

**POLITENESS STRATEGIES FOUND IN THE DIALOGUE MATERIALS OF  
AN ENGLISH TEXTBOOK “BAHASA INGGRIS” FOR TWELFTH GRADE  
SENIOR HIGH SCHOOL**

**THESIS**

**Submitted as A Partial Requirements  
For the degree of *Sarjana***



**By:  
HASTY HIDAYANTI  
SRN. 196121056**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA**

**2023**

## ADVISOR'S SHEET

Subject: Thesis of Hasty Hidayanti

SRN : 196121056

To:

Dean

Faculty of Cultures and Languages

UIN Raden Mas Said Surakarta

In Sukoharjo

*Assalamu'alaikum Wr Wb*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Hasty Hidayanti

SRN : 196121056

Title : POLITENESS STRATEGIES FOUND IN THE DIALOGUE  
MATERIALS OF AN ENGLISH TEXTBOOKS "BAHASA  
INGGRIS" FOR TWELFTH GRADE SENIOR HIGH SCHOOL

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Language Education Study Program.

Thank you for the attention

*Wassalamu'alaikum Wr. Wb.*

Sukoharjo, 17 May 2023

Advisor

M. Husin Al-Fatih M.P.d

NIP 19890730 201701 1 151

## RATIFICATION

This is to certify the Undergraduate thesis entitled "Politeness Strategies Found in the Dialogue Materials of English Textbook "Bahasa Inggris" for Twelfth Grade Senior High School" By Hasty Hidayanti has been approved by the Board of Thesis Examiners as the requirement for the Degree of Undergraduate in English Language Education.

Chairman : Linda Safitri, S.Hum.,M.Pd.



NIP. 2024088902

Secretary : M Husin Al Fatah, M.Pd.



NIP. 19890730 201701 1 151

Main Examiner : Ikke Dewi Pratama, S.S., M.Hum.



NIP. 16200297

Surakarta, 24 May 2023

Approved by

Dean of Faculty of Cultures and Languages



Prof. Dr. Toto Sunarto, S.Ag. M.Ag.

NIP. 1971043 19983 1 005

## **DEDICATION**

1. My beloved parents
2. My beloved sister
3. My beloved friends
4. My Almamater UIN Raden Mas Said Surakarta

## **MOTTO**

*“Dan hanya kepada Tuhanmulah hendaknya kamu berharap.” – QS Al-*

*Insyirah: 8*

*"Kita lebih kuat dari apa yang kita bayangkan."-Najwa Shihab*

*“Orang yang hebat adalah orang yang memiliki kemampuan menyembunyikan kesusahan, sehingga orang lain mengira bahwa ia selalu senang.” – Imam Syafi’i*

## PRONOUNCEMENT

This is to certify that :

Name : Hasty Hidayanti

SRN : 19.61.2.1.056

Study Program : English Language Education Study Program

Faculty : Faculty of Cultures and Languages

I hereby sincerely state that the thesis entitled **“POLITENESS STRATEGIES FOUND IN THE DIALOGUE MATERIALS OF AN ENGLISH TEXTBOOK “BAHASA INGGRIS” FOR TWELFTH GRADE SENIOR HIGH SCHOOL”** is my real masterpiece. The things out masterpiece this thesis are signed by citation and referred in the bibliography.

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

Surakarta, May 2023

Stated by,  
  
HASTY HIDAYANTI  
SRN.19.61.2.1.056



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

Surakarta, May 2023

The Researcher



Hasty Hidayanti

SRN.1096121056



## ABSTRACT

Hasty Hidayanti.2023. *Politeness Strategies the Materials of English Textbook “Bahasa Inggris” for Twelfth Grade Senior High School*. Thesis. English Education Department, Faculty of Cultures and Language, Raden Mas Said State Islamic University of Surakarta.

This research is conducted to analyze the politeness strategies in dialogue material in English Textbook. The research described what kind of politeness strategy according to Brown and Levinson theory. This research was descriptive qualitative research which analyzed the politeness strategy.

The subject of this study was English textbook “*Bahasa Inggris*” for twelfth grade senior high school. To collect the data, this study used documentation technique. Then, it was analyzed by using the following steps: data reduction, data display, drawing conclusion and verification, using Brown and Levinson theory. The theory of Brown and Levinson are bald-on record, positive politeness, negative politeness, and off-record.

This research showed that there are three strategies employed in dialogue of the textbook. The strategies are bald on record, positive politeness, and negative politeness. Meanwhile, off record is no data. The researcher found some of the data about politeness strategies that are employed in textbook. The total numbers of the data from dialogue of textbook are 44 data, the researcher found 11 used bald on record strategy, 32 data positive politeness data, 1 data negative politeness and 0 data off record. In this study there are bald on record had been analyzed. Some of sub strategy of bald on record are maximum efficiency, methaphorical urgency for emphasis, sympathetic advance/warning, welcoming, and farewell. Sub strategy of positive politeness are notice, excessive, arouse listeren’s interest, group use identification, seeking agreement, avoiding contrast, offers and promises, optimistic, giving or asking reason, and giving gifts. The last strategy that found in dialogue material in an English textbook is negative politeness. The sub strategy from negative politeness is apologize.

Keywords: Pragmatic, Politeness Strategy, Textbook, Dialogue.

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## **CHAPTER I**

### **INTRODUCTION**

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

The most common communication tool used by humans is language (Ernovilinda, 2020). Language is used by humans as a tool to convey messages, ideas, intentions and opinions to others. In communication between speaker and hearer in everyday life, language is needed as an intermediary. Intercultural communication is communication that often occurs in society. In language, there is pragmatic knowledge in it. According to Nadar, pragmatics is a branch of linguistics that studies the language used to communicate in certain situations. In pragmatics there are several strategies used to maintain good communication between speakers and hearers. One of the strategies used to maintain a good communication between speakers and hearers is the politeness strategy. In the process of daily communication, a strategy is needed that can create a good atmosphere between the speaker and the listener. Therefore pragmatics and the concept of politeness are very closely related in communication.

Politeness is defined as a rule which has been determined or mutually agreed upon in people's lives so that it becomes a prerequisite for social

behaviour (Hafizah, 2019). The rules of behaviour in society greatly affect the response of others. Politeness is also defined as a way to consider other people's feelings towards the response they want. Responses can be obtained from interactional among others in speaking. In communicating, one must pay attention and consider the appropriate way for the actors of social interactions and relationships. This politeness itself is not only found in the interactions carried out by the community in speaking, but is also contained in one of the strategies that exist in the pragmatics. Namely of this strategy is a politeness strategy.

Politeness strategy is a technique of how to express ideas in a way that is considered polite (Trihadmono, Djatmika, Sumarlam, Nurkamto, ; 2019). Politeness strategies are used to minimize threats to someone's face. The purpose of this politeness strategy is to create a good communication relationship between the speaker and the hearer. Besides being found in communication between speakers and listeners, politeness strategies are also found in books and films which are outlined in the dialogues in the books and films. In this study, the researcher focuses on examining the politeness strategies that exist in the book, especially a textbook.

A textbook is any book written and published for educational purposes or used as a teaching aid in the classroom (Cahyono & Riadini, ; 2021). Textbooks are used as a guide for students to increase knowledge. in the textbook usually contains material that will be taught within one school year.

In textbooks, the material can be in the form of questions, dialogues and pictures. The presence of pictures and dialogues will support students in understanding the textbook. In the context of this research, the dialogue in the textbook is used as the subject of research. The conversations in the textbooks were analysed regarding politeness strategies. Politeness strategies are usually found in the dialogues written in the material in the book. The researcher choose textbook as source of data because in the textbook there are many dialogue that contain politeness strategy. The book to be analyse is English textbooks “*Bahasa Inggris*” for twelve grade senior high school. The researcher choose English Textbooks “*Bahasa Inggris*” for twelve grade high school because this book contain 13 dialogue that can be analysed.

In order to get clarity, the researcher did a pre-research by reading the dialogues in the textbook “*Bahasa Inggris*”. After reading dialogues in textbook, the researcher find some politeness strategy in dialogue. For example researcher shows the example of dialogues in textbook entitled “*Bahasa Inggris*” for twelfth grade senior high school.

Dialogue:

Hamada : My extended family is going to a surprise birthday party for my grandmother next week.

Diana : Wow! That sounds great. How old is she?

Hamada : She’ll be 75 on August 13.



Diana : Really? I didn't know that she was that old. I thought that she was still around 60. She looks much younger.

Hamada : Thanks

Diana : What if I help you with the preparation?

Hamada : Oh. It's very nice of you. **But I'm going to do it with my sister. Thanks for the offer.**

Diana : Okay, no problem.

The dialogue above is an example of politeness strategy, namely positive politeness strategy. It can be seen when Diana say "What if I help you with the preparation?", and Hamada reply "Oh. It's very nice of you. But I'm going to do it with my sister. Thanks for the offer.". Hamada saying disagreement marked by sentence "but I'm going to do it with my sister". Hamada say this disagreement sentence with polite and not threatening the hearer.

Politeness strategy is one of the important pragmatic aspects in communication that must be taught to student and reader. People can shape and polish it language to represent polite communication, and therefore, in interactions, Politeness strategies play an important role in dealing with other people. The lack of discourse sources becomes a challenge in increasing knowledge and understanding of politeness strategies. Lack of understanding of this politeness strategy will result in failure to communicate. To prevent failure in communication, it is necessary to have an understanding of politeness

strategies. Politeness strategies are not only found in direct conversation, but also in the material in the textbook. Textbooks are used as a source of material in the teaching and learning process.

To get a novelty, there are previous research that have been done for several researchers to be compared with the research that will be studied. In the last 5 years, research on politeness strategy has been carried out. Zohre G. Shooshtari (2017) investigate the frequency and extent of the 'politeness principle' and 'principle of irony' subcategory of interpersonal rhetoric as a general term in two textbooks. Textbooks that should be researched books in the category of psychology. This research find the total of 299 politeness structures in authentic textbooks and 103 structures were found in unauthentic textbooks (Shooshtari, 2017).

Second research, explore how the Politeness Principles and relative politeness strategies are used in persuasive business English letter. This study uses the theory of Brown & Levinson and is described in a qualitative descriptive manner. This paper shows that the purpose of using politeness strategies is to build, maintain, or consolidate social solidarity, which is essential for business letters writing (Zheng, 2015).

Third paper analyse politeness scores, including negative politeness, positive politeness, baldness notes, and baldness recording strategies, in posts written by Iranian EFL students on their class blogs. teachers and their peers. Study participants included a total of 14 people. Iranian EFL students are

selected based on their language level. Each post has 1520 polite greetings, 800 polite greetings used when students interact with teachers and 720 polite phrases are used when students interact with co-workers Including. The data collected were analysed using content analysis and discourse analysis computer-assisted (CMDA). The results showed that students often used positive strategies as a sign of close psychological relationships, reciprocity, and friendship in groups (Adel, Davoudi, & Ramenzanzadeh, ; 2016).

In the textbook there are conversations that support the material that will be given to students. In these conversations material there are politeness strategies which some people do not understand. In analysing, the researchers used the theory of Brown & Levinson (Astia, 2020). In this analysis, 4 types of politeness strategies were investigated, including: bald on record, positive politeness, negative politeness, and off-record. With this analysis, it can be used as a way to increase student and reader pragmatics knowledge, especially in the field of politeness strategies. From the reason explained above, the researcher conducted the research entitled “**POLITENESS STRATEGIES FOUND IN IN THE DIALOGUE MATERIALS OF AN ENGLISH TEXTBOOK “BAHASA INGGRIS” FOR TWELFTH GRADE SENIOR HIGH SCHOOL**”

## **B. Identification of the Problem**

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

1. Textbooks have an important role as learning media in the classroom, but often the readers do not understand the pragmatic aspects of the textbook.
2. Politeness strategy is one of the important pragmatic elements to learn.
3. Politeness strategies are found in the dialogue in the textbook material.

## **C. Limitation of the Study**

In this research, the researcher analyzed Politeness Strategies in English Textbooks "*Bahasa Inggris*" for twelve grade senior high school. The analysis conducted on the conversational data in material of the textbooks. Therefore, below the limitation of this research as follow:

1. The researcher limits the research to the politeness strategy in conversation material of textbook "*Bahasa Inggris*" for twelve grade senior high school. In English textbook "*Bahasa Inggris*" there are 10 dialogues that the researcher will analyze.
2. The researcher describes the types of politeness strategies in English textbooks "*Bahasa Inggris*" for twelve grade senior high school in four politeness strategies by Brown and Levinson (1987). Those are bald on record, positive politeness, negative politeness and off record.

#### **D. Problem Formulation**

Based on the background of the study, the problems of the research are:

1. What are the types of politeness strategies that are reflected in the dialogues in the English Textbook “*Bahasa Inggris*” for twelve grade senior high school?
2. What are the types of politeness sub strategies reflected in the dialogues in the English Textbook “*Bahasa Inggris*” for twelve grade senior high school?

#### **E. Objective of the Study**

In relation to the formulation of the problems, the objectives of the research are as follow:

1. To find out the types of politeness strategies that are reflected in the dialogues in the English Textbook “*Bahasa Inggris*” for twelve grade senior high school.
3. To find out the types of politeness sub strategies reflected in the dialogues in the English Textbook “*Bahasa Inggris*” for twelve grade senior high school?

#### **F. Benefits of the Study**

The result of the research is expected to give contribution to the theoretical and practical uses of language.

1. Theoretically

The research findings are expected to enrich the comprehension and understanding of pragmatics learning, especially about politeness strategies.

2. Practically

a. English Department

This research is expected to give an additional reference to the study of pragmatics, especially about politeness strategies in English textbook.

b. English Lecturers

This study is expected to contribute to the teaching of pragmatics, especially on politeness in the context of English textbook. Lecturers can use the findings of this study as an additional resource in Pragmatics subject.

c. The students of English Department

This research can be used as another reference for the students of English Study Program who want to conduct research on pragmatics, particularly based on the theory of politeness strategies.

**G. Definition of Key Terms**

To avoid misinterpretation about the use of terms, it is important for researchers to provide a description of the key terms as follows:

1. Pragmatics

Pragmatics is a study of the meaning of language used by speakers and speech partners in a bound context (Pasaribu, 2022). In the study of pragmatics there are various kinds of language that are bound by context, including social context, time, place, atmosphere, education and culture. Pragmatics concerns aspects of the intent contained in a person's speech.

## 2. Politeness Strategies

Brown & Levinson state that politeness strategies is an act to prevent and treat speech acts that threaten self-image or face others and oneself (Face Threatening Actions). Face Threatening Actions (FTA) is defined as a type of speech act that poses a threat to the face of both the speaker and the listener (Brown, 2015).

