POLITENESS STRATEGY USED BY EXAMINER ON THESIS PROPOSAL ONLINE EXAMINATION OF ENGLISH LANGUAGE EDUCATION AT IAIN SURAKARTA

THESIS

Submitted as a Partial Requirements

For the *Undergraduate* Degree in English Language Education

By:

Jamilatud Dukha

SRN.16.32.2.1.163

ENGLISH LANGUAGE EDUCATION

CULTURE AND LANGUAGE FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

ADVISOR SHEET

Subject : Thesis of Jamilatud Dukha

SRN   : 16.32.2.1.153

To:

The Dean of Cultures and Language Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb

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

Name   : JAMILATUD DUKHA

SRN   : 163221163

Title   : "POLITENESS STRATEGY USED BY EXAMINER ON THESIS PROPOSAL ONLINE EXAMINATION OF ENGLISH LANGUAGE EDUCATION AT IAIN SURAKARTA"
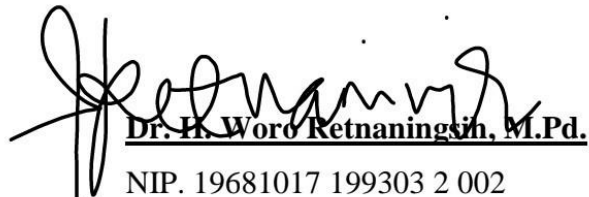
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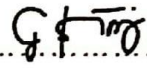
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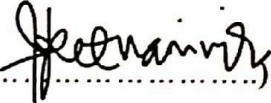
Wassalamu'alaikum Wr. Wb

Surakarta, 18 November 2020

Advisor,

Dr. H. Woro Retnaningsih, M.Pd.

NIP. 19681017 199303 2 002

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "Politeness Strategy Used by Examiner on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta" by Jamilatud Dukha has been approved by The Broad of The Thesis Examiners as the requirement for the Undergraduate Degree in English Language Education Study Program, Cultures and Language Faculty in State Islamic Institute of Surakarta.

Chairman	: **Fitri Ana Ika Dewi, M.Hum.** NIP.19900225 201701 2 126	(...............)
Secretary	: **Dr. H. Woro Retnaningsih, M.Pd.** NIP. 19681017 199303 2 002	(...............)
Main Examiners	: **Irwan Rohardiyanto, M.Hum.** NIP. 19840117 201503 1 002	(...............)

Surakarta, December 12th, 2020

Approved by

The Dean of Cultures and Language Faculty

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

NIP. 19710403 199803 1 005

DEDICATION

THIS THESIS IS DEDICATED TO:

My Beloved Parent

(Mr. Wahyuni and Mrs. Jum'ati)

My Beloved Little Sister

(Febi Wahyuningtyas)

My Big Family

ALL of My Best Friends

ALL of my beloved supporters

My Almamater IAIN Surakarta

MOTTO

"And that Allah may help you with strong help"

(QS. Al Fath, 26:3)

"Being busy working on thesis paper is good, but finishing thesis paper is faraway better. Finally, a good thesis paper is the thesis paper which is totally completed"

(Anies Baswedan)

"Our future is up to us"

(Enola Holmes-2020, 20:15)

PRONOUNCEMENT

Name   : Jamilatud Dukha

SRN   : 16.32.2.1.163

Study Program   : English Language Education

Faculty   : Cultures and Language Faculty

I hereby sincerely state that the thesis titled "**Politeness Strategy Used by Examiner on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta**" is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

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

Surakarta, November 18th, 2020

Stated by

Jamilatud Dukha

SRN. 16.32.2.1 163

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Surakarta, November 18th, 2020

The Researcher,

Jamilatud Dukha

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

ABSTRACT

Jamilatud Dukha, 2020, "Politeness Strategy Used by Examiner on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta". Thesis. English Language Education, Cultures and Language Faculty, The State Islamic Institute of Surakarta.

Advisors : Dr. Hj. Woro Retnaningsih, M.Pd.
Keywords : Pragmatic, Politeness Strategy, Thesis Proposal.

This research studies about an analysis of politeness strategy and factors that influence the use of politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. This research aims to observe more about the use of politeness strategy by the examiners on thesis proposal online examination. This research was conducting from February 2020 until November 2020 on thesis proposal online examination.

This research used descriptive qualitative research. The subject of this research were twelve examiners from four examination. This research was conducted in four examination of two female and two male students' thesis proposal online examination. The data were collected from four times observation, than record the examiner's utterances, and the last transcript the examiner's utterance. The data were analyzed by using Miles and Hubberman (1994), there were data reduction, data display, conclusion and verification. The data were classified based on Brown and Levinson's classification of politeness strategy (1987). This research used investigator triangulation to get the valid data.

The research findings showed that the examiners performed four types of politeness strategy based on Brown and Levinson's theory, namely bald on-record, positive politeness, negative politeness and off record. The research finding were 425 data. The data were most frequently form four examination was negative politeness. Negative politeness found 200 data from 425 data, positive politeness that found 191 data, bald on-record that found 28 data, and the last off record that found 6 data. The most politeness sub-strategy that examiners used is question and hedge of negative politeness with 192 times. And the researcher also found the factor that influence the using of politeness strategy based on Brown and Levinson's theory. They are pay-off in 389 times and relevant circumstances in 36 times (social distance in 3 times and relative power in 33 times). Pay-off was the highest of the factor that influence the used of politeness strategy. The examiner employs politeness strategy because they can get advantages such us the examiner tries to maintain the social distance and save the positive face of the student.

CHAPTER I

INTRODUCTION

A. Background of the Study

In everyday life, language is key point of the communication. Communication is the basis for humans to interact with other. Turney (Marsh. 1968:152) define that "communication is the sharing of massages or attitudes that produce a degree of understanding a sender and a receiver". In communicating, there are some strategies that must be considered so that will build an effective communication. Such as choose a good word that is easy for the listener to understand.

Through conversation, a spoken communication is constructed. Spoken communication involves at least two participants, a speaker and a hearer, in variety social context. The speaker aim to convey certain meaning to the hearer, while the hearer tries to recognize what the speaker means by saying utterance. Both of the speaker and hearer must be understand the thought, felling, and desires of each other. Thus, they can achieved an effective and good communication. In linguistics, this is included in pragmatic.

Pragmatic is a branch of linguistics from the aspect of meaning and language use that are depend on the speaker, the hearer and the other features of the context of utterance. According to Yule (1996:3) states that pragmatic is concerns with study as communicated by the speaker and interpreted by the hearer. It means that the hearer have to interpret what the speaker said in order

to know what is meant by the speaker.

Pragmatic concern with several fields, one of them is politeness strategy. Yule (1996:60-61) considers that politeness strategy are very important to investigate because it is used by people in their social interactions and in certain context. Knowing what you say, how you say, when to say, and how to be with other people. In situation that people should create a polite conversation, they will choose certain strategies to have polite conversation in order to maintain the communication. According to Brown and Levinson (1987) Politeness strategies are ways to convey the utterances as polite as possible. Brown and Levinson conclude human politeness behavior in four strategies to face it; bald on record, negative politeness, positive politeness, and off-record strategy.

Understanding politeness is very important too. People often think that politeness is simply a matter of saying "please", "excuse", "sorry", and "thank you". Polite does have its own role. People must be polite in the right way and in the right place to communicate with the other. People should be aware of the context and then be able to determine which politeness from is the best to be applied by the context must be considered.

As an example, interaction between teacher and students such as treating or responding to each other in teaching and learning process. When teacher interact with acts or talks to students will influence the quality of the relationship between teacher and students. According to Brown and Levinson, there are politeness strategies that used by the teacher when she or he interacts to the students. The purpose of doing those strategies is to make a good

relationship and also to save the hearer face. Commonly, teacher wants to save the students' face in order to make a meaningful teaching and learning process. But when doing the preliminary research, the researcher found some problems related to the politeness strategy used by the examiner.

The researcher did the preliminary research in IAIN Surakarta, specifically on thesis proposal online examination of English Language Education. In this examination, the researcher found that the examiner uses politeness strategy to the student. The utterance of the examiner gave the example of the background of the research as follows:

Examiner   : "what is the title of your research?"

From the example above, the examiner used negative politeness strategy. The utterance *what is the title of your research?* is categorized into negative politeness strategy by using question and hedge. Examiner asked the student about the title of the research.

Examiner   : "after you read and explain your proposal, so why you choose this title?"

From the example above, the examiner used positive politeness strategy. The utterance *why you choose this title?* Is categorized into positive politeness strategy by using give or ask reason. The examiner ask the student about the reason he/she choose the title of the research.

The utterance of examiner is related to the students' presentation. In receive the utterance from the examiner, some student feel uncomfortable. The way the examiner delivered the utterance make student feel afraid, nervous, and threatened. It worsening the relationship between the student and the examiner.

The problems happened only to the some students. There are some students too who accept the examiners' utterance well. They do not feel nervous or afraid. The researcher assumes that the problem does not come from examiners' utterance but the problem happened because the examiners' politeness strategy. The examiner usually used different types of politeness strategy.

From those phenomenon, the researcher determines to do a research on thesis proposal online examination at English Language Education of IAIN Surakarta. The researcher does the research here because when the researcher does preliminary research, the researcher found the phenomenon also happened in thesis proposal online examination. The researcher interested to analyze politeness strategy used by examiner on thesis proposal online examination. The researcher will analyze the utterance of the examiner. The researcher took four students' thesis proposal online examination that are two male and two female students.

Furthermore, the similar research has been analyze by Gemasih (2018). She investigated the types of politeness strategies employed by lecturers in speaking class and to discuss the most frequent politeness strategies employed

by lecturers in speaking class. Her analysis show that the lecturer in the Basic Speaking Class Unit 7 the lecturer employed three types of Politeness Strategies; Bald on Record, Positive Politeness and Off-record. In the Basic Speaking Unit 1 the lecturer employed three types of politeness Strategies; Bald on Record, Positive Politeness and Negative Politeness. The most frequent of Politeness Strategy employed by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances

The second, the research has done by Idrus (2017) on her research about study of politeness strategy in an international classroom at a West Midlands University. The students felt comfortable receiving what the teacher says. They also felt that the lecturer had a sense of humor and was very friendly. Furthermore, the way lecturer gave guidance in teaching was challenging and encouraged students to think and analyze subjects more deeply. Another research has done by Ali Akbar and Molaeni (2015) on their research. They used scenario as the data collecting. There are five scenario, each participant were ask to read scenario and choose the option they would say in the given situation. Negative and positive politeness strategies were the most selected ones aiming to redress the FTA to the interlocutor in all the scenarios. However, bald on record was one of the most popular strategies in the first and forth scenarios. Further, the respondents' mother tongue was not found as a determining factor in the kind of politeness strategies the Iranian respondents would adopt.

The last research about politeness has done by Peng, Xie, and Cai (2014), their research on college teacher's politeness strategy in EFL classroom. They found that in the process of teaching and learning activity, teachers' language plays a very important role in EFL classroom. No exaggeration to say that teachers' language is indispensable to effective communication in class. They find out that the college teacher conducts his class on term of politeness strategy in a practical way. Evidently the adoption of politeness strategies shortens the teacher-student social distance, makes the class interesting, and in turn facilitates English teaching and learning. When the teacher's act in communication is delivered politely, the students will give a good response. Then it will shorten the teacher students' social distance.

Based on the previous studies, most of them emphasizing the research on communication in classroom. They more focus on the use of politeness strategies between teacher and student in teaching and learning process. Therefore, the researcher conducted research with a different context and situation from previous study. This research find out politeness strategy used by examiners and the factors that influence the use of politeness strategy. Thesis proposal online examination is the object of this research. The subject of this research is the examiners of the thesis proposal online examination.

The researcher would like to observe four online examination of the student. It consist of two male and two female students' thesis proposal online examination. The reason is the researcher wants to know the consistence of examiners' utterance in using politeness strategies during the online

examination. The utterance is analyzed based on the criteria of politeness strategy described by Brown and Levinson's theory. According to him, there are four strategies in FTA; Bald on Record, Positive Politeness, Negative Politeness, and Off Record. Based on the description above, the research entitled "Politeness Strategy Used by Examiner on Thesis Proposal Online Examination of English Language Education at IAIN Surakarta".

B. Identifications Problem

Based on background of the study above, the researcher identify the problems were follows:

1. When people communication with others, it is better if they be polite.

2. People must be polite in the right way and in the right place to communicate with the other.

3. Politeness is needed to be implemented in the examination to keep positive of the students.

4. The examiners and students have to be polite to save other's face.

C. Limitation of the Study

In this research, the researcher analyzed politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. The researcher focused on the utterance of the examiner. The researcher took four examination of male and female students' thesis proposal online examination as the subject of this research. Each examination consist of

three examiner who became main examiner, examiner I, and examiner II.

Dealing with the limitation, the researcher identify the types of politeness strategy used by examiner and the factors that influence the use of politeness strategy by examiner. The data of politeness strategy analyzed on the basis Brown and Levinson's theory that classify the strategies into bald on-record, positive politeness, negative politeness, and off-record. The analyzed based on the utterance of examiner related to thesis proposal.

D. Research Problem

Based on background of the study above, the researcher formulates two research problem to guide this research.

1. What are types of politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta?

2. What are the factors that influence the used of politeness strategy by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta?

E. The objective of the Study

Based on the research problem, the objective of the study are:

1. To investigate the types of politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta.

2. To identify the factors that influence the use of politeness strategy by

examiner on thesis proposal online examination of English Language Education at IAIN Surakarta.

F. The Benefit of the Study

The result of this study expected to give some benefits both theoretically and practically. The benefits are:

1. Theoretically

   Giving more information and useful reference to the readers about the practice of politeness strategy used by examiner on thesis proposal online examination.

2. Practically

   a. To the examiner

      The result of this research can be used for examiner as reference on thesis proposal online examination, especially on the using of politeness strategy. It is can also as media for student and examiner to develop their awareness to save their students' face by choosing the appropriate politeness strategy.

   b. To the student

      The result of this research can help the student to be wiser in giving opinion. Students will understand that in examiners' politeness strategies in their online examination, there are always a reason to make them better in mastery the material or in daily life.

c. To the another researcher

The result of this research can be used as the reference for another researcher to get information needed in his or her research about using politeness strategy.

G. The Definition of Key Terms

The researcher writes down some definitions of key terms in order to support the readers understand this research easily and have the same interpretation as the writer.

1. Pragmatic

According to Yule (2010) define that pragmatic is study of what speakers mean or the speaker's meaning in utterance depend on the context whether in spoken or written.

2. Politeness strategy

Politeness strategy stands for the way people use the language while they are having interaction or communication (Brown and Levinson, 1987). It means that how to use language and conduct the conversation run well and go smoothly.

3. Thesis proposal

Thesis proposal is a plan for a research report, initiated and developed before the research actually begins (Cresswel, 2012). In this study thesis proposal is a plan of research written in English developed by students' English Language Education before doing the conduct research.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher presents the review of literature which is used in the research.

A. Theoretical Description

1. Pragmatic

Pragmatic deal with the study of the ability of natural language speaking to communicate more than one language than which is explicitly stated. In philosophy of language, a natural language or sometimes called ordinary language is a language which spoken, written, or signed by human being for general purposes of communication.

Glaser (2009) defines that pragmatics is study of contextual meaning. This type of study necessary involves the interpretation of what people mean in particular context and how the context influence what is said. That is why it requires consideration of how speaker recognize what they want to say and hearer understand what they listen in accordance with who they are talking and listening to, where, when, and under what circumstances.

With the different term, Yule (1996) also describes pragmatics as the study of the speaker meaning. This types and how the context influences what is said. It requires a consideration of how speakers organize what they want to say in accordance with who they are talking to, where, when, and

under what circumstances. Pragmatics is the study of contextual meaning. From the explanation of pragmatics given, pragmatics is a study about language meaning, and the context in a communication.

By studying the language on the basis of pragmatics, we can get big advantages. We can talk about people's intended meaning, their assumptions, their goals, and the kinds of actions (request, refusal, agreement, disagreement, thanking, apologizing, etc.) when they are speaking. And to achieve the success in communication, a speaker from one language should understand the meaning and effect of the utterances in relationship to the context and speaker intention.

2. Politeness

Politeness is an aspect of pragmatics that its use in language is determined by an external context. This external context is the context of communication, which is determined by the social status of the participants. In line with the theory of Yule (1996: 60) politeness can be accomplished in situations of social distance or closeness. She states that the concept of politeness is "polite social behavior", or etiquette, within a culture. She also defines politeness as the means employed to show awareness of another person's face. It means that doing politeness can minimize potential conflict between speaker and hearer. The main point is the speaker gives the respect to the hearer.

The theory of politeness was first introduced by Goffman in 1967

who also coined the term Face Threatening Acts (FTA) based on the notion of "face" in his On Face-work. This was later developed by Brown and Levinson (1978) as The Face Theory, by suggesting three basic notion of face which are face, Face Threatening Acts (FTA), and politeness strategies. According Brown and Levinson (1987) describe that face is public self-image that every member wants to claim for himself and divided into two related aspect which are negative and positive face, as follows:

a. Negative face is freedom of action and freedom from imposition. It means that the desire not to be disturbed or need to be independent.

b. Positive face is to be appreciated and approved. It refers to that the desire to be avowed or need to be connected.

Thus, face could mean honor, self-esteem, and public self-esteem. Meanwhile, Face Threatening Acts (FTA) is an act that inherently damages the face of the addressee or the speaker by acting in opposition to the wants and desires of the other.

3. Politeness Strategy

The term of "politeness strategy" refers to verbal message strategies that satisfy the hearer face. According to Brown and Levinson, Politeness theory is divided into four type of strategies: bald on-record strategies, positive politeness, negative politeness, and off-record strategies. The main idea is realizing various strategies used by various people in their interaction behavior to satisfy specific wants of face.

The type of politeness strategy by Brown and Levinson are schematized as follow:

a. Bald On-Record

Bald on-record strategies provides no effort by the speakers to minimize the impact of the FTA's. The speakers usually shock the hearers, embarrass them, or make them fell a bit uncomfortable. The main reason for bald on-record is whenever a speaker (S) want to do the FTA with maximum efficiency more than he or she wants to satisfy the hearer's (H) face. However, this type of strategy is commonly found with people who know each other very well, and very comfortable in their environment such as family and close friend. According to Brown and Levinson (1987:95), there are two kind of bald on-record usage:

1) Non-minimization of the face threat

Non- minimization of the face threat is the standard uses of bald on-record usage where other demands override face concerns. S and H both agree that the relevance of face demand may be suspended in the interest of urgency or efficiency. This strategy is often most utilized in situations where the speaker has a close relationship with the audience.

a) Strategy 1: Maximum efficiency

This strategy is known to S and H where face redress is not require it is quoted in Brown and Levinson (1987:96). In case of great urgency or desperation, redress actually decrease

the communicated urgency. For examples: "HURRY!!!" and "Listen to me!"

b) Strategy 2: Metaphorical urgency for emphasis

Brown and Levinson (1987:96), this strategy is used when S speaks as if maximum efficiency is very important, it will provide metaphorical urgency for emphasis. Examples: "Here, a cup of tea for you..." and 'Wait, she wants you to consider it…"

c) Strategy 3: Metaphorical urgency for high valuation of hearer's friendship

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

d) Strategy 4: Case of channel noise

This strategy happens when communication difficulties exploit to speak whit maximum efficiency such as calling across a distance (Brown and Levinson. 1987:96). For example: "Come here now!"

e) Strategy 5: Task oriented/paradigmatic from of instruction

Brown and Levinson (1987:87) state that in this kind of

interaction, face redress will be irrelevant. The example: "before you're very eyes".

f) Strategy 6: Power different between S and H (S is higher)

This strategy used commonly when there are difference between S and H, either because S is more powerful than H and does not fear retribution or non-cooperation from H. S does not to have to redress the expression in order to satisfy H's face (Brown and Levinson. 1987:97). The examples: "Absolutely, my lord" and "Send me the report, Suti"

g) Strategy 7: Sympathetic advice or warnings

In this strategy, speaker (S) does care about H and therefore about H's positive face, so that no redress is required (Brown and Levinson. 1987:97). The examples: "Watch out! The cliff is very steep" and "Thank you for your kindness"

h) Strategy 8: Permission that H has requested

According to Brown and Levinson (1987:98) that granting permission that H has requested may baldly on record. Example: "Yes, you should listen to her"

2) FTA-Oriented bald on record usage

Brown and Levinson (1987: 98) define the use of bald on record is actually oriented to face. In other words, it is used where face involves mutual orientation, so that each participant attempts to foresee what the other participant is attempting to foresee. For in

certain circumstances it is reasonable for speaker (S) to assume that hearer (H) will be especially worried with H's potential violation or S's maintaining.

a) Strategy 1: Welcoming based on Brown and Levinson (1987: 99), it is used when speaker insist that hearer may impose on his negative face. Example "Good evening".

b) Strategy 2: Farewells, it is used when the speaker insist that hearer may transgress on his positive face by talking his leave (Brown and Levinson. 1987:100). Example: "see you when I see you"

c) Strategy 3: Offers, based on Brown and Levinson (1987:100) stated that when speaker insist that hearer may impose on speaker's negative space. Example: "Take this!" and "Go away!"

b. Positive Politeness

Brown and Levinson (1987:70) provide definition that politeness is the strategy that is oriented by the speaker toward the positive face or the positive self-image of the hearer that the speaker claims for himself. The speaker can satisfy the addressee's positive face wants by emphasizing that speaker wants what the hearer's wants. Positive politeness technique can be used not only for FTA redress, but also as kind of social accelerator which indicates that speaker wants to come closer to hearer. According to Brown and Levinson (1987: 103-129)

divide positive politeness strategy into 15 strategies. They are:

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

This strategy suggest that S should take notice as aspect of H's condition (anything which looks as through H would want S to notice and approve of it) (Brown and Levinson. 1987: 103). For example: "Yuda, you're really good at solving computer problems. I wonder if you could just help me with a little problem I have got."

The S knows that Yuda is good at solving the computer problem. Therefore, when the S has a problem, he ask Yuda (H) to help him or her. Before the S asks Him, he or she tries to satisfy Yuda's positive face by praising Yuda's ability in solving computer problem. Thus, Yuda feels good and tries to help the speaker to solve his or her problem.

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

This strategy is often done with exaggerate intonation, stress, and other aspects of prosodic, as well as intensifying modifiers (Brown and Levinson. 1987: 104). Below is the example when a women describe the disreputable appearance of her drunken husband. "He looked as if he was still drunk, he looked incredibly dirty, really uncombed hair, really crooked clothes, really his belt half-tied!"

3) Strategy 3: Intensify interest to H

The S may intensify the interest of his own contribution, by making a good story and drawing the H as a participant into the

conversation with direct question and expression like you know (Brown and Levinson. 1987: 106). In another way for S communicate to H that he share his wants is to intensify the interest of S's own contributions to the conversation, by making good story. Example, "I came down the stairs, and what do you think I see? – a hug mess all over the place, the phone's off the hook and clothe are scattered all over." (Brown and Levinson. 1987: 106).

Before the speaker tells the story, he or she tries to get the hearer's attention by saying "and what do you think I see?" This phrase makes the hearer interested in listening to his or her story. It shows that the S has saved the H's positive face because the speaker has made the hearer involved in the discussion.

4) Strategy 4: Use in-group identity markers (addressed forms, dialect, jargon or slang)

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 includes in-group usages of address forms, use of in-group language or dialect, and use of jargon or slang and of ellipsis (Brown and Levinson. 1987: 106). In conveying of group member, the speaker can use terms such as honey, dear, luv, Mom, babe, brother, sister, cutie, guys, etc. In Indonesian use terms such as, kawan, bro, beb, eke, dsb. Example, "Help me with this bag here, will you honey?"

The example above shows that the S employs positive politeness by using in-group identity markers. The identity marker "honey" might be another address form from his friend. The S uses these words to minimize the threat as he or she is asking the H to help him or her. Therefore the H's positive face is saved because he has been treated as a member same group.

5) Strategy 5: Seek agreement

Another way to save positive face of H 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 conversation. Example:

A: "John went to London this weekend!"

B: "To London!"

6) Strategy 6: Avoid disagreement

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

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

This strategy is widely used by the speakers as a way to indicate that S knows H's wants, tastes, habits, etc. And thus partially to redress the imposition of FTAs. Example: "Don't you think it's marvelous?"

8) Strategy 8: Joke

Jokes are based on mutual shared background knowledge and values that they redefine the size of FTA. The S may joke in order to minimize an FTA of requesting. Jokes are also used as a basic positive politeness technique for putting the H at case', for example in responses to a faux pass of H's. Example: when a S wants to borrow his friend's new Cadillac by saying, "How about landing me this old heap of junk?" Actually, what the S means about old heap of junk is new Cadillac.

9) Strategy 9: Assert S's knowledge of and concern for H's want

The strategy is done by asserting knowledge of H's wants and willingness to fit one's own wants in with them. Example: "I know you love roses but the florist didn't have any more, so I brought you geranium instead".

10) Strategy 10: Offer, promise

This strategy is done to redress the potential threat of some FTAs. S may claim that whatever H wants, S wants for him and will help to obtain. Example "I'll send the money tomorrow. Do not worry."

11) Strategy 11: Be optimistic

This strategy assumes that H will cooperate with S because it will be in their mutual shared interest. For example, a wife said to her husband before appearing in public: "what a minute, you haven't

brushed your hair!" (As husband goes out of the door) (Brown and Levinson. 1987:126).

12) Strategy 12: Include both S and H in the activity

This is done by sing an inclusive 'we' form, when S really means 'you' or 'me'. Example, when she is ask if she has any chocolate gingers, a sweet-shop lady said: "Let's just go into the back room and see if he have any." Then she trundle back alone.

13) Strategy 13: Give (or ask for) reasons

Another aspect of including H in the activities demanding reasons 'why not' and assuming that H has no good reasons why can't help. Example: "why didn't you do the dishes?"

14) Strategy 14: Assume or assert reciprocity

The strategy is done by giving evidence of reciprocal right or obligations obtaining between S and H. Therefore, the S can say "I'll do X for you if you do Y for me" or "I did X for you last week, so you do Y for me this week". For example, "I washed the dishes yesterday so you do that for me today."

15) Strategy 15: Give gifts to H (sympathy, understanding, cooperation)

To satisfy H's positive face, S may do this classic strategy. That is to give gift not only tangible gifts but also human-relation wants such to be liked, to be admired. For example, "I'm sorry for what happened to you yesterday."

c. Negative Politeness

Unlike the positive politeness strategies that aim at the realization of solidarity, Brown and Levinson negative politeness strategies function to increase the social distance between interlocutors. It is essentially avoidance-based, it dictates that the S respect the addressee's negative face and will not interfere with his or her freedom of action. Brown and Levinson (1987:132-210) identify these strategies as follows:

1) Strategy 1: Be conventionally indirect

This strategy is conducted by using phrases and sentences that have contextually unambiguous meanings that are different from their literal meaning. Example, "can you open the door, please!" The insert of please in the sentence shows that here is a willingness to ask directly and give choices to the hearer.

2) Strategy 2: Question, Hedge

A hedge makes the membership of noun phrase in a set that it is partial or true only certain respects and more complete than might be expected. Hedge may be functioned to soften command and turn it into a polite suggestion. For example: "Come (if you like) for a walk".

3) Strategy 3: Be pessimistic

This strategy gives redress to H's negative face by explicitly expressing doubt that the conditions for appropriateness of S's speech act obtain. Example: "I want to ask for help, but I'm afraid if you do

not want"

4) Strategy 4: Minimize the imposition

One way of defusing the FTA is to indicate that the intrinsic seriousness of the imposition is not great, though it is. For example "I just want to ask if you could lend me a single sheet of paper". When the S wants to ask some papers. You can just talk like that, but we do not necessarily agree.

5) Strategy 5: Give deference

There are two sides of deference realization. First, the S humble and abases himself and another. Second, speaker raises H (pays him positive face/satisfies H's wants to be treated as superior). From those two ways, the S is giving respect actually. Example, the use of 'honorifics' word like 'Sir' in the sentence "I'm sorry, Sir". The other example "I don't think you ought to do that, Mr. President".

6) Strategy 6: Apologies

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on H's negative and thereby redress that impingement. There are four ways to convey apologizing. First, recognizes the pressure and distraction provided. Second, showed reluctance and use of certain expressions. Third, deliver the reason that force the S for doing that. And the last, begging forgiveness and begged the S delay the FTA from the utterance delivered. Example: "Sorry, I may be wrong, but I did not mean it".

7) Strategy 7: Impersonalize S and H

Other way of indicating that S doesn't want to impinge on H is to phrase the FTA as if the agent were other than S, or not S alone at least, and the addressee were other than H, or only speaker and inclusive of H. this strategy uses impersonal form by didn't show the speaker and hearer. This strategy avoids the use of word 'I' and 'You', doubling the pronoun 'I' becomes 'we', replace the word 'you' with 'Sir' or 'Ma'am'. Example: "Excuse me, you!" become "Excuse me, Sir!" to avoid the word use of 'you'

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

One way of dissociating S and H from particular imposition FTA is to state the FTA as an instance of some general social in the rule, regulation, or obligation. Example: The United States expresses regret over occurrence of the incident.

9) Strategy 9: Nominalize

This strategy is done by changing a word to be noun. Brown and Levinson (1987:207) states that the degree of negative politeness (or at least formality) run hand in hand with nouniness. The more nouns are used in a something and less dangerous a FTA seems to be. Example: "An urgently request your cooperation" is better than "We urgently request your cooperation"

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

The strategy is done by claiming S's indebtedness to H or by

disclaiming any indebtedness of H, so that S can redress an FTA. Example: "I could easily do it for you"

d. Off-Record

The forth strategy of Brown and Levinson is the off-record strategy. This strategy has the main purpose of taking some pressures of the hearer. In this case, the speakers performs an act in a vague manner that could be interpreted by the hearer as some other acts. Such an off record utterance usually uses indirect language that constructs more general utterance or actually different from what one mean. Therefore, the interpretation of the utterance greatly depends on the existence of contexts that frames up the utterance. Brown and Levinson (1987:213-227) classify this strategy as follows:

1) Strategy 1: Give hints

This strategy is done by giving hints; that S invites H 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. Example "This soup's a bit bland"

2) Strategy 2: Give association clues

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

3) Strategy 3: Presuppose

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

4) Strategy 4: Understate

To express understatements, S says less than is required and as result generates implicates. Example, when someone doesn't really like a friend's new haircut, she just says "it's pretty nice"

5) Strategy 5: Overstate

This strategy is done by saying more than is necessary, or by exaggerating or choosing a point on scale which is higher than the actual state of affair. For example "I tried to call a hundred times, but there was never any answer"

6) Strategy 6: Use tautologies

Using the strategy tautology means S encourage H to look for an informative interpretation of the non-informative utterance. Example "You're men. Why don't you do something about it?"

7) Strategy 7: Use contradiction

This strategy is done by stating to contradict things. By doing so, S makes it appear that he or she cannot telling the truth, thus encourage H to look for an interpretation that reconciles the two

contradictory proposition. Example:

A: "Are you upset about that?"

B: "Well, I am and I'm not"

8) Strategy 8: Be ironic

To be ironic means by saying the opposite of what S means. Though that way, S can indirectly convey his intended meaning, if there are clues (prosodic, kinesics, or textual) which relevant to the context. Example, when a man and his guest passing through a slum area for instance he said "Lovely neighborhood, eh?"

9) Strategy 9: Use metaphor

The use of metaphor is usually on record, but there is possibility that the connotations of the metaphor uttered by S may be off record. Example, when someone says "Harry's a real fish" which means Harry drinks like a fish.

10) Strategy 10: Use rhetorical questions

The use of this strategy is by raising questions that leave their answers hanging in the air or implicated to do FTAs. Example, "How many times do I have to tell you?" The S has to tell the H for many times, but H still understands.

11) Strategy 11: Be ambiguous

The term 'ambiguity' includes the ambiguity between the literal meanings of an utterance and any possible implicates inside. Example "John's a pretty smooth cookie" can be intended as compliment or

insult, depending on which the connotations of smooth are latched on to.

12) Strategy 12: Be vague

This strategy is conducted by being vague about who the object of the FTA is or what the offence is. Example "Perhaps someone did something naughty". It means the S uses the word "someone", because he didn't want to tell who did something naughty.

13) Strategy 13: Over-generation

This strategy is done by saying utterance that may leave the object vaguely off record, and then H has the choice of deciding whether the general rule applies to him. Example "Mature people sometimes help do the dishes". In this context, the speaker uses this strategy to show that mature people generally have a responsibility help to serve the dishes.

14) Strategy 14: Displace H

S may go off as by pretending to address the FTA to someone whom it wouldn't threaten, and hope that the real target will see that the FTA aimed at him. Example: "Jane, could you run to stock-room and borrow a stapler for me?" One case happens when a secretary an office asks another to pass stapler, in situation where a professor is much nearer than the other secretary. In this case, the professor should be a H, but he displaced to another as the hearer.

15) Strategy 15: Be incomplete, use ellipsis

The strategy is done by leaving the implicate 'hanging in the air' without rhetorical question. Example S got headache and ask H to go for an aspirin, he just says "Oh sir, a headache"

4. **Factors influence the use of politeness strategy**

The employment of politeness strategy is influenced by several factors. According to (Brown and Levinson, 1987:71-99). There are two factors that influence the speaker to employ politeness strategy as follows:

a. Payoff

The speaker employs the politeness strategies because they can get advantages. The speaker can minimize the FTA by assuring the hearer that he or she likes the hearer and wants to fulfill the hearer's want. Thus, the hearer positive face is not threatened by the speaker because it can be seen for their mutual shares. For example "Let's get on dinner." It shows that the speaker minimize the FTA (request) to the hearer by including the speaker himself equally as the participant. Below is the description of payoffs associated with each of the strategies:

1) Bald On-Record

By employing bald on-record strategy, the speaker:

a) Can enlist public pressure against the addressed or in support of himself.

b) Can get credit for honestly, for indicating that he trusts the

addressee.

c) Can get credit outspokenness, avoiding the danger of being seen to be a manipulator.

d) Can avoid the danger of being misunderstood.

e) Can have the opportunity to pay back in face whatever he potentially takes away by the FTA.

2) Positive Politeness

By employing positive politeness strategy, the speaker:

a) Can minimize the FTA by assuring the hearer that he likes the hearer and wants to fulfill the hearer's wants.

b) Can avoid or minimize the debt implications of FTAs such as request and offers.

3) Negative Politeness

By employing negative politeness strategy, the speaker gets benefit in:

a) Paying respect, deference, to the addressee in return for the FTA, and thereby avoiding incurring a future debt.

b) Maintaining social distance, and avoiding the threat of advancing familiarity towards the addressee.

4) Off-Record

By employing off-record strategy, the speaker gets profit in following ways:

a) Can get credit for being tactful.

b) Can avoid responsibility for the potentially face damaging interpretation.

b. Relevant circumstances

The seriousness of an FTA is also influenced by circumstances sociological variables and thus to a determination of the level of politeness. According to Brown and Levinson (in Munjidah, 2015), there are three dimensions to determine the level of politeness. Among them are social distance (D), relative power (P) and size of imposition (R)

1) Social Distance

Social distance (D) can be seen as the composite of psychologically real factors (status, age, sex, degree or intimacy, etc.) which together determine the overall degree of respectfulness within a given speech situation. It based on the symmetric relation between the speaker and the hearer. For example: you feel close to someone or you know him well because he is similar in term of age or sex, then you will get closer to him and the distance rating will get smaller as a result you will not employ polite utterance when you ask him to do something. On the contrary, you will employ polite utterance when you interact with person whom you have not known well, such as person who older than you.

2) Relative Power

Power (P) is the general point is that we tend to use a greater degree of politeness with people who have some power or authority over us

than those who do not. It is based on the asymmetric relation between the speaker and the hearer. These types of power are most found in obviously hierarchical setting, such as courts, the military, and workplace. For Example: you would probably be more polite about conveying to your employer because she or he always arrives late, than in conveying to your brother. This is because your employer can influence your career in a positive way (reward power) or negative way (coercive way).

3) Size of Imposition

Size of imposition (R) can be seen from the relative status between one speech acts to another in context. For example borrowing a car in the ordinary time will make us feel reluctant, but in urgent situation it will natural. Thus, in the first context we will employ polite utterance. Meanwhile, in the second context it is not necessary to employ polite utterance because the situation is urgent.

5. **Context**

Context is an important concept in pragmatic analysis because pragmatics focuses on the meaning of words in context or interaction and how the persons involved in the interaction communicate more information than the word they use. Context plays a significant role in pragmatics because it determines the interpretation of the utterances delivered by the speaker. The interpretation of the utterances will be different if the context

had been slightly different. Nunan in Purwaningsih (2017:9-10) states that there are two types of context, first is Linguistic context. Nunan states that "linguistic context is the language that surrounds and accompanies the pieces of discourse under analysis". Second is Non Linguistic Context or Pragmatic Context. Pragmatic context includes implicates the type of communicative event, the topic of the event, the purpose of the event, the setting of the event including location, time of the day, season of year, and physical aspect of the situation (for example, the size of the room, the arrangement of the furniture, etc.), the participant and the relation among them, and the background knowledge and the assumption underlying the communication event. Context gives many contributions both written and spoken language. The speakers and the hearers, and the writers and the readers will not misinterpret the intended meaning by understanding the context.

Yule (1996:21), views context as the physical environment in which a referring expression is used. Similarly, Cutting (2002:2), states that context refers to the knowledge of physical and social world, and the socio, psychological factors influencing communication as well as the knowledge of the time and place in which the words are uttered or written. Meanwhile, Mey (1993:39), argues that the context is more than just a matter of reference and understanding what thing are about. It gives a deeper meaning to utterances. For example, "*it's a long time since we visited your mother.*" The utterance has an entirely different meaning when it is uttered at living

room by a married couple than the same utterance uttered by a husband to his wife when they are attending the local zoo, in which it can be considered as a joke. From the definition above, it can be concluded that context is the basic knowledge of what speaker and hearer can interpret what the speaker means in his or her utterance. In pragmatics, context determined what is said by speaker and it does not refer to a single word or sentence but the speaker meaning.

6. **Thesis Proposal**

According to Creswell (2012) defines that thesis proposal is a plan of research report, initiated, and developed before the research actually begin. A proposal can help students to organize ideas that can guide the research process (Ellison, 2010). Thesis proposal is the important thing for students' before they want to do research and writing thesis. In thesis proposal contain about formal description of a plan to investigate the problem. When the writer decided to make plan about research, they must knowing the importance of their research in order their research will be useful for the reader, the next researcher and give the solution about problem which is related with their research. The purpose of proposal is to help an investigator think through all aspects of the study and anticipate the problem (Creswell, 2012).

In the pandemic era, the thesis proposal examination was conducted online. The examination is carried out using the *WhatsApp Videocall*

application. The examiners and student in same time videocall in that application. The system of thesis proposal examination in English Language Education of IAIN Surakarta is the student who is examined by three examiners. It consist of main examiners, examiner I, and examiner II. The one of the examiner will open the examination of the students and continue with give questions or suggestion to the students. The examiner give questions or suggestions based on the thesis proposal alternately. After all of the examiner gave the questions or suggestions, the last is close the examination with decision whether to continue or repeat the research.

B. **Previous Study**

There are some related researches had been done in previous. Moreover the researcher took some previous study as the guideline and to give foundation and support for this research. The first entitled "An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class", written by Ayu Gemasih (2018). The aims of this research were to describe the types of politeness strategies employed by lecturers in speaking class and to discuss the most frequent politeness strategies employed by lecturers in speaking class. In data collecting procedure, the researcher used observation technique. The observation was used to record the audio of teaching and learning process from the beginning until the end of the class. The samples used in this study were two English speaking lecturers in two Basic Speaking Classes of English Language Education Department of UIN Ar-Raniry. The result showed that in

the Basic Speaking Class Unit 7 the lecturer employed three types of Politeness Strategies; Bald on Record, Positive Politeness and Off-record. In the Basic Speaking Unit 1 the lecturer employed three types of politeness Strategies; Bald on Record, Positive Politeness and Negative Politeness. The most frequent of Politeness Strategy employed by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances.

The second entitled "A Case Study of a Lecturer's Politeness Strategy in an International Classroom at a West Midlands University", written by Misnariah Idrus(2017). The aims of this qualitative case study is to investigate the kinds of politeness strategies employed by a lecturer in an international classroom at West Midlands University and how these were perceived by the students. The researcher used observation, video and voice recording to collect the data. After analyzing the lecturer's utterances delivered during a three-hour lecture, it was found that he employed four kinds of politeness strategies: bald-on-record, positive politeness, negative politeness, and off record. From the interviews, it was found that, although the teacher was quite assertive in delivering instructions, overall the students felt comfortable receiving them. They also felt that the lecturer had a sense of humor and was very friendly. Furthermore, the way he gave guidance in teaching was challenging and encouraged students to think and analyze subjects more deeply.

The third is "Variation of Politeness Strategies among the Iranian Students" written by Mohammad Aliakbar and Rezvan Moaleni (2015). In this

article, the researcher investigated the politeness strategies (bald on record, positive politeness, negative politeness, off record, and don't do face threatening face) used by Iranian students in their interaction with university service provider in library, computer lab, and restaurant context based on Brown and Levinson's (1987) politeness strategy theory. The researcher used scenario to collect the data. The participant were ask to read five scenario and choose the option they would say in the given situation. The result indicated the participants' insistence on self-serving goals. Negative and positive politeness strategies were the most selected ones, but indirect strategies was the least favored one applied by the students. Only a minor portion of students choose avoidance of face threatening act strategy.

For the last is A Case Study of Collage Teacher Politeness Strategy in EFL Classroom, written by Liu Peng, Fang Xie, and Lingling Cai (2014). This paper aims to reveal how the teacher applies politeness strategies to his teaching practice in the language use. They decided to collect data through non-participation class observation but recording the whole process of class activity in order that later on it is easier to pick out teachers' language used in class. Through collecting of the data, the researcher find out the collage teacher conducts his class on term of positive politeness and negative politeness in a practical way. Evidently the adoption of the politeness strategies shortens the teacher-student social distant, makes the class interesting, and in turn facilitates English teaching and learning.

Based on previous study above, there are some similarities and

differences of this research with other. The similarities is the using Brown and Levinson's theory. The different are the aims of this research, the object of this research and the subject of the research. The aims of this research is not only analyzing the used of politeness strategy but also the factors that influence the use of politeness strategy. The object of this research is thesis proposal online examination. The subject of this research is the examiner of the thesis proposal online examination.

Table 2.1

The Similarities and the Differences Previous Study with This Research

No.	Title	The Similarities	The Differences
1.	An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class.	The similarities are analyzing of politeness strategy used brown and Levinson's theory and used observation technique in collecting the data.	The difference are the subject of the study that is lecturers of speaking class and the used of audio recording to collect the data.
2.	A Case Study of a Lecturer's Politeness Strategy in an International Classroom at a West Midlands University.	The similarities are this study used politeness strategy used Brown and Levinson's theory and recording as collecting the data.	The difference are the aim of this study and the subject of this study. It is not only analyzing the kind of politeness strategies but also how these were perceived by the students. The subject of this study is a Lecturer in an International Classroom at a West Midlands University.
3.	Variation of Politeness Strategies among the Iranian Students.	The similarities such as investigating the politeness strategies based on Brown and Levinson's theory.	The difference are the subject and the technique of collecting the data. The subject is Iranian students and the technique of collecting the data used scenario.
4.	A Case Study of Collage Teacher Politeness Strategy in EFL Classroom.	The similarities are being non-participant observation and used recording as the data collecting.	The difference is the subject of this study. It is collage teacher of EFL classroom.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It is cover discussion about the type of the research, research setting, data and source data, object of the research, method of collecting the data, the coding of the data, technique of analyzing data, and establishing trustworthiness.

A. Research Design

This research is descriptive qualitative research approach since the main focus of this research is on describing the phenomenon of language use. Leedy and Ormrod in Pamungkas (2017: 49) define that qualitative research is the process of collecting, analyzing, and interpreting data in order to understand a phenomenon. Denzin and Lincoln (2009: 2) state that qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings the people bring to them. The researcher collected the data, and then descriptively reported the findings. The condition of the object of the research should be natural, so that the research could get a representative result. The representative result would be the source of the conclusion of the research.

This research selected by researcher because the study describe the phenomenon happening from the utterance done by the examiner during the

thesis proposal online examination. It was relevant to the study because the researcher did not do any treatment to the research subject, looking as them as they were. Those reason explain clearly why this research belongs to the descriptive qualitative research for this research focuses on explanation of politeness strategies used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta.

B. Setting of the Research

1. Place

    The research location of the study was conducted on the thesis proposal online examination. It is an examination before the thesis examination for the student of English Language Education of IAIN Surakarta.

2. Time

    This research was conducted from February 2020 until November 2020.

Table 3.1 Research Schedule

No.	Activity	Month					
		Feb 2020	March 2020	April 2020	Sept 2020	Oct 2020	Nov 2020
1.	Doing pre-observation	■					
2.	Consulting proposal	■	■				
3.	Joining			■			

No.	Activity							
	proposal seminar			■				
4.	Collecting and Analyzing the data				■	■		
5.	Consulting and writing the research report					■	■	
6.	Doing thesis examination						■	

C. Data and Source of Data

1. Data

   It is stated in Sutopo (2002:6) that data qualitative research are collection of information and/or fact in the form of word in sentences that is meaningful. In the qualitative research, the data can be appear in the form of discourse, sentence, clause, or even morpheme (Subroto, 1992 in Yuliana 2014: 40). From the definition above, the data used in this research are all utterance containing politeness strategies used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta.

2. Source of Data

   Arikunto (1983: 102) stated that research data sources are the subjects where the data are collected. The source of data of this research is

taken from the utterance of the examiner on thesis proposal online examination.

The researcher uses video recorder to take a recording during the thesis proposal online examination from opening until closing the activity. The researcher record four students that are two male and two female students on thesis proposal online examination by videos. To get the data, the researcher transcribe the videos into a conversation in every examination. It gets from the utterance of the examiner, than it can be analyze by politeness strategies.

D. Subject of the Research

Subject is people who gave data or information that needed in a research. The researcher focused on examiners of English Language Education at IAIN Surakarta in thesis proposal online examination. The researcher took four examination of two female and two male students' thesis proposal online examination as the subject of this research. Each examination consist of 3 examiner who became main examiner, examiner I, and examiner II.

The first is female students' examination 1, the examiner in this examination are Arina Rohmatika, S.Pd. M.Pd as main examiner, Habibi Nur Hidayanto, M.Pd as examiner I, and Dr. H. Sujito, M.Pd as examiner II. The second is female students' examination 2, the examiner in this examination are Budiasih S.Pd M.Hum as main examiner, Arina Rohmatika, S.Pd. M.Pd as examiner I, and Nor Laili Fatmawati, M.Pd as examiner II. The third is male

students' examination 1, the examiner in this examination are Lilik Istiqomah, M.Hum., M.Pd. as main examiner, Ikke Dewi Pratama, SS., M.Hum. as examiner I, and Dr. Rochmat Budi Santoso, S.Pd., M.Pd. as examiner II. The last is male students' examination 2, the examiner in this examination are Prof. Dr. H. Giyoto, M.Hum. as main examiner, Maria Wulandari, M.Pd. as examiner I, and Imroatus Solikhah, M.Pd. as examiner II. .

E. Technique of Collecting Data

In collecting the data, the researcher use observation with uses *simak* method in collecting data. Sudaryanto in Sari (2019) states that *simak* method is a method of collecting data by understanding the language usage, both oral and written language. Sudaryanto stated that four are some techniques to carry out this method. Some of they are:

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

Refers to a technique in which the researcher observes politeness strategy in a certain context or discourse without getting involves in the thesis proposal online examination. Consider the technique, that's the researcher only acts as an observer. The researcher come to the online examination, then the researcher starts recording thesis proposal online examination from the beginning until the end of the session. The researcher will be a nonparticipant observer; nonparticipant observer is an observer who visits the sites and record note during the activities.

The observation was conducted four time by observing the utterance

of examiners during thesis proposal online examination. The researcher records on what examiners said on thesis proposal online examination process regarding to the used of politeness strategies by the examiners. The observation conducted at English Language Education of IAIN Surakarta, that are female and male students' thesis proposal online examination.

In this observation, the thesis proposal examination was conducted online. The examination is carried out using the *WhatsApp Videocall* application. The examiners and student in same time videocall in that application. The researcher conducted this research four times at Rona Rosita on September 11st 2020, Puji Lestari on September 15th 2020. Akhmal Faezal Latief on September 14th 2020, and Trisnanda Muhammad Aji on September 15th 2020.

2. *Teknik Rekam* (Recording Techniques)

Sudaryanto (1993: 135) states that *telnik rekam* is recording the conversation with recorder media: tape, camera, or digital recorder. In this case the researcher used video record and audio record to record the utterance of the examiner on thesis proposal online examination. Recording is done directly when the language is formed. The video record was conduct two times and also audio record was conduct two times.

3. *Teknik Catat* (Note Taking Technique)

The researcher will carry stationery, such as pen, pencil, paper, etc. Refer to a technique in which the writer takes down some notes of the utterance right after observes the utterance. The researcher take note when

the examiners doing the activities on thesis online examination. When the examiners open the examination, give question or suggestion in main activity and the last closing the examination.

It can be concluded that, after the researcher done in *teknik simak bebas cakap* (Non-participate observation technique), *rekam teknik* (recorded technique) the researcher uses this technique in the transcript formation and then the transcript is used by the researcher as data in this research. The researcher transcript the all of the utterance from the examiners. Moreover, the researcher labeled each utterance with "E1", "E2", "E3", and "S". E1 refers to expressed by main examiner, E2 refers to examiner I, E3 refers to examiner II, and S refers to students.

F. The Data Coding

After the researcher does several steps in collecting data, the last step is codifying the data. The data coding is to simply the data classification and data analysis. The data coding as follows:

1. The researcher gave capital letter E. For the explanation, E was the examiner. There were E-1 as main examiner, E-2 as examiner I, and E-3 as examiner II.

2. The researcher gave capital letter Em and Ef. For the explanation, Em was the examination of male student and Ef for the examination of female student. There were Em-1 is first examination of male student, Em-2 is second examination of male student, Ef-1 is first examination of female

student, and Ef-2 is third second examination of female student

3. The alphabetic capital letters used to classify politeness strategies

    a. These written below: The form of politeness used by teacher as follows: bald on record (BOR), positive politeness (PP), negative politeness (NP) off record (OR).

    b. The form of bald on record strategies used by teacher as follows: cases of non-minimization of the threat (NM), cases of FTA-oriented bald on record usage (OB).

    c. The form of positive politeness strategies used by teacher as follows: Notice or attend to hearer (NATH), Exaggerate (EX), Intensify interest to hearer (IH), Use in-group identity markers(IM), Seek agreement (SA), Avoid disagreement (AD), Presuppose/ raise/ assert common ground (PR). Joke (JK), Assert S's knowledge of H's wants and willingness (AK), Offer and promise (OP), be optimistic (BO), Include both S and H in the activity (SH), Give or ask reason (GR), Assume or assert reciprocity (AR), Give gifts to H (GG).

    d. The form of negative politeness strategies used by teacher as follows: Be conventionally indirect (CI), Question and hedge (QH), Be pessimistic (BP), Minimize the imposition (MI) Give deference (GD), Apologize (AP), Impersonalize Speaker and Hearer (IM), State the FTA as general rule (GR), Nominalize (NO), Go on record as incurring debt or as not indebting H (ID).

    e. The form of Off record strategies used by teacher as follows: Give hints

(GH), Give association clues (GA), Presuppose (PS), Understate (UD), Overstate (OV), Use tautologies (UT), Use contradictions (UC), Be Ironic (BI), Use metaphor (UM), Use rhetorical questions (RQ), Be ambiguous (BA). Be vague (BV), Over-generalize (OG), Displace hearer (DH), Be incomplete or use ellipsis (IN).

4. The alphabetic capital letters used to classify factors influence the use of politeness strategy such as PO to payoff and RC to relevant circumstances. Relevant circumstances is divided into three dimensions, which are social distance (D), relative power (P), and size of imposition (R).

G. Technique of Analyzing Data

Miles and Huberman (1994) suggest that qualitative data analysis consist of three procedures. Those three procedures of data analysis can be explained as follows:

1. Data reduction

Data reduction has meaning a summary, choosing the important things, classifying the data, make the focus, and eliminate the not important things. According to Miles and Huberman (1994: 12), "data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions". After collecting the data of examiners' utterances, the researcher continued the study by selecting and simplifying the data, chose the important things that needed, make a summary, and identifying politeness strategy used by

examiner on thesis proposal online examination. The researcher take data from examination of Rona Rosita, Puji Lestari, Akhmal Faezal Latief and Trisnanda Muhammad Aji.

2. Data display

After reducing the data, the next step is display the data to be meaningful. Data display is information that organizes and presents data analyzed to provide an effort to draw conclusions. Miles and Huberman suggest that a good display of the data, in form narrative text, charts, network, and other graphical format. The function of these types of data display is to perform accessible, compact and organized information of the data. The researcher classified the data of examiners' utterance on thesis proposal online examination and displayed them in informative table. We can take a look at the example bellow:

Table 3.2 The Example of Data Display

No.	Code	Utterance/ Data	Situation /Context	Politeness Strategy				Indication	Factor influence			
				BOR	PP	NP	OR		PO	RC		
										D	P	R
				Opening Activity								
1.	E-1/Em-1/PP/EX/PO	How are you today?	The examiner asked her students' conditio		✓			Exaggerate (interest, approval, sympathy with H)	✓			

			n to show her sympathy								

3. Conclusion drawing/verification.

After the data is displayed in informative table, the researcher begin to develop conclusions about the research. Then, this initial conclusions can be verified with checked through references that the researcher get before such as field notes or further data collection.

In short, the steps of data analysis consist of: (1) observation, when doing observation the researcher recorded all the presentation and make a script of the record. Then, the researcher select, identify, and make the focus on the data based on the research problem; (2) after identifying, the researcher display those data into table form; (3) after display the data, the researcher draw the conclusion.

H. Trustworthiness

The data which found toward qualitative research had to be cross-checked in order that the researcher get appropriate data, being the result of this study are credibility, transferability, dependability, and confirm-ability. Triangulation is one of trustworthiness technique.

According to Moleong (2014), trustworthiness might be defined as a situation that must demonstrate the right value, provide the basic understanding

to be implemented and allow external decision that can influence the consistency from its procedure and neutrality of the findings and decisions, credibility, and confirm-ability are the criterion of trustworthiness of the data qualitative research. Denzin (in Tohirin, 2012: 73) extended the idea of triangulation beyond its conventional association with research methods and designs. He distinguished four form of triangulation:

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

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

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

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

In this study, the researcher uses investigator triangulation. Investigator triangulation involves using several different investigators in the analysis process. Typically, this manifests as an evaluation team consisting of colleagues within a field of study wherein each investigator examines the program with the same qualitative method (interview, observation, case study, or focus groups).

The researcher as the first classified the data of politeness strategies obtained from observation based on her view. Then, the data that has been classified by researcher are check one by one by the validators. The research

used group discussion as the validator. The researcher has the data validation with Adzanningsih Emi Pratiwi, S.Pd., Anita Sulistiana, S.Pd., and Diah Permana Sari, S.Pd who reseacrh politeness strategy in previous. After checking one by one the data, then the validators found that there were incorrect data. The wrong data is discussed in the group discussion. The group discussion was done in W*hatsApp Group*. The researcher carried out this process to get the data validation.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the research and it is divided into two sub chapters, namely research finding and discussion. The research finding presents and describes the result of the data analysis of the politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. Meanwhile, the discussion section provides the deep and detailed description of the data findings.

A. Research Finding

These data finding were related to the types of politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. Brown and Levinson classify politeness strategies into four categories, there are bald on record, positive politeness, negative politeness, and off record. Based on the observation on September 2020 about the politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta, the researcher found types of politeness strategies and factor that influence the used politeness strategy by examiner according to Brown and Levinson theory. The researcher found 425 utterance of twelve examiners from four examination of two female and two male students' thesis proposal online examination that classified in to Brown and Levinson's politeness strategies. Each examination consist of 3

examiner who became main examiner, examiner I, and examiner II, so the data finding is presented into several parts; first examination till fourth examination.

Based on the explanation above, the researcher made a table that showed about politeness strategy used by examiner on students' thesis proposal online examination.

Table 4.1 Politeness Strategy Used by Examiner

NO.	POLITENESS STRATEGY	SUB UNIT		NUMBERS	TOTAL
1	Type of politeness strategy	Bald on record		28	425
		Positive politeness		191	
		Negative politeness		200	
		Off record		6	
2.	Factor that influence the used of politeness strategy	Pay off		389	425
		Relevant circumstances	Social distance	3	
			Relative power	33	
			Size of imposition	0	

From the table 4.1 above can be seen that examiner used the politeness strategies on thesis proposal online examination. The amount of politeness strategy used are 425 utterance. The data show 28 classified as bald on record strategy, 191 data classified as positive politeness strategy, 200 data classified as negative politeness strategy, and 6 data classified as off record strategy. The factor that influence the used of politeness strategy show 389 classified as pay off and 36 classified as relevant circumstances (3 as social distance, 33 as

relative power and 0 as size imposition). The detail explanation as below:

1. **Types of politeness strategies used by examiners**

    a. **Female students' examination 1**

    The researcher found 108 utterances of politeness strategies used by examiner in the female students' examination 1. The researcher conducted in Rona Rosita's examination on September, 11st 2020. The examiner in this examination are Arina Rohmatika, S.Pd. M.Pd as main examiner, Habibi Nur Hidayanto, M.Pd as examiner I, and Dr. H. Sujito, M.Pd as examiner II. The detail as below:

    1) Opening

    In the opening activity the researcher found 17 utterances belonged to politeness strategy. There are 8 utterances from main examiner, 8 utterances from examiner I, and 1 utterances from examiner II. The detail explanation below:

    a) Main examiner

    In the opening activity, the researcher found 8 utterances of politeness strategies that used by miss Arina Rohmatika, S.Pd. M.Pd as main examiner in the female students' examination 1. There are several types of politeness strategies that used by examiner in the female students' examination 1. The detail explanation below:

(1) Bald on-record

There are 2 utterances belonged to bald on record strategies in sub-strategy using cases of non-minimization of the threat in datum E-1/04/Ef-1/BOR/NM/QH/RC-P and E-1/07/Ef-1/BOR/NM/PO. The example of the datum was E-1/04/Ef-1/BOR/NM/QH/RC-P. Previously, the student reciting al-Qur'an and she make an error.

