**An Analysis of Politeness Strategies Across Gender in English Language Education Department Students at UIN Ar-Raniry**

**Thesis**

**Submitted by :**

**Halimatun Husna**

**The Student of English Language Education Department**

**Faculty of Education and Teacher Training**

**Reg. No : 231324299**

****

**Faculty of Education and Teacher Training**

**UIN Ar-Raniry Banda Aceh**

**Darussalam-Banda Aceh**

**2017**

# F:\benb xn dn.jpg

# F:\besrb.jpg

# ACKNOWLEDGEMENT

Foremost, I would like to thank the almighty Allah SWT who always gives me blessing, strength, spirit and health so that I could accomplish this thesis. Futher more abudance of peace is upon our prophet Muhammad SAW, his family, and companions who have guided the mankind to the world of knowledge.

 The sincere gratitude and appreciation to my thesis supervisors, Dr.phil. Saiful Akmal, S.Pd.I., M.A as my first supervisor, and also Khairil Razali, S.Pd.I., MA., MS as my second supervisor who had given the valuable time to correct my thesis, to give advice, suggestion and support so that, this thesis can be accomplished. Then I also would like to thank to Syamsul Bahri, S.Ag., MA.TESOL as my academic advisor and all members of the lecturing staff of English Language Education Department of UIN Ar-Raniry who have guide me during study.

A big appreciation and love to my beloved mother, Zaharahayati, and father, Muslem El Abdy, who have educated, enlarged and given me full affection. It was impossible for me to finish this education without their sacrifice. Thanks to my sisters, *kakak* and Chacha, who gave me the spirit of happines and motivation in finishing my study. Thanks to three my *bodyguard, cutbang*, Adin, Halim who asked me to finish this thesis as soon as possible. The writer always pray and wish to Allah to them; mercy, blessing, healthy, and wealth.

A precious appreciation to my sister, Tisya Anandia Fonna who helping me to complete this writing. Thanks to Syafura Ramadhan, Samsidar, Riska Wahida, Firda Farisa, Zuhratul Aini, Dian Islami who motivate me to finish this thesis. Thanks for all of my lovely friends of the 2013 students of English Language Education Department, especially PBI unit 5 2013, for their motivation and encouragement in supporting my last effort. Thanks for all of Turun Tangan Aceh member who always support me to graduate soon.

Consequently, I would be glad to receive any constructive criticism and suggestion to make this thesis better. Finally, I expect that, this thesis will be useful for the readers who want to learn politeness strategies.

May Allah will always bless us.

 Banda Aceh, 24 July 2017

 Halimatun Husna

 231324299

# CONTENT

[ACKNOWLEDGEMENT i](#_Toc492663786)

[CONTENT v](#_Toc492663787)

[LIST OF APPENDICES vii](#_Toc492663788)

[SURAT PERNYATAAN viii](#_Toc492663789)i

[ABSTRACT ix](#_Toc492663790)i

[CHAPTER I](#_Toc492663791) : [INTRODUCTION](#_Toc492663792)

[A. Background of Study 1](#_Toc492663793)

[B. Research Questions 6](#_Toc492663794)

[C. The Aim of Study 7](#_Toc492663795)

[D. Significant of study 7](#_Toc492663796)

[E. Research Methodology 7](#_Toc492663797)

[a. Research Design 7](#_Toc492663798)

[b. Population and Sample 8](#_Toc492663799)

[c. Data Collection Procedure 8](#_Toc492663800)

[d. Data Analysis 9](#_Toc492663801)

[F. Terminology 9](#_Toc492663802)

[a. Politeness Strategies 9](#_Toc492663803)

[b. Gender 10](#_Toc492663804)

[CHAPTER II](#_Toc492663805) : [LITERATURE REVIEW](#_Toc492663806)

[A. Politeness 11](#_Toc492663807)

[a. Politeness Theory 11](#_Toc492663808)

[b. Politeness Theory by Lakoff 11](#_Toc492663809)

[c. Politeness Theory by Leech 13](#_Toc492663810)