## 3. Textbook

Textbooks are a type of teaching material that often used in learning compared to other teaching materials. Textbooks are usually written concisely, tightly organized and usually contains the material to be taught (Rahmawati, 2018).

In this research, English textbook is defined as an instructional material in English textbook entitled “*Bahasa Inggris*” for twelve grade senior high school.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Literature Review**

##### **1. Pragmatics**

###### **a. Definition of pragmatics**

Pragmatics is a study of the meaning of language used by speakers and speech partners in a bound context (Pasaribu, 2022). In the study of pragmatics there are various kinds of language that are bound by context, including social context, time, place, atmosphere, education, and culture. Pragmatics concerns aspects of the intent contained in a person's speech. Pragmatics focuses on studies related to language and its users in a language certain context. The meaning of the speech conveyed by speakers is not only limited to the meaning of the speaker but also the interpretation of the speech partner.

According to Ramadhani (2019) pragmatics has an important role in studying language as a tool of human language. Pragmatics deals with the study of meaning between the speaker and the hearer in communication. To analysis what speaker means, hearer should make more effort to understand. Thomas (1995:22) states that pragmatics as meaning in interaction, the meaning is not something which is inherent in the words alone, but it is related to context and meaning potential of an utterance.



Yule states that to understand pragmatics, there is a need to make a relationship with other areas of linguistic, such as semantic and syntax. It can be concluded that pragmatics one of the branch linguistics that explain about meaning from the utterances from the speaker. Pragmatics also analyzing a deeper meaning of certain utterance than surface meaning.

## **2. Face Threatening Act**

### **a. Definition of Face threatening act**

Face threatening acts are considered as a product of linguistic contact, which in many ways is determined by the social conditions in which the action occurs. Facial intimidation is now considered a natural product of interaction. Yule states that if the speaker says something that is a threat to other individuals regarding self-image, it is described as face threatening act.

Face-threatening actions are actions that in some way threaten the "face" or self-esteem of others (Brown and Levinson, 1987). For some people think that communication activities are potentially threatening. In fact, every communicative activity has a potential "advancement" that will occur soon. There is an assumption whether an action is a threat or not, it depends on the intention of the speaker and how the listener perceives it. The Face Threat Act includes actions that are not verbal or written. The speaker can threaten other people's faces with looks, facial expressions or other non-verbal communication

with frequent repetition. Staring at someone is often considered FTA only if it can be annoying.

**b. Types of Face threatening act**

Speaking of face threats, there are certain types of face threats. Brown and Levinson (1987) distinguish two types of facial threats. They are the Negative Face Threat Law and the Positive Face Threat Law.

1. A negative threatening face occurs when a speaker does not avoid or intends to avoid the freedom of action of the interlocutor. A negative threatening face can also be interpreted as personal protection from disturbing things. (Nandang Rachmat, Otsuka Hiruko, 2021) This can be detrimental to both the speaker and the listener. The existence of this negative FTA makes one of the interlocutors surrender his wishes to the other interlocutor. Circumstances in which freedom of choice and agency are hindered when negative facets are threatened. Negative FTAs include orders and requests, suggestions, suggestions, warnings, threats, warnings, challenges, offers, promises, hatred and anger. For example:
  - *“Please turn on the lamp!”*
  - *“You better eat more nutritious food so that your body is healthy.”*
2. Where the speaker or listener does not care about the other person's feelings, wants or does not want what the other person wants, it's called by positive face. The threat of a positive face can also be detrimental to the speaker or

listener. When a person is forced to stand out from others so that his welfare is considered less important, his positive face is threatened. Positive FTAs include disapproval, criticism, contempt or ridicule, complaints and reprimands, accusations, insults, contradictions or disagreements, challenges, violent (out-of-control) emotions, irreverence, mention of taboo topics, bad news about hearer, or good news (boasting) about speaker, dangerously emotional or divisive topics, e.g., politics, race, religion, women's liberation, non-cooperation in an activity. In other hand, a positive threatening face such as apologies, acceptance of compliments; break down of physical control body, self-humiliation, confessions, and emotion leakage. Disruptively interrupting hearer's talk, making non-sequiturs or showing non-attention, address terms and other status marked identification in initial encounters. For example:

- *"The removal national exam is not what I thought."*
- *"It is better for you to reading at least one book at night."*

### **3. Politeness**

#### **a. Definition of politeness**

Politeness in sociolinguistics and pragmatic sciences is defined as one of the linguistic traits associated with social norms associated with respect and politeness (Mansoor, 2018). In carrying out politeness when behaving, there are values inherent in it. These norms are applied in interacting with

someone. Richard J. Watts in his book argues that decency in society revolves around correct behavior in accordance with social rules, and this behavior is cultivated within norms (Watts, 2003).

The norms of politeness that are carried out in interacting are the rules of politeness itself. (Hieronimus Canggung Darong,Erna Mena Niman,Yosefina Helenora Jem, 2022) These norms contain procedures, customs and habits that are carried out by a person. The existence of norms that run in social life must have been mutually agreed upon by social behavior. Politeness in society is also known as manners. With politeness in interacting, it is hoped that the atmosphere in interacting will be pleasant, effective, and not face threatening.

According to Oetomo (2012:20) according to local customs and culture what we do Polite behavior mirrors your own because Polite means respectful, obedient, and orderly according to custom. This politeness is carried out every time the speaker and hearer communicate.

Based on the explanation above, it is concluded that politeness is a gentle trait that all people have which can be seen in language and behavior in everyday life. Manners are a language term that can be interpreted as behavior someone who upholds the values of honor and be noble. Politeness is not only found in the interactions carried out by the community in speaking, but is also contained in one of the strategies that exist in the pragmatics. Namely of this strategy is a politeness strategy.

## **b. Definition of Politeness Strategies**

To have a good communication without threatening each other faces, the speaker needs to employ strategies to minimize threat. The strategies to minimize the threat of the hearer's face are called Politeness Strategies. Politeness strategy is a strategy to minimize the threat of the hearer's face. Politeness strategy can minimize the threat that make a good communication without threatening each other faces.

## **c. Types of Politeness Strategies**

Brown and Levinson (1987) suggest the following four types of politeness strategies:

### **a. Bald On-record**

The bald on-record strategy focuses on clarity and efficiency. The speaker usually shock the hearers, embarrass them, or make them feel a bit uncomfortable. This type of strategy is commonly found with people who know each other very well such as close and family.

This strategy is divided into two types. First type when cases where the harm to the face has not been minimized. There, faces are either ignored or rendered irrelevant. Situations like this are often found in communication that occurs between two people who are close like family. For example: "*please, take my book.*"

### **a. Maximum efficiency**

Maximum efficiency becomes very important and this is realized by both speakers and hearers. For example: *"Watch out!"*

b. Metaphorical urgency for emphasis

Metaphorical Urgency for Emphasis According to Brown & Levinson's (1987:96) theory, this strategy is used when the speaker (S) speaks as if maximum efficiency is very important, thus giving a metaphorical urgency for emphasis. For example: *"Here, a glass of milk for you"*

c. Metaphorical urgency for high valuation of hearers

According to the theory of Brown & Levinson (1987:96), this strategy describes why orders and begging, which have inverted assumptions about the relative status of speaker and hearer, seem to occur in many language with the same superficial syntax-namely imperatives. For example: *"Pardon me"*

d. Case of channel noise

Case of channel noise Brown & Levinson (1987:96) stated this strategy happens where communication difficulties exploit pressure to speak with maximum efficiency such as calling across a distance. For example: *"Come here now!"*

e. Task oriented

Task oriented/paradigmatic form of interaction Face redress may be felt to irrelevant when the focus on interaction is task-oriented

( Brown Levinson, 1987:97). For example: Before you're very eyes.

f. Power different between speaker and hearer

Power different between speaker and hearer (speaker is higher) in the theory of Brown & Levinson (1987:97) this strategy used commonly when there are difference between speakers (S) and hearer (H), either because speaker is more powerful than hearer and does not fear retribution or non- cooperation from hearer, speaker does not have to redress the expression in order to satisfy hearer's face. For example: *"Absolutely, my lord"*.

g. Sympathetic advice or warning

Sympathetic advice or warning Based on the theory of politeness strategy by Brown & Levinson (1987:97), speakers (S) does care about H and therefore about H's positive face, so that no redress is required. For example: *"Watch out! The cliff is very steep."*

h. Permission that hearer has request

Permission requested by hearer giving permission requested by the speaker based on the theory of Brown & Levinson (1987:98). For example: *"Yes, you should listen to him"*

The second types is when FTA-oriented use cases for bald disks. There the speaker with the suggestion reduces the face threat. Each participant tries to predict what the other participant is trying to predict.

- a. Reception or welcoming based on theory Brown & Levinson (1987:99), used when the speaker insists that the listener can force or show a negative face. For example: *"Good night"*
- b. Farewell according to Brown & Levinson (1987:100), is used when the speaker insists that the listener may violate his positive face by taking time off. For example: *"See you when I see you"*
- c. Offers, used when the speaker insists that the listener can put on the negative face of the Brown & Levinson speaker. (1987:100). For example: *"Take this!"*

b. Positive politeness

Positive politeness is a direct action that values the listener so that the listener feels that the speaker and listener have the same interests (Chen, 2017). Positive politeness is divided into fifteen strategies as follows:

a. attention to listeners

Notice, attend to hearer (his interests, wants, needs, goods) the strategy suggest that speaker should take notice of aspect of hearer's condition and approve of it (Brow & Levinson, 1987:103).

Example: *"Goodness, you cut your hair! By the way, I came to borrow some flour"*.

b. Excessive

Excessive (interest, approval, sympathy) this strategy is often done with exaggerated intonation, stress, and other aspects of



prosodies, as well as intensifying modifiers (Brown & Levinson, 1987:104). This is the example when a woman describe the disreputable appearance of her drunken husband. Example: *"He looked of he was still drunk : he looked incredibly dirty, really uncombed hair, really crooked clothes, really his belt half-tied!"*

c. Arouse listeners' interest

The speaker may intensify the interest of his own contribution, by making a good story and drawing the hearer as a participant into the conversation with direct question and expression like you know. (Brown & Levinson, 1987:106). Another way for speaker to communicate to hearer that he shares his wants is to intensify the interest of speaker's own contribution to the conversation by making "good story".

d. Group use of identification

The strategy uses any of the uses any of the innumerable ways to convey in-group membership. The speaker can implicitly claim the common ground with the hearer that is carried by that definition of the group. In other words. This strategy is done by using innumerable address forms to indicate that S and H belong to some set of persons who share specific wants. This strategy also include in-group usages of address forms, use of in-group language or

dialect, and use of jargon or slang, and of ellipsis (Brown & Levinson, 1987:107).

e. Request for agreement

Seek agreement Another way to save positive face of hearer to seek ways in which it is possible to agree with him. Seek agreement may be stressed by raising weather topics and repeating what the preceding speaker has said in a conversation. Example:

*A: "John want to Spain this weekend!"*

*B: "To Spain!"*

f. Avoidance of contracts

The desire to agree or appear to agree with hearer leads to mechanism for pretending to agree. Using this strategy, speakers may go in twisting their utterances to agree or to hide disagreement.

g. Finding common ground

The strategy is widely used by the speakers as a way to indicate that speaker know hearer's want's, tastes, habits, etc. And thus partially to redress the imposition of FTAs. Example: *"Don't you think it's marvellous?"*

h. To play or joke

Jokes are based on mutual shared background knowledge and values that they redefine the size of FTA. The speaker may joke in order to minimize an FTA of requesting. Jokes are also used as a

basic positive politeness technique for putting the hearer at ease'.

For example in responses to a faux pass of hearer's.

i. Information about the speaker's knowledge and listeners' needs

This strategy is done by asserting knowledge of hearer's wants and willingness to fit one's own wants in with them. For example: *"I know you love roses but the florist didn't have any more, so I bought you geraniums instead."*

j. Offers and promises

This strategy is done to redress the potential threat of some FTAS. Speaker may claim that whatever hearer wants, speaker wants for him and will help to obtain.

k. Optimistic

This strategy is done by asserting or implying knowledge of hearer's wants and willingness to fit one's own wants with them (Brown and Levinson, 1987:125). This strategy assumes that hearer will cooperate with speaker because it will be in their mutual shared interest. For example, a wife said to her husband before appearing in public: *"wait a minute, you haven't brushed your hair!"*

l. The involvement of speakers and listeners

This is done by using an inclusive 'we' form, when speaker really means 'you' or 'me'. For example: when she is asked if she has any

chocolate gingers, a sweet-shop lady said: *“Let's just into the back room and see if we have any”* Than she trundle back alone.

m. Giving or asking for reasons

Another aspect of including H in the activity is demanding reasons why not' and assuming that H has no good reasons why can't help. Example: *“Why didn't you do the dishes?”*

n. Receiving reciprocity

The strategy is done by giving evidence of reciprocal rights or obligations obtaining between speaker and hearer. Example: *“I washed the dishes yesterday so you do that for me today”*

o. Giving gifts to listeners or hearer.

Give gifts to hearer (sympathy, understanding. cooperation) to satisfy hearer; speaker positive face, speaker may do this classic strategy. This is to give gift not only tangible but human- relation wants such to be liked, to be admire. Example: *“You such a good girl. Would you help me move these books?”*

c. Negative politeness

Negative politeness refers to the speaker's negative face, it strengthens charity and is reserved (Mulyono, Amalia, and Suryoputro, 2019). Negative politeness strategies are more vulnerable in maintaining FTA from their listeners. This strategy stresses freedom of speech.

Negative politeness is divided into ten strategies as follows:

a. Usually indirect

The strategy is conducted by using phrases and sentence that have contextually unambiguous meanings that are different from their literal meaning. When a speaker is doing calculus homework and needs help for instance, he says to a friend "*can you do advance calculus ?*"

b. Questions and validation

A hedge makes the membership of a noun phrase in a set that it is partial or true only in certain respects and more complete, plate than might be expected. Hedge may be functioned to soften command turn it into a polite suggestion.

Example: "*Come (if you like) for a walk*"

c. Pessimistic

This strategy gives redress to hearer's negative face by explicitly expressing doubt that the conditions for appropriateness of speaker's speech act obtain. For example:

*"Perhaps you'd care for a lift."*

d. Minimize recipes

One way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great, though it is.

