A STUDY ON THE EXPRESSIONS OF POLITENESS IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOKS

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By:

ABDUL ROHIM
NIM. S 200110035

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Written by:

ABDUL ROHIM

This publication manuscript has been accepted by the advisors

Advisor I
Drs. Agus Wijayanto, M.A., Ph.D.

Advisor II
Dr. Anam Sutopo

DEPARTMENT OF LANGUAGE STUDIES GRADUATED PROGRAM
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A STUDY ON THE EXPRESSIONS OF POLITENESS IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOKS

Abdul Rohim
English Department of Language Education, Muhammadiyah University of Surakarta, 2015
Abdulrohim.manbi@gmail.com

Abstract
Politeness occupies a very important aspect for students in having communications. It appears in the characteristic instruction in KTSP and the Main Competence 2 which is included in Curriculum 2013 that obligates teachers to teach their students to perceive and to accomplish politeness in communication. So the writer does a research on the uses of politeness through Real English for Senior High School students Grade 1, 2 and 3 by Erlangga publisher to describe about what characteristics of expressions of politeness are included in Senior High School English textbooks. The writer does the research based on the Politeness Strategies proposed by Brown and Levinson that Politeness Strategies here include; bald on record strategy, positive politeness strategy, negative politeness strategy, and off record indirect politeness strategy.

Key words: Bald on record, communication, politeness, textbooks

1. Introduction

Textbooks play a very essential role in the process of an instruction in several types of benefits. Teachers and their students have used textbooks for so long times and it seems that textbooks will always have their roles in the next. Textbooks are as universal as formal schooling and almost as old. They have been used to aid teaching, and in some cases, to be the teacher for centuries. Textbooks are not just teaching and learning objects but are political documents that hold content that reflects the vision of a specific group (Encyclopedia of Education, 2008a). The definitions for Textbooks are wide and varied. One common definition is that a textbook is a printed and bound artefact for each year or course of study (Encyclopedia of Education, 2008b). They contain facts and ideas around a certain subject.

Textbooks and related teaching and learning materials/media have been adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language, to new findings in foreign/second language research and theory construction and to advances in information technology, scholarly views on the role of the textbook and recommendations on how to use it in everyday classroom practice very often reflect little more than personal opinion and/or common sense. Learning is simply the process of adjusting the environment to accommodate new experiences (Cheng, 2012n).
Textbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavor. They are, in fact, usually specially made by a corporation to follow a set standard curriculum for a school system or larger organization, such as a province (Encyclopedia of Education, 2008).

There are several reasons why teachers use textbooks in the classroom including:
1) A great deal of the material, although not specifically designed for this group, was very suitable for their needs.
2) The textbooks made it possible for the students to look ahead to what the students and the teachers were going to do or to look back at what they had done.
3) Textbooks provided materials which were well-presented, which could be replaced by me or by someone else only at great cost in terms both of money and of my own time.
4) Textbooks allowed teachers to adapt and improvise while s/he was teaching (O’Neil, 1982).

Politeness has a very important role to make an interaction go pleasantly and effectively. People use politeness not only to decrease face threatening act but they means also to suit their faces in interacting with others. Politeness strategies are used to minimize face threatening act which might be inflicted during communication process and it also can satisfy the speaker’s or hearer’s face whether the act of threatening face happened or not (Kitamura, 2000). There are several politeness strategies can be identified which can be used to minimize FTAs such as politeness strategies by Brown and Levinson and Leech politeness principle.

According to Brown and Levinson (1978) in Wijana and Rohmadi (2011: 64), face is the public self-image of person. It refers to emotional and social sense of self that everyone has and expects everyone else to recognize. This face can be lost interruption. A face save act which is concerned with the person’s positive face is described as positive politeness. It shows solidarity, emphasizes that both speakers want the same thing and they have common goal. For example:

1) Can you repair my radio.
2) I’m busy.
3) I just wanted to know if you can repair it.

In the dialogue above A feels that his positive face is threatened by the direct refuse. To save his face A delays his indirect request. Indeed he elicits request as a real question. B should save as face by using a proper expression “sorry, but I am busy now”.

Brown and Levinson (1978) assert that politeness is ubiquitous as in any interaction people negotiate their roles and try to behave accordingly in order to maintain each other’s face. According to them, every individual has
two types of face: one is positive and the other is negative. Positive face is the want to be approved and appreciated by others i.e. the desire that the self-image be appreciated and approved of by interactants while negative face is the need to be independent, the desire for freedom of action and freedom from imposition.

