnya, evidence, dan link back nya.	The lecturer gave time to the students, and asked the students to make argumentation.			✓		Question, Hedge, because the lecturer asked the students to make argumentation.	Correct
15.	015/M2/NP/R	Jadi silahkan pertahankan pendapat anda, kalau bakso itu lebih enak daripada mie ayam. Kalau gak setuju, ya sebaliknya, gitu ya.	The lecturer asked the students to maintain their opinions related to their arguments about meatball and chicken noodle.			✓		Question, Hedge, because the lecturer asked the students to maintain their opinions.	Correct
16.	016/M2/NP/PO	Sudah selesai?	The lecturer asked the students that they had finished or not.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct

17.	017/M2/BOR/P	Kurang 5 menit ya.	The lecturer warned the students that they had only 5 minutes left.	✓					Cases of non-minimization of the face threat, the lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
18.	018/M2/BOR/P	1 menit. Nanti saya panggil ya.	The lecturer warned the students that they had only 1 minutes left.	✓					Cases of non-minimization of the face threat, the lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
19.	019/M2/BOR/P	Selesai ya, waktu selesai, time is up.	The lecturer warned the students that the time was up.	✓					Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely	Correct

								sympathetic advice or warning.	
20.	020/M2/BOR/P	Introduce yourself first	The lecturer asked the student to introduce herself first.	✓				Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
21.	021/M2/PP/PO	**Thank you**, sini dulu saya lihat reasonmu, saya kasih contoh ya.	The lecturer appreciated the student by saying "thank you"		✓			Give gifts to H, because the lecturer gave appreciation to the student.	Correct
22.	022/M2/NP/PO	**It is more filling itu apa mba?**	The lecturer asked the student about the sentence.			✓		Question, Hedge, because the lecturer asked a question to the student.	Correct
23.	023/M2/PP/PO	It is more filling itu apa **mba?**	The lecturer called the student with second person plural pronoun		✓			Use in-group identity marker, because the lecturer called the student	Correct

No.	Code	Utterance	Description					Analysis	
								"mba" that is indicates to second person plural pronoun.	
24.	024/M2/NP/PO	Okay next siapa yang mau maju?	The lecturer asked to all the students about who wants to perform.			✓		Impersonalize S and H, because the lecturer did not direct on one student, but he asked all the students.	Correct
25.	025/M2/BOR/R	Okay Raya, introduce yourself first, give a gesture, mimic, intonation. Kita kan sudah belajar itu kemarin.	The lecturer give intructions to the student before the student perform.	✓				Cases of non-minimization of the face threat, the lecturer used strategy 7 namely sympathetic advice or warning.	Correct
26.	026/M2/BOR/P	Let's go.	The lecturer give intructions to the student before the student perform.	✓				Cases of non-minimization of the face threat, because the lecturer used maximum efficiency when giving intructions to the student.	Correct

No.	Code								Explanation	
27.	027/M2/PP/PO	Okay thank you Raya	The lecturer give appreciation to the student by saying "thank you".		✓			Give gifts to H, because the lecturer gave appreciation to the students.	Correct
28.	028/M2/PP/PO	Satu lagi ya, siapa?	The lecturer asked to all the students about one student who wanted to perform.		✓			Seek agreement, because the lecturer asked the students to get their agreement.	Correct
29.	029/M2/PP/PO	Okay next week kita lanjutkan debat terkait dengan bakso dan mie ayam.	The lecturer said that next week they will continue the debate about meatball and chicken noodle.		✓			Include both S and H in the activity, because the word "kita" refers to the lecturer and all students.	Correct
30.	030/M2/NP/PO	Sudah ditentukan pro dan kontranya?	The lecturer asked the students about the pro and contra in debate.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
31.	031/M2/NP/R	Silahkan tentukan pro dan kontranya.	The lecturer aked the students to decide the pro and contra in debate.			✓		Question, Hedge, because the asked the students to decide the pro and contra in debate.	Correct

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				✓						
32.	032/M2/BOR/PO	Nah pro adalah affirmative team ya, kontra kita sebut negative team. Jadi kalau di debat kita nanti pakai 3 orang atau 3 peserta, masing-masing mendebatkan.		✓					Cases of non-minimization of the face threat.	Correct
33.	033/M2/BOR/PO	Dan ada 1 hal yang membedakan debat dengan menyampaikan opini seperti tadi.		✓					Cases of non-minimization of the face threat.	Correct
34.	034/M2/BOR/PO	Kalau opini seperti tadi kan cuma menyampaikan pendapat aja, sedangkan dalam debat nanti diperbolehkan menanyakan atau menyerang pendapat yang disampaikan.		✓					Cases of non-minimization of the face threat.	Correct