For example if speaker wants to ask some papers he may say :"

*I just want to ask you if you could lend me a single sheet of paper."*

e. Salute

There are two sides of deference realization: one in which speaker humbles and abases himself and another where speaker raises hearer (pays him positive face/satisfies hearer's want to be treated as superior). For example: *"I don't think you ought to do that, Mr. Amanda"*

f. Apologize

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on hearer's negative face and thereby redress that impingement. For example: *"I hesitate to trouble you, but..."*

g. Impersonation of speakers and listeners

Other way of indicating that speaker doesn't want to impinge on hearer is to phrase the FTA as if the agent were other than speaker, or not speaker alone at least, and the addressee were other than hearer, or only inclusive of hearer. For example: *"I got delayed. I'm sorry"*

h. Establishing free trade agreements as general rules

State the FTA as a general rule one way of dissociating speaker and hearer from particular imposition FTA is to state

the FTA as an instance of some general social in the rule, regulation, or obligation.

Example: The City express regrets over the occurrence.

i. Nominalization

The more nouns are used in an expression, the more removed an actor from doing or being something and the less dangerous an FTA seems to be. For example: "*An urgent request is made for your cooperation*" Is better than "*We urgently request your cooperation*"

j. Registered as a debtor or not a debtor.

The strategy is done by claiming speaker's indebtedness to hearer or by disclaiming any indebtedness of hearer. so that speaker redress an FTA. Example: "*I could easily do it for you*"

d. Off-record

The off-record strategy occurs when the listener allows the meaning of the speaker's words to be interpreted during face-threatening actions (Mulyono et al., 2019). Such off-record utterances usually use indirect language which forms utterances that are more general or are actually different from what is intended. The unregistered strategy is divided into fifteen strategies as follows:

a. Giving instruction

The strategy is done by giving hints: that S invites H to search for interpretation of the possible relevance. Generally, hints consist in raising issue of certain desired act by stating motives or reasons for doing that act. For example: *"This soup's a bit bland"*.

b. Provide association notices

The strategy is conducted by mentioning something associated with the act required of hearer either by precedent in speaker-hearer's experience or by mutual knowledge irrespective of their interaction experience. For example: when someone needs a ride to a market, she says *"Are you going to market tomorrow? There's market tomorrow, I suppose"*

c. Accepted

This strategy is done through an utterance which relevant in context and invites hearer to search for an interpretation of the possible relevance just at the level of its presuppositions. For example: when someone implicates as requestee on his friend responsibility to wash the car, he says *"I washed the car again today"*

d. Belittle

To express understatements, speaker says less than is required and result generates implicatures. For example: when someone, doesn't really like a friend's new haircut, she just says *"it's pretty nice"*.

e. Overvaluation



This strategy shows that there are exaggerated words in the sentence. For example: *“I waiting for thousand years just for you friend.”*

f. The use of tautologies

This strategy is repeating speech without adding clarity with speak patent and important truths. For example: *“enough is enough”*

g. Conflict use

Using contradictions by suggesting truth and encourage the interlocutor to reconcile the problem. For the example:

*A: are you okay?*

*B: well, between yes and no.*

h. Being ironic

To be satirical by expressing intent in an unspoken way direct and opposite. For the example: *“You are real genius”(he just done many stupid things)*

i. Use of metaphors

Using figures of speech/metaphors by hiding real connotation of the utterances spoken. For the example: *“It’s raining men in this class”(it means the man are dominated in those class)*

j. Use of rhetorical questions

Using rhetorical questions with posed a question of floating answers to declared FTAs. For the example: *“how many times do I should tell you?”*

k. Unclear

Double meaning or being ambiguous. For the example: *“lovely neighbour, uh?”*

l. Vague

Disguise FTA objects or violations that conducted. For the example: *“I’m going out of class for a bit”* (to the canteen)

m. Over-generalization

Overgeneralize to avoid FTA by stating general rules. For the example : *“Student sometimes doing his homework in the morning in the class”*

n. Motion headphones

Replacing the interlocutor by addressing the FTA to someone who couldn't possibly be face-threatened.

o. Incomplete, with an ellipsis.

Disclose incompletely with using ellipsis.

#### **4. English Textbook**

##### **a. Definition of textbook**

A textbook is any book that is written and published for educational purposes used as a teaching tool in the classroom. Textbooks provide Instructions for teaching and learning process. Ideas for planning and teaching Lessons follow the curriculum used in textbooks. So, textbooks provide content and activities that reflect what is happening in the classroom.

Without a textbook the program may not be effective (Alsulami, 2021). Moreover, using textbooks in the program can ensure this student from different classes receive similar content and are therefore evaluated in the same way. In other words, textbooks provide standards for teaching. In addition, including a variety of learning resources, such as workbooks, CDs, videos and another media can make the learning atmosphere more interesting and fun for students.

English textbooks are one of the teaching materials used in the delivery of material. In the material of the textbook, there is a dialogue in which there is a politeness strategy. The researcher analyzed the dialog material in English textbooks "*Bahasa Inggris*" for twelfth grade students using the theory from Brown and Levinson (1987).

## **b. Function English textbook**

Textbook has function for student as manual instructor in studying and for the teacher as direction to teach a lesson (Huang, 2019). Textbook has many functions, as follows:

### 1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

### 2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

### 3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

### 4) Improvement of Teaching

A textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

From the explanation above, textbooks also can assure a measure of structure, consistency, and logical progression in a class, minimizes preparation time for teachers, allows learners to review material or preview

other lessons, meets a learner's needs or expectations of having something concrete to work from and take home for further study, provides novice teachers with guidance in course and activity design.

Textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is as one of the visual aids by teachers, when they are teaching and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

## **B. Previous Research**

Before the researcher do this thesis about **POLITENESS STRATEGIES IN MATERIAL OF ENGLISH TEXTBOOKS “BAHASA INGGRIS” FOR TWELFTH GRADE SENIOR HIGH SCHOOL**, the study by previous researcher have been done with different units of analysis. The researcher finds other researchers who wrote thesis about politeness strategies, here are previous research:

This research was conducted by Ayu Meiratnasari, Agus Wijayanto and Suparno in 2019. With title “An analysis of Politeness Strategies in Indonesian English Textbooks”. There were two textbooks which analysed as the sample for this study. The textbooks entitled “Talk Active 1” and “Talk Active 2. The researcher limited the analysis on the dialogs which provided as materials in the textbooks. The researcher applied content analysis method proposed by

Denscombe. The similarity between the two studies is that both use textbooks as data and the previous study and this study are use descriptive methods, and the difference can be seen from the differences in the books used.

The second research by Aris Wuryantoro in 2020. With title “Politeness Strategy and Pragmatic Competence of Javanese Traditional Song in *Serat Tripama*”. This research used descriptive qualitative method. The data were obtained through documentation and interview to experts or practitioners in related research. The data were analysed by using content analysis and purposive sampling. Result of study revealed that *Serat Tripama* contains politeness strategy and pragmatic competence delivering messages from the author to the audiences. The similarity between the two studies is that both use qualitative method and the difference between the two studies is used a different textbook.

The third research by Ernovilinda in 2020. With title “politeness strategy in *Sanghai Knights Film*”. This research used qualitative approach. The similarity between the two studies is that both use qualitative method. The difference between this research and the research that the researchers did was that there were differences in the data studied. Research conducted by Ernovilinda uses film as its data. While the research that the researcher did used the English textbook as the data. The similarities between this two studies is used qualitative method.

The fourth research by Santi Fitriyani in 2020. With title Teacher and Students' Politeness Strategies in EFL Classroom Interactions. This research used descriptive qualitative research design. The data from this study were taken from utterances used by the teacher and student in their interaction in EFL classroom. The similarity between the two studies is that both use qualitative method. The different between this two research is if research conducted by Santi Fitriyani uses utterances between teacher and student as its data. While the research that the researcher did used the English textbook as the data.

The last research by Muhammad Husin Al Fatah in 2011. With title Compliment Responses Used by students of English Department of Semarang State University. This research used qualitative research design. The data from this previous study were taken from the student of English Department of Semarang State University and their compliment responses. The similarity between the two studies is that both use qualitative method. The different between this two research is if research conducted by Muhammad Husin Al Fatah uses the student of English Department of Semarang State University and their compliment responses as data, while the research that the researcher did used the English textbook as data.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research uses descriptive qualitative research. According to Creswell, qualitative research is an inquiry process of investigating its understanding is based on different methodological traditions in investigations that explore social or human problems (Creswell, 1998). This research used descriptive qualitative research because in doing this research, the researcher collects the data, makes an analysis, and make a conclusion. This research was conducted using content analysis because the data was collected from textbooks.

Content analysis is a method for analyzing the content of the data to be studied (Harwood, 2003). Content analysis is intended to describe the characteristics of the content and examine the contents of the data presented. This analysis is also an in-depth discussion of the information contained in a data. It also is used to describe the characteristics of the contents of a data. In research using content analysis, conclusions can be drawn from the analysis that has been done.



In this research, the researcher used textbook as a subject of a study. The data in this research was English Textbook “*Bahasa Inggris*” for twelfth grade senior high school. This book published by Ministry of Education and Culture. In these textbooks contain material presented in narration, dialogue, pictures, and questions. The researcher chose dialogues as the sample of the data in this research.

## B. Research Setting

### 1. Place of the Research

This research conducted in English textbook “*Bahasa Inggris*” for twelfth grade students. This book published by Ministry of Education and Culture. This book contains eleven chapters with a total of 176 pages. This book is the result of revision as a second printing.

### 2. Time of the Research

**Table 3.1 Research Schedule**

Activities	Month								
	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023
<b>Pre- research</b>									
<b>Proposal draft &amp; consulting</b>									

<b>Proposal draft seminar</b>									
<b>Collecting data</b>									
<b>Analyzing data</b>									
<b>munaqosyah</b>									

### C. Data and Source of the Data

Data is the basis of the findings that will be analyzed. The purpose of having data in research is to provide facts in the field to be studied. The facts on the ground are also known as evidence (Polkinghorne, 2005). The data obtained comes from facts or experiences that have been passed or felt. Researchers will analyze the data that has been collected. In this research, researchers used dialogue material in English Textbook "*Bahasa Inggris*" as the data. Source of the data is taken from English Textbook "*Bahasa Inggris*" published by the Ministry of Education and Culture. This book is the second published in 2018. Contain 176 pages, 11 chapter, and 10 dialogue.

### D. Research Instrument

According to Sudaryono (2019), research instruments are tools used by researchers to collect data that aims to be more systematically arranged and easier. Researchers need several instruments to support their research. In this

study, there are main instruments and supporting instruments. The researcher occupies the principal or main instrument in this study. In this study, the role of the researcher is to plan, collect, analyze, and report the data. While the supporting instruments for data collection were English textbooks “*Bahasa Inggris*”.

#### **E. Technique of Collecting Data**

Data collection is the way to collect data from subject of the research (Sudaryono, 2019). The researcher used documentation to collect the data. Because this research examines what types of politeness strategies are used Brown and Levinson (1987) Dialogue Theory in Indonesian English Textbooks, the information comes from English textbook “*Bahasa Inggris*” for twelve grade students published by the Ministry of Indonesia Education and culture for class XII SMA.

The technique of collecting data described as follow:

1. The first step is to get the data, the researcher observes English Textbooks “*Bahasa Inggris*” for twelve grade senior high school for several time to understand the contain of the books.
2. The data focus on dialogue material in English Textbooks “*Bahasa Inggris*”.

3. The data that has been obtained from the dialogue in the English textbook "English" is then classified into the type of politeness strategy according to Brown and Levinson theory.
4. Reduce the data which select which important is based on the forms in the theory, it involves the process of selecting and focusing the raw data into refined data.
5. After reducing the data, the researcher will provide data coding to the data that has been collected. This aims to make researchers easier in analyzing data that has been reduced. Coding data will also provide a clear description of the data being analyzed.

The following is the data coding:

- a. The number 001, 002, 003... is used to show the sequence of the data numbers being analyzed.
- b. The alphabetic capital letters are used to classify of politeness strategies. It is presented as follow:

Types of politeness strategy:

BR : Bald On-record

NP : Negative Politeness

PP : Positive Politeness

OR : Off-Record

- c. The numeral behind alphabetic capital letter will used to show page of politeness strategy. Researcher gave the capital letter P means before

the number of pages to differentiate from the data. Example: P.2, so its means page 21.

**Table 3.2 The Format of Data Politeness Strategy**

Types Politeness Strategy	Code	Dialogue	Context
Welcoming	021/BOR/WEL/P.10	Dr. Nahda: "Hello..." Fafa: "Hello, doctor."	Dr.Nahda as Speaker(S) and Fafa as Hearer(H). In this case, face threatening acts oriented bald on- record usage. This sentence "Hello..." from Dr.Nahda to Fafa showed as a sign of familiarity and show respect..

From the example of analysis table above, it can be concluded that note indicates sub-strategy from politeness strategy, 021 indicates the number of data, BOR indicates Bald on Record, in Furthermore, P.10 shows a page from a book that has Bald on Record strategies appearing.

#### **F. Technique of Analysis Data**

Data analysis is a process to organizing and classifying the data into a category of analysis. According to Miles and Hubberman (1994: 10) the process of data analyzed in this research data reduction, data display, and drawing conclusion or verification.

### 1. Data Reduction

Data reduction means summarizing, sorting, and selecting data that is important and in accordance with the context to be studied, and eliminating things that are not important. Reduced data is used to provide a clear description. This aims to make it easier for researchers to collect data in the research process. In this study, the researcher made a written data script, chose which data was needed, identified various politeness strategies based on dialogue material in the English Textbook "*Bahasa Inggris*".

### 2. Data Display

Data display is an information that composes and presents the data being analyzed. Data display aims to make it easier to draw conclusions. In this study, the code denotes data collection. Data display is carried out in several stages, including taking data samples using coding. After displaying the data code, the researcher carried out the analysis part using Brown and Levinson's politeness strategy theory.

### 3. Drawing Conclusion and verification

The final step is drawing conclusion the data of the present research was presented step by step. This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analysed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data

as many times as necessary to cross-check or verify these emergent conclusions.

#### **G. Trustworthiness of The Data**

To get the validity of the data, the researcher uses a triangulation technique to reach credibility of the data. Quoted from Sugiyono (in Rositha 2018: 96) that triangulation is data collection techniques are combining of various data collection technique and data source that already exist. Patton (in Rizki, 2018: 31) state that there are four types of triangulation techniques. They are data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. Based on the explanation above, the research here used data triangulation. Trough triangulation, this research can build on strength of each type of data collection while minimizing the weakness in any single approach.

The process done by researcher in checking the validation of data:

1. The researcher understood the content material of English Textbooks "*Bahasa Inggris*" for twelve grade senior high school.
2. The researcher analyzed the politeness strategy from dialogue of English textbook.
3. The researcher needs help to discuss other people such as the expert about pragmatics and politeness strategy. The expert is lecturer in UIN Raden Mas Said Surakarta (Mr. DC).