According to Brown and Levinson (1978), in any casual interaction, there are certain illocutionary acts that impede the speaker’s and/or hearer’s positive and negative face; thus every utterance represents a potential Face Threatening Act (FTA) either to the negative face or to the positive one. For example, when performing a request, the speaker and/or hearer face could be maintained or lost since requests are FTAs as maintained by Brown and Levinson (1987). Hence, people need to employ an array of strategies called “politeness strategies” in order to mitigate interpersonal conflicts and avoid these FTA’s. Brown and Levinson (1987) in Wijana and Rohmadi (2011: 65-66) proposed four politeness strategies to minimize the FTA’s: bald on-record, positive politeness, negative politeness, and off-record indirect strategy. They include:

a. Bald on record

This strategy is included in a direct utterance. A speaker may perform the act explicitly either with some mitigation directed to the face or baldly with no mitigation at all. The speaker doesn’t effort to reduce the impact of FTA’s. The speaker doesn’t intend to whom he is speaking to embarrass them, or make the listener feel a bit uncomfortable. Because of this strategy is generally found with people who know each other very well, and are very familiar in a closed relation, such as close family and friend.

For example: in requesting, the addresser say: “Phone the ambulance!” in accidental condition, or just: “sit down” if the addresser is as boss.

Brown and Levinson proposed two strategies of bald on record.

1) Cases of non-minimization of the face threat.

When efficiency is very important and then it can be mutually understood by S and H, the next is that no face redress regarded as important.

The use of this strategy is as follow:

a) In great urgency
   - Help! (Would you help me, please? In an un urgent condition)
   - Get up get up!(There is an earthquake)

b) In attention-getters
   - Listen, the result is announced!
   - Look at the conclusion, the point is that….

c) In direct demands
   - Give him a way to come!
   - Serve him some coffee!

d) In imperative
   - Go out!
- Shut the door!
e) In sympathetic advice or warning
- Be careful! It is very slippery here.
- Don’t worry! Everything will be okay.
f) In giving permission
- Yes, we can start now.
- OK. Come in and sit down!

2) Cases of FTA-oriented bald on-record usage
   This strategy illustrates the way in which S respects for H. The use of strategy includes:
a) Invitation
- Come in! We can have a talk inside.
- Visit and enjoy our grand opening on Sunday!
b) Greeting
- Come in, please!
- See you next time!(farewell)
c) Offering in imperative form
- Stay here before you get an apartment!
- Sit down and enjoy the soft drink!

b. Positive Politeness
   This strategy pays attention to the listeners by acting as a person having the same relation including the insider. It is usually seen in groups of friends or where people in the given social situation know each other very well. It tries to minimize the distance between speaker and listener. When we use positive politeness we use speech strategies that emphasize our solidarity with the hearer, such as informal pronunciation, shared dialect or slang expressions, nicknames, more frequent reference to speaker and hearer as we, and requests which are less indirect.
   For example: for asking a person for a hundred dollars.
   “Hey, friend, could you lend me a hundred dollars”.
   Brown and Levinson (1987:103-127) states that to express positive strategies we can use the following fifteen strategies.
1) Strategy 1: notice, attend to H
   In this case, the speaker must pay attentions to the condition the hearer has. It includes the interest, needs, wants, or goods that the hearer /H has.
2) Strategy 2: Exaggerate
   S acclimatizes the condition in which H has by expressing H’s interest, approving the same idea, or expressing sympathy to H. S may use exaggerations with stress, intonation or other aspects of prosodic.
3) Strategy 3: Intensify interest to H.
   S makes an interesting story to attract H’s contribution in the conversation. He wants to share some of his wants and draw the hearer to affiliate him in the conversation using a direct question.
4) Strategy 4: Use in-group identity markers
The speaker uses certain in-group usages forms of address of dialect, jargon, or slang of ellipsis to include the hearer into the conversation. He uses many different ways to attract the hearer to be the group membership by claiming the common ground with the hearer.

5) Strategy 5: Seek agreement.

There are two strategies to express a seeking for agreement strategies, namely: safe topic strategy and repetition strategy.

Safe topic strategy is used by the speaker to seek a common ground with the hearer to get a support that H agrees with the speaker.