E-1: "**diulangi, diperhatikan panjang pendeknya jangan terlalu cepat**"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 1 which is maximum efficiency. The examiner give instruction to the student used direct strategy without further commotion or in situation where the examiner has more power than the hearer.

(2) Positive politeness

There are 5 utterances belonged to positive politeness in sub-strategy use in-group identity marker in datum E-1/01/Ef-1/PP/IM/PO, E-1/03/Ef-1/PP/IM/PO, E-1/05/Ef-1/PP/IM/PO, E-1/06/Ef-1/PP/IM/PO, and E-1/08/Ef-1/PP/IM/PO. The example was datum E-1/01/Ef-1/PP/IM/PO. Previously, the

examiner I as the chairman give the time to the main examiner to start the discussion and the main examiner say thank you to the examiner I.

> E-1: "oke, thank you very much but before the time give it to me, so **mbak** Rona"

The utterance showed that the examiner used group identity marker. She called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner said thanks for being given time.

(3) Negative politeness

There are 1 utterance belonged to negative politeness in sub-strategy question and hedge. The datum was E-1/02/Ef-1/NP/QH/ RC-P.

> E-1: "**please read surah Maryam one until eleven**"

The examiner used negative politeness in sub-strategy question and hedge by mentioning word "please" in her question. In this utterance hedge functioned to soften command, in this case the examiner asked the student to read surah Maryam one until eleven

b) Examiner I

In the opening activity, the researcher found 8 utterances of politeness strategies that used by Habibi Nur Hidayanto, M.Pd as examiner I (Chairman) in the female students' examination 1. The utterance belonged to positive politeness. The detail explanation below:

(1) Positive politeness

There are 8 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 1, 3, 4, 6, 7, and 8), include both S and H in the activity (in data number 2), and give or ask for reason (in data number 5).

(a) Use in-group identity markers

The examiner used in-group identity markers in datum E-2/01/Ef-1/PP/IM/PO, E-2/03/Ef-1/PP/IM/PO, E-2/04/Ef-1/PP/IM/PO, E-2/06/Ef-1/PP/IM/PO, E-2/07/Ef-1/PP/IM/PO, and E-2/08/Ef-1/PP/IM/PO. The example of the datum was E-2/01/Ef-1/PP/IM/PO.

E-2: "The honorable ibu Arina Rohmatka, S.Pd. M.Pd as main examiner, the honourable bapak professor Dr.. H. Sujito, M.Pd as the secretrary and **mbak** Rona Rositawati

as the presenter"

The utterance showed that the examiner use group identity marker. He called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner opened the examination by did welcoming.

(b) Include both S and H in the activity

The examiner used include both S and H in the activity in datum E-2/02/Ef-1/PP/SH/RC-P.

E-2: "**Please opening this section by reciting basmalah together**"

Proposal examination requires including examiners and student in the same activity when opening the examination. From the utterance above we know that examiners and student were opening the examination by reciting basmallah together

(c) Give (or ask) for reason

The examiner used give (or ask) for reason in datum E-2/05/Ef-1/PP/GR/PO.

E-2: "**Please to closer to your mobilephone**

mbak ya, ini suaranya gak jauh. Ya mbak Rona, lebih mendekat lagi biar jelas suaranya"

The utterance above show that the examiner asked the student to more close with their mobile phone because the voice from student did not hear by examiner.

c) Examiner II

In opening activity, the researcher found 1 utterance of politeness strategies that used by Dr. H. Sujito, M.Pd as examiner II (secretary) in the female students' examination 1. The utterance belonged to negative politeness. The detail explanation below:

(1) Positive politeness

There are 1 utterance belonged to negative politeness in sub-strategy apologize in datum E-3/01/Ef-1/NP/AP/PO. Previously, the examiner II has permission to leave the video call (examination).

E-3: "Terimakasih **mohon maaf**, wassalamu'alaikum Wr. Wb"

From the utterance above, it can be seen that the examiner apologize to all of the examiners and student because he must leave the video call (examination).

2) Main examination

In the main examination, the researcher found 89 utterances belonge to politeness strategy. There are 34 utterances from main examiner, 41 utterances from examiner I, and 14 utterances from examiner II. The detail explanation below:

a) Main examiner

In the main examination, the researcher found 34 utterance of politeness strategies that used by miss Arina Rohmatika, S.Pd. M.Pd as main examiner in the female students' examination 1. There are several types of politeness strategies that used by examiner in the female students' examination 1. The detail explanation below:

(1) Bald on-record

There are 2 utterances belonged to bald on record strategies in sub-strategy using cases of non-minimization of the threat in datum E-1/27/Ef-1/BOR/NM/PO and E-1/28/Ef-1/BOR/NM/PO. The example of the datum was E-1/27/Ef-1/BOR/NM/PO. Previously the examiner asked the student about problem statement.

E-1: "**just focus in a let say the process of English teaching and learning in Language Education Centre aja gak usah**

**dikasih a dan b nanti kalau dalam
kontennya mau dikasih a dan b silahkan
tapi disini cukup satu ya.**"

The examiner used bald on record sub-strategy:
cases of non-minimization of the threat in strategy in
strategy 7 which is sympathetic advice or warning. The
examiner does care about the student and give advice the
student to the student about the problem statement of the
research.

(2) Positive politeness

There are 19 utterances belonged to positive
politeness strategies in sub-strategy use in-group identity
markers (in data number 11, 21, 22, 23, 32, 36, 39, 40,
and 42), seek agreement (in data number 10 and 18),
offer and promise (in data number 19, 37, and 38), be
optimistic (in data number 13 and 41), give or ask reason
(in data number 14 and 25) and give gifts to H (in data
number 12).

(a) Use in-group identity markers

The examiner used this sub-strategy in datum
E-1/11/Ef-1/PP/IM/PO, E-1/21/Ef-1/PP/IM/PO, E-
1/22/Ef-1/PP/IM/PO, E-1/23/Ef-1/PP/IM/PO, E-
1/32/Ef-1/PP/IM/PO, E-1/36/Ef-1/PP/IM/PO, E-

1/39/Ef-1/PP/IM/PO, E-1/40/Ef-1/PP/IM/PO, and E-1/42/Ef-1/PP/IM/PO. The example was datum E-1/11/Ef-1/PP/IM/PO.

E-1: "dan di video juga, oke **mbak** rona"

The utterance showed that the examiner used group identity marker. She called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner asked if the video call is clear.

(b) Seek agreement

The examiner used this sub-strategy in datum E-1/10/Ef-1/PP/SA/PO and E-1/18/Ef-1/PP/SA/PO. The example of the datum was E-1/10/Ef-1/PP/SA/PO. Previously, the main examiner mute the speaker on the video call.

E-1: "**Oke terdengar jelas ya mas suara saya?**

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about clearly of her voice.

(c) Offer and promise

The examiner used this sub-strategy in datum E-1/19/Ef-1/PP/OP/PO, E-1/37/Ef-1/PP/OP/PO, and E-1/38/Ef-1/PP/OP/PO. The example was datum E-1/19/Ef-1/PP/OP/PO. Previously, the main examiner read the background of the study.

E-1: "**my suggestion** the first is if you want to focus and that history, so focus on the history of language centre as applies to help formal institutions in global or also in Indonesia"

The examiner used positive politeness strategy sub-strategy offer. From the utterance above we know that the examiner offered the student about focus the research.

(d) Be optimistic

The examiner used this sub-strategy in datum E-1/13/Ef-1/PP/BO/PO and E-1/41/Ef-1/PP/BO/PO. The example was datum E-1/13/Ef-1/PP/BO/PO. Previously, the examiner think that the topic of the research is very interesting.

E-1: "**I believe that the last be good things and also probably special things about**

this language centre right."

From the utterance above we know that the examiner believe that the place of the research that choose by student is good and special.

(e) Give (or ask) for reason

There were two utterances belonged to give (or ask) for reason in datum E-1/14/Ef-1/PP/GR/PO and E-1/25/Ef-1/PP/GR/PO. The example was datum E-1/14/Ef-1/PP/GR/PO. Previously, the examiner think that the topic of the research is very interesting.

E-1: "**alasan memilih judul ini apa, kenapa memilih language education centre ini apa di banding dengan mungkin education centre yang lain gitu misalnya atau kenapa ini disekolah?**"

The data above showed that the examiner asked to the student about the reason that she choose the research and the place.

(f) Give gifth to H

There were one utterance belonged to give gifts to H in datum E-1/12/Ef-1/PP/GG/PO.

E-1: "**let's see I actually the topic that you**

choose is very interesting"

The data above showed that the examiner praise the student about the topic of this research is very interesting

(3) Negative politeness

There are 12 utterances belonged to negative politeness strategies in sub-strategy question and hedge (in data number 15, 16, 17, 24, 26, 29, 30, 31, 33, 34, and 35) and apologize (in data number 9).

 (a) Question and hedge

The examiner used this sub-strategy in datum E-1/15/Ef-1/NP/QH/RC-P,E-1/16/Ef-1/NP/QH/PO, E-1/17/Ef-1/NP/QH/PO,   E-1/24/Ef-1/NP/QH/PO, E-1/26/Ef-1/NP/QH/PO,   E-1/29/Ef-1/NP/QH/PO, E-1/30/Ef-1/NP/QH/PO,   E-1/31/Ef-1/NP/QH/PO, E-1/33/Ef-1/NP/QH/PO,   E-1/34/Ef-1/NP/QH/PO, and E-1/35/Ef-1/NP/QH/PO. The example of the datum was E-1/15/Ef-1/NP/QH/RC-P.

E-1: "**so try to speak in English**"

The examiner used negative politeness in sub-strategy question and hedge by mentioning word "so" in her question. In this utterance hedge functioned to soften command, in this case the

examiner asked the student to speak in English.

(b) Apologize

The examiner used negative politeness strategy in sub-strategy apologize in the datum E-1/09/Ef-1/NP/AP/PO.

E-1: "Ya **mohon maaf** karena saya bareng-bareng sama ngajar"

From the utterance above, it can be seen that the examiner apologize to all of the examiners and student because she have another agenda in the same time

(4) Off-record

The examiner used off record strategy in sub-strategy be ambiguous in the data number E-1/20/Ef-1/OR/BA/PO. Previously, the examiner read the background of the study.

E-1: "saya melihat ini isinya bener-bener masih **ngalor ngidul ya** seperti tidak belum mencerminkan tujuan"

The utterance above show that the examiner used word "ngalor ngidul" that have ambiguous meaning

b) Examiner I

In the main examination, the researcher found 41

utterance of politeness strategies that used by Habibi Nur
Hidayanto, M.Pd as examiner I (Chairman) in the female
students' examination 1. There are several types of politeness
strategies that used by examiner in the female students'
examination 1. The detail explanation below:

(1) Positive politeness

There are 22 utterances belonged to positive
politeness strategies in sub-strategy exaggerate (in data
number 11 and 12), use in-group identity markers (in
data number 10, 13, 15, 26, 39, 40, 43, 44, 46, and 49),
seek agreement (in data number 37), joke (in data
number 28 and 29), offer and promise (in data number
14, 22, 25, and 33), give or ask for reason (in data
number 18 and 27), and give gifts to H (in data number
48).

(a) Exaggerate (interest, approval, sympathy with H)

There was 2 utterances of exaggerate used by
examiner I in datum E-2/11/Ef-1/PP/EX/PO and E-
2/12/Ef-1/PP/EX/PO. The example of the datum
was E-2/11/Ef-1/PP/EX/PO. Previously, main
examiner have done the discussion and it will be
change by examiner I.

E-2: "And then mbak rona we will continue.

Mbak Rona **are you oke**?"

The utterance above showed that the examiner asked the students' condition to show his sympathy. Sympathy with H is kind of positive politeness strategy that classified into exaggerate

(b) Use in-group identity markers

The examiner used in-group identity markers in datum E-2/10/Ef-1/PP/IM/PO, E-2/13/Ef-1/PP/IM/PO, E-2/15/Ef-1/PP/IM/PO, E-2/26/Ef-1/PP/IM/PO, E-2/39/Ef-1/PP/IM/PO, E-2/40/Ef-1/PP/IM/PO, E-2/43/Ef-1/PP/IM/PO, E-2/44/Ef-1/PP/IM/PO, E-2/46/Ef-1/PP/IM/PO, and E-2/49/Ef-1/PP/IM/PO. The example of the datum was E-2/10/Ef-1/PP/IM/PO. Previously, main examiner have done the discussion and it will be change by examiner I.

E-2: "And then **mbak** rona we will continue. **Mbak** Rona are you oke?"

The utterance showed that the examiner use group identity marker. He called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity

to the student. The context of the utterance is the examiner asked the student about student condition.

(c) Seek agreement

The examiner used seek agreement in data number E-2/37/Ef-1/PP/SA/PO. Previously the examiner asked the student about the technique of collecting data that the student have.

E-2: "observation, **document ya**?

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about the technique of collecting data.

(d) Joke

The examiner used this sub-strategy in datum E-2/28/Ef-1/PP/JK/PO and E-2/29/Ef-1/PP/JK/PO. The example of the datum was E-2/28/Ef-1/PP/JK/PO. Previously the examiner asked the student about the numbering of proposal and student make a mistake with write number A and C.

E-2: "B nya ilang, **jangan korupsi mbak wah**"

The utterance above show that the examiner jokes to the student because she make a mistake with write number A and C.

(e) Offer and promise

The examiner used offer and promise in datum E-2/14/Ef-1/PP/OP/PO, E-2/22/Ef-1/PP/OP/PO, E-2/25/Ef-1/PP/OP/PO, and E-2/33/Ef-1/PP/OP/PO. The example of the datum was E-2/14/Ef-1/PP/OP/PO.

> E-2: "**It is better for you to conduct the source ya, cari yang lain jangan satu part.**"

From the utterance above we know that the examiner offered the student about conduct the source

(f) Give (or ask) for reason

The examiner used give or ask for reason in datum E-2/18/Ef-1/PP/GR/PO and E-2/27/Ef-1/PP/GR/PO. The example of the datum was E-2/18/Ef-1/PP/GR/PO. Previously, the examiner I and student discuss about the background of the study.

> E-2: "**why does this school use LEC in the teaching and learning English?**"

The utterance above show that the examiner asked the student about the reason of the school used

LEC.

(g) Give gifts to H (sympathy, understanding, cooperation)

The examiner used this sub-strategy in data number E-2/48/Ef-1/PP/GG/PO.

E-2: "**Congratulation** mbak Rona, and you can continue your proposal"

The utterance above show that the examiner said "congratulation" to show his sympathy. Give gifts to H (sympathy, understanding, cooperation belong) to positive politeness strategy.

(2) Negative politeness

There are 18 utterances belonged to negative politeness strategy in sub-strategy question and hedge in the datum E-2/16/Ef-1/NP/QH/PO, E-2/17/Ef-1/NP/QH/PO, E-2/19/Ef-1/NP/QH/PO, E-2/20/Ef-1/NP/QH/PO, E-2/21/Ef-1/NP/QH/PO, E-2/23/Ef-1/NP/QH/PO, E-2/24/Ef-1/NP/QH/PO, E-2/30/Ef-1/NP/QH/PO, E-2/31/Ef-1/NP/QH/PO, E-2/32/Ef-1/NP/QH/PO, E-2/34/Ef-1/NP/QH/PO, E-2/35/Ef-1/NP/QH/PO, E-2/36/Ef-1/NP/QH/PO, E-2/38/Ef-1/NP/QH/PO, E-2/41/Ef-1/NP/QH/PO, E-2/42/Ef-1/NP/QH/PO, E-2/45/Ef-1/NP/QH/PO, and E-2/47/Ef-

1/NP/QH/PO. The example of the datum was E-2/16/Ef-1/NP/QH/PO. Previously the examiner asked the student about the sentence on background of the study page five.

E-2: "**oke it is your own word? Your sentence, kalimatmu gak?**"

The utterance above show that the examiner asked the student about sentence in page five that her own word or not.

(3) Off record

The examiner used off record strategy in sub-strategy be incomplete or use ellipsis in the data number E-2/09/Ef-1/OR/IN/PO.

E-2: "**Speakernya tolong bu belum di…**"

From the utterance above we know that the examiner used utterance that incomplete. Be incomplete or use ellipsis is kind of positive politeness

c) Examiner II

In the main examination, the researcher found 14 utterance of politeness strategies that used by Dr. H. Sujito, M.Pd as examiner II (secretary) in the female students' examination 1. There are several types of politeness strategies that used by examiner in the female students' examination 1. The detail explanation below:

(1) Positive politeness

There are 9 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 2, 4, 5, and 15), seek agreement (in data number 10 and 11), offer and promise (in data number 9), give or ask for reason (in data number 13), and give gifts to H (in data number 7).

 (a) Use in-group identity markers

The examiner used in-group identity markers in datum E-3/02/Ef-1/PP/IM/PO, E-3/04/Ef-1/PP/IM/PO, E-3/05/Ef-1/PP/IM/PO, and E-3/15/Ef-1/PP/IM/PO. The example of the datum was E-3/02/Ef-1/PP/IM/PO.

E-3: "okay thank you pak Habibi as the chairman of this presentation and also bu Arina as the main examiner and also **mbak** Rona"

From the utterance above, the examiner showed the use in-group identity markers. He called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance

is the examiner said thanks for being given time.

(b) Seek agreement

The examiner used seek agreement in datum E-3/10/Ef-1/PP/SA/PO and E-3/11/Ef-1/PP/SA/PO. The example of the datum was E-3/10/Ef-1/PP/SA/PO

E-3: "Is that true Rona that you want to give in your research finding by giving the proof and by giving the data that can be used for other institution showing that teaching learning in language laboratory will be powerful additional supplement for the student okay.**When it is right?**"

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about the research finding.

(c) Offer and promise

The examiner used offer and promise in datum E-3/09/Ef-1/PP/OP/PO. Previously, the examiner read the problem identification and he think this almost the same with the research problem.

E-3: "**So it is better for you to add**

identification of problem"

From the utterance above we know that the examiner offered the student about identification of the problem..

(d) Give (or ask) for reason

The examiner used this sub-strategy in datum E-3/13/Ef-1/PP/GR/PO. Previously, the examiner asked the student about research problem.

E-3: "**why you leave identification, why you leave material and why you leave media?**"

The data above showed that the examiner asked to the student about the reason of the research problem.

(e) Give gifth to H (sympathy, understanding, cooperation)

The examiner used Give gifts to H in datum E-3/07/Ef-1/PP/GG/PO.

E-3: "**I appreciate** of your title because of some student in the title when they describe with their plan describe teaching and learning process"

The utterance above show that the examiner

appreciate the student proposal to show his sympathy. Give gifts to H (sympathy, understanding, cooperation belong) to positive politeness strategy

(2) Negative politeness

There are 5 utterances belonged to negative politeness strategy in sub-strategy question and hedge (in data number 6, 8, 12, and 14) and apologize (in the data number 3).

(a) Question and hedge

The examiner used negative politeness strategy in sub-strategy question and hedge in the datum E-3/06/Ef-1/NP/QH/PO, E-3/08/Ef-1/NP/QH/PO, E-3/12/Ef-1/NP/QH/PO, and E-3/14/Ef-1/NP/QH/PO. The example of the datum was E-3/06/Ef-1/NP/QH/PO.

E-3: "Oke mbak Rona **would you please read your title of your proposal to remaind me?**"

The examiner used negative politeness in sub-strategy question and hedge by mentioning word "please" in her question. In this utterance hedge functioned to soften command, in this case the

examiner asked the student to read again the research title

(b) Apologize

The examiner used this sub strategy in datum E-3/03/Ef-1/NP/AP/PO.

E-3: "**I'm sorry** I have four meeting at once the first is meeting for penguji CPNS kita salah satunya bu Ikke, pak Arikunto, dan ada beberapa CPNS baru kita yang mau masuk"

From the utterance above, it can be seen that the examiner apologize to all of the examiners and student because he must leave the videocall (examination) before.

3) Closing

In the closing activity, the researcher found 2 utterances belonged to politeness strategy. It was come from examiner 1 as the chairman. The detail explanation below:

a) Examiner 1

In the closing activity, the researcher found 2 utterances of politeness strategies that used by Habibi Nur Hidayanto, M.Pd as examiner I (Chairman) in the female students' examination 1. There are several types of politeness

strategies that used by examiner in the female students'
examination 1. The detail explanation below:

(1) Positive politeness

    The examiner used positive politeness strategy in
sub-strategy include both S and H in the activity in
datum. E-2/50/Ef-1/PP/SH/PO.

    E-2: "**I think it is better for us to screen record ya
(take a picture)**"

    The   utterance   above   show   that   proposal
examination requires including examiners and student in
the same activity, the word "us" refers to examiners and
student. The examiners and student take a picture or
screenshot on the videocall (examination)

(2) Negative politeness

    The examiner used negative politeness strategy in
sub-strategy question and hedge in datum E-2/51/Ef-
1/NP/QH/PO.

    E-2: "**I think** it is better for us to screen record ya
(take a picture)"

    The examiner used negative politeness in sub-
strategy question and hedge by mentioning word "I
think" in her utterance.

From the presentation of data finding above, the researcher uses

table to make easier to know the frequency of the used type of politeness strategy in each examination. The table is as bellow:

Table 4.2 The Frequency of The Used of Politeness Strategy on Female

Students' Examination 1

Type of politeness strategy	Sub Unit	Examiner									Frequency
		Main examiner			Examiner I			Examiner II			
		OP	ME	CL	OP	ME	CL	OP	ME	CL	
Bald on record	cases of non-minimization of the threat	2	2	-	-	-	-	-	-	-	4
Positive politeness	Exaggerate	-	-	-	-	2	-	-	-	-	2
	Use in-group identity marker	5	9	-	6	10	-	-	4	-	34
	Seek agreement	-	2	-	-	1	-	-	2	-	5
	Joke	-		-	-	2	-	-	-	-	2
	Offer and promise	-	3	-	-	4	-	-	1	-	8
	Be optimistic	-	2	-	-	-	-	-	-	-	2
	Include both S and H in the activity	-	-	-	1	-	1	-	-	-	2
	Give or ask reason	-	2	-	1	2	-	-	1	-	6
	Give gifts to H	-	1	-	-	1	-	-	1	-	3
Negative politeness	Question and Hedge	1	11	-	-	18	1	-	4	-	35
	Apologize	-	1	-	-	-	-	1	1	-	3
Off record	Be	-	1	-	-	-	-	-	-	-	1

	ambiguous									
	Be incomplete or use ellipsis	-	-	-	-	1	-	-	-	-	1
Sub-total		8	34	0	8	41	2	1	14	0	108
TOTAL		42 utterances			51 utterances			15 utterances			108 utterances

Table 4.2 present the utterances of politeness strategy used by examiners on female students' examination 1. From the table, there were 108 utterances of politeness strategy used by examiners. 108 utterances came from 3 examiner such as 42 utterances from main examiner, 51 utterances from examiner I, and 15 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 17 utterances which contained of politeness strategy. 17 utterances came from main examiner was 8 utterances, examiner I was 8 utterances, and examiner II was 1 utterances. The main examiner used 8 utterences which contained of bald on-record in sub-strategy cases of non-minimization of the threat (2 data), positive politeness in sub-strategy use in-group identity marker (5 data) and negative politeness in sub-strategy question and hedge (1 data). The examiner I used 8 utterances which contained of positive politeness in sub-strategy use in-group identity marker (6 data), include both S and H

in the activity (1 data), and give or ask reason (1 data). The last, examiner II used 1 utterances from negative politeness in sub-strategy apologize (1 data).

In the main examination, the examiners used 89 utterances which contained of politeness strategy, it was from main examiner 34 utterances, examiner I 41 utterances, and examiner II 14 tterances. The main examiner used 34 utterences of politeness strategies came from 4 strategies. Bald on record in sub-strategy cases of non-minimization of the threat (2 data). Positive politeness divided into 6 sub-strategies such us use in-group identity marker (9 data), seek agreement (2 data), offer and promise (3 data), be optimistic (2 data), Give or ask reason (2 data), and give gifts to H (1 data). Negative politeness divided into 2 sub-strategies such us question and hedge (11 data), and apologize (1 data). Off record in sub-strategy be ambiguous (1 data).

The examiner I on main examination used 41 utterances of politeness strategies came from 3 strategies. Positive politeness strategy divided into 7 sub-strategies such us exaggerate (2 data), use in-group identity marker (10 data), seek agreement (1 data), joke (2 data), offer and promise (4 data), Give or ask reason (2 data), and give gifts to H (1 data). Negative politeness in sub-strategy question and hege (18 data), and off record in sub-strategy be incomplete or use ellipsis (1 data). The last is examiner II that used 14 utterances of politeness strategies came from 2 strategy. Positive politeness divide

into 5 sub-strategy such us use in-group identity marker (4 data), seek agreement (2 data), offer and promise (1 data), Give or ask reason (1 data), and give gifts to H (1 data). Negative politeness divide into 2 sub-strategy such us question and hedge (4 data) and apologize (1 data). In the closing activity, the examiner I used 2 utterances belonged to positive politeness. Positive politeness come from sub-strategy Include both S and H in the activity (1 data) and negative politeness com from sub-strategy question and hedge (1 data).

The frequency of politeness strategy used by examiners on female students' examination 1 such as bald on record was 4 utterances, positive politeness was 64 utterances, negative politeness was 38 utterances, and off record was 2 utterances. Bald on record happened 4 data came from cases of non-minimization of the threat. Positive politeness happened 2 data came from exaggerate, 34 data came from use in-group identity markers, 5 data from seek agreement, 2 data from joke, 8 data from offer and promise, 2 data from be optimistic, 2 data from include both S and H in the activity, 6 data from give (or ask) reason, and 3 data from give gifts to H (sympathy, understanding, cooperation). Negative politeness happened 35 data come from question and hedge, and 3 data from apologize. Off record happened 1 data came from be ambiguous and 1 data from be incomplete or use ellipsis. Thus the highest data of politeness strategies used by examiners on female students' examination 1 was

question and hedge of negative politeness with 35 utterances.

b. Female students' examination 2

The researcher found 97 utterances of politeness strategies used by examiner in the female students' examination 2. The researcher conducted in Puji Lestari's examination on September, 15th 2020. The examiner in this examination are Budiasih S.Pd M.Hum as main examiner, Arina Rohmatka, S.Pd. M.Pd as examiner I, and Nor Laili Fatmawati, M.Pd as examiner II. The detail as below:

1) Opening

In the opening activity the researcher found 24 utterances belonged to politeness strategy. There are 3 utterances from main examiner, 13 utterances from examiner I, and 8 utterances from examiner II. The detail explanation below:

a) Main examiner

In the opening activity, the researcher found 3 utterances of politeness strategies that used by Budiasih S.Pd M.Hum as main examiner in the female students' examination 2. There are several types of politeness strategies that used by examiner in the female students' examination 2. The detail explanation below:

(1) Positive politeness

The examiner used positive politeness sub-strategy exaggerate (interest, approval, sympathy with H) in

datum E-1/03/Ef-2/PP/EX/PO. Previously, the examiner I as the chairman of this examination invite the main examiner to be examiner in students' reciting al-Qur'an.

> E-1: "Sorry bu Arina I think you have a hafidzoh over here bu Laili and I think **she is the best person** who give a.. ujian"

The utterance show that the examiner used word "the best person" to show her interest. Interest wit H is kind of positive politeness strategy that classified into exaggerate.

(2) Negative politeness

There are 2 utterances belonged to negative politeness strategy in sub-strategy question and hedge (in data number 2) and apologize (in data number 1).

(a) Question and hedge

The examiner used this sub-strategy in datum E-1/02/Ef-2/NP/QH/PO.

> E-1: "Sorry bu Arina **I think** you have a hafidzoh over here bu Laili and **I think** she is the best person who give a.. ujian"

The examiner used negative politeness in sub-strategy question and hedge by mentioning word "I think" in her utterance.

(b) Apologize

The examiner used negative politeness strategy in sub-strategy apologize in datum E-1/01/Ef-2/NP/AP/PO. Previously, the examiner I as the chairman of this examination invite the main examiner to be examiner in students' reciting al-Qur'an.

E-1: "**Sorry** bu Arina I think you have a hafidzoh over here bu Laili and I think she is the best person who give a.. ujian"

From the utterance above, it can be seen that the examiner apologize to other examiner because there are any examiner that have competent than her to be examiner in students' reciting al-Qur'an

b) Examiner I

In the opening activity, the researcher found 13 utterances of politeness strategies that used by Arina Rohmatka, S.Pd. M.Pd as examiner I in the female students' examination 2. There are several types of politeness strategies that used by examiner in the female students' examination 2. The detail explanation below:

(1) Bald on-record

There are 2 utterances belonged to bald on record

strategies in sub-strategy using cases of non-minimization of the threat (in data number 11) and cases of FTA-oriented bald on-record usage (in data number 1).

(a) Cases of non-minimization of the threat

The examiner used this sub-strategy in datum E-2/11/Ef-2/BOR/NM/PO. Previously, the student recite al-Qur'an.

E-2: "**you are passing or not you are still given charge but you must to improve Your Qur'an recitation nanti untuk munaqosyah karena standartnya sudah standar munaqosyah ya tidak seperti yang ini.**"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 7 which is sympathetic advice or warning. The examiner does care about the student and give advice the student about students' reciting Qur'an

(b) Cases of FTA-oriented bald on-record usage

The examiner used this sub-strategy in datum E-2/01/Ef-2/BOR/OB/PO.

E-2: "**good morning"**

The examiner used bald on record sub-strategy: cases of FTA-oriented bald on-record in strategy 1 which is welcoming by mentioning word "good morning".

(2) Positive politeness

There are 9 utterances belonged to positive politeness strategies in sub-strategy using use in-group identity markers (in data number 2, 4, 6, 8, 12, and 13), seek agreement (in data number 5), offer and promise (in data number 9), and include both S and H in the activity (in data number 7).

 (a) Use in-group identity markers

The examiner used this sub-strategy in datum E-2/02/Ef-2/PP/IM/PO, E-2/04/Ef-2/PP/IM/PO, E-2/06/Ef-2/PP/IM/PO, E-2/08/Ef-2/PP/IM/PO, E-2/12/Ef-2/PP/IM/PO, and E-2/13/Ef-2/PP/IM/PO. The example was datum E-2/02/Ef-2/PP/IM/PO.

E-2: "the honourable all the examiner and also **mbak** Puji Lestari"

The utterance showed that the examiner use group identity marker. She called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner

used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner opened the examination by did welcoming.

(b) Seek agreement

The examiner used seek agreement in datum E-2/05/Ef-2/PP/SA/PO. Previously, the examiner asked the researchers' name.

Researcher: "Mila, Jamilatud Dukha"

E-2   : "**mbak Mila?"**

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about researchers' name

(c) Offer and promise

The examiner used offer and promise in datum E-2/09/Ef-2/PP/OP/PO.

E-2: "I would like to invite bu Nor Laili Fatmawati, times is your, **silahkan**"

From the utterance above we know that the examiner offered to give time the other examiner.

(d) Include both S and H in the activity

The examiner used include both S and H in the

activity in datum E-2/07/Ef-2/PP/SH/RC-P. Previously, the examiner I as the chairman open the examination

E-2: "**So before we open the examainer and also mbak mila let's start today seminar proposal by recitation basmallah,**

bismillahirohmannirrohim"

Proposal examination requires including examiners and student in the same activity when opening the examination. From the utterance above we know that examiners and student were opening the examination by reciting basmallah together

(3) Negative politeness

There are 2 utterance belonged to negative politeness in sub-strategy question and hedge in datum E-2/03/Ef-2/NP/QH/PO and E-2/10/Ef-2/NP/QH/PO. The example of the datum was E-2/03/Ef-2/NP/QH/PO. Previously, the examiner I open the examination.

E-2: "**And today we also have siapa mbak namanya?**"

The examiner used negative politeness in sub-strategy question and hedge by asking the name of the

researcher.

c) Examiner II

In opening activity, the researcher found 8 utterance of politeness strategies that used by miss Nor Laili Fatmawati, M.Pd as examiner II in the female students' examination 2. There are several types of politeness strategies that used by examiner in the female students' examination 2. The detail explanation below:

(1) Bald on-record

There are 2 utterances belonged to bald on record strategies in sub-strategy using cases of non-minimization of the threat in datum E-3/07/Ef-2/BOR/NM/RC-P and E-3/08/Ef-2/BOR/NM/PO. The example of the datum was E-3/07/Ef-2/BOR/NM/RC-P. Previously, the examiner II listened the student in reciting al-Qur'an.

E-3: "**Belajar lagi banyak ngaji okay**"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 7 which is sympathetic advice or warning. The examiner does care about the student and give advice to the student about students' reciting Qur'an.

(2) Positive politeness

There are 3 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers in datum E-3/01/Ef-2/PP/IM/PO, E-3/04/Ef-2/PP/IM/PO, and E-3/05/Ef-2/PP/IM/PO. The example of the datum was E-3/01/Ef-2/PP/IM/PO.

E-3: "oke **mbak** Mila, sudah bawa Qur'annya **mba**k Mila?"

The utterance showed that the examiner use group identity marker. She called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner asked the student about bring the al-Qur'an.

(3) Negative politeness

There are 4 utterances belonged to negative politeness strategy in sub-strategy question and hedge (in the data number 2 and 6) and apologize (in data number 3).

(a) Question and hedge

The examiner used this sub-strategy in datum E-3/02/Ef-2/NP/QH/PO and E-3/06/Ef-

2/NP/QH/PO. The example of the datum was E-3/02/Ef-2/NP/QH/PO.

> E-3: "oke mbak Mila, **sudah bawa Qur'annya mbak Mila**?**"**

The examiner used negative politeness in sub-strategy question and hedge by asking the student about bring the al-Qur'an in reciting time.

(b) Apologize

The examiner used negative politeness strategy in sub-strategy apologize in the datum E-3/03/Ef-2/NP/AP/PO. Previously, the examiner she got the name wrong.

> E-3: "oh Puji, **sorry sorry** tak kira Puji panggilanne Mila ngunu"

From the utterance above, it can be seen that the examiner apologize to the student because she have mistaken with the name of the student

2) Main examination

In the main examination, the researcher found 72 utterances belonge to politeness strategy. There are 41 utterances from main examiner, 16 utterances from examiner I, and 15 utterances from examiner II. The detail explanation below:

a) Main examiner

In the main examination, the researcher found 41 utterances of politeness strategies that used by Budiasih S.Pd M.Hum as main examiner in the female students' examination 2. There are several types of politeness strategies that used by examiner in the female students' examination 2. The detail explanation below:

(1) Bald on-record

There are 3 utterances belonged to bald on record strategies in sub-strategy using cases of non-minimization of the threat (in data number 38 and 39) and cases of FTA-oriented bald on-record usage (in data number 4).

(a) Cases of non-minimization of the threat

The examiner used this sub-strategy in datum E-1/38/Ef-2/BOR/NM/PO and E-1/39/Ef-2/BOR/NM/RC-P. The example of the datum was E-1/38/Ef-2/BOR/NM/PO. Previously, the examiner ask the student about where the student get the "conceptual framework".

E-1: "**jangan, last thesis itu belum tentu tepat, ikut aja lainnya yang dari fakultas aja ya, yang panduan skripsi**

saja"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 7 which is sympathetic advice or warning. The examiner does care about the student and give advice the student to follow the guide book of thesis.

(b) Cases of FTA-oriented bald on-record usage

The examiner used this sub-strategy in datum E-1/04/Ef-2/BOR/OB/PO.

E-1: "okay thank you bu Arina and **good morning** mbak Puji"

The examiner used bald on record sub-strategy: cases of FTA-oriented bald on-record in strategy 1 which is welcoming by mentioning word "good morning".

(2) Positive politeness

In the main examination, there are 17 four utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 5, 7, 9, 15, 17, 20, 24, 27, 33, 40, and 44), seek agreement (in data number 19, 31, 36, and 41), offer and promise (in data number 18), and give gifts to H (in data number 6).

(a) Use in-group identity markers

The examiner used this sub-strategy in data number E-1/05/Ef-2/PP/IM/PO, E-1/07/Ef-2/PP/IM/PO, E-1/09/Ef-2/PP/IM/PO, E-1/15/Ef-2/PP/IM/PO, E-1/17/Ef-2/PP/IM/PO, E-1/20/Ef-2/PP/IM/PO, E-1/24/Ef-2/PP/IM/PO, E-1/27/Ef-2/PP/IM/PO, E-1/33/Ef-2/PP/IM/PO, E-1/40/Ef-2/PP/IM/PO, and E-1/44/Ef-2/PP/IM/PO. The example of the datum was E-1/05/Ef-2/PP/IM/PO.

E-1: "okay thank you bu Arina and good morning **mbak** Puji"

The utterance showed that the examiner use group identity marker. She called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner said welcoming tho the student.

(b) Seek agreement

The examiner used seek agreement in datum E-1/19/Ef-2/PP/SA/PO, E-1/31/Ef-2/PP/SA/PO, E-1/36/Ef-2/PP/SA/PO, and E-1/41/Ef-2/PP/SA/PO. The example was datum E-1/19/Ef-2/PP/SA/PO.

Previously, the examiner asked the student about reward and punishment.

> E-1: "In classroom itu sebenarnya reward and punishment part of day, **right mbak puji**?"

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about reward and punishment.

(c) Offer and promise

The examiner used offer and promise in datum E-1/18/Ef-2/PP/OP/PO. Previously the examiner read the theory in chapter two.

> E-1: "**I suggest you to write the theory of.. ini apa dulu mbak, the first you have to write theory of teaching and learning English. Itu harus ada dulu, jangan tiba-tiba student gitu, so you have to write the theory of teaching and learning and next is theory of teaching writing and then classroom**"

From the utterance above we know that the examiner offered the student to write the theory of

the research. Offer and promise belong to positive politeness strategy

(d) Give gifts to H (sympathy, understanding, cooperation)

The examiner used this sub-strategy in datum E-1/06/Ef-2/PP/GG/PO.

E-1: "okay **congratulation** for you that you came to this step at your research proposal"

The utterance above show that the examiner said "congratulation" to show sympathy. Give gifts to H (sympathy, understanding, cooperation belong) to positive politeness strategy.

(3) Negative politeness

There are 21 utterances belonged to negative politeness strategies in sub-strategy question and hedge (in data number 8, 10, 11, 12, 13, 14, 16, 21, 22, 25, 28, 29, 30, 32, 34, 35, 37, 42, and 43) and apologize (in data number 23 and 26).

(a) Question and hedge

The examiner used this sub-strategy in datum E-1/08/Ef-2/NP/QH/PO, E-1/10/Ef-2/NP/QH/PO, E-1/11/Ef-2/NP/QH/PO, E-1/12/Ef-2/NP/QH/PO,

E-1/13/Ef-2/NP/QH/PO, E-1/14/Ef-2/NP/QH/PO, E-1/16/Ef-2/NP/QH/PO, E-1/21/Ef-2/NP/QH/PO, E-1/22/Ef-2/NP/QH/PO, E-1/25/Ef-2/NP/QH/RC-P, E-1/28/Ef-2/NP/QH/PO, E-1/29/Ef-2/NP/QH/PO, E-1/30/Ef-2/NP/QH/PO, E-1/32/Ef-2/NP/QH/PO, E-1/34/Ef-2/NP/QH/PO, E-1/35/Ef-2/NP/QH/PO, E-1/37/Ef-2/NP/QH/PO, E-1/42/Ef-2/NP/QH/PO, and E-1/43/Ef-2/NP/QH/PO. The example of the datum was E-1/08/Ef-2/NP/QH/PO.

> E-1: "for the first paragraph sentence number four you write as we know, **have you got that word**?"

The utterance above show that the examiner asked the student about looking for the word

(b) Apologize

The examiner used negative politeness strategy in sub-strategy apologize in datum E-1/23/Ef-2/NP/AP/PO and E-1/26/Ef-2/NP/AP/PO. The example of the datum was E-1/23/Ef-2/NP/AP/PO.

> E-1: "**sorry-sorry** mbak please speak clearly"

From the utterance above, it can be seen that the examiner apologize to the student because she cannot hear the student voice.

b) Examiner I

In the main examination, the researcher found 16 utterances of politeness strategies that used by Arina Rohmatka, S.Pd. M.Pd as examiner I in the female students' examination 2. There are several types of politeness strategies that used by examiner in the female students' examination 2. The detail explanation below:

(1) Positive politeness

There are 11 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 15, 24, 26, 27, and 29), seek agreement (in data number 17), joke (in data number 14), offer and promise (in data number 19, 22, and 23), and give gifts to H (in data number 28).

(a) Use in-group identity markers

The examiner used this sub-strategy in datum E-2/15/Ef-2/PP/IM/PO, E-2/24/Ef-2/PP/IM/PO, E-2/26/Ef-2/PP/IM/PO, E-2/27/Ef-2/PP/IM/PO, and E-2/29/Ef-2/PP/IM/PO. The example was datum E-2/15/Ef-2/PP/IM/PO.

E-2: "Okay **mbak** Puji Lestari"

The utterance showed that the examiner use group identity marker. She called the student by

using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student.

(b) Seek agreement

The examiner used seek agreement in datum E-2/17/Ef-2/PP/SA/PO.

> E-2: "**here giving reward and punishment is kind of let say technique or teaching method right?**"

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about the idea of the research.

(c) Joke

The examiner used this sub-strategy in data number E-2/14/Ef-2/PP/JK/RC-D. Previously, the main examiner asked the examiner I about "Walgito or Palgito" (quotation).

> E-2: "**Kayak tetangga saya buk (laugh)**"

The utterance above show that the examiner jokes to other examiner about the name in the quotation.

(d) Offer and promise

The examiner used offer and promise in datum E-2/19/Ef-2/PP/OP/PO, E-2/22/Ef-2/PP/OP/PO, and E-2/23/Ef-2/PP/OP/PO. The example of the datum was E-2/19/Ef-2/PP/OP/PO.

E-2: "**I suggest you to take the idea but the point of your research that really really adaptical jadi bisa di paraphrase atau kamu males paraphrase ya pake quote menghargai yang punya tulisan ya, satu paragraph pertama**"

From the utterance above we know that The examiner offered the student to don't plagiarism, the student can paraphrase or give quote.

(e) Give gifts to H (sympathy, understanding, cooperation)

The examiner used this sub-strategy in datum E-2/28/Ef-2/PP/GG/PO.

E-2: "**Congratulation** all of the examiner…."

The utterance above show that the examiner said "congratulation" to show his sympathy. Give gifts to H (sympathy, understanding, cooperation belong) to positive politeness strategy.

(2) Negative politeness

There are 5 utterances belonged to negative politeness strategy in sub-strategy question and hedge (in data number 16, 18, 20, and 25) and apologize (in data number 21).

(a) Question and hedge

The examiner used this sub-strategy in datum E-2/16/Ef-2/NP/QH/PO, E-2/18/Ef-2/NP/QH/PO, E-2/20/Ef-2/NP/QH/PO, and E-2/25/Ef-2/NP/QH/RC-P. The example of the datum was E-2/16/Ef-2/NP/QH/PO.

E-2: "**where you get the idea or taking giving reward and punishment, idea from?**"

From the utterance above show that the examiner asked the student about the idea of the research come from.

(b) Apologize

The examiner used negative politeness strategy in sub-strategy apologize in the datum E-2/21/Ef-2/NP/AP/PO. Previously, the examiner asked the student about her belief that want take theory from Skinner.

E-2: "Kalau misal sementara reward sama

punishment sebenarnya teorinya juga
besar beberapa, **I'm sorry** kalau ada
konsep yang bener-bener clear than ini."

From the utterance above, it can be seen that the
examiner apologize to the student because if there
are any concept more clearly than this concept.

c) Examiner II

In the main examination, the researcher found 15
utterance of politeness strategies that used by miss Nor Laili
Fatmawati, M.Pd as examiner II in the female students'
examination 2. There are several types of politeness
strategies that used by examiner in the female students'
examination 2. The detail explanation below:

(1) Positive politeness

There are 9 utterances belonged to positive
politeness strategies in sub-strategy using exaggerate (in
data number 22), use in-group identity markers (in data
number 9, 10, 12, and 21), seek agreement (in data
number 11 and 23), and joke (in data number 18 and 20).

(a) Exaggerate

The examiner used this sub-strategy in datum
E-3/22/Ef-2/PP/EX/PO. Previously, the student said
that she confuse and feel blank.

E-3: **"kenapa ngeblank? Perasaanmu gimana hari ini?"**

The utterance above showed that the examiner asked the students' condition to show her sympathy. Sympathy with H is kind of positive politeness strategy that classified into exaggerate

(b) Use in-group identity markers

The examiner used in-group identity markers in datum E-3/09/Ef-2/PP/IM/PO, E-3/10/Ef-2/PP/IM/PO, E-3/12/Ef-2/PP/IM/PO, and E-3/21/Ef-2/PP/IM/PO. The example of the datum was E-3/09/Ef-2/PP/IM/PO.

E-3: "ya thank you bu Arina. **Mbak** Puji"

The utterance showed that the examiner use group identity marker. She called the student by using word "mbak". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student.

(c) Seek agreement

The examiner used seek agreement in datum E-3/11/Ef-2/PP/SA/PO and E-3/23/Ef-2/PP/SA/PO. The example of the datum was E-3/11/Ef-

2/PP/SA/PO.

> E-3: "Mbak Puji about your research problem**,
> so the first about the implementation
> right?**"

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about the research problem.

(d) Joke

The examiner used this sub-strategy in datum E-3/18/Ef-2/PP/JK/PO and E-3/20/Ef-2/PP/JK/PO. The example of the datum was E-3/18/Ef-2/PP/JK/PO. Previously, the student said that she confuse and feel blank.

> E-3: "**ngeblank kenapa (laugh) gerogi sama
> bu Asih apa bu Arina? Padahal baik
> hati semua ini**"

The utterance above show that the examiner jokes to the student because the student said that she confuse and feel blank

(2) Negative politeness

There are 6 utterances belonged to negative politeness strategy in sub-strategy question and hedge in

the datum E-3/13/Ef-2/NP/QH/PO, E-3/14/Ef-2/NP/QH/RC-P, E-3/15/Ef-2/NP/QH/PO, E-3/16/Ef-2/NP/QH/PO, E-3/17/Ef-2/NP/QH/PO, and E-3/19/Ef-2/NP/QH/PO. The example of the datum was E-3/13/Ef-2/NP/QH/PO.

> E-3: "**so how you will answer the first question, research problem? What are included there? Have you explain about the implementation?**"

The utterance show that the examiner asked the student about the research problem.

3) Closing

In the closing activity the researcher found 1 utterance belonged to politeness strategy. It was come from examiner 1 as the chairman. The detail explanation below:

a) Examiner 1

In the closing activity, the researcher found 1 utterance of politeness strategies that used by Arina Rohmatka, S.Pd. M.Pd as examiner I in the female students' examination 2. The detail explanation below:

(1) Positive politeness

The examiner used positive politeness strategy in sub-strategy include both S and H in the activity in

datum E-2/30/Ef-2/PP/SH/RC-P.

E-2: "**Let's close today by saying hamdalah**"

Proposal examination requires including examiners
and student in the same activity when closing the
examination. From the utterance above we know that
examiners and student were closing the examination by
reciting hamdallah together.

From the presentation of data finding above, the researcher uses
table to make easier to know the frequency of the used type of
politeness strategy in each examination. The table is as bellow:

Table 4.3 The Frequency of The Used of Politeness Strategy on Female

Students' Examination 2

Type of politeness strategy	Sub Unit	Examiner									Frequency
		Main examiner			Examiner I			Examiner II			
		OP	ME	CL	OP	ME	CL	OP	ME	CL	
Bald on record	cases of non-minimization of the threat	-	2	-	1	-	-	2	-	-	5
	Cases of FTA-oriented bald on-record usage	-	1	-	1	-	-	-	-	-	2
Positive politeness	Exaggerate	1	-	-	-	-	-	-	1	-	2
	Use in-group identity marker	-	11	-	6	5	-	3	4	-	29

	Seek agreement	-	4	-	1	1	-	-	2	-	8
	Joke	-		-	-	1	-	-	2	-	3
	Offer and promise	-	1	-	1	3	-	-	-	-	5
	Include both S and H in the activity	-	-	-	1	-	1	-	-	-	2
	Give gifts to H	-	1	-	-	1	-	-	-	-	2
Negative politeness	Question and Hedge	1	19	-	2	4	-	2	6	-	34
	Apologize	1	2	-	-	1	-	1	-	-	5
Sub-total		3	41	0	13	16	1	8	15	0	97
TOTAL		44 utterance			30 utterance			23 utterance			97 utterance

Table 4.3 present the utterances of politeness strategy used by examiners on female students' examination 2. From the table, there were 97 utterances of politeness strategy used by examiners. 97 utterances came from 3 examiner such as 44 utterances from main examiner, 30 utterances from examiner I, and 23 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 24 utterances which contained of politeness strategy. 24 utterances came from main examiner was 3 utterances, examiner I was 13 utterances, and examiner II was 8 utterances. The main examiner used 3 utterences which contained of positive politeness in sub-

strategy exaggerate (1 data) and negative politeness in sub-strategy question and hedge (1 data) and apologize (1 data).

The examiner I on opening activity used 13 utterances of politeness strategies came from 3 strategies. Bald on-record divided into 2 in sub-strategy such us cases of non-minimization of the threat (1 data) and cases of FTA-oriented bald on-record usage (1 data), Positive politeness divided into 4 sub-strategy such us use in-group identity marker (6 data), seek agreement (1 data), offer and promise (1 data), include both S and H in the activity (1 data). Negative politeness in sub-strategy question and hedge (2 data). The last, examiner II on opening activity used 8 utterances which contained of bald on-record in sub strategy cases of non-minimization of the threat (2 data), positive politeness in sub-strategy use in-group identity marker (3 data), negative politeness in sub-strategy question and hedge (2 data) and apologize (1 data).

In the main examination, the examiners used 72 utterances which contained of politeness strategy that was from main examiner 41 utterances, examiner I 16 utterances, and examiner II 15 tterances. The main examiner used 41 utterences of politeness strategies came from 3 strategies. Bald on record divided into 2 in sub-strategy such us cases of non-minimization of the threat (2 data) and cases of FTA-oriented bald on-record usage (1 data). Positive politeness divided into 4 sub-strategies such us use in-group identity marker (11 data), seek

agreement (4 data), offer and promise (1 data), and give gifts to H (1 data). Negative politeness divided into 2 sub-strategies such us question and hedge (19 data) and apologize (2 data).

The examiner I on main examination used 16 utterances of politeness strategies came from 2 strategies. Positive politeness strategy divided into 5 sub-strategies such us use in-group identity marker (5 data), seek agreement (1 data), joke (1 data), offer and promise (3 data), and give gifts to H (1 data). Negative divided into 2 sub-strategies such us question and hedge (4 data) and apologize (1 data). The last is examiner II that used 15 utterances of politeness strategies came from 2 strategy. Positive politeness divide into 4 sub-strategy such us exaggerate (1 dsta), use in-group identity marker (4 data), seek agreement (2 data), and joke (2 data). Negative politeness come from question and hedge (6 data). In the closing activity, the examiner I used 1 utterances belonged to positive politeness. Positive politeness come from sub-strategy Include both S and H in the activity (1 data).

The frequency of politeness strategy used by examiners on female students' examination 2 such as bald on record was 7 utterances, positive politeness was 51 utterances, and negative politeness was 39 utterances. Bald on record happened 5 data came from cases of non-minimization of the threat and 2 data from cases of FTA-oriented bald on record usage. Positive politeness happened 2

data came from exaggerate, 29 data came from use in-group identity markers, 8 data from seek agreement, 3 data from joke, 5 data from offer and promise, 2 data from include both S and H in the activity, and 2 data from give gifts to H (sympathy, understanding, cooperation). Negative politeness happened 34 data come from question and hedge, and 5 data from apologize. Thus the highest data of politeness strategies used by examiners on female students' examination 2 was question and hedge of negative politeness with 34 utterances.

c. Male students' examination 1

The researcher found 91 utterances of politeness strategies used by examiner in the male students' examination 1. The researcher conducted in Akhmal Faezal Latief's examination on September, 14 2020. The examiner in this examination are Lilik Istiqomah, M.Hum., M.Pd. as main examiner, Ikke Dewi Pratama, SS., M.Hum. as examiner I, and Dr. Rochmat Budi Santoso, S.Pd., M.Pd. as examiner II. The detail as below:

1) Opening

In the opening activity, the researcher found 11 utterances belonged to politeness strategy. There are 6 utterances from main examiner, 5 utterances from examiner I, and the researcher did not find politeness strategy used by examiner II on opening activity. The detail explanation below:

a) Main examiner

The researcher found 6 utterances of politeness strategies that used by Lilik Istiqomah, M.Hum., M.Pd. as main examiner in the male students' examination 1. There are several types of politeness strategies that used by examiner in the male students' examination 1. The detail explanation below:

(1) Bald on-record

The examiner used bald on record in sub-strategy cases of non-minimization of the threat in datum E-1/04/Em-1/BOR/NM/RC-P. Previously, the student recite the al-Qur'an.

> E-1: "and then the second one **please recite again everyday ya so that when you have thesis event or thesis munaqosyah you will recite the holy Qur'an mostly ya"**

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 7 which is sympathetic, advice, or warning. The examiner does care about the student and give advice the student to recite the al-Qur'an every day

(2) Positive politeness

The examiner used positive politeness sub-strategy

use in-group identity markers in datum E-1/02/Em-1/PP/IM/PO, E-1/03/Em-1/PP/IM/PO, and E-1/06/Em-1/PP/IM/PO. The example of the datum was E-1/02/Em-1/PP/IM/PO.

> E-1: "**mas** Faesal would you like do recite the holy Qur'an on surah Maryam **mas**."

The utterance showed that the examiner use group identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of this utterance is the examiner asked the student to recite the al-Qur'an on surah Maryam

(3) Negative politeness

The examiner used negative politeness sub-strategy question and hedge in datum E-1/01/Em-1/NP/QH/PO and E-1/05/Em-1/NP/QH/PO. The example of the datum was E-1/01/Em-1/NP/QH/PO.

> E-1: "**mas Faesal would you like do recite the holy Qur'an on surah Maryam mas.**"

From the utterance above show that the examiner asked the student to recite the al-Qur'an on surah Maryam

b) Examiner I

In the opening activity, the researcher found 5 utterances of politeness strategies that used by Ikke Dewi Pratama, SS., M.Hum. as examiner I in the male students' examination 1. There are several types of politeness strategies that used by examiner in the male students' examination 1. The detail explanation below:

(1) Bald on-record

The examiner used bald on-record in sub-strategy cases of FTA-oriented bald on record usage in datum E-2/01/Em-1/BOR/OB/PO.

E-2: "**good afternoon**"

The examiner used bald on record sub-strategy: cases of FTA-oriented bald on-record in strategy 1 which is welcoming by mentioning word "good afternoon".

(2) Positive politeness

There are 3 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 4 and 5) and include both S and H in the activity (in data number 2).

(a) Use in-group identity markers

The examiner used this sub-strategy in datum E-2/04/Em-1/PP/IM/PO and E-2/05/Em-

1/PP/IM/PO. The example of the datum was E-2/04/Em-1/PP/IM/PO.

E-2: "next is presentation **mas** faesal"

The utterance showed that the examiner use group identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of this utterance is the examiner announced the next agenda that is presentation.

(b) Include both S and H in the activity

The examiner used include both S and H in the activity in datum E-2/02/Em-1/PP/SH/RC-P. Previously, the examiner II as the chairman opened the examination.

E-2: "**Before we start the exam, let's open this agenda by saying basmallah together**"

Proposal examination requires including examiners and student in the same activity when opening the examination. From the utterance above we know that examiners and student were opening

the examination by reciting basmallah together.

(3) Negative politeness

The examiner used negative politeness strategy in sub-strategy question and hedge in the datum E-2/03/Em-1/NP/QH/PO.

E-2: "next is Qur'an recitation mas Faesal **do you bring your al-Qur'an with you?**"

The utterance above show that the examiner asked the student about He bring al-Qur'an or not.

2) Main examination

In the main examination, the researcher found 80 utterances belonge to politeness strategy. There are 35 utterances from main examiner, 37 utterances from examiner I, and 8 utterances from examiner II. The detail explanation below:

a) Main examiner

In the main examination, the researcher found 35 utterances of politeness strategies that used by Lilik Istiqomah, M.Hum., M.Pd. as main examiner in the male students' examination 1. There are several types of politeness strategies that used by examiner in the male students' examination 1. The detail explanation below:

(1) Bald on-record

The examiner used bald on record in sub-strategy

cases of non-minimization of the threat in datum E-1/23/Em-1/BOR/NM/PO. The examiner give hints to the student about internet connection that unstable.

E-1: "**iya putus-putus coba terus**"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 4 which is case of channel noice. It is happen because internet connection that unstable that makes videocall (examination) was disturbed. The examiner asked the student to try refresh the internet connection.