4. The researcher made revision from discussion. After the data are double checked, the researcher made conclusion.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. RESEARCH FINDING

The research finding contains two findings based on problem statement of the research. The first research problem is the types of politeness strategies that are reflected in the dialogues in the English Textbooks "*Bahasa Inggris*" for twelfth grade senior high school. The second research problem is the kind of Bald on Record Politeness Strategies reflected in the dialogue in the English Textbook "*Bahasa Inggris*" for twelfth grade senior high school. There are two parts in presenting the data; part 1 present the findings and describes the use of politeness strategy and part 2 discusses the kind of Bald on Record Politeness Strategies reflected in the dialogue in the English Textbook "*Bahasa Inggris*" for twelfth grade senior high school.

##### **1. The politeness strategies reflected in the dialogues in the English Textbook "*Bahasa Inggris*" for twelfth grade senior high school.**

This section describes the result of the analysis of the dialogues in English Textbooks "*Bahasa Inggris*" for twelfth grade senior high school. Based on the analysis, the researcher identified that the dialogues contain politeness strategies stated by Brown and Levinson (1987) theory, Bald on Record, Positive Politeness, and Negative Politeness were contain in the dialogue of the textbooks. While Off Record is not found in the dialogue in

this book. The table below shows the distribution of politeness strategy in dialogues in the English Textbooks “*Bahasa Inggris*” for twelfth grade senior high school.

**Table 4. 1 Types of Politeness Strategy in English Textbook “*Bahasa Inggris*”**

NO	POLITENESS STRATEGIES		Frequencies
1	Bald On Record	FTA has not been minimized 1. Maximum efficiency 2. Methaphorical urgency for emphasis 3. Methaphorical urgency for high valuation of hearers 4. Case of channel noise 5. Task oriented 6. Power different S and H 7. Sympathetic advice or warning 8. Permission that hearer has request FTA oriented 1. Welcoming 2. Farewell 3. Offers	4 1 0 0 0 0 1 0 3 2 0
2	Positive Politeness	1. Notice 2. Excessive 3. Arouse listener’s interest 4. Group use identification 5. Seeking agreement 6. Avoiding agreement/contrast 7. Finding common ground 8. Joke 9. Information about S knowledge 0. Offers and promises 1. Optimistic 2. Involvement of S and H 3. Giving or asking reason 4. Receiving reciprocity 5. Giving gifts	3 4 1 1 4 2 0 0 0 9 5 0 1 0 2
3	Negative Politeness	1. Usually indirect 2. Question and validation	0 0

	3. Pessimistic	0
	4. Minimize imposition	0
	5. Salute/giving diference	0
	6. Apologize	1
	7. Impersonation of S and H	0
	8. Establishing free trade agreements as genera rules	0
	9. Normalization	0
	10. Registered as a debtor or not a debtor	0
<b>TOTAL</b>		<b>44</b>

From the table, it can be concluded that total politeness strategies in textbook “*Bahasa Inggris*” for twelfth grade senior high school are 44 politeness strategies. Bald On Record 11 data, Positive Politeness 32 data, Negative Politeness 1 data, and Off-Record 0 data.

**a. Bald On Record**

Bald on Record strategy is commonly used with simply utterance. This type of strategy is commonly found with people who know each other very well, such as friend or family. Bald on record also used if speakers have higher power than hearer. The speaker also does not care if there is no cooperation from the opponent speaker. This strategy also called with directness; it is because the speaker said an utterance that means spontaneously to the hearer.

In this strategy, the data found as follow:

1. Maximum Efficiency

**10/BOR/ME/P.4**

***Dr.Nahda: “Alright then, I’ll give you a prescription. You have to take the pills three times a day, okay?”***

***Fafa: “Okay, Doctor.”***

The datum 10/BOR/ME/P.4 showed when dr.Nahda gave a prescription and instructions to Fafa after checking how Fafa was. It was important or urgent for Fafa’s health. In this case, dr.Nahda as Speaker(S) and Fafa as Hearer(h). In that position, Fafa has stomachache. Then dr.Nahda examined Fafa and gave a prescription for Fafa. Then dr.Nahda gave instructions to Fafa to take the medicine three times a day. The instruction sentence from dr.Nahda shows the maximum efficiency sub strategy. The instruction from dr.Nahda command directly to Fafa. The datum was found at dialogue 1 page 4.

2. Welcoming

**01/BOR/WEL/P.4**

***Dr.Nahda: “Hello..”***

***Fafa: “Hello, Doctor.”***

The datum 01/BOR/WEL/P.4 showed dialogue between dr.Nahda and Fafa. In this dialogue, dr.Nahda as Speaker(S) and Fafa as Hearer(H). In this case, face threatening acts oriented bald on-record usage. This sentence “Hello...” from dr.Nahda to Fafa showed as a sign of familiarity and show respect. The choice of greeting words is determined by social status, gender, age, and the level of familiarity between the speaker and hearer. Welcoming

put into FTA Case oriented bald on record usage. The datum was found at dialogue 1 page 4.

### **b. Positive Politeness**

Positive politeness strategy is doing speech which refers to positive face. The speaker wants to save hearer's positive face. It means the speaker to range himself with the hearer. In order to, the speaker can create closeness, comfortable and have a good relationship between the speaker and hearer. In this strategy, the data found as follows:

1. Notice

**03/PP/NT/P.4**

**Dr. Nahda: "You look terrible."**

**Fafa: "I can't go to school today."**

The datum O3/PP/NT/P.4 showed dialogue between dr.Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa I is a patient. Dr.Nahda noticed something was wrong with Fafa, which is Fafa look terrible. In that dialogue, the notice from dr.Nahda marked as sentence "*You look terrible*". Dr.Nahda showed his interest to hearer. Therefore, the hearer felt the attention from the speaker. The datum was found at dialogue 1 page 4.

**23/PP/EX/P.5**

**Riza: “That’s wonderful!”**

**Dhea: “Would you need my help?”**

The datum 16/PP/EX/P.5 showed dialogue between Dhea and Riza. In this conversation, Dhea provided information regarding the final project to be done. Riza that needed did not know the exact date to submit the final project. Then Dhea told her that the final project was collected next month. Hearing what Dhea said, Riza expressed her shock with the sentence "That's wonderful!". This sentence shows as excessive strategy of positive politeness strategy. The datum was found at dialogue 3 page 5.

2. Giving gifts

**32/PP/GG/P.6**

**Hamada: “Oh, it’s very nice of you. But I’m going to do it with my sister. Thanks for the offer.”**

**Diana: “Okay, no problem”**

This dialogue happened between Hamada and Diana. Hamada and Diana are having a dialogue about the surprise party for hamada’s grandmother. The surprise will be held next week. Hearing the good news, Diana offered to help to prepare for the surprise. Unfortunately, Hamada wanted to prepare the surprise with her sister, so Hamada refused Diana's offer. Diana responded to Hamada's rejection with the words "Okay, no problem". the sentence is a form of understanding from Diana to Hamada.

This understanding sentence is included in giving gifts to listeners or hearers.

The datum was found at dialogue 4 page 6.

**c. Negative Politeness**

1. Apologizing

**05/NP/AP/P.4**

**Fafa: "I can't go to school today."**

**Dr.Nahda: "Oh, I am sorry to hear that"**

This dialogue happens between Dr. Nahda and Fafa. In this case, dr.Nahda as a doctor and Fafa as a patient. After asking what Dr. Nahda could do for Fafa, Fafa explained that she couldn't go to school today due to illness. Hearing this case, dr. Nahda said "Oh, I am sorry to hear that" as a sense of apologizing for doing FTA. The datum was found at dialogue1 page 4.

**d. Off Record**

In this analysis, there was no use of an off-record strategy in English Textbook "*Bahasa Inggris*" for twelfth grade senior high school. In the 10 dialogues in the material, there are only Bald On record strategies, Positive Politeness strategies, Negative Politeness strategies, and Off-Record strategies.



**2. The types of Politeness Sub strategies Strategies reflected in the dialogues in the English Textbooks “Bahasa Inggris” for twelve grade senior high school.**

From the analysis of the dialogues in material of English Textbook “Bahasa Inggris” for twelfth grade senior high school, the researcher classified types of politeness sub strategies reflected in the dialogue in the English Textbooks “Bahasa Inggris” for twelfth grade senior high school on the table, as follow:

**Table 4. 2Types of sub strategy Politeness Strategy in English Textbook “Bahasa Inggris”**

NO	POLITENESS STRATEGIES		Frequencies
1	Bald On Record	FTA has not been minimized 1. Maximum efficiency 2. Methaporical urgency for emphasis. 3. Methaporical urgency for high valuation of hearers 4. Case of channel noise 5. Task oriented 6. Power different S and H 7. Sympathetic advice or warning 8. Permission that hearer has request  FTA oriented 1. Welcoming 2. Farewell 3. Offers	 4 1 0 0 0 0 1 0  3 2 0
2	Positive Politeness	1. Notice 2. Excessive 3. Arouse listener’s interest 4. Group use identification 5. Seeking agreement	3 4 1 1 4

		6. Avoiding agreement/contrast	2
		7. Finding common ground	0
		8. Joke	0
		9. Information about S knowledge	0
		10. Offers and promises	9
		11. Optimistic	5
		12. Involvement of S and H	0
		13. Giving or asking reason	1
		14. Receiving reciprocity	0
		15. Giving gifts	2
3	Negative Politeness	1. Usually indirect	0
		2. Question and validation	0
		3. Pessimistic	0
		4. Minimize imposition	0
		5. Salute/giving diference	0
		6. Apologize	1
		7. Impersonation of S and H	0
		8. Establishing free trade agreements as genera rules	0
		9. Normalization	0
		10. Registered as a debtor or not a debtor	0
TOTAL			44

From the table, it can be concluded that total politeness strategies in textbook “*Bahasa Inggris*” for twelfth grade senior high school are 44 politeness strategies. Bald On Record 11 data there are Maximum efficiency, Methaphorical urgency for emphasis, Sympathetic advice or warning, Welcoming, and Farewell, Positive Politeness 32 data there are Notice, Excessive, arouse listener’s interest, Group use identification, Seeking agreement, Avoiding agreement/contrast, Offers and promises, Optimistic, Giving or asking reason, Giving gifts. Negative Politeness strategies 1 data there is Apologize, and Off-Record 0 politeness strategies.

**e. Bald On Record**

Bald on Record strategy is commonly used with simply utterance. This type of strategy is commonly found with people who know each other very well, such as friend or family. Bald on record also used if speakers have higher power than hearer. The speaker also does not care if there is no cooperation from the opponent speaker. This strategy also called with directness; it is because the speaker said an utterance that means spontaneously to the hearer. In this strategy, the data found as follow:

1. Maximum Efficiency

**10/BOR/ME/P.4**

*Dr.Nahda: "Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?"*

*Fafa: "Okay, Doctor"*

The datum 10/BOR/ME/P.4 showed when dr.Nahda gave a prescription and instructions to Fafa after checking how Fafa was. It was important or urgent for Fafa's health. In this case, dr.Nahda as Speaker(S) and Fafa as Hearer(h). In that position, Fafa has stomachache. Then dr.Nahda examined Fafa and gave a prescription for Fafa. Then dr.Nahda gave instructions to Fafa to take the medicine three times a day. The instruction sentence from dr.Nahda shows the maximum efficiency sub strategy. The instruction from dr.Nahda command directly to Fafa. The datum was found at dialogue 1 page 4.

**37/BOR/ME/P.24**

**Father: “If you want to pass the exam, you have to study harder.”**

**Son: “Thanks, Dad”**

The datum 37/BOR/ME/P.24 showed dialogue between father and son. In this case, father as Speaker(S) and son as Hearer(H). the father gave an advice to his son who would face exams. Dialogue that shows advice are sentences underlined "you have to study harder". This sentence is included in the maximum efficiency strategy because in delivering it, the speaker directly shows the meaning of the sentence. Because Hearer's face is not required, and they agreed of their face demands might be suspended in the interest of situation. This situation occurs between father and son who have a relatively close relationship. The father as speaker, directly advised his son to pass the exam by studying harder. It was important for his son's future. The datum was found at dialogue 1 page 24.

3. Methaphorical urgency for emphasis

**35/BOR/MUE/P.24**

**Father: “exam is around the crorner.”**

**Son: “Okay Dad”**

This dialogue when the father told to his son. His told that the exam is near, but the delivery of sentence is “exam is around the crorner”. The

father give emphasis to his son to realized that the exam is nearby. So, the son can study harder because him get an emphasis from the father.

4. Sympathetic advance/warning

**36/BOR/SA/P.24**

**Father: “It is about time to go back to your study.”**

**Son: “Okay Dad”**

The dialogue happens between the father and his son. The sentence showed the sympathetic from the father to the son. It was important for his son’s exam. The sympathetic was marked by “It is about time to go back to your study.”.

5. Welcoming

**01/BOR/WEL/P.4**

**Dr.Nahda: “Hello.. “**

**Fafa: “Hello, Doctor”**

The datum 01/BOR/WEL/P.4 showed dialogue between dr.Nahda and Fafa. In this dialogue, dr.Nahda as Speaker(S) and Fafa as Hearer(H). In this case, face threatening acts oriented bald on-record usage. This sentence “Hello...” from dr.Nahda to Fafa showed as a sign of familiarity and show respect. The choice of greeting words is determined by social status, gender, age, and the level of familiarity between the speaker and hearer. Welcoming put into FTA Case oriented bald on record usage. The datum was found at dialogue 1 page 4.

**02/BOR/WEL/P.4**

**Dr.Nahda: “Hello..\_“**

**Fafa:” Hello, doctor.”**

This sentence Fafa showed as a sign of familiarity and show respect. Greeting is used to show a sign of the close relationship between speaker and hearer. The choice of greeting words is determined by social status, gender, age, and the level of familiarity between the speaker and hearer. Welcoming put into FTA Case oriented bald on record usage. The datum was found at dialogue 1 page 4.

6. Farewell

**11/BOR/FW/P.4**

**Dr.Nahda: “Good. Get well soon, Fafa. Bye. “**

**Fafa: “Thanks a lot. Bye, Doctor”**

The datum 11/BOR/FW/P.4 showed dialogue between dr.Nahda and Fafa. The sentence “Bye” from dr.Nahda to Fafa showing farewell from Bald on record strategy. This strategy used to make relation between speaker and hearer clearly after some conversation. It also can call as the last part of dialogue before speaker and hearer ended the dialogue. It was found at dialogue 1 page 4.