In repetition strategy the speaker repeats part or all the preceding utterances spoken by the former speaker. He means to get an impression that he agrees with the speaker.

6) Strategy 6: Avoid disagreement.

S may pretend to agree in order to appear to agree with H.

Four types are including in the strategy to avoid disagreement.

They are:

a) *Token agreement*.

S agrees or wants to appear to agree with H by telling H something fitting H’s wants.

b) *Pseudo-agreement*.

The speaker uses *then* to indicate a conclusion. He wants to draw a conclusion that he is in the same position of idea with H. He can share the idea cooperatively with H.

c) White lie.

S expresses a white lie to avoid disagreement to H. S confronts the necessity of H by telling him the condition in which H may understand that the H’s necessity can be fulfilled. He doesn’t tell him the truth but he means to give a hint that he can not grant H’s need. The Speaker here is saving the H’s face.

d) Hedging opinion.

S tends to tell his opinion to H vague to avoid an impression of being disagree.

7) Strategy 7: Presuppose/raises/assert common ground.

In his effort to be with H and in his interest to have a friendship to H, S then tells H many things unrelated to the topic they are discussing.

8) Strategy 8: Joke.

To show his closeness to H, S may use a joke in his communication. He can’t do it to everybody he speaks, but he can use the joke to people who has a mutual shared background values or knowledge. He wants to bring his friendship closer without threatening the H’s positive face.

9) Strategy 9: Assert or presuppose S’s knowledge of and concern for H’s wants.
To indicate that the addressee and the addressee are cooperators, then the addressee asserts or implies his knowledge of addressee’s wants or willingness to fit his own wants in with them.

10) Strategy 10: Offer, promise.
    S may choose to cooperate with H in order to avoid the potential threat in doing FTA. S doesn’t use a command for example, but he uses offers or promises as his natural outcomes to solve the problems they face.

    S perceives that H has a same willing with S to fill what S wants. He is even more optimistic that H will help S to do what S wants because they actually have a mutual shared interest.

12) Strategy 12: Include both S and H in the activity.
    S uses we/us instead of you or I to include H in the activity that S has, as if H were also did or included in the activity which H actually not. Here S means to reduce the distance between the Speaker and the addressee.

13) Strategy 13: Give or ask for reasons.
    S wants H to do what S wants. To avoid doing FTA then S tells H the reason why S wants H to do so. Or S asks the reason why H does or does not do a certain activity. S is trying to include H in the activity he does.

14) Strategy 14: Assume or assert reciprocity.
    The obligation to do or the right to get as the result of the activity S and H do may cause a mutual cooperation between them. S gives an evidence or result to H about why S wants them to do the activity.

15) Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation).
    S satisfies H’s positive-face’s wants by telling H a sympathy, goods, cooperation or understanding which H wants to get.

c. Negative Politeness

Negative politeness facilitates S to minimize the strength of imposition to H. It provides a place for S to mitigate the inconvenience to H which is caused by his doing FTA. S realizes that there are differences between H and him, so it is necessary to make a distance to H.

    S may use a nickname, slang, could you…? Could I ask you to…?, or other devices to mitigate the threat to FTA as the use of please, might, possibly or I’m sorry but….

    Brown and Levinson divided negative politeness strategy into five parts as follows:

1) Strategy 1: Be conventionally indirect.
    In this strategy, the speaker tries to solve the problem of the opposing tension he has. He wants to give an “out” to H by expressing his utterance indirectly, but in other side he wants to go on his record. The speaker then uses phrases or sentences as a modal verb or related condition about the topic they talk, which enable them to have a clear
meaning in his utterances which cause them communicate unambiguously. The interaction then goes in an effective and pleasant way.

2) Strategy 2: Question, hedge.

S does not want to coerce or presume H. Hedge in a literature is a particle, a word, or phrase that modifies the membership degree in a predicate or noun phrase in one set.

3) Strategy 3: Be pessimistic.

S explicitly expresses a doubt, to indicate that the condition for his want may not be appropriate. Here S means to give a redress to H’s negative face.

4) Strategy 4: Minimize the imposition

S defuses the FTA by indicating that the annoyance between S and H is really not great.

5) Strategy 5: Give deference.

S is directly conveying the assumption of the high deferential for H. He means to defuse the potential FTA of H and he also indicate that H’s right to relative immunity are protected.


The speaker here indicates his reluctance in impinging on H’s negative face by apologizing for his doing FTA.