(2) Positive ppoliteness

There are 16 utterances belonged to positive politeness strategies in sub-strategy using use in-group identity markers (in data number 7, 29, 32, 37, 40, and 41), seek agreement (in data number 10, 11, 13, 14, 19, 25, 28, and 38), offer and promise (in data number 26), and give (or ask) for reason (in data number 17).

(a) Use in-group identity markers

The examiner used this sub-strategy in datum E-1/07/Em-1/PP/IM/PO, E-1/29/Em-1/PP/IM/PO, E-1/32/Em-1/PP/IM/PO, E-1/37/Em-1/PP/IM/PO, E-1/40/Em-1/PP/IM/PO, and E-1/41/Em-1/PP/IM/PO. The example of the datum was E-

1/07/Em-1/PP/IM/PO.

E-1: "**Mas** faesal ya"

The utterance showed that the examiner use group identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student.

(b) Seek agreement

The examiner used this sub-strategy in datum E-1/10/Em-1/PP/SA/PO, E-1/11/Em-1/PP/SA/PO, E-1/13/Em-1/PP/SA/PO, E-1/14/Em-1/PP/SA/PO, E-1/19/Em-1/PP/SA/PO, E-1/25/Em-1/PP/SA/PO, E-1/28/Em-1/PP/SA/PO, and E-1/38/Em-1/PP/SA/PO. The example of the datum was E-1/10/Em-1/PP/SA/PO. Previously, the examiner discuss about GNB course.

E-1: "**oo target languagenya English ya not Indonesia?**"

It can be seen in the utterance above that the examiner asked the student to get students' agreement. The examiner ask the student agreement about the language in GNB Course.

(c) Offer and promise

The examiner used this sub-strategy in datum E-1/26/Em-1/PP/OP/PO. Previously, the examiner discuss about process in GNB course.

E-1: "**So I think if you wanna make it clear, maybe it's to be related to the semantic aja atau mau yang bagaimana?**"

The examiner used positive politeness strategy sub-strategy offer. From the utterance above we know that the examiner offered the student to choose semantic or other theory.

(d) Give (or ask) for reason

The examiner used this sub-strategy in datum E-1/17/Em-1/PP/GR/PO. Previously, the examiner ask the student about the background of the trainer in GNB course.

E-1: "**I think the background your trainer should put here, should right down here because there will be miss understanding ya between what you have done and what the readers think about it ya**"

The data above showed that the examiner asked the

student to put the background of the trainer because there will be miss understanding between what student have done and what the readers think about it.

(3) Negative politeness

There are 17 utterances belonged to negative politeness strategy in sub-strategy question and hedge in the datum E-1/08/Em-1/NP/QH/PO, E-1/09/Em-1/NP/QH/PO, E-1/12/Em-1/NP/QH/PO, E-1/15/Em-1/NP/QH/PO, E-1/16/Em-1/NP/QH/PO, E-1/18/Em-1/NP/QH/PO, E-1/20/Em-1/NP/QH/PO, E-1/21/Em-1/NP/QH/PO, E-1/24/Em-1/NP/QH/PO, E-1/27/Em-1/NP/QH/PO, E-1/30/Em-1/NP/QH/PO, E-1/31/Em-1/NP/QH/PO, E-1/33/Em-1/NP/QH/PO, E-1/34/Em-1/NP/QH/PO, E-1/35/Em-1/NP/QH/PO, E-1/36/Em-1/NP/QH/RC-P, and E-1/39/Em-1/NP/QH/PO. The example of the datum was E-1/08/Em-1/NP/QH/PO.

E-1: "**I would like to ask you actually what is your issue in your research here?, what kind of issue do you confirm here?**"

From the utterance above show that the examiner asked the student about the issue in the research.

(4) Off record

The examiner used off record strategy in sub-strategy give hints in the datum E-1/22/Em-1/OR/GH/PO.

E-1: "**kok putus-putus ya sebentar putus-putus ya, putus-putus ya..**"

From the utterance above show that the examiner give hints to the student about internet connection that unstable.

b) Examiner I

In the main examination, the researcher found 37 utterances of politeness strategies that used by Ikke Dewi Pratama, SS., M.Hum. as examiner I in the male students' examination 1. There are several types of politeness strategies that used by examiner in the male students' examination 1. The detail explanation below:

(1) Bald on-record

The examiner used bald on record in sub-strategy cases of non-minimization of the threat in datum E-2/38/Em-1/BOR/NM /RC-P. Previously, the examiner read the proposal of the student in chapter two page 17.

E-2: "**Kamu mau pengakuan dosa atau tak kandakke pak rochmat?**"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 6 which is power different between S and H. The examiner ask the student related to chapter two page 17. The examiner have more power than the student

(2) Positive politeness

There are 8 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 7 and 42), seek agreement (in data number 27), offer and promise (in data number 24 and 39), and give (or ask) for reason (in data number 23, 30, and 31).

 (a) Use in-group identity markers

The examiner used this sub-strategy in datum E-2/07/Em-1/PP/IM/PO and E-2/42/Em-1/PP/IM/PO. The example of the datum was E-2/07/Em-1/PP/IM/PO.

E-2: "Can you hear my voice **mas** Faesal?"

The utterance showed that the examiner use group identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity

to the student. The context of this utterance is the examiner asked the student about the clearly voice of the examiner.

(b) Seek agreement

The examiner used this sub-strategy in datum E-2/27/Em-1/PP/SA/PO. Previously, the examiner asked the student to read number one of research question.

> E-2: "**ya salah gak?**"

From the utterance above we know that the examiner asked the student agreement about right or false of the research question number one

(c) Offer and promise

The examiner used offer and promise in datum E-2/24/Em-1/PP/OP/PO and E-2/39/Em-1/PP/OP/PO. The example of the datum was E-2/24/Em-1/PP/OP/PO. Previously, the examiner read the background of the study.

> E-2: "**Nah ini kan mungkin bisa dijelaskan lagi dikasih awalan. In the pre-observation research that has conducted tanggal berapa, the researcher find out there are some**

curious in using al-Qur'an as media of learning English bla bla gitu."

From the utterance above we know that the examiner offered the student to put sentence about pre-observation in the background of study. Offer and promise belong to positive politeness strategy.

(d) Give (or ask) for reason

The examiner used give or ask for reason in data number E-2/23/Em-1/PP/GR/PO, E-2/30/Em-1/PP/GR/PO, and E-2/31/Em-1/PP/GR/PO. The example of the datum was E-2/23/Em-1/PP/GR/PO. Previously, the examiner read the background of the study.

E-2: "**okay so probably in the background of the study you can put apa ya the description as well as the transkip of the tutor and the student conversation so that we have another view of the class situation when using Qur'an as the media in teaching English. Because when I read this saya masih tidak jelas ini maksudnya gimana because al-Qur'an have high level of vocabulary**

that trying to find out the synonym and antonym."

The utterance above show that the examiner asked the student to put description of the tutor in background study, because the examiner do not understand with the background of the study

(3) Negative politeness

There are 28 utterances belonged to negative politeness strategy in sub-strategy question and hedge in the datum E-2/06/Em-1/NP/QH/PO, E-2/08/Em-1/NP/QH/RC-P, E-2/09/Em-1/NP/QH/PO, E-2/10/Em-1/NP/QH/RC-P, E-2/11/Em-1/NP/QH/PO, E-2/12/Em-1/NP/QH/PO, E-2/13/Em-1/NP/QH/PO, E-2/14/Em-1/NP/QH/PO, E-2/15/Em-1/NP/QH/RC-P, E-2/16/Em-1/NP/QH/PO, E-2/17/Em-1/NP/QH/PO, E-2/18/Em-1/NP/QH/PO, E-2/19/Em-1/NP/QH/PO, E-2/20/Em-1/NP/QH/PO, E-2/21/Em-1/NP/QH/PO, E-2/22/Em-1/NP/QH/PO, E-2/25/Em-1/NP/QH/PO, E-2/26/Em-1/NP/QH/PO, E-2/28/Em-1/NP/QH/PO, E-2/29/Em-1/NP/QH/PO, E-2/32/Em-1/NP/QH/RC-P, E-2/33/Em-1/NP/QH/PO, E-2/34/Em-1/NP/QH/PO, E-2/35/Em-1/NP/QH/PO, E-2/36/Em-1/NP/QH/PO, E-2/37/Em-1/NP/QH/PO, E-2/40/Em-1/NP/QH/PO, and E-

2/41/Em-1/NP/QH/PO. The example of the datum was E-2/06/Em-1/NP/QH/PO.

> E-2: "**Can you hear my voice mas Faesal?**"

The utterance above show that the examiner asked the student about the clearly voice of the examiner.

c) Examiner II

In the main examination, the researcher found 8 utterances of politeness strategies that used by Dr. Rochmat Budi Santoso, S.Pd., M.Pd. as examiner II in the male students' examination 1. There are several types of politeness strategies that used by examiner in the male students' examination 1. The detail explanation below:

(1) Politeness strategy

There are 3 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 1), offer and promise (in data number 4), and give or ask for reason (in data number 3).

(a) Use in-group identity markers

The examiner used in-group identity markers in datum E-3/01/Em-1/PP/IM/PO.

> E-3: "Okay **mas** faezal my suggestion do you have the complete paper of the previous study?"

The utterance showed that the examiner use group identity marker. He called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner ask the student about complete paper of the previous study.

(b) Offer and promise

The examiner used offer and promise in datum E-3/04/Em-1/PP/OP/PO. Previously, the examiner asked about previous study.

> E-3: "So **I suggest you to read it in detail. Jadi coba and baca secara detail dua previous study itu okay yang lengkap ya.**

From the utterance above we know that the examiner offered the student to read in detail the previous study. Offer and promise belong to positive politeness strategy.

(c) Give (or ask) for reason

The examiner used give or ask for reason in datum E-3/03/Em-1/PP/GR/PO. Previously, the

examiner asked about previous study.

> E-3: "**okay please read it ya the complete paper but do not copy about.. Because your study here is similar with this jadi penelitian anda itu kurang lebih apa ya, mirip dengan ini jadi kamu baca aja itu jadi beda tempat itu aja ya**"

The utterance above show that the examiner asked the student to read the complete paper and do not copy because the study is similar with it

(2) Negative politeness

There are 5 utterances belonged to negative politeness strategy in sub-strategy question and hedge in the datum E-3/02/Em-1/NP/QH/PO, E-3/05/Em-1/NP/QH/PO, E-3/06/Em-1/NP/QH/RC-P, E-3/07/Em-1/NP/QH/PO, and E-3/08/Em-1/NP/QH/RC-P. The example of the datum was E-3/02/Em-1/NP/QH/PO.

> E-3: "Okay mas faezal my suggestion **do you have the complete paper of the previous study?** You mention here to previous studies from puji sumarsono and niza maria, **you have the complete paper?**"

The utterance above show that the examiner asked

the student about complete paper of the previous study.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the used type of politeness strategy in each examination. The table is as bellow:

Table 4.4 The Frequency of The Used of Politeness Strategy on Male Students' Examination 1

Type of politeness strategy	Sub Unit	Examiner									Frequency
		Main examiner			Examiner I			Examiner II			
		OP	ME	CL	OP	ME	CL	OP	ME	CL	
Bald on record	cases of non-minimization of the threat	1	1	-	-	1	-	-	-	-	3
	Cases of FTA-oriented bald on record usage	-	-	-	1	-	-	-	-	-	1
Positive politeness	Use in-group identity marker	3	6	-	2	2	-	-	1	-	14
	Seek agreement	-	8	-	-	1	-	-	-	-	9
	Offer and promise	-	1	-	-	2	-	-	1	-	4
	Include both S and H in the activity	-	-	-	1	-	-	-	-	-	1
	Give or ask reason	-	1	-	-	3	-	-	1	-	5
Negative politeness	Question and Hedge	2	17	-	1	28	-	-	5	-	53

Off record	Give hints	-	1	-	-	-	-	-	-	-	1
Sub- total		6	35	0	5	37	0	0	8	0	91
TOTAL		41 utterance			42 utterance			8 utterance			91 utterance

Table 4.4 present the utterances of politeness strategy used by examiners on male students' examination 1. From the table, there were 91 utterances of politeness strategy used by examiners. 91 utterances came from 3 examiner such as 41 utterances from main examiner, 42 utterances from examiner I, and 8 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 11 utterances which contained of politeness strategy. 6 utterances came from main examiner was 6 utterances, examiner I was 5 utterances, and the researcher did not find utterance that consist of politeness strategy on examiner II's utterance. The main examiner used 6 utterences which contained of bald on-record in sub-strategy cases of non-minimization of the threat (1 data), positive politeness in sub-strategy use in-group adentity markers (3 data) and negative politeness in sub-strategy question and hedge (2 data). The examiner I on opening activity used 5 utterances of politeness strategies came from 3 strategies. Bald on-record in sub-strategy cases of FTA-oriented bald on-record usage (1 data), positive politeness divided into 2 sub-strategy such us use in-group identity marker (2 data) and include both S and H in the activity (1 data). Negative politeness in

sub-strategy question and hedge (1 data).

In the main examination, the examiners used 80 utterances which contained of politeness strategy that was from main examiner 35 utterances, examiner I 37 utterances, and examiner II 8tterances. The main examiner used 35 utterences of politeness strategies came from 4 strategies. Bald on record in sub-strategy cases of non-minimization of the threat (1 data). Positive politeness divided into 4 sub-strategies such us use in-group identity marker (6 data), seek agreement (8 data), offer and promise (1 data), and give or ask for reason (1 data). Negative politeness in sub-strategies question and hedge (17 data). Off record in sub-strategies give hints (1 data)

The examiner I on main examination used 37 utterances of politeness strategies came from 3 strategies. Bald on record in sub-strategy cases of non-minimization of the threat (1 data). Positive politeness strategy divided into 4 sub-strategies such us use in-group identity marker (2 data), seek agreement (1 data), offer and promise (2 data), and give or ask for reason (3 data). Negative in sub-strategies question and hedge (28 data). The last is examiner II that used 8 utterances of politeness strategies came from 2 strategy. Positive politeness divide into 3 sub-strategy such us use in-group identity marker (2 data), offer and promise (1), and give or ask for reason (1 data). Negative politeness come from question and hedge (5 data).

The frequency of politeness strategy used by examiners on male

students' examination 1 such as bald on record was 4 utterances, positive politeness was 33 utterances, negative politeness was 53 utterances, and off record was 1 utterances. Bald on record happened 3 data came from cases of non-minimization of the threat and 1 data from cases of FTA-oriented bald on record usage. Positive politeness happened 14 data came from use in-group identity markers, 9 data from seek agreement, 4 data from offer and promise, 1 data from include both S and H in the activity, and 5 data from give (or ask) reason. Negative politeness happened 53 data come from question and hedge. Off record happened 1 data came from give hints. Thus the highest data of politeness strategies used by examiners on male students' examination I was question and hedge of negative politeness with 53 utterances.

d. Male students' examination 2

The researcher found 129 utterances of politeness strategies used by examiner in the male students' examination 2. The researcher conducted in Trisnanda Muhammad Aji's examination on September, 15 2020. The examiner in this examination are Prof. Dr. H. Giyoto, M.Hum. as main examiner, Maria Wulandari, M.Pd. as examiner I, and Imroatus Solikhah, M.Pd. as examiner II. The detail as below:

1) Opening

In the opening activity, the researcher found 15 utterances belonged to politeness strategy. There are 5 utterances from main

examiner, 9 utterances from examiner I, and 1 utterance from examiner II on opening activity. The detail explanation below:

a) Main examiner

The researcher found 5 utterances of politeness strategies that used by Prof. Dr. H. Giyoto, M.Hum as main examiner in the male students' examination 2. There are several types of politeness strategies that used by examiner in the male students' examination 2. The detail explanation below:

(1) Bald on-record

The examiner used bald on record in sub-strategy cases of non-minimization of the threat in datum E-1/01/Em-2/BOR/NM/PO, E-1/03/Em-2/BOR/NM/RC-P, and E-1/04/Em-2/BOR/QH/RC-P. The example of the datum was E-1/01/Em-2/BOR/NM/PO.

E-1: "**coba baca sembarang,** Seminar proposal to ini?"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 1 which is maximum efficiency. The examiner used maximum efficiency to ask the student to recite al-Qur'an randomly.

(2) Positive politeness

The researcher used positive politeness in sub-strategy seek agreement in datum E-1/02/Em-2/PP/SA/PO.

E-1: "coba baca sembarang, **seminar proposal to ini?**"

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the students' agreement about this agenda is seminar proposal

(3) Negative politeness

The researcher used negative politeness strategy in sub-strategy question and hedge in the datum E-1/05/Em-2/NP/QH/PO.

E-3: "**sudah selesai ta?.**"

From the utterance above show that The examiner asked the student about the presentation finish or not.

b) Examiner I

In the opening activity, the researcher found 9 utterances of politeness strategies that used by Maria Wulandari, M.Pd examiner I (Chairman) in the male students' examination 2. There are several types of politeness strategies that used by examiner in the female students'

examination 1. The detail explanation below:

(1) Bald on-record

The researcher used bald on record in sub-strategy cases of FTA-oriented bald on record usage in datum E-2/01/Em-2/BOR/OB/PO.

E-2: "**good afternoon**"

The examiner used bald on record sub-strategy: cases of FTA-oriented bald on-record in strategy 1 which is welcoming by mentioning word "good afternoon".

(2) Positive politeness

There are 5 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 3, 5, 8, and 9) and include both S and H in the activity (in data number 2).

(a) Use in-group identity markers

The examiner used in-group identity markers in datum E-2/03/Em-2/PP/IM/PO, E-2/05/Em-2/PP/IM/PO, E-2/08/Em-2/PP/IM/PO, and E-2/09/Em-2/PP/IM/PO. The example of the datum was E-2/03/Em-2/PP/IM/PO.

E-2: "**mas** Trisnanda you may your open your al-Qur'an and I would like to invite the main examiner to give the guidance for

mas Trisnanda**,** pak giyoto the calls is
yours"

The utterance showed that the examiner use
group identity marker. She called the student by
using word "mas". The examiner called the student
with second person plural pronoun. The examiner
used this strategy to showed friendship or solidarity
to the student. The context of the utterance is the
examiner asked the student to open al-Qur'an.

(b) Include both S and H in the activity

The examiner used include both S and H in the
activity in datum E-2/02/Em-2/PP/SH/RC-P.

E-2: "**okay let's open this agenda by saying**
basmalah   together.
Bismillahirrohmanirrohim"

Proposal   examination   requires   including
examiners and student in the same activity when
opening the examination. From the utterance above
we know that examiners and student were opening
the examination by reciting basmallah together

(3) Negative politeness

There   are   3   utterances   belonged   to   negative
politeness strategy in sub-strategy question and hedge in

the datum E-2/04/Em-2/NP/QH/PO, E-2/06/Em-2/NP/QH/RC-P, and E-2/07/Em-2/NP/QH/PO.The example of the datum was E-2/04/Em-2/NP/QH/PO.

> E-2: "mas Trisnanda **you may open your al-Qur'an** and I would like to invite the main examiner to give the guidance for mas Trisnanda**,** pak giyoto the calls is yours."

The examiner used negative politeness in sub-strategy question and hedge. In this utterance hedge functioned to soften command, in this case the examiner asked the student to open and read al-Qur'an.

c) Examiner II

In the opening activity, the researcher found 12 utterances of politeness strategies that used by Imroatus Solikhah, M.Pd. as examiner II in the male students' examination 2. The examiner used politeness strategy. The detail explanation below:

(1) Politeness strategy

The examiner used politeness strategy in sub-strategy use in-group identity markers in datum E-3/01/Em-2/PP/IM/PO.

> E-3: "saya di add ya **mas"**

The utterance showed that the examiner use group

identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student.

2) Main examination

In the main examination, the researcher found 113 utterances belonge to politeness strategy. There are 34 utterances from main examiner, 68 utterances from examiner I, and 11 utterances from examiner II. The detail explanation below:

a) Main examiner

In the main examination, the researcher found 34 utterances of politeness strategies that used by Prof. Dr. H. Giyoto, M.Hum as main examiner in the male students' examination 2. There are several types of politeness strategies that used by examiner in the male students' examination 2. The detail explanation below:

(1) Bald on record

The examiner used bald on record in sub-strategy cases of non-minimization of the threat in datum E-1/33/Em-2/BOR/NM/RC-P, E-1/34/Em-2/BOR/NM/PO, and E-1/35/Em-2/BOR/NM/PO. The example of the datum was E-1/33/Em-2/BOR/NM/RC-P.

E-1: "**kok gak dicatet, awas lo ini saya ketik dilaptop saya ini**"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 7 which is sympathetic, advice, or warning. The examiner give warning the student to take a note the important thing.

(2) Positive politeness

There are 13 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 23), seek agreement (in data number 15, 16, 19, 22, and 27), joke (in data number 12, 37, and 39), and give (or ask) for reason (in data number 6, 7, 29, and 31).

(a) Use in-group identity markers

The examiner used this sub-strategy in datum E-1/23/Em-2/PP/IM/PO. Previously, the examiner asked the student about purpose of the thesis.

E-1: "okay berarti describing return writing letter ability gitu ya? tujuannya **mas**, nanti rumusan masalah rubah"

The utterance showed that the examiner use group identity marker. He called the student by

using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student.

(b) Seek agreement

The examiner used this sub-strategy in data number E-1/15/Em-2/PP/SA/PO, E-1/16/Em-2/PP/SA/PO, E-1/19/Em-2/PP/SA/RC-P, E-1/22/Em-2/PP/SA/PO, and E-1/27/Em-2/PP/SA/PO. The example of the datum was E-1/15/Em-2/PP/SA/PO.

E-1: "**predikatnya mana kalimat tanyamu itu, ndak ada?**"

The utterance showed that the examiner asked the student to get agreement. The examiner asked the student agreement about the truth of the sentence.

(c) Joke

The examiner used this sub-strategy in data number E-1/12/Em-2/PP/JK/PO, E-1/37/Em-2/PP/JK/PO, and E-1/39/Em-2/PP/JK/RC-D. The example of the datum was E-1/12/Em-2/PP/JK/PO. Previously, the examiner asked the student about the

specific or the special one of SMK 2 Batik relating to writing letter that different with other school and the examiner II said "something special, something unique".

E-1: "**special syariah hotel special**"

The utterance above show that the examiner jokes to the student because the examiner II said "something special, something unique".

(d) Give (or ask) for reason

The examiner used give or ask for reason in datum E-1/06/Em-2/PP/GR/PO, E-1/07/Em-2/PP/GR/PO, E-1/29/Em-2/PP/GR/PO, and E-1/31/Em-2/PP/GR/PO. The example of the datum was E-1/06/Em-2/PP/GR/PO.

E-1: "**Okay let see your background. Okay why you choose this one, writing letter not the other writing in SMK?**"

The utterance above show that the examiner asked the student about reason why he choose writing letter in SMK.

(3) Negative politeness

There are 16 utterances belonged to negative politeness strategy in sub-strategy question and hedge in

the datum E-1/08/Em-2/NP/QH/PO, E-1/09/Em-2/NP/QH/PO, E-1/10/Em-2/NP/QH/PO, E-1/11/Em-2/NP/QH/PO, E-1/13/Em-2/NP/QH/PO, E-1/14/Em-2/NP/QH/PO, E-1/17/Em-2/NP/QH/PO, E-1/18/Em-2/NP/QH/PO, E-1/20/Em-2/NP/QH/PO, E-1/21/Em-2/NP/QH/PO, E-1/24/Em-2/NP/QH/PO, E-1/25/Em-2/NP/QH/PO, E-1/26/Em-2/NP/QH/PO, E-1/28/Em-2/NP/QH/PO, E-1/30/Em-2/NP/QH/PO, and E-1/32/Em-2/NP/QH/PO. The example of the datum was E-1/08/Em-2/NP/QH/PO.

> E-1: "**I think** SMK 1 also has, SMK 2 also has jurusan administrasi perkantorankan"

The examiner used negative politeness in sub-strategy question and hedge by mentioning word "I think" in her utterance.

(4) Off record

The examiner used off record strategy in sub-strategy be ambiguous in the data number E-1/36/Em-2/OR/BA/PO and E-1/38/Em-2/OR/BA/PO. The example of the datum was E-1/36/Em-2/OR/BA/PO. Previously, the examiner want to close the first discussion.

> E-1: "**untuk memastikan saja untuk**

penelitiannya nanti biar lebih terang benderang"

The utterance above show that the examiner used word "terang benderang" that have ambiguous meaning

b) Examiner I

In the main examination, the researcher found 68 utterances of politeness strategies that used by Maria Wulandari, M.Pd examiner I (Chairman) in the male students' examination 2. There are several types of politeness strategies that used by examiner in the female students' examination 1. The detail explanation below:

(1) Bald on-record

The researcher used bald on record in sub-strategy cases of non-minimization of the threat in datum E-2/23/Em-2/BOR/NM/PO, E-2/40/Em-2/BOR/NM/PO, E-2/50/Em-2/BOR/NM/PO, and E-2/62/Em-2/BOR/NM/RC-P. The example of the datum was E-2/23/Em-2/BOR/NM/PO. Previously the examiner asked the student about fairly good article on the sentence.

E-2: "**Please be careful with your sentence, your sentence should have meaning on it, so do not write the sentence and that makes the reader**

confuse"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 7 which is sympathetic, advice, or warning by mentioning word "be careful". The examiner does care about the student and give warning the student to be careful with his sentence.

(2) Positive politeness

There are 24 utterances belonged to positive politeness strategies in sub-strategy using exaggerate (in data number 77), use in-group identity markers (in data number 11, 41, 43, 60, 63, 69, 72, 73, and 76), seek agreement (in data number 33 and 45), and give (or ask) reason (in data number 14, 26, 28, 30, 36, and 59).

(a) Exaggerate (interest, approval, sympathy with H)

The examiner used this sub-strategy in datum E-2/77/Em-2/PP/EX/PO. Previously, the examiner II was declare that thesis proposal of the student was pass.

E-2: "**okay are you happy mas trisnanda?**"

The utterance above showed that the examiner asked the students' condition to show her sympathy. Sympathy with H is kind of positive politeness

strategy that classified into exaggerate.

(b) Use in-group identity markers

The examiner used in-group identity markers in datum E-2/11/Em-2/PP/IM/PO, E-2/41/Em-2/PP/IM/PO, E-2/43/Em-2/PP/IM/PO, E-2/60/Em-2/PP/IM/PO, E-2/63/Em-2/PP/IM/PO, E-2/69/Em-2/PP/IM/PO, E-2/72/Em-2/PP/IM/PO, E-2/73/Em-2/PP/IM/PO, and E-2/76/Em-2/PP/IM/PO. The example of the datum was E-2/11/Em-2/PP/IM/PO.

E-2: "I would like to sit from the background **mas** trisnanda please look at the background"

The utterance showed that the examiner use group identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examiner asked the student to look the background of the study.

(c) Seek agreement

The examiner used seek agreement in datum E-2/33/Em-2/PP/SA/PO and E-2/45/Em-2/PP/SA/PO.

The example of the datum was E-2/33/Em-2/PP/SA/PO. Previously, the examiner asked the student about letter that he put on page 4.

E-2: "**this is about kind of permission letter right?**"

It can be seen in the utterance above that the examiner asked the student to get her agreement. The examiner asked the student about kind of permission letter.

(d) Give (or ask) reason

The examiner used this sub-strategy in datum E-2/14/Em-2/PP/GR/PO, E-2/26/Em-2/PP/GR/PO, E-2/28/Em-2/PP/GR/PO, E-2/30/Em-2/PP/GR/PO, E-2/36/Em-2/PP/GR/PO, and E-2/59/Em-2/PP/GR/PO. The example of the datum was E-2/14/Em-2/PP/GR/PO. Previously, the student give explanation about the meaning of the last sentence in the first paragraph of the background study.

E-2: "**okay why do you write this?**"

The data above showed that the examiner asked to the student about the reason why he write last sentence in the first paragraph.

(3) Negative politeness

There are 45 utterances belonged to negative politeness strategy in sub-strategy question and hedge in the datum E-2/10/Em-2/NP/QH/RC-P, E-2/12/Em-2/NP/QH/RC-P, E-2/13/Em-2/NP/QH/PO, E-2/15/Em-2/NP/QH/PO, E-2/16/Em-2/NP/QH/PO, E-2/17/Em-2/NP/QH/PO, E-2/18/Em-2/NP/QH/PO, E-2/19/Em-2/NP/QH/PO, E-2/20/Em-2/NP/QH/PO, E-2/21/Em-2/NP/QH/PO, E-2/22/Em-2/NP/QH/PO, E-2/24/Em-2/NP/QH/PO, E-2/25/Em-2/NP/QH/PO, E-2/27/Em-2/NP/QH/PO, E-2/29/Em-2/NP/QH/PO, E-2/31/Em-2/NP/QH/PO, E-2/32/Em-2/NP/QH/PO, E-2/34/Em-2/NP/QH/PO, E-2/35/Em-2/NP/QH/PO, E-2/37/Em-2/NP/QH/PO, E-2/38/Em-2/NP/QH/PO, E-2/39/Em-2/NP/QH/PO, E-2/42/Em-2/NP/QH/PO, E-2/44/Em-2/NP/QH/PO, E-2/46/Em-2/NP/QH/PO, E-2/47/Em-2/NP/QH/PO, E-2/48/Em-2/NP/QH/PO, E-2/49/Em-2/NP/QH/PO, E-2/51/Em-2/NP/QH/PO, E-2/52/Em-2/NP/QH/PO, E-2/53/Em-2/NP/QH/PO, E-2/54/Em-2/NP/QH/PO, E-2/55/Em-2/NP/QH/RC-P, E-2/56/Em-2/NP/QH/PO, E-2/57/Em-2/NP/QH/PO, E-2/58/Em-2/NP/QH/PO, E-2/61/Em-2/NP/QH/PO, E-2/64/Em-2/NP/QH/PO, E-2/65/Em-2/NP/QH/PO, E-2/66/Em-

2/NP/QH/PO, E-2/67/Em-2/NP/QH/PO, E-2/68/Em-2/NP/QH/PO, E-2/70/Em-2/NP/QH/PO, E-2/74/Em-2/NP/QH/PO, and E-2/75/Em-2/NP/QH/PO. The example of the datum was E-2/10/Em-2/NP/QH/RC-P.

E-2: "I would like to sit from the background mas trisnanda **please look at the background.**"

The examiner used negative politeness in sub-strategy question and hedge. In this utterance hedge functioned to soften command, in this case the examiner asked the student to look the background of the study.

(4) Off-record

The examiner used off record strategy in sub-strategy give hints in the datum E-2/71/Em-2/OR/GH/RC-D.

E-2: "**ya belum kedengaran ibuk**"

From the utterance above show that the examiner give hints the other examiner to do not mute the voice.

c) Examiner II

The researcher found 12 utterances of politeness strategies that used by Imroatus Solikhah, M.Pd. as examiner II in the male students' examination 2. There are several types of politeness strategies that used by examiner in the male students' examination 2. The detail explanation below:

(1) Bald on-record

There are 2 utterances belonged to bald on record strategies in sub-strategy using cases of non-minimization of the threat in datum E-3/06/Em-2/BOR/NM/RC-P and E-3/10/Em-2/BOR/NM/RC-P. The example of the datum was E-3/06/Em-2/BOR/NM/RC-P.

E-1: "**So be focus kemudian yang tidak relevan tidak usah dimasukan**"

The examiner used bald on record sub-strategy: cases of non-minimization of the threat in strategy 7 which is sympathetic, advice, or warning. The examiner does care about the student and give advice the student to focus with letter that he used.

(2) Positive politeness

There are 4 utterances belonged to positive politeness strategies in sub-strategy use in-group identity markers (in data number 4 and 9), and seek agreement (in data number 7 and 11).

(a) Use in-group identity markers

The examiner used in-group identity markers in data number E-3/04/Em-2/PP/IM/PO and E-3/09/Em-2/PP/IM/PO. The example of the datum

was E-3/04/Em-2/PP/IM/PO.

> E-3: "**mas** Aji I will check again what's kind of
>
> material"

The utterance showed that the examiner use group identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student. The context of the utterance is the examinell will check again what's kind of material.

(b) Seek agreement

The examiner used seek agreement in data number E-3/07/Em-2/PP/SA/PO and E-3/11/Em-2/PP/SA/PO. The example of the datum was E-3/07/Em-2/PP/SA/PO.

> E-3: "**Kemudian chapter two ini murni kah**
>
> **writing letter ability ya?**"

It can be seen in the utterance above that the examiner asked the student to get students' agreement. The examiner asked the student about the theory in chapter two.

(3) Negative politeness

There are 5 utterances belonged to negative

politeness strategy in sub-strategy question and hedge in the datum E-3/02/Em-2/NP/QH/PO, E-3/03/Em-2/NP/QH/PO, E-3/05/Em-2/NP/QH/PO, E-3/08/Em-2/NP/QH/PO, and E-3/12/Em-2/NP/QH/PO. The example of the datum was E-3/02/Em-2/NP/QH/PO. Previously, the examiner I asked the student about research question and the student di not understand with the question so the examiner II help the student with clarify the question from examiner I.

E-3: "**datanya dari mana?**"

From the utterance above show that the examiner asked the student about the data of the research.

3) Closing

In the closing activity, the researcher found 1 utterance belonged to politeness strategy. It was come from examiner 1 as the chairman. The detail explanation below:

a) Examiner 1

In the closing activity, the researcher found 1 utterance of politeness strategies that used by Maria Wulandari, M.Pd examiner I (Chairman) in the male students' examination 2. The researcher used positive politeness strategy. The detail explanation below:

(1) Positive politeness

The examiner used positive politeness strategy in sub-strategy use in-group identity marker in datum E-2/78/Em-2/PP/IM/PO.

E-3: "foto lagi for the last section, silahkan **mas** Trisnanda**.** Thank you for pak Giyoto and Ibu Imroatus and also **mas** Trisnanda and we close our agenda this afternoon. Assalamu'alaikum Wr. Wb"

The utterance showed that the examiner use group identity marker. She called the student by using word "mas". The examiner called the student with second person plural pronoun. The examiner used this strategy to showed friendship or solidarity to the student.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the used type of politeness strategy in each examination. The table is as bellow:

Table 4.5 The Frequency of The Used of Politeness Strategy on Male

Students' Examination 2

Type of politeness strategy	Sub Unit	Examiner									Frequency
		Main examiner			Examiner I			Examiner II			
		OP	ME	CL	OP	ME	CL	OP	ME	CL	
Bald on record	cases of non-minimization of the threat	3	3	-	-	4	-	-	2	-	12
	Cases of FTA-oriented bald on record usage	-	-	-	1	-	-	-	-	-	1
Positive politeness	Exaggerate	-	-	-	-	1	-	-	-	-	1
	Use in-group identity marker	-	1	-	4	9	1	1	2	-	18
	Seek agreement	1	5	-	-	2	-	-	2	-	10
	Joke	-	3	-	-		-	-	-	-	3
	Include both S and H in the activity	-	-	-	1	-	-	-	-	-	1
	Give or ask reason	-	4	-	-	6	-	-	-	-	10
Negative politeness	Question and Hedge	1	16	-	3	45	-	-	5	-	70
Off record	Give hints	-	-	-	-	1	-	-	-	-	1
	Be ambiguous	-	2	-	-	-	-	-	-	-	2
Sub-total		5	34	0	9	68	1	1	11	0	129
TOTAL		39 utterance			78 utterance			12 utterance			129 utterance

Table 4.5 present the utterances of politeness strategy used by examiners on male students' examination 2. From the table, there were 129 utterances of politeness strategy used by examiners. 129 utterances came from 3 examiner such as 39 utterances from main examiner, 78 utterances from examiner I, and 12 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 15 utterances which contained of politeness strategy. 15 utterances came from main examiner was 5 utterances, examiner I was 9 utterances, and examiner II was 1 utterances. The main examiner used 5 utterences which contained of bald on-record in sub-strategy cases of non-minimization of the threat (3 data), positive politeness in sub-strategy seek agreement (1 data) and negative politeness in sub-strategy question and hedge (1 data). The examiner I used 9 utterances which contained of bald on-record in sub strategy cases of FTA-oriented bald on record usage (1 data), positive politeness in sub-strategy use in-group identity marker (4 data), include both S and H in the activity (1 data), negative politeness in sub-strategy question and hedge (3 data). The last, examiner II used 1 utterances from positive politeness in sub-strategy use in-group identity marker (1 data).

In the main examination, the examiners used 113 utterances

which contained of politeness strategy, it was from main examiner 34 utterances, examiner I 68 utterances, and examiner II 11 tterances. The main examiner used 34 utterences of politeness strategies came from 4 strategies. Bald on record in sub-strategy cases of non-minimization of the threat (3 data). Positive politeness divided into 4 sub-strategies such us use in-group identity marker (1 data), seek agreement (5 data), joke (3 data), and give or ask reason (4 data). Negative politeness in sub-strategies question and hedge (16 data). Off record in sub-strategy be ambiguous (2 data).

The examiner I on main examination used 68 utterances of politeness strategies came from 4 strategies. Bald on record in sub-substrategy cases of non-minimization of the threat (4 data). Positive politeness strategy divided into 4 sub-strategies such us exaggerate (1 data), use in-group identity marker (9 data), seek agreement (2 data), and give or ask reason (6 data). Negative politeness in sub-strategy question and hege (45 data), and off record in sub-strategy give hints (1 data). The last is examiner II that used 11 utterances of politeness strategies came from 3 strategy. Bald on record in sub-strategy cases of non-minimization of the threat (2 data). Positive politeness divide into 2 sub-strategy such us use in-group identity markers (2 data) and seek agreement (2 data). Negative politeness in sub-strategy question and hedge (5 data). In the closing activity, the examiner I used 1 utterance belonged to positive politeness in sub-strategy use in group

identity markers (1 data).

The frequency of politeness strategy used by examiners on male students' examination 2 such as bald on record was 13 utterances, positive politeness was 43 utterances, negative politeness was 70 utterances, and off record was 3 utterances. Bald on record happened 12 data came from cases of non-minimization of the threat and 1 data from cases of FTA-oriented bald on record usage. Positive politeness happened 1 data came from exaggerate, 18 data came from use in-group identity markers, 10 data from seek agreement, 3 data from joke, 1 data from include both S and H in the activity, and 10 data from give (or ask) reason. Negative politeness happened 70 data come from question and hedge. Off record happened 1 data came from give hints and 2 data from be ambiguous. Thus the highest data of politeness strategies used by examiners on male students' examination 2 was question and hedge of negative politeness with 70 utterances.

Table 4.6 The Frequency of The Used of Politeness strategy by Examiners on Students' Thesis Proposal Online Examination

No.	Types of Politeness Strategy	Total
1.	Bald on record	
	a. Cases of non-minimization of the threat	24
	b. Cases of FTA-oriented bald on record usage	4
	Sub-total 1	28
2.	Positive politeness	
	a. Exaggerate (interest, approval, sympathy with H)	5
	b. Use in-group identity markers	95

	c. Seek agreement	32
	d. Joke	8
	e. Offer and promise	17
	f. Be optimistic	2
	g. Include both S and H in the activity	6
	h. Give or ask reason	21
	i. Give gift to H	5
	Sub-total 2	191
3.	Negative politeness	
	a. Question and hedge	192
	b. Apologize	8
	Sub-total 3	200
4.	Off record	
	a. Give hints	2
	b. Be ambiguous	3
	c. Be incomplete or use ellipsis	1
	Sub-total 4	6

Table 4.6 presents the occurrences of politeness strategy used by examiners on students' thesis proposal online examination. From the table, there were 425 politeness strategies used by examiners. Among four strategies, negative politeness had the most occurrences. It showed that the examiners used negative politeness in 200 utterances. It was followed by positive politeness in 191 utterances, bald on record in 28 utterances, and off record in 6 utterances.

The occurrence of its sub-strategy the largest rank was from question and hedge which is sub-strategy of negative politeness, was in the first position with 192 times out of 425 total occurrences. The second place was from sub-strategy of positive politeness, use in-

group identity markers occurred 95 times. The third place was still the sub-strategy positive politeness, seek agreement with 32 data.

They followed by cases of non-minimization of the threat which is sub strategy of bald on record occurred 24 times, give (or ask) reason occurred 21 times, offer and promise occurred 17 times, joke occurred 8 times, apologize occurred 8 times, Include both S and H in the activity occurred 6 times, exaggerate occurred 5 times, give gift to H occurred 5 times, cases of FTA-oriented bald on record usage occurred 4 times, be ambiguous occurred 3 times, be optimistic occurred 2 times, give hints occurred 2 times, and Be incomplete or use ellipsis occurred 1 times.

2. The Factor that Influence The Use of Politeness Strategies by Examiners

From the analysis the utterances uttered by examiners on students' thesis proposal online examination, the researcher tries to find out some reasons that the examiners uttered in different strategy. From the analysis above we have already know that question and hedge of negative politeness is the dominant type of politeness strategy in students' thesis proposal online examination.

Pay-off and relevant circumstances are basic factor that influence the use of politeness strategy by examiners in students' thesis proposal online examination. As Born and Levinson stated that pay-off is when speaker employs the politeness strategy because they can get advantages and the

relevant circumstances divided to three dimensions to determine the level of politeness, there are social distance, relative power, and size of imposition.

The researcher wanted to explain the finding of factor that influence the use of politeness strategies by examiners on students' thesis proposal online examination. The explanation as below:

a. Female students' examination 1

The researcher found 108 utterance of factor that influence the use of politeness strategies by examiners in the female students' examination 1. The researcher conducted in Rona Rosita's examination on September, 11 2020. The examiner in this examination are Arina Rohmatika, S.Pd. M.Pd as main examiner, Habibi Nur Hidayanto, M.Pd as examiner I, and Dr. H. Sujito, M.Pd as examiner II. The detail as below:

1) Opening

In the opening activity, the researcher found 17 utterances belonged to factor that influence the used ofpoliteness strategy. There are 8 utterances from main examiner, 8 utterances from examiner I, and 1 utterances from examiner II. The detail explanation below:

a) Main examiner

In the opening activity, the researcher found 8 utterances of factor that influence the used politeness

strategies by Arina Rohmatika, S.Pd. M.Pd as main examiner in the female students' examination 1. There are several types of factor that influence the use politeness strategies by examiner in the female students' examination 1. The detail explanation below:

(1) Pay-off

There are 6 utterances belonged to pay-off in datum E-1/01/Ef-1/PP/IM/PO, E-1/03/Ef-1/PP/IM/PO, E-1/05/Ef-1/PP/IM/PO, E-1/06/Ef-1/PP/IM/PO, E-1/07/Ef-1/BOR/NM/PO, and E-1/08/Ef-1/PP/IM/PO. The example of the datum was E-1/01/Ef-1/PP/IM/PO.

E-2: "oke, thank you very much but before the time give it to me, so **mbak** Rona"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

There are 2 utterances belonged to relevant circumstances in dimension relative power (P) in datum E-1/02/Ef-1/NP/QH/ RC-P and E-1/04/Ef-1/BOR/NM/QH/RC-P. The example of the datum was E-1/02/Ef-1/NP/QH/ RC-P.

E-2: "**please read surah Maryam one until eleven**"

The examiner influenced by the factor relevant circumstances in dimension relative power. The utterance indicated that as a main examiner, she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

b) Examiner I

In the opening activity, the researcher found 8 utterances of factor that influence the used politeness strategies by Habibi Nur Hidayanto, M.Pd as examiner I (Chairman) in the female students' examination 1. There are several types of factor that influence the use politeness strategies by examiner in the female students' examination 1. The detail explanation below:

(1) Pay-off

There are 7 utterances belonged to pay-off in datum E-2/01/Ef-1/PP/IM/PO, E-2/03/Ef-1/PP/IM/PO, E-2/04/Ef-1/PP/IM/PO, E-2/05/Ef-1/PP/GR/PO, E-2/06/Ef-1/PP/IM/PO, E-2/07/Ef-1/PP/IM/PO, and E-2/08/Ef-1/PP/IM/PO. The example of the datum was E-2/01/Ef-1/PP/IM/PO.

E-2: "The honorable ibu Arina Rohmatka, S.Pd. M.Pd as main examiner, the honourable bapak professor Dr.. H. Sujito, M.Pd as the secretrary and **mbak** Rona Rositawati as the presenter"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power (P) in datum E-2/02/Ef-1/PP/SH/RC-P.Examiner II.

E-2: "**Please opening this section by reciting basmalah together**"

The examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner I (chairman), He has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

c) Examiner II

In the opening activity, the researcher found 1

utterance of factor that influence the used politeness strategies by Dr. H. Sujito, M.Pd as examiner II (secretary) in the female students' examination 1. The examiner used pay-off as factor that influence the used politeness strategies. The detail explanation below:

(1) Pay-off

The examiner used pay-off in datum E-3/01/Ef-1/NP/AP/PO. Previously, the examiner II has permission to leave the video call (examination).

E-3:"Terimakasih **mohon maaf**, wassalamu'alaikum Wr. Wb"

From the utterance above, it can be seen that the examiner influenced by the factor of pay-off. The examiner employs this utterance by purpose to pay respect to the other examiner and student and avoid incurring a future debt.

2) Main examination

In the main examination, the researcher found 89 utterances belonged to factor that influence the used of politeness strategy. There are 34 utterances from main examiner, 41 utterances from examiner I, and 14 utterances from examiner II. The detail explanation below:

a) Main examiner

In the main examination, the researcher found 8 utterances of factor that influence the used politeness strategies by Arina Rohmatika, S.Pd. M.Pd as main examiner in the female students' examination 1. There are several types of factor that influence the use politeness strategies by examiner in the female students' examination 1. The detail explanation below:

(1) Pay-off

There are 33 utterances belonged to pay-off in datum E-1/09/Ef-1/NP/AP/PO, E-1/10/Ef-1/PP/SA/PO, E-1/11/Ef-1/PP/IM/PO, E-1/12/Ef-1/PP/GG/PO, E-1/13/Ef-1/PP/BO/PO, E-1/14/Ef-1/PP/GR/PO, E-1/16/Ef-1/NP/QH/PO, E-1/17/Ef-1/NP/QH/PO, E-1/18/Ef-1/PP/SA/PO, E-1/19/Ef-1/PP/OP/PO, E-1/20/Ef-1/OR/BA/PO, E-1/21/Ef-1/PP/IM/PO, E-1/22/Ef-1/PP/IM/PO, E-1/23/Ef-1/PP/IM/PO, E-1/24/Ef-1/NP/QH/PO, E-1/25/Ef-1/PP/GR/PO, E-1/26/Ef-1/NP/QH/PO, E-1/27/Ef-1/BOR/NM/PO, E-1/28/Ef-1/BOR/NM/PO, E-1/29/Ef-1/NP/QH/PO, E-1/30/Ef-1/NP/QH/PO, E-1/31/Ef-1/NP/QH/PO, E-1/32/Ef-1/PP/IM/PO, E-1/33/Ef-1/NP/QH/PO, E-1/34/Ef-1/NP/QH/PO, E-1/35/Ef-1/NP/QH/PO, E-

1/36/Ef-1/PP/IM/PO, E-1/37/Ef-1/PP/OP/PO, E-1/38/Ef-1/PP/OP/PO, E-1/39/Ef-1/PP/IM/PO, E-1/40/Ef-1/PP/IM/PO, E-1/41/Ef-1/PP/BO/PO, and E-1/42/Ef-1/PP/IM/PO. The example of the datum was E-1/09/Ef-1/NP/AP/PO.

> E-1: "Ya **mohon maaf** karena saya bareng-bareng sama ngajar"

From the utterance above, it can be seen that the examiner influenced by the factor of pay-off. The examiner employs this utterance by purpose to pay respect to the other examiner and student and avoid incurring a future debt.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power (P) in datum E-1/15/Ef-1/NP/QH/RC-P.

> E-1: "**so try to speak in English**"

From the utterance above show that the examiner influenced by factor of pay-off. The examiner employs this utterance by purpose to maintaining social distance and avoiding the threat of advancing familiarity toward the student.

b) Examiner I

In the main examination, the researcher found 41 utterances of factor that influence the used politeness strategies by Habibi Nur Hidayanto, M.Pd as examiner I (Chairman) in the female students' examination 1. The examiner used pay-off as factor that influence the use politeness strategies. The detail explanation below:

(1) Pay-off

There are 41 utterances belonged to pay-off in datum E-2/09/Ef-1/OR/IN/PO, E-2/10/Ef-1/PP/IM/PO, E-2/11/Ef-1/PP/EX/PO, E-2/12/Ef-1/PP/EX/PO, E-2/13/Ef-1/PP/IM/PO, E-2/14/Ef-1/PP/OP/PO, E-2/15/Ef-1/PP/IM/PO, E-2/16/Ef-1/NP/QH/PO, E-2/17/Ef-1/NP/QH/PO, E-2/18/Ef-1/PP/GR/PO, E-2/19/Ef-1/NP/QH/PO, E-2/20/Ef-1/NP/QH/PO, E-2/21/Ef-1/NP/QH/PO, E-2/22/Ef-1/PP/OP/PO, E-2/23/Ef-1/NP/QH/PO, E-2/24/Ef-1/NP/QH/PO, E-2/25/Ef-1/PP/OP/PO, E-2/26/Ef-1/PP/IM/PO, E-2/27/Ef-1/PP/GR/PO, E-2/28/Ef-1/PP/JK/PO, E-2/29/Ef-1/PP/JK/PO, E-2/30/Ef-1/NP/QH/PO, E-2/31/Ef-1/NP/QH/PO, E-2/32/Ef-1/NP/QH/PO, E-2/33/Ef-1/PP/OP/PO, E-2/34/Ef-1/NP/QH/PO, E-2/35/Ef-1/NP/QH/PO, E-2/36/Ef-1/NP/QH/PO, E-

2/37/Ef-1/PP/SA/PO,   E-2/38/Ef-1/NP/QH/PO,   E-
2/39/Ef-1/PP/IM/PO,   E-2/40/Ef-1/PP/IM/PO,   E-
2/41/Ef-1/NP/QH/PO,   E-2/42/Ef-1/NP/QH/PO,   E-
2/43/Ef-1/PP/IM/PO,   E-2/44/Ef-1/PP/IM/PO,   E-
2/45/Ef-1/NP/QH/PO,   E-2/46/Ef-1/PP/IM/PO,   E-
2/47/Ef-1/NP/QH/PO, E-2/48/Ef-1/PP/GG/PO, and E-
2/49/Ef-1/PP/IM/PO. The example of the datum was E-
2/09/Ef-1/OR/IN/PO.

E-2: "**Speakernya tolong bu belum di…**"

The utterance showed that the examiner influenced
by the factor pay-off. The examiner employs this
utterance by purpose to get credit for being tactful.

c) Examiner II

In the main examination, the researcher found 14
utterance of factor that influence the used politeness
strategies by Dr. H. Sujito, M.Pd as examiner II (secretary)
in the female students' examination 1. The examiner used
pay-off as factor that influence the used politeness strategies.
The detail explanation below:

(1) Pay-off

There are 14 utterances belonged to pay-off in
datum E-3/02/Ef-1/PP/IM/PO, E-3/03/Ef-1/NP/AP/PO,
E-3/04/Ef-1/PP/IM/PO,   E-3/05/Ef-1/PP/IM/PO,   E-

3/06/Ef-1/NP/QH/PO,   E-3/07/Ef-1/PP/GG/PO,   E-

3/08/Ef-1/NP/QH/PO,   E-3/09/Ef-1/PP/OP/PO,   E-

3/10/Ef-1/PP/SA/PO,   E-3/11/Ef-1/PP/SA/PO,   E-

3/12/Ef-1/NP/QH/PO,   E-3/13/Ef-1/PP/GR/PO,   E-

3/14/Ef-1/NP/QH/PO, and E-3/15/Ef-1/PP/IM/PO.The

example of the datum was E-3/02/Ef-1/PP/IM/PO.

> E-3: "okay thank you pak Habibi as the chairman of
> this presentation and also bu Arina as the main
> examiner and also **mbak** Rona"

The utterance showed that the examiner influenced

by the factor pay-off. The examiner employs this

utterance by purpose to avoid and minimize the FTA of

the student and build a good relation.

3) Closing

   In the closing activity, the researcher found 2 utterances

belonged to factor that influence the used of politeness strategy

by examiner I. The detail explanation below:

 a) Examiner I

   In the closing activity, the researcher found 2

utterances of factor that influence the used politeness

strategies by Habibi Nur Hidayanto, M.Pd as examiner I

(Chairman) in the female students' examination 1. The

examiner used pay-off as factor that influence the use

politeness strategies. The detail explanation below:

(1) Pay-off

There are 2 utterances belonged to pay-off in datum
E-2/50/Ef-1/PP/SH/PO and E-2/51/Ef-1/NP/QH/PO.
The example of the data was E-2/50/Ef-1/PP/SH/PO.

E-2: "**I think it is better for us to screen record ya
(take a picture)**"

The utterance showed that the examiner influenced
by the factor pay-off. The examiner employs this
utterance by purpose to avoid and minimize the FTA of
the student and build a good relation.

From the presentation of data finding above, the researcher uses
table to make easier to know the frequency of the factor that influence
the use of politeness strategy in each examination. The table is as
bellow:

**Table 4.7 The Frequency of Factor That Influence The Use of Politeness
Strategy on Female Students' Examination 1**

Examiner	Context	Factor That Influence The Used Of Politeness Strategy				Sub-Total	TOTAL
		Pay Off	Relevant Circumstances				
			Social Distance	Relative Power	Size of Imposition		
Main Examiner	OP	6	-	2	-	8	42 utterances
	ME	33	-	1	-	34	

	CL	-	-	-	-	0	
Examiner 1	OP	7	-	1	-	8	51 utterances
	ME	41	-	-	-	41	
	CL	2	-	-	-	2	
Examiner 2	OP	1	-	-	-	1	15 utterances
	ME	14	-	-	-	14	
	CL	-	-	-	-	0	
Frequency		104	0	4	0	108	108 utterances

Table 4.7 present the factor that influence the use of politeness strategy by examiners on female students' examination 1. From the table, there were 108 utterances of the factor that influence the use of politeness strategy used by examiners. 108 utterances came from 3 examiner such as 42 utterances from main examiner, 51 utterances from examiner I, and 15 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 17 utterances which contained of factor that influence the use of politeness strategy. 17 utterances came from main examiner was 8 utterances, examiner I was 8 utterances, and examiner II was 1 utterances. The main examiner used 8 utterences which contained of pay-off 6 data and relevant circumstances in dimension relative power 2 data. The examiner I used 8 utterances which contained of pay-off 7 data and relevant circumstances in dimension relative power 1 data.

The last, examiner II used 1 utterances in pay-off.

In the main examination, the examiners used 89 utterances which contained of factor that influence the use of politeness strategy. It was from main examiner 34 utterances, examiner I 41 utterances, and examiner II 14 tterances. The main examiner used 34 utterences which contained of pay-off 33 data and relevant circumstances in dimension relative power 1 data. The examiner I used 41 utterances on pay-off. The last, examiner II used 14 utterances on pay-off. In the closing activity, the examiner I used 2 utterances belonged to pay-off.

The frequency of factor that influence the used of politeness strategy used by examiners on female students' examination 1 such us pay-off 104 utterances and relevant circumstances in dimension relative power 4 utterances. Thus the highest data of factor that influence the used of politeness strategy used by examiners on female students' examination 1 was pay-off with 104 utterances.

b. **Female students' examination 2**

The researcher found 97 utterances of factor that influence the used of politeness strategies by examiners in the female students' examination 2. The researcher conducted in Puji Lestari's examination on September, 15 2020. The examiner in this examination are Budiasih S.Pd M.Hum as main examiner, Arina Rohmatka, S.Pd. M.Pd as examiner I, and Nor Laili Fatmawati, M.Pd as examiner II. The detail as below:

1) Opening

In the opening activity the researcher found 24 utterances belonged to factor that influence the used of politeness strategies. There are 3 utterances from main examiner, 13 utterances from examiner I, and 8 utterances from examiner II. The detail explanation below:

a) Main examiner

In the opening activity, the researcher found 3 utterances of factor that influence the used of politeness strategies that used by Budiasih S.Pd M.Hum as main examiner in the female students' examination 2. The researcher used pay-off as factor that influence the used of politeness strategies. The detail explanation below:

(1) Pay-off

There are 3 utterances belonged to pay-off in datum E-1/01/Ef-2/NP/AP/PO, E-1/02/Ef-2/NP/QH/PO, and E-1/03/Ef-2/PP/EX/PO. The example of the datum was E-1/01/Ef-2/NP/AP/PO. Previously, the examiner I as the chairman of this examination invite the main examiner to be examiner in students' reciting al-Qur'an.

E-1: "**Sorry** bu Arina I think you have a hafidzoh over here bu Laili and I think she is the best person who give a.. ujian"

From the utterance above, it can be seen that the examiner influenced by the factor of pay-off. The examiner employs this utterance by purpose to pay respect to the other examiner and avoid incurring a future debt.

b) Examiner I

In the opening activity, the researcher found 13 utterances of factor that influence the use of politeness strategies by Arina Rohmatka, S.Pd. M.Pd as examiner I in the female students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the female students' examination 2. The detail explanation below:

(1) Pay-off

There are 12 utterances belonged to pay-off in datum E-2/01/Ef-2/BOR/OB/PO, E-2/02/Ef-2/PP/IM/PO, E-2/03/Ef-2/NP/QH/PO, E-2/04/Ef-2/PP/IM/PO, E-2/05/Ef-2/PP/SA/PO, E-2/06/Ef-2/PP/IM/PO, E-2/08/Ef-2/PP/IM/PO, E-2/09/Ef-2/PP/OP/PO, E-2/10/Ef-2/NP/QH/PO, E-2/11/Ef-2/BOR/NM/PO, E-2/12/Ef-2/PP/IM/PO, and E-2/13/Ef-2/PP/IM/PO. The example of the datum was E-2/01/Ef-2/BOR/OB/PO.