35.	035/M2/PP/PO	**Paham ya?**	The lecturer asked the students' agreement.		✓			Seek agreement, because the lecturer asked the students' agreement.	Correct
36.	036/M2/PP/P	Nanti next week I will choose mana yang affirmative, mana yang negative.	The lecturer said that next week he will choose affirmative and negative for each group.		✓			Offer, promise, because the lecturer said that he will choose affirmative and negative for each group.	Correct
37.	037/M2/PP/PO	Kita akan berlatih cara berdebat tapi dengan topik yang sangat familiar.	The lecturer said that they will practice debate with a very familiar topic.		✓			Include both S and H in the activity, because the word "kita" refers to the lecturer and all students.	Correct
38.	038/M2/PP/PO	Kalau topiknya agak berat nanti anda gak nyampai	The lecturer joked about the topic for debate.		✓			Joke	Correct
39.	039/M2/OR/PO	Tentunya jangan hanya reason saja, tapi harus disertai....?	The lecturer asked the students about reason and evidence in argumentation.				✓	Be incomplete, use ellipsis	Correct
40.	040/M2/OR/PO	Jadi, kurang lebih reasoning dan evidence itu saling....?	The lecturer asked the students about reason and evidence in argumentation.				✓	Be incomplete, use ellipsis	Correct
			Closing						

41.	041/M2/PP/PO	Terima kasih atas perhatiannya	The lecturer said "terima kasih" for the students'attention during teaching and learning process.		✓				Give gifts to H, because the lecturer appreciated the students by saying "terima kasih".	Correct
42.	042/M2/BOR/PO	See you next week	The lecturer said "see you" as farewell	✓						Cases of FTA-oriented bald on-record usage, because the lecturer uttered farewell directly in the closing activity.	Correct

POLITENESS STRATEGIES USED BY LECTURER IN SPEAKING CLASS AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IN ACADEMIC YEAR 2022/2023

Day   : Thursday

Date   : 10 November 2022

Place   : UIN Raden Mas Said Surakarta (3I Class of English Language Education)

BOR   : Bald On-Record

PP   : Positive Politeness

NP   : Negative Politeness

OR   : Off Record

No.	Code	Utterance/Data	Context	Politeness Strategy				Explanation/Indication	Correct/ Incorrect
				BOR	PP	NP	OR		
Opening									
1.	01/M3/BOR/PO	Good morning	The lecturer said "good morning" as welcoming.	✓				Cases of FTA-oriented bald on-record usage, because welcoming is included in bald on-record.	Correct
2.	02/M3/PP/PO	How are you today?	The lecturer asked about the students' condition.		✓			Give gifts to H, because the lecturer was care with the students' condition.	Correct

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					✓				
3.	03/M3/PP/P	Mari kita buka dengan membaca basmallah	The lecturer invited the students to reciting basmallah to open the teaching and learning process.		✓			Include both S and H in the activity, because the word "kira" refers to the lecturer and all students.	Correct
			Main Acivity						
4.	04/M3/NP/PO	Okay sudah ngeprint semua ini?	The lecturer asked the students about printing the books.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
5.	05/M3/NP/PO	Sudah membuat kelompok bertiga belum?	The lecturer asked the students about group for debate.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
6.	06/M3/NP/PO	Sudah pernah diajari cara menulis argumentation?	The lecturer asked the students about argumentation.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
7.	07/M3/NP/PO	Masih ingat atau sudah lupa?	The lecturer asked the students about argumentation.			✓		Question, Hedge, because the lecturer	Correct

No.	Code									
							✓		asked a question to the students.	
8.	08/M3/NP/PO	Kalau argumentative writing masih ingat gak?	The lecturer asked the students about argumentative writing.			✓			Question, Hedge, because the lecturer asked a question to the students.	Correct
9.	09/M3/NP/PO	Yang pertama apa?	The lecturer asked the students about argumentative writing.			✓			Question, Hedge, because the lecturer asked a question to the students.	Correct
10.	010/M3/PP/PO	Kalau pengen tau penjelasan eksposisi atau argumentation bisa lihat YouTube saya ya.	The lecturer offered the students to watch his YouTube channel if the students wants to know the explanation about eksposition and argumentation.		✓				Offer, Promise, because the lecturer offered the students to watch his YouTube channel.	Correct
11.	011/M3/NP/PO	Sudah pernah lihat youtube saya?	The lecturer asked the students, are they have seen the youtube channel of the lecturer or not.			✓			Question, Hedge, because the lecturer asked a question to the students.	Correct

