

## **Chapter V : Conclusion and Suggestion**

There are two points will be covered in this chapter, first conclusion and suggestion. The conclusion will be based from the findings above, and the suggestion leads the further research on the same field. Using by Brown and Levinson theory of politeness strategies, this research analyzes the use of bald on record, negative politeness, positive politeness and off record of taking the data in students' utterances in classroom. Moreover, the researcher found that kinds of politeness strategies are using in daily lives not only for those people who understand the politeness strategies, but also for the participants who use it in classroom while they are making communication.

### **Conclusion**

After analyzing, categorizing, and discussing the politeness strategies by Brown and Levinson theory used in the students' utterances in the classroom, the researcher concludes the dominant data that mostly used is off Record exist of 18 data, followed by 10 data of bald on record, 2 data of positive politeness, and 1 datum of negative politeness based on the theory of Brown and Levinson.

### **Suggestion**

The expectation of this study is, for the future researcher who is interested use politeness strategies as their research project, this study will help to extend their study not only in students' communication in the classroom, but also in other condition and time. For suggestion, better for the next researcher who wants to use politeness strategies as their research, better for them if the

data taken around the environment of English Department area, it will more easy to do. This is not only important for the researcher itself, but also for the objects. If the objects are students, it will help them to understand and choose the sentences when they are talking with other people, how students make people comfort with their languages, and how their friends feel good about themselves while they are talking. Besides that, other recommendations are students of English Department should learn more about politeness strategy in order they can utter proper utterances particularly polite utterances in the class, and lecturers should emphasize more on pragmatic course particularly about politeness strategy.

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## Appendix 1

Time observation	Data	Identification of data
May, 19 2015	<ol style="list-style-type: none"> <li>1. Really extend my sorry</li> <li>2. Could you ask to Wahyu? Maybe he knows better</li> <li>3. Are you happy with the poster?</li> <li>4. Did you make this?</li> <li>5. That too much things you put in there</li> <li>6. Be confident with own style for the English Department students</li> <li>7. Why did you choose this topic?</li> <li>8. Are you sure that all students do not want to wear skirt?</li> <li>9. I use five students, maybe</li> </ol>	<p>Negative politeness (1.1)</p> <p>Off-record (1.2)</p> <p>Off-record (1.3)</p> <p>Off-record (1.4)</p> <p>Off-record (1.5)</p> <p>Off-record (1.6)</p> <p>Off-record (1.7)</p> <p>Off-record (1.8)</p> <p>Off record (1.9)</p> <p>Bald on record (1.10)</p>

	10. I do not think if is this interesting	
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## Analysis

### Negative Politeness (1.1)

The utterance of *really mind to extend my sorry* was happening when the speaker was late for the class at the time, and also the utterance can be categorized as politeness strategies because the word of *sorry* as a part of negative politeness. In order the speaker is about to apology. From the utterance, the speaker as the lecturer wants to safe the other students' face from the uncomfortable feeling at that situation.

### Off record (1.2)

*Could you ask to Wahyu? Maybe he knows better about this project*

The statement of the sentence above is a sample of off-record of politeness strategies, because it was asking about another student's perception about the project itself, it happens when they were doing discussion about the poster presentation. This strategy no face was threatened. It showed by the speaker who said that while other students watching the presentation.

### Off record (1.3)

*Are you happy with the poster?*

This utterance was happening when the student as the speaker ask her friend about the poster, the way of how the speaker ask her friend sounds like the speaker doubt if the poster is really good for the hearer's last project, and it goes to the off-record or indirect meaning.

### Off record (1.4)

*Did you make this? (Between too good or too bad poster)*

This statement includes in indirect or off-record. There is something about believe or not if their friend made the project by himself. The utterance was in situation when the speaker does not believe if the hearer made the poster. How the speaker said the statement looks like the poster is about too good or too bad about to show.

**Off record (1.5)**

*There are too much things you put in there*

Means the reader needs the simple one, as long as people or the readers can understand it, it does not matter to make it in a small part of explanation in the project the utterance of *there are too much things you put in there* included in off record strategy. This situation was when the speaker saw so many things in the poster presentation itself, meanwhile the other people only need some important things to read.