[d. Politeness Theory by Brown & Levinson 14](#_Toc492663811)

[e. Politeness Theory by Fraser 16](#_Toc492663812)

[B. Politeness Strategies 17](#_Toc492663813)

[a. Positive Politeness 17](#_Toc492663814)

[b. Negative Politeness 19](#_Toc492663815)

[c. Bald on Record 22](#_Toc492663816)

[d. Off Record 22](#_Toc492663817)

[C. Gender Theory 23](#_Toc492663818)

[a. Theory of Nurture 24](#_Toc492663819)

[b. Theory of Nature 25](#_Toc492663820)

[c. Theory of Equilibrium 25](#_Toc492663821)

[CHAPTER III](#_Toc492663822) : [RESEARCH METHODOLOGY](#_Toc492663823)

[A. Research Location 26](#_Toc492663824)

[B. Research Design 26](#_Toc492663825)

[C. Population and Sample 27](#_Toc492663826)

[a. Population 27](#_Toc492663827)

[b. Sample 27](#_Toc492663828)

[D. Data Collection 28](#_Toc492663829)

[E. Data Analysis 31](#_Toc492663830)

[CHAPTER IV](#_Toc492663831) : [DATA ANALYSIS](#_Toc492663832)

[A. Result of interview 33](#_Toc492663833)

[B. Discussion 58](#_Toc492663834)

[CHAPTER V](#_Toc492663835) : [CONCLUSION AND SUGGESTION](#_Toc492663836)

[A. Conclusion 65](#_Toc492663837)

[B. Suggestion 66](#_Toc492663838)

[REFERENCES 67](#_Toc492663839)

**AUTOBIOGRAPHY**

# LIST OF APPENDICES

**Appendices**

1. Appointment Letter of Supervisor
2. Field Research Supporting Letter
3. Interview Guide
4. Interview Transcript

# SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini,

Nama : Halimatun Husna

NIM : 231324299

Tempat Tanggal Lahir : Meulaboh, 24 September 1995

Alamat : Jalan Kampus Unmuha lr. Abdi Utama Batoh,

 Lueng Bata, Banda Aceh

Menyatakan bahwa sesungguhnya skripsi yang berjudul **“An Analysis of Politeness Strategies Across Gender in English Language Education Student at UIN Ar-Raniry”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

 Banda Aceh, 24 Juli 2017

 Saya yang membuat Pernyataan

 (Halimatun Husna)

# ABSTRACT

This thesis is entitled “**An Analysis of Politeness Strategies Across Gender in English Language Education Department at UIN Ar-Raniry**” which seeks to find out the politeness strategies are used by male and female and also to explore the similarities and differences of politeness strategies across gender. Being qualitative research, 16 participants (8 males, 8 females) were selected purposively from English Language Education Department at UIN Ar-Raniry in collecting the data. Students were asked to give a responds based on eleven scenarios which designed by the researcher. The result revealed that most frequently used is positive politeness strategy. Bald on Record is the least used strategy. Male dominantly used positive politeness than female. This is due to, the male is more direct in expressing opinions, while female are not.

Keyword: Politeness strategies, Gender

# CHAPTER I

# INTRODUCTION

## Background of Study

Nowadays, many researchers have conducted a study about linguistics. Generally, linguistics is a science which takes a language as object of study. It consists of several branches; namely phonology, morphology, syntax, semantics and pragmatics. Politeness is a part of linguistics branches which has become a phenomenon in this field of study. Brown and Levinson (1987) suggest that politeness is a compensation action taken to counter-balance the disruptive effect of face-threatening acts (FTAs). In the other words, according to Monsefi and Hadidi (2015, p. 2), politeness is the use of the right word or phrase in an appropriate context. Furthermore, politeness has a very close relationship with communication. Communication is defined as a process where people apply and convey meanings in an attempt to create shared understanding. In communication, both speaker and hearer should hold to general rules or principles and use certain strategies. An often used strategy to achieve this is politeness.