No.	Code								Analysis	Status
12.	012/M3/PP/PO	Lihat ya, nanti kalau gak lihat gak saya absen	The lecturer jokes to the students about if the students don't watch the lecturer YouTube channel, then the lecturer didn't consider that they present.		✓				Joke	Correct
13.	013/M3/PP/PO	Nah argumentation itu ada banyak ya, ada 1,2,3.	The lecturer explain about argumentation to the students.		✓				Avoid disagreement, the lecturer used this strategy to make the students agree or seem to agree with him.	Correct
14.	014/M3/BOR/PO	Dan ini adalah recomendation.	The lecturer explain about recomendation in argumentation.	✓					Cases of non-minimization of the face threat.	Correct
15.	015/M3/BOR/PO	Di debate itu juga sama, cuma kita nyebutnya AREL.	The lecturer explain material about AREL.	✓					Cases of non-minimization of the face threat.	Correct
16.	016/M3/BOR/PO	Yang pertama adalah assertion, assertion is your opinion, agree atau disagree, mendukung atau menolak.	The lecturer explain material about AREL.	✓					Cases of non-minimization of the face threat.	Correct

No.										
17.	017/M3/NP/PO	**Paham kira-kira?**	The lecturer asked to the students about the students' understanding.			✓			Question, Hedge, because the lecturer asked a question to the students.	Correct
18.	018/M3/BOR/PO	Nah, reasoning dan evidence ini kurang lebih kalo argumentation ini isinya adalah reasoning plus evidence.	The lecturer explain material about AREL.	✓					Cases of non-minimization of the face threat.	Correct
19.	019/M3/BOR/PO	Terus yang terakhir adalah link back.	The lecturer explain material about AREL.	✓					Cases of non-minimization of the face threat.	Correct
20.	020//M3/PP/PO	**Paham ya?**	The lecturer asked the students' agreement.		✓				Seek agreement, because the lecturer asked the students' agreement.	Correct
21.	021/M3/BOR/PO	Jadi setiap alasan harus ada bukti, evidence.	The lecturer explain material about AREL.	✓					Cases of non-minimization of the face threat.	Correct

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No.	Code	Utterance	Translation					Explanation	
22.	022/M3/BOR/PO	Buktinya itu evidence atau example.		✓				Cases of non-minimization of the face threat.	Correct
23.	023/M3/BOR/D	Jadi ketika kamu diminta untuk apa namanya mengemukakan pendapat, itu kamu harus memiliki argumentasi yang berdasarkan fakta. Fakta atau pendapat ahli**.		✓				Cases of non-minimization of the face threat, because the lecturer give a suggestion to the students. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
24.	024/M3/NP/PO	**Sampai sini paham kira-kira?**	The lecturer asked the students about the students' understanding.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
25.	025/M3/NP/PO	Coba mba, **siapa namamu?**	The lecturer asked the student's name.			✓		Question, Hedge, because the lecturer asked the student's name.	Correct

No.	Code	Utterance	Explanation	BOR	PP	NP			Analysis	Status
26.	026/M3/PP/PO	Coba **mba**, siapa namamu?	The lecturer called the student with second person plural pronoun.		✓				Use in-group identity marker, because the lecturer called the student "mba" that is indicates to second person plural pronoun.	Correct
27.	027/M3/BOR/P	Saya kasih waktu saya kasih tema, judulnya adalah mie ayam is better than bakso.		✓					Cases of non-minimization of the face threat, the lecturer used strategy 5 namely task oriented.	Correct
28.	028/M3/NP/D	Silahkan anda ungkap beberapa argumentasi untuk mendukung.	The lecturer asked the students to explain some argumentations on the topic that had been given.			✓			Question, Hedge, because the lecturer asked the students to explain some argumentations.	Correct
29.	029/M3/BOR/P	Kurang 1 menit ya.	The lecturer warned the students that they had only 1 minutes left.	✓					Cases of non-minimization of the face threat, because the lecturer give a suggestion to the	Correct