#### 12/BOR/FW/P.4

**Dr.Nahda: “Good. Get well soon, Fafa. Bye. “**

**Fafa: “Thanks a lot. Bye doctor.”**

The sentence showed between Dr. Nahda and Fafa. This strategy was used to make relation between speaker and hearer clearly after conversation. The farewell sentence is the last part of dialogue between speaker and hearer to end the conversation.

## 2. Positive Politeness

Positive politeness strategy is doing speech which refers to positive face. The speaker wants to save hearer’s positive face. It means the speaker to range himself with the hearer. In order to, the speaker can create closeness, comfortable and have a good relationship between the speaker and hearer. In this strategy, the data found as follows:

### 3. Notice

#### 03/PP/NT/P.4

**Fafa: “Hello doctor”**

**Dr. Nahda: “You look terrible.”**

The datum O3/PP/NT/P.4 showed dialogue between dr.Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa I is a patient. Dr.Nahda noticed something was wrong with Fafa, which is Fafa look terrible. In that dialogue, the notice from dr.Nahda marked as sentence “You look terrible”. Dr.Nahda

showed his interest to hearer. Therefore, the hearer felt the attention from the speaker. The datum was found at dialogue 1 page 4.

**25/PP/NT/P.5**

**Riza: “I know that you’re as busy as I am.”**

**Dhea: “okay. Just let me know if you need my help”**

This dialogue happens between Dhea and Riza. In this conversation, Dhea provided information regarding the final project to be done. Riza doesn't know the exact date to submit the final project. Then Dhea told riza that the final project was collected next month. Riza was surprised to hear that next month is the deadline for assignments. Dhea offerd to help Riza, but Riza refused it because Riza knew that Dhea also had her own business. The sentence “I know that you’re as busy as I am” indicated notice strategy from Riza to Dhea. Riza noticed that Dhea also had the same busy life as herself. Therefore, the sentence uttered by Riza is included in the sub-strategy of the positive politeness strategy. The datum was found at dialogue 3 page 5.

4. Excessive

**18/PP/EX/P.5**

**Stranger:”Thank you, I will buy the bus ticket ,then.”**

**Tania: “wait a moment, please. I’ll process it quickly”**

The datum 18/PP/EX/P.5 showed dialogue between Tania and Stranger. In this conversation, the stranger approved the offer from Tania. This approval from the Stranger is mentioned as excessive on Positive Politeness.



**23/PP/EX/P.5**

**Dhea: “yes. It will be due next month”**

**Riza: “That’s wonderful!”**

The datum 16/PP/EX/P.5 showed dialogue between Dhea and Riza. In this conversation, Dhea provided information regarding the final project to be done. Riza that needed did not know the exact date to submit the final project. Then Dhea told her that the final project was collected next month. Hearing what Dhea said, Riza expressed her shock with the sentence "That's wonderful!". This sentence shows as excessive strategy of positive politeness strategy. The datum was found at dialogue 3 page 5.

**27/PP/EX/P.6**

**Diana: “Wow! That sounds great. How old is she?”**

**Hamada: “she’ll be 75 on August 13.”**

This dialogue happens between Hamada and Diana. Hamada and Diana are having a dialogue about the surprise party for hamada’s grandmother. The surprise will be held next week. Hearing the good news, Diana responded to the news with exaggerated remarks. It is marked with the sentence "Wow! That sounds great". This strategy is marked by exaggerated intonation, stress, and other aspects of prosodies. This datum was found at dialogue 4 page 6.

**30/PP/EX/P.6**

**Hamada: “Oh, It’s very nice of you.”**

**Diana: “Okay, no problem”**

The datum 30/PP/EX/P.6 showed dialogue between Hamada and Diana. Hamada and Diana were having a dialogue about the surprise party for hamada’s grandmother. The surprise would be held the following week. Hearing that good news, Diana intends to help prepare for Hamada's grandmother surprise party. Hearing offering helps from Diana, Hamada responded with the sentence "*Oh, it's very nice of you*". This sentence reveals Hamada's exaggeration towards his interlocutor, Diana. This case was found at dialogue 4 page 6.

5. Arouse Listener’s Interest

**20/PP/ALI/P.5**

**Dhea: “*Have you heard that due date for the final project is extended?*”**

**Riza: “No, it’s true?”**

The datum 20/PP/ALI/P.5 showed dialogue between Dhea and Riza. Dhea as speaker (S) and Riza is hearer (H). Dhea's question sentence shows an effort to attract the attention of her listeners. It can add interest from the hearer.

6. Group use of identification

**34/PP/IB/P.20**

**Beni: “It is called the Emerald City”**

**Beni: “*What we can do at the Bloedel Reserve?*”**

This dialogue happened between Beni and Alex. Beni is Speaker(S) and Alex is Hearer(H). The context of that conversation occurred when they were talking about what could be done in Bloedel Reserve. In this conversation, Beni asked Alex what they could do at Bloedel Reserve. In asking, Beni uses the word "we" to replace the word "I" in the sentence. This is included in the strategy group use identification did in the positive politeness strategy. This strategy is done by using innumerable address forms to indicate that speaker and hearer belong to some set of persons who share specific wants. This datum was found at dialogue page 20.

#### 7. Seeking agreement

##### **08/PP/SA/P.4**

**Dr. Nahda: "Does it hurt here?"**

**Fafa: "Not that one"**

This dialogue happened between Dr. Nahda and Fafa. In this case, Dr. Nahda is a doctor and Fafa is a patient. Fafa felt a pain in his stomach. Before that Dr. Nahda asked what Fafa's complaint before Dr. Nahda was examined Fafa's stomach. In order to determine where the pain was, Dr. Nahda confirmed to Fafa whether the part examined by Dr. Nahda was sick. Dr. Nahda's interrogative sentence, "Does it hurt here?" indicates a seeking agreement that is included in the positive politeness strategy. Seeking agreement is another way to save the positive face of hearers to seek ways in which it is possible to agree with him.

**09/PP/SA/P.4**

**Dr.Nahda: “Here?”**

**Fafa: “yes. That’s really terrible”**

This dialogue happend between Dr. Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. Fafa has stomachache. Before that dr.Nahda asked what Fafa’s complaint before dr. Nahda was examined Fafa's stomach. In order to determine where the pain was, dr. Nahda confirmed to Fafa whether the part examined by Dr. Nahda was sick. The sentence “***Here?***” shows a seeking agreement from dr.Nahda to Fafa. Seeking agreement that is included in the positive politeness strategy. The datum was found at dialogue 1 page 4.

**15/PP/SA/P.5**

**Stranger: “Is this Arjosari station?”**

**Tania: “yes.this is Anjorsari bus station”**

This dialogue happend between stranger and Tania. Tania is station staff. Tania found a stranger who asked whether that station was Arjosari station or not. The question asked by the stranger is indicated by the sentence “***Is this Arjosari station?***”. This sentence shows a seeking agreement from a stranger who asked Tania. It was found at dialogue 2 page 5.

8. Avoidance of contrast

**28/PP/AC/P.6**

**Diana: “Really? I did not that she was that old. I thought that she was still around 60.”**

**Hamada: “Thanks”**

That dialogue happened between Diana and Hamada. This dialogue happened between Hamada and Diana. Hamada and Diana were having a dialogue about the surprise party for hamada’s grandmother. Hearing the good news, Diana offered to help prepare for the surprise. Unfortunately, Hamada wanted to prepare the surprise with her sister, so Hamada refused Diana's offer. The refusal is categorized into avoidance of contrast strategy. The utterance "**But I’m going to do it with my sister.**" explains that there was disagreement about what the interlocutor said earlier. However, in the pronunciation it still pays attention to the choice of words to minimize the listener's FTA.

**31/PP/AC/P.6**

**Hamada: “But I’m going to do it with my sister.”**

**Diana: “Okay. No problem”**

This dialogue happens between Hamada and Diana. Hamada as Speaker and Diana as Hearer. Hamada and Diana were having a dialogue about the surprise party for hamada’s grandmother. The surprise will be held next week. Hearing the good news, Diana offered to help prepare for the surprise. Unfortunately, Hamada wanted to prepare the surprise with her sister, so Hamada refused Diana's offer. The refusal is categorized into avoidance of

contrast strategy. The utterance "*But I'm going to do it with my sister.*" explains that there was disagreement about what the interlocutor said earlier. However, in the pronunciation it still paid attention to the choice of words to minimize the listener's FTA. The datum was found at dialogue 4 page 6.

9. Offer and promises

**O4/PP/OP/P.4**

**Dr. Nahda: "*What can I do for you?*"**

**Fafa: "I can't go to school today"**

This dialogue happened between Dr. Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. Fafa felt a pain in his stomach. As a doctor, dr. Nahda asked what he could help. The offering sentence is marked with the sentence "*What can I do for you?*". The speaker would help to obtain the H goals. The datum was found at dialogue 1 page 4.

**06/PP/OP/P.4**

**Dr.Nahda: "*What's the problem?*"**

**Fafa: "My stomach hurts terribly."**

The datum 06/PP/OP/P.4 was found at dialogue 1 page 4. This dialogue happens between dr.Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. Fafa said that he had a stomachache so he couldn't go to school. As a doctor, dr. Nahda asked what's wrong with Fafa. dr.Nahda asks with offering sentences. The offering sentence was indicated by "*What's the problem?*". The statement by dr. Nahda is an offering and promises strategy

that includes a positive politeness strategy. The datum was found at dialogue

1 page 4

10. Optimistic

**16/PP/OPT/P.5**

**Tania: “Yes, this is Arjosari bus Station. It takes about 22 hours from here to Jakarta.”**

This dialogue happened between Tania and Stranger. Tania is station staff. The stranger asked Tania if it was the Arjosari station. Then because Tania was a station staff here, Tania answered with certainty that the station was Arjosari station.

**17/PP/OPT/P.5**

**Stranger: “what time will it leave?”**

**Tania: “So, you just need to wait for 45 minutes.”**

The datum 17/PP/OPT/P.5 was found at page 5. The dialogue happened between Tania and Stranger in station. Tania as station staff. The sentence shows an optimistic attitude shown by the sentence “*So, you just need to wait for 45 minutes.*” this is because Tania works at the station, so she feels that what she said is correct and certain.

11. Giving asking reason

**39/PP/GAR/P25**

**Dela: “Where can I get inexpensive good quality shoes?”**

**Emi: “Why do not you go to the factory outlet?”**

The sentence happened between Dea and Emi. Emi asked the reason Dela why she didn't go to the factory outlet. The sentence addressed to dela is a sentence giving asking reason.

12. Giving gifts

**32/PP/GG/P.6**

**Hamada: “but. I’m going to do it with my sister. Thanks for the offer.”**

**Diana: “Okay, no problem”**

This dialogue happened between Hamada and Diana. Hamada and Diana are having a dialogue about the surprise party for hamada’s grandmother. The surprise will be held next week. Hearing the good news, Diana offered to help to prepare for the surprise. Unfortunately, Hamada wanted to prepare the surprise with her sister, so Hamada refused Diana's offer. Diana responded to Hamada's rejection with the words "Okay, no problem". the sentence is a form of understanding from Diana to Hamada. This understanding sentence is included in giving gifts to listeners or hearers. The datum was found at dialogue 4 page 6.

**3. Negative Politeness**

3. Apologizing

**05/NP/AP/P.4**

**Fafa: “I can’t go to school today”**

**Dr.Nahda: “Oh, I am sorry to hear that”**



This dialogue happens between Dr. Nahda and Fafa. In this case, dr.Nahda as a doctor and Fafa as a patient. After asking what Dr. Nahda could do for Fafa, Fafa explained that she couldn't go to school today due to illness. Hearing this case, dr. Nahda said "*Oh, I am sorry to hear that!*" as a sense of apologizing for doing FTA. The datum was found at dialogue1 page 4.

#### **4. Off Record**

In this analysis, there was no use of an off-record strategy in English Textbook "*Bahasa Inggris*" for twelfth grade senior high school. In the 10 dialogues in the material, there are only Bald On record strategies, Positive Politeness strategies, Negative Politeness strategies, and Off-Record strategies.

## **B. DISCUSSION**

This section presents the discussion of the research findings. As mentioned in the previous chapter, there are two problem statements proposed in this study. The first problem statement is to know what the type of politeness strategies and second is to know types of sub strategy politeness strategy in the English Textbooks "*Bahasa Inggris*" for twelfth grade senior high school.

In previous section of this chapter, it was mentioned that there are 44 data which have been identified as politeness strategies. In the research finding, there are three types of politeness strategy that was found in English

Textbooks “*Bahasa Inggris*”. Three types of politeness strategy such as Bald on Record, Positive politeness, and Negative politeness strategy. Based on table 2.1 showed that in ten dialogues at the materials of English Textbook “*Bahasa Inggris*” has 44 data of politeness strategy. There are Bald on Record 11 data, Positive politeness has 32 data, Negative politeness 1 data, and Off Record 0 data.

The most dominant politeness strategy is positive politeness. According to Brown and Levinson theory (1987), positive politeness can be significant positive face or positive self-image. It means that the speaker wants to satisfy the hearer by his utterance in order to he can save hearer’s positive face and himself. It can be called face redress to speaker do not FTA to hearer. Furthermore, he wants to range himself with hearer in order to it can create closeness, comfort and good relationship between speaker and hearer.

Sub-strategy of Positive Politeness such as notice 3 data, excessive 4 data, arouse listener’s interest 1 data, group use identification 1 data, seeking agreement 4 data, avoiding agreement or contrast 2 data, finding common ground 0 data, joke 0 data, information about S knowledge 0 data, offers and promises 9 data, optimistic 5 data, involvement of S and H 0, giving or asking reason 1 data, receiving reciprocity 0 data, and giving gifts 2 data.

The least data politeness strategy is Negative Politeness. According to Ardila (2018) negative politeness is rarely used in daily dialogue. especially in the sub strategy of apologizing and giving respect. This is because most of

the dialogue contained in the book is offering and help material. Therefore, there are very few expressions for negative politeness.

The sub-strategy of Negative Politeness such as usually indirect 0 data, question and validation 0 data, pessimistic 0 data, minimize imposition 0 data, salute or giving difference 0 data, apologize 1 data, impersonation of S and H 0 data, establishing free trade agreements as general rules 0 data, normalization 0 data, and registered as a debtor or not a debtor 0 data.

In this analysis also found Bald on Record strategy. The number of data found is 11 data. The amount of this data is the position of the data in the middle between the most data and the least data. The sub-strategy of Bald on Record strategy such as maximum efficiency 4 data, metaphorical urgency for emphasis 1 data, metaphorical urgency for high valuation of hearers 0 data, case of channel noise 0 data, task oriented 0 data, Sympathetic advice or warning 1 data, power different S and H 0 data, permission that hearer has requested 0 data, welcoming 3 data, farewell 2 data, and offers 0 data.