E-2: "**good morning**"

The utterance showed that the examiner influenced by the factor of pay-off. The examiner can have opportunity to pay back in face that has taken by FTA.

(2) Relevant circumstances

The researcher used relevant circumstances in dimension relative power in datum E-2/07/Ef-2/PP/SH/RC-P.

E-2: "**So before we open the examainer and also mbak mila let's start today seminar proposal by recitation basmallah, bismillahirohmannirrohim**"

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner I (chairman), she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

c) Examiner II

The researcher found 8 utterance of factor that influence the use of politeness strategies by Nor Laili Fatmawati, M.Pd as examiner II in the female students' examination 2. There are several types of factor that

influence the use of politeness strategies by examiner in the female students' examination 2. The detail explanation below:

(1) Pay-off

There are 7 utterances belonged to pay-off in data number E-3/01/Ef-2/PP/IM/PO, E-3/02/Ef-2/NP/QH/PO, E-3/03/Ef-2/NP/AP/PO, E-3/04/Ef-2/PP/IM/PO, E-3/05/Ef-2/PP/IM/PO, E-3/06/Ef-2/NP/QH/PO, and E-3/08/Ef-2/BOR/NM/PO. The example of the datum was E-3/01/Ef-2/PP/IM/PO.

E-2: "oke **mbak** Mila, sudah bawa Qur'annya **mbak** Mila?"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

The researcher used relevant circumstances in dimension relative power in datum E-3/07/Ef-2/BOR/NM/RC-P.

E-2: "**Belajar lagi banyak ngaji okay**"

The utterances above show that examiner influenced by factor of relevant circumstances in

dimension relative power. The utterance indicated that as examiner II, She has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

2) Main examination

In the main examination, the researcher found 72 utterances belonge to factor that influence the used of politeness strategy. There are 41 utterances from main examiner, 16 utterances from examiner I, and 15 utterances from examiner II. The detail explanation below:

a) Main examiner

In the main examination, the researcher found 41 utterances of factor that influence the used of politeness strategy by Budiasih S.Pd M.Hum as main examiner in the female students' examination 2. There are several types of factor that influence the used of politeness strategy that used by examiner in the female students' examination 2. The detail explanation below:

(1) Pay-off

There are 39 utterances belonged to pay-off in data number E-1/04/Ef-2/BOR/OB/PO, E-1/05/Ef-2/PP/IM/PO, E-1/06/Ef-2/PP/GG/PO, E-1/07/Ef-2/PP/IM/PO, E-1/08/Ef-2/NP/QH/PO, E-1/09/Ef-

2/PP/IM/PO,   E-1/10/Ef-2/NP/QH/PO,   E-1/11/Ef-2/NP/QH/PO,   E-1/12/Ef-2/NP/QH/PO,   E-1/13/Ef-2/NP/QH/PO,   E-1/14/Ef-2/NP/QH/PO,   E-1/15/Ef-2/PP/IM/PO,   E-1/16/Ef-2/NP/QH/PO,   E-1/17/Ef-2/PP/IM/PO,   E-1/18/Ef-2/PP/OP/PO,   E-1/19/Ef-2/PP/SA/PO,   E-1/20/Ef-2/PP/IM/PO,   E-1/21/Ef-2/NP/QH/PO,   E-1/22/Ef-2/NP/QH/PO,   E-1/23/Ef-2/NP/AP/PO,   E-1/24/Ef-2/PP/IM/PO,   E-1/26/Ef-2/NP/AP/PO,   E-1/27/Ef-2/PP/IM/PO,   E-1/28/Ef-2/NP/QH/PO,   E-1/29/Ef-2/NP/QH/PO,   E-1/30/Ef-2/NP/QH/PO,   E-1/31/Ef-2/PP/SA/PO,   E-1/32/Ef-2/NP/QH/PO,   E-1/33/Ef-2/PP/IM/PO,   E-1/34/Ef-2/NP/QH/PO,   E-1/35/Ef-2/NP/QH/PO,   E-1/36/Ef-2/PP/SA/PO,   E-1/37/Ef-2/NP/QH/PO,   E-1/38/Ef-2/BOR/NM/PO,   E-1/40/Ef-2/PP/IM/PO,   E-1/41/Ef-2/PP/SA/PO,   E-1/42/Ef-2/NP/QH/PO,   E-1/43/Ef-2/NP/QH/PO, and E-1/44/Ef-2/PP/IM/PO. The example of the datum was E-1/04/Ef-2/BOR/OB/PO.

> E-1: "okay thank you bu Arina and **good morning**
>
>   mbak Puji"

The utterance showed that the examiner influenced by the factor of pay-off. The examiner can have opportunity to pay back in face that has taken by FTA.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power (P) in datum E-1/25/Ef-2/NP/QH/RC-P and E-1/39/Ef-2/BOR/NM/RC-P, the example of the datum was E-1/25/Ef-2/NP/QH/RC-P.

E-2: "sorry-sorry mbak **please speak clearly**"

The examiner influenced by the factor relevant circumstances in dimension relative power. The utterance indicated that as a main examiner, she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

b) Examiner I

In the main examination, the researcher found 16 utterances of factor that influence the use of politeness strategies by Arina Rohmatka, S.Pd. M.Pd as examiner I in the female students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the female students' examination 2. The detail explanation below:

(1) Pay-off

There are 14 utterances belonged to pay-off in data number E-2/15/Ef-2/PP/IM/PO, E-2/16/Ef-

2/NP/QH/PO, E-2/17/Ef-2/PP/SA/PO, E-2/18/Ef-2/NP/QH/PO, E-2/19/Ef-2/PP/OP/PO, E-2/20/Ef-2/NP/QH/PO, E-2/21/Ef-2/NP/AP/PO, E-2/22/Ef-2/PP/OP/PO, E-2/23/Ef-2/PP/OP/PO, E-2/24/Ef-2/PP/IM/PO, E-2/26/Ef-2/PP/IM/PO, E-2/27/Ef-2/PP/IM/PO, E-2/28/Ef-2/PP/GG/PO, and E-2/29/Ef-2/PP/IM/PO. The example of the datum was E-2/15/Ef-2/PP/IM/PO.

E-2: "Okay **mbak** Puji Lestari"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

There are 2 utterances belonged to relevant circumstances in dimension social distance (in data number 14) and relative power (in data number 25).

(a) Social distance

The examiner used relevant circumstances in dimension social distance in datum E-2/14/Ef-2/PP/JK/RC-D. Previously, the main examiner asked the examiner I about "Walgito or Palgito" (quotation).

E-2: "**Kayak tetangga saya buk (laugh)**"

The utterance above show that the examiner influenced by the factor relevant circumstances in dimension social distance. The examiner I feels close to main examiner because the status of them is same as examiner.

(b) Relative power

The examiner used relevant circumstances in dimension relative power in datum E-2/25/Ef-2/NP/QH/RC-P.

E-2: "**cek sekali lagi saya khawatir the definition of reward sama punishmentnya anda tulis di keyword term sudah sama tidak dengan punya Skinner**"

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner I (chairman), shee has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

c) Examiner II

The researcher found 15 utterance of factor that influence the use of politeness strategies by Nor Laili Fatmawati, M.Pd as examiner II in the female students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the female students' examination 2. The detail explanation below:

(1) Pay-off

There are 14 utterances belonged to pay-off in datum E-3/09/Ef-2/PP/IM/PO, E-3/10/Ef-2/PP/IM/PO, E-3/11/Ef-2/PP/SA/PO, E-3/12/Ef-2/PP/IM/PO, E-3/13/Ef-2/NP/QH/PO, E-3/15/Ef-2/NP/QH/PO, E-3/16/Ef-2/NP/QH/PO, E-3/17/Ef-2/NP/QH/PO, E-3/18/Ef-2/PP/JK/PO, E-3/19/Ef-2/NP/QH/PO, E-3/20/Ef-2/PP/JK/PO, E-3/21/Ef-2/PP/IM/PO, E-3/22/Ef-2/PP/EX/PO, and E-3/23/Ef-2/PP/SA/PO. The example of the datum was E-3/09/Ef-2/PP/IM/PO.

E-3: "ya thank you bu Arina. **Mbak** Puji"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power in datum E-3/14/Ef-2/NP/QH/RC-P.

E-3: "**ya you have to prepare to answer the question**"

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner II, She has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

3) Closing

In the closing activity, the researcher found 1 utterance belonged to factor that influence the used of politeness strategy by examiner I. The detail explanation below:

a) Examiner I

In the closing activity, the researcher found 1 utterance of factor that influence the used politeness strategies by Arina Rohmatka, S.Pd. M.Pd as examiner I in the female students' examination 2. The examiner used relevant circumstances as factor that influence the use politeness strategies. The detail explanation below:

(1) Relevant circumstances

The examiner used relevant circumstances in dimension relative power in datum E-2/30/Ef-2/PP/SH/RC-P.

E-2: "**Let's close today by saying hamdalah**"

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner I (chairman), He has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the factor that influence the use of politeness strategy in each examination. The table is as bellow:

Table 4.8 The Frequency of Factor That Influence The Use of Politeness Strategy on Female Students' Examination 2

Examiner	Context	Factor That Influence The Used Of Politeness Strategy				Sub-total	TOTAL
		Pay Off	Relevant Circumstances				
			Social Distance	Relative Power	Size of Imposition		
Main	OP	3	-	-	-	3	44

Examiner	ME	39	-	2	-	41	utterances
	CL	-	-	-	-	0	
Examiner 1	OP	12	-	1	-	13	30 utterances
	ME	14	1	1	-	16	
	CL	-	-	1	-	1	
Examiner 2	OP	7	-	1	-	8	23 utterances
	ME	14	-	1	-	15	
	CL	-	-	-	-	0	
Frequency		89	1	7	0	97	97 utterances

Table 4.8 present the factor that influence the use of politeness strategy by examiners on female students' examination 2. From the table, there were 97 utterances of the factor that influence the use of politeness strategy used by examiners. 97 utterances came from 3 examiner such as 44 utterances from main examiner, 30 utterances from examiner I, and 23 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 24 utterances which contained of factor that influence the used of politeness strategy. 24 utterances came from main examiner was 3 utterances, examiner I was 13 utterances, and examiner II was 8 utterances. The main examiner used 3 utterences on pay-off. The examiner I used 13 utterances which contained of pay-off 12 data and relevant circumstances in dimension relative power 1 data. The last,

examiner II used 8 utterances which contained of pay-off 7 data and relevant circumstances in dimension relative power 1 data.

In the main examination, the examiners used 72 utterances which contained of factor that influence the use of politeness strategy. It was from main examiner 41 utterances, examiner I 16 utterances, and examiner II 15 tterances. The main examiner used 41 utterences which contained of pay-off 39 data and relevant circumstances in dimension relative power 2 data. The examiner I used 16 utterances which contained of pay-off 14 data and relevant circumstances (in dimension social distance 1 data and relative power 1 data). The examiner II used 15 utterances which contained of pay-off 14 data and relevant circumstances in dimension relative power 1 data. In the closing activity, the examiner I used 1 utterances belonged to relevant circumstances in dimension relative power.

The frequency of factor that influence the used of politeness strategy used by examiners on female students' examination 2 such us pay-off 89 utterances and relevant circumstances (in dimension social distance 1 utterance and relative power 7 utterances). Thus the highest data of factor that influence the used of politeness strategy used by examiners on female students' examination 2 was pay-off with 89 utterances.

c. **Male students' examination 1**

The researcher found 91 utterances of factor that influence the

use of politeness strategies by examiner in the male students'
examination 1. The researcher conducted in Akhmal Faezal Latief's
examination on September, 14 2020. The examiner in this
examination are Lilik Istiqomah, M.Hum., M.Pd. as main examiner,
Ikke Dewi Pratama, SS., M.Hum. as examiner I, and Dr. Rochmat
Budi Santoso, S.Pd., M.Pd. as examiner II. The detail as below:

1) Opening

In the opening activity the researcher found 11 utterances
belonged to factor that influence the used of politeness strategies.
There are 6 utterances from main examiner, 5 utterances from
examiner I, and the researcher did not find factor that influence
the used of politeness strategies by examiner II. The detail
explanation below:

a) Main examiner

In the opening activity, the researcher found 6
utterances of factor that influence the used of politeness
strategies by Lilik Istiqomah, M.Hum., M.Pd. as main
examiner in the male students' examination 1. There are
several types of factor that influence the use of politeness
strategies by examiner in the male students' examination 1.
The detail explanation below:

(1) Pay-off

There are 5 utterances belonged to pay-off in datum

E-1/01/Em-1/NP/QH/PO, E-1/02/Em-1/PP/IM/PO, E-1/03/Em-1/PP/IM/PO, E-1/05/Em-1/NP/QH/PO, and E-1/06/Em-1/PP/IM/PO. The example of the datum was E-1/01/Em-1/NP/QH/PO.

> E-1: "mas Faesal **would you like do recite the holy Qur'an on surah Maryam mas**"

From the utterance above show that the examiner influenced by factor of pay-off. . The examiner employs this utterance by purpose to maintaining social distance and avoiding the threat of advancing familiarity toward the student.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power in datum E-1/04/Em-1/BOR/NM/RC-P.

> E-1: "and then the second one **please recite again everyday ya so that when you have thesis event or thesis munaqosyah you will recite the holy Qur'an mostly ya**"

The utterance above show that the examiner influenced by the factor relevant circumstances in dimension relative power. The utterance indicated that as a main examiner, she has an authority or power to

instruct the student related to the fact that instruction is usually given by one who has authority

b) Examiner I

In the opening activity, the researcher found 5 utterances of factor that influence the used of politeness strategies by Ikke Dewi Pratama, SS., M.Hum. as examiner I in the male students' examination 1. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 1. The detail explanation below:

(1) Pay-off

There are 4 utterances belonged to pay-off in datum E-2/01/Em-1/BOR/OB/PO, E-2/03/Em-1/NP/QH/PO, E-2/04/Em-1/PP/IM/PO and E-2/05/Em-1/PP/IM/PO. The example of the datum was E-2/01/Em-1/BOR/OB/PO.

E-2: "**good afternoon**"

The utterance showed that the examiner influenced by the factor of pay-off. The examiner can have opportunity to pay back in face that has taken by FTA.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power in datum E-2/02/Em-

1/PP/SH/RC-P.

E-2: "**Before we start the exam, let's open this agenda by saying basmallah together**"

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner I (chairman), she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

2) Main examination

In the main examination, the researcher found 80 utterances belonged to factor that influence the used of politeness strategy. There are 35 utterances from main examiner, 37 utterances from examiner I, and 8 utterances from examiner II. The detail explanation below:

a) Main examiner

In the main examination, the researcher found 35 utterances of factor that influence the use of politeness strategies by Lilik Istiqomah, M.Hum., M.Pd. as main examiner in the male students' examination 1. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 1. The detail explanation below:

(1) Pay-off

There are 34 utterances belonged to pay-off in datum   E-1/07/Em-1/PP/IM/PO,   E-1/08/Em-1/NP/QH/PO,   E-1/09/Em-1/NP/QH/PO,   E-1/10/Em-1/PP/SA/PO,   E-1/11/Em-1/PP/SA/PO,   E-1/12/Em-1/NP/QH/PO,   E-1/13/Em-1/PP/SA/PO,   E-1/14/Em-1/PP/SA/PO,   E-1/15/Em-1/NP/QH/PO,   E-1/16/Em-1/NP/QH/PO,   E-1/17/Em-1/PP/GR/PO,   E-1/18/Em-1/NP/QH/PO,   E-1/19/Em-1/PP/SA/PO,   E-1/20/Em-1/NP/QH/PO,   E-1/21/Em-1/NP/QH/PO,   E-1/22/Em-1/OR/GH/PO, E-1/23/Em-1/BOR/NM/PO, E-1/24/Em-1/NP/QH/PO,   E-1/25/Em-1/PP/SA/PO,   E-1/26/Em-1/PP/OP/PO,   E-1/27/Em-1/NP/QH/PO,   E-1/28/Em-1/PP/SA/PO,   E-1/29/Em-1/PP/IM/PO,   E-1/30/Em-1/NP/QH/PO,   E-1/31/Em-1/NP/QH/PO,   E-1/32/Em-1/PP/IM/PO,   E-1/33/Em-1/NP/QH/PO,   E-1/34/Em-1/NP/QH/PO,   E-1/35/Em-1/NP/QH/PO,   E-1/37/Em-1/PP/IM/PO,   E-1/38/Em-1/PP/SA/PO,   E-1/39/Em-1/NP/QH/PO, E-1/40/Em-1/PP/IM/PO, and E-1/41/Em-1/PP/IM/PO. The example of the datum was E-1/07/Em-1/PP/IM/PO.

E-1: "**Mas** faesal ya"

The utterance showed that the examiner influenced

by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power in datum E-1/36/Em-1/NP/QH/RC-P.

E-1: "**Coba please** read again many articles or many journals many books ya containing with source of the data"

The utterance above show that the examiner influenced by the factor relevant circumstances in dimension relative power. The utterance indicated that as a main examiner, she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

b) Examiner I

In the main examination, the researcher found 37 utterances of factor that influence the use of politeness strategies by Ikke Dewi Pratama, SS., M.Hum. as examiner I in the male students' examination 1. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 1. The detail

explanation below:

(1) Pay-off

There are 32 utterances belonged to pay-off in datum E-2/06/Em-1/NP/QH/PO, E-2/07/Em-1/PP/IM/PO, E-2/09/Em-1/NP/QH/PO, E-2/11/Em-1/NP/QH/PO, E-2/12/Em-1/NP/QH/PO, E-2/13/Em-1/NP/QH/PO, E-2/14/Em-1/NP/QH/PO, E-2/16/Em-1/NP/QH/PO, E-2/17/Em-1/NP/QH/PO, E-2/18/Em-1/NP/QH/PO, E-2/19/Em-1/NP/QH/PO, E-2/20/Em-1/NP/QH/PO, E-2/21/Em-1/NP/QH/PO, E-2/22/Em-1/NP/QH/PO, E-2/23/Em-1/PP/GR/PO, E-2/24/Em-1/PP/OP/PO, E-2/25/Em-1/NP/QH/PO, E-2/26/Em-1/NP/QH/PO, E-2/27/Em-1/PP/SA/PO, E-2/28/Em-1/NP/QH/PO, E-2/29/Em-1/NP/QH/PO, E-2/30/Em-1/PP/GR/PO, E-2/31/Em-1/PP/GR/PO, E-2/33/Em-1/NP/QH/PO, E-2/34/Em-1/NP/QH/PO, E-2/35/Em-1/NP/QH/PO, E-2/36/Em-1/NP/QH/PO, E-2/37/Em-1/NP/QH/PO, E-2/39/Em-1/PP/OP/PO, E-2/40/Em-1/NP/QH/PO, E-2/41/Em-1/NP/QH/PO, and E-2/42/Em-1/PP/IM/PO. The example of the datum was E-2/06/Em-1/NP/QH/PO.

E-2: "**Can you hear my voice mas Faesal?**"

The examiner employs this utterance by purpose to

maintaining social distance and avoiding the threat of advancing familiarity toward the student.

(2) Relevant circumstances

There are 5 utterances belonged to relevant circumstances in dimension relative power in datum E-2/08/Em-1/NP/QH/RC-P, E-2/10/Em-1/NP/QH/RC-P, E-2/15/Em-1/NP/QH/RC-P, E-2/32/Em-1/NP/QH/RC-P, and E-2/38/Em-1/BOR/NM /RC-P. The example the datum was E-2/08/Em-1/NP/QH/RC-P.

E-2: "**please read the title of your proposal**"

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner I (chairman), she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority

c) Examiner II

In the main examination, The researcher found 8 utterances of factor that influence the use of politeness strategies by Dr. Rochmat Budi Santoso, S.Pd., M.Pd. as examiner II in the male students' examination 1. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 1.

The detail explanation below:

(1) Pay-off

There are 6 utterances belonged to pay-off in datum E-3/01/Em-1/PP/IM/PO, E-3/02/Em-1/NP/QH/PO, E-3/03/Em-1/PP/GR/PO E-3/04/Em-1/PP/OP/PO, E-3/05/Em-1/NP/QH/PO, and E-3/07/Em-1/NP/QH/PO. The example of the datum was E-3/01/Em-1/PP/IM/PO.

E-2: "Okay **mas** Faezal my suggestion do you have the complete paper of the previous study?"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

There are 2 utterances belonged to relevant circumstances in dimension relative power in datum E-3/06/Em-1/NP/QH/RC-P and E-3/08/Em-1/NP/QH/RC-P. The example the datum was E-3/06/Em-1/NP/QH/RC-P.

E-3: "**Di cek semua itu planning, kemudian media, method, technique, sampai evaluation okay**."

The examiner influenced by the factor relevant

circumstances in dimension relative power. The

utterance indicated that as examiner, he has an authority

or power to instruct the student related to the fact that

instruction is usually given by one who has authority

From the presentation of data finding above, the researcher uses

table to make easier to know the frequency of the factor that influence

the use of politeness strategy in each examination. The table is as

bellow:

Table 4.9 The Frequency of Factor That Influence The Use of Politeness

Strategy on Male Students' Examination 1

Examiner	Context	Factor That Influence The Used Of Politeness Strategy				Sub-Total	TOTAL
		Pay Off	Relevant Circumstances				
			Social Distance	Relative Power	Size of Imposition		
Main Examiner	OP	5	-	1	-	6	41 utterances
	ME	34	-	1	-	35	
	CL	-	-	-	-	0	
Examiner 1	OP	4	-	1	-	5	42 utterances
	ME	32	-	5	-	37	
	CL	-	-	-	-	0	
Examiner 2	OP	-	-	-	-	0	8 utterances
	ME	6	-	2	-	8	
	CL	-	-	-	-	0	
Frequency		81	0	10	0	91	91

					utterances

Table 4.9 present the factor that influence the use of politeness strategy by examiners on male students' examination 1. From the table, there were 91 utterances of the factor that influence the use of politeness strategy used by examiners. 91 utterances came from 3 examiner such as 41 utterances from main examiner, 42 utterances from examiner I, and 8 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 11 utterances which contained of factor that influence the use of politeness strategy. 11 utterances came from main examiner was 6 utterances, examiner I was 5 utterances, and the researcher did not find factor that influence the used of politeness strategy by examiner II. The main examiner used 6 utterences which contained of pay-off 5 data and relevant circumstances in dimension relative power 1 data. The examiner I used 5 utterances which contained of pay-off 4 data and relevant circumstances in dimension relative power 1 data.

In the main examination, the examiners used 80 utterances which contained of factor that influence the use of politeness strategy. It was from main examiner 35 utterances, examiner I 37 utterances, and examiner II 8 utterances. The main examiner used 35 utterences which contained of pay-off 34 data and relevant circumstances in dimension relative power 1 data. The examiner I used 37 utterances

which contained of pay-off 32 data and relevant circumstances in dimension relative power 5 data. The examiner II used 8 utterances which contained of pay-off 6 data and relevant circumstances in dimension relative power 2 data. In the closing activity, the researcher did not find factor that influence the used of politeness strategy by examiners.

The frequency of factor that influence the used of politeness strategy used by examiners on male students' examination 1 such us pay-off 81 utterances and relevant circumstances in dimension relative power 10 utterances. Thus the highest data of factor that influence the used of politeness strategy used by examiners on male students' examination 1 was pay-off with 81 utterances.

d. **Male students' examination 2**

The researcher found 129 utterances of factor that influence the use of politeness strategies by examiner in the male students' examination 2. The researcher conducted in Trisnanda Muhammad Aji's examination on September, 15 2020. The examiner in this examination are Prof. Dr. H. Giyoto, M.Hum. as main examiner, Maria Wulandari, M.Pd. as examiner I, and Imroatus Solikhah, M.Pd. as examiner II. The detail as below:

1) Opening

In the opening activity the researcher found 15 utterances belonged to factor that influence the used of politeness strategies.

There are 5 utterances from main examiner, 9 utterances from examiner I, and 1 utterance from examiner II. The detail explanation below:

a) Main examiner

In the opening activity, the researcher found 5 utterances of factor that influence the used of politeness strategies by Prof. Dr. H. Giyoto, M.Hum as main examiner in the male students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 2. The detail explanation below:

(1) Pay-off

There are 3 utterances belonged to pay-off in datum E-1/01/Em-2/BOR/NM/PO, E-1/02/Em-2/PP/SA/PO, and E-1/05/Em-2/NP/QH/PO. The example of the datum was E-1/01/Em-2/BOR/NM/PO. Previously, the examiner I as the chairman invite the main examiner to give the guidance for the student in reciting Qur'an.

E-1: "**coba baca sembarang,** Seminar proposal to ini?"

From the utterance above show that the examiner influenced by factor of pay-off. The examiner employs this utterance by purpose to enlist public pressure against

the student as hearer.

(2) Relevant circumstances

The examiner used relevant circumstances in dimension relative power in datum E-1/03/Em-2/BOR/NM/RC-P and E-1/04/Em-2/BOR/QH/RC-P. The example of the datum was E-1/03/Em-2/BOR/NM/RC-P.

E-1: "**randomly, open your Qur'an randomly at the middle of the page**"

The examiner influenced by the factor relevant circumstances in dimension relative power. The utterance indicated that as main examiner, he has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

b) Examiner I

In the opening activity, the researcher found 9 utterances of factor that influence the used of politeness strategies by Maria Wulandari, M.Pd examiner I (Chairman) in the male students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 2. The detail explanation below:

(1) Pay-off

There are 7 utterances belonged to pay-off in datum E-2/01/Em-2/BOR/OB/PO, E-2/03/Em-2/PP/IM/PO, E-2/04/Em-2/NP/QH/PO, E-2/05/Em-2/PP/IM/PO, E-2/07/Em-2/NP/QH/PO, E-2/08/Em-2/PP/IM/PO, and E-2/09/Em-2/PP/IM/PO.The example of the datum was E-2/01/Em-2/BOR/OB/PO.

E-2: "**good afternoon**"

The utterance showed that the examiner influenced by the factor of pay-off. The examiner can have opportunity to pay back in face that has taken by FTA.

(2) Relevant circumstances

There are 2 utterances belonged to relevant circumstances in dimension relative power in datum E-2/02/Em-2/PP/SH/RC-P and E-2/06/Em-2/NP/QH/RC-P. The example the datum was E-2/02/Em-1/PP/SH/RC-P.

E-2: "**okay let's open this agenda by saying basmalah together.** bismillahirrohmanirrohim**"**

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that

as examiner I (chairman), she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

c) Examiner II

The researcher found 1 utterance of factor that influence the used of politeness strategies by Imroatus Solikhah, M.Pd. as examiner II in the male students' examination 2. The examiner used pay-off as the factor that influence the use of politeness strategies. The detail explanation below:

(1) Pay-off

The examiner used pay-off in datum E-3/01/Em-2/PP/IM/PO.

E-3: "saya di add ya **mas**"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

2) Main examination

In the main examination, the researcher found 113 utterances belonged to factor that influence the used of politeness strategy. There are 34 utterances from main examiner, 68 utterances from examiner I, and 11 utterances from examiner II.

The detail explanation below:

a) Main examiner

The researcher found 34 utterances of factor that influence the used of politeness strategies by Prof. Dr. H. Giyoto, M.Hum as main examiner in the male students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 2. The detail explanation below:

(1) Pay-off

There are 31 utterances belonged to pay-off in datum E-1/06/Em-2/PP/GR/PO, E-1/07/Em-2/PP/GR/PO, E-1/08/Em-2/NP/QH/PO, E-1/09/Em-2/NP/QH/PO, E-1/10/Em-2/NP/QH/PO, E-1/11/Em-2/NP/QH/PO, E-1/12/Em-2/PP/JK/PO, E-1/13/Em-2/NP/QH/PO, E-1/14/Em-2/NP/QH/PO, E-1/15/Em-2/PP/SA/PO, E-1/16/Em-2/PP/SA/PO, E-1/17/Em-2/NP/QH/PO, E-1/18/Em-2/NP/QH/PO, E-1/20/Em-2/NP/QH/PO, E-1/21/Em-2/NP/QH/PO, E-1/22/Em-2/PP/SA/PO, E-1/23/Em-2/PP/IM/PO, E-1/24/Em-2/NP/QH/PO, E-1/25/Em-2/NP/QH/PO, E-1/26/Em-2/NP/QH/PO, E-1/27/Em-2/PP/SA/PO, E-1/28/Em-2/NP/QH/PO, E-1/29/Em-2/PP/GR/PO, E-1/30/Em-2/NP/QH/PO, E-1/31/Em-2/PP/GR/PO, E-1/32/Em-

2/NP/QH/PO, E-1/34/Em-2/BOR/NM/PO, E-1/35/Em-2/BOR/NM/PO, E-1/36/Em-2/OR/BA/PO, E-1/37/Em-2/PP/JK/PO, and E-1/38/Em-2/OR/BA/PO. The example of the datum was E-1/06/Em-2/PP/GR/PO.

E-1: "**Okay let see your background. Okay why you choose this one, writing letter not the other writing in SMK?**"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA by assuring the student that examiner likes the student and wants to fulfill the student's wants.

(2) Relevant circumstances

There are 3 utterances belonged to relevant circumstances in dimension social distance (in data number 39) and relative power (in data number 19 and 33).

(a) Social distance

The examiner used relevant circumstances in dimension social distance in datum E-1/39/Em-2/PP/JK/RC-D.

E-1: "**ini proposal kok dua jam heran aku (laugh)**"

The utterance above show that the examiner influenced by the factor relevant circumstances in dimension social distance. The main examiner feels close to other examiner because the status of them is same as examiner.

(b) Relative power

The examiner used relevant circumstances in dimension relative power in datum E-1/19/Em-2/PP/SA/RC-P and E-1/33/Em-2/BOR/NM/RC-P. The example of the datum was E-1/19/Em-2/PP/SA/RC-P.

E-1: "Are you going to as the maintain finally you got the score of the eight student or you are going to describe the student ability? **Maksudnya paham gak? Paham gak maksud saya? Gak paham ya?**"

The examiner influenced by the factor relevant circumstances in dimension relative power. The utterance indicated that as main examiner, he has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

b) Examiner I

The researcher found 68 utterances of factor that influence the used of politeness strategies by Maria Wulandari, M.Pd examiner I (Chairman) in the male students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 2. The detail explanation below:

(1) Pay-off

There are 63 utterances belonged to pay-off in datum E-2/11/Em-2/PP/IM/PO, E-2/13/Em-2/NP/QH/PO, E-2/14/Em-2/PP/GR/PO, E-2/15/Em-2/NP/QH/PO, E-2/16/Em-2/NP/QH/PO, E-2/17/Em-2/NP/QH/PO, E-2/18/Em-2/NP/QH/PO, E-2/19/Em-2/NP/QH/PO, E-2/20/Em-2/NP/QH/PO, E-2/21/Em-2/NP/QH/PO, E-2/22/Em-2/NP/QH/PO, E-2/23/Em-2/BOR/NM/PO, E-2/24/Em-2/NP/QH/PO, E-2/25/Em-2/NP/QH/PO, E-2/26/Em-2/PP/GR/PO, E-2/27/Em-2/NP/QH/PO, E-2/28/Em-2/PP/GR/PO, E-2/29/Em-2/NP/QH/PO, E-2/30/Em-2/PP/GR/PO, E-2/31/Em-2/NP/QH/PO, E-2/32/Em-2/NP/QH/PO, E-2/33/Em-2/PP/SA/PO, E-2/34/Em-2/NP/QH/PO, E-2/35/Em-2/NP/QH/PO, E-2/36/Em-2/PP/GR/PO, E-2/37/Em-2/NP/QH/PO, E-2/38/Em-2/NP/QH/PO, E-2/39/Em-

2/NP/QH/PO, E-2/40/Em-2/BOR/NM/PO, E-2/41/Em-2/PP/IM/PO, E-2/42/Em-2/NP/QH/PO, E-2/43/Em-2/PP/IM/PO, E-2/44/Em-2/NP/QH/PO, E-2/45/Em-2/PP/SA/PO, E-2/46/Em-2/NP/QH/PO, E-2/47/Em-2/NP/QH/PO, E-2/48/Em-2/NP/QH/PO, E-2/49/Em-2/NP/QH/PO, E-2/50/Em-2/BOR/NM/PO, E-2/51/Em-2/NP/QH/PO, E-2/52/Em-2/NP/QH/PO, E-2/53/Em-2/NP/QH/PO, E-2/54/Em-2/NP/QH/PO, E-2/56/Em-2/NP/QH/PO, E-2/57/Em-2/NP/QH/PO, E-2/58/Em-2/NP/QH/PO, E-2/59/Em-2/PP/GR/PO, E-2/60/Em-2/PP/IM/PO, E-2/61/Em-2/NP/QH/PO, E-2/63/Em-2/PP/IM/PO, E-2/64/Em-2/NP/QH/PO, E-2/65/Em-2/NP/QH/PO, E-2/66/Em-2/NP/QH/PO, E-2/67/Em-2/NP/QH/PO, E-2/68/Em-2/NP/QH/PO, E-2/69/Em-2/PP/IM/PO, E-2/70/Em-2/NP/QH/PO, E-2/72/Em-2/PP/IM/PO, E-2/73/Em-2/PP/IM/PO, E-2/74/Em-2/NP/QH/PO, E-2/75/Em-2/NP/QH/PO, E-2/76/Em-2/PP/IM/PO, and E-2/77/Em-2/PP/EX/PO. The example of the datum was E-2/11/Em-2/PP/IM/PO.

> E-2: "I would like to sit from the background **mas** Trisnanda please look at the background"

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this

utterance by purpose to avoid and minimize the FTA of the student and build a good relation.

(2) Relevant circumstances

There are 5 utterances belonged to relevant circumstances in dimension social distance (in data number 71) and relative power (in data number 10, 12, 55, and 62).

(a) Social distance

The examiner used relevant circumstances in dimension social distance in datum E-2/71/Em-2/OR/GH/RC-D.

E-2: "**ya belum kedengaran ibuk**."

The utterance above show that the examiner influenced by the factor relevant circumstances in dimension social distance. The examiner I feels close to examiner II because the status of them is same as examiner.

(b) Relative power

There are 4 utterances belonged to relevant circumstances in dimension relative power in datum E-2/10/Em-2/NP/QH/RC-P, E-2/12/Em-2/NP/QH/RC-P, E-2/55/Em-2/NP/QH/RC-P, and E-2/62/Em-2/BOR/NM/RC-P. The example the

datum was E-2/10/Em-2/NP/QH/RC-P.

> E-2: "I would like to sit from the background mas trisnanda **please look at the background.**"

The utterances above show that examiner influenced by factor of relevant circumstances in dimension relative power. The utterance indicated that as examiner I (chairman), she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

c) Examiner II

In the main examination, the researcher found 11 utterances of factor that influence the used of politeness strategies by Imroatus Solikhah, M.Pd. as examiner II in the male students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 2. The detail explanation below:

(1) Pay-off

There are 9 utterances belonged to pay-off in datum E-3/02/Em-2/NP/QH/PO, E-3/03/Em-2/NP/QH/PO, E-3/04/Em-2/PP/IM/PO, E-3/05/Em-2/NP/QH/PO, E-

3/07/Em-2/PP/SA/PO, E-3/08/Em-2/NP/QH/PO, E-3/09/Em-2/PP/IM/PO, E-3/11/Em-2/PP/SA/PO, and E-3/12/Em-2/NP/QH/PO. The example of the datum E-3/02/Em-2/NP/QH/PO.

E-3: "**datanya dari mana?**"

From the utterance above show that the examiner influenced by factor of pay-off. The examiner employs this utterance by purpose to maintaining social distance and avoiding the threat of advancing familiarity toward the student.

(2) Relevant circumstances

There are 2 utterances belonged to used relevant circumstances in dimension relative power (P) in datum E-3/06/Em-2/BOR/NM/RC-P and E-3/10/Em-2/BOR/NM/RC-P. The example of the data was E-3/06/Em-2/NP/QH/RC-P.

E-3: "**So be focus kemudian yang tidak relevan tidak usah dimasukan**"

The examiner influenced by the factor relevant circumstances in dimension relative power. The utterance indicated that as examiner, she has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

3) Closing

In the closing activity, the researcher found 1 utterance belonged to factor that influence the used of politeness strategy by examiner I. The detail explanation below:

a) Examiner I

In the closing activity, the researcher found 1 utterances of factor that influence the used of politeness strategies by Maria Wulandari, M.Pd examiner I (Chairman) in the male students' examination 2. There are several types of factor that influence the use of politeness strategies by examiner in the male students' examination 2. The detail explanation below:

(1) Pay-off

The examiner used pay-off in datum E-2/78/Em-2/PP/IM/PO.

E-2: "foto lagi for the last section, silahkan **mas** Trisnanda**.** Thank you for pak Giyoto and Ibu Imroatus and also **mas** Trisnanda and we close our agenda this afternoon. Assalamu'alaikum Wr. Wb."

The utterance showed that the examiner influenced by the factor pay-off. The examiner employs this utterance by purpose to avoid and minimize the FTA of

the student and build a good relation.

From the presentation of data finding above, the researcher uses table to make easier to know the frequency of the factor that influence the use of politeness strategy in each examination. The table is as bellow:

Table 4.10 The Frequency of Factor That Influence The Use of Politeness Strategy on Male Students' Examination 2

Examiner	Context	Factor That Influence The Used Of Politeness Strategy				Sub-total	TOTAL
		Pay Off	Relevant Circumstances				
			Social Distance	Relative Power	Size of Imposition		
Main Examiner	OP	3	-	2	-	5	39
	ME	31	1	2	-	34	
	CL	-	-	-	-	0	
Examiner 1	OP	7	-	2	-	9	78
	ME	63	1	4	-	68	
	CL	1	-	-	-	1	
Examiner 2	OP	1	-	-	-	1	12
	ME	9	-	2	-	11	
	CL	-	-	-	-	0	
Frequency		115	2	12	0	129	129 utterances

Table 4.10 present the factor that influence the use of politeness

strategy by examiners on male students' examination 2. From the table, there were 129 utterances of the factor that influence the use of politeness strategy used by examiners. 129 utterances came from 3 examiner such as 39 utterances from main examiner, 78 utterances from examiner I, and 12 utterance from examiner II.

The thesis proposal online examination was conducted from opening until closing activity. For opening activity, the examiners used 15 utterances which contained of factor that influence the used of politeness strategy. 15 utterances came from main examiner was 5 utterances, examiner I was 9 utterances, and examiner II was 1 utterances. The main examiner used 5 utterences which contained of pay-off 3 data and relevant circumstances in dimension relative power 2 data. The examiner I used 9 utterances which contained of pay-off 7 data and relevant circumstances in dimension relative power 1 data. The last, examiner II used 1 utterances on pay-off.

In the main examination, the examiners used 113 utterances which contained of factor that influence the use of politeness strategy. It was from main examiner 34 utterances, examiner I 68 utterances, and examiner II 11 tterances. The main examiner used 34 utterences which contained of pay-off 31 data and relevant circumstances (in dimension social distance 1 data and relative power 2 data). The examiner I used 68 utterances which contained of pay-off 63 data and relevant circumstances (in dimension social distance 1 data and

relative power 4 data). The examiner II used 11 utterances which contained of pay-off 9 data and relevant circumstances in dimension relative power 2 data. In the closing activity, the examiner I used 1 utterances belonged to pay-off.

The frequency of factor that influence the used of politeness strategy used by examiners on male students' examination 2 such us pay-off 115 utterances and relevant circumstances (in dimension social distance 2 utterance and relative power 12 utterances). Thus the highest data of factor that influence the used of politeness strategy used by examiners on male students' examination 2 was pay-off with 115 utterances.

Table 4.11 The Frequency of The Factor that Influence The Used of Politeness Strategy by Examiners on Students' Thesis Proposal Online Examination

No.	Factor that Influence The Used of Politeness Strategy	Total
1.	Pay-off	389
2.	Relevant Circumstances	
	a. Social distance	3
	b. Relative power	33
	c. Size of imposition	0
	TOTAL	425

Table 4.11 presents the occurrences of the factor that influence the used of politeness strategy used by examiners on students' thesis proposal online examination. From the table, there were 425 data used

by examiners. Among two factor, pay-off had the most occurrences. It showed that the examiners used pay-off in 389 utterances. The Relevant circumstances in 36 utterances, in 2 dimension. There are social distance in 3 utterances, relative power in 33 utterances, and the researcher did not find any dimension size of imposition in the examiners utterances.

B. Discussion

This part presents the discussion of the research finding. There were two research question in this research and discussion only focus on it. As mentioned in the previous chapter, the aims of the study are to know the kinds of politeness strategy and the factors that influence the use of politeness strategy by examiner on thesis proposal online examination.

The researcher used Brown and Levinson's theory to describe kinds of politeness strategy and the factors that influence the use of politeness strategy by examiners on thesis proposal online examination. From the research finding, the researcher found several politeness strategies used by the examiners. Those finding discussed by Brown and Levinson's theory. The detail was as below:

1. Kinds of Politeness Strategy Used by the Examiners on Students' Thesis Proposal Online Examination

In analyzing the data, the researcher used Brown and Levinson's theory. Brown and Levinson divides the kind of politeness strategy into 4 strategy such us bald on-record, positive politeness, negative politeness

and off record (Brown and Levinson 1987).

In the previous section of this chapter, it was mentioned that there were 425 data which have been identified as politeness strategy. In this research findings, there were 4 politeness strategies used by the examiners on thesis proposal online examination of English Language Education at IAIN Surakarta. They are bald on-record in 28 utterances, positive politeness in 191 utterances, negative politeness in 200 utterance, and off record in 6 utterances. Negative politeness was the most occurrences.

Based on the research finding, bald on record include cases of non-minimization of the threat used in 24 times and cases of FTA-oriented bald on record usage used in 4 times. The second is politeness strategy include exaggerate (interest, approval, sympathy with H) used in 5 times, use in-group identity markers used in 95 times, seek agreement used in 32 times, joke used in 8 times, offer and promise used in 17 times, be optimistic used in 2 times, include both S and H in the activity used in 6 times, give (or ask) reason used in 21 times, and give gift to H used in 5 times. The third is negative politeness include question and hedge used in 192 times and apologize used in 8 times. The last is off record include give hints used in 2 times, be ambiguous used in 3 times, and be incomplete or use ellipsis used in 1 time.

Bald on-record used 28 times by examiners. Bald on record is related with the directness. Directness commonly is used by speaker who has higher authority than the hearer. Thus, bald on-record uttered by the

speaker who has higher authority or more powerful than the hearer. In the thesis proposal online examination, the examiner takes the role as the speaker who has higher authority, then the student as the hearer. As stated before in the Chapter II, the used of bald on record was reflected when the examiner uttered command to the students, the examiner usually shock the student, embrass them, or make them feel a bit comfortable. The discussion above is lined with theory of Brown and Levinson, that bald on-record strategy provides no effort by the speakers to minimize the impact of the FTA's (Brown and Levinson, 1987). The examiner often used this strategy to do her instruction. And this type has also been used by Ayu Gemasih, Misnariah idrus, and Mohammad Aliakbar in their thesis.

By employed bald on-record, it showed that the examiner attempeted to be fast when doing thesis proposal online examination. Bald on-record was simply to minimize the utterances which do not important. The examination would not spend the time. For the example the examiner said "Belajar lagi banyak ngaji okay", from the utterance it means that the examiner uttered directly. The examiner give advice to the student to learn and recite Qur'an in many times.

The second positive politeness used in 191 times by examiners. By using positive politeness, the examiner tries to minimize the distance between the examiner and the student. It is because the examiners wanted to be closer to the student, make good interaction between them. The positive politeness makes the student feel appreciated by the examiner, and

it can express solidarity and familiarity between them. Thus, it is clear that positive politeness employed in the condition in which speaker tried to minimize the distance between speaker and hearer by expressing friendliness and solid interest in the hearer's need to be respected (minimize the FTA), it usually seen in group of friends or people who know each other fairly well (Brown and Levinson, 1987). For example the examiner said "The honourable all the examiner and also mbak Puji Lestari" The utterance showed that the examiner use group identity marker. He called the student by using word "mbak". The examiner used this strategy to showed friendship or solidarity to the student. This type has also been used by Ayu Gemasih, Misnariah Idrus, Mohammad Aliakber, and Liu Peng.

The third negative politeness used 200 times by the examiners. Negative politeness is intended to avoid giving offense by showing difference. Negative politeness strategies function tis to increase the social distance between speaker and hearer (Brown and Levinson). It is appropriate with the findings that the examiner used negative politeness because he or she tries to increase the social distance between the examiner and the student. Therefore, using negative politeness automatically assume that might be some social distance or awkwardness between them. For example the examiner said "Oke mbak, would you please read your title of your proposal to remaind me?" The examiner used negative politeness in sub-strategy question and hedge by mentioning word "please" in the

question. In this utterance hedge functioned to soften command. This type has also been used by Ayu Gemasih, Misnariah Idrus, Mohammad Aliakber, and Liu Peng.

The last off record strategy, this strategy on thesis proposal online examination rarely used by examiners. Off record occurred only used 6 times. Off record is a politeness strategy that can be performed in an unclear and indirect way that could be interpreted by the hearer as some other acts. By using off record, the examiner uttered undirectly. This strategy has the main purpose of taking some pressures of the hearer (Brown and Levinson, 1987). Thus, it is clear that the examiner used off record to take some pressures of the student. For example the examiner said "saya melihat ini isinya bener-bener masih ngalor ngidul ya seperti tidak belum mencerminkan tujuan" from the utterance show that the examiner used word "ngalor ngidul" that have ambiguous meaning. This type has also been used by Ayu Gemasih, Misnariah Idrus, and Mohammad Aliakber.

2. **Factor that Influence the Used of Politeness Strategy by the Examiners on Students' Thesis Proposal Online Examination**

Based on the data analysis, it was mentioned that there were 425 data which have been identified as factor that influence the used of politeness strategy by examiners. Among two factor, pay-off had the most occurrences. It showed that the examiners used pay-off in 389 times. The Relevant circumstances in 36 times, in 2 dimension. There are social

distance in 3 times, relative power in 33 times, and the researcher did not find any dimension size of imposition in the researcher utterances.

Pay-off is the highest factor that influence the used of politeness strategy with 389 times using. The speaker employs the politeness strategies because they can get advantages. The speaker can minimize the FTA by assuring the hearer that he or she likes the hearer and wants to fulfill the hearer's want (Brown and Levinson, 1987). It is appropriate with the findings that the examiner used the politeness strategies because they can get advantages such us tries to maintain the social distance and save the positive face of the student. For example the examiner said "oke, thank you very much but before the time give it to me, so mbak Rona" from the utterance show that the examiner employs this utterance by purpose to avoid and minimize the FTA of the student and build a good relation by mention word "mbak".

The second relevant circumstances in dimension social distance used 3 times by the examiners. According to Brown and Levinson (1987), social distance can be seen as composite of psychologically real factor (status, age, sex, degree of intimacy etc) which together determine overall a degree of respectfulness within a given speech situation. It is based on symmetric relation between speaker and hearer. Thus, it is clear that the examiners used social distance factor with the other examiner. It is because they have same status as examiner or they know each other fairly well. For the example the examiner said "ini proposal kok dua jam heran aku

(laugh)" from the utterance show that the main examiner feels close to other examiner because the status of them is same as examiner.

The last is relevant circumstances in dimension relative power used 33 times by examiners. Power is the general point is that we tend to use a greater degree of politeness with people who have some power or authority over us than those who do not (Brown and Levinson, 1987). It is based on the asymmetric relation between the speaker and the hearer. These types of power are most found in obviously hierarchical setting, such as courts, the military, and workplace.). It is appropriate with the findings that, the examiners used relative power factor toward the student because they have more power as an examiner or sometimes as a chairman toward other examiner. For example the examiner said "please read surah Maryam one until eleven" the utterance indicated that as a main examiner, examiner has an authority or power to instruct the student related to the fact that instruction is usually given by one who has authority.

In the data finding, the researcher did not found any relevant circumstances factor in dimension size of imposition used by examiners on thesis proposal online examination. Size of imposition can be seen from the relative status between one speech acts to another in context. It proves that no one of the examiners in thesis proposal online examination stand in relative status between one speech acts to another in context. For example borrowing a car in the ordinary time will make someone feel reluctant, but in urgent situation it will natural.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

This study was concern with the used of politeness strategies used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. It was intended to reveal types and the factor that influence the used of politeness strategy which has applied by examiners. From the result of the description and analysis of the data of this research there were two conclusions. The conclusions are as follows:

1. **The Politeness Strategy Used by Examiner on Students' Thesis Proposal Online Examination of English Language Education at IAIN Surakarta**

This study was concern with the used of politeness strategies used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. There were four types of politeness strategies employed by examiners. They were bald on-record, positive politeness, negative politeness, and off record strategy. Among four strategy, negative politeness was the most frequent strategy that occurs 200 times total data. It was followed by positive politeness strategy in 191 times, bald on record in 28 times, and off record in 6 times.

Bald on-record include cases of non-minimization of the threat used

in 24 times and cases of FTA-oriented bald on record usage used in 4 times. The second positive politeness include exaggerate (interest, approval, sympathy with H) used in 5 times, use in-group identity markers 95 times, seek agreement used in 32 times, joke used in 8 times, offer and promise used in 17 times, be optimistic used in 2 times, include both S and H in the activity used in 6 times, give (or ask reason) used in 21 times and give gift to H used in 5 times. The third negative politeness include question and hedge used in 192 times and apologize used in 8 times. The last off record include give hints used in 2 times, be ambiguous used in 3 times, and be incomplete or use ellipsis used in 1 time. Question and hedge of negative politeness strategy was the most dominant of politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. Thus total of the data are 425 data politeness strategy which have found on thesis proposal online examination.

2. **Factor that Influence the Used of Politeness strategy by Examiner on Students' Thesis Proposal Online Examination of English Language Education at IAIN Surakarta**

From the data finding, there were two factor that influence the used of politeness strategies employed by examiners. They are pay-off in 389 times and relevant circumstances in 36 times. The relevant circumstance divide in three dimension, they are social distance in 3 times, relative power in 33 times, and the researcher did not find any dimension size of

imposition in the examiners utterances. Pay-off was the highest of the factor that influence the used of politeness strategy used by examiner on thesis proposal online examination of English Language Education at IAIN Surakarta. Thus total of the data are 425 data politeness strategy which have found on thesis proposal online examination.

B. Suggestion

Based on the analysis and conclusions of the research, the researcher would like to give some suggestion. The result of the research can be used as a reference in studying pragmatic especially about politeness strategy which is employed by the examiners on thesis proposal examination. The researcher presents a suggestion for next researcher conduct studies by obtaining data from different context and situations, such as in thesis examination. The researcher also suggests the next researcher to use more theories in analyzing the data, especially in analyzing how another subject of the study in different ages, relationship, or status can applied politeness in daily life.

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APPENDICES

APPENDIX 1

TRANSCIPT FIRST STUDENT PROPOSAL ONLINE EXAMINATION

Day, date   : Jum'at, September 11st 2020
Time   : 09.00 – 10.00 WIB
Examiners   :
   1. Arina Rohmatka, S.Pd. M.Pd as main examiner
   2. Habibi Nur Hidayanto, M.Pd as examiner 1 (Chairman)
   3. Dr. H. Sujito, M.Pd as examiner 2 (secretary)
Studet   : Rona Rosita
E-1   : Main Examiner
E-2   : Examiner 1
E-3   : Examiner 2
S   : Student

E-2   : bismillahirrahman nirrohim, assalamu'alaikum Wr. Wb
E-1,E-3, S   : Wa'alaikumsalam Wr. Wb
E-2   : The honorable ibu Arina Rohmatka, S.Pd. M.Pd as main examiner, the honourable bapak professor Dr.. H. Sujito, M.Pd as the secretrary and **mbak** Rona Rositawati as the presenter. first thanks to Allah SWT wabihi as heal and opportunities so that this morning wecan hold a seminar proposal through video conference, second sholawat and salam always to Nabi Besar Muhammad SAW on this ocation we will hold a proposal seminar entitled A Descriptive study on teaching and learning English at language education centre (LEC) PROGRAM at SMPN 1 Wonosari in academic year 2019/2020 by Rona Rositawati. And the agenda today are the first is opening, second is reciting Qur'an, Third presentation, fourth discussion, five declaration, six closing. And now about the first agenda is opening, **please opening this section by reciting basmalah together.**
E-1,E-3, S   : bismillahirrahman nirrohim
E-2   : and the second agenda is reciting Qur'an by **mbak** Rona Rositawati and will be check by bu Arina, **oke monggo bu.**
E-1   : oke, thank you very much but before the time give it to me, so **mbak** Rona
S   : Iya miss
E-1   : **please read surah Maryam one until eleven**
S   : (reciting for surah maryam in Qur'an)
E-1   : **mbak jangan lupa panjang pendeknya ya**
S   : iya miss

E-1	: **diulangi, diperhatikan panjang pendeknya jangan terlalu cepat.**
S	: (reciting for surah maryam in Qur'an)
E-1	: lolos **mbak**, sudah **mbak** Rona
S	: oh iya miss sodakollahuladzim.
E-1	: for that **Mbak** Rona in term of panjang pendeknya masih sangat bermasalah ya, but ya still see munaqosyah I guess you still have a lot of time to prepare about the pero Qur'an retribution. **Hati-hati sekali** dengan panjang pendeknya **mbak** banyak yang salah ya, walaupun tadi apa namanya harokatnya juga ada yang beberapa yang salah tetapi main problemnya ada di panjang pendek. But seen you see will have already and an able recited but the conclude… sudah bisa, saya rasa karena ini masih ada munaqosyah jadi ya masih pass dengan bersyarat ya. But for munaqosyah jelas tidak bisa dengan standar yang seperti ini, panjang pendek minimal harus benar, nanti kita tunggu pas munaqosyah, harus sampai standar minimal ya nanti, jadi ini masih pass lah karna masih ada munaqosyah.
E-2	: oke bu Arina thank you for your suggestion. The next agenda is presentation. Oke **mbak** Rona, **please to closer to your mobilephone mbak** ya, ini suaranya gak jauh. Ya mbak rona, lebih mendekat lagi biar jelas suaranya. The agenda now is about presentation, oke **mbak** rona you have recite your proposal, time is yours.
E-3	: oke saya ijin leave pak ketua dan bu penguji utama, nanti mohon di joinkan lagi pada saat jadwal saya mulai.
E-2	: **Inggih** pak
E-3	: Terimakasih **mohon maaf**, wassalamu'alaikum Wr. Wb.
E-1, E-2, S	: Wa'alaikumsalm Wr. Wb.
E-2	: Oke silahkan **mbak**
S	: (presentation about their proposal) oke that all my presentation, I'm sorry for my mistakes. Wassalamu'alaikum wr. Wb.
E-2	: wa'alaikumsalam wr. Wb. Okay thank you **mbak** Rona, and then the next agenda is discussion, and the first discussion will be conducted by bu arina. Monggo bu. **Speakernya tolong bu belum di**..
E-1	: iya. Oke I'll back. Ya **mohon maaf** karena saya bareng-bareng sama ngajar jadi insyaAllah masih bisa. **Oke terdengar jelas ya mas suara saya?**
S	: iya miss

E-1 : dan di video juga, oke **mbak** rona, **let's see I actually the topic that you choose is very interesting**, I feel like if you decided to take to do research in this language education centre, **I believe that the last be good things and also probably special things about this language centre right, alasan memilih judul ini apa, kenapa memilih language education centre ini apa di banding dengan mungkin education centre yang lain gitu misalnya atau kenapa ini disekolah?**

S : jadi begini miss, alasan saya memilih LEC ini karena saya melihat di klaten sendiri itu gak semua sekolah bahkan hanya dua seekolah SMP yang bekerjasama dengan LEC dan alas an saya kenapa LEC karena menurut saya setelah saya dari observasi saya LEC ini program yang sangat-sangat membantu siswa menurut saya dan itu sangat menarik sekali karena pembelajarannya ada dua yaitu di lab da nada dikelas.

E-1 : **so try to speak in English**

S : oh ya, why I choose LEC because LEC program is in my opinion is very unique because in klaten regency the school have cooperate with LEC only two school which one is SMPN 1 Wonosari and the teaching learning process of LEC is very unique because use laboratorium and in every semester LEC mendatangkan native speaker for student practice speaking and listening.

E-1 : okay, so mbak tell me .. and then about related to the program what likes test LEC language centre is special, **yang bikin bagus apa?** the context of the program itself.

S : LEC program have a side to side application jadi namanya itu ada side by side application yang digunakan tecahernya atau instrukturnya untuk mengajar. Jadi LEC membuat sendiri aplikasi untuk belajar siswa melalui aplikasi itu yang dihandel oleh isntruktur and then siswa belajar in laboraturium. And while student teach in classroom, language education centre or LEC program use the book namely connect book.

E-1 : okay, **how about the students respond or students re option or in term of the result. Do you think or do you know whether it goods or not. Bekerja baik gak untuk mengangkat, secara hasil bagus tidak, seperti apa coba diceritakan?**

S : jadi dari hasil observasi dan juga wawancara beberapa siswa yang saya temui siswa merasa sangat tertarik karena pembelajaran tidak hanya didalam kelas dan juga untuk mendapat nilai di LEC pada saat di laboratorium itu siswa harus aktif memencet tombol call

jadinya setiap ada tombol call masuk itulah nilai point dari siswa jadi kalau siswa tidak memencet tombol call dan menjawab pertanyaan, siswa tidak akan mendapat nilai jadi tulah yang mendorong nantinya kenapa hasil dari LEC ini pasti siswa jadi lebih bisa berani berbicara bahasa inggris dan juga memahami skill skill bahasa inggris yang lain.