In expressing a polite speech in communication, there are several strategies that can be used in specific context known as politeness strategies. As an important part of communication, politeness will help people in conveying a right word in expressing their ideas based on the context. It may lead people to misunderstanding or misinterpretation. There are several differences and

similarities when someone gives the utterances in politeness. It can be seen by the different strategies used by the speakers.

Moreover, politeness is the practical application of good manners in responses to something, for example based on gender differences. Politeness refers to the male’s and female’s etiquette in giving argument or statement. Women speak differently because they were brought up in different sociolinguistic subcultures. The socialization process, including family, school, games, friends etc. contribute to our femaleness or maleness. According to Tannen (1986, p. 125) “Culture is simply a network of habits and patterns gleaned from past experiences, and women and men have different past experiences. From the time they were born they were treated differently, talked to differently, and talk differently as a result”.

From early childhood they are taught what appropriate conduct for their gender. Girls usually play in small groups or in pairs, their whole life being centered a best friend. Girls' games are not competitive; their aim is to establish connection. In their games, like hopscotch or jumping rope, everyone gets a turn; it is not about winning or losing. While girls spend time talking, boys spend their time doing things, playing games that are by excellence competitive, their aim being to prove who the best. In their games there are winners and losers, their groups are hierarchically structured and status is negotiated by giving orders. It goes without saying than girls' and boys' expectations in what conversation is concerned are quite different. Each style is valid in its own group, but in mixed groups misunderstandings are bound to occur.

Baron (1986, p. 55) explains “That women's speech differs from men's is accepted in much the same way that the psychological differences between the sexes are accepted, and because language is perceived as an innate and essential part of our humanity, sex differences in language are treated as natural, genetic, only to be expected and frequently to be reinforced.”. The majority of linguists regard men's speech as the norm and characterize it as forceful, efficient, authoritative and serious, while women's language is viewed as a deviation from the norm, and is characterized as trivial, hesitant, super polite and euphemistic. For men conversation is competitive, they seek to achieve the upper hand or prevent others from dominating them. For women conversation is synonym for support and confirmation. Men see the world as a place where people try to gain status and keep it. In using language women are more emotional as opposed to men's talk which is seen as bold and straightforward. Their language is aggressive, contrasting with women's language which is seen as passive.

In addition, based on the researcher experience, there are significant differences and similarities when someone gives a statement or argument, especially for male and female students. Both female and male used different ways while expressing their arguments or ideas. It can be seen by the word that they used in transferring their ideas. The differences also can be seen when they talk, when they are still on their arguments. We actually know that everybody has difference point of view on something.

There are many studies that have investigated about politeness strategies. The first study was conducted by Suci Pramadini. Pramadini (2016) analyzed teachers’ politeness strategies and their effect on the learning process in speaking class. What type of politeness strategies that used by Speaking-II lecturer at English Department of UIN Ar-Raniry is the focus of her research. Moreover, she also observes about the effect of the strategy that used by Speaking-II lecturer at English Department of UIN Ar-Raniry. The finding showed that there are four strategies that applied by the lecturers in speaking class. The most frequently used politeness strategies is negative and positive politeness strategy. On the other hand, the off-record indirect is the last strategy that used by teacher in speaking class during learning process. Furthermore, the finding also showed that the used of politeness strategies give much effect to the students, for instance promoted their language competence, improved their understanding, increased their self-confidence, and created a relaxing classroom environment.

Samira Salehipour Bavarsad, Abbas Eslami-Rasekh, and Shahla Simin observed about disagreement strategies to suggestions used by Iranian male and female learners. Bavarsad, Rasekh, and Simin (2015) investigated the ways of disagreement speech act that expressed by the male and female persian learners. The study focused on the role of gender and power might play in the employment of strategies to decrease the threat of disagreement. As a finding, the researchers claimed that female were more careful and used a different strategy in expressing their disagreement than males whereas both females and males were concerned the power status of interlocutor and try to apply the appropriate strategies while expressing their disagreement. Moreover, they also found the four new patterns that Persian learners frequently used during showing their disagreement based on the culture and power. The four patterns are introduced as *Thanking*, *Mitigation* of apology, *Providing reason*, and *Mitigation of God willing*.