7) Strategy 7: Impersonalize S and H

S tries to decrease the FTA. He perceives as if the speaker were not the agent and H were not the addressee. He avoids the use of “I” and “You”.

8) Strategy 8: State the FTA as a General Rule

The agent is not the one who forces the addressee to do but the circumstance does. The forces may come from the rule, the condition, the regulation or the obligation which must be fulfilled by the addressee.

9) Strategy 9: Nominalize

S avoids using pronoun “you” and “I” to avoid the FTA. Then he uses a nominal sentence in his utterance.

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

Claiming his indebtedness directly to the addressee, the agent tries to redress the FTA to H. He may also not claim his indebtedness by means of expressions.

a. Off – Record Strategy

The speaker does not address the hearer directly in this strategy. He would like to use a hint to show the hearer about what he wants rather than say it directly. The speaker is avoiding him self from imposing the hearer then he use more polite utterances as if the hearer were not the person he intends to. He means to have a more effective and pleasant communication by having an indirect utterances.
When the addresser for example, wants to borrow the addressee some money, he will say, “I’m out of money and I forgot to go to the bank this morning. So I wonder if you could lend me some.” This utterance is considered as more polite than he says, “Lend me some money, please!”

There are ten strategies in strategy of inviting conversational implicature (Brown and Levinson, 1987:213-223).

1) Strategy 1: Give hints.
   The addresser says something indirectly related to the topic they are talking about, but here the addresser invite the addressee to look for interpretations relevance to what the addresser means.

2) Strategy 2: Give association clues.
   An implicature is triggered by the addresser to involve the addressee in the activity he does. He may mention several acts the addressee likes, or telling a mutual knowledge the speaker knows during their interaction.

3) Strategy 3: Presuppose.
   The speaker makes an utterance in which he includes his estimation to the condition, he or the hearer face. The estimation can be precisely the same as the reality or he just predicts about what will happen.

4) Strategy 4: Understate.
   S says or provides less information than what is actually required. Here S invites H to consider why.
   a) A: What do you think about John?
      B: Nothing wrong with him. (B actually means that something is wrong with John. And he wants A to think about it.)

5) Strategy 5: Overstate.
   S express information more than is necessary. Here he breaks the quantity maxim.

   S uses a repeating utterance to generate H’s inference by violating the quantity maxim.

7) Strategy 7: Use contradictions.
   S invites H to have some implicature which preserve the assumption of quality that includes both of them to solve the problem they have though it may violate the maxim of quality.

8) Strategy 8: Be ironic.
   S expresses his assumption contrary to the fact. It violates against a maxim of quality of course, but here he conveys H to have an assumption about what he intends indirectly.

   Using metaphors means violating the quality maxim, that it is literary wrong in meaning. It includes in the use of an off-record indirect strategy because S uses a connotation meaning in his expression.
10) Strategy 10: Use rhetorical questions.
   S gives a question to H, but he doesn’t mean to get the answer.
   What S intends to get is breaking a sincerity condition on the question.

   S invites H to have a connotation to what H intends. S expresses the utterance indirectly that it also means to give a chance for H to interpret what S means. The connotation here is not always clear that it can be a compliment, or an insult.

12) Strategy 12: Be vague.
   S tries to avoid doing FTA by expressing his idea imprecisely. He doesn’t mention the object of the FTA directly but here he means to give H an opportunity to conclude who the object is. S tends to use this strategy for example in making a critic.

   S uses a general rule he usually finds in his society to assess what they are talking about. He means that it is a very strange event that it different to what usually happens. He uses this off-record indirect strategy to decoy H’s interpretation to the event they are discussing.

14) Strategy 14: Displace H.
   S does this of record strategy by indicating that the target for the FTA is not H. He acts as if the target were one who he mentioned in his utterance. He hopes that H could infer that the object he means is H, or one he does not mention.

   S mentions the information less than H needs. It violates the maxim of quantity and manner but, S here is intending to avoid the doing of FTA to H. Elliptical utterances are sometimes used in several conversational contexts as in answering a question.

Brown and Levinson (1987) in Wijana and Rohmadi (2011: 66) agree that the concepts of politeness, face, face needs and FTA are universal as people in different cultures share a great set of politeness conventions but their manifestations i.e. politeness strategies are culture-specific since they differ from one speech community to another. Speech act realizations vary from one speech act community to another because the participants are influenced by their cultural norms and values. In terms of politeness, the expression of certain polite behaviors may be considered less polite by speakers of another language or also by different speakers of the same language.