E-1 : Okay nah sekarang I have read your background of the study. Background of the study nya it just wait to blab la. Sangat-sangat luas, sangat tidak focus jadi saya bisa mengatakan seluruh isi backgroundnya itu seperti itu. **Saran saya ya masukan saya** yang **njenengan** ceritakan tadi what you have told me ya, jadi yang saya tanya mengenai tadi apa kelebihan LEC ini kemudian secara program kelebihannya apa, what are the uniqueness, what are the benefit for the students, yang **njenengan** ceritakan tadi masukan di background okay. Catatan saya disini adalah **my suggestion the first is if you want to focus and that history so focus on the history of language centre as applies to help formal institutions in global or also in Indonesia**, kalau dapet bagaimana fungsi pusat bahasa, fungsi language centre di ranah global setelah itu bagaimana fungsi language centre in local context let say in Indonesia, mulai aja dari situ tidak usah mulai dari teori bahasa teori bla bla bla saya melihat ini isinya bener-bener masih **ngalor ngidul ya seperti tidak belum mencerminkan tujuan**. Nah yang kedua focus on what you told me related to the program example why it is special in term of the format, in term of the program and also the impact on the students. Lah ini nanti untuk student nya dan semua jadi diambil dari preobservasikan, jadi harus cerita nanti tentang LEC ini seperti apa, ini bukan tentang sejarannya dia dibangun atau punya berapa lab. Itu nanti di chapter tiga aja atau di chapter dua ya, dibagian deskripsi itu dibagian chapter tiga. Disini focus kenapa **njenengan** ngambil LEC ini, asumsinya adalah karena dia bagus, karena ini qualitative kan. Kalau tidak ada yang istimewa tidak ada yang special asumsinya you will not save this. So focus on that specification and the different for other research. Dan itu didasarkan dari preobservasi ya, tidak boleh asumsi-asumsi gitu, especially related to the students respond that you told me earlier. Seperti itu **mbak** ya jadi backgroundnya diubah ini data seperti quanti dan menurut saya, yah jadi bisa dibilang di buang semua, background diganti seperti **njenengan** cerita seperti itu seharusnya backgroundnya bukan yang seperti ini. Oke lets see

identification ya, istilahnnya di cek lagi identification problem of the study or problem identification of the study bla bla bla **please check better in the book ya di buku panduan di cek lagi mbak oke ya**

S   : oh nggih miss

E-1   : and then oke, problem statement nya what are the materials, what are teaching method of the process. **Nah ini kenapa ada a b?**

S   : mmm

E-1   : **so your focus is apa ini?** Fokusnya ada dua, the process and the teaching method yang digunakan, what are the teaching method and teaching media.

S   : jadi

E-1   : oke, just for the first question, you don't have to add a and b, **just focus in a let say the process of English teaching and learning in Language Education Centre aja gak usah dikasih a dan b nanti kalau dalam kontennya mau dikasih a dan b silahkan tapi disini cukup satu ya.**

S   : baik miss

E-1   : and then the second one of other problems, what are the problem in English teaching and learning language, oke. So usually in here the problem biasanya sih ada the solution kecuali kalau tidak mau dikasih solusi, what are the challenges? Pilih yang mana. If you put what are the problem biasanya akan ada poin tiga nanti solution yang diambil gurunya biasanya mentornya kalau ada masalah.

S   : oh iya miss

E-1   : oke nah kalau ada masalah dengan nomor tiga yang challenges ya tantangannya apasih kek gitu, nanti isinya ya bakalan belum kalau dikasih ada solusi yang sudah diambil ya itu. Oke ceritakan mengenai benefit, oke kalau kutipan hanya nama belakang ya mbak lainnya nanti di check

S   : oh iya

E-1   : oke and also in a… jadi yang chapter satu saran saya sudah itu aja, di cek lagi sekarang ke chapter dua, this chapter is.. teori of language and English institution, ini saya ganti teori mengenai language and English institution ini gimana maksudnya teori, **Oke langsung suggestion saja ya saya rasa misalnya language teaching it is like language misalnya language centre in Indonesia seperti itu, seperti apasih language centre di Indonesia seperti yang kita bahas tadi ya, language centre secara umum dulu lebih spesifik lagi language centre in**

	Indonesia mulai dari itu misalnya. Karena ini atasnya in English institution malah bawahnya definition of … language, tidak usah terlalu melebar mbak langsung aja focus. If you feel like di lembaga ini yang diajarkan what kind of skill, **there are four skill or only speaking and listening example? Four skill?**
S	: four skill
E-1	: oke so four skill. **Specific or not?**
S	: gimana miss?
E-1	: **specifik atau tidak menurut programnya kek gitu? Misalnya integrated atau seperti apa?**
S	: untuk speaking an listening skillnya itu diajarkan di labnya dan untuk minggu setelahnya di kelas itu focus untuk belajar grammar eh kok grammar, reading sama writing gitu miss.
E-1	: oke so itu ya saran saya tidak usah terlalu lebar jauh-jauh kalau ngomongin four skill ya sudah dimulai dari itu gak pa pa karena those or they that hour of the course ya, and then lebih ke focus aja tadi karena ini yang di omongan bukan formal institution berarti anda harus juga membahas misalnya informal institution ya itu atau ini punya sekolah ya? Institusinya formal tetapi LEC nya inikan bukan ikut ke hitung, berarti itu yang dijelaskan nanti didalemnya. Intinya just go straight for it, focus on language centre all about yang disitu, tidak usah jauh-jauh ke language bla bla bla ini ada yang.. ini terlalu ini **mbak**. Teori English in institute, nah ini konteksnya English institute ini.. oke tidak usah dikasih kata theory of theory of theory of ya, itu dibuang saja semuanya
S	: oh nggih miss
E-1	: he'em karna itu nanti kayak kuanti dan juga agak aneh. Ini kan ada cerita bukan perjalanan sebuah teori. Definition of LEC, nah ini kan sudah disinggung nanti di apa di jabarkan lagi aja. Jadi kalau mau masuk mungkin masih bisa masuk four skill ya, dari pada yang language secara umum. **Oke so tell me about how you will collect the data? Collecting datanya seperti apa nanti rencana?**
S	: saya collecting datanya memakai observasi sama apa namanya interview. Untuk observasinya rencana saya empat kali pertemuan untuk dua kali di lab dua kali di kelas dan juga untuk interview saya sudah melakukan
E-1	: **oh ini ya, sudah masuk tidak terdampak korona?**
S	: mm gini miss untuk observasinya nanti saya yang dua kali udah kebetulan di bulan februari dan untuk yang dua kali nanti saya masuk lewat grup whatapps pembelajarannya

E-1 : oh iya berarti prosesnya ada disitu ya, oke nanti fokusnya pada materiny ya, **materi apa yang disampaikan sama teacher strateginya?**

S : iya miss lebih ke prosesnya

E-1 : prosesnya.. **berarti ini sebenarnya dibagi dua ya mbak ya saran saya nanti for the process, satu process before the pandemic and after the pandemic**. Before the pandemic that would be complexion on models, yak an ada model kompleksional di kelas tapi bagaimana it changes after the pandemic means that yang via grup online diceritakan jadi ada dua bagian disitu ya. Terus kemudian teaching methodnya ya pasti ada perubahan lagi ya nanti baru dimasukan. Tapi untuk processnya ada dua mungkin ya, difokuskan yang sebelum pandemic dan setelah. **Oke langsung saja saran untuk ini untuk wawancara dan sebagian lainnya yang deep ya, yang deep itu biarkan mereka cerita banyak bukan hanya kamu suka gak ini gak dengan dia denger but like a story. Kalo bisa njenengan mancing**, you try to tell as mean as possible so that means you get lose the data karena mereka sendiri tidak mengalami proses dikelas pada akhirnya tiga orangkan. Jadi ambil datanya nanti silahkan mungkin by phone atau by WA diusahakan untuk direkam gimana caranya, dan juga gali terus yang banyak ya karena you will related on that, anda akan bergantung pada data itu agak susah kalau observasi ke kelas kalo pandemic soalnya

S : iya miss

E-1 : gitu ya mbak, and then and last itu suggestion ya saya sudah kasih contoh kerangka mungkin ambil yang before and after pandemic itu akan sangat menarik so that we as the writer we will learn, selain informasi how it is like the language centre conducts the programs. There is also information related to how it changes, bagaimana dia let say adapt to the situation, bagaimana si languge centre ini yang versi anda bagus gitu ya beradaptasi dari sebelum dan sesudah, itu informasi yang saya harapkan disitu dan yang terakhir yang sering lupa itu dalam narasi jangan hanya sekedar menyampaikan si A bilang begini si B begini tetapi harus ada istilahnya refleksi dari anda sebagai researcher ya. Tapi karena anda menjelasan a b c what they explain a b to c itu harus bisa disimpulkan berarti harus ada benang merahnya itu tidak hanya sekedar copas tempel aja si A bilang ini berarti ini ya. You have to find out let say kayak reading between the line, melihat sesuatu itu di balik fakta-fakta it seperti

apa, terlepas metodenya bagus atau tidak dan apa aja itu boleh termasuk bagian challagesnya itu ya karna dia itu satu bab sendiri, subbab sendiri di chapter dua gali lebih dalam lagi. When you are responded answer for the example I feel like not comfortable whit this why you jawab lagi why kenapa tidak seperti ini kenapa tidak seperti itu. Gali terus, sepertu itu saran saya yang respondennya jangan terlalu sedikit untuk jagani kalau nanti satu source ternyata tidak dapat banyak gitu. Kalau kurang ambil data lagi. Saya rasa itu ya saran saya untuk proposal ini yang paling saya tunggu adalah nanti anda bisa..(39.40) seperti apa sih semacam language centre itu dia beradaptasi. **Yang paling saya harapkan ya dari hasil,** kalau untuk method bla bla bla itu bagaimana dia beradaptasi setelah pandemic ini which is requiring changes mau tidak mau**.** Bagaimana dia tetep jalan dengan programnya before and after pandemic. So I guess that probably a very good will be a result for as. Point yang sangat menariknya disitu jadi focus ke poin. Saya rasa begitu **mbak** rona ya.

S	: iya terimakasih miss
E-1	: oke pak, I cases all of my suggestion thank you very much.
S	: thank you miss
E-2	: ya bu arina thank you. And then **mbak** rona we will continue. **Mbak** Rona **are you oke**?
S	: hahaha I'm oke
E-2	: **nervous?**
S	: aaa
E-1	: mohon ijin pak habibi, saya masih akan tetap menyimak dan mendengarkan. Hanya voice nya saja saya hilangkan biar tidak masuk suara ya ke record. Tapi saya masih menyimak
E-2	: Iya bu. **Mbak** Rona we will continue the discussion today and let see on the first background ya. You may open the background, for the first page introduction. For the first is situation, to discus ini ya ada dua ya **it is better for you to conduct the source ya, cari yang lain jangan satu part.** Ini ada dua paragraph you have to aa jangan same the author, same source gitu nanti cari lagi. And also this one, next page, page five this one English which is classify as bla bla bla until the end itu baku, sudah **mbak**?
S	: aaa iya pak
E-2	: **oke it is your own word? Your sentence, kalimatmu gak?** Sepertinya ini bukan kalimatmu gitu lo
S	: iya bukan pak

E-2 : iya kalimatmu, If this is not your own word, **I think** you have to add the source ya, sumbernya itu jangan sampai lupa, nanti kamu diparafrase juga nanti, karena I think you put many special copy paste, banyak sekali ini sepertinya banyak ini. And also ini ada juga sumber-sumber yang belum kamu masukan, ini masih banyak dihalaman-halaman yang lain, ini ada catatan dari saya nanti bisa kamu lihat ya tidak usah saya sebutkan satu persatu ya

S : oke Mister

E-2 : and next to this one you use school, use LEC in the teaching learning especially for English ya, oke **why does this school use LEC in the teaching and learning English?**

S : aa gimana mister, gak denger?

E-2 : **why does use LEC in the teaching and learning English?**

S : SMPN 1 Wonosari have cooperate whit LEC since 2014, yes fourteen. Why the SMPN 1 Wonosari bekerjasama dengan LEC menurut yang saya interview dengan teachernya itu di SMPN 1 Wonosari itu memang SDM nya yang diterima memang kebanyakan yang dulu sebelum dari zonasi itu memang tidak terlalu bagus, maka dari itu ..

E-2 : **oke what do you mean by SDM, SDM dari guru atau siswanya?**

S : siswanya pak, siswanya itu yang masuk disitu emang ini dan apa namanya LEC ini di pilih untuk agar siswa lebih bisa belajar bahasa inggris lebih dari bahasa inggris yang menurut kurikulum jadi LEC ini untuk tambahan agar siswanya bisa untuk belajar bahasa inggris secara lebih.

E-2 : **so LEC like ekstrakulikuler?**

S : No, not ekstrakulikuler, LEC itu tambahan untuk belajar tapi dia dimasukan ke jam pelajaran.

E-2 : oh gitu. So **I think** I want to give suggestion ya, tadi suggestion dari bu arina backgroundnya harus dirubah **nanti saya ada cuma tambahan itu alasannya why this school use LEC in teaching learning process itu belum ada disini, nanti kamu tambahkan itu yang belum ada, nanti silahkan kamu tambahkan reasonnya alasan-alaannya**. And then next problem identification, you have five problem identification and all problem identification is progressive sentences, semuanya dalam kalimat tanya. **Apakah kalimat tanya itu merupakan problem identification?**

S : gak pak harusnya

E-2 : apa hayo, **problem identification itu harusnya dalam kalimat**

	apa? Masalah yang ada disitu problem identification pertanyaan semua
S	: iya pak, iya harusnya
E-2	: problem statement ya kalau pertanyaan itu nanti kamu dirubah ya bukan dalam pertanyaan jadi problem identification itu dapat kamu peroleh dari itu kenapa alasannya SMP nya itu mengajak LEC itu kenapa alasannya, itu nanti bisa kamu tambahkan, alasan-alasan menggunakan LEC kemudian alasan kamu ingin meneliti di pengajaran LEC nah nanti silahkan kamu ganti ya kalimatnya. And the next problem statement, number two I have suggestion ini menurut saya kalo bisa ya mbak ya nanti silahkan kalau bisa. yang ini it's okay no problem tapi **saya punya suggestion itu kelebihan dan kelemahan dalam penggunaan LEC itu apa, silahkan nanti kalau mau nambah juga boleh**, oke next lets go to the chapter two searching kata what is skill language is, udah ketemu **mbak** dibawah itu. The last paragraph in page 13 in the middle of paragraph, what is, here is, that is itu apa itu nanti. What itu tidak dapat digunakan dalam kalimat.. what itu digunakan dalam kalimat tanya ini, kan kalimat positif nanti dirubah. Masih membingungkan, I confuse to understand this sentence ya
S	: iya pak
E-2	: next, oke page 17 see on theory of language education centre, A. definition of LEC and then C. **dari A kemudian C, B nya kemana**?
S	: B nya ilang
E-2	: B nya ilang, **jangan korupsi mbak wah**
S	: (laugh) iya pak
E-2	: **skripsi kok malah korupsi itu**, nah ini ya especially in numbering system ini to look again… sebentar ya ada tamu, sebentar ya mbak saya nerima paket dulu
S	: iya pak
E-2	: oke lets continue, numbering systemnya tadi ya so you have to look again numbering systemnya ini masih harus di cek lagi nanti. And next, oke know cooperative system between LEC with school page 38, ini ada surat perjanjian, **suarat apa ini ya?**
S	: surat tawaran kerjasama
E-2	: suart tawaran kerjasama ya, **I think** not necessary untuk add this letter, gak penting ini kamu cukup kasihkan nomor surat dan tanggal saja, if you want to add this letter di appendix saja kamu lampirkan jangan disini nanti di skip aja, go to…at same source but

	different year ya, beda tahunnya ini biasanya same source but you typo the year,yang bener apa ini, di cek lagi sperti ini kecil-kecil tapi penting ya. Oke and then previous study, cek the (52.31) ada yang salah and also this one oke first paragraph the last sentence , the last sentence in the first paragraph sudah, One sentence ada berapa baris ini (menghitung) ada sembilan baris dalam satu kalimat, ganti two ore three sentences or three or four ya jangan satu kalimat sembilan baris tidak bagus. Oke and pada chapter three, research methodology, oke structure LEC Dwi Marjanti ya ini kamu nanti pakai inisial saja
S	: oh pakai inisial
E-2	: iya pakai inisial saja nanti, oke now time of research, **you start your research kapan ini?**
S	: saya mulainya januari pak, januari saya sudah ke LEC nya langsung interview terus januari tanggal 4 sampai febuari pertengahan kalau gak salah tanggalnya saya lupa nanti saya lihat lagi itu saya sudah observasi 2 kali disana, dan juga interview sama gurunya.
E-2	: so your observation masih di kelas biasanya belum pandemic, **oke I suggest you to make time table, ada time table nya itu, nanti pembagiannya januari apa, februari apa.** And then ini yang saya masih belum dapat **who's theory for your research, teorinya siapa?**
S	: teori untuk analisis data?
E-2	: iya
S	: untuk analisis datanya saya menggunakan Miles and Hubberman pak
E-2	: pake itu ya, **and then how many data will you have? Berapa data yang akan kamu punya?**
S	: data yang saya punya ada observasi empat kali pertemuan, interview dengan manajer LEC, dengan guru LEC, dan juga ada guru infalnya juga saya interview buat tambahan terus juga siswa
E-2	: **you have interview and then what else?**
S	: observation
E-2	: observation, **document ya**?
S	: iya document
E-2	: okay, **this is in pandemic era and then do you now the strategy of LEC now in this online learning kan? Sudah tau belum ini?**
S	: itu sudah tapi belum saya tulis nanti mau dijabarkannya di bab empat gitu pak

E-2	: iya, jadi ini pandemickan itu kan nanti beda dengan regular **mbak** ya, jadi silahkan bagaimana itu prosesnya dijelaskan secara jelas ya, nanti mungkin di background bisa ditambah dulu regular classes and now in pandemic and school use online learning ya itu nanti bisa ditambahkan. And next ini I found many sources, some sources not in blibiography please check again ya
S	: iya pak
E-2	: mosok itu blibiographymu cuma itu tok, ternyata saya lihat banyak yang belum kamu tambahkan ya **mbak** ya, yang jelas ya ini cuma suggestion saja.
S	: iya pak
E-2	: and the last **I think** you need to look again about the blibiography arrangement, nanti bisa dilihat di buku panduan ini masih ada yang kelihatannya terutama di bibliography yang web yang kamu ngambil dari web
S	: iya pak
E-2	: itu nantikan belum lengkap ini, nanti dilihat dibuku panduan skripsi. Okay **I think** enough for my suggestion nah ini dari saya ya **mbak** ya. And now pak Jito, okay you call pak Jito
S	: iya pak
E-2	: assalamu'alaikum pak
E-3	: wa'alaikumsalam pak ketua dan bu penguji utama
E-2	: this is your time to give suggestion and discussion sir.
E-3	: okay thank you pak Habibi as the chairman of this presentation and also bu Arina as the main examiner and also **mbak** Rona. This time for me to give question and suggestion to mbak Rona as the advisor of mbak Rona I will give suggestion and question. **I'm sorry** I have four meeting at once the first is meeting for penguji CPNS kita salah satunya bu Ikke, pak Arikunto, dan ada beberapa CPNS baru kita yang mau masuk. **Mbak** meilana dari kepegawaian. Oke **mbak** Rona **would you please read your title of your proposal to remaind me?**
S	: A Descriptive study on teaching and learning English at language education centre or LEC PROGRAM at SMPN 1 Wonosari in academic year 2019/2020.
E-3	: okay that enough I remember, okay so see the title of your proposal here, it is clear that your research proposal is descriptive. You plan your research to be descriptive research, so okay. And by hearing your title it is kind of descriptive qualitative research, you plan to describe the teaching learning process of certain education

institution, if I not mistaken it is teaching in English language laboratory certain school in Klaten nggih, Ya it is okay. When you mention the name of specific language education institution like that it is right, **I appreciate** of your title because of some student in the title when they describe with their plan describe teaching and learning process, they do not mention in specific the name of education institution and also they do not mention the specific name of method used by the teacher in that teaching and learning process but it is important actually when you do not mention some specific karakteristik, some specific name with specific karakteristik of the education institution and specific method that used in teaching and learning process, it will be nothing. It will be on general description of English teaching and learning process. So mentioning the specific method use by teacher in doing teaching and learning process, when you want to describe process of your research it is important and perhaps you may also mention the specific method, the specific material use by the teacher. So in this case what is mean by mentioning specific method is you will study something interesting something specific not only giving description general teaching learning process okay. And your proposal here mention language laboratory in teaching learning process ya. Okay it is specific enough. The important of mentioning that education institution or places, the leader of tim of places will expect or you give promise something different than other that you plan to describe in your thesis, so the leader of your places will not have to general expectation of your research finding and by mentioning that language laboratory teaching learning process, everybody that read your research proposal expected that you will give research finding, there is specific research finding that different from other related with teaching learning process in language laboratory. Okay because not all education institution in general have language laboratory, and then expectation the leader of your places get the description of the useful teaching and learning of English in that laboratory. Okay so my first question, it is not question because I am your advisor you explain again what is some specific and interesting in that language laboratory teaching and learning process for English. **Rona would you please again give one sentence?**

S : language education centre program in SMPN 1 Wonosari, this is one uique program in laboratorium teacher use side by side

application to study with student and student yang mau mendapatkan poin harus menjawab melalui tombol call masing-masing gitu pak

E-3 : it is enough, Ya oke. So the function of teaching and learning process in laboratory in that school thay will be a supplement on teaching learning process in class like this Rona. And reading your problem identification there are five or six bab, I think this almost the same with your research problem. The think that make different with identification of problem and problem statement is identification of problem will be all the possible problem that me right from your topic that can be potential to be used as your research problem but you do not use it because perhaps there is no focus and then you feel like found that identification of problem to be your operational research problem oke. **So it is better for you to add identification of problem**. So everyone, the reader of your thesis and also we as the examiner will see like and the most important problem that you use as the operational research problem okay. But the thing that you have to determine your promise to find something that useful for us related with English teaching is you find something that related different from teaching learning activities in language laboratory or teaching learning process in usual classroom okay. So when you thing that teaching and learning process that language laboratory will the supplement that enrich the student knowledge and skill in English at additional exposure for the student out of the class, so when your promise it is about it you should be able to show your finding that teaching and learning process in that language laboratory really great significant supplement, really great powerful educational, powerful exposure of language in term for the student okay. Is that true Rona that you want to give in your research finding by giving the proof and by giving the data that can be used for other institution showing that teaching learning in language laboratory will be powerful additional supplement for the student okay. **When it is right?** give some statement to make actual about it, okay answer by sitting some statement about your promise

S : I think LEC program will be a good program to school that have cooperate with LEC because in LEC use many method any side by side application and then connect book and pertemuan dengan native speaker dua kali dalam satu semester jadi mungkin itu yang akan membuat LEC menjadi menarik dan menjadi salah satu hal

yang ditekankan untuk sekolah-sekolah lain untuk bisa memulai kerjasama dengan LEC

E-3 : **okay your research problem you focus your study material and method?**

S : Iya pak

E-3 : okay so by focus the material and method you will.. objective that program and also media and also evaluation, but **I think** objective media and evaluation also important, but is okay it is your way or method limitation of your study but you have to give reason give reasonal reason, **why you leave identification, why you leave material and why you leave media?** you do not mean to give your study, give reason

S : in LEC program untuk proses teaching and learning nya ini setiap pelajaran menggunakan bukan dari kurikulum karna ini LEC berdiri sendiri jadi tidak menggunakan kurikulum dari pemerintah jadi LEC menggunakan materi-materi yang memang kurang lebih tidak sama dengan materi yang dikasih dengan kurikulum yang ada di pendidikan Indonesia jadi untuk materi dan juga metodenya LEC membuat sendiri ada silabusnya juga tapi yang membuat adalah dari LECnya sendiri

E-3 : ya okay, I think that good. Pak ketua pak habibi and also ibu penguji utama bu Arina that enough for me, that suggestion and the advisor of Rona that enough assalamu'alaikum Wr. Wb.

E-1,E-2,S : wa'alaikumsalam Wr. Wb.

E-2 : okay thank you Sir. And now **mbak** Rona after the discussion is time for you to know the result of your seminar proposal today, and then time to the declaration. **Bu Arina gimana ini yah it's okay? Continue?**

E-1 : okay based on your performance for the seminar proposal, I can say that you still pass this seminar proposal

S : thank you miss

E-2 : and then yes **mbak**, and **prof Jito how about mbak Rona?**

E-3 : ya okay, **I think** it is good **mbak** and penguji utama. You can continue **mbak** rona

E-2 : okay from me same with all based on the explanation ya and then you can be change that you pass this seminar proposal. **Congratulation mbak** Rona, and you can continue your proposal

S : thank you miss Arina, thank you pak Habibi and pak Jito.

E-2 : and then last agenda is closing before we closing this section, **I think it is better for us to screen record ya (take a picture)**

TRANSCIPT STUDENT PROPOSAL ONLINE EXAMINATION

Day, date   : Jum'at, September 15th 2020
Time   : 07.30 – 08.30 WIB
Examiners   :
    1. Budiasih S.Pd M.Hum as main examiner
    2. Arina Rohmatka, S.Pd. M.Pd as examiner 1 (Chairman)
    3. Nor Laili Fatmawati, M.Pd as examiner 2 (secretary)
Student   : Puji Lestari
E-1   : Main Examiner
E-2   : Examiner 1
E-3   : Examiner 2
S   : Student

E-2   : Bismillahirahmanirrohim assalamu'alaikum Wr. Wb.
E-1, E-3, S   : Wa'alaikumsalam Wr. Wb.
E-2   : **good morning**, the honourable all the examiner and also **mbak** Puji Lestari, first I would like to invite the main examiner the honourable bu budiasih, M.Hum and also my self first examiner Arina Rohmatika and then the honourable bu Nor Laili Fatmawati , M.Pd as secretary also second examiner. **And today we also have siapa mbak namanya?**
Researcher   : Mila, Jamilatud Dukha
E-2   : **mbak Mila**? Oh iya thank you very much for joining today seminar proposal ya to support and also to learn about today's event. So this morning we have several agenda the first is opening followed by Qur'an recitation, presentation, discussion, and then before we have a declaration we have some the rest and after that closing. **So before we open the examainer and also mbak mila let's start today seminar proposal by recitation basmallah, bismillahirohmannirrohim**
E-1, E-3, S   : bismillahirohmannirrohim
E-2   : the next agenda is Qur'an recitation and so beprepare **mbak** puji and the honourable bu budiasih, S.Pd, M.Hum times is yours
E-1   : **Sorry** bu Arina I think you have a hafidzoh over here bu Laili and I think she is **the best person** who give a.. ujian
E-2   : ya we back especially request main examiner so I would like to invite bu Nor Laili Fatmawati, times is your, **silahkan.**
E-3   : oke **mbak** Mila, **sudah bawa Qur'annya mbak Mila**?
S   : saya miss. Puji yang mau ujian, mbak Mila cuma..

E-3 : oh Puji, **sorry sorry** tak kira Puji panggilanne Mila ngunu (laugh) Puji sopo enek Milane. **Mbak** Puji surah Ar Rahman Juz 27

S : (reciting for surah ar Rahman in Qur'an)

E-3 : **Iya mbak Puji panjang pendeknya mbak Puji**

S : nggih miss

E-3 : jadi kebanyakan kamu diakhir setiap kata dipanjangkan, supaya gak panjang kamu lanjutkan ke kata berikutnya. **Belajar lagi banyak ngaji okay.**

S : nggih Miss

E-3 : okay thank you bu Arina

E-2 : **okay so for the recitation still pass bu?**

E-3 : **ya.. cukup tapi perlu disempurnakan**

E-2 : okay ya we back ….. **you are passing or not you are still given charge but you must to improve wour Qur'an recitation nanti untuk munaqosyah karena standartnya sudah standar munaqosyah ya tidak seperti yang ini.** So tadi cara bu laili teknik dan lain-lain ya. Okay thank you very much, so we can go on the next section which is presentation so **mbak** puji I would like to you …so we invite **mbak** puji times is yours.

S : (presentation about their proposal) menit.

E-2 : okay we back, thank you very much, thank you for **mbak** Puji. Okay since you have to….we go on to the next which is discussion and the for the ususal I would like to invite the honourable our main examiner bu Budiasih, S.Pd, M.Hum times is yours

E-1 : okay thank you bu Arina and **good morning mbak** Puji

S : morning miss

E-1 : okay **congratulation** for you that you came to this step at your research proposal, okay I will directly come to your background of study ya **mbak** ya, for the first paragraph sentence number four you write as we know, **have you got that word**?

S : I'm sorry miss, I can't hear your voice clearly, putus-putus miss maaf

E-1 : the same your voice also not clear from here, okay **mbak** puji **would you please come to your background of the study paragraph one**, ya you write as we know.. itu dihindari **mbak** kata as we know sebagaimana kita, banyak yang gak tau mungkin so please avoid to using that to as we know as people know, mungkin saya gak tau bisa, pembaca-pembaca lain tidak tau. And then the next sentence the porpose that giving reward together.. **what the meaning of giving reward together, what does it mean?**

S	: I think for the porpose that giving reward together is
E-1	: **okey what by mean translete the word porpose that giving reward together, what does it mean?**
S	: I think giving reward to the student
E-1	: **together? Tujuan memberikan nomine?** Okay **I think** the word giving reward together here you are influence here by probably Javanese or bahasa Indonesia style or I do not know, but it's difficult for me to understand mbak. giving reward together I mean this.. I confused. Okay **mbak** puji sendiri bingung artinya
S	: gak miss jadi sebenarnya I think I will write giving reward in the classroom and help the lecture increase student motivation but I think do apologize in the sentence
E-1	: so you have to modifie the word. Okay next you have mistake, I already give the note and I will check by the email
S	: okay miss
E-1	: ya and okey you have to be very careful in your sentence. Next **I think** this is my comment for your background of the study mbak. You case you were background of the study here from the video rewrite ya (19.50) you only this background pf the study only from the preresearch, you do not provide us with the support the research or the study. so you have to write some study from journal to prove your research is important and relavent to the kinds studies. Oke jadi begini **mbak**, biar pembaca tau that your study or the research is something between mmm.. still in the kind is you, you need support from the common research or study related to reward and punishment. Ya jadi tidak hanya dimurid, tapi apakah penelitian-penelitian yang jaman sekarang itu meneliti tentang kajian ini gitu ya
S	: iya miss
E-1	: oke next identification of the problem okay, limitation of the problem you have to write the subject and then how to collecting the data, how to analisis the data and you have to complete the academic year, karena ini hanya mungkin dalam satu study, hanya dalam satu rumus, disaat itu dengan subject itu. Oke chapter two, theory of related to the researcher **I suggest you to write the theory of.. ini apa dulu mbak, the first you have to write theory of teaching and learning English. Itu harus ada dulu, jangan tiba-tiba student gitu, so you have to write the theory of teaching and learning and next is theory of teaching writing and then classroom**. In classroom itu sebenarnya reward and

punishment part of day, **right mbak puji**?

S : iya

E-1 : jadi ururtannya begitu, dari yang general dulu teaching and learning, hausnya learning dulu tapi kadang terbalik-balik. Harusnya learning baru teaching. So likely begitu. Next the Skinner model of the learning, you write diagram too ya on page ten ya, itu diagram two. **And then what is the diagram one? Diagram one ada gak? Is there any diagram one?**

S : nothing miss, typo miss

E-1 : ya itu memang komponen paling ampuh buat kita penguji kesalahan dalam menulis gitu ya.

S : ya gini miss I think diagram two because this is chapter two

E-1 : so diagram is written in this order mbk, diurutkan satu, dua tiga. Table juga satu, dua, tiga. Okay next, nah I forgot, would you to know your assumption your research question. Number one, how the implementation of reward and punishment. In your assumption, **what are the answer of this question mbak? Kira-kira apa. Nomor satu jawabannya apa?**

S : for the implementation I will search, I think that.. by lecture as an seminar educator…

E-1 : **sorry-sorry mbak please speak clearly**

S : I think how to implementation of reward and punishment on the process of teaching writing, on my opinion for the first in reward can increase the better not of the student behaviour, for the second giving reward can maintain and expand the student behaviour and then giving reward can maintain expand the student behaviour and reward are indicator of increasing competent .

E-1 : **sorry mbak** puji, my question is how.. pretend that you are ready conducted a research, pura-puranya kamu sudah melakukan penelitian. My question is how that you are answer the question number one, kira-kira ini jawabannya apa gitu, Karena tulisannya kan how to implementation, what the answer of this question. Kamu udah punya bayangan to, Sebenarnya kalau punya pertanyaan ini jawabannya apa, harusnya punya bayangan

S : iya miss, the implementation of reward and punishment in teaching English, I will follow kind reward.. applause and advance

E-1 : the reward is from in the form of applause, jadi nanti kamu bertepuk tangan untuk siapa, yang giving applause siapa**, who the give the applause**?

S : the teacher giving applause to the student miss maybe like..

E-1   : **have you ever preresearch mbak, sudah pernah pre-research belum?**

S   : sudah miss sebenarnya, I did the pre-research before the corona, before the pandemic I do the research, I find the implementation of reward and punishment in there.

E-1   : **Bentuknya itu tepuk tangan applause?**

S   : not only that miss, jadi gak cuma tepuk tangan may be kind reward like giving something or

E-1   : **dikasih sesuatu gitu ya?**

S   : yes miss

E-1   : okay**,** and the **what are the student responsis, in your assumption what are the answer of this question**?

S   : the students will be happy and motivate to write… ada extra gitu miss, jadi saya nemu dua masalah buat dijadiin judul, saya ngajuin ke njenengan

E-1   : it's okay **mbak** no no.. what I do is you answer the question, saya hanya ingin tau kira-kira nomor dua ini jawabannya apa, apakah studentnya biasa-biasa saja, cuek aja, atau say thank you, apa gitu **mbak**. Aah ini cuma sederhana kok pertanyaan saya. From you write the problem statement, you already have prediction of the answer right, kamau punya pertanyaan seperti ini prediksimu jawabannya ini. **Jawabannya nomor dua kira-kira apa**?

S   : maybe they will interested to responding and motive to write, and maybe happy and always say thanks

E-1   : okay so the students respond probably will say thanks to the teacher because they are given something, ya gitu mungkin berterimakasih or the next day they will use at.. kalau dikasih polpen.. responnya nanti harus jawabannya tepat. So the next you have to be sure that you have the data, karena sepertinya untuk pre-researchnya kamu mungkin identifikasinya agak kurang. So please you are really with your question and the answer. Pertanyaannya apa jawabannya apa gitu ya. Jadi pertanyaan saya bener-bener kalao pertanyaannya ini jawabannya ini. And then for the next question. We go back to chapter two, ada conceptual framework, untuk skripsi there is no conceptual framework in IAIN mbak**, jadi ini kamu dapet dari mana ya? Halaman twenty on, you have conceptual framework right?**

S   : yes miss

E-1   : iya, baca panduan skripsi kita, gak ada**. Dapat dari mana itu**?

S   : I just follow from the last thesis miss

E-1 : **jangan, last thesis itu belum tentu tepat, ikut aja lainnya yang dari fakultas aja ya, yang panduan skripsi saja**

S : ada miss tapi kurang tau itu sebenarnya yang tahun dulu FITK apa yang buku panduan skripsi yang sekarang drai FAB, saya ikut panduan yang itu miss

E-1 : okay, kalau FAB memang belum ada sebenarnya. Masih dalam penggarapan sepertinya. Jadi kalau belum ada ikuti masih yang lama itu yang berlaku. Okay the next is source of the data, number three document ya. You say it source of data quisioner, itu bukan sumber data ya mbak kuisioner itu instrument. And then on page.. ada technique of collecting data of passion and then ada nama wagito , pagito itu dia orang yang sama atau beda sih wagito and pagito, who are they in metopen. **Coba deh buka buku-buku yang research methodology saja mbak untuk collecting data nya ya.** There're many book source methodology banyak sekali. Beli yang biasa dipake S1 cresial.. , itu pake itu saja tidak bukunya walgito or pagito. I do not who mereka, mungkin bu Arina tau.

E-2 : **Kayak tetangga saya buk (laugh)**

E-1 : Okay and then the next pada kacau (laugh). Technique of collecting data ada kuisioner. Kuisioner itu kan bukan technique of collecting data ta, itu pasti judulnya search by.. and the if you used search by artinya kamu campuran mixed method karena in qualitative research pasti… pake metode campuran, you will used search by… so mixed method, berarti kamau tidak pake search by this qualitative. Analysing data okay, nah ini yang digunakan hanya Miles and Hubberman la ini artinya hanya untuk qualitative. What about the research that you…. Yang kamu pake kuisioner tadi, where you analyse the data, belum ada. Please complete this**, kamu belum mengisi ini kan how to analyse the data from search by right?** Coba diamati belum kan

S : belum miss

E-1 : iya, besok dilengkap bagaimana itu rumusannya. Okay thank you very much bu Arina. **I think** I'm done with my question and suggestion in this section.

E-2 : okay well, thank you very much bu Budiasih, and we will continue that we strat it. Okay **mbak** Puji Lestari

S : Yes miss

E-2 : **where you get the idea or taking giving reward and punishment, idea from?**

S : the idea from when in there the school using apa

E-2 : I mean the turn, **so here giving reward and punishment is kind of let say technique or teaching method right?**

S : yes

E-2 : **so where did you get this turn I mean wether you read somebody else skripsi or did you get it from when you were browsing or where?**

S : maybe from last skripsi and browsing miss

E-2 : okay that my point I want to remain you, I have check your proposal and the similarity is 72%, similarity from sources. Saya check ini for example mumpung masih proposal ya dilihat dari backgroundnya first paragraph ini ngambil artikel dari jurnalnya UMP saya sertakan linknya nanti di catatn untuk di cek lagi, **I suggest you to take the idea but the point of your research that really really adaptical jadi bisa di paraphrase atau kamu males paraphrase ya pake quote menghargai yang punya tulisan ya, satu paragraph pertama.** Even when you are quote ini diparagraf yang according to Nasarudin sampai according to Skinner I told that from another skripsi by Hakim tahun 2017 2018, and I found a lot similarity, saya banyak menemukan kesamaan event level di bagian identification of problem, I am watch how put you round word your meaning, bisa dibilang bahkan dikalimatnya pun sama gitu dengan bunyinya si Hakim, sama dengan di benefit of study saya juga lihat copas dipindah. Okay so in term of the way you write, my suggestion that critical issue for us, saya sarankan dua hal silahkan kalau misalnya mau ngutip diberi sourcenya dari mana atau kalau you just want the idea ya di paraphrase seperti itu, jangan di copast ya. Dan sisanya ada dari let say several depositori UPI, kemudian Jakarta, ada siti nur jati Ponorogo dan sebagainya ya mabk puji ya. Yang pertama dari mulai dari satr sampai.. ini hati-hati dengan similaritynya. And the related to the concept, I just want ask you Skinner ini bahwa manusia ini belajar dari stimulus dan respon, kemudian di ambil disini teorinya menjadi reward and punishment. **Nah ini yang saya tanyakan are you sure you want to take this one?** I mean even though punishment here probably you will not punish the fisikly, tidak akan menghukum seperti itu, tapi kalau teorinya reward and punishment kan education theory juga sebenarnya bertentangan jadi it just to be eksternal motivation….(41.34 until 41.54 koneksi buruk)gimana kalau salah stau tujuannya they are interested involved but internal motivation atau eksternal. Kalau missal sementara reward sama punishment

sebenarnya teorinya juga besar beberapa, **I'm sorry** kalau ada konsep yang bener-bener clear than ini. **I suggest you if you have already punishment dalam bentuk hukuman didalam kelas masih bisa memunculkan internal motivation or eksternal one, saya kalau boleh punishment yang diluar itu ya yang saya sampaikan tadi.** Nah jika konsepnya masih yang punishment yang psychologically tidak menguntungkan, apalagi mungkin fisicallly. **Nah itu saya sarankan you need to think twice, but if you have the concept I mean your own concept, konsep yang bagus kalau mau jelas yang positif. Kalau punishment ini yang tidak ada factor tadi, tidak ada disitu rasa dipermalukan pas di punish yang sebagainya I guess you go on the side.** So maybe clear or considerate twice my suggestion. And then saya rasa dua cukup segitu aja atau konsep diganti. Nah I'm little bit confuse for the.. ground you use model of learningnya Skinner tapi di keywordnya pakenya punya oang lain. Biasanya when you decide to take somebodies theory, somebody keywordnya itu nanti di…(43.56) menjadi source theory utamanya . nah ini nanti seperti apa nanti di perjelas ya **mbak** ya

S   : yes Miss

E-2   : kalau di diagramnya ini kan teorinya Skinner, karena di keyword terms nya punyanya Desi bla bla bla. Nah ini seperti apa, **cek sekali lagi** saya khawatir the definition of reward sama punishmentnya anda tulis di keyword term sudah sama tidak dengan punya Skinner, karena kan nanti akan aneh ya kalau definisi Skinner theorytical frame work yang dipakai nanti berbeda. Okay saya rasa that's all **mbak** Puji ya, saya harap nanti ada perbaikan especially ini ya. Persamaan dari di turunkan lah level similarity nya biar tidak sama. Okay that all from me we will continue with next examiner I would like to welcome the honourable bu Nor Laili, bu Nor laili times is yours.

E-3   : ya thank you bu Arina. **Mbak** Puji

S   : yes Miss

E-3   : okay, **Mbak** Puji about your research problem. **So the first about the implementation right?** So it is like miss Budiasih Question, **so how you will answer the first question, research problem? What are included there? Have you explain about the implementation?**

S   : …

E-3   : **ya you have to prepare to answer the question.**

S	: yes Miss
E-3	: **So** you will came to the place right and then you try to find out the data jadi **what is comment the first problem?**
S	: I will using the interview
E-3	: interview and observation, okay after gattering the data and then **what just you give example, what kind of phenomena, what kind of apa ya.. of your research for number one. Yang kamu jadikan data untuk nomor satu itu contohnya apa?**
S	: …..
E-3	: **gimana belum ada bayangan sama sekali?**
S	: maaf saya nge blank Miss
E-3	: **ngeblank kenapa (laugh) gerogi sama bu Asih apa bu Arina? Padahal baik hati semua ini**
S	: bayangannya untuk instrument nya nanti mungkin saya pakai interview miss, wawancara
E-3	: **jadi interview instrumentnya?**
S	: gak Miss, instrumentnya nanti pakai kuisioner Miss
E-3	: **tadi katanya interview sama observation (laugh) yowes nek nge blank.** nanti pokonya disiapkan ya **mbak** ya
S	: iya Miss
E-3	: jadi untuk menjawab pertanyaan peratama itu apa saja yang di pakai nanti, terus datanya nanti wujudnya kayak apa. Jadi nanti jawabnya meng include apa apa, jenisnya ini apa, bagaimana instrumentnya bisa ke prakteknya seperti apa gitu ya
S	: iya miss
E-3	: he'em, **kenapa ngeblank? Perasaanmu gimana hari ini?**
S	: saya dilihatin temen-temen bu
E-3	: **oh temenmu**
S	: banyak Miss
E-3	: besok kalau munaqosyah jangan ngundang siapa-siapa (laugh)
S	: ya okay miss
E-3	: bahaya nanti ngeblank. Okay that mbak Arina ngeblank soalnya ya bu Arina. ya semua tadi di catat ya suggestion dari bu Asih bu Arina sebagai masukan okay. Oh terharu sampe dia(laugh)
E-2	: santuy **mbak** baru semprop ini, okay thank you very much bu Nor Laili Fatmawati, M.Pd. and now it is for us to delay to the declaration but before I guess we need to here personaly from our main examiner wether bu Budiasih, S.Pd., M.Hum first pass or not for they seminar proposal. So let here from bu Budiasih, S.Pd., M.Hum first.

E-1 : okay **I think** that Puji Lestari, pasti deg-degkan ya lebih ngblank lagi. Okay you pass for your read your research proposal seminar about many note ya from us I think but she can continue with her research.

E-2 : thank you very much bu Budiasih, S.Pd., M.Hum. **Mbak** Puji pass from the main examiner**.** From me as the second examiner still a lot of kind to make it better ya, focus on the suggestion that have already given. So I also give pass. **Congratulation** all of the examiner…. seminar proposal skripsi but wait revision ya **mbak** ya. Congratulation. The last let close todays seminar proposal. Thank you very much for the examiner and Alhamdulillah thank you very much for today. **Lets close today by saying hamdalah**

E-1, E-3, S : Alhamdulillah

E-2 : thank you very much, assalamu'alaikum Wr. Wb

E-1, E-3, S : wa'alaikumsalam Wr. Wb.

TRANSCIPT STUDENT PROPOSAL ONLINE EXAMINATION

Day, date   : Senin, September 14th 2020
Time   : 13.00 – 14.00 WIB
Examiners   :
   1. Lilik Istiqomah, M.Hum., M.Pd. as main examiner
   2. Ikke Dewi Pratama, SS., M.Hum. as examiner 1 (Chairman)
   3. Dr. Rochmat Budi Santoso, S.Pd., M.Pd as examiner 2 (secretary)
Student   : Akhmal Faezal Latief
E-1   : Main Examiner
E-2   : Examiner 1
E-3   : Examiner 2
S   : Student

E-2   : bismillahirrohmahnirohim Assalamu'alaikum Wr. Wb.
E-1, E-3, S   : wa'alaikumsalam Wr. Wb.
E-2   : **good afternoon**, today we are attending the thesis proposal examination of Akmal Faezal Latief, one of students English Education Department, at this proposal the title a descriptive study of learning English by using English translation al-Qur'an in GNB (Get And Be) English course before we start today's proposal examination, I want to introduce you to the examiner. The main examiner is miss Lilik Istiqomah, M.Hum, M.Pd and the secretary and also the thesis consultant is bapak doctor rochmat budi santoso, M.Pd. and my selft Ikke Dewi Pratama, M.Hum as the chairman. **Before we start the exam, let's open this agenda by saying basmallah together**
E-1, E-3, S   : bismillahirrohmahnirohim
E-2   : okay, let's start this agenda by saying basmallah together
E-1, E-3, S   : bismillahirrohmahnirohim
E-2   : next is Qur'an recitation mas Faesal **do you bring your al-Qur'an with you?**
S   : yes Miss
E-2   : okay the Qur'an recitation will be corrected by ibu Lilik Istikomah, M.Hum as the main examiner. Time is yours bu lilik.
E-1   : oke thank you bu Ikke, **mas Faesal would you like do recite the holy Qur'an on surah Maryam mas.**
S   : Maryam
E-1   : surah Maryam yaa
S   : juz sixteen right?

E-1	: ya just read it.
S	: (reciting for surah maryam in Qur'an)
E-1	: ya actually it's not bad **mas**, because of the connection ya. I can't hear your voice clearly that the first one, and then the second one **please recite again everyday ya so that when you have thesis event or thesis munaqosyah you will recite the holy Qur'an mostly ya**. Bu Ikke **I think** it's okay ya it's pass ya but for the next ya please practised every day ya **mas**
S	: yes miss insyaAllah
E-1	: thank you bu Ikke
S	: thank you miss
E-2	: thank you bu lilik istikomah, next is presentation **mas** faesal, you have five until seven minutes to present your proposal, times is yours
S	: thank you for the time, (presentation about their proposal)
E-2	: okay thank you **mas** akhmad faesal now let to the discussion, the first discussion will be collected by bu Lilik istikhomah as the main examiner, bu lilik monggo times is yours.
E-1	: okay thank you bu Ikke. **Mas** faesal ya
S	: yes miss
E-1	: **mas** Faesal ya, I would like to ask something to make it clear ya, your thesis title is descriptive study of learning English by using English translation al-Qur'an in GNB English course ……….. (17.47) ya. **I would like to ask you actually what is your issue in your research here?, what kind of issue do you confirm here?**
S	: the issue is the way GNB English course using English translation al-Qur'an in their learning English.
E-1	: so, please let me know, **what is source language and the target language?**
S	: the source English is Arabic..
E-1	: and then
S	: and then the target language is English
E-1	: **oo target languagenya English ya not Indonesia?**
S	: Sorry sorry miss, the source language is English and then the target language is Indonesia. In explanation…
E-1	: so the source language is English and then the target language is Indonesia. So let me know, I still didn't get the point here. So there is a course, English course GNB, and **then GNB used al-Qur'an right**?
S	: yes

E-1	: **al-Qur'an indo Arabic or in English?**
S	: in English translation miss
E-1	: oh in English translation, so in that English course they used translated al-Qur'an ya **jadi al-Qur'an yang sudah diterjemahkan itu ya**?
S	: yes, already translate
E-1	: **it is right?**
S	: right
E-1	: oh oke, I still didn't, what is.. **tell me about the condition GNB English course**
S	: yes oke thank you GNB English course is a course which is course that applies English translation for some reason. First in GNB, al-Qur'an in English have high level vocabulary which is different from daily vocab. It is the first reason GNB in using English translation of al-Qur'an for using their learning to student, second grammar in English translation of al-Qur'an have five level and that the two reason that make GNB using English translation in their learning English.
E-1	: okay, so does of that trainer or mentor qualified enough in teaching translated al-Qur'an or are they graduated from sorry ya the western university or maybe middle-east university. The trainer because I'm not sure because the al-Qur'an the original of al-Qur'an is Arabic so if you conduct research from Arabic into Indonesia it's okay and then from English to Indonesia is okay also but I just want ask you the characterise maybe of the trainer so that the student you said it here there are twelve here ya. So the student can absen enough about the process of learning translated al-Qur'an here. Jadi itu kan meliputi atau melewati perjalanan yang panjang ya mas, al-Qur'an kan dalam bahasa Arab terus ditranslate kan dalam bahasa inggris, terus bahasa inggris dipelajari bersama dengan student yang bahasa Indonesia nah you just wonder about this one nah trainernya itu kalau lulusan Arab biasanya universitas dari Arab ya itu biasanya menguasainya bahasa arab ya. Kalau yang bahasa inggris itu biasanya mungkin lulusan dari western nah saya pengen tau nih yang GNB, CNB course here, what is the characteristic of the trainer because if better to know of qualify knowledge enough about translation**,** I would say up afraid maybe the maining or an idea cannot deliver smoothly. **Okay can you answer me**?
S	: okay thank you for the question miss Lilik. The background of the

trainer right, the tentor?

E-1   : ya

S   : the background of the tentor is not graduated from middle-east western but he was graduated from madrasah and Aliyah. What it is call I don't know. Lulusan dari MTS maaf saya campur ya Miss, lulusan dari MTS dan Aliyah. Ada sekolah Aliyah swasta di daerah situ, daerah Patanahan tersebut kemudian beliau pernah juga menjadi salah satu perwakilan Indonesia pada tahun 1900 sekian saya lupa, pernah menjadi perwakilan Indonesia dalam gerakan non blog kalau gak salah itu ya miss. Jadi harus menguasai bahasa inggris dan bahasa arab, beliau juga lulusan dari UI jurusan hukum tapi beliau mendalami bahasa inggris dan arab almost expert I think dan…

E-1   : **I think the background your trainer should put here, should right down here because there will be miss understanding ya between what you have done and what the readers think about it ya.** Jadi dalam pikiran saya tadi karena ini adalah translated al-Qur'an yang sudah diterjemahkan dalam bahasa inggris ya mestinya yang menyampaikan itu juga expert. Nah lebih baik anda tuliskan disini jadi **itu tadi lulusan madrasah Aliyah dan juga UI ya?**

S   : yes Miss.

E-1   : jadi campur-campur gitu. **Coba di trust back lagi ya baliau iu lulusannya apa, bukan bermaksud underestimate ya nanti you may get clear ya**. Okay let's move on. And then the problem statement, limitation of the problem, question. The question of research number one, how the learning English by using English translation of al-Qur'an in GNB English course. **So I wanna ask you, in what we learn, they will learn here, they means the student your participant or in what way you will conduct your research? So there are two question yah how the learning English, bagaimana pengajaran bahasa inggris and then I ask you in what way the learning English yang akan anda teliti itu yang bagian mananya?**

S   : bagian ketika, saya menjelaskan itu miss coba apa jelasin bagaimana cara penjelasaanya tentor dulu bisa miss. Jadi dalam diskusi itu tentor itu memilih salah satu ayat atau beberapa ayat tidak begitu banyak dalam setiap pembahasan kemudian seperti di bedah sedikit demi sedikit gitu misal nanti menggunakan oh iya ada salah satu vocab yang begitu susah terlalu advance kemudian..

E-1 : **kok putus-putus ya sebentar putus-putus ya, putus-putus ya..** jadi di bedah

S : halo Miss tes

E-1 : Halo

S : iya halo

E-1 : **iya putus-putus coba terus**.. lets continue. **Dibedah terus?**

S : dibedah kemudian di tela'ah misal ini ada salah satu kata vocah yang dikalatkanlah advance untuk anak-anak itu dicari sinonimnya kemudian antonimnya untuk memperdalam vocabulary nya kemudian setelah membedah vocabulary nya ada yang dibedah lagi seperti oh ini menggunakan grammar apa seperti katakanlah menggunakan suggestion yang lebih advance karna ini tipenya di al-Qur'an seperti itu Miss, yang dibedah seperti itu nanti

E-1 : oh I see, it's to be relate to tafsir ya. **Tafsir al-Qur'an is it right?** So tafsir al-Qur'an how the learning English. so you make research question here as brought. disini anda menuliskan ke lebih yang umum ya learning English, but actually the process over there is about the semantic about the meaning, tafsir**. So I think if you wanna make it clear, maybe it's to be related to the semantic aja atau mau yang bagaimana?** Kalau yang seperti ini kan kayaknya masih ngrambyang. I didn't get in engage your research went you conduct. Next ya jadi kalau mau yang how yang the semantic mungkin ya itu lebih khusus lagi kalau itu, mungkin lebih ini lagi itu coba nanti you make a source with bapak doctor rochmat budi ya about this one, because if you just put the learning English by using, nah ini pembelajaran bahasa inggris mungkin itu tarafnya taraf pembelajaran yang biasa ya apakah guru by using Zoom now it is in pandemic covid 19, so in my opinion or the readers opinion ooh it is about the daring or online learning or maybe ya something like that it is dealing learning English as usual not just like us it before**. It is about the meaning or tafsir ya, actually it's about tafsir al-Qur'an right?**

S : yes

E-1 : yakan jadi tafsir al-Quran itu bukan learning English pada umumnya kalo saya mengunderline disini lo ya. And then what are the responses of the student toward the learning English by using English translation of al-Qur'an. So I just want to underline the research question number one ya about that. It is learning English or tafsir or meaning of the Holy Qur'an ya the translated the Holy Qur'an. Okay next, chapter three **mas** on page berapa ya tadi lupa

saya. Ya chapter three research design, I just wanna ask you the C ya subject of the research**. The subject of the research is learning English, are you sure?** Subject of the research**. What is mean of subject of the research is learning English mas, mas Faisal?**

S   : thank you for the question. I mean in this point subject means I do research for menelaah tentang pembelajaran bahasa inggris di menggunakan English translation of al-Qur'an in GNB

E-1   : if I can make a suggestion ya, actually the subject here subjek itu in Indonesia is participant mas, jadi subject itu bukan itunya. Subject is participant, jadi kalau ada keterangan the subject of this research is terus anda mengindonesiakan subjek penelitian ini adalah bukan tapi participant penelitian ini adalah seperti itu. Jadi the subject of the research is itu studentnya yang berjumlah dua belas itu. Jadi bukan yang English learningnya coba learning English. **Okay I want ask you again ya what is your data? Or the source of the data first. Source of the data nanti apa?**

S   : sorry miss?

E-1   : **Source of the data nanti wujudnya apa?**

S   : observation

E-1   : **no. source of the data? Source of the data nanti wujudnya apa terus datanya nanti wujudnya apa, coba? Kalau observation itu kan technique of collecting datanya nah kalau source of the data terus sama datanya nanti apa yang akan anda teliti, ya apa coba?**

S   : okay thank you miss. Identificationnya vocabulary learning strategy use and difficulties in learning vocabulary and solution that they are used to solve of the difficulties.