Cut Yara observed about the refusal strategies produced by both native English speakers and non-native English speaker. It is aimed to explore foreign language learners’ pattern of refusal, Yara (2012) provided two research questions as her focus; to seek the refusal strategies applied by the students at Department of English Language Education of UIN Ar-Raniry and to find out whether the students are aware of the power status of interlocutor. The result of her study showed that the participants frequently applied indirect strategies when refusing regardless the person’s power status. They use it not only to interact with higher status person but also to the lower status. Moreover, the participants are also aware of the different power status of the interlocutor they are speaking to.

Another research was conducted by Tengku Intan Suzila Tengku Sharif and Mohd Yusri Mohamad Noor. On the study, Sharif and Noor (2011) examined disagreement strategies among adolescents. The aim of this research is to find how the adolescents handle disagreement politeness in the variety of power degree and social distance situations. Furthermore, the researchers also investigated do the power degree and social distance will affect adolescents in handling disagreement politeness both in English or Malay or not. As a result, the finding advocated both degree of power and social distance significantly influence adolescents’ spoken disagreement politeness. Despite the variable, the study also concluded that a polite adolescent might not be bound to a language in adhering to politeness.

The researcher interests in investigating the politeness strategies that used by female and male of English Department Students (PBI) at UIN Ar-Raniry. Furthermore, the researcher also wants to explore more about whether there is a differences between strategies that female and male used in defending their arguments or not. This research will focus on those two points. In addition, the researcher wants to evaluate whether the disagreements were influenced by their different gender backgrounds.

Therefore, the researcher would like to conduct a research entitled “**An Analysis of Politeness Strategies across Gender in English Language Education Department Student at UIN Ar-Raniry”**.

## Research Questions

Based on the background which has been discussed above, the researcher underlines the problems as follows:

1. What kind of politeness strategies are used by male and female students?
2. What are the similarities and differences of politeness strategies across gender in English Language Education Department students?

## The Aim of Study

Based on the research questions above, the aim of this study are:

1. To find out the politeness strategies are used by male and female
2. To explore the similarities and differences of politeness strategies across gender.

## Significant of study

This research could support to the teaching and learning process for all the teachers especially in discourse analysis class. In addition, this research could help all the students or teachers in learning better about discourse analysis. Furthermore, this research could also repair the interaction of human each other with different biological sex related to the politeness strategies across gender.

## Research Methodology

### Research Design

Research principally uses qualitative methodology. Mason (as cited in Mackey & Gass 2005, p.162), qualitative research is “whatever it might be certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions.” The term of qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. This method applied when the number or sample is limited.

### Population and Sample

The population of this study is the students of English Education Department at UIN Ar-Raniry Banda Aceh in the eighth semester which consisted of 24 students in each class. Futhermore, the researcher selected 16 students as a sample by using purposive sampling. 8 students are female and 8 students are male.

### Data Collection Procedure

 Interview is the main resource of data collection method. In this case, English students are the participants. The researcher provides several questions related to how they give argument based on scenario script\*.

 There are 11 scenarios and it will be presented in English. To gain the accurate data, the interview will be recorded. The advantages for the research in using tape recorder are the researcher can focus on the information given by the participants and the data which the researcher got will be complete, so that it can make the researcher easier to analyze the data later on.

*\*See attachment*

### Data Analysis

 Fraenkel & Wallen (1993, p. 23) claim that data analysis was applied qualitative methodology. In this study, the data will be interpreted through the description of the interviews. The data will be gathered from interview recordings. The next step is transcribing of the information from the recordings. Futhermore, the data is coded by grouping, segmented sentences and labelled categorizes with several terms. The last step is doing the deep interpretation toward the data.