Brown and Levinson (1978) in Wijana and Rohmadi (2011: 67) argue that there are three social factors to determine the level of politeness between the speaker and the hearer: The relative power of the hearer (P) that the hearer has over the hearer. (Asking a favor from a friend, for example, is more easily done than asking the same favor from a superior). The social distance (D) between the speaker and the addressee (for example,
it is easier to perform a face-threatening act with an acquaintance than with a stranger). The degree of imposition ($R$) of a specific face-threatening act. (For instance, showing the way to the hospital is not as difficult as giving a lift to the hospital).

However, regardless of the criticisms have been issued, Kitamura (2000) concluded that the Brown and Levinson politeness theory can be a powerful tool to analyze politeness because it also can be used to analyze politeness phenomena in non-goal oriented interaction. Based on Brown and Levinson politeness theories, there are four strategies that can be used to reduce FTAs during interaction. The strategies are positive politeness, negative politeness, bald on record and off record.

Positive politeness can be used to by satisfying or approving other people self-image during interaction. According to Kitamura (2000), positive politeness can be expressed in two ways which are; by indicating similarities between speaker and hearer or by expressing an appreciation towards self-image. Negative politeness is referred to giving respect or maintaining social distance between interlocutors. This strategy also can be expressed in two ways as well which are; by mitigating face threatening acts or by indicating respect for the addressee’s right (Kitamura, 2000).

2. Method

The writer uses a descriptive qualitative research in doing this research in which the writer searches, collects, classifies, analyzes data, and then draws the conclusion. The data in this research are the utterances expressed by the characters in the textbooks containing the politeness expressions. The collected data then analyzed based on the theory of Politeness Strategies proposed by Brown and Levinson. The ending of the analysis is the conclusion of the result of data.

3. Result

The result here describes the expressions of politeness strategies the characters in Real English Text Books X, XI and XII use based on Brown and Levinson theory of politeness strategies in their utterances in having communications each others. They include:

a. Bald on Record

Bald on Record is a case when a speaker may perform the act explicitly either with some mitigation directed to the face or baldly with no mitigation at all. The speaker doesn’t effort to reduce the impact of FTA’s. The speaker doesn’t intend to whom he is speaking to embarrass them, or make the listener feel a bit uncomfortable.

1). Cases of non-minimization of the face threat

Cases of non-minimization of face threat appears when the efficiency is very important and this situation is also mutually known by both S and H. The strategy used in the textbooks are:
a). Imperative in urgency

   Imperative in urgency happens when S gives demand to H directly in urgent situation. For instance:
   
   The announcement says, ‘EARTHQUAKE! DROP! COVER! HOLD! EARTHQUAKE! DROP! COVER! HOLE!’

b). Attention-getters

   Attention-getters utterance means S wants H to pay attention to what S speaks, for example:
   
   ‘Hey, look! There’s Ben. Why don’t you ask him?’ Asked Claire with a big grin on her face.

c). Direct demand

   It is a strategy when S demands H to do something directly, for example:
   
   ‘Listen,’ said mum, ‘Isn’t this the song that Debbie’s been practicing for the last few weeks?’

d). Imperative

   Imperative means S gives direct command to H, for example:
   
   Hey look! There is Debbie,’ said Paul as the music school students walked up onto the stage.

e). Sympathetic advice or warning

   S wants to express an advice or warning to H. S wants to save H positive face but because of the need to be efficient and the mutual function between S and H, then S uses a case of non-minimization of the face threat in giving an advice. We can see as:
   
   ‘Never mind,’ replied dad. ‘She’ll be so touched by your attention that I’ll get her to sing it to you when we get home.’

f). Giving permission

   Giving permission is a strategy in bald on record cases of non-minimization of FTA when S gives his/her permission to H, for example:
   
   ‘Yes sure. Let’s all get together at the weekend,’ Gurdeep answered.