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No.	Code	Utterance	Translation		✓			Analysis	
								student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	
30.	030/M3/PP/P	Silahkan yang mau maju.	The lecturer offered the students who want to perform in front of the class.		✓			Offer, Promise, because the lecturer gave offers to the students to perform.	Correct
31.	031/M3/PP/P	Yang pro dulu ya.	The lecturer offered the pro group who want to perform in front of the class.		✓			Offer, Promise, because the lecturer gave offers to the students to perform.	Correct
32.	032/M3/PP/P	Ayo silahkan dari negative team.	The lecturer offered the students from negative team to perform their arguments.		✓			Offer, Promise, because the lecturer gave offers to the students to perform.	Correct
33.	033/M3/NP/P	Okay saya undang lagi, yang pro siapa yang mau maju?	The lecturer asked to all the students from pro (affirmative) group who wants to perform.			✓		Impersonalize S and H, because the lecturer did not direct on one	Correct

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No.	Code								
							student, but he asked all the students.		
34.	034/M3/PP/P	Ayo siapa yang mau maju?	The lecturer asked to all the students who wants perform.		✓			Offer, Promise, because the lecturer offered the students to perform.	Correct
35.	035/M3/PP/PO	**Thank you**.	The lecturer give appreciation to the student by saying "thank you".		✓			Give gifts to H, because the lecturer appreciated the students by saying "thank you" after the students perform.	Correct
36.	036/M3/PP/P	Ayo yang pro satu lagi.	The lecturer offered the students to perform.		✓			Offer, Promise, because the lecturer offered the students to perform.	Correct
37.	037/M3/PP/PO	Groupnya sudah dibikin ya?	The lecturer asked the students about group.		✓			Seek agreement, because the lecturer asked a question to the students to get their agreement.	Correct
38.	038/M3/PP/PO	Gini aja ya, topiknya yang simple apa yang berat?	The lecturer asked the students about the topic for debate.		✓			Seek agreement, because the lecturer asked a question to the	Correct

No.	Code	Utterance	Description		✓				Analysis	Correct
									students to get their agreement.	
39.	039/M3/PP/PO	Okay next week kita akan berlatih perform, next weeknya lagi akan saya nilai	The lecturer said that next week they will practices debate.		✓				Include both S and H in the activity, because the word "kita" refers to the lecturer and all students.	Correct
40.	040/M3/PP/PO	Okay guys?	The lecturer asked the students' agreement about next meeting agenda.		✓				Seek agreement, because the lecturer asked the students to get their agreement.	Correct
41.	041/M3/BOR/R	**Jadi kalau anda pro, anda harus menentukan batasan, hal-hal yang mau dikaji itu apa aja, apakah alasan ekonomi, alasan kesehatan, alasan kemanusiaan, alasan lingkungan.** Paham ya. Okay deal?	The lecturer give advice to the students about the limits of the debate.	✓					Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct

42.	042/M3/BOR/P O	Jadi kalau anda pro, anda harus menentukan batasan, hal-hal yang mau dikaji itu apa aja, apakah alasan ekonomi, alasan kesehatan, alasan kemanusiaan, alasan lingkungan. Paham ya. **Okay deal?**	The lecturer asked the students' agreement.		✓			Seek agreement, because the lecturer asked the students to get their agreement.	Correct
			Closing						
43.	043/M3/PP/P	Let's close our class today by saying hamdallah together	The lecturer asked the students to saying hamdallah together to close the teaching and learning process.		✓			Include both S and H in the activity, because words "our" and "together" refers to the lecturer and students.	Correct
44.	044/M3/BOR/P O	See you	The lecturer said "see you" as farewell.	✓				Cases of FTA-oriented bald on-record usage, because the lecturer uttered farewell directly in the closing activity.	Correct

POLITENESS STRATEGIES USED BY LECTURER IN SPEAKING CLASS AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM IN ACADEMIC YEAR 2022/2023

Day : Thursday

Date : 24 November 2022

Place : UIN Raden Mas Said Surakarta (3I Class of English Language Education)

BOR : Bald On-Record

PP : Positive Politeness

NP : Negative Politeness

OR : Off Record

No.	Code	Utterance/Data	Context	Politeness Strategy				Explanation/Indication	Correct/ Incorrect
				BOR	PP	NP	OR		
Opening									
1.	01/M4/BOR/PO	Selamat pagi	The lecturer said "selamat pagi" as welcoming.	✓				Cases of FTA-oriented bald on-record usage, because welcoming is included in bald on-record.	Correct
2.	02/M4/NP/PO	Ada berapa kelompok lagi yang belum maju?	The lecturer asked the students about the group who haven't perform.			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
3.	03/M4/PP/P	Mari kita buka dengan membaca basmallah	The lecturer invited the students to reciting basmallah to open the		✓			Include both S and H in the activity, because the word	Correct