E-1   : so if you are pay attention on or underline more in the vocabulary **so I think** ya the problems determine is a meaning or semantic ya, kalau anda jawabnya seperti itu ya jadi kalau jawabnya itu adalah vocabulary dan kesulitan-kesulitan vocabnya itu berarti tadi yang problem statementnya tadi ya itu apa itu namanya semantic atau meaningnya tadi nah seperti itu. Ini baru ditemukan nih seperti itu jadi. When I read your thesis ya **I think** I still confuse about it. Then I ask you and your answer is just like that, it means that this is refers to a semantic or meaning ya. **Coba please read again many articles or many journals many books ya containing with source of the data**, jadi nanti **mas** Faesal tidak kliru ya what is the data of your research ya. Datanya nanti apa coba wujudnya**, nah seperti itu ya?**

S	: iya
E-1	: Okay ya, actually I wanna ask you many question but I think it's enough ya because I just underline about the research question and also your source of the data and also the data. Although, there are many question about the trustworthiness of the data ekstra ekstra but **I think in my opinion** if you get what is it, fundamental of the basic ya the basic answer of my question **I think** next itu anda akan lebih mudah lagi ya maksudnya sudah on the track gitulah **mas** ya. Okay bu Ikke I think it's enough from me, I just pay attention to the research question and about that. Thank you bu Ikke.
E-2	: thank you bu Lilik Istikhomah. Next we will continue with the step discussion from me. **Can you hear my voice mas Faesal?**
S	: yes Miss clearly
E-2	: **please read the title of your proposal**
S	: sorry Miss?
E-2	: **please read the title of your proposal**
S	: Okay. A descriptive study of learning English by using English translation of al-Qur'an in GNB English course.
E-2	: okay from the file that I receive here is miss the word of. file yang saya terima itu gak ada of nya.
S	: ya itu kurang maaf Miss, nanti saya koreksi
E-2	: okay for the title, next **I think** that you re-limit to fix your grammatical error in many part of the thesis here, **look for the first paragraph of the background study**
S	: first paragraph
E-2	: kalimat pertama the first sentence, ada yang gak komplit atau must be rephrase. **What do you think? in the last sentence first paragraph.**
S	: first paragraph right?
E-2	: first paragraph, last sentence.
S	: okay yes, I found
E-2	: **what is the error?**
S	: do to English is important.
E-2	: **harusnya gimana?**
S	: important of English.
E-2	: okay terus ada lagi. Do to English is important is there grammatical Error, Indonesian government has decided to make English as one of subject particemet (41.14) itu juga salah. Nah probably you still you product about the relative clause. How to make it apa ya ada beberapa klausa di dalam kalimat. Belajar lagi. **Second**

	paragraph, second sentence in Indonesian or Indonesia?
S	: in Indonesia
E-2	: lah Indonesia refers to what Indonesia or Indonesian. **Lah some clausa different from the rule that are using or there are?**
S	: seharusnya gak pakai continues ya Miss?
E-2	: ya gimana harusnya itu kamu menulis apa, aku gak paham.
S	: iya kemungkinan..
E-2	: okay rephrase it. Next sentence some clausa using Indonesian curriculum that contain they are using on curriculum. **Apa nih on curriculum?**
S	: maksudnya ini mengguakan kurikulum mereka sendiri yang tidak, yang swasta gitu miss
E-2	: hmmm belajar lagi. Next paragraph ketiga, as we know English have use so many people. **Haduh apa ini maksudnya?**
S	: telah digunakan
E-2	: digunakan emang have use, **Tenses itu gimana ta rumusnya**?
S	: had use
E-2	: nah kalau diterjemahkan seperti yang kita tau bahasa English telah menggunakan banyak orang untuk berkomunikasi satu sama lain dari berbagai bangsa. **Duh piye active atau passive?**
S	: passive
E-2	: nah ini baru tiga paragraph belum.. does still many grammatical error **I think** you need to be rephrase. Probably if you think that you all let a capability in grammar you can ask your friend who are good in grammar to help you to check your thesis ya. Jadi peer learning gitu tukeran sama temennya, temennya jadi mintain tolong buat ngecek biar gak pembimbing semua yang ngecek kalau semua yang ngecek ya mumet soalnya banyak sekali apa lagi this is about grammar belum ke kontennya. Are probably you when you write your thesis you can make use of grammarly, **tau grammarly gak?**
S	: yes, I know Miss
E-2	: cari di google, bikin album di grammarly and after that you masukkan tuh ke grammarly, mana yang salah nanti kelihatan wong itu gak susah. When you…Di activate kamusnya jangan indonesian tapi English, jadi kalau salah bawahnnya ada merah-merahnya. Saya geli kalau baca thesis banyak salah grammarnya. Terus page 2, I think your thesis page 2 oh sorry, your background of study itu lack of expert opinion, probably it is correct but writing background of the study you have to put many of opinion or assumption about the case. It must also be supported by some

opinion the expert, jadi kayak dihalaman dua bawah itu ada kalimat because al-Qur'an in English have high level of vocabulary which is different with daily vocabularies. Second not in English translation al-Qur'an have advance level based on the reason GNB for applies English translation, nah ini kata siapa misalnya first secondnnya. Apa semua pendapatmu**.** First in al-Qur'an paragraph berikutnya that are high level vocabulary that are… oh ini masih grammar yang paragraph berikutnya. Ini aku ndak mudeng ini. **Ini have you conducted the pre-observation?**

S	: yes Miss
E-2	: **okay so probably in the background of the study you can put apa ya the description as well as the transkip of the tutor and the student conversation so that we have another view of the class situation when using Qur'an as the media in teaching English. Because when I read this saya masih tidak jelas ini maksudnya gimana because al-Qur'an have high level of vocabulary that trying to find out the synonym and antonym.** First step tutor his one first that is overall, second students follow the. Nah ini kan sebenarnya result of your observation ya. **Nah ini kan mungkin bisa dijelaskan lagi dikasih awalan. In the pre-observation research that has conducted tanggal berapa, the researcher find out there are some curious in using al-Qur'an as media of learning English bla bla gitu.** Terus ada contoh transkip pembelajarannya dimasukan. Then problem statement, question of research ya. **Ada yang problem ststement ada yang problem formulation, coba dilihat panduan skripsi bunyinya apasih beda-beda.** Question of research seharusnya ya. **Nomor satu coba dibaca.**
S	: how the learning English by using English translation of al-Qur'an in GNB English course
E-2	: **ya salah gak?**
S	: ini bukan berupa kalimat bener gak Miss?
E-2	: **Iya, harusnya dikasih apa?**
S	: dikasih predikat
E-2	: **he'em piye?**
S	: how to learning…
E-2	: how is learning English condition or the learning English condition
S	: okay Miss thank you.
E-2	: Okay I understand that this topic is little bit different with real translation. This is not real translation but this is learning English

using translation which is actually a natural setting. When you learn foreign language usually we do translation activity. That my question is when a lot of simpler media to be used to learn English. **Why do GNB course choose al-Qur'an translation in learn English? Because in my opinion it is very difficult, it is from Arabic translated into English and translated into Indonesia.** There're a lot of step and then al-Qur'an has complicated vocabularies, complicated meaning that **why do you thing that GNB used media to learn English?**

S   : thank you for that question. Why GNB use English translation al-Qur'an as method, right Miss?

E-2   : hmm

S   : I think in my opinion the tentor is, tentor itu suka banget

E-2   : **in English please**

S   : I think the tentor likes riset al-qur'an very much for the background.

E-2   : **who said? Do yourself say that or did you have conduct an interview for the turor?**

S   : yes because before I doing interview I am ask reciting al-Qur'an first before we have meeting

E-2   : okay so **I think** probably you have put this kind of explanation in the background of the study, you have to mention that there are many media to learn English but we prefer to used al-Qur'an apa lagi translation of al-Qur'an to learn English because, nah becausenya ini the result of your interview with the tutor misalnya kamu tanya dulu ke tutornya pasti pake al-Qur'an susah ya kenapa gak belajar dari yang mudah kenapa lalu belajar dari yang susah gitu lo maksud saya diletakkan di background of the study. Jadi bukan menurut saya Miss gitu no. kan harus bedasarkan observasi harus berdasarkan interview. Okay and then..

S   : thank you Miss

E-2   : okay because this is actually I have to give you repot. This is not translation, the real translation, the pure translation is used translation for learning English. Itu di bab dua nih yang agak.. because the literary review you told about translation as a practice not translation as method to learn English jadi yang kamu taruh di bab dua ini translation sebagai praktek ya. Kan kamu nulis nih di sini translation itu apa, proses menerjemahkannya seperti apa itu kan ndak perlu proses menerjemahkan la wong terjemahannya sudah ada. Yang harus di gali kan belajar bahasa inggris dari

terjemahan bukan menerjemahkannya. You do not need to mention about apa ini type of translation, the process of translation terus what el translation for child.. no because student do not need translation for anything. Translationnya prodaknya sudah ada that probably you have to search more on theory about translation for English language teaching ya yang khusus bahasa inggris, pembelajaran bahasa inggris bukan pembelajaran bahasa Arab atau bahasa Indonesia. Nah itu yang ditaro di bab dua bukan yang translation ini. Kemudian probably you can also put theory of learning English for al-Qur'an. Kemudian kepenulisan ya, **kamu sudah belajar numbering belum, you learn about numbering?** Masa numbering di bab dua itu A terus 1 terus A 1 2 terus A besar lagi kan pusing. **Yo caba buka contoh skripsi yang sudah ada.**

S   : iya Miss.

E-2   : itu tentang kepenulisan. **Now open your chapter two page 17. Kamu mau pengakuan dosa atau tak kandakke pak rochmat ?**

S   : gimana miss

E-2   : di bagian itu 17 sampe 18 sampe 19 sampe 20, 21

S   : iya

E-2   : **kamu mau pengakuan dosa atau tak kandakke pak rochmat hayo?**

S   : gimana Miss?

E-2   : jadi pak Rochmat saya cari di google to pak rochmat tentang al-Qur'an ini loh keluar semua persis plek di google-book

S   : soalnya nyanyi susah

E-2   : naah copas, copasnya gak santuy ini**. Okay you can check and your sources from google book but read google book first and the composite with your own word don't forget put the sources.** Ini ketok sekali gak tulisanmu atas sama bawah bahasanya berbeda. Sama-sama bahasa inggris tapi ini kamu so complicated bahasanya kelihatan. Jadi gayanya ada kayak gini barang nih halaman 18 tau-tau ada yang muncul the language of Holy Qur'an lah ini masuk kemana ini apa boleh skripsi kek gini bentuknya gak mungkin. Tau tau ada page 199 page 56 kelihatan ini. Then your previous study, you only put two previous study. **I think** you're lack of previous study. Have to search more the sources for the previous study. this is very important because when you do analysis and discussion you need the result of previous studies. Gak Cuma dua, kalau dua sedikit banget, Ulang ulang

S   : yes miss I'll try

E-2   : okay then ya, **I think** that all from me pak Rochmat yang chapter three sudah di singgung oleh bu Lilik. **I think** that all from me. Thank you **mas** Ackmat Faesal good luck for the next step and then times to pak Rochmat

S   : thank you miss

E-3   : okay thank you bu Ikke and bu Lilik. Okay **mas** faezal my suggestion **do you have the complete paper of the previous study?** You mention here to previous studies from puji sumarsono and niza maria, **you have the complete paper?**

S   : yes in document file

E-3   : **okay please read it ya the complete paper but do not copy about.. Because your study here is similar with this jadi penelitian anda itu kurang lebih apa ya, mirip dengan ini jadi kamu baca aja itu jadi beda tempat itu aja ya**. Jadi focus anda pada metodologi pembelajaran sebenarnya menggunakan English al-Qur'an translation ya, translation of al-Qur'an in English of Holy Qur'an. Jadi Puji dan Riza Maria ini juga al-Qur'an translation in the teaching English, so your research is similar but the different is in the place ya. So **I suggest you to read it in detail. Jadi coba and baca secara detail dua previous study itu okay yang lengkap ya.** Nah itu nanti bisa sebagai salah satu perbandingan nanti pola anda dalam penulisan laporan kurang lebih seperti itu cuman beda tempat aja ya terutama di bab dua pada segi metodologi pengajaran pembelajaran bukan masuk ke translationnya. **Okay do you understand?**

S   : yes

E-3   : bukan ke translationnya, nanti mendekati pada kajian semantic atau tafsir. Jadi anda menekankan bukan pada linguistic tapi menjelaskan bagaimana pembelajaran menekan translation of al-Qur'an gitu. Jadi sekali lagi di bab satu terutama mengangkat tentang apa, ada apa dengan GNB itu sudah saya srankan. Jadi GNB itu apa, okay ini sudah ada ketikan tapi kurang detail. Apa yang special dari GNB itu nah kemudian dari situ anda ingin meneliti lebih detail bagaimana pembelajaran bahasa inggris itu menggunakan translation of al-Qur'an gitu. Nah dalam pembelajaran itu nanti metode pembelajaran kan ada mulai dari planning itu ya. **Di cek semua itu planning, kemudian media, method, technique, sampai evaluation okay.**

S   : okay

E-3   : gitu ya di cek itu. Jadi nanti focus anda pada bagaimana

pembelajaran, jadi nanti laporannya mulai bagaimana perencanaan, ada perencanaan gak, gimana medianya. Jadi kasus yang itu sebagai salah satu media belajar menurut saya. Soal nanti gurunya siapa dari mana ya nanti dilaporkan seadanya ya, gurunya dalah bukan lulusan dari pendidikan bahasa inggris misalnya jadi ada beberapa yang miss, itu nanti di laporkan sesuai apa adanya. Jadi fokusnya disitu saya mengomentari juga di bab dua lebih pada metodologi. Ya **I think** that all, **please read again and detail some sources especially on teaching about teaching English with al-Qur'an.**

E-1 : ya kalau gini kan sudah jelas tadi when I ask **mas** faesal what is your data, datanya itu kan vocabulary. Nah kalau vocabulary kan refers to semantic atau meaning atau kajian tafsir ya **mas** ya**.** Jadi **mas** faesal ini terdistract sama

S : ya bu Lilis

E-1 : ya ya ya okay (call end)

TRANSCIPT STUDENT PROPOSAL ONLINE EXAMINATION

Day, date   : Selasa, September 15th 2020
Time   : 12.30 – 13.30 WIB
Examiners   :
   1. Prof. Dr. H. Giyoto, M.Hum. as main examiner
   2. Maria Wulandari, M.Pd as examiner 1 (Chairman)
   3. Imroatus Solikhah, M.Pd as examiner 2 (secretary)
Student   : Trisnanda Muhammad Aji
E-1   : Main Examiner
E-2   : Examiner 1
E-3   : Examiner 2

E-2   : Assalamu'alaikum Wr. Wb.
E-1, E-3, S   : Wa'alaikumsalam Wr. Wb.
E-2   : **good afternoon** bapak Giyoto and ibu Imroatus also mas
                   Trisnanda, **good afternoon** we are going to…..with mas trisnanda
                   as the presenter and the title of the proposal is an analysis of
                   students English letter writing ability at the tenth grade of office
                   administration department at SMK Batik 2 Surakarta in the
                   academic year of 2019/2020. I as the…. person this proposal
                   seminar, I would to read the arrangement of this agenda the first is
                   opening, the second is Qur'an recitation, the next is presentation
                   and followed by discussion and feedback section. The next …
                   Requeretion and the last is closing. Okay to make the time efficient,
                   okay let's open this agenda by saying basmalah together.
                   bismillahirrohmanirrohim
E-1, E-3, S   : bismillahirrohmanirrohim
E-2   : Alright, we come to the next agenda that is Qur'an recitation, **mas**
                   Trisnanda **you may open your al-Qur'an** and I would like to
                   invite the main examiner to give the guidance for **mas** Trisnanda,
                   pak giyoto the calls is yours
E-1   : Okay, **coba baca sembarang. Seminar proposal to ini?**
S   : iya
E-2   : iya pak
E-1   : **randomly, open your Qur'an randomly at the middle of the
                   page.**
S   : surah an Naba (Reciting the Qur'an surah an Naba)
E-1   : ya sudah cukup
S   : sodakollahuladzim

E-1	: **besok lagi dilancarkan ya kalau ujian.**
S	: njeh pak
E-1	: ya you make do'a, monggo buk
E-2	: alright sir, thank you and now we go to the agenda, the main agenda that is the presentation from **mas** Trisnanda. You can present your proposal and you can explain to us the main point of your proposal, yes please.
S	: (presentation about their proposal) (Miss imroatus is call)
E-3	: saya di add ya **mas**
S	: I'm sorry
E-2	: okay, yah it's okay. This is because the internet connection
S	: yes
E-2	: okay we wait for the two examiners, pak Giyoto and bu Im. **Please contact them. Tadi sampai dimana mas?**
S	: technique of collecting data.
E-1	: (bergabung dalam video call room) **sudah selesai ta?**
E-2	: sudah selesai.. ya sedikit lagi.
S	: (presentation again about their proposal)
E-2 I	: okay welcome **mas** trisnanda. Thanks for the presentation and now would like to invite bapak Dr. H, Giyoto, M.Hum. to give the feedback. yes sir.
E-1	: okay thank you. **Okay let see your background. Okay why you choose this one, writing letter not the other writing in SMK?**
S	: because ketika I'm sorry ketika saya ke perpus itu kebanyakan menulis descriptive text jadi kebanyakan di perpus itu meneliti tentang descriptive text jadi saya membuat yang lebih berbeda yaitu menulis surat dan kenapa saya memilih di SMK Batik 2 Surakarta dikarenakan disana itu mempelajari tentang korespondensi atau surat menyurat yang meliputi surat pribadi, surat dinas, surat bisnis dan juga memo.
E-1	: **why choose SMK Batik 2 not SMK negri 5, SMK Negri 1 or the curriculum same right?**
S	: yes because in this SMK Batik 2 Surakarta disana itu ada sebuah jurusan yaitu administrasi perkantoran
E-1	: **I think** SMK 1 also has, SMK 2 also has jurusan administrasi perkantorankan. **What is the specific one of the SMK 2 Batik relating to writing letter different from SMK 1 2 negri?**
S	: because, karena saya kemarin pre researchnya kesana pak.
E-1	: no, **what is the specific one?** Something… SMK Batik 2

	relating to writing letter jurusan administrasi perkantoran.
S	: administrasi perkantoran itu mempelajari tentang surat menyurat di silabus, kemarin saya minta silabus ke guru ada empat surat, surat pribadi, surat dinas, surat bisnis, dan memo
E-1	: ya itu sama dengan SMK lain, SMK lain juga begitu. Pertanyaan saya, my question the pointed disini **what is the specific one of the SMK 2 Batik relating to writing letter which is different from SMK 1 negri, SMK NEGRI 2, something specific of SMK Batik 2 relating to writing letter?**
E-3	: something special, something unique
E-1	: **special syariah hotel special**
S	: special is a
E-1	: Pass,Okay nanti ditambahkan ya
S	: njeh Sir
E-1	: karena ini because this is qualitative research so you have explore in detail and then finally you find out something very specific one ya just in SMK Batik 2
S	: yes Sir
E-1	: so you have to trying to find out the unique one relating to writing letter sampe department.
S	: yes Sir.
E-1	: okay relating to your problem statement. Your problem statement is how bener ora itu nulisnya, kamu nulis rumusan masalah aja gak penting coba mau ngecek writing letternya siswa salah nanti. Salah disalahkan bener disalahkan, bener dibenarkan atau salah dibenarkan yang bahaya. Benere piye, How..
S	: how…
E-1	: **how gimana?**
S	: how to..
E-1	: how to, Actually it is about how to construct introgative sentence. **Kalimat tanya piye sing bener? Dari kalimat tanyamu itu predikatnya mana? Predikatnya mana, opo?** How the student English letter ability class ten...
S	: student English letter ability
E-1	: **predikatnya mana kalimat tanyamu itu? Ndak ada?**
S	: ndak ada
E-1	: **kok ndak ada, kok bisa kalimat?** Predikat gak ada gak boleh jadi kalimat. Okay that's about the grammar. Now we are coming about the purpose of your research here. **Are you going to test the student ability or are yo going to describe the student ability**

here? To test here I mean the last or the final research is score, but when you describe the student ability here as your research qualitatif descriptive research, it means you have going to describe some parted **Are you going to as the maintain finally you got the score of the eight student or you are going to describe the student ability? Maksudnya paham gak? Paham gak maksud saya? Gak paham ya?**

S   : gak paham

E-1   : okay, **kamu itu ingin mencari nilainya atau medeskripsikan kemampuannya?** Kalau mencari nilai test langsung terakhir nilai tapi kalau mendeskripsikan kemampuan lain. **so this one is going to?**

S   : yes Sir

E-2   : **yes yang mana?**

E-3   : yang mana

S   : yang mendeskripsikan

E-1   : okay berarti rumusan masalah diubah karena descriptive qualitative to ini, tidak hanya nilai tapi describing the student ability tujuan itu.

S   : yes Sir

E-1   : Okay, artinya nanti akan mendeskripsikan letter sectionnya, kemampuannya gimana, indikatornya dimana, lemahnya dimana gitu to. Jangan-jangan struktur surat yang mereka sulit atau apa kan bisa

S   : yes Sir

E-1   : **okay berarti describing return writing letter ability gitu ya?** tujuannya **mas**, nanti rumusan masalah rubah

S   : yes Sir

E-1   : okay ini penting. **Number 2 you are testing them or the teacher testing the student?**

S   : a student

E-1   : **halo apa maksudnya?**

S   : yang saya akan..

E-1   : **are you going to test the student or the teacher test the student?**

E-3   : **datanya dari mana?**

S   : datanya dari siswa, kan kalau kemarin seumpama belum pandemic itu saya ke SMK mau ngumpulin dari siswa

E-3   : iya artinya gini loh datanya itu dari guru, guru meminta pada ada letternya terus kamu ngambil tadi bilang dokumen atau kamu memberikan instruksi untuk membuat letter yang mana

S	: kalau lebih amannya dari guru, mengambil dari guru.
E-1	: **berarti kamu pakai dokumentasi ya?**
S	: documentation
E-1	: okay, berarti nanti jelaskan dokumennya berupa apa, dimana, oleh siapa atau milik siapa, bagaimana mendapatkan document itu.
S	: yes Sir
E-1	: satu to dokumen gak ada cara lain. **Ada alat lain gak?**
S	: ndak ada
E-1	: yaudah oke berarti dokumentasi gak ada interview, gak ada observasi, gak ada test
S	: yes
E-3	: **Are you sure cek benar tidaknya?**
E-1	: halo, **are you going interview the teacher or not because the teacher is testing them and then make it a lot of them? Paham maksud saya?**
S	: belum Sir
E-1	: okay **apakah kamu akan interview gurunya juga karena gurunya yang menilai mereka, untuk mendeskripsikan kamu sendiri mampu gak?**
S	: mungkin nanti saya juga akan menginterview gurunya juga untuk…
E-1	: okay berarti nanti harus ditambah satu lagi teknik pengumulan data melalui interview atau bukan atau itu bisa dipake untuk trustworthiness dari hasilmu
S	: nggih
E-1	: bisa dipake dua juga gak pa pa tapi kalau nek gini maksud saya kalau yang kamu hasilkan interview itu berupa data berarti pakai interview dan atau ketika kamu trustworthiness pake interview atau wawancara dengan menilai juga bisa. Jadi trustworthiness dengan intereter selain itu juga bisa untuk cari data berupa hasil interview. Dari deskripsimu apakah gini gini, ini kenapa gini gini itu data sudah.
S	: yes Sir thank you
E-1	: okay saya kira itu cukup bu, **adakah yang belum jelas dari saya?**
S	: sampun Sir
E-1	: **kok gak dicatet, awas lo ini saya ketik dilaptop saya ini**
S	: dicatet dan saya rekam juga Sir.
E-1	: **kok direkam gak ijin bahaya itu**
S	: sudah
E-1	: pelanggaran undang-undang IT itu

E-2   : gak ijin dulu (laugh)

E-1   : **gak ijin dulu undang-undang IT kena itu**

S   : sudah Sir.

E-2   : lebih baiknya ada (laugh)

E-1   : saya kira itu buk makasih, **untuk memastikan saja untuk penelitiannya nanti biar lebih terang benderang**

S   : thank you Sir.

E-2   : iya makasih pak, alright thank you bapak Giyoto for the feedback and now I'm going to invite myself to give the feedback. This is my turn to give the feedback I would like to sit from the background **mas trisnanda please look at the background.** There are some statement that actually I do not really understand. The statement for example in he first paragraph, the last sentence of the first paragraph. **Please read the sentence, the last sentence in the first paragraph.**

S   : human do not have the same spoken language and human don't have the same written language.

E-2   : **can you explain to me what does it means?**

S   : setiap manusia itu mempunyai bahasa ucapan yang berbeda atau dialek yang berbeda dan semua manusia tidak mempunyai bahasa tulisan yang berbeda, cara menulis yang berbeda

E-2   : **okay why do you write this?**

S   : because…

E-2   : **where do you get this statement?**

S   : because the title yang saya teliti kan menulis surat, menulis surat persiswa itu kan cara menulis suratnya berbeda-beda, tulisannya itu berbeda

E-2   : **it this really?** Okay **I think** you put some statement that are not close related with topic of the research**. So I think** you need to pay attention in more detail about what you write in the background**.** You do not need to select everything there because there are many sittation (35.40), I can notice in the background but actually it doesn't support your topic of the research. doesn't close related of your topic of the research. and then know on the second page ya, page 2. The first paragraph, the last sentence of the first paragraph. Writing skill is one skill that not all students have and still many are found to produce a fairly good article it is easy. Then you put it is easy at the end. **What do you mean by this?** I do not understand actually with this sentence. **Can you find the sentence?**

S   : yes

E-2   : **can you explain to me?**

S   : aaa…

E-2   : **Are they writing article? What does it mean by a fairly good article and then you write it is easy?** I do not get the massage ya**. Please be care full with your sentence, your sentence should have meaning on it, so do not write the sentence and that makes the reader confuse.** So also on some part of your background, **I think** there are so many statement for the example the fragments, there are many fragment and also grammar mistake**. I think** if you want to write or to do the research about writing ability you need to really know about writing including the way you write including how to write sentence, how write paragraph you need to know about that first**.** Because letter you will deal with it. Letter you will analyze the student writing ability. So your writing must be better. Alright the next one I would like to ask about the kompetensi standar. **In your background you put from kemendiknas number 23 2006, is it kompetensi standar for vocational high school or senior high school?** Still in page 2 I think. Yes the kompetensi standar from kemendiknas. **Is it for senior high school or vocational high school?**

S   : junior high school and senior high school

E-2   : okay. **Why you put for junior high school and senior high school, why your research is not there?** Okay you need to changes I think about the kompetensi standar if you want to put it in the background, you need to adjust with your context of your research because of your context is in SMK then you put your kompetensi standar in SMK not in senior high school orjunior high school. Alright and then the next one is, still on the background page 4 the third paragraph ya. Oke in the line four, the third paragraph line four.

S   : line four

E-2   : line four, three to four mean while according to Reposener, opinion letter are generally bla bla bla. **What do you mean by opinion letters?** It doesn't have any relation with the previous sentence and you put that in this paragraph. **Why do you put opinion letters?** You said that you have personal letter and then service letter, business letter and memo. But in this case, you also discuss opinion letter. **What is opinion letter?**

S   : opinion letter itu seperti surat pendapat yang kalau dikaitkan itu seperti surat pribadi. Karena itu kan pendapat pribadi seperti itu.

E-2	: okay, **why do you also put it in the background, why you only have four personal letter, service, business letter and memo? So I think it doesn't any relation so maybe next time you do not put something that unnecessary here, you focus on your topic of research**, **do not go anywhere okay.**
S	: yes miss
E-2	: and then in the background you also put the example, example of letter specially on page 4**. Do you make this letter by yourself or you refer to a book or an example in the article or something?**
S	: saya menulis ini berdasarkan buku surat menyurat tapi saya sudah ubah kata-katanya miss
E-2	: **okay kata-kata yang mana yang dirubah?**
S	: semua maksudnya
E-2	: okay **this is about kind of permission letter right?**
S	: yes
E-2	: **are they learning this kind of letter?**
S	: permission letter termaksud surat pribadi
E-2	: oh surat priadi. Di SMK juga dipelajari tidak hanya surat yang apa tadi business letter, karena ini kan seperti tidak ada disemua sekolah ya. Tidak ada ciri atau karakteristik tertentu bahwa ini adalah surat yang ditulis untuk konteks sekolah atau office administration. Okay and then the next one, I need to go to the problem identification. Problem identification **I think** you need to know more what is actually problem identification. Usually there are some problem you need to identify based on pre-research you find many problem at the classroom, inviting class. **What are the problems that you found when you have pre-research?**
S	: yes miss
E-2	: **why you don't put it on problem identification?** Okay **I think** later you put them in problem identification. Also in problem limitation, **I think** you need to learn more what does it's mean by problem limitation you may ask your supervisor as your adviser, **I think** you need to make more explanation about it. And then the next one chapter two, do you have some micro skill, micro skill writing. So do not the writing ability how to measure the writing ability, it is said that you want to study about the student writing ability. **So which theory will you use to measure the student writing ability, I want to know can you explain?**
S	: aaa…
E-1	: ada itu indicator sama section ta, lupa malahan.

E-2	: ya sudah di tulis tetapi lupa.
E-1	: ho'o lupa, personal letter apa yang dinilai, personal.. **muda-muda kok lupa, lo tua (laugh)**
S	: personal letter
E-2	: **sudah ketemu?**
S	: wait, personal letter rosana 1994,
E-2	: ya
S	: personal letter is a letter that was make someone whose contact impose personal interest in daily life personal letter are often use for the example letter by the children to their parent.
E-2	: okay **wait mas** trisnanda. **You understand my question?**
S	: no Miss
E-2	: okay, I ask you, you want to the student
E-1	: indicator-indikator itu kan penilaian.
E-2	: ya writing ability itu kan indikatornya apa saja **mas** trisnanda yang mau dipake nanti untuk menganalisis bahwa seperti apa writing ability siswa itu bagaimana kita tau, darimana yang dipakai indicator apa yang dipakai
S	: dari buku yang saya kutip yaitu dari Slamet Sutono surat menyurat dan juga Rosana personal letter itu tidak ada kop suratnya terus number attendance, letter subject tidak ada. Ada alamat surat
E-2	: okay **I think** you can read it more. I just want to know the indicator, if you know the indicator clearly then it is okay. Let do you need to learn more about is indicator because that is the guideline for you to analyze the student writing ability. In the chapter two I see some examples are using bahasa Indonesia, **I think what you want to know is English writing ability right?**
S	: yes
E-2	: so impossible you can look for another reference that is in English. For example on page what is it, page 24 the example hear is combined word in writing, writing combination of word. The example is in bahasa Indonesia mean while your research will be English letter writing ability contohnya malah ini penulisan serangkai daripada perihal kepada not in English. **I think** it is better for you, you can find the example in English or we illustration or example that you put in chapter two. Sama dengan ini diatasnya ada writing the word affix, ini contohnya adalah kata beritaukan padahal dalam bahasa inggris kan tidak membahas affix kan ya. Ada sendiri affix dalam bahasa inggris. **I think** the example you can try to look for another reference specially in English okay.

S	: yes Miss
E-2	: okay and also about the other point. Alright **I ask you who are the researcher in this research? how many researcher?**
S	: only one just me
E-2	: only one but in some part of your proposal here you say researchers not researcher.
S	: oh iya Miss
E-2	: so **please be careful with your writing**. And then for the previous study, go to the previous study. **How many previous studies do you have?**
S	: three
E-2	: three okay. **Do you know the different between your study and the previous studies? Can you tell me about the different between your study and your previous studies?**
S	: yes Miss differences. Perbedaan antara yang akan saya teliti dan previous study yang pertama Octa Ristiana Fareza itu hanya kemampuan menulis surat personal letter. Just personal letter
E-2	: **itu dalam bahasa inggris bukan mas, Suratnya dalam bahasa inggris bukan?**
S	: bahasa Indonesia.
E-2	: bahasa Indonesia. Why your study in English, so you **I think** you need explore another study with closely related to your study. If your subject your object is bahasa inggris so related with your research about writing letter in English.
S	: yes Miss
E-2	: It should be different. If writing letter in bahasa Indonesia and inggris you have different karakteristik, **so please search another previous study that is related to yours. I think** study from Octa is bahasa Indonesia has different from yours so you need change. **How about the second study what is different with yours?**
S	: yang kedua dari Harni Basonggo itu juga hanya membahas personal letter. Hanya membahas tentang personal letter.
E-2	: okay **what research design they used?**
S	: descriptive qualitative
E-2	: **are you sure, why there is kind of pre-test and post-test? Is it experiment or descriptive research?**
S	: kalau yang punya saya itu menggunakan
E-2	: yang punya ini yang nomer dua previous study
S	: qua..
E-2	: oke **mas** Trisnanda**,** you need to know over here about previous

study you need to learn in more deeply what is the purpose of writing previous study you need understand., what is actually the purpose of writing previous study, you do not just try to include all the study which has the title writing for example oh this one is writing, I must put this in previous study and this one is also writing, there is word writing letter there then I put previous study. Not like that you need en I put previous study. Not like that you need to really understand what does it's mean previous study. You get ask your advisor later if you still do not understand. Alright and then next one is about the methodology **I think** I'm on the same mine with Mr. Giyoto. You need to complete your research methodology because there are some pass that had not been explain in your proposal for example about what kind of data that you will collect.

S   : yes miss

E-2   : Is it the interview data or the comment of the student or what and then the data source, instrument that you will use, the data collection, technique it should be clear. For example if you used what is it documentation you need to explain, mungkin bisa menggunakan 5W 1H ya, apa datanya, dan bagaimana mengambil datanya, mengapa data tersebut yang diambil dan lain sebagainya. Dan untuk time of the research juga harus diperjelas Karena disitu baru hanya ada sekian kalimat saja bahkan hanya satu kalimat saja, this research will be conduct itupun kalimatnya masih kurang tepat ya. Bagaimana menggunakan kalimat pasif ya itu perlu dipelajari lagi. **Coba mas Trisnanda kalau sebelum maju ke ibu Im mungkin bisa di prove it dulu supaya kesalahan grammarnya tidak terlalu banyak.** Untuk research design I notice that you also write case study in the third paragraph. Of your research design researchers anda masih menggunakan plural nanti bisa di ini ya tolong nanti di ganti the researcher use the case study method ya

S   : iya Miss

E-2   : **do you descriptive or case study?**

S   : descriptive

E-2   : descriptive, so you don't need to write about case study over here. If you use case study you need understand actually case study. If you use descriptive then you put only explanation about descriptive qualitative. But you don't need give much definition about descriptive qualitative here. Go directly the important point about your research okay**.** And then the next one is about the technique

        of collecting data sudah. For the technique of analyzing data on page 48 you have put table there. Table 3.1 guideline writing for personal letter. **Is it adapted from certain source, you got the table is it adapted or you make by yourself?**

S   : saya di buku yang dari Slamet dan juga Rosana itu macam-macam atau jenis. Sebagai contoh alamat surat itu ada beberapa point yang harus ditulis seperti..

E-2   : okay yes good. You have the book**. Can you show me the book?**

S   : ini Miss (showing the book)

E-2   : okay so alright. It means you do not lie to me. Alright, I'm happy if you can show the book and just read and.. content of the book. And also another important thing you need to put the source if you adapt some indicator from whatever theory that you use. You need to put the reference. Jadi dikutip dengan baik jika memang itu mengutip ya ditulis sumbernya.

S   : yes Miss

E-2   : contohnya table 3.1 **I think** you miss to write the source.

S   : yes Miss

E-2   : you need to write the source over there if you.. are you adept from Slamet and Rosana you should write that okay**.** Alright and then the last is about the trustworthiness, **I think** you need to add that part that no put the trustworthiness of the data as well as trustworthiness of the research pak Giyoto give you suggestion before ya, you may just interview to validate or verify the data. And later you may talk many things about trustworthiness with your advisor I think. **Alright mas Trisnanda. I think** that all my suggestion and feedback. and know let me invite the second examiner ibu Dr. Imroatus Sholihah M.Pd. as well as your advisor. Yes the time is yours bu Im

S   : thank you Miss

E-2   : **ya belum kedengaran ibuk.**

E-3   : thank you bu Maria. First of all thank you, **mas** Aji I will check again what's kind of material, what's kind of topic or context that should be related with your research karena there are many kinds of letter

S   : yes miss

E-3   : itu letter apa saja yang di reportkan di identification of problem

S   : yes Miss

E-3   : so nanti limitationnya focus ke apa, lebih focus di literation nya itu ambilah contoh dalam background.

S	: yes Miss
E-3	: ya background kemudian itu dianalisis menggunakan theorinya siapa tadi pak Gik ask you about how to measure the student ability actually in writing letter right, itu tadi contohnya yang seperti ini kategorinya bagus jelek harus ada indikatornya ya
S	: yes Miss
E-3	: dibab dua tidak boleh hanya itu menguti-mengutip harus related dengan topic yang sudah dibahas tidak boleh keluar dari topic ya
S	: yes Miss
E-3	: kalau memang mau focus on the student ya harus itu teorinya tidak boleh keluar. **Then you focus on all of the corresponden letter atau apa?**
S	: corresponden letter, surat menyurat
E-3	: iya kan surat itu banyak sekali, **yang diteliti surat apa saja?**
S	: personal letter..
E-3	: Itu masuk limitasi. Di identification of the problem kan secara teori surat menyurat kan banyak, di bab dua pembahasan surat banyak, di backgroundmu itu harus ada jenis-jenis surat. Limitationnya fokuskan jenis surat apa yang akan diteliti. Itulan datanya. Tadi kayaknya masih bingung masalah data itu apasih gitu ya. Sekarang bisa menangap itu, data yang mana masih bingung. **So be focus kemudian yang tidak relevan tidak usah dimasukan. Kemudian chapter two ini murni kah writing letter ability ya?**
S	: yes Miss
E-3	: karena disitu kana da bahasa Indonesia ada bahasa inggris, **kalau ada Indonesia bahasa inggris itu maknanya ada bahasa Indonesia yang diterjemhakan atau tidak?**
S	: tidak langsung bahasa indonesia
E-3	: okay artinya kalau disahsah dalam konteks penelitian bisa juga. Tapi nanti ditanya apakah ini terkait dengan teori translation tidak. Dari materi bahasa Indonesia bahasa inggris apa gak. Kalau tidak memang itu ada kasus begitu, kalau ada peneliti hanya focus ke menganalisis writing letter yang inggris gitu maksudnya kan. You give more explanation of your background study, limitation of study and then maka dalam describe menjawab pertanyaan tadi (laugh) okay **mas Aji be focus on topic that should be rise with your research ya.** Jangan kemana-mana kalau belum aria tadi don't go anywhere gitu kan tadi Oke context of writing ini kan writing murni halaman 16 ity type of writing murni atau writing

letters karena itu berbeda.

S : halaman..

E-3 : dalam writing skill itu ada writing skills nah skills disini ada writing skills untuk menulis surat. Di spesifikan lagi. Jenis surat kan banyak apa kan begitu ya. **Begitu atau tidak?**

S : yes Miss

E-3 : ya teori dalam halaman 16 itu type of writing ada dan sebagainya **itu sama dengan writing skills dalam surat atau writing skill yang apa?**

S : terkait dengan writing skills

E-3 : oke again dalam writing skill ada writing skills, writing skills ada mikro makro nanti dispesifikan lagi, ada skills-skills dalam writing skill, salah satunya dalah keahlian kecakapan dalam menulis surat. Disitukan banyak pertanyaannya what kind of theory that you use to analyze them work. Apakah itu pesan memo kalau memo itu kan yang nilai seperti apa. Kalau menulis korespondensi jenisnya, personal letter itu seperti apa menilainya teorinya siapa itu harus jelas

S : Yes miss.

E-3 : oke karena disini dibackgroundnya tidak menuju kesana, ada contohnya personal letter tetapi tidak dijelaskan ya seperti ini sesuai dengan teori ini, kategorinya apa harusnya sudha sampai kesana. Analisis sekilas, kenapa sekilas karena tadi kan datanya dari dokumen gitu. Secara kalau dokumenkan ada penilaian sekilas, mendalam dan sesuai konten ya. Okay so you have pay attention how you collect the data and how you analyze the data refers to theory that you use. Saya kira itu bu Maria thank you so much.

E-2 : okay thank you bu Im as the second examiner and also the advisor for **mas** Trisnanda**.** Alright now we almost come to the next agenda that is declaration. I would like to ask first the two examiner about the decision. Now I would like to invite Dr. Haji Giyoto M.Hum. to give a statement for **mas** Trisnanda **pass or not?**

E-1 : saya kira diteruskan hanya ini banyak revisi terkait arah isi. Jadi arahnya kemana researchnya ya

S : yes Sir

E-1 : revisi aja, bagus kok bagus. Secara motivasi bagus, **setelah diperjelas arahnya kelihatan tapi about di proposal harus dipertajam arahnya**.

S : yes Sir thank you

E-2   : okay thank you pak Giyoto, **how about ibu Dr. Imroatus Sholihah, M.Pd ?**

E-3   : ….

E-1   : **ni proposal kok dua jam heran aku (laugh)**

E-3   : dua jam ya ho'o luar biasa.

E-2   : ya terimakasih and the last part of this section, so I would like to declair that thesis proposal by **mas** Trisnanda Muhammad Aji is declair pass ya and congratulation for **mas** Trisnanda you can continue and conduct your research. **okay are you happy mas trisnanda?**

S   : yes I'm happy

E-2   : Okay don't be sad, you can continue your research later with the guidance of your ibu Imroatus Sholihah. And to close our agenda this afternoon

E-1   : foto dulu biar yang kecil di belakang kelihatan. Foto foto foto

E-2   : foto lagi for the last section, silahkan **mas** Trisnanda**.** Thank you for pak Giyoto and Ibu Imroatus and also **mas** Trisnanda and we close our agenda this afternoon. Assalamu'alaikum Wr. Wb.

E-1, E-3, S   : Wa'alaikumsalam Wr. Wb.

APPENDIX 2

POLITENESS STRATEGY USED BY EXAMINER ON STUDENTS' THESIS PROPOSAL ONLINE EXAMINATION OF ENGLISH LANGUAGE EDUCATION AT IAIN SURAKARTA

Examiner   :
1. Arina Rohmatka, S.Pd. M.Pd as main examiner
2. Habibi Nur Hidayanto, M.Pd as examiner I (Chairman)
3. Dr. H. Sujito, M.Pd as examiner II (secretary)

Student   : Rona Rosita

Note:

E-1/01/Ef-1	= Main Examiner/utterance 1/Examination of female 1	GR	= Give or ask reason
E-2/01/Ef-1	= Examiner I/utterance 1/Examination of female 1	GG	= Give gifts to H
E-3/01/Ef-1	= Examiner II/utterance 1/Examination of female 1	QH	= Question and hedge
BOR	= Bald On Record	AP	= Apologize
PP	= Positive Politeness	BA	= Be ambiguous
NP	= Negative Politeness	IN	= Be incomplete or use ellipsis
OR	= Off Record	PO	= Pay off
NM	= cases of non-minimization of the threat	RC-D	= Relevant circumstances (social distance)
EX	= Exaggerate	RC-P	= Relevant circumstances (relative power)
IM	= Use in-group identity marker	RC-R	= Relevant circumstances (size of imposition)
SA	= Seek agreement		
JK	= Joke		
OP	= Offer and promise		
BO	= Be optimistic		
SH	= Include both S and H in the activity		

No.	Code	Utterance/Data	Situation/Context	Politeness Strategy				Indication	Factor influence			
				BO R	P P	N P	O R		P O	RC		
										D	P	R
Opening												
1.	E-2/01/Ef-1/PP/IM/PO	The honorable ibu Arina Rohmatka, S.Pd. M.Pd as main examiner, the honourable bapak professor Dr.. H. Sujito, M.Pd as the secretrary and **mbak** Rona Rositawati as the presenter	The main examiner called the student with second person plural pronoun.		✓			Use in-group identity marker	✓			
2.	E-2/02/Ef-1/PP/SH/RC-P	**Please opening this section by reciting basmalah together.**	Proposal examination requires including examiners and student in the same activity, the word "together" refers to examiners and student		✓			Include both S and H in the activity			✓	2.
3.	E-2/03/Ef-1/PP/IM/PO	…and the second agenda is reciting Qur'an by **mbak** Rona Rositawati and will be check by bu Arina, oke monggo bu**.**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity marker	✓			
4.	E-1/01/Ef-1/PP/IM/PO	oke, thank you very much but before the time give it to me, so	The examiner called the student with second person		✓			Use in-group identity marker	✓			

No.	Code	Utterance	Description					Category				
		mbak Rona	plural pronoun.									
5.	E-1/02/Ef-1/NP/QH/RC-P	**please read surah Maryam one until eleven**	The examiners asked to the student to read surah Maryam one until eleven			✓		Question and Hedge			✓	
6.	E-1/03/Ef-1/PP/IM/PO	**Mbak** jangan lupa panjang pendeknya ya	The examiner called the student with second person plural pronoun.		✓			Use in-group identity marker	✓			
7.	E-1/04/Ef-1/BOR/NM/QH/RC-P	**diulangi, diperhatikan panjang pendeknya jangan terlalu cepat.**	The examiners used maximum efisiency to the student to read again and give attention in reciting the Qur'an.	✓				Cases of non-minimization of face threat			✓	
8.	E-1/05/Ef-1/PP/IM/PO	lolos **mbak**, sudah **mbak** Rona	The examiner called the student with second person plural pronoun.		✓			use in-group identity marker	✓			
9.	E-1/06/Ef-1/PP/IM/PO	for that **Mbak** Rona in term of panjang pendeknya masih sangat bermasalah ya	The examiner called the student with second person plural pronoun.		✓			use in-group identity marker	✓			
10.	E-1/07/Ef-1/BOR/NM/PO	**Hati-hati sekali** dengan panjang pendeknya mbak banyak yang salah ya	The examiner give warning to beware in reciting al-Qur'an	✓				Cases of non-minimization of the threat	✓			
11.	E-1/08/Ef-1/PP/IM/PO	Hati-hati sekali dengan panjang pendeknya **mbak** banyak yang salah ya	The examiner called the student with second person plural pronoun.		✓			use in-group identity marker	✓			

No.	Code	Utterance	Description				Strategy					
12.	E-2/04/Ef-1/PP/IM/PO	Oke **mbak** Rona, please to closer to your mobilephone **mbak** ya, ini suaranya gak jauh. Ya **mbak** rona, lebih mendekat lagi biar jelas suaranya	The examiner called the student with second person plural pronoun.	✓			use in-group identity marker	✓				
13.	E-2/05/Ef-1/PP/GR/PO	**Please to closer to your mobilephone mbak ya, ini suaranya gak jauh. Ya mbak rona, lebih mendekat lagi biar jelas suaranya**	The examiner asked the student to more close with their mobile phone because the voice from student did not hear by examiner	✓			Give or ask reason	✓				
14.	E-2/06/Ef-1/PP/IM/PO	The agenda now is about presentation, oke **mbak** rona you have recite your proposal, time is yours	The examiner called the student with second person plural pronoun.	✓			use in-group identity marker	✓				
15.	E-3/01/Ef-1/NP/AP/PO	Terimakasih **mohon maaf**, wassalamu'alaikum Wr. Wb.	The examiner apologize to all of the examiners and student because he must leave the video call (examination).		✓		Apologize	✓				
16.	E-2/07/Ef-1/PP/IM/PO	Oke silahkan **mbak**	The examiner called the student with second person plural pronoun.	✓			use in-group identity marker	✓				
17.	E-2/08/Ef-1/PP/IM/PO	Okay thank you **mbak** Rona, and then the next agenda is discussion	The examiner called the student with second person	✓			use in-group identity marker	✓				

No.	Code	Utterance	Description					Strategy				
			plural pronoun.									
		Main Activity										
18.	E-2/09/Ef-1/OR/IN/PO	**Speakernya tolong bu belum di…**	The examiner used utterance that incomplete				✓	Be incomplete or use ellipsis	✓			
19.	E-1/09/Ef-1/NP/AP/PO	Ya **mohon maaf** karena saya bareng-bareng sama ngajar	The examiner apologize to all of the examiners and student because she have another agenda in the same time			✓		Apologize	✓			
20.	E-1/10/Ef-1/PP/SA/PO	**Oke terdengar jelas ya mas suara saya?**	The examiner asked to all of the examiners and student about the clearly of her voice.		✓			Seek agreement	✓			
21.	E-1/11/Ef-1/PP/IM/PO	dan di video juga, oke **mbak** rona	The examiner called the student with second person plural pronoun.		✓			use in-group identity marker	✓			
22.	E-1/12/Ef-1/PP/GG/PO	**let's see I actually the topic that you choose is very interesting**	The examiner praised about the topic of this research is very interesting		✓			Give gifts to H	✓			
23.	E-1/13/Ef-1/PP/BO/PO	I feel like if you decided to take to do research in this language education centre**, I believe that the last be good things and also probably special things about**	The examiner believed that the place of this research is good and special.		✓			Be optimistic	✓			

No.	Code										
		this language centre right			✓						
24.	E-1/14/Ef-1/PP/GR/PO	**alasan memilih judul ini apa, kenapa memilih language education centre ini apa di banding dengan mungkin education centre yang lain gitu misalnya atau kenapa ini disekolah?**	The examiner asked to the student about the reason that she choose the research and the place.		✓			Give or ask reason	✓		
25.	E-1/15/Ef-1/NP/QH/RC-P	**so try to speak in English**	The examiner used hedge			✓		Question and hedge		✓	
26.	E-1/16/Ef-1/NP/QH/PO	and then about related to the program what likes test LEC language centre is special, **yang bikin bagus apa?**	The examiner asked the student about the program of LEC and the good things of LEC.			✓		Question and hedge	✓		
27.	E-1/17/Ef-1/NP/QH/PO	**how about the students respond or students re-option or in term of the result. Do you think or do you know whether it goods or not. Bekerja baik gak untuk mengangkat, secara hasil bagus tidak, seperti apa coba diceritakan?**	The examiner asked the student about result of the use LEC.			✓		Question and hedge	✓		
28.	E-1/18/Ef-	Saran saya ya masukan saya yang	The examiner asked the		✓			Seek agreement	✓		

No.	Code								
	1/PP/SA/PO	njenengan ceritakan tadi what you have told me ya, jadi yang saya tanya mengenai tadi apa kelebihan LEC ini kemudian secara program kelebihannya apa, what are the uniqueness, what are the benefit for the students, **yang njenengan ceritakan tadi masukan di background, okay**?	student's agreement about what the student uttered before go down the background.						
29.	E-1/19/Ef-1/PP/OP/PO	**my suggestion** the first is if you want to focus and that history, so focus on the history of language centre as applies to help formal institutions in global or also in Indonesia…	The examiner offered the student about focus the research.		✓			Offer and promise	✓
30.	E-1/20/Ef-1/OR/BA/PO	saya melihat ini isinya bener-bener masih **ngalor ngidul ya** seperti tidak belum mencerminkan tujuan	The examiner used word "ngalor ngidul" that have ambiguous meaning.				✓	Be ambiguous	✓
31.	E-1/21/Ef-1/PP/IM/PO	Disini focus kenapa **njenengan** ngambil LEC ini	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓
32.	E-1/22/Ef-	Seperti itu **mbak** ya jadi	The examiner called the		✓			Use in-group	✓

	1/PP/IM/PO	backgroundnya diubah ini data seperti quanti	student with second person plural pronoun.					identity markers					
33.	E-1/23/Ef-1/PP/IM/PO	background diganti seperti **njenengan** cerita seperti itu seharusnya backgroundnya bukan yang seperti ini	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓				
34.	E-1/24/Ef-1/NP/QH/PO	**please check better in the book ya di buku panduan di cek lagi mbak oke ya**	The examiner asked the student about the crosscheck between the proposal thesis and the guide book.			✓		Question and hedge	✓				
35.	E-1/25/Ef-1/PP/GR/PO	Problem statement nya what are the materials, what are teaching method of the process. **Nah ini kenapa ada a b?**	The examiner asked the student about the reason why she put a and b in the problem statement.		✓			Give or ask reason	✓				
36.	E-1/26/Ef-1/NP/QH/PO	**so your focus is apa ini?** Fokusnya ada dua, the process and the teaching method yang digunakan, what are the teaching method and teaching media.	The examiner asked the student about the focus of the research.			✓		Question and hedge	✓				
37.	E-1/27/Ef-1/BOR/NM/PO	**just focus in a let say the process of English teaching and learning in Language**	The examiner give advice to the student about the problem stetment of the	✓				Cases of non-minimization of the threat	✓				

No.	Code	Utterance	Description					Strategy					
		Education Centre aja gak usah dikasih a dan b nanti kalau dalam kontennya mau dikasih a dan b silahkan tapi disini cukup satu ya.	research.										
38.	E-1/28/Ef-1/BOR/NM/PO	Oke langsung suggestion saja ya saya rasa misalnya language teaching it is like language misalnya language centre in Indonesia seperti itu, seperti apasih language centre di Indonesia seperti yang kita bahas tadi ya, language centre secara umum dulu lebih spesifik lagi language centre in Indonesia mulai dari itu misalnya. Karena ini atasnya in English institution malah bawahnya definition of … language, **tidak usah terlalu melebar mbak langsung aja focus.**	The examiner give advice to the student about the research.	✓				Cases of non-minimization of the threat	✓				
39.	E-1/29/Ef-1/NP/QH/PO	**there are four skill or only speaking and listening example? Four skill?**	The examiner asked the student about the skill that used in LEC			✓		Question and hedge	✓				

No.	Code	Utterance	Explanation					Strategy					
40.	E-1/30/Ef-1/NP/QH/PO	oke so four skill. **Specific or not?**	The examiner asked the student about the specific or not with the four skill that used in LEC.			✓		Question and hedge	✓				
41.	E-1/31/Ef-1/NP/QH/PO	**specifik atau tidak menurut programnya kek gitu? Misalnya integrated atau seperti apa?**	The examiner asked the student about the specific or not with the four skill that used in LEC.			✓		Question and hedge	✓				
42.	E-1/32/Ef-1/PP/IM/PO	ini terlalu ini **mbak**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓				
43.	E-1/33/Ef-1/NP/QH/PO	**Oke so tell me about how you will collect the data? Collecting datanya seperti apa nanti rencana?**	The examiner asked the student about the collecting data the research.			✓		Question and hedge	✓				
44.	E-1/34/Ef-1/NP/QH/PO	**oh ini ya, sudah masuk tidak terdampak korona?**	The examiner asked the student about condition of LEC now with the pandemic.			✓		Question and hedge	✓				
45.	E-1/35/Ef-1/NP/QH/PO	**materi apa yang disampaikan sama teacher strateginya?**	The examiner asked the student about the material in LEC.			✓		Question and hedge	✓				
46.	E-1/36/Ef-1/PP/IM/PO	berarti ini sebenarnya dibagi dua ya **mbak** ya saran saya nanti for	The examiner called the student with second person		✓			Use in-group identity markers	✓				

No	Code	Utterance	Description		✓			Strategy	✓			
		the process, satu process before the pandemic and after the pandemic	plural pronoun.									
47	E-1/37/Ef-1/PP/OP/PO	berarti ini sebenarnya dibagi dua ya mbak ya **saran saya nanti for the process, satu process before the pandemic and after the pandemic.**	The examiner offered the student about process of the research.		✓			Offer and promise	✓			
48.	E-1/38/Ef-1/PP/OP/PO	**Oke langsung saja saran untuk ini untuk wawancara dan sebagian lainnya yang deep ya, yang deep itu biarkan mereka cerita banyak bukan hanya kamu suka gak ini gak dengan dia denger but like a story.**	The examiner offered student about process of the research.		✓			Offer and promise	✓			
49	E-1/39/Ef-1/PP/IM/PO	Kalo bisa **njenengan** mancing	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers.	✓			
50.	E-1/40/Ef-1/PP/IM/PO	gitu ya **mbak**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers.	✓			
51.	E-1/41/Ef-1/PP/BO/PO	**Yang paling saya harapkan** ya dari hasil, kalau untuk method bla bla bla itu bagaimana dia	The examiner be optimistic from the result of the research.		✓			Be optimistic	✓			

No.	Code	Utterance	Description		✓			Strategy	✓			
		beradaptasi setelah pandemic ini which is requiring changes mau tidak mau.										
52.	E-1/42/Ef-1/PP/IM/PO	Saya rasa begitu **mbak** rona ya.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers.	✓			
53.	E-2/10/Ef-1/PP/IM/PO	And then **mbak** rona we will continue. **Mbak** Rona are you oke?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers.	✓			
54.	E-2/11/Ef-1/PP/EX/PO	And then mbak rona we will continue. Mbak Rona **are you oke**?	The examiner asked the students' condition to show his sympathy.		✓			Exaggerate	✓			
55.	E-2/12/Ef-1/PP/EX/PO	**nervous?**	The examiner asked the students' condition to show her sympathy.		✓			Exaggerate	✓			
56.	E-2/13/Ef-1/PP/IM/PO	**Mbak** Rona we will continue the discussion today and let see on the first background ya.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers.	✓			
57.	E-2/14/Ef-1/PP/OP/PO	**It is better for you to conduct the source ya, cari yang lain jangan satu part.**	The examiner offered the student about conduct the source.		✓			Offer and promise	✓			
58.	E-2/15/Ef-1/PP/IM/PO	sudah **mbak**?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers.	✓			

No.	Code	Utterance	Description					Category					
59.	E-2/16/Ef-1/NP/QH/PO	**oke it is your own word? Your sentence, kalimatmu gak?**	The examiner asked the student about sentence that her own word or not.			✓		Question and hedge	✓				
60.	E-2/17/Ef-1/NP/QH/PO	**I think** you have to add the source ya, sumbernya itu jangan sampai lupa, nanti kamu diparafrase juga nanti, karena **I think** you put many special copy paste, banyak sekali ini sepertinya banyak ini.	The examiner used hedge.			✓		Question and hedge	✓				
61.	E-2/18/Ef-1/PP/GR/PO	**why does this school use LEC in the teaching and learning English?**	The examiner asked the student about the reason of the school used LEC.		✓			Give or ask reason	✓				
62.	E-2/19/Ef-1/NP/QH/PO	**oke what do you mean by SDM, SDM dari guru atau siswanya?**	The examiner asked the student about the word "SDM"			✓		Question and hedge	✓				
63.	E-2/20/Ef-1/NP/QH/PO	**so LEC like ekstrakulikuler?**	The examiner asked the student about LEC like *ekstrakulikuler* or not.			✓		Question and hedge	✓				
64.	E-2/21/Ef-1/NP/QH/PO	So **I think** I want to give suggestion ya	The examiner used hedge			✓		Question and hedge	✓				
65.	E-2/22/Ef-1/PP/OP/PO	**nanti saya ada cuma tambahan itu alasannya why this school use LEC in teaching learning**	The examiner offered the student about the research.		✓			Offer and promise	✓				