2). Cases of FTA-oriented bald on-record usage

   This strategy illustrates the way in which respect for. The use of this strategy in Real English Text Books includes:

   a) Greetings

   S uses imperative form in greeting or to parting H. for example:
   
   ‘See you tomorrow then!’

b) Offering in Imperative
Offering in imperative is a case when a speaker wants to ask a hearer to do what he wants to. S expresses offering instead of imperative due to his appreciation to H that it sounds more polite to H. For instance:

Andria, ‘Thank you Mr Johns. I want to give a short talk about Indonesia’s clean energy sources. As I give my talk, you can stop me at any time and ask me questions.’

b. Positive Politeness

Positive politeness is indicated by shortening the distance. The speaker tries to make solidarity strategy. This strategy leads the speaker to use nickname or slang expressions. In the Unit I of the textbook, there are positive politeness recognized such as:

1) Notice, attend to H
   The speaker takes attention to Hearer’s condition.
   ‘Hey, Gurdeep. Where did you learn to play football like that?’ asked Claire.

2) Exaggeration
   The expression is uttered in exaggerated intonation, stress, and aspects of prosodic. The exaggeration expression is:
   Rahman,’And, luckily for me at least 95% of the population spoke excellent English.’

3) Use in group identity markers
   The expression is uttered by using any of innumerable ways to convey in-group membership, S can implicitly claim the common ground with H that is carried by the definition of the group. The use in group identity markers is:
   ‘I’m sorry dear.’ He said to his wife. “I really didn’t know that my health was so bad’.

4) Seek agreement: Safe topic
   S looks for a way to make him/her seem to agree with H.
   ‘£6 each!’ complained Ben. ‘That’s £30 for five of us!’
   ‘Yeah, it’s expensive. But believe me! It’s going to be worth it!’ Gurdeep reassured everyone.’

5) Avoid disagreement: token disagreement
   The desire to agree with H leads to mechanism for pretending to agree. The sample of the token disagreement is as follow:
   ‘Well, it could be. But I think it’s probably because she just got used to the cold weather over here,’ Gurdeep replied with a smile.

6) Avoid disagreement: Pseuoo-agreement
   S draws a conclusion to indicate that he has made a reason in which he can share idea cooperatively with H. S usually uses then in his conclusion.
   ‘Well I guess that’s all right then. I will go to the chemists for you tomorrow,’ said Anto.
7) Avoid disagreement: White Lie
   S would rather tell a lie rather than tell the truth to H. He doesn’t want to damage the H’s positive face so S avoids a disagreement by telling H that S agrees with him/her. We can find the example as;
   ‘Yes, the crowd was great.’

8) Avoid disagreement: hedging opinion
   S may choose to vague about his own opinion, so as not to be seen disagree. The sample of hedging opinion is as follow:
   ‘Er…’ said Gurdeep. I don’t think that would be a good idea.’

9) Presuppose Common Ground
   S is so convince about H or other about what he means. It is because they have a similar common ground for several matters. We can find for example;
   Gurdeep, ‘I’ll ask my brothers. I’m sure they won’t mind.’

10) Joke
    Joke is used to stress that shared background or shared values. In Unit I, jokes aare expressed as follows:
    ‘He thinks like he’s like your vindaloo curry!’
    In no time at all, Guardeep was laughing away with her new friends, Claire, Jess, Mark and ‘vindaloo’ Ben.

11) Presuppose S’s knowledge
    S wants to express or imply his/her understanding about H’s wants by fitting H’s wants with them.
    Ursula, ‘Do you ever see people doing this?’
    Hendra, ‘Oh, yes. Everybody in my neighbourhood dumps their rubbish into the river.’

12) Offer, Promise
    S says that he/she will do what H wants to and he/she expresses a willing to convince H by saying a promise.
    ‘Sure. I’ll be there. And I’ll ask Mark as well.’ Ben replied.

13) Be optimistic
    The expression indicates that S assumes that H wants S’s wants for S and will help him to obtain them. The expression is such as:
    ‘Cool. We can all come around after school!’ said Claire with interest

14) Include both S and H
    The expression indicates that by using an inclusive ‘we’ form, when S really means ‘you’ or ‘me’, he calls upon cooperative assumptions and redress FTA.
    ‘We’ve got a new student starting with us today.’
15) Give or ask for a reasons
   The expression includes H in the activity. It is for S to give reasons as to the why he wants what he wants.
   ‘So, with all these differences, how can you learn to use English correctly?
   What do you want to do when you’ve finished your exam?
   What about you?
16) Assert reciprocity
   The expression indicates the existence of cooperation between S and H that may be urged by reciprocal rights or obligations obtaining between S and H.
   ‘I’ll introduce you to everyone at breaktime,’ Claire said to Guardeep. ‘You’ll soon get used to everything.’
17) Give gift to H
   S attempt to satisfy H’s wants satisfying H’s positive face.
   ‘OK, sir. You have been very helpful’.