The last strategy of politeness strategy is Off Record. In this analysis, no Off Record in ten dialogues found in English Textbooks "*Bahasa Inggris*" for twelfth grade senior high school. The most dominant types of politeness strategy that implied in English Textbooks "*Bahasa Inggris*" for twelfth grade senior high school is positive politeness strategy.

It can be concluded that the analysis of this study finds out three strategy of politeness strategy. There are Bald on Record strategy, Positive Politeness strategy, and Negative politeness strategy. According to Brown and Levinson (1987) politeness strategy is defined into four types. There are Bald on Record strategy, Positive Politeness strategy, Negative politeness strategy and Off Record strategy. In this research, off record strategy is not found in 10 dialogues at English Textbooks "*Bahasa Inggris*" for twelfth grade senior high school.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consist of two parts. The first part is conclusions, and the second part is suggestion. Conclusions are concerned with the summary of the research findings. Meanwhile, suggestion section is presented to offer suggestions for linguistic students, teachers, and another researcher.

#### A. Conclusion

Based on the findings and discussion in the chapter four, the researcher makes some conclusion about the types of politeness strategies that are reflected in the dialogues in the English Textbook “*Bahasa Inggris*” for twelve grade senior high school and the kind of Bald on Record politeness strategies reflected in the dialogues in the English Textbook “*Bahasa Inggris*” for twelve grade senior high school.

The types of politeness strategies that are reflected in the dialogues in the English Textbook “*Bahasa Inggris*” for twelve grade senior high school. This study was concerned with analysis politeness strategies reflected on dialogues in the English textbook. Textbook that used in this study is English textbook “*Bahasa Inggris*” for twelve grade senior high school. In this textbook, there are 10 dialogues that has been analyzed. In these dialogues of the textbook, there are 44 politeness strategies. They are bald on record, positive politeness, negative politeness, and off-record politeness. Each of the politeness strategies are 11 bald on record, 32 positive

politeness, 1 negative politeness, and 0 off record politeness strategies. Among the four strategy, positive politeness strategy is the most dominant in 10 dialogues that have been analyzed.

The sub strategy of politeness strategy that are reflected in the dialogues in the English Textbook "*Bahasa Inggris*" for twelve grade senior high school. Bald On Record 11 data there are Maximum efficiency, Methaporical urgency for emphasis, Sympathetic advice or warning, Welcoming, and Farewell, Positive Politeness 32 data there are Notice, Excessive, arouse listener's interest, Group use identification, Seeking agreement, Avoiding agreement/contrast, Offers and promises, Optimistic, Giving or asking reason, Giving gifts. Negative Politeness strategies 1 data there is Apologize, and Off-Record 0 politeness strategies.

This analysis finds 44 data which have been identified as politeness strategies. There are three types of politeness strategy that was found in English Textbooks "*Bahasa Inggris*" for twelfth grade senior high school. Bald on Record strategies was found The sub-strategy of Bald on Record strategy such as maximum efficiency 4 data, metaphorical urgency for emphasis 1 data, metaphorical urgency for high valuation of hearers 0 data, case of channel noise 0 data, task oriented 0 data, Sympathetic advice or warning 1 data, power different S and H 0 data, permission that hearer has requested 0 data, welcoming 3 data, farewell 2 data, and offers 0 data. Sub-strategy of positive politeness such as notice 3 data, excessive 4 data, arouse listener's interest 1 data, group use identification 1 data, seeking agreement 4 data, avoiding agreement or contrast 2 data, offers and promises 9 data,

optimistic 5 data, giving asking reason 1 and giving gifts 2 data. The third strategy is negative politeness. Sub strategies from negative politeness is apologize with 1 data. the last strategies are off record. In this analysis, np off record in ten dialogues found in English Textbooks “*Bahasa Inggris*” for twelfth grade senior high school.

This analyzed can be concluded that this analysis of this study finds out three strategy of politeness strategy. There are bald on record strategy, positive politeness strategy, negative politeness strategy in ten dialogues at English Textbooks “*Bahasa Inggris*” for twelfth grade senior high school.

## **B. Suggestion**

Based on the conclusion above, some suggestions were purposed to somebody as follows:

1. The next researcher

This research just focused on what kinds of politeness strategies in dialogue. Dialogue that has been analyzed in English Textbook. Based on the analysis, to the next researcher who interested in pragmatic conduct another research with a wider scope of pragmatic especially politeness strategy, than this study by using a different method of analysis to get more accurate finding. The researcher hoped that other researchers are interested in analyzing pragmatics in other classifications to make this study better and perfect. It is also hoped that the study on politeness involves language other than English.

Furthermore, it can broaden the knowledge in applying linguistic aspects in various language.

## 2. Teacher

From the analysis to the teacher that teaching student in the class must be careful with politeness in the communication. Teacher better uses a positive language to communicate with student. It can help maintain a respectful and supportive classroom environment. Teacher also shows appreciation to student. It can make recognize and express gratitude for students' efforts, contributions, and engagement in the classroom. This strategy can make a positive and respectful atmosphere.

## 3. The readers

The result of the analysis can be helpful for the readers in giving some understanding about politeness strategy, especially in dialogues at textbook. The politeness strategy can be found in conversation or dialogues between someone. Politeness strategy can find in dialogues in English Textbook. By reading this research, the researcher hopes that the readers can improve or develop the language to be better.

## 4. English department

From analysis above, English department can make their communication in positive interaction. It can be achieved by some strategies. The first strategies are taught more about linguistic, especially politeness strategy. It can develop effective communication



skills and navigate different social contexts. The next strategies are peer feedback and review, integrate peer feedback and review session into assignments and project. This will help them develop the ability to communicate feedback effectively and professionally. By implementing these suggestions, English Department can equip students with valuable communication skills, foster a respectful and inclusive learning environment. It can make prepare them for successful interactions in various personal and professional settings.

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# APPENDICES

# **APPENDIX 1**

**TYPES OF POLITENESS STRATEGY IN DIALOGUE OF ENGLISH  
TEXTBOOK” BAHASA INGGRIS” FOR TWELFTH SENIOR HIGH  
SCHOOL.**

NO	Note	Data Code	Statement	Context of Situation
Bald On Record				
1.	Maximum efficiency (ME)	10/BOR/ME/P.4	Dr.Nahda: <i>“Alright then, I’ll give you a prescription. You have to take the pills three times a day, okay?”</i>	Dr. Nahda gave a prescription and instructions to Fafa after checking how Fafa was. It was important for Fafa health.
		37/BOR/ME/P.24	Father: <i>“If you want to pass the exam, you have to study harder.”</i>	The father gave an advice to his son who would face exams. The father, as speaker, directly advised hid son to pass the exam by studying harder. It was important for his son’s future.
		40/BOR/ME/P.25	Mr. Luqman: <i>“If you want to be the chair of OSIS, offer a good program to improve the school environment”</i>	The sentence from Mr. Luqman showed the suggestion to Nyoman. It was important to show his future goals.

		42/BOR/ME/P.25	Mom: <i>“If you don’t put some cherries on it, your cake will look plae and dull”</i>	The suggestion showed attention from mom to her daughter. It has urgently needed for her better cake.
2.	Methaporic al urgency for emphasis	35/BOR/MUE/P. 24	Father: <i>“exam is around the corner.”</i>	This dialogue happened when the father told to his son. His told that the exam is near, the sentence is <b>“exam is around the corner”</b> . The father give emphasis to his son to realized that the exam is nearby. So, the son can study harder because him get an emphasis from the father. It was important for his son’s future.
3.	Sympathetic advance/wa rning	36/BOR/SAW/P. 24	Father: <i>“It is about time to go back to your study.”</i>	The dialogue happens between the father and his son. The sentence showed the sympathetic from the father to the son. It was important for his son’s exam. The sympathetic was marked by <b>“It is about time to go back to your study.”</b>
4.	Welcoming (WEL)	01/BOR/WEL/P.4	Dr.Nahda: <i>“Hello.. “</i>	The sentence showed a greeting from Dr. Nahda to Fafa. Greeting is used to show a sign of



				familiarity and respect to the hearer.
		02/BOR/WEL/P.4	Fafa: " <i>Hello, doctor.</i> "	This sentence Fafa showed as a sign of familiarity and show respect. Greeting is used to show a sign of the close relationship between speaker and hearer.
		14/BOR/WEL/P.5	Tania: "Helo Sir."	This sentence Tania showed as a sign of familiarity and show respect. Greeting is used to show a sign of the close relationship between speaker and hearer.
5.	Farewell (FW)	11/BOR/FW/P.4	Dr.Nahda: "Good. Get well soon, Fafa. <i>Bye.</i> "	The sentence showed farewell from the speaker (Dr. Nahda) to the hearer (Fafa). This strategy was used to make relation between speaker and hearer clearly after some communication.
		12/BOR/FW/P.4	Fafa: " <i>Thanks a lot. Bye, doctor</i> "	The sentence showed farewell. The farewell sentence is the last part of dialogue between speaker and hearer to end the conversation.
Positive Politeness				
1.	Notice (NT)	O3/PP/NT/P.4	Dr. Nahda: " <i>You look terrible.</i> "	In this case, dr.Nahda is a doctor and Fafa is a patient. Dr.Nahda

				noticed that something was wrong with Fafa. She looked terrible. In that dialogue, the notice from dr.Nahda was a as sentence “ <b>You look terrible</b> ”.Dr.Nahda showed his interest to the hearer. Therefore, the hearer felt the attention from the speaker.
		25/PP/NT/P.5	Riza: “ <i>I know that you’re as busy as I am.</i> ”	Dhea offered to help Riza, but Riza refused it because Riza knew that Dhea also had her own business. The sentence “ <b>I know that you’re as busy as I am</b> ” indicated a notice strategy from Riza to Dhea. Riza notices that Dhea also had the same busy life as herself.
		43/PP/NT/P.25	Etty: “ <i>Yes, you are right.</i> ”	This sentence showed the notice from Etty to Etty’s mom. Etty's mother gave an advice to Etty regarding the appearance of the cake. Then Etty noticed that the suggestion from her mother was correct and according to what the cake needed.
2.	Excessive (EX)	18/PP/EX/P.5	Stranger: “Thank you, I will buy the bus ticket, then.”	In this dialogue showed the approval of one of

				the prospective passengers who will buy a bus ticket. Agreement is marked with a sentence <b>“Thank you, I will buy the bus ticket, then.”</b>
		23/PP/EX/P.5	Riza: <i>“That’s wonderful!”</i>	In this conversation, Dhea provided information regarding the final project that needed to be done. Riza did not know the exact date to submit the final project. Then Dhea told her that the final project was collected next month. Hearing what Dhea said, Riza expressed her shock with the sentence <b>“That's wonderful!”</b> .
		27/PP/EX/P.6	Diana: <i>“Wow! That sounds great”</i>	Hamada and Diana were having a dialogue about the surprise party for hamada’s grandmother. The surprise would be held the following week. Hearing that good news, Diana responded to the news with exaggerated remarks. It was marked with the sentence <b>“Wow! That sounds great”</b> . This strategy is marked by exaggerated intonation,

				stress, and other aspects of prosodies.
		30/PP/EX/P.6	Hamada: <i>"Oh, It's very nice of you."</i>	Hamada and Diana were having a dialogue about the surprise party for hamada's grandmother. Hearing that good news, Diana intended to help preparing for Hamada's grandmother surprise party. Hearing about that offering helps from Diana, Hamada responded with the sentence " <b>Oh, it's very nice of you</b> ". This sentence reveals Hamada's exaggeration towards her interlocutor, Diana.
3.	Arouse listener's interest (ALI)	20/PP/ALI/P.5	Dhea: <i>" have you heard that due date for the final project is extended?"</i>	Dhea's question sentence shows an effort to attract the attention of her listeners.
4.	Group use of identification /include both (IB)	34/PP/IB/P.20	Beni: <i>"What <u>we</u> can do at the Bloedel Reserve?"</i>	This dialogue happened between Beni and Alex. Beni is Speaker(S) and Alex is Hearer(H). The context of that conversation occurred when they were talking about what could be done in Bloedel Reserve. In that conversation, Beni asked Alex what they

				could do at Bloedel Reserve. In question sentence, Beni used the word "we" to replace the word "I" in the sentence.
5.	Seeking agreement (SA)	08/PP/SA/P.4	Dr. Nahda: " <u>Does it hurt here?</u> "	This dialogue happened between Dr. Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. dr. Nahda confirmed to Fafa whether the part examined by Dr. Nahda was sick. Dr. Nahda's interrogative sentence, " <b>Does it hurt here?</b> " indicated a seeking agreement.
		09/PP/SA/P.4	Dr.Nahda: " <u>Here?</u> "	This dialogue happened between Dr. Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. In order to determine where the pain was, dr. Nahda confirmed to Fafa whether the part examined by Dr. Nahda was sick. The interrogative sentence " <b>Here?</b> " showed a seeking agreement from dr.Nahda to Fafa.
		15/PP/SA/P.5	Stranger: " <u>Is this Arjosari station?</u> "	This dialogue happened between stranger and Tania. Tania is station staf. Tania found a

				stranger who asked whether that station was Arjosari station or not. The question asked by the stranger is indicated by the sentence " <b>Is this Arjosari station?</b> ". This sentence showed a seeking agreement from a stranger who asked Tania.
		21/PP/SA/P.5	Riza: "No, is it true?"	The conversation took place between Dhea and Riza. Riza asked about the agreement regarding their assignment with a sentence " <b>is it true?</b> "
6.	Avoidance of contrast (AC)	28/PP/AC/P.6	Diana: <i>"Really? I did not think she was that old. I thought that she was still around 60."</i>	The sentence uttered by Diana is one sentence of disapproval. However, Diana expressed it by softening her sentence. Therefore, between Speaker and Hearer avoiding contrast.
		31/PP/AC/P.6	Hamada: <i>"But I'm going to do it with my sister."</i>	This dialogue happened between Hamada and Diana. Hamada and Diana were having a dialogue about the surprise party for hamada's grandmother. Hearing the good news, Diana offered to help prepare for the surprise. Unfortunately, Hamada wanted to prepare the

				surprise with her sister, so Hamada refused Diana's offer. The refusal is categorized into avoidance of contrast strategy. The utterance " <b>But I'm going to do it with my sister.</b> " explains that there was disagreement about what the interlocutor said earlier. However, in the pronunciation it still pays attention to the choice of words to minimize the listener's FTA.
7.	Offer and promises (OP)	O4/PP/OP/P.4	Dr. Nahda: " <i>What can I do for you?</i> "	This dialogue happened between Dr. Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. As a doctor, dr. Nahda asked what he could help. The offering sentence was marked with the sentence " <b>What can I do for you?</b> ". The speaker would help to obtain the H goals.
		06/PP/OP/P.4	Dr.Nahda: " <i>What's the problem?</i> "	dr.Nahda is a doctor and Fafa is a patient. Fafa said that he had a stomachache so he couldn't go to school. As a doctor, dr. Nahda

			asked what's wrong with Fafa. dr.Nahda asked with offering sentences. The offering sentence is indicated by <b>“What’s the problem?”</b>
		07/PP/OP/P.4	Dr.Nahda: <i>”Okay, let me check your stomach.”</i> dr.Nahda is a doctor and Fafa is a patient. Dr.Nahda would examine Nahda's stomach by offering assistance marked with a sentence <b>“Okay, let me check your stomach.”</b>
		14/PP/OP/P.5	Tania: <i>“May I help you?”</i> Conversation took place between the station staff. Her name is Tania, and a stranger. As a station attendant, Tania offered a help to potential passengers who looked confuse.
		19/PP/OP/P.5	Tania: <i>”Wait a moment,please. I’ll process quickly”</i> a conversation took place between the station clerk, Diana, and a stranger. Tania offers help to a stranger, then the stranger agrees. Tania asked the stranger to wait a moment and gave promises sentences which were marked with sentences <b>“I’ll process quickly”</b>