*\*See attachment*

## Terminology

### Politeness Strategies

Politeness, in an interaction, can then be defined as the means employed to show awareness of another person’s face. According to Yule (1996, p. 60) politeness is a concept of polite social behavior in a particular culture. It can be shown by showing good manners towards others. Politeness is related to the concept of face. Brown and Levinson (1987) state that there are four main types of politeness strategies: bald on-record, negative politeness, positive politeness, and off-record (indirect) as well as simply not using the face-threatening act.

In this research, politeness refers to the practical application of good manners in responses something based on the gender. In addition, politeness refers to the male’s and female’s etiquette in giving argument.

### Gender

According to Lips (2017, p.5), gender was used to the non-physiological aspects of being female or male – the cultural expectations for femininity and masculinity. Moreover, gender is a term that used when discussing the differences of female and male that may be caused by any combination of environment and biology.

In this research, gender refers to the attitudes, feelings and behaviors that a given culture associates with a person’s biological sex. Behavior that is compatible with cultural expectations is referred to as gender normative; behaviors that are viewed as incompatible with these expectations constitute gender non conformity.

# CHAPTER II

# LITERATURE REVIEW

## Politeness

### Politeness Theory

There are lots of researches conducted in the field of linguistics politeness. According to Frase (2005, p.77) stated that there are over 900 publications in the field of research since the publications of Brown and Levinson’s politeness theory in 1987. Furthermore, the amount authors have made different theory about politeness. Xiujun (2001, p.11) claimed that defining politeness appropriately is a difficult thing in the study of linguistics politeness. To give a proper definition of politeness is not as easy as we can see. Due to there are many definitions that provide by the authors, it is quite impossible to present all of the theory about politeness. In this chapter, the writer would try to present several the most well-known theories about politeness.

### Politeness Theory by Lakoff

Lakoff (1975, p.64) interprets politeness as a form of behavior which is has been developed in societies in order to reduce a friction in human interaction. Moreover, Lakoff (1975, p.87-88) suggest that there are a certain rules when considering something to be polite or impolite. In considering be polite or

impolite, she looking at the different culture. The three rules of politeness that created by Lakoff are; *Formality*, *Deference*, and *Camaraderie*.

Lakoff determines *formality* or formal politeness as the first rules in politeness. This rule aims to create a distance between the speaker and receiver. For example, a doctor uses their professional jargon in avoiding negative emotional connotations (carcinoma vs. cancer) and maintaining professional distance from their patients. Furthermore, Lakoff also stated that in some languages, the use of formal and informal words are different.

For the second rules of politeness, *deference*, Lakoff (1975, p.89) stated that the addressee looks like has the power to decide how to behave and what she/he has to do when using deference rules. Sincerely, the speaker might use this rule then event though she or he knows that she or he will be the one who making the decision. This second rule can be used at the same time with both other rules. As an example Lakoff mentions the use of hedges – words that are supposed to tone down the request, and/or indicate hesitancy in speech. However, it has to be stated that hedges can be more than this. According to Coates (1989: 114) hedges are also used to respect the addressee’s face, and in addition, to protect the speaker’s face. Furthermore, Coates states that hedges are used “not because the speaker doubts the truth but because she does not want to offend her addressees by assuming their agreement”.

The third rule presented by Lakoff (1975, p.89-90) is *camaraderie* or show sympathy. A speaker makes the addressee feels like a part of the same team when she or he uses this rule. Telling some jokes, using nicknames and using colloquial language is the characteristics of this rule. In addition, this rule cannot be used together with the first rule.

### Politeness Theory by Leech

Leech (1983, p.104-5) defines politeness through his illocutionary functions theory. Leech adds (1983, p.22), an illocutionary act is a speech act or more precisely an act that predicts something. For example, an illocutionary act can be a promise, an order or a request. Moreover, Leech classifies illocutionary functions into four different types, based on how they relate to the social goal of establishing and maintaining comity. These four types that provided by Leech (1983, p.104-5) are in the following,

|  |  |  |  |
| --- | --- | --- | --- |
| **Competitive** | **Convivial** | ***Collaborative*** | ***Conflictive*** |
| The illocutionary goal competes with the social goal; e.g ordering asking, demanding, begging, | The illocutionary goal coincides with the social goal; e.g offering, inviting, greeting, thanking, congratulating | The illocutionary goal is indifferent to the social goal; e.g asserting, reporting, announcing, instructing | The illocutionary goal conflicts with the social goal; e.g threatening, accusing, cursing, reprimanding. |