c. Negative Politeness
   In this case, negative politeness is indicated by lengthening the distance between the speaker and listener.
1) Be conventionally indirect
   S tries to minimize the tensions with H by expressing his/her wants indirectly. H may use a modal verb or tell a related condition first.
   ‘Would you like to come around to my place later? We could grab something to eat from the restaurant and watch a video upstairs.
2) Question, hedge
   Question hedge derives from the want to presume and the want to coerce H, for example:
   ‘Jon. Can you come and help me? I can’t get my photos to work on my computer,’ she shouted to her brother who was watching TV.
3) Minimize the imposition
   S defuses the annoyance to H by indicating that the imposition is not great.
   ‘We are doing a school project on environmental issues and we were wondering if we could ask you a few questions.’
4) Give deference.
   The expressions are uttered by conveying directly the perception of a high P deferential.
   Dina, ‘Excuse me, Sir. My name is Dina and this is my friend Ursula.’
5) Apologize

S does an FTA by apologizing to H. He means to express his reluctance in impinge on H’s negative face.

‘I’m sorry dear.’ He said to his wife. “I really didn’t know that my health was so bad.’

6) Impersonalize S and H.

S avoids using pronouns “I” and “you”. He places as though H were not the agent and the addressee were not H. for example:

‘This programme has nearly finished’.

7) State the FTA as a general rule.

S actually doesn’t want to force H, but the circumstances do. The circumstance as a rule, a regulation or an obligation really forces H to do what S expresses.

Adviser, ‘well, I must warn you that you are not allowed to do any paid work, if you are getting a jobseeker’s Allowance. You will get into a lot of trouble if you do.

d. Off record

In off record, S does not address the others directly. S uses an act to give a hint to the others to show what she wants.

1) Give association clues

S mentions something else associated with the act he requires for H. We can see this example:

‘We’ve run out of disinfectant.’ Explained Gurdeep.

2) Understate.

It is a strategy by saying less (that is, providing less information) than is required or by saying more than is required, S invites to consider why, for example:

Yanti : ‘Oh, he’s quite old’

3) Overstate

When people express about others which are more than what they are actually, it means that they are overstating. Their expressions are breaking a quality maxim. They do so to give a clue that others may not do anything more than need.

Wahyu, ‘Girls! They never take things seriously. They always spend their time chatting to other girls. They should spend more time studying.’

4) Use contradiction

S expresses something contra with the truth to save his positive face.

‘Well, for me, winning is not important.’

5) Use metaphors
Metaphors usually seem to be on record, but using a connotation of the metaphor, what S intend is off record.

‘You should never judge a book by its cover.’

6) Use rhetorical questions

S asks a question with no intention to get an answer from H. Its aim is to break sincerity.

Dian, ‘I need to pay twenty million dollars? I thought I need to pay twenty million rupiahs. To get twenty million dollars I would need to...’

7) Be ambiguous

‘Well, even though you came last, by a long way, you were really popular with the crowd and they really cheered you.’

8) Displace H

S mentions other to indicate the addressee. For example:

‘Gucci clothes are only worn by people who don’t need to ask the price.’

9) Be incomplete, use ellipsis

S reduces the use of an utterance by losing some subjects or predicates. S means that using the reduction it will make the dialog run fluently and feels more pleasant for both S and H.

‘I’ve been meaning to show you this for a while.’ she told Claire.

4. Conclusion

The types of politeness strategies the characters use in Real English Textbooks are bald on record strategy, positive politeness strategy, negative politeness strategy, and off record strategy. The most data the writer finds is in the form of imperative. As they can use imperative forms in a concert, in or after a class, in a train or at home. They use a bald on record strategies especially an imperative by loosening the FTA. The writer finds three utterances which show us the impoliteness strategies, namely when Lita asks Yanti why she loved and chose an ugly man to be her husband and how rich the man was. They are considered as being impolite because they are in contrast against the politeness strategy to give a gift to H which includes in a Positive politeness strategy. Several politeness strategies do not appear in the textbooks as intensify interest to H, be pessimistic, be vague, and be generalize strategy indicate that the speakers tend to express the idea explicitly to make their communication run effectively and pleasantly.
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