No.	Code									
			teaching and learning process.						"kita" refers to the lecturer and all students.	
			Main Acivity							
4.	04/M4/NP/P	Silahkan dipersiapkan terlebih dahulu seperti kemarin hadap-hadapan	The lecturer askee the students to prepare before perform the debate.			✓		Question, Hedge, because the lecturer asked the students to prepare their debates.	Correct
5.	05/M4/NP/P	Okay silahkan kelompoknya Ikhlasul Amal and Zulfa	The lecturer asked the students to perform the debate in front of the class.			✓		Question, Hedge, because the lecturer asked the students to perform their debates.	Correct
6.	06/M4/PP/PO	Okay thank you.	The lecturer give appreciation to the student.		✓			Give gifts to H, because the lecturer appreciates the students by saying "thank you" after the students perform.	Correct
7.	07/M4/NP/P	Now please give applause to Amal and Zulfa	The lecturer asked the students to give applause for other students.			✓		Question, Hedge, because the lecturer asked the students to give applause for other students.	Correct

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No.	Code	Data	Context					Analysis	
8.	08/M4/NP/P	Ladies and Gentlemen, mohon diperhatikan, didengarkan.	The lecturer asked the students to attention to him.			✓		Question, Hedge, because the lecturer asked the students to attention to him.	Correct
9.	09/M4/PP/PO	Thank you, Zulfa from affirmative team	The lecturer give appreciation to the student after the student perform her debate.		✓			Give gifts to H, because the lecturer appreciated the student by saying "thank you"	Correct
10.	010/M4/PP/PO	**Fatimah**, time nya berapa?	The lecturer asked to the student about the time of debate.		✓			Use in-group identity marker, because the lecturer called the student with second person pronoun.	Correct
11.	011/M4/PP/P	Okay, now please welcome the first speaker from negative team.	The lecturer asked the first speaker from ngative team to perform.		✓			Exaggerate, because the lecturer used exaggerated intonation when asking the student to perform.	Correct
12.	012/M4/PP/P	Now please welcome the second speaker from affirmative team.	The lecturer asked the second speaker from affirmative team to perform.		✓			Exaggerate, because the lecturer used exaggerated intonation when asking the student to perform.	Correct

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No.	Code	Utterance	Context					Analysis	
13.	013/M4/PP/P	Now please welcome the third speaker from affirmative team.	The lecturer asked the third speaker from affirmative team to perform.		✓			Exaggerate, because the lecturer used exaggerated intonation when asking the student to perform.	Correct
14.	014/M4/PP/PO	Okay, berapa waktunya **Fatimah**?	The lecturer asked the student about the time of debate.		✓			Use in-group identity marker, because the lecturer called the student with second person pronoun.	Correct
15.	015/M4/PP/P	Sekarang negative team dulu silahkan	The lecturer asked one student from negative team to perform.		✓			Offer, Promise, because the lecturer offered the students to perform.	Correct
16.	016/M4/NP/P	Okay, now please affirmative team	The lecturer asked one student from affirmative team to perform.			✓		Question, Hedge, because the lecturer asked the student to perform.	Correct
17.	017/M4/PP/P	Okay, let's give applause for them.	The lecturer invited the students to give applause for the students.		✓			Include both S and H in the activity, because in the word "let's" can be seen that the lecturer and students are in the same activity.	Correct

18.	018/M4/PP/PO	Okay sudah **lumayan bagus**. For the affirmative team speaker one, has a **good explanation** about marijuana.	The lecturer give appreciation to the student.		✓			Give gifts to H, because the lecturer appreciated the student by saying "sudah lumayan bagus"	Correct
19.	019/M4/BOR/PO	Kemudian di negative team, nah saya ini malah agak bingung ya, apakah you setuju marijuana dilegalisasi atau tidak?	The lecturer asked the student about the point of the student's argument.	✓				Cases of non-minimization of the face threat.	Correct
20.	020/M4/BOR/D	Saran saya untuk affirmative dan negative team, itu kamu berikan contohnya, buktinya. Bukti itu bisa berita, atau data-data yang terkait dengan materinya.	The lecturer give suggestion to the students about giving example and evidence.	✓				Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
21.	021/M4/BOR/P	Selanjutnya topiknya adalah childfree.		✓				Cases of non-minimization of the face threat, the	Correct