**Off record (1.6)**

*Be confident with own style for English Department students, no need to wear skirt.*

This one talks about the rules in faculty, and speaker is not agree with the rule that female students need to wear skirt, the speaker believes that students uncomfortable with the new rule that all female students need to wear skirt, otherwise the speaker as the female student never wear skirt as well. This statement includes in off-record or indirect method.

**Off record (1.7)**

*Why did you choose this topic as your poster presentation project, there are so much topics you can choose as your topic in mini research?*

The statement of *Why did you choose this topic as your poster presentation project* means the presenter of that project has very small topic about the mini research or the speaker agree with

the dean's rule about female students need to wear skirt in college, included in indirect or off-record.

### **Off record (1.8)**

*Are you sure, all students do not want to wear skirt?*

The reader looks like does not agree, there is an indirect meaning or off record include the question. And the researcher need to find out the fact about the female students, are they comfort or not in wearing skirt in college, because most of female students agree with the faculty's rule.

### **Off record (1.9)**

*I use five students, maybe...*

The statement above happens when the reader asked the researcher how many participants will be used for the research. From the previous statement, the student used word *maybe* that means hesitation in which it includes in off record.

### **Bald on record (1.10)**

*I do not think if this is would be interesting*

There is a direct meaning include the expression from the statement above, it sounds like the poster is not interesting for the readers. The speaker wants the researcher thinks longer for the objective of the mini research itself.

### **Interpretation**

From the explanation above, the researcher found that, off record that mostly used in utterances by students' communication in appendix 1. In appendix 1, there are 7 utterances of off record.



## Appendix 2

Time observation	Data	Identification of data
May, 29 2015	<p>11. Your friend's title is really clear</p> <p>12. You do not need to put basic consideration</p> <p>13. Make it in a very simple statement</p> <p>14. You do not need to put the symbol for the background</p> <p>15. I have said that</p> <p>16. The strategy that she puts is only talk in front of the mirror. It is not clear</p> <p>17. What is happening with the flower? It is not scientific</p>	<p>Off record (2.1)</p> <p>Bald on record (2.2)</p> <p>Bald on record (2.3)</p> <p>Bald on record (2.4)</p> <p>Off record (2.5)</p> <p>Bald on record (2.6)</p> <p>Off record (2.7)</p>

	18. The printer said it was too large	Off record (2.8)
	19. Why did you think writing can improve student's skill in English?	Bald on record (2.9)
	20. Maybe three participants choose this one	Off record (2.10)

**Analysis**

**Off record (2.1)**

*Your friend's title is really clear*

The statement *really clear* means the title is better than another student that had presented her project. The lecturer needs the title or topic is clear, this was happening when the researcher present and still not clear about the topic and the title. The indirect meaning appears from the statement is really clear it is included in off record.

**Bald on record (2.2)**

*You do not need to put basic consideration*

The direct meaning or bald on-record looks in *do not need to put basic consideration*. Too much things make the research be not really clear as the expectation. The reader means when the researcher is going to make mini rsearch on poster presentation, only put some important things.

**Bald on record (2.3)**

*Make it in a very simple statement*

The statement or argument same as the statement above, include in direct meaning or bald on-record. Statement of *Make it in a very simple statement* means there is so much things that the researcher talks about the poster presentation.

**Bald on record (2.4)**

*You do not need to put a symbol for your background*

This means direct meaning or bald on record, this one between the look bad of a project or the look good of the project. Because some symbols are going to make the poster being more differently.

**Off record (2.5)**

*I have said that*

The word *have* means it is done to ask, and then another student does not need to ask the same statement, when it is happened the researcher was explained about what the student ask. This statement includes in indirect meaning or off record.

**Bald on record (2.6)**

*The strategy that she put is only talk in front of the mirror, it is not clear*

This one talking about students' strategy in improving students' skills on speaking by talking with their own selves in front of the mirror. The fact says the strategy was very simple. The direct meaning or bald on record appears from the sentence *it is not clear*.

**Off record (2.7)**

*What is happening with the flowers? It is not scientific*

The symbol of flower is not scientific to the poster presentation. Indirect or off record, the student needs to find another symbol related to the mini research itself. The reader was confused of the relation from the mini research and the symbol.

### **Off record (2.8)**

*The printer said it was too large*

The utterance occurred when the student was telling about why the researcher does not print out the example of poster presentation, at the time the researcher does not bring any print out of the example of the poster that the researcher needs to present. It includes in indirect meaning or off record strategy.