		24/PP/OP/P.5	Dhea: <i>"Would you need my help?"</i>	The conversation about school assignments took place between Dhea and Riza. Dhea offered to help Riza because Riza had not done the assignment yet.
		26/PP/OP/P.5	Dhea: <i>"Just let me know if you need my help."</i>	The conversation about school assignments took place between Dhea and Riza. Dhea offered to help Riza because Riza had not done the assignment yet. However, Riza rejected Dhea's offer. Dhea still made an offer to Riza if Riza needed a help Dhea. Then Dhea showed her offering.
		29/PP/OP/P.5	Diana: <i>"What if I help you with the preparation?"</i>	The dialogue took place between Hamada and Diana. Hamada was going to prepare his grandma's birthday party. Hearing this, Diana offered to help Hamada.
		44/PP/OP/P.25	Joko: <i>"If I'm elected president, I will waive taxes for poor people."</i>	The sentence uttered by joko is promises sentence. That sentence he promised to waive taxes for poor people if he became president.
8.	Optimistic	16/PP/OPT/P.5	Tania: <i>"Yes, This Arjosari bus station. It takes about</i>	The sentence shows an optimistic attitude shown by the sentence

			<i>22 hours from here to Jakarta.”</i>	<i>Yes, This Arjosari bus station. It takes about 22 hours from here to Jakarta.”</i> this is because Tania works at the station, so she feels that what she said is correct and certain.
		17/PP/OPT/P.5	Tania: <i>”So, you just need to wait for 45 minutes.”</i>	The sentence shows an optimistic attitude shown by the sentence <i>”So, you just need to wait for 45 minutes.”</i> this is because Tania works at the station, so she feels that what she said is correct and certain.
		22/PP/OPT/P.5	Dhea: <i>” yes, it will be due date next month”</i>	This sentence shows optimism because it is marked by the definite answer given by Dhea to Riza.
		33/PP/OPT/P.20	Alan: <i>”It is called the Emerald City”</i>	This dialogue shows optimism with a sentence from Alan who knows for sure about the information about Seattle.
		41/PP/OPT/P.25	Nyoman: <i>”sure, I will.”</i>	This dialogue shows optimism with the sentence <i>Sure I will</i> which shows certainty in a statement.

9.	Giving or asking reason (GAR)	39/PP/GAR/P.25	Emi:” <i>why do not you go to the factory outlet?</i> ”	Emi's interrogative sentence indicated a request for reason from Hearer.
10.	Giving gifts (GG)	32/PP/GG/P.6	Diana: “ <i>Okay, no problem</i> ”	Diana offered to help to prepare for the surprise. Unfortunately, Hamada wanted to prepare the surprise with her sister, so Hamada refused Diana's offer. Diana responded to Hamada's rejection with the words “ <b>Okay, no problem</b> ”. the sentence is a form of understanding from Diana to Hamada.
		45/PP/GG/P.25	Edwin:” <i>I wish you all the best.</i> ”	This dialogue happened between Joko and Edwin. Joko had a dream that if he becomes an elected president, then he would waive taxes for poor people. Responding to Joko's sentence, Edwin gave a response in the form of a prayer expressed in a sentence “ <b>I wish you all the best.</b> ”
<b>Negative Politeness</b>				
1.	Apologizing (AP)	03/NP/AP/P.4	Dr.Nahda: “ <i>Oh, I am sorry to hear that</i> ”	This dialogue happened between Dr. Nahda and

				<p>Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. After asking what Dr. Nahda could do for Fafa, Fafa explained that she couldn't go to school today due to illness. Hearing this case, dr. Nahda said "<b>Oh, I am sorry to hear that</b>" as a sense of apologizing for doing FTA.</p>
<b>Off-Record</b>				
No Data				

# **APPENDIX 2**




## VALIDATION

The thesis data titled "POLITENESS STRATEGIES THE MATERIALS OF ENGLISH TEXTBOOK "BAHASA INGGRIS" FOR TWELFTH GRADE SENIOR HIGH SCHOOL" by Hasty Hidayanti has been validated by Dwi Cahyono, M.Pd in:

Day : Tuesday

Date :23 May 2023

Surakarta, 23 May 2023  
Validator,  
  
Dwi Cahyono, M.Pd

**Politeness Strategies the Materials of English Textbook "Bahasa Inggris" for  
Twelfth Grade Senior High School**

**Note:**

03/NP/AP/P.4 (Datum number 3/Negative Politeness/Apoloizing/Page 4)

BOR	= Bald on Record
PP	= Positive Politeness
NP	= Negative Politeness
OR	= Off Record
Welcoming	= WEL
Farewell	= FW
Notice	= NT
Excessive	= EX
Seeking agreement	= SA
Avoidance of contrast	= AC
Offer and promises	= OP
Optimistic	= OPT
Giving or asking reason	= GAR
Giving gifts	= GG
Apoloizing	= AP
Maximum efficiency	= ME
Methaphorical urgency for emphasis	= MUE
Sympathetic advance warning	= SAW
Group use of identification /include both	= IB



NO	Note	Data Code	Statement	Context of Situation	Types of Politeness Strategy	
					Valid	Invalid
<b>BALD ON RECORD (BOR) STRATEGY</b>						
		10/BOR/ME/P.4	Dr. Naida: "Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?"	Dr. Naida gave a prescription and instructions to Fafa after checking how Fafa was. It was important for Fafa's health.		✓
		37/BOR/ME/P.24	Father: "If you want to pass the exam, you have to study harder."	The father gave an advice to his son who would face exams. The father, as speaker, directly advised his son to pass the exam by studying harder. It was important for his son's future.	✓	
	Maximum efficiency (ME)	40/BOR/ME/P.25	Mr. Laspman: "If you want to be the chair of OSIS, offer a good program to improve the school environment"	The sentence from Mr. Laspman showed the suggestion to Nyoman. It was important to show his future goals.	✓	
		42/BOR/ME/P.25	Mom: "If you don't put some cherries on it, your cake will look plain and dull"	The suggestion showed attention from mom to her daughter. It was urgently needed for her better cake.	✓	

			Father: "exam is around the corner."	This dialogue happened when the father told to his son. His told that the exam is near, the sentence is "exam is around the corner". The father give emphasis to his son to realized that the exam is nearby. So, the son can study harder because him get an emphasis from the father. It was important for his son's future.		
	2 Metaphorical urgency emphasis for	35/BOR/MUE/P.24	Father: "It is about time to go back to your study."	The dialogue happens between the father and his son. The sentence showed the sympathetic from the father to the son. It was important for his son's exam. The sympathetic was marked by "It is about time to go back to your study."		
	3 Sympathetic advance/warning	36/BOR/SAW/P.24	Dr.Nahda: "Hello.."	The sentence showed a greeting from Dr. Nahda to Fafa. Greeting is used to show a sign of familiarity and respect to the hearer.		
	4 Welcoming (WEL)	01/BOR/WEL/P.4 02/BOR/WEL/P.4	Fafa: "Hello, doctor"	This sentence Fafa showed as a sign of familiarity and show respect. Greeting is used to		

			Tania: "Hello Sir."	show a sign of the close relationship between speaker and hearer.		
		14/BOR/WEL/P.5		This sentence Tania showed as a sign of familiarity and show respect. Greeting is used to show a sign of the close relationship between speaker and hearer.		
		11/BOR/FW/P.4	Dr. Nahda: "Good. Get well soon, Fafa. Bye."	The sentence showed farewell from the speaker (Dr. Nahda) to the hearer (Fafa). This strategy was used to make relation between speaker and hearer clearly after some communication.		
		12/BOR/FW/P.4	Fafa: "Thanks a lot. Bye, doctor"	The sentence showed farewell. The farewell sentence is the last part of dialogue between speaker and hearer to end the conversation.		
<b>POSITIVE POLIOTENESS (PP) STRATEGY</b>						
		03/PP/NT/P.4	Dr. Nahda: "You look terrible"	In this case, dr.Nahda is a doctor and Fafa is a patient. Dr.Nahda noticed that something was wrong with Fafa. She looked terrible. In that dialogue, the notice from		
	Notice (NT)					



		23/PP/EX/P.5	Riza: "That's wonderful!"	Agreement is marked with a sentence "Thank you, I will buy the bus ticket, then."		
		27/PP/EX/P.6	Diana: "Wow! That sounds great!"	In this conversation, Dhea provided information regarding the final project that needed to be done. Riza did not know the exact date to submit the final project. Then Dhea told her that the final project was collected next month. Hearing what Dhea said, Riza expressed her shock with the sentence "That's wonderful!".		
				Hamada and Diana were having a dialogue about the surprise party for hamada's grandmother. The surprise would be held the following week. Hearing that good news, Diana responded to the news with exaggerated remarks. It was marked with the sentence "Wow! That sounds great". This strategy is marked by exaggerated intonation, stress, and other aspects of prosodies.		

		30/PP/EX/P.6	Hamada: "Oh, it's very nice of you."	Hamada and Diana were having a dialogue about the surprise party for hamada's grandmother. Hearing that good news, Diana intended to help preparing for Hamada's grandmother surprise party. Hearing about that offering helps from Diana, Hamada responded with the sentence "Oh, it's very nice of you". This sentence reveals Hamada's exaggeration towards her interlocutor, Diana.		
3	Arouse listener's interest (ALL)	20/PP/ALL/P.5	Dhea: "have you heard that due date for the final project is extended?"	Dhea's question sentence shows an effort to attract the attention of her listeners.	8	
4	Group use of identification /include both (IB)	34/PP/IB/P.20	Beni: "What <u>we</u> can do at the Bloedel Reserve?"	This dialogue happened between Beni and Alex. Beni is Speaker(S) and Alex is Hearer(H). The context of that conversation occurred when they were talking about what could be done in Bloedel Reserve. In that conversation, Beni asked Alex what they could do at Bloedel Reserve.	9	



9	Seeking agreement (SA)	08/PP/SA/P.4	Dr. Nahda: "Does it hurt here?"	In question sentence, Beni used the word "we" to replace the word "I" in the sentence. This dialogue happened between Dr. Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. dr. Nahda confirmed to Fafa whether the part examined by Dr. Nahda was sick. Dr. Nahda's interrogative sentence, "Does it hurt here?" indicated a seeking agreement.	✓	
		09/PP/SA/P.4	Dr.Nahda: "Here?"	This dialogue happened between Dr. Nahda and Fafa. In this case, dr.Nahda is a doctor and Fafa is a patient. In order to determine where the pain was, dr. Nahda confirmed to Fafa whether the part examined by Dr. Nahda was sick. The interrogative sentence "Here?" showed a seeking agreement from dr.Nahda to Fafa.	✓	
		13/PP/SA/P.5	Stranger: "Is this Ajiosari station?"	This dialogue happened between stranger and Tania. Tania is station staf. Tania	✓	

		21/PP/SA/P.5	Riza: "No, is it true?"	found a stranger who asked whether that station was Arjosari station or not. The question asked by the stranger is indicated by the sentence "Is this Arjosari station?". This sentence showed a seeking agreement from a stranger who asked Tania.		
Avoidance contrast (AC)	of	28/PP/AC/P.6	Diana: "Really? I did not that she was that old. I thought that she was still around 60."	The conversation took place between Dhea and Riza. Riza asked about the agreement regarding their assignment with a sentence "is it true?"	✓	
		31/PP/AC/P.6	Hamada: "But I'm going to do it with my sister."	The sentence uttered by Diana is one sentence of disapproval. However, Diana expressed it by softening her sentence. Therefore, between Speaker and Hearer avoiding contrast.	✓	
			Hamada: "But I'm going to do it with my sister."	This dialogue happened between Hamada and Diana. Hamada and Diana were having a dialogue about the surprise party for hamada's grandmother. Hearing the good news, Diana offered to help prepare for the surprise.	✓	



7 Offer and promises (OP)	04/P/P/OP/P.4	Dr. Nahda: "What can I do for you?"	<p>Unfortunately, Hamada wanted to prepare the surprise with her sister, so Hamada refused Diana's offer. The refusal is categorized into avoidance of contrast strategy. The utterance "But I'm going to do it with my sister," explains that there was disagreement about what the interlocutor said earlier. However, in the pronunciation it still pays attention to the choice of words to minimize the listener's FTA.</p> <p>This dialogue happened between Dr. Nahda and Fafa. In this case, dr. Nahda is a doctor and Fafa is a patient. As a doctor, dr. Nahda asked what he could help. The offering sentence was marked with the sentence "What can I do for you?". The speaker would help to obtain the H goals.</p>
	06/P/P/OP/P.4	Dr. Nahda: "What's the problem?"	<p>dr. Nahda is a doctor and Fafa is a patient. Fafa said that he</p>

				had a stomachache so he couldn't go to school. As a doctor, dr. Nabda asked what's wrong with Fafa. dr. Nabda asked with offering sentences. The offering sentence is indicated by "What's the problem?"		
07/PP/OP/P.4	Dr. Nabda: "Okay, let me check your stomach."		dr. Nabda is a doctor and Fafa is a patient. Dr. Nabda would examine Nabda's stomach by offering assistance marked with a sentence "Okay, let me check your stomach."	✓		
14/PP/OP/P.5	Tania: "May I help you?"		Conversation took place between the station staff. Her name is Tania, and a stranger. As a station attendant, Tania offered a help to potential passengers who looked confuse.	✓		
19/PP/OP/P.5	Tania: "Wait a moment please. I'll process quickly."		a conversation took place between the station clerk, Diana, and a stranger. Tania offers help to a stranger, then the stranger agrees. Tania asked the stranger to wait a moment and gave promises sentences which were marked	✓		