No.	Code								
								lecturer used strategy 6 namely task oriented.	
22.	022/M4/PP/P	Okay now please welcome affirmative team	The lecturer asked one student from affirmative team to perform.		✓			Exaggerate, because the lecturer used exaggerated intonation when asking the student to perform.	Correct
23.	023/M4/PP/P	Okay now let's go to the speaker one from negative team.	The lecturer asked the speaker one from negative team to perform.		✓			Include both S and H in the activity, because in the word "let's" can be seen that the lecturer and students are in the same activity.	Correct
24.	024/M4/PP/P	Okay now let's go to the speaker two from affirmative team. Silahkan.	The lecturer asked the speaker two from affirmative team to perform.		✓			Include both S and H in the activity, because in the word "let's" can be seen that the lecturer and students are in the same activity.	Correct
25.	025/M4/PP/P	Okay now please the second speaker from negative team.	The lecturer asked the speaker two from negative team to perform.			✓		Question, hedge	Correct

26.	026/M4/PP/P	Now please welcome the third speaker from affirmative team.	The lecturer asked the speaker three from affirmative team to perform.		✓			Exaggerate, because the lecturer used exaggerated intonation when asking the student to perform.	Correct
27.	027/M4/PP/P	Okay now please welcome third speaker from negative team.	The lecturer asked the speaker three from negative team to perform.		✓			Exaggerate, because the lecturer used exaggerated intonation when asking the student to perform.	Correct
28.	028/M4/PP/PO	From the speaker one, speaker two, and speaker three tadi sudah bagus ya.	The lecturer appreciated the students after the students perform.		✓			Give gifts to H, because the lecturer gave appreciation to the students.	Correct
29.	029/M4/BOR/D	Kemudian, tadi menjelaskan tentang childfree, lifestyle, dan sebagainya. But I suggest you to explore more, misalnya lifestyle, itu kamu explore more. Kemudian evidence ya dan juga pendapat ahli, siapa aja yang mendukung pendapat itu.	The lecturer give suggestions to the student.	✓				Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct

30.	030/M4/BOR/PO	Kemudian for speaker one, you should speak more ya. Anda ini adalah calon performer, dosen itu adalah performer. Yang penting anda harus speak up lebih lebar.	The lecturer give suggestions to the student.	✓					Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
31.	031/M4/BOR/D	Kemudian speaker two affirmative juga sama, kamu kasih explanation, kasih contoh, kasih pendapat ahli, itu akan membuat debate kita kuat.	The lecturer give suggestions to the student.	✓					Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7 in bald on-record namely sympathetic advice or warning.	Correct
32.	032/M4/BOR/PO	Kemudian speaker two juga sama ya, perlu menambahkan dari pendapat ahli atau theory. Speaker 3 baik affirmative maupun	The lecturer give advice to the student after the student perform.	✓					Cases of non-minimization of the face threat, because the lecturer give a suggestion to the student. The lecturer used strategy 7	Correct

No.	Code									
		negative, kamu perlu mengeksplore lebih banyak ya, terutama evidence nya, dan pendapat ahli.							in bald on-record namely sympathetic advice or warning.	
33.	033/M4/PP/P	Okay paham ya, give applause to us.	The lecturer asked the students to give applause for them.		✓			Include both S and H in the activity, because the word "us" refers to the lecturer and all students.	Correct
34.	034/M4/NP/P	Silahkan kursinya dikembalikan ke depan.	The lecturer asked the students to return the chair to the front.			✓		Question, Hedge, because the lecturer asked the students to return the chair to the front.	Correct
35.	035/M4/NP/PO	Minggu depan, topiknya masih sama atau ganti?	The lecturer asked the students about topic for next week			✓		Question, Hedge, because the lecturer asked a question to the students.	Correct
36.	036/M4/OR/P	Sayangnya, di speaker 3 itu kurang begitu jelas ngomongnya.	The lecturer felt the irony of a student's speech when arguing less clearly.				✓	Be ironic	Correct
Closing									

37.	037/M4/PP/P	Mari kita tutup dengan bacaan hamdallah	The lecturer asked the students to reciting hamdallah together.		✓			Include both S and H in the activity, because word "kita" refers to the lecturer and all students.	Correct
38.	038/M4/PP/PO	Terima kasih atas perhatiannya	The lecturer said "terima kasih" for the students' attention during the teaching and learning process.		✓			Give gifts to H, because the lecturer appreciated the students by saying "terima kasih".	Correct