### **Bald on record (2.9)**

*Why did you think writing can improve student's skill in English?*

The utterance of *Why did you think writing can improve student's skill in English?* shows that the reader used bald on record strategy. The use of this strategy usually makes the listener feel shock and embarrassed. However, the main reason for the bald on record is the speaker wants to do the FTA (Face Threatening Acts) with maximum

### **Off record (2.10)**

*Maybe three participant choose this one*

This sentence above is indirect meaning or off-record. The situation was when another student ask about *"how many participants that the researcher will choose for the mini research project?"* and the researcher was not sure about how many participants will choose the dictionary in phone, but the researcher still continues make it efficiency more than the speaker wants to satisfy the hearer's face. In this strategy no, no effort from the speakers to minimize or avoid the impact of FTAs.

## Interpretation

In the appendix 2, the researcher found that at least there are 5 bald on record utterances and 5 off record utterances.

### Appendix 3

Time observation	Data	Identification of data
June, 2 2015	21. I just made the conclusion about what participants choose	Off record (3.1)
	22. You can see from my banner about the tittle and the picture	Off record (3.2)
	23. If you can manage your time, you can through that	Bald on record (3.3)
	24. COC is too small game	Off record (3.4)
	25. Ask the time to the committee	Off record (3.5)

	26. Your poster, I cannot even see that	Off record (3.6)
	27. You need to make conclusion for your poster presentation	Bald on record (3.7)
	28. They do not like your problem statement	Bald on record (3.8)
	29. Your banner is really good, I need to learn from you	Positive politeness (3.9)
	30. You can see that my tittle and the poster background are matching	Bald on record (.10)

**Analysis**

**Off record (3.1)**

*I just made the conclusion about what the participants chose*

They did not think that why the participants did not choose the dictionary printed. This includes in off-record strategy. The student keeps making the mini research even when the student gets confuse of her own mini research.

**Off record (3.2)**

*You can see from my banner about the tittle and the picture*

The indirect meaning or off-record refers to statement *you can see from the banner* or it means no need to ask more about something that the reader has seen.

### **Bald on record (3.3)**

*If you can manage your time, you can through that*

This one refers to direct meaning or bald on-record. Some students cannot manage their times about study and some other activities. In this study, the main purpose of the bald on record is the speaker wants to do the FTAs (Face Threatening Acts) with maximum efficiency more than the speaker wants to satisfy the hearer's face. In this study, no effort from the speakers to minimize or avoid the impact of FTAs because this strategy happen to people who know each other very well. In other side, the speaker wants other students to manage their times.

### **Off record (3.4)**

*COC is a too small game*

It means find out another game that could be the research project. This includes in indirect meaning or off-record. It is clarified on pre-sequence. The purpose of this pre-sequence is to obtain the positive response from the hearer or not. It is possible for the speaker to minimize the threat from the hearer words. In this case, the speaker wants to get the positive response from the hearer, that the speaker wants the hearer to provide the information about other games.

### **Off record (3.5)**

*Ask the time to the committee*

Some students need to ask the committee about the time, this includes in indirect meaning or off record.

### **Off record (3.6)**

*Your poster, I cannot even see it.*

From the statement above, the utterances of *Your poster, I cannot even see it* is included in off record. Because, that was indirect meaning, the speaker needs to see the poster not only the presentation.

### **Bald on record (3.7)**

*You need to make conclusion for your poster presentation*

The speaker was asking about the conclusion because the student that had presented her poster did not put any conclusion in the poster, and this include in bald on record.

### **Bald on record (3.8)**

*They did not like your problem statement*

This utterance include in bald on record. The speaker always shocked the listener to embarrass them or to make them uncomfortable.

### **Positive politeness (3.9)**

*Your banner is really good, I need to learn from you*

The utterance of data 29 is about positive politeness. This kind of politeness strategies appear from the utterance itself. The speaker makes the listener feels good about themselves at the first.

### **Off record (3.10)**

*You can see that my tittle and the poster background are matching*

The sentence *you can see* stressed that this is including in off record, and the listener does not need to ask more about what the tittle is.

### **Interpretation**

From the appendix 3, the researcher found that there are 5 utterances that inclined by off record of politeness strategies.



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