24/PP/OP/P.5	Dhea: "Would you need my help?"	Dhea: "Just let me know if you need my help."	The conversation about school assignments took place between Dhea and Riza. Dhea offered to help Riza because Riza had not done the assignment yet.	✓		
26/PP/OP/P.5			The conversation about school assignments took place between Dhea and Riza. Dhea offered to help Riza because Riza had not done the assignment yet. However, Riza rejected Dhea's offer. Dhea still made an offer to Riza if Riza needed a help Dhea. Then Dhea showed her offering.	✓		
29/PP/OP/P.5	Diana: "What if I help you with the preparation?"		The dialogue took place between Hamada and Diana. Hamada was going to prepare his grandma's birthday party. Hearing this, Diana offered to help Hamada.	✓		
44/PP/OP/P.25	Joko: "If I'm elected president, I will waive taxes for poor people."		The sentence uttered by Joko is promises sentence. That sentence he promised to	✓		

8	Optimistic				waive taxes for poor people if he became president.		
		16/PP/OPT/P.5	Tania: "Yes, This Arjosari bus station. It takes about 22 hours from here to Jakarta."	The sentence shows an optimistic attitude shown by the sentence "Yes, This Arjosari bus station. It takes about 22 hours from here to Jakarta." this is because Tania works at the station, so she feels that what she said is correct and certain.			
		17/PP/OPT/P.5	Tania: "So, you just need to wait for 45 minutes."	The sentence shows an optimistic attitude shown by the sentence "So, you just need to wait for 45 minutes." this is because Tania works at the station, so she feels that what she said is correct and certain.			
		22/PP/OPT/P.5	Dhea: "yes, it will be due date next month"	This sentence shows optimism because it is marked by the definite answer given by Dhea to Rizn.			
		33/PP/OPT/P.20	Alan: "It is called the Emerald City"	This dialogue shows optimism with a sentence from Alan who knows for sure about the information about Seattle.			

9	Giving or asking reason (GAR)	41/PP/OPT/P.23	Nyoman: "sure, I will." Erni: "why do not you go to the factory outlet?"	This dialogue shows optimism with the sentence "Sure I will" which shows certainty in a statement. Erni's interrogative sentence indicated a request for reason from Hearer.	✓	
1	Giving gifts (GG)	39/PP/GAR/P.25	Diana: "Okay, no problem"	Diana offered to help to prepare for the surprise. Unfortunately, Hamada wanted to prepare the surprise with her sister, so Hamada refused Diana's offer. Diana responded to Hamada's rejection with the words "Okay, no problem", the sentence is a form of understanding from Diana to Hamada.	✓	
		32/PP/GG/P.6	Edwin: "I wish you all the best."	This dialogue happened between Joko and Edwin. Joko had a dream that if he becomes an elected president, then he would waive taxes for poor people. Responding to Joko's sentence, Edwin gave a response in the form of a	✓	
		45/PP/GG/P.25			✓	





# APPENDIX 3

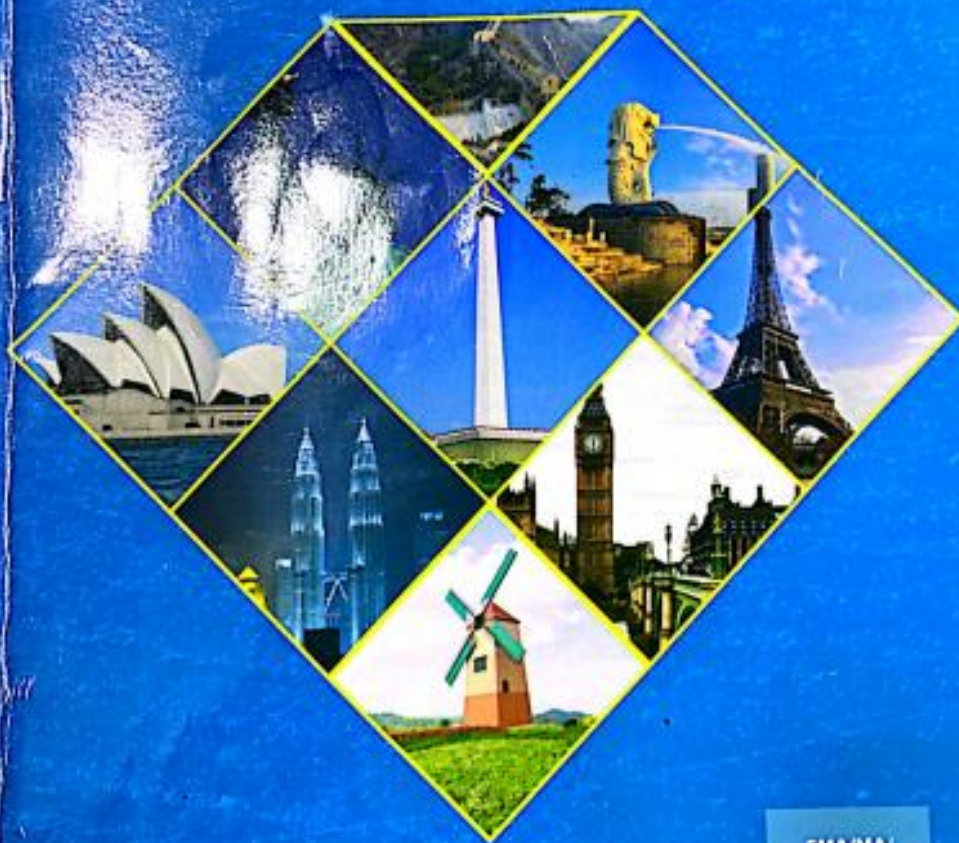


KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
REPUBLIK INDONESIA  
2018



REFORMASI PENDIDIKAN 2018

# Bahasa Inggris



SMA/MA/  
SMK/MAK  
KELAS  
**XII**





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## CHAPTER MAP

CHAPTER	KD	SOCIAL FUNCTION	TEXT STRUCTURE	LANGUAGE FEATURES	TOPICS	SKILL FOCUS
1	3.1 4.1	Asking for and giving services		The use of modals; What can I do...? What if ...?	May I Help You?	Listening Speaking
2	3.5 4.5	Planning future activities; Giving suggestions, advices and instructions	- Conditional statements	Present Tense - Conjunction: if, unless - Imperative sentences: why don't you... you should, got... - modals: <i>need, should, have to</i> - vocabs: nouns and verbs related to the topics	Why Don't You Visit Seattle?	Reading Writing Speaking
3	3.3 4.3.1 4.3.2	Giving information through pictures, photos, tables, graphics, charts	various	- Word - Phrase - Clause - Sentence	Creating Captions	Reading Writing
4	3.2 4.2.1 4.2.2	Giving information related to applicant's competence	Letter head, date, address of receiver, salutation, body, closing, signature, name of applicant	- Vocabs, phrases, and sentences used in a letter of application - Active-passive voices	Do You Know How to Apply for a Job?	Reading Writing



CHAPTER	KD	SOCIAL FUNCTION	TEXT STRUCTURE	LANGUAGE FEATURES	TOPICS	SKILL FOCUS
5	3.4 4.4	Responding to and creating news items (from newspaper/ radio/tv)	Headlines, summary of events (who, what, where, why, etc.), quotes	- Topic-related vocabulary - Reported speech (indirect speech) vs direct speech - Past verbs	Who was Involved?	Listening Reading Speaking Writing
6	3.4 4.4	Giving information about an event (news item)	Lead, events, quotes	- Headlines - Quotes - Direct-indirect sentences - Prepositions	Online School Registration	Listening Reading Writing Speaking
7	3.4 4.4	Giving information about an event (news item)	Lead, events, quotes	- Headlines - Quotes - Direct-indirect sentences - Prepositions	It's Garbage In, Art Works Out	Listening Reading Writing Speaking
8	3.6 4.6.1 4.6.2	Giving information about certain procedures	Steps in using technological products	- Phrases and sentences to give instructions	How to Make	Listening Reading Writing Speaking
9	3.6 4.6.1 4.6.2	Showing some tips on how to do something	Tips in doing something (goal, materials, steps)	- Topic-related vocabulary - Commands (imperatives) - Adverbial phrase	Do It Carefully!	Listening Reading Writing Speaking
10	3.6 4.6.1 4.6.2	Giving information about certain procedures	Steps in using technological products	- Phrases and sentences to give instructions	How to Use Photoshop?	Listening Reading Writing Speaking
11	3.7 4.7	Entertaining, introducing moral values, and appreciating cultural values	Songs	- Topic-related vocabulary	Let's Make a Better World for All	Listening Reading Writing Speaking

favorite : /fɛvərɪt/  
: /tɔːrɪŋ/  
tickets : /'kænsərt/ /'tɪkɪts/

## DIALOG: OFFERING HELP/SERVICES

Task 1: Observe the dialogs.  
Read these dialogs. Pay attention to the italicized expressions.  
Answer the questions that follow.

### Dialog 1

dr. Nahda : Hello...

Fafa : Hello, doctor.

dr. Nahda : You look terrible.

*What can I do  
for you?*

Fafa : I can't go to  
school today.

dr. Nahda : Oh, I am sorry  
to hear that.

*What's the problem?*

Fafa : My stomach hurts terribly. I think I have a fever as  
well.

dr. Nahda : Okay, let me check your stomach. (The doctor puts  
the stethoscope in Fafa's belly and strikes it  
lightly). Does it hurt here?

Fafa : Not that one.

dr. Nahda : Here?

Fafa : Yes, that's really terrible.

dr. Nahda : Alright then, I'll give you a prescription. You have  
to take the pills three times a day, okay?

Fafa : Okay, doctor.

dr. Nahda : Good. Get well soon, Fafa. Bye.

Fafa : Thanks a lot. Bye, doctor.





## Dialog 2

Tania works at a bus agent located at Arjosari terminal.  
A stranger is walking approaching her bringing a suitcase.

**Stranger**



Hello, Sir. May I help you? Where's your destination?

Yes, I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?

Yes, This is Arjosari bus station. It takes about 22 hours from here to Jakarta.

What time will it leave?

It will leave at 02.30 p.m. So, you just need to wait for 45 minutes.

Do I have to change buses after arriving in Jakarta?

After arriving in Lebak Bulus Terminal, you have a lot of options to reach your final destination. You can get in a 'Trans Jakarta' bus, metro mini, baji, taxi as well as ojek. You can ask the bus driver there.

Thank you. I will buy the bus ticket, then.

Wait a moment, please. I'll process it quickly.

Ok.

**Tania**



## Dialog 3

Have you heard that the due date for the final project is extended?

**Dhea**

Yes. It will be due next month.

Would you need my help?

Okay. Just let me know if you need my help.

**Riza**

No, is it true?

That's wonderful! I haven't even started yet.

No, thanks. I'll do it as soon as possible. I know that you're as busy as I am.

Source: freepik.com

### Dialog 4

Hamada



Source: freepik.com

My extended family is going to a surprise birthday party for my grandmother next week.

Wow! That sounds great. How old is she?

She'll be 75 on August 13.

Really? I didn't know that she was that old. I thought that she was still around 60. She looks much younger.

Thanks.

What if I help you with the preparation?

Oh, it's very nice of you. But I'm going to do it with my sister. Thanks for the offer.

Okay, no problem.

Diana



Source: freepik.com

### Questions

1. Where do you think each conversation takes place?  
Dialog 1: \_\_\_\_\_  
Dialog 2: \_\_\_\_\_  
Dialog 3: \_\_\_\_\_  
Dialog 4: \_\_\_\_\_
2. What are the relationships between the speakers?  
Dialog 1: \_\_\_\_\_  
Dialog 2: \_\_\_\_\_  
Dialog 3: \_\_\_\_\_  
Dialog 4: \_\_\_\_\_
3. What are the functions of the underlined words?  
\_\_\_\_\_
4. What are the functions of the italicized words?  
\_\_\_\_\_



## Chapter 2

### Why Don't You Visit Seattle?



Source: [www.artswallpaperhi.com](http://www.artswallpaperhi.com)

#### Tujuan Pembelajaran

Satelah mempelajari Bab 2, siswa diharapkan mampu melakukan hal-hal sebagai berikut:

- 3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *if* dengan *imperative, can, should*).
- 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.



6. Tour the Theo Chocolate Factory in Fremont and learn how their delicious confections are made. This factory has a mission to create change in the Democratic Republic of Congo (DRC) where it has 300,000 square miles of farmable land but only 2% is being farmed due to conflict there. The factory trains 2,000 Congolese farmers to grow high quality cocoa.



- **Tasks 2:** Practice to ask and answer questions.
- Still related to the reading text above, play the roles of the speakers in the pictures. Complete the blanks with suitable expressions.

**Beni**

Source: freepik.com

**Al**

Source: freepik.com

What is another name for Seattle?

It is called the Emerald City.

What can we do at the Bloedel Reserve?

We can visit seasonal gardens and natural woodlands.

*(Beni)*  
including both speakers' H in the conversation

20
Bahasa Inggris

*'if clause' + an imperative*

2. Sentence 2:

Pattern 2:

3. Sentence 3:

Pattern 3:

4. Sentence 4:

Pattern 4:

5. Sentence 5:

Pattern 5:

**Task 2: Practice the dialogs.**

Read and practice the dialogs below with your friend. Pay attention to the use of "if" clause.

**Dialog 1**

Father : Exam is around the corner. It's about time to go back to your study.

Son : Okay, Dad.

Father : If you want to pass the exam, you have to study harder.

Son : Thanks, Dad.

*Bald on*

**Dialog 2**

Dela : Where can I get inexpensive good quality shoes?  
Emi : If you want a good price, why don't you go to the factory outlet?

**Dialog 3**

Mr. Lugman



Source: freepik.com

*same*  
If you want to be the chair of OSIS, offer a good program to improve the school environment.

Sure, I will.

Nyoma



Source: freepik.com

**Dialog 4**

*same suggestion*  
Mom : If you don't put some cherries on it, your cake will look pale and dull.  
Etty : Yes, you're right. A cherry or two will help with the appearance.

**Dialog 5**

*offering & promising (positive)*  
*kompetensi*  
Joko : If I am elected president, I will waive taxes for poor people.  
Edwin : I wish you all the best.