No.	Code	Utterance	Meaning					Strategy					
		process itu belum ada disini, nanti kamu tambahkan itu yang belum ada, nanti silahkan kamu tambahkan reasonnya alasan-alaannya											
66.	E-2/23/Ef-1/NP/QH/PO	**Apakah kalimat tanya itu merupakan problem identification?**	The examiner asked the student about the problem identification.			✓		Question and hedge	✓				
67.	E-2/24/Ef-1/NP/QH/PO	**problem identification itu harusnya dalam kalimat apa?**	The examiner asked the student about the problem identification.			✓		Question and hedge	✓				
68.	E-2/25/Ef-1/PP/OP/PO	**saya punya suggestion itu kelebihan dan kelemahan dalam penggunaan LEC itu apa, silahkan nanti kalau mau nambah juga boleh**	The examiner offered the student about the research.	✓				Offer and promise	✓				
69.	E-2/26/Ef-1/PP/IM/PO	udah ketemu **mbak** dibawah itu.	The examiner called the student with second person plural pronoun.	✓				Use in-group identity markers	✓				
70.	E-2/27/Ef-1/PP/GR/PO	next, oke page 17 see on theory of language education centre, A. definition of LEC and then C. **dari A kemudian C, B nya kemana**?	The examiner asked the student about the reason of the numbering of proposal.	✓				Give or ask reason	✓				

No.	Code	Utterance	Description					Category					
71.	E-2/28/Ef-1/PP/JK/PO	B nya ilang, **jangan korupsi mbak wah**	The examiner jokes to the student		✓			Joke	✓				
72.	E-2/29/Ef-1/PP/JK/PO	**skripsi kok malah korupsi itu**	The examiner jokes to the student		✓			Joke	✓				
73.	E-2/30/Ef-1/NP/QH/PO	ini ada surat perjanjian, **surat apa ini ya?**	The examiner asked the student about what kind of letter			✓		Question and hedge	✓				
74.	E-2/31/Ef-1/NP/QH/PO	**I think** not necessary untuk add this letter	The examiner used hedge.			✓		Question and hedge	✓				
75.	E-2/32/Ef-1/NP/QH/PO	**you start your research kapan ini?**	The examiner asked the student about time of the research			✓		Question and hedge	✓				
76.	E-2/33/Ef-1/PP/OP/PO	**oke I suggest you to make time table, ada time table nya itu, nanti pembagiannya januari apa, februari apa.**	The examiner offered the student to make time table of the research.		✓			Offer and promise	✓				
77.	E-2/34/Ef-1/NP/QH/PO	And then ini yang saya masih belum dapat **who's theory for your research, teorinya siapa?**	The examiner asked the student about the theory of the research.			✓		Question and hedge	✓				
78.	E-2/35/Ef-1/NP/QH/PO	**and then how many data will you have? Berapa data yang akan kamu punya?**	The examiner asked the student about the data of the research.			✓		Question and hedge	✓				
79.	E-2/36/Ef-1/NP/QH/PO	**you have interview and then what else?**	The examiner asked the student about the collecting			✓		Question and hedge	✓				

No.	Code	Utterance	Explanation					Strategy				
			data of the research									
80.	E-2/37/Ef-1/PP/SA/PO	observation, **document ya**?	The examiner asked the student's agreement about the technique of collecting data of the research		✓			Seek agreement	✓			
81.	E-2/38/Ef-1/NP/QH/PO	**this is in pandemic era and then do you now the strategy of LEC now in this online learning kan? Sudah tau belum ini?**	The examiner asked the student about LEC program in pandemic.			✓		Question and hedge	✓			
82	E-2/39/Ef-1/PP/IM/PO	jadi ini pandemickan itu kan nanti beda dengan regular **mbak** ya	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
83.	E-2/40/Ef-1/PP/IM/PO	ternyata saya lihat banyak yang belum kamu tambahkan ya **mbak** ya	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
84	E-2/41/Ef-1/NP/QH/PO	and the last **I think** you need to look again about the blibiography arrangement	The examiner used hedge.			✓		Question and hedge	✓			
85.	E-2/42/Ef-1/NP/QH/PO	Okay **I think** enough for my suggestion nah ini dari saya ya mbak ya.	The examiner used hedge.			✓		Question and hedge	✓			
86.	E-2/43/Ef-1/PP/IM/PO	Okay I think enough for my suggestion nah ini dari saya ya **mbak** ya.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			

No.	Code	Utterance	Description		✓				Strategy	✓				
87.	E-3/02/Ef-1/PP/IM/PO	okay thank you pak Habibi as the chairman of this presentation and also bu Arina as the main examiner and also **mbak** Rona	The examiner called the student with second person plural pronoun.		✓				Use in-group identity markers	✓				
88.	E-3/03/Ef-1/NP/AP/PO	**I'm sorry** I have four meeting at once the first is meeting for penguji CPNS kita salah satunya bu Ikke, pak Arikunto, dan ada beberapa CPNS baru kita yang mau masuk.	The examiner apologize to all of the examiners and student			✓			Apologize	✓				
89.	E-3/04/Ef-1/PP/IM/PO	**Mbak** meilana dari kepegawaian.	The examiner called the student with second person plural pronoun.		✓				Use in-group identity markers	✓				
90.	E-3/05/Ef-1/PP/IM/PO	Oke **mbak** Rona would you please read your title of your proposal to remaind me**?**	The examiner called the student with second person plural pronoun.		✓				Use in-group identity markers	✓				
91.	E-3/06/Ef-1/NP/QH/PO	Oke mbak Rona **would you please read your title of your proposal to remaind me?**	The examiner used hedge and asked the student to read again the research title.			✓			Question and hedge	✓				
92.	E-3/07/Ef-1/PP/GG/PO	**I appreciate** of your title because of some student in the title when they describe with their plan describe teaching and learning	The examiner appreciate the student proposal to show his sympathy.		✓				Give gifts to H	✓				

No.	Code	Utterance	Explanation					Category				
		process										
93.	E-3/08/Ef-1/NP/QH/PO	**Rona would you please again give one sentence?**	The examiner asked the student to give one sentence			✓		Question and hedge	✓			
94.	E-3/09/Ef-1/PP/OP/PO	**So it is better for you to add identification of problem**	The examiner offered the student about identification of the problem.		✓			Offer and promise	✓			
95.	E-3/10/Ef-1/PP/SA/PO	Is that true Rona that you want to give in your research finding by giving the proof and by giving the data that can be used for other institution showing that teaching learning in language laboratory will be powerful additional supplement for the student okay.**When it is right?**	The examiner asked the students' agreement about the research finding.		✓			Seek agreement	✓			
96.	E-3/11/Ef-1/PP/SA/PO	**okay your research problem you focus your study material and method?**	The examiner asked the students' agreement about the focus of research problem.		✓			Seek agreement	✓			
97	E-3/12/Ef-1/NP/QH/PO	but **I think** objective media and evaluation also important	The examiner used hedge.			✓		Question and hedge	✓			
98.	E-3/13/Ef-1/PP/GR/PO	**why you leave identification, why you leave material and**	The examiner asked the student about the reason of		✓			Give or ask reason	✓			

					✓						✓			
		why you leave media?	the research problem.											
99.	E-2/44/Ef-1/PP/IM/PO	And now **mbak** Rona after the discussion is time for you to know the result of your seminar proposal today	The examiner called the student with second person plural pronoun.		✓				Use in-group identity markers	✓				
100.	E-2/45/Ef-1/NP/QH/PO	**Bu Arina gimana ini yah it's okay? Continue?**	The examiner asked the other examiner about the declaration of the proposal examination.			✓			Question and hedge	✓				
101.	E-2/46/Ef-1/PP/IM/PO	and then yes **mbak**, and prof Jito how about **mbak** Rona**?**	The examiner called the student with second person plural pronoun.		✓				Use in-group identity markers	✓				
102.	E-2/47/Ef-1/NP/QH/PO	and then yes mbak, and **prof Jito how about mbak Rona?**	The examiner asked the other examiner about the declaration of the proposal examination.			✓			Question and hedge	✓				
103.	E-3/14/Ef-1/NP/QH/PO	**I think** it is good mbak and penguji utama. You can continue mbak rona	The examiner used hedge.			✓			Question and hedge	✓				
104.	E-3/15/Ef-1/PP/IM/PO	I think it is good **mbak** and penguji utama. You can continue **mbak** rona	The examiner called the student with second person plural pronoun.		✓				Use in-group identity markers	✓				
105.	E-2/48/Ef-1/PP/GG/PO	**Congratulation** mbak Rona, and you can continue your proposal	The examiner said "congratulation" to show		✓				Give gifts to H	✓				

			symphaty.									
106.	E-2/49/Ef-1/PP/IM/PO	Congratulation **mbak** Rona, and you can continue your proposal	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
			Closing									
107.	E-2/50/Ef-1/PP/SH/PO	**I think it is better for us to screen record ya (take a picture)**	Proposal examination requires including examiners and student in the same activity, the word "us" refers to examiners and student		✓			Include both S and H in the activity	✓			
108.	E-2/51/Ef-1/NP/QH/PO	**I think** it is better for us to screen record ya (take a picture)	The examiner used hedge.			✓		Question and hedge	✓			

POLITENESS STRATEGY USED BY EXAMINER ON STUDENTS' THESIS PROPOSAL ONLINE EXAMINATION OF ENGLISH LANGUAGE EDUCATION AT IAIN SURAKARTA

Examiner :
1. Budiasih S.Pd M.Hum as main examiner
2. Arina Rohmatka, S.Pd. M.Pd as examiner I (Chairman)
3. Nor Laili Fatmawati, M.Pd as examiner II (secretary)

Student : Puji Lestari

Note:

E-1/01/Ef-2	= Main Examiner/utterance 1/Examination of female 2	GG	= Give gifts to H
E-2/01/Ef-2	= Examiner I/utterance 1/Examination of female 2	QH	= Question and hedge
E-3/01/Ef-2	= Examiner II/utterance 1/Examination of female 2	AP	= Apologize
BOR	= Bald On Record	PO	= Pay off
PP	= Positive Politeness	RC-D	= Relevant circumstances (social distance)
NP	= Negative Politeness	RC-P	= Relevant circumstances (relative power)
OR	= Off Record	RC-R	= Relevant circumstances (size of imposition)
NM	= cases of non-minimization of the threat		
OB	= Cases of FTA-oriented bald on-record usage		
EX	= Exaggerate		
IM	= Use in-group identity marker		
SA	= Seek agreement		
JK	= Joke		
OP	= Offer and promise		
SH	= Include both S and H in the activity		

No.	Code	Utterance/Data	Situation/Context	Politeness Strategy				Indication	Factor influence			
				BO R	P P	N P	O R		P O	RC		
										D	P	R
Opening												
1.	E-2/01/Ef-2/BOR/OB/PO	**good morning.**	The examiner said "good morning" as welcoming.	✓				Cases of FTA-oriented bald on-record usage	✓			
2.	E-2/02/Ef-2/PP/IM/PO	the honourable all the examiner and also **mbak** Puji Lestari	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
3.	E-2/03/Ef-2/NP/QH/PO	**And today we also have siapa mbak namanya?**	The examiner asked the researcher about her name			✓		Question and hedge	✓			
4.	E-2/04/Ef-2/PP/IM/PO	And today we also have siapa **mbak** namanya?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
5.	E-2/05/Ef-2/PP/SA/PO	Researcher: Mila, Jamilatud Dukha E-2 : **mbak Mila?**	The examiner asked the researchers' agreement about her name.		✓			Seek agreement	✓			
6.	E-2/06/Ef-2/PP/IM/PO	Researcher: Mila, Jamilatud Dukha E-2 : **mbak** Mila**?**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
7.	E-2/07/Ef-	**So before we open the**	Proposal examination		✓			Include both S and			✓	

	2/PP/SH/RC-P	**examainer and also mbak mila let's start today seminar proposal by recitation basmallah, bismillahirohmannirrohim**	requires including examiners and student in the same activity, the word "we" refers to examiners and student						H in the activity				
8.	E-2/08/Ef-2/PP/IM/PO	the next agenda is Qur'an recitation and so beprepare **mbak puji**	The examiner called the student with second person plural pronoun.		✓				Use in-group identity markers	✓			
9.	E-1/01/Ef-2/NP/AP/PO	**Sorry** bu Arina I think you have a hafidzoh over here bu Laili and I think she is the best person who give a.. ujian	The examiner apologize to other examiner because there are any examiner that have competent than her.			✓			Apologize	✓			
10.	E-1/02/Ef-2/NP/QH/PO	Sorry bu Arina **I think** you have a hafidzoh over here bu Laili and **I think** she is the best person who give a.. ujian	The examiner used hedge.			✓			Question and hedge	✓			
11.	E-1/03/Ef-2/PP/EX/PO	Sorry bu Arina I think you have a hafidzoh over here bu Laili and I think **she is the best person** who give a.. ujian	The examiner used word "the best person" to show her interest.		✓				Exaggerate	✓			
12.	E-2/09/Ef-2/PP/OP/PO	I would like to invite bu Nor Laili Fatmawati, times is your, **silahkan.**	The examiner offered to give time the other examiner.		✓				Offer and promise	✓			
13.	E-3/01/Ef-	oke **mbak** Mila, sudah bawa	The examiner called the		✓				Use in-group	✓			

No.	Code	Utterance	Description			✓		Strategy			✓	
	2/PP/IM/PO	Qur'annya **mba**k Mila?	student with second person plural pronoun.					identity markers				
14.	E-3/02/Ef-2/NP/QH/PO	oke mbak Mila, **sudah bawa Qur'annya mbak Mila**?	The examiner asked to the student about bring the al-Qur'an.			✓		Question and hedge	✓			
15.	E-3/03/Ef-2/NP/AP/PO	oh Puji, **sorry sorry** tak kira Puji panggilanne Mila ngunu	The examiner apologize to the student because she have mistaken with the name of the student.			✓		Apologize	✓			
16.	E-3/04/Ef-2/PP/IM/PO	**Mbak** Puji surah Ar Rahman Juz 27	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
17.	E-3/05/Ef-2/PP/IM/PO	Iya **mbak** Puji panjang pendeknya **mbak** Puji	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
18.	E-3/06/Ef-2/NP/QH/PO	**Iya mbak Puji panjang pendeknya mbak Puji**	The examiners asked to the student to give attention in reciting the Qur'an.			✓		Question and hedge	✓			
19.	E-3/07/Ef-2/BOR/NM/RC-P	**Belajar lagi banyak ngaji okay.**	The examiner give advice to the student to learn and recite Qur'an in many times	✓				Cases of non-minimization of the threat			✓	
20.	E-2/10/Ef-2/NP/QH/PO	**okay so for the recitation still pass bu?**	The examiner asked the other examiner about the			✓		Question and hedge	✓			

No.	Code	Utterance	Description				Strategy				
			pass of reciting Qur'an								
21.	E-3/08/Ef-2/BOR/NM/PO	**ya.. cukup tapi perlu disempurnakan**	The examiner give advice to the student about students' reciting Qur'an	✓			Cases of non-minimization of the threat	✓			
22.	E-2/11/Ef-2/BOR/NM/PO	**you are passing or not you are still given charge but you must to improve Your Qur'an recitation nanti untuk munaqosyah karena standartnya sudah standar munaqosyah ya tidak seperti yang ini.**	The examiner give advice to the student about students' reciting Qur'an	✓			Cases of non-minimization of the threat	✓			
23.	E-2/12/Ef-2/PP/IM/PO	So we can go on the next section which is presentation so **mbak** puji I would like to you …so we invite **mbak** puji times is yours.	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
24.	E-2/13/Ef-2/PP/IM/PO	okay we back, thank you very much, thank you for **mbak** Puji	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
			Main Activity								
25.	E-1/04/Ef-2/BOR/OB/PO	okay thank you bu Arina and **good morning** mbak Puji	The examiner said "good morning" as welcoming.	✓			Cases of FTA-oriented bald on record usage	✓			
26.	E-1/05/Ef-	okay thank you bu Arina and	The examiner called the		✓		Use in-group	✓			

No.	Code	Utterance	Explanation					Strategy				
	2/PP/IM/PO	good morning **mbak** Puji	student with second person plural pronoun.					identity markers				
27.	E-1/06/Ef-2/PP/GG/PO	okay **congratulation** for you that you came to this step at your research proposal	The examiner said "congratulation" to show sympathy.	✓				Give gifts to H	✓			
28.	E-1/07/Ef-2/PP/IM/PO	okay I will directly come to your background of study ya **mbak** ya	The examiner called the student with second person plural pronoun.	✓				Use in-group identity markers	✓			
29.	E-1/08/Ef-2/NP/QH/PO	for the first paragraph sentence number four you write as we know, **have you got that word**?	The examiner asked the student about looking for the word.			✓		Question and hedge	✓			
30.	E-1/09/Ef-2/PP/IM/PO	okay **mbak** puji would you please come to your background of the study paragraph one, ya you write as we know.. itu dihindari **mbak** kata as we know sebagaimana kita	The examiner called the student with second person plural pronoun.	✓				Use in-group identity markers	✓			
31.	E-1/10/Ef-2/NP/QH/PO	okay mbak puji **would you please come to your background of the study paragraph one**, ya you write as we know.. itu dihindari mbak kata as we know sebagaimana kita	The examiner asked the student to come to background of study.			✓		Question and hedge	✓			

32.	E-1/11/Ef-2/NP/QH/PO	**what the meaning of giving reward together, what does it mean?**	The examiners asked the student about the meaning of the sentence in background of study.			✓		Question and hedge	✓			
33.	E-1/12/Ef-2/NP/QH/PO	**okey what by mean translate the word purpose that giving reward together, what does it mean?**	The examiners asked the student about the meaning of the sentence in background of study.			✓		Question and hedge	✓			
34.	E-1/13/Ef-2/NP/QH/PO	**together? Tujuan memberikan nomine?**	The examiners asked the student about the truth of the sentence in background of study.			✓		Question and hedge	✓			
35.	E-1/14/Ef-2/NP/QH/PO	Okay **I think** the word giving reward together here you are influence here by probably Javanese or bahasa Indonesia style or I do not know	The examiner used hedge.			✓		Question and hedge	✓			
36.	E-1/15/Ef-2/PP/IM/PO	Okay **mbak** puji sendiri bingung artinya	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
37.	E-1/16/Ef-2/NP/QH/PO	Next **I think** this is my comment for your background of the study mbak	The examiner used hedge.			✓		Question and hedge	✓			
38.	E-1/17/Ef-	Oke jadi begini **mbak**, biar	The examiner called the		✓			Use in-group	✓			

No.	Code	Utterance	Description		✓			Strategy				
	2/PP/IM/PO	pembaca tau that your study or the research is something between mmm..	student with second person plural pronoun.					identity markers				
39.	E-1/18/Ef-2/PP/OP/PO	**I suggest you to write the theory of.. ini apa dulu mbak, the first you have to write theory of teaching and learning English. Itu harus ada dulu, jangan tiba-tiba student gitu, so you have to write the theory of teaching and learning and next is theory of teaching writing and then classroom.**	The examiner offered the student to write the theory of the research.		✓			Offer and promise	✓			
40.	E-1/19/Ef-2/PP/SA/PO	In classroom itu sebenarnya reward and punishment part of day, **right mbak puji**?	The examiner asked the students' agreement about the writing.		✓			Seek agreement	✓			
41.	E-1/20/Ef-2/PP/IM/PO	In classroom itu sebenarnya reward and punishment part of day, right **mbak** puji?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
42.	E-1/21/Ef-2/NP/QH/PO	**And then what is the diagram one? Diagram one ada gak? Is there any diagram one?**	The examiner asked the student about diagram.			✓		Question and hedge	✓			
43.	E-1/22/Ef-2/NP/QH/PO	Number one, how the implementation of reward and	The examiner asked the student about research			✓		Question and hedge	✓			

No.	Code	Utterance	Explanation					Strategy				
		punishment. In your assumption, **what are the answer of this question mbak? Kira-kira apa. Nomor satu jawabannya apa?**	question..									
44.	E-1/23/Ef-2/NP/AP/PO	**sorry-sorry** mbak please speak clearly	The examiner apologize to the student because she cannot hear the student voice			✓		Apologize	✓			
45.	E-1/24/Ef-2/PP/IM/PO	sorry-sorry **mbak** please speak clearly	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
46.	E-1/25/Ef-2/NP/QH/RC-P	sorry-sorry mbak **please speak clearly**	The examiner asked the student to speak clearly.			✓		Question and hedge			✓	
47	E-1/26/Ef-2/NP/AP/PO	**sorry** mbak puji, my question is how.. pretend that you are ready conducted a research	The examiner apologize to the student because she want the correct answer.			✓		Apologize	✓			
48.	E-1/27/Ef-2/PP/IM/PO	sorry **mbak** puji, my question is how.. pretend that you are ready conducted a research	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
49	E-1/28/Ef-2/NP/QH/PO	**who the give the applause**?	The examiner asked the student about who give the applause for the reward.			✓		Question and hedge	✓			
50.	E-1/29/Ef-	**have you ever preresearch**	The examiner asked the			✓		Question and hedge	✓			

No.	Code	Utterance	Explanation				Strategy					
	2/NP/QH/PO	**mbak, sudah pernah pre-research belum?**	student about student ever did pre-research or not.									
51.	E-1/30/Ef-2/NP/QH/PO	**Bentuknya itu tepuk tangan applause?**	The examiner asked the student about kind of reward?			✓	Question and hedge	✓				
52.	E-1/31/Ef-2/PP/SA/PO	**dikasih sesuatu gitu ya?**	The examiner asked the students' agreement.		✓		Seek agreement	✓				
53.	E-1/32/Ef-2/NP/QH/PO	**what are the student responsis, in your assumption what are the answer of this question**	The examiner asked the student about the respond of the LEC students.			✓	Question and hedge	✓				
54.	E-1/33/Ef-2/PP/IM/PO	it's okay **mbak** no no.. what I do is you answer the question, saya hanya ingin tau kira-kira nomor dua ini jawabannya apa, apakah studentnya biasa-biasa saja, cuek aja, atau say thank you, apa gitu **mbak**.	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓				
55.	E-1/34/Ef-2/NP/QH/PO	**Jawabannya nomor dua kira-kira apa**?	The examiner asked the student about the research question number two.			✓	Question and hedge	✓				
56.	E-1/35/Ef-2/NP/QH/PO	We go back to chapter two, ada conceptual framework, untuk skripsi there is no conceptual framework in IAIN mbak, **jadi**	The examiner asked the student about where the student get the conceptual framework.			✓	Question and hedge	✓				

No.	Code											
		ini kamu dapet dari mana ya?										
57.	E-1/36/Ef-2/PP/SA/PO	**Halaman twenty on, you have conceptual framework right?**	The examiner asked the students' agreement about the written text of conceptual frame work		✓			Seek agreement	✓			
58.	E-1/37/Ef-2/NP/QH/PO	Baca panduan skripsi kita, gak ada**. Dapat dari mana itu**?	The examiner asked the student about where the student get the conceptual framework.			✓		Question and hedge	✓			
59.	E-1/38/Ef-2/BOR/NM/PO	**jangan, last thesis itu belum tentu tepat, ikut aja lainnya yang dari fakultas aja, yang panduan skripsi saja**	The examiner does care about the student and give advice the student to follow the guide book of thesis.	✓				Cases of non-minimization of the threat	✓			
60.	E-1/39/Ef-2/BOR/NM/RC-P	**Coba deh buka buku-buku yang research methodology saja mbak untuk collecting data nya ya.**	The examiner give advice the student to read the book about research methodology.	✓				Cases of non-minimization of the threat			✓	
61.	E-1/40/Ef-2/PP/IM/PO	Coba deh buka buku-buku yang research methodology saja **mbak** untuk collecting data nya ya.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
62.	E-2/14/Ef-2/PP/JK/RC-D	**Kayak tetangga saya buk (laugh)**	The examiner joke to the other examiner.		✓			Joke		✓		
63.	E-1/41/Ef-	**kamu belum mengisi ini kan**	The examiner asked the		✓			Seek agreement	✓			

No.	Code	Utterance	Description					Category					
	2/PP/SA/PO	**how to analyse the data from searhby right?**	students' agreement about the theory of analyzing the data.										
64.	E-1/42/Ef-2/NP/QH/PO	**I think** I'm done with my question and suggestion in this section	The examiner used Hedge.			✓		Question and hedge	✓				
65.	E-2/15/Ef-2/PP/IM/PO	Okay **mbak** Puji Lestari	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓				
66.	E-2/16/Ef-2/NP/QH/PO	**where you get the idea or taking giving reward and punishment, idea from?**	The examiner asked the student about the idea of the research come from.			✓		Question and hedge	✓				
67.	E-2/17/Ef-2/PP/SA/PO	**here giving reward and punishment is kind of let say technique or teaching method right?**	The examiner asked the students' agreement about the idea of the research		✓			Seek agreement	✓				
68.	E-2/18/Ef-2/NP/QH/PO	**so where did you get this turn I mean whether you read somebody else skripsi or did you get it from when you were browsing or where?**	The examiner asked the student about the idea of the research come from.			✓		Question and hedge	✓				
59.	E-2/19/Ef-2/PP/OP/PO	**I suggest you to take the idea but the point of your research that really really adaptical jadi**	The examiner offered the student to don't plagiarism, the student can paraphrase		✓			Offer and promise	✓				

No.	Code	Utterance	Explanation			✓		Strategy	✓				
		bisa di paraphrase atau kamu males paraphrase ya pake quote menghargai yang punya tulisan ya, satu paragraph pertama	or give quote.										
70.	E-2/20/Ef-2/NP/QH/PO	And the related to the concept, I just want ask you Skinner ini bahwa manusia ini belajar dari stimulus dan respon, kemudian di ambil disini teorinya menjadi reward and punishment. **Nah ini yang saya tanyakan are you sure you want to take this one?**	The examiner asked the student about her belief that want take theory from Skinner.			✓		Question and hedge	✓				
71.	E-2/21/Ef-2/NP/AP/PO	Kalau misal sementara reward sama punishment sebenarnya teorinya juga besar beberapa, **I'm sorry** kalau ada konsep yang bener-bener clear than ini.	The examiner apologize to the student because if there are any concept more clearly than this concept.			✓		Apologize	✓				
72.	E-2/22/Ef-2/PP/OP/PO	**I suggest you if you have already punishment dalam bentuk hukuman didalam kelas masih bisa memunculkan internal motivation or eksternal one, saya kalau boleh**	The examiner offered the student about punishment or theory of the research.		✓			Offer and promise	✓				

		punishment yang diluar itu ya yang saya sampaikan tadi										
73.	E-2/23/Ef-2/PP/OP/PO	**Nah itu saya sarankan you need to think twice, but if you have the concept I mean your own concept, konsep yang bagus kalau mau jelas yang positif. Kalau punishment ini yang tidak ada factor tadi, tidak ada disitu rasa dipermalukan pas di punish yang sebagainya I guess you go on the side.**	The examiner offered the student about the focus of the research.		✓			Offer and promise	✓			
74.	E-2/24/Ef-2/PP/IM/PO	nah ini nanti seperti apa nanti di perjelas ya **mbak** ya	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
75.	E-2/25/Ef-2/NP/QH/RC-P	**cek sekali lagi saya khawatir the definition of reward sama punishmentnya anda tulis di keyword term sudah sama tidak dengan punya Skinner**	The examiner asked the student to crosscheck the keyword term.			✓		Question and hedge			✓	
76.	E-2/26/Ef-2/PP/IM/PO	Okay saya rasa that's all **mbak** Puji ya	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			

77.	E-3/09/Ef-2/PP/IM/PO	ya thank you bu Arina. **Mbak** **Puji**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
78.	E-3/10/Ef-2/PP/IM/PO	okay, **Mbak** Puji about your research problem	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
79.	E-3/11/Ef-2/PP/SA/PO	Mbak Puji about your research problem**, so the first about the implementation right?**	The examiner asked the students' agreement about the research problem		✓			Seek agreement	✓			
80.	E-3/12/Ef-2/PP/IM/PO	**Mbak** Puji about your research problem**,** so the first about the implementation right**?**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
81.	E-3/13/Ef-2/NP/QH/PO	**so how you will answer the first question, research problem? What are included there? Have you explain about the implementation?**	The examiner asked the student about the research problem			✓		Question and hedge	✓			
82	E-3/14/Ef-2/NP/QH/RC-P	**ya you have to prepare to answer the question.**	The examiner asked the student to prepare the answer of the research question.			✓		Question and hedge			✓	
83.	E-3/15/Ef-2/NP/QH/PO	you will came to the place right and then you try to find out the data jadi **what is comment the**	The examiner asked the student about the research problem			✓		Question and hedge	✓			

No.	Code	Utterance	Description					Strategy				
		first problem?				✓						
84	E-3/16/Ef-2/NP/QH/PO	after gattering the data and then **what just you give example, what kind of phenomena, what kind of apa ya.. of your research for number one. Yang kamu jadikan data untuk nomor satu itu contohnya apa?**	The examiner asked the student about the data of the research problem number one.			✓		Question and hedge	✓			
85.	E-3/17/Ef-2/NP/QH/PO	**gimana belum ada bayangan sama sekali?**	The examiner asked the student about the readiness of the student in the research.			✓		Question and hedge	✓			
86.	E-3/18/Ef-2/PP/JK/PO	**ngeblank kenapa (laugh) gerogi sama bu Asih apa bu Arina? Padahal baik hati semua ini**	The examiner jokes to the student		✓			Joke	✓			
87.	E-3/19/Ef-2/NP/QH/PO	**jadi interview instrumentnya?**	The examiner asked the student about the instrument of the research.			✓		Question and hedge	✓			
88.	E-3/20/Ef-2/PP/JK/PO	**tadi katanya interview sama observation (laugh) yowes nek nge blank.**	The examiner jokes to the student		✓			Joke	✓			
89.	E-3/21/Ef-	nanti pokonya disiapkan ya	The examiner called the		✓			Use in-group	✓			

	2/PP/IM/PO	**mbak** ya	student with second person plural pronoun.					identity markers				
90.	E-3/22/Ef-2/PP/EX/PO	**kenapa ngeblank? Perasaanmu gimana hari ini?**	The examiner asked the students' condition to show her sympathy.		✓			exaggerate	✓			
91.	E-3/23/Ef-2/PP/SA/PO	S : saya dilihatin temen-temen bu E-3 : **oh temenmu**	The examiner asked the students' agreement.		✓			Seek agreement	✓			
92.	E-2/27/Ef-2/PP/IM/PO	santuy **mbak** baru semprop ini	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
93.	E-1/43/Ef-2/NP/QH/PO	okay **I think** that Puji Lestari	The examiner used hedge.			✓		Question and hedge	✓			
94.	E-1/44/Ef-2/PP/IM/PO	**Mbak** Puji pass from the main examiner	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
95.	E-2/28/Ef-2/PP/GG/PO	**Congratulation** all of the examiner….	The examiner said "congratulation" to show symphaty.		✓			Give gifts to H	✓			
96.	E-2/29/Ef-2/PP/IM/PO	seminar proposal skripsi but wait revision ya **mbak** ya.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
Closing												
97	E-2/30/Ef-	**Let's close today by saying**	Proposal examination		✓			Include both S and			✓	

| 2/PP/SH/RC-P | **hamdalah** | requires including examiners and student in the same activity when closing the examination. From the utterance above we know that examiners and student were closing the examination by reciting hamdallah together | | | | H in the activity | | | | |

POLITENESS STRATEGY USED BY EXAMINER ON STUDENTS' THESIS PROPOSAL ONLINE EXAMINATION OF ENGLISH LANGUAGE EDUCATION AT IAIN SURAKARTA

Examiner :
1. Lilik Istiqomah, M.Hum., M.Pd. as main examiner
2. Ikke Dewi Pratama, SS., M.Hum. as examiner I (Chairman)
3. Dr. Rochmat Budi Santoso, S.Pd., M.Pd as examiner II (secretary)

Student : Akhmal Faezal Latief

Note:

E-1/01/Em-1	= Main Examiner/utterance 1/Examination of male 1	QH	= Question and hedge
E-2/01/Em-1	= Examiner I/utterance 1/Examination of male 1	GH	= Give hints
E-3/01/Em-1	= Examiner II/utterance 1/Examination of male 1	PO	= Pay off
BOR	= Bald On Record	RC-D	= Relevant circumstances (social distance)
PP	= Positive Politeness	RC-P	= Relevant circumstances (relative power)
NP	= Negative Politeness	RC-R	= Relevant circumstances (size of imposition)
OR	= Off Record		
NM	= cases of non-minimization of the threat		
OB	= Case of FTA-oriented bald on record usage		
IM	= Use in-group identity marker		
SA	= Seek agreement		
OP	= Offer and promise		
SH	= Include both S and H in the activity		
GR	= Give or ask reason		

No.	Code	Utterance/Data	Situation/Context	Politeness Strategy				Indication	Factor influence			
				BOR	PPP	NP	OR		PO	RC D	P	R
										D	P	R
Opening												
1.	E-2/01/Em-1/BOR/OB/PO	**good afternoon**	The examiner said "good morning" as welcoming.	✓				Case of FTA-oriented bald on record usage	✓			
2.	E-2/02/Em-1/PP/SH/RC-P	**Before we start the exam, let's open this agenda by saying basmallah together**	Proposal examination requires including examiners and student in the same activity, the word "we" refers to examiners and student		✓			Include both S and H in the activity			✓	
3.	E-2/03/Em-1/NP/QH/PO	next is Qur'an recitation mas Faesal **do you bring your al-Qur'an with you?**	The examiner asked the student about he bring al-Qur'an or not.			✓		Question and hedge	✓			
4.	E-1/01/Em-1/NP/QH/PO	**mas Faesal would you like do recite the holy Qur'an on surah Maryam mas.**	The examiner used hedge and asked the student to recite the al-Qur'an on surah Maryam.			✓		Question and hedge	✓			
5.	E-1/02/Em-1/PP/IM/PO	**mas** Faesal would you like do recite the holy Qur'an on surah	The examiner called the student with second person		✓			Use in-group identity markers	✓			

No.	Code	Utterance	Explanation				Strategy				
		Maryam **mas**.	plural pronoun.								
6.	E-1/03/Em-1/PP/IM/PO	ya actually it's not bad **mas**	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
7.	E-1/04/Em-1/BOR/NM/RC-P	and then the second one **please recite again everyday ya so that when you have thesis event or thesis munaqosyah you will recite the holy Qur'an mostly ya**	The examiner give advice the student to recite the al-Qur'an everyday.	✓			Cases of non-minimization of the threat			✓	7.
8.	E-1/05/Em-1/NP/QH/PO	Bu Ikke **I think** it's okay ya it's pass ya but for the next ya please practised every day ya mas	The examiner used hedge.			✓	Question and hedge	✓			
9.	E-1/06/Em-1/PP/IM/PO	Bu Ikke I think it's okay ya it's pass ya but for the next ya please practised every day ya **mas**	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
10.	E-2/04/Em-1/PP/IM/PO	next is presentation **mas** faesal	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
11.	E-2/05/Em-1/PP/IM/PO	okay thank you **mas** akhmad faesal now let to the discussion	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
					Main Activity						
12.	E-1/07/Em-	**Mas** faesal ya	The examiner called the		✓		Use in-group	✓			

No.	Code	Utterance	Description					Category				
	1/PP/IM/PO		student with second person plural pronoun.					identity markers				
13.	E-1/08/Em-1/NP/QH/PO	**I would like to ask you actually what is your issue in your research here?, what kind of issue do you confirm here?**	The examiner asked the student about the issue in the research.			✓		Question and hedge	✓			
14.	E-1/09/Em-1/NP/QH/PO	**what is source language and the target language?**	The examiner asked the student about source language and the target language			✓		Question and hedge	✓			
15.	E-1/10/Em-1/PP/SA/PO	**oo target languagenya English ya not Indonesia?**	The examiner asked the student agreement about the language in GNB Course.	✓				Seek agreement	✓			
16.	E-1/11/Em-1/PP/SA/PO	So there is a course, English course GNB, and **then GNB used al-Qur'an right**?	The examiner asked the students' agreement about the using al-Qur'an in GNB course.	✓				Seek agreement	✓			
17.	E-1/12/Em-1/NP/QH/PO	**al-Qur'an indo Arabic or in English?**	The examiner asked the student about the language in GNB Course.			✓		Question and hedge	✓			
18.	E-1/13/Em-1/PP/SA/PO	so in that English course they used translated al-Qur'an ya **jadi al-Qur'an yang sudah**	The examiner asked the students' agreement about the using translation of al-	✓				Seek agreement	✓			

No.	Code	Utterance	Explanation		✓	✓		Category	✓			
		diterjemahkan itu ya	Qur'an in GNB course.									
19.	E-1/14/Em-1/PP/SA/PO	**it is right?**	The examiner asked the students' agreement.		✓			Seek agreement	✓			
20.	E-1/15/Em-1/NP/QH/PO	**tell me about the condition GNB English course**	The examiner asked the student to tell the condition of GNB English course			✓		Question and hedge	✓			
21.	E-1/16/Em-1/NP/QH/PO	what is the characteristic of the trainer because if better to know of qualify knowledge enough about translation**,** I would say up afraid maybe the maining or an idea cannot deliver smoothly. **Okay can you answer me**?	The examiner asked the student about the answer of the question.			✓		Question and hedge	✓			
22.	E-1/17/Em-1/PP/GR/PO	**I think the background your trainer should put here, should right down here because there will be miss understanding ya between what you have done and what the readers think about it ya.**	The examiner asked the student to put the background of the trainer because there will be miss understanding between what student have done and what the readers think about it.		✓			Give or ask reason	✓			
23.	E-1/18/Em-1/NP/QH/PO	**I think** the background your trainer should put here, should right down here because there	The examiner used hedge.			✓		Question and hedge	✓			

No.	Code	Utterance	Description					Category					
		will be miss understanding ya between what you have done and what the readers think about it ya.											
24.	E-1/19/Em-1/PP/SA/PO	**itu tadi lulusan madrasah Aliyah dan juga UI ya?**	The examiner asked the students' agreement about the trainers' background.		✓			Seek agreement	✓				
25.	E-1/20/Em-1/NP/QH/PO	**Coba di trust back lagi ya baliau iu lulusannya apa, bukan bermaksud underestimate ya nanti you may get clear ya**	The examiner asked the student to check again the trainers' background.			✓		Question and hedge	✓				
26.	E-1/21/Em-1/NP/QH/PO	**So I wanna ask you, in what we learn, they will learn here, they means the student your participant or in what way you will conduct your research? So there are two question yah how the learning English, bagaimana pengajaran bahasa inggris and then I ask you in what way the learning English yang akan anda teliti itu yang bagian mananya?**	The examiner asked the student about the GNB course.			✓		Question and hedge	✓				
27.	E-1/22/Em-	**kok putus-putus ya sebentar**	The examiner give hints to				✓	Give hints	✓				

No.	Code	Utterance	Description				Category				
	1/OR/GH/PO	**putus-putus ya, putus-putus ya..**	the student about internet connection that unstable.								
28.	E-1/23/Em-1/BOR/NM/PO	**iya putus-putus coba terus**	The examiner asked the student to try refresh the internet connection because there is case of channel noise.	✓			Cases of non-minimization of the threat	✓			
29.	E-1/24/Em-1/NP/QH/PO	**Dibedah terus?**	The examiner asked the student about the the GNB course.			✓	Question and hedge	✓			
30.	E-1/25/Em-1/PP/SA/PO	oh I see, it's to be relate to tafsir ya. **Tafsir al-Qur'an is it right?**	The examiner asked the students' agreement about the using tafsir al-Qur'an in the GNB course.		✓		Seek agreement	✓			
31.	E-1/26/Em-1/PP/OP/PO	**So I think if you wanna make it clear, maybe it's to be related to the semantic aja atau mau yang bagaimana?**	The examiner offered student to choose semantic or other theory.		✓		Offer and promise	✓			
32.	E-1/27/Em-1/NP/QH/PO	So **I think** if you wanna make it clear, maybe it's to be related to the semantic aja atau mau yang bagaimana?	The examiner used hedge.			✓	Question and hedge	✓			
33.	E-1/28/Em-1/PP/SA/PO	**It is about the meaning or tafsir ya, actually it's about tafsir al-**	The examiner asked the students' agreement about		✓		Seek agreement	✓			

No.	Code	Utterance	Description				Strategy				
		Qur'an right?	the using tafsif al-Qur'an in the GNB course.								
34.	E-1/29/Em-1/PP/IM/PO	chapter three **mas** on page berapa ya tadi lupa saya	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
35.	E-1/30/Em-1/NP/QH/PO	**The subject of the research is learning English, are you sure?** Subject of the research**.**	The examiner asked the student about subject of the research.			✓	Question and hedge	✓			
36.	E-1/31/Em-1/NP/QH/PO	**What is mean of subject of the research is learning English mas, mas Faisal?**	The examiner asked the student about subject of the research.			✓	Question and hedge	✓			
37.	E-1/32/Em-1/PP/IM/PO	What is mean of subject of the research is learning English **mas**, **mas** Faisal?	The examiner called the student with second person plural pronoun.		✓		Use in-group identity markers	✓			
38.	E-1/33/Em-1/NP/QH/PO	.**Okay I want ask you again ya what is your data? Or the source of the data first. Source of the data nanti apa?**	The examiner asked the student about source of the data.			✓	Question and hedge	✓			
39.	E-1/34/Em-1/NP/QH/PO	**I** **think** ya the problems determine is a meaning or semantic ya	The examiner used hedge.			✓	Question and hedge	✓			
40.	E-1/35/Em-1/NP/QH/PO	When I read your thesis ya **I think** I still confuse about it	The examiner used hedge.			✓	Question and hedge	✓			
41.	E-1/36/Em-	**Coba please** read again many	The examiner used hedge.			✓	Question and hedge			✓	

	1/NP/QH/RC-P	articles or many journals many books ya containing with source of the data										
42.	E-1/37/Em-1/PP/IM/PO	jadi nanti **mas** Faesal tidak kliru ya what is the data of your research ya.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
43.	E-1/38/Em-1/PP/SA/PO	Datanya nanti apa coba wujudnya, **nah seperti itu ya?**	The examiner asked the students' agreement.		✓			Seek agreement	✓			
44.	E-1/39/Em-1/NP/QH/PO	Although, there are many question about the trustworthiness of the data ekstra ekstra but **I think in my opinion** if you get what is it, fundamental of the basic ya the basic answer of my question **I think** next itu anda akan lebih mudah lagi ya maksudnya sudah on the track gitulah mas ya.	The examiner used hedge.			✓		Question and hedge	✓			
45.	E-1/40/Em-1/PP/IM/PO	Although, there are many question about the trustworthiness of the data ekstra ekstra but I think in my opinion if you get what is it, fundamental of the basic ya the basic answer of	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			

No.	Code	Utterance	Explanation			✓		Strategy				
		my question I think next itu anda akan lebih mudah lagi ya maksudnya sudah on the track gitulah **mas** ya										
46.	E-2/06/Em-1/NP/QH/PO	**Can you hear my voice mas Faesal?**	The examiner asked the student about the clearly voice of the examiner.			✓		Question and hedge	✓			
47	E-2/07/Em-1/PP/IM/PO	Can you hear my voice **mas** Faesal?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
48.	E-2/08/Em-1/NP/QH/RC-P	**please read the title of your proposal**	The examiner used hedge and asked the student to read the title of proposal.			✓		Question and hedge			✓	
49	E-2/09/Em-1/NP/QH/PO	**I think** that you re-limit to fix your grammatical error in many part of the thesis here	The examiner used hedge.			✓		Question and hedge	✓			
50.	E-2/10/Em-1/NP/QH/RC-P	**look for the first paragraph of the background study**	The examiner asked the student to look for the first paragraph of the background study.			✓		Question and hedge			✓	
51.	E-2/11/Em-1/NP/QH/PO	**What do you think? in the last sentence first paragraph**	The examiner asked the student about the last sentence in first paragraph.			✓		Question and hedge	✓			
52.	E-2/12/Em-	**what is the error?**	The examiner asked the			✓		Question and hedge	✓			

No.	Code	Utterance	Description			✓		Function					
	1/NP/QH/PO		student about the error of last sentence in first paragraph										
53.	E-2/13/Em-1/NP/QH/PO	**harusnya gimana?**	The examiner asked the student about the right sentence of last sentence in first paragraph.			✓		Question and hedge	✓				
54.	E-2/14/Em-1/NP/QH/PO	**Second paragraph, second sentence in Indonesian or Indonesia?**	The examiner asked the student about the right word.			✓		Question and hedge	✓				
55.	E-2/15/Em-1/NP/QH/RC-p	lah Indonesia refers to what Indonesia or Indonesian. **Lah some clausa different from the rule that are using or there are?**	The examiner asked the student about the right word.			✓		Question and hedge			✓		
56.	E-2/16/Em-1/NP/QH/PO	Next sentence some clausa using Indonesian curriculum that contain they are using on curriculum. **Apa nih on curriculum?**	The examiner asked the student about the meaning of sentence.			✓		Question and hedge	✓				
57.	E-2/17/Em-1/NP/QH/PO	Next paragraph ketiga, as we know English have use so many people. **Haduh apa ini maksudnya?**	The examiner asked the student about the meaning of sentece.			✓		Question and hedge	✓				

58.	E-2/18/Em-1/NP/QH/PO	digunakan emang have use, **Tenses itu gimana ta rumusnya**?	The examiner asked the student about the right word.			✓		Question and hedge	✓			
59.	E-2/19/Em-1/NP/QH/PO	nah kalau diterjemahkan seperti yang kita tau bahasa English telah menggunakan banyak orang untuk berkomunikasi satu sama lain dari berbagai bangsa. **Duh piye active atau passive?**	The examiner asked the student about the sentence.			✓		Question and hedge	✓			
60.	E-2/20/Em-1/NP/QH/PO	**I think** you need to be rephrase	The examiner used hedge.			✓		Question and hedge	✓			
61.	E-2/21/Em-1/NP/QH/PO	Are probably you when you write your thesis you can make use of grammarly**, tau grammarly gak?**	The examiner asked the student about grammarly.			✓		Question and hedge	✓			
62.	E-2/22/Em-1/NP/QH/PO	**Ini have you conducted the pre-observation?**	The examiner asked the student about he conduct pre-observation or not.			✓		Question and hedge	✓			
63.	E-2/23/Em-1/PP/GR/PO	**okay so probably in the background of the study you can put apa ya the description as well as the transkip of the tutor and the student conversation so that we have**	The examiner asked the student to put description of the tutor in background study, because the examiner do not understand with the		✓			Give or ask reason	✓			

		another view of the class situation when using Qur'an as the media in teaching English. Because when I read this saya masih tidak jelas ini maksudnya gimana because al-Qur'an have high level of vocabulary that trying to find out the synonym and antonym.	background of the study.										
64.	E-2/24/Em-1/PP/OP/PO	**Nah ini kan mungkin bisa dijelaskan lagi dikasih awalan. In the pre-observation research that has conducted tanggal berapa, the researcher find out there are some curious in using al-Qur'an as media of learning English bla bla gitu.**	The examiner offered student to put sentence about pre-observation in the background of study.		✓			Offer and promise	✓				
65.	E-2/25/Em-1/NP/QH/PO	**Ada yang problem statement ada yang problem formulation, coba dilihat panduan skripsi bunyinya apasih beda-beda.** Question of research seharusnya ya.	The examiner asked the student to read the guide book of thesis.			✓		Question and hedge	✓				
66.	E-2/26/Em-	Question of research seharusnya	The examiner asked the			✓		Question and hedge	✓				

	1/NP/QH/PO	ya. **Nomor satu coba dibaca.**	student to read number one of research question.									
67.	E-2/27/Em-1/PP/SA/PO	**ya salah gak?**	The examiner asked the student agreement about right or false of the research question number one.		✓			Seek agreement	✓			
68.	E-2/28/Em-1/NP/QH/PO	**Iya, harusnya dikasih apa?**	The examiner asked the student about the right sentence of the research question number one.			✓		Question and hedge	✓			
59.	E-2/29/Em-1/NP/QH/PO	**he'em piye?**	The examiner asked the student about the right sentence of the research question number one.			✓		Question and hedge	✓			
70.	E-2/30/Em-1/PP/GR/PO	**Why do GNB course choose al-Qur'an translation in learn English? Because in my opinion it is very difficult, it is from Arabic translated into English and translated into Indonesia.**	The examiner asked the student about the using al-Qur'an translation in GNB course, because the examiner think that it is very difficult.		✓			Give or ask reason	✓			
71.	E-2/31/Em-1/PP/GR/PO	There're a lot of step and then al-Qur'an has complicated	The examiner asked the student about reason why		✓			Give or ask reason	✓			

No.	Code	Utterance	Description					Category				
		vocabularies, complicated meaning that **why do you thing that GNB used media to learn English?**	GNB used media to learn English.									
72.	E-2/32/Em-1/NP/QH/RC-P	**in English please**	The examiner asked the student to use English when he answer the question.			✓		Question and hedge			✓	
73.	E-2/33/Em-1/NP/QH/PO	**who said? Do yourself say that or did you have conduct an interview for the turor?**	The examiner asked the student about the answer from him.			✓		Question and hedge	✓			
74.	E-2/34/Em-1/NP/QH/PO	**I think** probably you have put this kind of explanation in the background of the study	The examiner used hedge.			✓		Question and hedge	✓			
75.	E-2/35/Em-1/NP/QH/PO	Kemudian kepenulisan ya, **kamu sudah belajar numbering belum, you learn about numbering?**	The examiner asked the student about he ever learn about numbering or not.			✓		Question and hedge	✓			
76.	E-2/36/Em-1/NP/QH/PO	**Yo caba buka contoh skripsi yang sudah ada**	The examiner asked the student to open and read the other thesis as example.			✓		Question and hedge	✓			
77.	E-2/37/Em-1/NP/QH/PO	**Now open your chapter two page 17.**	The examiner asked the student to open chapter two page 17.			✓		Question and hedge	✓			

No.	Code	Utterance	Description					Strategy				
78.	E-2/38/Em-1/BOR/NM/RC-P	**Kamu mau pengakuan dosa atau tak kandakke pak rochmat?**	The examiner asked the student related to chapter two page 17. The examiner have more power than the student.	✓				Cases non-minimization of the face threat			✓	
79.	E-2/39/Em-1/PP/OP/PO	**Okay you can check and your sources from google book but read google book first and the composite with your own word don't forget put the sources.**	The examiner offered the student to check again the thesis and put the source on the thesis.		✓			Offer and promise	✓			
80.	E-2/40/Em-1/NP/QH/PO	**I think** you're lack of previous study.	The examiner used hedge.			✓		Question and hedge	✓			
81.	E-2/41/Em-1/NP/QH/PO	**I think** that all from me pak Rochmat yang chapter three sudah di singgung oleh bu Lilik. **I think** that all from me	The examiner used hedge.			✓		Question and hedge	✓			
82	E-2/42/Em-1/PP/IM/PO	Thank you **mas** Ackmat Faesal good luck for the next step	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
83.	E-3/01/Em-1/PP/IM/PO	Okay **mas** faezal my suggestion do you have the complete paper of the previous study?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
84	E-3/02/Em-1/NP/QH/PO	Okay mas faezal my suggestion **do you have the complete paper**	The examiner asked the student about complete			✓		Question and hedge	✓			

No.	Code	Utterance	Explanation					Category				
		of the previous study? You mention here to previous studies from puji sumarsono and niza maria, **you have the complete paper?**	paper of the previous study.									
85.	E-3/03/Em-1/PP/GR/PO	**okay please read it ya the complete paper but do not copy about.. Because your study here is similar with this jadi penelitian anda itu kurang lebih apa ya, mirip dengan ini jadi kamu baca aja itu jadi beda tempat itu aja ya**	The examiner asked the student to read the complete paper and do not copy because the study is similar with it.		✓			Give or ask reason	✓			
86.	E-3/04/Em-1/PP/OP/PO	So **I suggest you to read it in detail. Jadi coba and baca secara detail dua previous study itu okay yang lengkap ya.**	The examiner offered the student to read in detail the previous study.		✓			Offer and promise	✓			
87.	E-3/05/Em-1/NP/QH/PO	**Okay do you understand?**	The examiner asked the students' understanding.			✓		Question and hedge	✓			
88.	E-3/06/Em-1/NP/QH/RC-P	**Di cek semua itu planning, kemudian media, method, technique, sampai evaluation okay.**	The examiner asked the student to check the planning, media, method, technique and evaluation in the thesis.			✓		Question and hedge			✓	

No.	Code	Utterance	Explanation					Category					
89.	E-3/07/Em-1/NP/QH/PO	Ya **I think** that all, please read again and detail some sources especially on teaching about teaching English with al-Qur'an.	The examiner used hedge.			✓		Question and hedge	✓				
90.	E-3/08/Em-1/NP/QH/RC-P	Ya I think that all, **please read again and detail some sources especially on teaching about teaching English with al-Qur'an.**	The examiner asked the student to read again more detail on the source especially on teaching about teaching English with al-Qur'an.			✓		Question and hedge			✓		
91.	E-1/41/Em-1/PP/IM/PO	ya kalau gini kan sudah jelas tadi when I ask **mas** faesal what is your data, datanya itu kan vocabulary. Nah kalau vocabulary kan refers to semantic atau meaning atau kajian tafsir ya **mas** ya**.** Jadi **mas** faesal ini terdistract sama	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓				

POLITENESS STRATEGY USED BY EXAMINER ON STUDENTS' THESIS PROPOSAL ONLINE EXAMINATION OF ENGLISH LANGUAGE EDUCATION AT IAIN SURAKARTA

Examiner   :
1. Prof. Dr. H. Giyoto, M.Hum. as main examiner
2. Maria Wulandari, M.Pd as examiner I (Chairman)
3. Imroatus Solikhah, M.Pd as examiner II (secretary)

Student   : Trisnanda Muhammad Aji

Note:

E-1/01/Em-2	= Main Examiner/utterance 1/Examination of male 2	GR	= Give or ask reason
E-2/01/Em-2	= Examiner I/utterance 1/Examination of male 2	QH	= Question and hedge
E-3/01/Em-2	= Examiner II/utterance 1/Examination of male 2	GH	= Give hints
BOR	= Bald On Record	BA	= Be ambiguous
PP	= Positive Politeness	PO	= Pay off
NP	= Negative Politeness	RC-D	= Relevant circumstances (social distance)
OR	= Off Record	RC-P	= Relevant circumstances (relative power)
NM	= Cases of non-minimization of the threat	RC-R	= Relevant circumstances (size of imposition)
OB	= Cases of FTA-oriented bald on record usage		
EX	= Exaggerate		
IM	= Use in-group identity marker		
SA	= Seek agreement		
JK	= Joke		
OP	= Offer and promise		
SH	= Include both S and H in the activity		

No.	Code	Utterance/Data	Situation/Context	Politeness Strategy				Indication	Factor influence			
				BOR	PP	NP	OR		PO	RC		
										D	P	R
Opening												
1.	E-2/01/Em-2/BOR/OB/PO	**good afternoon**	The examiner said "good morning" as welcoming.	✓				Cases of FTA-oriented bald on record usage	✓			
2.	E-2/02/Em-2/PP/SH/RC-P	**okay let's open this agenda by saying basmalah together.** bismillahirrohmanirrohim	Proposal examination requires including examiners and student in the same activity, the word "together" refers to examiners and student		✓			Include both S and H in the activity			✓	
3.	E-2/03/Em-2/PP/IM/PO	**mas** Trisnanda you may your open your al-Qur'an and I would like to invite the main examiner to give the guidance for **mas** Trisnanda**,** pak giyoto the calls is yours	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
4.	E-2/04/Em-2/NP/QH/PO	mas Trisnanda **you may open your al-Qur'an** and I would	The examiner asked the student to open al-			✓		Question and hedge	✓			

No.	Code	Indonesian	English					Strategy				
		like to invite the main examiner to give the guidance for mas Trisnanda**,** pak giyoto the calls is yours.	Qur'an.									
5.	E-1/01/Em-2/BOR/NM/PO	**coba baca sembarang,** Seminar proposal to ini?	The examiner used maximum efficiency to asked the student to recite al-Qur'an randomly.	✓				Cases of non-minimization of the threat	✓			
6.	E-1/02/Em-2/PP/SA/PO	coba baca sembarang, **seminar proposal to ini?**	The examiner asked the students' agreement about this agenda is seminar proposal.		✓			Seek agreement	✓			
7.	E-1/03/Em-2/BOR/NM/RC-P	**randomly, open your Qur'an randomly at the middle of the page.**	The examiner used maximum efficiency asked the student to recite al-Qur'an randomly at the middle of the page.	✓				Cases of non-minimization of the threat			✓	
8.	E-1/04/Em-2/BOR/QH/RC-P	**besok lagi dilancarkan ya kalau ujian.**	Th examiner give advice the student to read more fluently al-Qur'an next time.	✓				Cases of non-minimization of the threat			✓	
9.	E-2/05/Em-	the main agenda that is the	The examiner called the		✓			Use in-group	✓			

No.	Code	Utterance	Description		✓			Strategy	✓			
	2/PP/IM/PO	presentation from **mas** Trisnanda.	student with second person plural pronoun.					identity markers				
10.	E-3/01/Em-2/PP/IM/PO	saya di add ya **mas**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
11.	E-2/06/Em-2/NP/QH/RC-P	okay we wait for the two examiners, pak Giyoto and bu Im. **Please contact them.**	The examiner asked the student to call other examiner.			✓		Question and hedge			✓	
12.	E-2/07/Em-2/NP/QH/PO	**Tadi sampai dimana mas?**	The examiner asked the student about where's the discussion.			✓		Question and hedge	✓			
13.	E-2/08/Em-2/PP/IM/PO	Tadi sampai dimana **mas?**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
14.	E-1/05/Em-2/NP/QH/PO	**sudah selesai ta?**	The examiner asked the student about the presentation finish or not.			✓		Question and hedge	✓			
15.	E-2/09/Em-2/PP/IM/PO	okay welcome **mas T**risnanda	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
Main Activity												
16.	E-1/06/Em-2/PP/GR/PO	**Okay let see your background. Okay why you**	The examiner asked the student about reason		✓			Give or ask reason	✓			

No.	Code	Utterance	Description		✓	✓		Category	✓			
		choose this one, writing letter not the other writing in SMK?	why he choose writing letter in SMK.									
17.	E-1/07/Em-2/PP/GR/PO	**why choose SMK Batik 2 not SMK negri 5, SMK Negri 1 or the curriculum same right?**	The examiner asked the student about reason why he choose SMK Batik 2 not another school.		✓			Give or ask reason	✓			
18.	E-1/08/Em-2/NP/QH/PO	**I think** SMK 1 also has, SMK 2 also has jurusan administrasi perkantorankan	The examiner used hedge.			✓		Question and hedge	✓			
19.	E-1/09/Em-2/NP/QH/PO	**What is the specific one of the SMK 2 Batik relating to writing letter different from SMK 1 2 negri?**	The examiner asked the student about the specific one of SMK 2 Batik relating to writing letter that different with other school.			✓		Question and hedge	✓			
20.	E-1/10/Em-2/NP/QH/PO	**what is the specific one?**	The examiner asked the student about the specific one of SMK 2 Batik relating to writing letter that different with other school.			✓		Question and hedge	✓			
21.	E-1/11/Em-	Pertanyaan saya, my question	The examiner asked the			✓		Question and	✓			

No.	Code	Utterance	Description					Category				
	2/NP/QH/PO	the pointed disini **what is the specific one of the SMK 2 Batik relating to writing letter which is different from SMK 1 negri, SMK NEGRI 2, something specific of SMK Batik 2 relating to writing letter?**	student about the specific one of SMK 2 Batik relating to writing letter that different with other school.					hedge				
22.	E-1/12/Em-2/PP/JK/PO	**special syariah hotel special**	The examiner jokes to the student		✓			Joke	✓			
23.	E-1/13/Em-2/NP/QH/PO	**how gimana?**	The examiner asked the student about the truth of the sentence.			✓		Question and hedge	✓			
24.	E-1/14/Em-2/NP/QH/PO	**Kalimat tanya piye sing bener? Dari kalimat tanyamu itu predikatnya mana? Predikatnya mana, opo?**	The examiner asked the student about the truth of the sentence.			✓		Question and hedge	✓			
25.	E-1/15/Em-2/PP/SA/PO	**predikatnya mana kalimat tanyamu itu? Ndak ada?**	The examiner asked the student agreement about the truth of the sentence.		✓			Seek agreement	✓			
26.	E-1/16/Em-2/PP/SA/PO	**kok ndak ada, kok bisa kalimat?**	The examiner asked the student agreement about the truth of the sentence.		✓			Seek agreement	✓			
27.	E-1/17/Em-	**Are you going to test the**	The examiner asked the			✓		Question and	✓			

No.	Code	Utterance	Description					Category				
	2/NP/QH/PO	**student ability or are yo going to describe the student ability here?**	student about the purpose of the thesis.					hedge				
28.	E-1/18/Em-2/NP/QH/PO	**Are you going to as the maintain finally you got the score of the eight student or you are going to describe the student ability?** Maksudnya paham gak? Paham gak maksud saya? Gak paham ya?	The examiner asked the student about the purpose of the thesis.			✓		Question and hedge	✓			
29.	E-1/19/Em-2/PP/SA/RC-P	Are you going to as the maintain finally you got the score of the eight student or you are going to describe the student ability? **Maksudnya paham gak? Paham gak maksud saya? Gak paham ya?**	The examiner asked the student agreement about understanding in receiving examiner question.		✓			Seek agreement			✓	
30.	E-1/20/Em-2/NP/QH/PO	**kamu itu ingin mencari nilainya atau medeskripsikan kemampuannya?** Kalau mencari nilai test langsung terakhir nilai tapi kalau mendeskripsikan kemampuan	The examiner asked the student about the purpose of the thesis.			✓		Question and hedge	✓			

No.	Code	Utterance	Context					Strategy				
		lain. **so this one is going to?**								✓			
31.	E-1/21/Em-2/NP/QH/PO	**yes yang mana?**	The examiner asked the student about the answer that he gives.			✓		Question and hedge	✓			
32.	E-1/22/Em-2/PP/SA/PO	**okay berarti describing return writing letter ability gitu ya?** tujuannya mas, nanti rumusan masalah rubah	The examiner asked the students' agreement about the purpose of the thesis.		✓			Seek agreement	✓			
33.	E-1/23/Em-2/PP/IM/PO	okay berarti describing return writing letter ability gitu ya? tujuannya **mas**, nanti rumusan masalah rubah	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
34.	E-1/24/Em-2/NP/QH/PO	**Number 2 you are testing them or the teacher testing the student?**	The examiner asked the student about the research question.			✓		Question and hedge	✓			
35.	E-1/25/Em-2/NP/QH/PO	**halo apa maksudnya?**	The examiner asked the student about the answer that he gives.			✓		Question and hedge	✓			
36.	E-1/26/Em-2/NP/QH/PO	**are you going to test the student or the teacher test the student?**	The examiner asked the student about the research question.			✓		Question and hedge	✓			
37.	E-3/02/Em-2/NP/QH/PO	**datanya dari mana?**	The examiner asked the student about the data of the research.			✓		Question and hedge	✓			

No.	Code	Data	Explanation					Category				
38.	E-1/27/Em-2/PP/SA/PO	**berarti kamu pakai dokumentasi ya?**	The examiner asked the students' agreement about technique of collecting the data.		✓			Seek agreement	✓			
39.	E-1/28/Em-2/NP/QH/PO	satu to dokumen gak ada cara lain. **Ada alat lain gak?**	The examiner asked the student about another technique of collecting the data.			✓		Question and hedge	✓			
40.	E-3/03/Em-2/NP/QH/PO	**Are you sure cek benar tidaknya?**	The examiner asked the student about the answer that he gives.			✓		Question and hedge	✓			
41.	E-1/29/Em-2/PP/GR/PO	**are you going interview the teacher or not because the teacher is testing them and then make it a lot of them?** Paham maksud saya?	The examiner asked the student about interview the teacher because the teacher is testing student (her/his student)		✓			Give or ask reason	✓			
42.	E-1/30/Em-2/NP/QH/PO	are you going interview the teacher or not because the teacher is testing them and then make it a lot of them? **Paham maksud saya?**	The examiner asked the student about his understanding in receiving the question.			✓		Question and hedge	✓			
43.	E-1/31/Em-2/PP/GR/PO	**apakah kamu akan interview gurunya juga karena gurunya**	The examiner asked the student about interview the teacher because the		✓			Give or ask reason	✓			

351

No.	Code	Utterance	Description					Category					
		yang menilai mereka, untuk mendeskripsikan kamu sendiri mampu gak?	teacher is testing student (her/his student)										
44.	E-1/32/Em-2/NP/QH/PO	okay saya kira itu cukup bu, **adakah yang belum jelas dari saya?**	The examiner asked the student about clarity from the examiner			✓		Question and hedge	✓				
45.	E-1/33/Em-2/BOR/NM/RC-P	**kok gak dicatet, awas lo ini saya ketik dilaptop saya ini**	The examiner give warning the student to take a note the important thing	✓				Cases of non-minimization of the threat			✓		
46.	E-1/34/Em-2/BOR/NM/PO	**kok direkam gak ijin bahaya itu**	The examiner give warning the student bahwa recording without permission is not allowed.	✓				Cases of non-minimization of the threat	✓				
47	E-1/35/Em-2/BOR/NM/PO	**gak ijin dulu undang-undang IT kena itu**	The examiner give warning the student bahwa recording without permission is not allowed.	✓				Cases of non-minimization of the threat	✓				
48.	E-1/36/Em-2/OR/BA/PO	**untuk memastikan saja untuk penelitiannya nanti biar lebih terang benderang**	The examiner used word "terang benderang" that ambiguous				✓	Be ambiguous	✓				

No	Code	Utterance	Description					Category				
49	E-2/10/Em-2/NP/QH/RC-P	I would like to sit from the background mas trisnanda **please look at the background.**	The examiner used hedge and asked the student to look the background of the study.			✓		Question and hedge			✓	
50.	E-2/11/Em-2/PP/IM/PO	I would like to sit from the background **mas** trisnanda please look at the background**.**	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
51.	E-2/12/Em-2/NP/QH/RC-P	**Please read the sentence, the last sentence in the first paragraph**	The examiner asked the student to read the last sentence in the first paragraph.			✓		Question and hedge			✓	
52.	E-2/13/Em-2/NP/QH/PO	**can you explain to me what does it means?**	The examiner asked the student to explain the meaning of last sentence in the first paragraph.			✓		Question and hedge	✓			
53.	E-2/14/Em-2/PP/GR/PO	**okay why do you write this?**	The examiner asked the student about reason why he write last sentence in the first paragraph.		✓			Give or ask reason	✓			
54.	E-2/15/Em-2/NP/QH/PO	**where do you get this statement?**	The examiner asked the student about where he get the statement.			✓		Question and hedge	✓			
55.	E-2/16/Em-	**it this really?**	The examiner asked the			✓		Question and	✓			

	2/NP/QH/PO		student about the truth of his statement.					hedge			
56.	E-2/17/Em-2/NP/QH/PO	**I think** you put some statement that are not close related with topic of the research**. So I think** you need to pay attention in more detail about what you write in the background	The examiner used hedge.			✓		Question and hedge	✓		
57.	E-2/18/Em-2/NP/QH/PO	and then know on the second page ya, page 2. The first paragraph, the last sentence of the first paragraph. Writing skill is one skill that not all students have and still many are found to produce a fairly good article it is easy. Then you put it is easy at the end. **What do you mean by this?** I do not understand actually with this sentence.	The examiner asked the student about the meaning of the sentence.			✓		Question and hedge	✓		
58.	E-2/19/Em-2/NP/QH/PO	**Can you find the sentence?**	The examiner asked the student about find the sentence.			✓		Question and hedge	✓		
59.	E-2/20/Em-	**can you explain to me?**	The examiner asked the			✓		Question and	✓		

No.	Code	Utterance	Explanation					Category				
	2/NP/QH/PO		student to explain the sentence.					hedge				
60.	E-2/21/Em-2/NP/QH/PO	**Are they writing article?**	The examiner asked the student about the sentence.			✓		Question and hedge	✓			
61.	E-2/22/Em-2/NP/QH/PO	**What does it mean by a fairly good article and then you write it is easy?**	The examiner asked the student about fairly good article on the sentence.			✓		Question and hedge	✓			
62.	E-2/23/Em-2/BOR/NM/PO	**Please be careful with your sentence, your sentence should have meaning on it, so do not write the sentence and that makes the reader confuse.**	The examiner give warning the student to be careful with his sentence.	✓				Cases of non-minimization of the threat	✓			
63.	E-2/24/Em-2/NP/QH/PO	**I think** there are so many statement for the example the fragments, there are many fragment and also grammar mistake. **I think** if you want to write or to do the research about writing ability you need to really know about writing including the way you write including how to write	The examiner used hedge.			✓		Question and hedge	✓			

No.	Code	Quote	Explanation					Category				
		sentence, how write paragraph you need to know about that first**.**										
64.	E-2/25/Em-2/NP/QH/PO	**In your background you put from kemendiknas number 23 2006, is it kompetensi standar for vocational high school or senior high school?** Still in page 2 I think. Yes the kompetensi standar from kemendiknas. **Is it for senior high school or vocational high school?**	The examiner asked the student about kemediknas number 23, 2006.			✓		Question and hedge	✓			
65.	E-2/26/Em-2/PP/GR/PO	**Why you put for junior high school and senior high school, why your research is not there?**	Th examiner asked the student about reason why he put for junior high school and senior high school, and why his research is not there		✓			Give or ask reason	✓			
66.	E-2/27/Em-2/NP/QH/PO	**What do you mean by opinion letters?**	Th examiner asked the student about the meaning of opinion letter.			✓		Question and hedge	✓			
67.	E-2/28/Em-	**Why do you put opinion**	The examiner asked the		✓			Give or ask reason	✓			

	2/PP/GR/PO	**letters?** You said that you have personal letter and then service letter, business letter and memo.	student about reason why he put opinion letter in the sentence.								
68.	E-2/29/Em-2/NP/QH/PO	**What is opinion letter?**	The examiner asked the student about the meaning of opinion letter.			✓		Question and hedge	✓		
59.	E-2/30/Em-2/PP/GR/PO	**why do you also put it in the background, why you only have four personal letter, service, business letter and memo? So I think it doesn't any relation so maybe next time you do not put something that unnecessary here, you focus on your topic of research, do not go anywhere okay.**	The examiner asked the student about reason why he put opinion letter in the background because it doesn't any relation with the other letter (personal letter, service, business letter and memo)		✓			Give or ask reason	✓		
70.	E-2/31/Em-2/NP/QH/PO	and then in the background you also put the example, example of letter specially on page 4**. Do you make this letter by yourself or you refer to a**	The examiner asked the student about letter that he put on page 4.			✓		Question and hedge	✓		

		book or an example in the article or something?										
71.	E-2/32/Em-2/NP/QH/PO	**okay kata-kata yang mana yang dirubah?**	The examiner asked the student about letter that he made and put on page 4.			✓		Question and hedge	✓			
72.	E-2/33/Em-2/PP/SA/PO	**this is about kind of permission letter right?**	The examiner asked the students' agreement about kind of permission letter.		✓			Seek agreement	✓			
73.	E-2/34/Em-2/NP/QH/PO	Problem identification **I think** you need to know more what is actually problem identification.	The examiner used hedge.			✓		Question and hedge	✓			
74.	E-2/35/Em-2/NP/QH/PO	**What are the problems that you found when you have pre-research?**	The examiner asked the student about the problem that he found in pre-research.			✓		Question and hedge	✓			
75.	E-2/36/Em-2/PP/GR/PO	**why you don't put it on problem identification?**	The examiner asked the student about reason why he do not put problem that he found in pre-research.		✓			Give or ask reason	✓			
76.	E-2/37/Em-2/NP/QH/PO	**I think** later you put them in problem identification. Also in	The examiner used hedge.			✓		Question and hedge	✓			

No.	Code	Utterance	Explanation					Category				
		problem limitation, **I think** you need to learn more what does it's mean by problem limitation you may ask your supervisor as your adviser, **I think** you need to make more explanation about it.										
77.	E-2/38/Em-2/NP/QH/PO	**So which theory will you use to measure the student writing ability, I want to know can you explain?**	The examiner asked the student about theory that he used to measure the student writing ability			✓		Question and hedge	✓			
78.	E-1/37/Em-2/PP/JK/PO	**muda-muda kok lupa, lo tua (laugh)**	The examiner used jokes to the student.		✓			Joke	✓			
79.	E-2/39/Em-2/NP/QH/PO	**sudah ketemu?**	The examiner asked the student if he has found what the examiner meant.			✓		Question and hedge	✓			
80.	E-2/40/Em-2/BOR/NM/PO	okay **wait** mas trisnanda. You understand my question?	The examiner used metaphorical urgency for emphasis.	✓				Cases of non-minimization of the threat	✓			
81.	E-2/41/Em-2/PP/IM/PO	okay wait **mas** trisnanda. You understand my question?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
82	E-2/42/Em-	okay wait mas trisnanda. **You**	The examiner asked the			✓		Question and	✓			

No.	Code	Utterance	Description					Category				
	2/NP/QH/PO	**understand my question?**	student if he understand the question that given be the examiner.					hedge				
83.	E-2/43/Em-2/PP/IM/PO	ya writing ability itu kan indikatornya apa saja **mas trisnanda** yang mau dipake nanti untuk menganalisis bahwa seperti apa writing ability siswa itu bagaimana kita tau, darimana yang dipakai indicator apa yang dipakai	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
84	E-2/44/Em-2/NP/QH/PO	**I think** you can read it more.	The examiner used hedge.			✓		Question and hedge	✓			
85.	E-2/45/Em-2/PP/SA/PO	**I think what you want to know is English writing ability right?**	The examiner asked the student agreement about English writing ability.		✓			Seek agreement	✓			
86.	E-2/46/Em-2/NP/QH/PO	**I think** what you want to know is English writing ability right?	The examiner used hedge.			✓		Question and hedge	✓			
87.	E-2/47/Em-2/NP/QH/PO	**I think** it is better for you, you can find the example in English or we illustration or example that you put in chapter two.	The examiner used hedge.			✓		Question and hedge	✓			
88.	E-2/48/Em-2/NP/QH/PO	**I think** the example you can try to look for another reference	The examiner used hedge.			✓		Question and hedge	✓			

No.	Code	Utterance	Description			✓		Category	✓				
		specially in English okay.				✓							
89.	E-2/49/Em-2/NP/QH/PO	**I ask you who are the researcher in this research? how many researcher?**	The examiner asked the student about who are the researcher and how many researcher in this research.			✓		Question and hedge	✓				
90.	E-2/50/Em-2/BOR/NM/PO	**please be careful with your writing**.	The examiner give warning the researcher to be careful with the writing.	✓				Cases of non-minimization of the threat	✓				
91.	E-2/51/Em-2/NP/QH/PO	**How many previous studies do you have?**	The examiner asked the student about previous study.			✓		Question and hedge	✓				
92.	E-2/52/Em-2/NP/QH/PO	**Do you know the different between your study and the previous studies? Can you tell me about the different between your study and your previous studies?**	The examiner asked the student about previous study.			✓		Question and hedge	✓				
93.	E-2/53/Em-2/NP/QH/PO	**itu dalam bahasa inggris bukan mas, Suratnya dalam bahasa inggris bukan?**	The examiner asked the student about previous study.			✓		Question and hedge	✓				
94.	E-2/54/Em-	**I think** you need explore	The examiner used			✓		Question and	✓				

	2/NP/QH/PO	another study with closely related to your study.	hedge.					hedge			
95.	E-2/55/Em-2/NP/QH/RC-P	**so please search another previous study that is related to yours**	The examiner asked the student to search another previous study that is related to the research.			✓		Question and hedge			✓
96.	E-2/56/Em-2/NP/QH/PO	**I think** study from Octa is bahasa Indonesia has different from yours so you need change.	The examiner used hedge.			✓		Question and hedge	✓		
97	E-2/57/Em-2/NP/QH/PO	**How about the second study what is different with yours?**	The examiner asked the student about previous study.			✓		Question and hedge	✓		
98.	E-2/58/Em-2/NP/QH/PO	**what research design they used?**	The examiner asked the student about previous study.			✓		Question and hedge	✓		
99.	E-2/59/Em-2/PP/GR/PO	**are you sure, why there is kind of pre-test and post-test? Is it experiment or descriptive research?**	The examiner asked the students' reason about previous study.		✓			Give (or ask) reason	✓		
100.	E-2/60/Em-2/PP/IM/PO	oke **mas** Trisnanda	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓		
101.	E-2/61/Em-	Alright and then next one is	The examiner used			✓		Question and	✓		

No.	Code	Utterance	Explanation					Strategy				
	2/NP/QH/PO	about the methodology **I think** I'm on the same mine with Mr. Giyoto.	hedge.					hedge				
102.	E-2/62/Em-2/BOR/NM/RC-P	**Coba mas Trisnanda kalau sebelum maju ke ibu Im mungkin bisa di prove it dulu supaya kesalahan grammarnya tidak terlalu banyak.**	The examiner give advice to the student to prove the grammar before he consult with his advisor.	✓				Cases of non-minimization of the threat			✓	
103.	E-2/63/Em-2/PP/IM/PO	Coba **mas** Trisnanda kalau sebelum maju ke ibu Im mungkin bisa di prove it dulu supaya kesalahan grammarnya tidak terlalu banyak.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
104.	E-2/64/Em-2/NP/QH/PO	**do you descriptive or case study?**	The examiner asked the student about method of the research.			✓		Question and hedge	✓			
105.	E-2/65/Em-2/NP/QH/PO	Table 3.1 guideline writing for personal letter. **Is it adapted from certain source, you got the table is it adapted or you make by yourself?**	The examiner asked the student about table 3.1 guideline writing for personal letter			✓		Question and hedge	✓			
106.	E-2/66/Em-2/NP/QH/PO	You have the book**. Can you show me the book?**	The examiner asked the student to show the			✓		Question and hedge	✓			

No.	Code	Utterance	Explanation					Strategy				
			book.									
107	E-2/67/Em-2/NP/QH/PO	contohnya table 3.1 **I think** you miss to write the source	The examiner used hedge.			✓		Question and hedge	✓			
108.	E-2/68/Em-2/NP/QH/PO	Alright and then the last is about the trustworthiness, **I think** you need to add that part that no put the trustworthiness of the data as well as trustworthiness of the research pak Giyoto give you suggestion before ya	The examiner used hedge.			✓		Question and hedge	✓			
109.	E-2/69/Em-2/PP/IM/PO	Alright **mas** Trisnanda	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
110.	E-2/70/Em-2/NP/QH/PO	**I think** that all my suggestion and feedback.	The examiner used hedge.			✓		Question and hedge	✓			
111.	E-2/71/Em-2/OR/GH/RC-D	**ya belum kedengaran ibuk.**	The examiner give hints the other examiner to do not mute the voice.				✓	Give hints		✓		
112.	E-3/04/Em-2/PP/IM/PO	**mas** Aji I will check again what's kind of material	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
113.	E-3/05/Em-2/NP/QH/PO	**Then you focus on all of the corresponden letter atau**	The examiner asked the student about focus of			✓		Question and hedge	✓			

No.	Code	Utterance	Description					Strategy				
		apa?	the research.									
114.	E-3/06/Em-2/BOR/NM/RC-P	**So be focus kemudian yang tidak relevan tidak usah dimasukan.**	The examiner give advice the student to focus with letter that he used.	✓				Cases of non-minimization of the threat			✓	
115.	E-3/07/Em-2/PP/SA/PO	**Kemudian chapter two ini murni kah writing letter ability ya?**	The examiner asked the students' agreement about the theory in chapter two.		✓			Seek agreement	✓			
116.	E-3/08/Em-2/NP/QH/PO	**kalau ada Indonesia bahasa inggris itu maknanya ada bahasa Indonesia yang diterjemhakan atau tidak?**	The examiner asked the student about letter.			✓		Question and hedge	✓			
117.	E-3/09/Em-2/PP/IM/PO	**mas** Aji be focus on topic that should be rise with your research ya.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
118.	E-3/10/Em-2/BOR/NM/RC-P	**mas Aji be focus on topic that should be rise with your research ya.**	The examiner give advice the student to be focus on the topic.	✓				Cases of non-minimization of the threat			✓	
119.	E-3/11/Em-2/PP/SA/PO	dalam writing skill itu ada writing skills nah skills disini ada writing skills untuk menulis surat. Di spesifikan lagi. Jenis surat kan banyak apa	The examiner asked the students' agreement about writing skill.		✓			Seek agreement	✓			

No.	Code	Utterance	Description					Strategy				
		kan begitu ya. **Begitu atau tidak?**										
120.	E-3/12/Em-2/NP/QH/PO	ya teori dalam halaman 16 itu type of writing ada dan sebagainya, **itu sama dengan writing skills dalam surat atau writing skill yang apa?**	The examiner asked the student about writing skill.			✓		Question and hedge	✓			
121.	E-2/72/Em-2/PP/IM/PO	okay thank you bu Im as the second examiner and also the advisor for **mas** Trisnanda	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
122.	E-2/73/Em-2/PP/IM/PO	Now I would like to invite Dr. Haji Giyoto M.Hum. to give a statement for **mas** Trisnanda pass or not?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓			
123.	E-2/74/Em-2/NP/QH/PO	Now I would like to invite Dr. Haji Giyoto M.Hum. to give a statement for mas Trisnanda **pass or not?**	The examiner asked the other examiner about student declaration.			✓		Question and hedge	✓			
124.	E-1/38/Em-2/OR/BA/PO	**setelah diperjelas arahnya kelihatan tapi about di proposal harus dipertajam arahnya**.	The examiner used word "dipertajam arahnya" that has ambiguous.				✓	Be ambiguous	✓			
125.	E-2/75/Em-2/NP/QH/PO	**how about ibu Dr. Imroatus Sholihah, M.Pd ?**	The examiner asked the other examiner about			✓		Question and hedge	✓			

No.	Code	Utterance	Description		✓			Strategy			✓		
			student declaration.								✓		
126.	E-1/39/Em-2/PP/JK/RC-D	**ini proposal kok dua jam heran aku (laugh)**	The examiner used joke to the other.		✓			Joke			✓		
127.	E-2/76/Em-2/PP/IM/PO	so I would like to declare that thesis proposal by **mas** Trisnanda Muhammad Aji is declare pass ya and congratulation for **mas** Trisnanda you can continue and conduct your research. okay are you happy **mas** trisnanda?	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓				
128.	E-2/77/Em-2/PP/EX/PO	**okay are you happy mas trisnanda?**	The examiner asked the students' condition to show her symphaty.		✓			Exaggerate	✓				
Closing													
129.	E-2/78/Em-2/PP/IM/PO	foto lagi for the last section, silahkan **mas** Trisnanda**.** Thank you for pak Giyoto and Ibu Imroatus and also **mas** Trisnanda and we close our agenda this afternoon. Assalamu'alaikum Wr. Wb.	The examiner called the student with second person plural pronoun.		✓			Use in-group identity markers	✓				

APPENDIX 3

**DATA VALIDATION OF TYPE POLITENESS STRATEGY BASED ON
BROWN AND LEVINSON'S THEORY**

Examiner :
1. Arina Rohmatka, S.Pd. M.Pd as main examiner
2. Habibi Nur Hidayanto, M.Pd as examiner I (Chairman)
3. Dr. H. Sujito, M.Pd as examiner II (secretary)

Student : Rona Rosita

No.	Code	Type of Politeness Strategy		Reason
		True	**False**	
1.	E-2/01/Ef-1/PP/IM/PO	✓		
2.	E-2/02/Ef-1/PP/SH/RC-P	✓		
3.	E-2/03/Ef-1/PP/IM/PO	✓		
4.	E-1/01/Ef-1/PP/IM/PO	✓		
5.	E-1/02/Ef-1/NP/QH/RC-P	✓		
6.	E-1/03/Ef-1/PP/IM/PO	✓		
7.	E-1/04/Ef-1/NP/QH/RC-P		✓	Bald on-record, cases of non-minimization of face threat (strategy 1)
8.	E-1/05/Ef-1/PP/IM/PO	✓		
9.	E-1/06/Ef-1/PP/IM/PO	✓		
10.	E-1/07/Ef-1/BOR/NM/PO	✓		
11.	E-1/08/Ef-1/PP/IM/PO	✓		
12.	E-2/04/Ef-1/PP/IM/PO	✓		
13.	E-2/05/Ef-1/PP/GR/PO	✓		
14.	E-2/06/Ef-1/PP/IM/PO	✓		

15.	E-3/01/Ef-1/NP/AP/PO	✓		
16.	E-2/07/Ef-1/PP/IM/PO	✓		
17.	E-2/08/Ef-1/PP/IM/PO	✓		
18.	E-2/09/Ef-1/OR/IN/PO	✓		
19.	E-1/09/Ef-1/NP/AP/PO	✓		
20.	E-1/10/Ef-1/PP/SA/PO	✓		
21.	E-1/11/Ef-1/PP/IM/PO	✓		
22.	E-1/12/Ef-1/PP/GG/PO	✓		
23.	E-1/13/Ef-1/PP/BO/PO	✓		
24.	E-1/14/Ef-1/PP/GR/PO	✓		
25.	E-1/15/Ef-1/NP/QH/RC-P		✓	Yg bener itu hedge bukan question.
26.	E-1/16/Ef-1/NP/QH/PO	✓		
27.	E-1/17/Ef-1/NP/QH/PO	✓		
28.	E-1/18/Ef-1/PP/SA/PO	✓		
29.	E-1/19/Ef-1/PP/OP/PO	✓		
30.	E-1/20/Ef-1/OR/BA/PO	✓		
31.	E-1/21/Ef-1/PP/IM/PO	✓		
32.	E-1/22/Ef-1/PP/IM/PO	✓		
33.	E-1/23/Ef-1/PP/IM/PO	✓		
34.	E-1/24/Ef-	✓		

	1/NP/QH/PO			
35.	E-1/25/Ef-1/PP/GR/PO	✓		
36.	E-1/26/Ef-1/NP/QH/PO	✓		
37.	E-1/27/Ef-1/BOR/NM/PO	✓		
38.	E-1/28/Ef-1/BOR/NM/PO	✓		
39.	E-1/29/Ef-1/NP/QH/PO	✓		
40.	E-1/30/Ef-1/NP/QH/PO	✓		
41.	E-1/31/Ef-1/NP/QH/PO	✓		
42.	E-1/32/Ef-1/PP/IM/PO	✓		
43.	E-1/33/Ef-1/NP/QH/PO	✓		
44.	E-1/34/Ef-1/NP/QH/PO	✓		
45.	E-1/35/Ef-1/NP/QH/PO	✓		
46.	E-1/36/Ef-1/PP/IM/PO	✓		
47	E-1/37/Ef-1/PP/OP/PO	✓		
48.	E-1/38/Ef-1/PP/OP/PO	✓		
49	E-1/39/Ef-1/PP/IM/PO	✓		
50.	E-1/40/Ef-1/PP/IM/PO	✓		
51.	E-1/41/Ef-1/PP/BO/PO	✓		
52.	E-1/42/Ef-1/PP/IM/PO	✓		
53.	E-2/10/Ef-1/PP/IM/PO	✓		

54.	E-2/11/Ef-1/PP/EX/PO	✓		
55.	E-2/12/Ef-1/PP/EX/PO	✓		
56.	E-2/13/Ef-1/PP/IM/PO	✓		
57.	E-2/14/Ef-1/PP/OP/PO	✓		
58.	E-2/15/Ef-1/PP/IM/PO	✓		
59.	E-2/16/Ef-1/NP/QH/PO	✓		
60.	E-2/17/Ef-1/NP/QH/PO	✓		
61.	E-2/18/Ef-1/PP/GR/PO	✓		
62.	E-2/19/Ef-1/NP/QH/PO	✓		
63.	E-2/20/Ef-1/NP/QH/PO	✓		
64.	E-2/21/Ef-1/NP/QH/PO	✓		
65.	E-2/22/Ef-1/PP/OP/PO	✓		
66.	E-2/23/Ef-1/NP/QH/PO	✓		
67.	E-2/24/Ef-1/NP/QH/PO	✓		
68.	E-2/25/Ef-1/PP/OP/PO	✓		
69.	E-2/26/Ef-1/PP/IM/PO	✓		
70.	E-2/27/Ef-1/NP/QH/PO		✓	Give or ask reason bukan question and hedge.
71.	E-2/28/Ef-1/PP/JK/PO	✓		
72.	E-2/29/Ef-1/PP/JK/PO	✓		

73.	E-2/30/Ef-1/NP/QH/PO	✓		
74.	E-2/31/Ef-1/NP/QH/PO	✓		
75.	E-2/32/Ef-1/NP/QH/PO	✓		
76.	E-2/33/Ef-1/PP/OP/PO	✓		
77.	E-2/34/Ef-1/NP/QH/PO	✓		
78.	E-2/35/Ef-1/NP/QH/PO	✓		
79.	E-2/36/Ef-1/NP/QH/PO	✓		
80.	E-2/37/Ef-1/PP/SA/PO	✓		
81.	E-2/38/Ef-1/NP/QH/PO	✓		
82	E-2/39/Ef-1/PP/IM/PO	✓		
83.	E-2/40/Ef-1/PP/IM/PO	✓		
84	E-2/41/Ef-1/NP/QH/PO	✓		
85.	E-2/42/Ef-1/NP/QH/PO	✓		
86.	E-2/43/Ef-1/PP/IM/PO	✓		
87.	E-3/02/Ef-1/PP/IM/PO	✓		
88.	E-3/03/Ef-1/NP/AP/PO	✓		
89.	E-3/04/Ef-1/PP/IM/PO	✓		
90.	E-3/05/Ef-1/PP/IM/PO	✓		
91.	E-3/06/Ef-1/NP/QH/PO	✓		
92.	E-3/07/Ef-	✓		

	1/PP/GG/PO			
93.	E-3/08/Ef-1/NP/QH/PO	✓		
94.	E-3/09/Ef-1/PP/OP/PO	✓		
95.	E-3/10/Ef-1/PP/SA/PO	✓		
96.	E-3/11/Ef-1/PP/SA/PO	✓		
97	E-3/12/Ef-1/NP/QH/PO	✓		
98.	E-3/13/Ef-1/PP/GR/PO	✓		
99.	E-2/44/Ef-1/PP/IM/PO	✓		
100.	E-2/45/Ef-1/NP/QH/PO	✓		
101.	E-2/46/Ef-1/PP/IM/PO	✓		
102.	E-2/47/Ef-1/NP/QH/PO	✓		
103.	E-3/14/Ef-1/NP/QH/PO	✓		
104.	E-3/15/Ef-1/PP/IM/PO	✓		
105.	E-2/48/Ef-1/PP/GG/PO	✓		
106.	E-2/49/Ef-1/PP/IM/PO	✓		
107.	E-2/50/Ef-1/PP/SH/PO	✓		
108.	E-2/51/Ef-1/NP/QH/PO	✓		

DATA VALIDATION OF TYPE POLITENESS STRATEGY BASED ON BROWN AND LEVINSON'S THEORY

Examiner :
1. Budiasih S.Pd M.Hum as main examiner
2. Arina Rohmatka, S.Pd. M.Pd as examiner I (Chairman)
3. Nor Laili Fatmawati, M.Pd as examiner II (secretary)

Student : Puji Lestari

No.	Code	Type of Politeness Strategy		Reason
		True	False	
1.	E-2/01/Ef-2/BOR/OB/PO	✓		
2.	E-2/02/Ef-2/PP/IM/PO	✓		
3.	E-2/03/Ef-2/NP/QH/PO	✓		
4.	E-2/04/Ef-2/PP/IM/PO	✓		
5.	E-2/05/Ef-2/PP/SA/PO	✓		
6.	E-2/06/Ef-2/PP/IM/PO	✓		
7.	E-2/07/Ef-2/PP/SH/RC-P	✓		
8.	E-2/08/Ef-2/PP/IM/PO	✓		
9.	E-1/01/Ef-2/NP/AP/PO	✓		
10.	E-1/02/Ef-2/NP/QH/PO	✓		
11.	E-1/03/Ef-2/PP/EX/PO	✓		
12.	E-2/09/Ef-2/PP/OP/PO	✓		
13.	E-3/01/Ef-2/PP/IM/PO	✓		
14.	E-3/02/Ef-2/NP/QH/PO	✓		
15.	E-3/03/Ef-	✓		

	2/NP/AP/PO			
16.	E-3/04/Ef-2/PP/IM/PO	✓		
17.	E-3/05/Ef-2/PP/IM/PO	✓		
18.	E-3/06/Ef-2/NP/QH/PO	✓		
19.	E-3/07/Ef-2/BOR/NM/PO		✓	RC-P
20.	E-2/10/Ef-2/NP/QH/PO	✓		
21.	E-3/08/Ef-2/BOR/NM/PO	✓		
22.	E-2/11/Ef-2/BOR/NM/PO	✓		
23.	E-2/12/Ef-2/PP/IM/PO	✓		
24.	E-2/13/Ef-2/PP/IM/PO	✓		
25.	E-1/04/Ef-2/BOR/OB/PO	✓		
26.	E-1/05/Ef-2/PP/IM/PO	✓		
27.	E-1/06/Ef-2/PP/GG/PO	✓		
28.	E-1/07/Ef-2/PP/IM/PO	✓		
29.	E-1/08/Ef-2/NP/QH/PO	✓		
30.	E-1/09/Ef-2/PP/IM/PO	✓		
31.	E-1/10/Ef-2/NP/QH/PO	✓		
32.	E-1/11/Ef-2/NP/QH/PO	✓		
33.	E-1/12/Ef-2/NP/QH/PO	✓		
34.	E-1/13/Ef-2/NP/QH/PO	✓		

35.	E-1/14/Ef-2/NP/QH/PO	✓		
36.	E-1/15/Ef-2/PP/IM/PO	✓		
37.	E-1/16/Ef-2/NP/QH/PO	✓		
38.	E-1/17/Ef-2/PP/IM/PO	✓		
39.	E-1/18/Ef-2/PP/OP/PO	✓		
40.	E-1/19/Ef-2/PP/SA/PO	✓		
41.	E-1/20/Ef-2/PP/IM/PO	✓		
42.	E-1/21/Ef-2/NP/QH/PO	✓		
43.	E-1/22/Ef-2/NP/QH/PO	✓		
44.	E-1/23/Ef-2/NP/AP/PO	✓		
45.	E-1/24/Ef-2/PP/IM/PO	✓		
46.	E-1/25/Ef-2/NP/QH/RC-P	✓		
47	E-1/26/Ef-2/NP/AP/PO	✓		
48.	E-1/27/Ef-2/PP/IM/PO	✓		
49	E-1/28/Ef-2/NP/QH/PO	✓		
50.	E-1/29/Ef-2/NP/QH/PO	✓		
51.	E-1/30/Ef-2/NP/QH/PO	✓		
52.	E-1/31/Ef-2/PP/SA/PO	✓		
53.	E-1/32/Ef-2/NP/QH/PO	✓		
54.	E-1/33/Ef-	✓		

	2/PP/IM/PO			
55.	E-1/34/Ef-2/NP/QH/PO	✓		
56.	E-1/35/Ef-2/NP/QH/PO	✓		
57.	E-1/36/Ef-2/PP/SA/PO	✓		
58.	E-1/37/Ef-2/NP/QH/PO	✓		
59.	E-1/38/Ef-2/BOR/NM/PO	✓		
60.	E-1/39/Ef-2/NP/QH/PO		✓	BOR Cases of non-minimization of the threat strategy 7, RC-P
61.	E-1/40/Ef-2/PP/IM/PO	✓		
62.	E-2/14/Ef-2/PP/JK/RC-D	✓		
63.	E-1/41/Ef-2/PP/SA/PO	✓		
64.	E-1/42/Ef-2/NP/QH/PO	✓		
65.	E-2/15/Ef-2/PP/IM/PO	✓		
66.	E-2/16/Ef-2/NP/QH/PO	✓		
67.	E-2/17/Ef-2/PP/SA/PO	✓		
68.	E-2/18/Ef-2/NP/QH/PO	✓		
59.	E-2/19/Ef-2/PP/OP/PO	✓		
70.	E-2/20/Ef-2/NP/QH/PO	✓		
71.	E-2/21/Ef-2/NP/AP/PO	✓		
72.	E-2/22/Ef-2/PP/OP/PO	✓		
73.	E-2/23/Ef-	✓		

	2/PP/OP/PO			
74.	E-2/24/Ef-2/PP/IM/PO	✓		
75.	E-2/25/Ef-2/NP/QH/RC-P	✓		
76.	E-2/26/Ef-2/PP/IM/PO	✓		
77.	E-3/09/Ef-2/PP/IM/PO	✓		
78.	E-3/10/Ef-2/PP/IM/PO	✓		
79.	E-3/11/Ef-2/PP/SA/PO	✓		
80.	E-3/12/Ef-2/PP/IM/PO	✓		
81.	E-3/13/Ef-2/NP/QH/PO	✓		
82	E-3/14/Ef-2/NP/QH/PO		✓	RC-P
83.	E-3/15/Ef-2/NP/QH/PO	✓		
84	E-3/16/Ef-2/NP/QH/PO	✓		
85.	E-3/17/Ef-2/NP/QH/PO	✓		
86.	E-3/18/Ef-2/PP/JK/PO	✓		
87.	E-3/19/Ef-2/NP/QH/PO	✓		
88.	E-3/20/Ef-2/PP/JK/PO	✓		
89.	E-3/21/Ef-2/PP/IM/PO	✓		
90.	E-3/22/Ef-2/PP/EX/PO	✓		
91.	E-3/23/Ef-2/PP/SA/PO	✓		
92.	E-2/27/Ef-2/PP/IM/PO	✓		

93.	E-1/43/Ef-2/NP/QH/PO	✓		
94.	E-1/44/Ef-2/PP/IM/PO	✓		
95.	E-2/28/Ef-2/PP/GG/PO	✓		
96.	E-2/29/Ef-2/PP/IM/PO	✓		
97	E-2/30/Ef-2/PP/SH/RC-P	✓		

DATA VALIDATION OF TYPE POLITENESS STRATEGY BASED ON BROWN AND LEVINSON'S THEORY

Examiner :
1. Lilik Istiqomah, M.Hum., M.Pd. as main examiner
2. Ikke Dewi Pratama, SS., M.Hum. as examiner I (Chairman)
3. Dr. Rochmat Budi Santoso, S.Pd., M.Pd as examiner II (secretary)

Student : Akhmal Faezal Latief

No.	Code	Type of Politeness Strategy		Reason
		True	**False**	
1.	E-2/01/Em-1/BOR/OB/PO	✓		
2.	E-2/02/Em-1/PP/SH/RC-P	✓		
3.	E-2/03/Em-1/NP/QH/PO	✓		
4.	E-1/01/Em-1/NP/QH/PO	✓		
5.	E-1/02/Em-1/PP/IM/PO	✓		
6.	E-1/03/Em-1/PP/IM/PO	✓		
7.	E-1/04/Em-1/BOR/NM/PO		✓	RC-P
8.	E-1/05/Em-1/NP/QH/PO	✓		
9.	E-1/06/Em-1/PP/IM/PO	✓		
10.	E-2/04/Em-1/PP/IM/PO	✓		
11.	E-2/05/Em-1/PP/IM/PO	✓		
12.	E-1/07/Em-1/PP/IM/PO	✓		
13.	E-1/08/Em-1/NP/QH/PO	✓		
14.	E-1/09/Em-1/NP/QH/PO	✓		
15.	E-1/10/Em-		✓	Seek agreement

	1/NP/QH/PO			
16.	E-1/11/Em-1/PP/SA/PO	✓		
17.	E-1/12/Em-1/NP/QH/PO	✓		
18.	E-1/13/Em-1/PP/SA/PO	✓		
19.	E-1/14/Em-1/PP/SA/PO	✓		
20.	E-1/15/Em-1/NP/QH/PO	✓		
21.	E-1/16/Em-1/NP/QH/PO	✓		
22.	E-1/17/Em-1/PP/GR/PO	✓		
23.	E-1/18/Em-1/NP/QH/PO	✓		
24.	E-1/19/Em-1/PP/SA/PO	✓		
25.	E-1/20/Em-1/NP/QH/PO	✓		
26.	E-1/21/Em-1/NP/QH/PO	✓		
27.	E-1/22/Em-1/OR/GH/PO	✓		
28.	E-1/23/Em-1/NP/QH/PO		✓	BOR, Cases of non-minimization of the threat strategy 4
29.	E-1/24/Em-1/NP/QH/PO	✓		
30.	E-1/25/Em-1/PP/SA/PO	✓		
31.	E-1/26/Em-1/PP/OP/PO	✓		
32.	E-1/27/Em-1/NP/QH/PO	✓		
33.	E-1/28/Em-1/PP/SA/PO	✓		
34.	E-1/29/Em-	✓		

	1/PP/IM/PO			
35.	E-1/30/Em-1/NP/QH/PO	✓		
36.	E-1/31/Em-1/NP/QH/PO	✓		
37.	E-1/32/Em-1/PP/IM/PO	✓		
38.	E-1/33/Em-1/NP/QH/PO	✓		
39.	E-1/34/Em-1/NP/QH/PO	✓		
40.	E-1/35/Em-1/NP/QH/PO	✓		
41.	E-1/36/Em-1/NP/QH/RC-P		✓	Hedge
42.	E-1/37/Em-1/PP/IM/PO	✓		
43.	E-1/38/Em-1/PP/SA/PO	✓		
44.	E-1/39/Em-1/NP/QH/PO	✓		
45.	E-1/40/Em-1/PP/IM/PO	✓		
46.	E-2/06/Em-1/NP/QH/PO	✓		
47	E-2/07/Em-1/PP/IM/PO	✓		
48.	E-2/08/Em-1/NP/QH/RC-P	✓		
49	E-2/09/Em-1/NP/QH/PO	✓		
50.	E-2/10/Em-1/NP/QH/RC-P	✓		
51.	E-2/11/Em-1/NP/QH/PO	✓		
52.	E-2/12/Em-1/NP/QH/PO	✓		
53.	E-2/13/Em-1/NP/QH/PO	✓		

54.	E-2/14/Em-1/NP/QH/PO	✓		
55.	E-2/15/Em-1/NP/QH/PO	✓		RC-P
56.	E-2/16/Em-1/NP/QH/PO	✓		
57.	E-2/17/Em-1/NP/QH/PO	✓		
58.	E-2/18/Em-1/NP/QH/PO	✓		
59.	E-2/19/Em-1/NP/QH/PO	✓		
60.	E-2/20/Em-1/NP/QH/PO	✓		
61.	E-2/21/Em-1/NP/QH/PO	✓		
62.	E-2/22/Em-1/NP/QH/PO	✓		
63.	E-2/23/Em-1/PP/GR/PO	✓		
64.	E-2/24/Em-1/PP/OP/PO	✓		
65.	E-2/25/Em-1/NP/QH/PO	✓		
66.	E-2/26/Em-1/NP/QH/PO	✓		
67.	E-2/27/Em-1/NP/QH/PO		✓	Seek agreement,
68.	E-2/28/Em-1/NP/QH/PO	✓		
59.	E-2/29/Em-1/NP/QH/PO	✓		
70.	E-2/30/Em-1/PP/GR/PO	✓		
71.	E-2/31/Em-1/PP/GR/PO	✓		
72.	E-2/32/Em-1/NP/QH/RC-P	✓		
73.	E-2/33/Em-	✓		

	1/NP/QH/PO			
74.	E-2/34/Em-1/NP/QH/PO	✓		
75.	E-2/35/Em-1/NP/QH/PO	✓		
76.	E-2/36/Em-1/NP/QH/PO	✓		
77.	E-2/37/Em-1/NP/QH/PO	✓		
78.	E-2/38/Em-1/PP/OP/PO		✓	BOR Cases non-minimization of the face threat strategy 6, RC-P
79.	E-2/39/Em-1/PP/OP/PO	✓		
80.	E-2/40/Em-1/NP/QH/PO	✓		
81.	E-2/41/Em-1/NP/QH/PO	✓		
82	E-2/42/Em-1/PP/IM/PO	✓		
83.	E-3/01/Em-1/PP/IM/PO	✓		
84	E-3/02/Em-1/NP/QH/PO	✓		
85.	E-3/03/Em-1/PP/GR/PO	✓		
86.	E-3/04/Em-1/PP/OP/PO	✓		
87.	E-3/05/Em-1/NP/QH/PO	✓		
88.	E-3/06/Em-1/NP/QH/RC-P	✓		
89.	E-3/07/Em-1/NP/QH/RC-P	✓		
90.	E-3/08/Em-1/NP/QH/RC-P	✓		
91.	E-1/41/Em-1/PP/IM/PO	✓		

**DATA VALIDATION OF TYPE POLITENESS STRATEGY BASED ON
BROWN AND LEVINSON'S THEORY**

Examiner :
    1. Dr. H. Giyoto, M.Hum. as main examiner
    2. Maria Wulandari, M.Pd as examiner I (Chairman)
    3. Imroatus Solikhah, M.Pd as examiner II (secretary)
Student   : Trisnanda Muhammad Aji

No.	Code	Type of Politeness Strategy		Reason
		True	**False**	
1.	E-2/01/Em-2/BOR/OB/PO	✓		
2.	E-2/02/Em-2/PP/SH/RC-P	✓		
3.	E-2/03/Em-2/PP/IM/PO	✓		
4.	E-2/04/Em-2/NP/QH/PO	✓		
5.	E-1/01/Em-2/NP/QH/PO		✓	BOR Cases of non-minimization of the threat strategy 1 (maximum efficiency)
6.	E-1/02/Em-2/PP/SA/PO	✓		
7.	E-1/03/Em-2/BOR/NM/RC-P	✓		
8.	E-1/04/Em-2/BOR/QH/PO		✓	RC-P
9.	E-2/05/Em-2/PP/IM/PO	✓		
10.	E-3/01/Em-2/PP/IM/PO	✓		
11.	E-2/06/Em-2/NP/QH/RC-P	✓		
12.	E-2/07/Em-2/NP/QH/PO	✓		
13.	E-2/08/Em-2/PP/IM/PO	✓		

14.	E-1/05/Em-2/NP/QH/PO	✓		
15.	E-2/09/Em-2/PP/IM/PO	✓		
16.	E-1/06/Em-2/PP/GR/PO	✓		
17.	E-1/07/Em-2/PP/GR/PO	✓		
18.	E-1/08/Em-2/NP/QH/PO	✓		
19.	E-1/09/Em-2/NP/QH/PO	✓		
20.	E-1/10/Em-2/NP/QH/PO	✓		
21.	E-1/11/Em-2/NP/QH/PO	✓		
22.	E-1/12/Em-2/PP/JK/PO	✓		
23.	E-1/13/Em-2/NP/QH/PO	✓		
24.	E-1/14/Em-2/NP/QH/PO	✓		
25.	E-1/15/Em-2/NP/QH/PO		✓	Seek agreement
26.	E-1/16/Em-2/NP/QH/PO		✓	Seek agreement
27.	E-1/17/Em-2/NP/QH/PO	✓		
28.	E-1/18/Em-2/NP/QH/PO	✓		
29.	E-1/19/Em-2/NP/QH/PO		✓	Seek agreement, RC-P
30.	E-1/20/Em-2/NP/QH/PO	✓		
31.	E-1/21/Em-2/NP/QH/PO	✓		
32.	E-1/22/Em-2/PP/SA/PO	✓		
33.	E-1/23/Em-	✓		

	2/PP/IM/PO			
34.	E-1/24/Em-2/NP/QH/PO	✓		
35.	E-1/25/Em-2/NP/QH/PO	✓		
36.	E-1/26/Em-2/NP/QH/PO	✓		
37.	E-3/02/Em-2/NP/QH/PO	✓		
38.	E-1/27/Em-2/PP/SA/PO	✓		
39.	E-1/28/Em-2/NP/QH/PO	✓		
40.	E-3/03/Em-2/NP/QH/PO	✓		
41.	E-1/29/Em-2/PP/GR/PO	✓		
42.	E-1/30/Em-2/NP/QH/PO	✓		
43.	E-1/31/Em-2/PP/GR/PO	✓		
44.	E-1/32/Em-2/NP/QH/PO	✓		
45.	E-1/33/Em-2/BOR/NM/PO		✓	RC-P
46.	E-1/34/Em-2/BOR/NM/PO	✓		
47	E-1/35/Em-2/BOR/NM/PO	✓		
48.	E-1/36/Em-2/OR/BA/PO	✓		
49	E-2/10/Em-2/NP/QH/RC-P	✓		
50.	E-2/11/Em-2/PP/IM/PO	✓		
51.	E-2/12/Em-2/NP/QH/RC-P	✓		
52.	E-2/13/Em-2/NP/QH/PO	✓		

53.	E-2/14/Em-2/PP/GR/PO	✓		
54.	E-2/15/Em-2/NP/QH/PO	✓		
55.	E-2/16/Em-2/NP/QH/PO	✓		
56.	E-2/17/Em-2/NP/QH/PO	✓		
57.	E-2/18/Em-2/NP/QH/PO	✓		
58.	E-2/19/Em-2/NP/QH/PO	✓		
59.	E-2/20/Em-2/NP/QH/PO	✓		
60.	E-2/21/Em-2/NP/QH/PO	✓		
61.	E-2/22/Em-2/NP/QH/PO	✓		
62.	E-2/23/Em-2/BOR/NM/PO	✓		
63.	E-2/24/Em-2/NP/QH/PO	✓		
64.	E-2/25/Em-2/NP/QH/PO	✓		
65.	E-2/26/Em-2/PP/GR/PO	✓		
66.	E-2/27/Em-2/NP/QH/PO	✓		
67.	E-2/28/Em-2/PP/GR/PO	✓		
68.	E-2/29/Em-2/NP/QH/PO	✓		
59.	E-2/30/Em-2/PP/GR/PO	✓		
70.	E-2/31/Em-2/NP/QH/PO	✓		
71.	E-2/32/Em-2/NP/QH/PO	✓		
72.	E-2/33/Em-	✓		

	2/PP/SA/PO			
73.	E-2/34/Em-2/NP/QH/PO	✓		
74.	E-2/35/Em-2/NP/QH/PO	✓		
75.	E-2/36/Em-2/PP/GR/PO	✓		
76.	E-2/37/Em-2/NP/QH/PO	✓		
77.	E-2/38/Em-2/NP/QH/PO	✓		
78.	E-1/37/Em-2/PP/JK/PO	✓		
79.	E-2/39/Em-2/NP/QH/PO	✓		
80.	E-2/40/Em-2/BOR/NM/PO	✓		
81.	E-2/41/Em-2/PP/IM/PO	✓		
82	E-2/42/Em-2/NP/QH/PO	✓		
83.	E-2/43/Em-2/PP/IM/PO	✓		
84	E-2/44/Em-2/NP/QH/PO	✓		
85.	E-2/45/Em-2/PP/SA/PO	✓		
86.	E-2/46/Em-2/NP/QH/PO	✓		
87.	E-2/47/Em-2/NP/QH/PO	✓		
88.	E-2/48/Em-2/NP/QH/PO	✓		
89.	E-2/49/Em-2/NP/QH/PO	✓		
90.	E-2/50/Em-2/BOR/NM/PO	✓		
91.	E-2/51/Em-2/NP/QH/PO	✓		

92.	E-2/52/Em-2/NP/QH/PO	✓		
93.	E-2/53/Em-2/NP/QH/PO	✓		
94.	E-2/54/Em-2/NP/QH/PO	✓		
95.	E-2/55/Em-2/NP/QH/RC-P	✓		
96.	E-2/56/Em-2/NP/QH/PO	✓		
97	E-2/57/Em-2/NP/QH/PO	✓		
98.	E-2/58/Em-2/NP/QH/PO	✓		
99.	E-2/59/Em-2/NP/QH/PO		✓	Give (or ask) reason
100.	E-2/60/Em-2/PP/IM/PO	✓		
101.	E-2/61/Em-2/NP/QH/PO	✓		
102.	E-2/62/Em-2/PP/OP/PO		✓	BOR Cases of non-minimization of the threat strategy 7
103.	E-2/63/Em-2/PP/IM/PO	✓		
104.	E-2/64/Em-2/NP/QH/PO	✓		
105.	E-2/65/Em-2/NP/QH/PO	✓		
106.	E-2/66/Em-2/NP/QH/PO	✓		
107	E-2/67/Em-2/NP/QH/PO	✓		
108.	E-2/68/Em-2/NP/QH/PO	✓		
109.	E-2/69/Em-2/PP/IM/PO	✓		
110.	E-2/70/Em-2/NP/QH/PO	✓		

111.	E-2/71/Em-2/OR/GH/RC-D	✓		
112.	E-3/04/Em-2/PP/IM/PO	✓		
113.	E-3/05/Em-2/NP/QH/PO	✓		
114.	E-3/06/Em-2/NP/QH/RC-P		✓	BOR Cases of non-minimization of the threat strategy 7
115.	E-3/07/Em-2/PP/SA/PO	✓		
116.	E-3/08/Em-2/NP/QH/PO	✓		
117.	E-3/09/Em-2/PP/IM/PO	✓		
118.	E-3/10/Em-2/NP/QH/RC-P		✓	BOR Cases of non-minimization of the threat strategy 7
119.	E-3/11/Em-2/PP/SA/PO	✓		
120.	E-3/12/Em-2/NP/QH/PO	✓		
121.	E-2/72/Em-2/PP/IM/PO	✓		
122.	E-2/73/Em-2/PP/IM/PO	✓		
123.	E-2/74/Em-2/NP/QH/PO	✓		
124.	E-1/38/Em-2/OR/BA/PO	✓		
125.	E-2/75/Em-2/NP/QH/PO	✓		
126.	E-1/39/Em-2/PP/JK/RC-D	✓		
127.	E-2/76/Em-2/PP/IM/PO	✓		
128.	E-2/77/Em-2/PP/EX/PO	✓		
129.	E-2/78/Em-	✓		

2/PP/IM/PO			

Sukoharjo, November 9th 2020

Validator 1   Validator 2   Validator 3

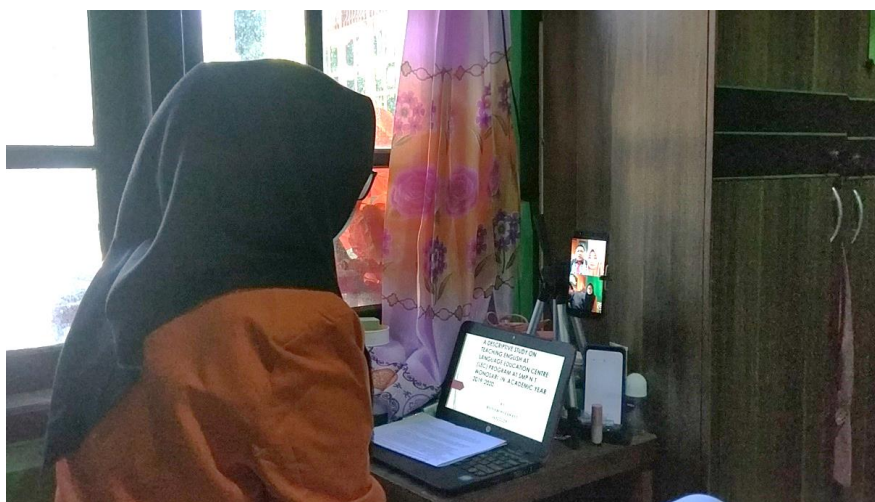Adzanningsih Emi P., S.Pd   Anita Sulistiana, S.Pd.,   Diah Permana Sari, S.Pd.

APPENDIX 4

**Pictures of Students' Thesis Proposal Online Examination
and Validation The Data**

- **Female students' examination 1**

- **Female students' examination 2**

- **Male students' examination 1**

- **Male students' examination 2**

- **Validation of the data (group disscussion)**