**Table 1. Four different types of illocutionary functions**

*Competitive*; the illocutionary goal competes with the social goal; e.g ordering asking, demanding, begging, *Convivial*; the illocutionary goal coincides with the social goal; e.g offering, inviting, greeting, thanking, congratulating, *Collaborative*; the illocutionary goal is indifferent to the social goal; e.g asserting, reporting, announcing, instructing, and *Conflictive* the illocutionary goal conflicts with the social goal; e.g threatening, accusing, cursing, reprimanding.

Leech (1983, p.104) states that *competitive* and *convivial* are the two types that in the most cases involve politeness. Those two types are completely opposite to each other. *Competitive goals* involve negative politeness while *convivial goals* involve positive politeness. In addition, *Competitive goals* are discourteous, for example, asking someone to do something. On the other hand, *convivial goals* are courteous which acts that seek opportunities for civility. Furthermore, politeness is not relevant for *collaborative goals*. Leech also adds that *conflictive goals* are intended to be offensive. Therefore, *conflictive goals* obviously do not involve politeness.

### Politeness Theory by Brown & Levinson

Brown and Levinson theory is the most well-known and dominant theory on linguistic politeness since 1987. According to Brown and Levinson (1987, p.61), everyone has a *face* which is define as a self-image that every member want to claim for themselves. Brown and Levinson (1987, p.61) adds that face consist of two related aspects; *negative* and *positive face*. *Negative face* is the based claim territories, rights in non-distraction. In essence, *negative face* is the want to preserve one’s own independence. In addition, *positive face* is the positive consistent self-image or personality claimed by interacts. *Positive face* also defines as the want to be liked by others.

According to Brown and Levinson (1987, p.60), speakers want to maintain the *face* of each other in interaction. However, in order to invent what she or he wants, sometimes the speaker is forced to make ‘face-threatening-acts’ (FTAs). The speaker then has the choice to minimize the FTA by different strategies. In the figure ‘estimation of risk of face loss’ means the risk the speaker will take when s/he is asking a question or making a request. The risk of face loss grows the further down in the figure the strategy is.

Brown and Levinson (1987, p.68) states that first, the speaker has to decide whether she or he do the FTA or not. If the speaker decides to do the FTA, he may decide to do it off-record. In this way, the speaker does not explain his intentions directly. Thus, the speaker cannot be held to have intended, for example, a request of some kind. Furthermore, this off-record strategy relates to an important term in pragmatics, ‘implicature’. Levinson (1983, p.97) says “…implicature […] provides some explicit account of how it is possible to mean more than what is actually ‘said’.” Example (1) by Brown and Levinson (1987, p.69) introduces the off-record strategy:

(a) Damn, I’m out of cash, I forgot to go to the bank today.

This utterance could be understood as a request for money, but the speaker is not making the request directly.

Brown and Levinson (1987, p.69) claim if the speaker decides to do the FTA *baldly, without any redressive action*, this means that the FTA is “in the most direct, clear, unambiguous and concise way possible”. Then this request, or demand, is often in an imperative form. For example;

(b) Lend me some money.

Both examples (1) and (2) can convey the same intention, request for money, but example (2) is exceptionally straightforward and leaves no room for other interpretations. Example (2) can be then seen as a threat to the addressee’s face. Brown and Levinson (1987, p.69) argue that this kind of strategy is generally used only in circumstances of emergency, and in request, offers and suggestions that require only minor sacrifices on the behalf of the addressee. Bald on-record strategies can also be found, for example, when the speaker has difficulties to get his/her message through (e.g. speaking on a bad telephone line); in task related activities and cooking recipes (e.g. “Add three cups of sugar”).

Furthermore, Brown and Levinson (1987, p.69) state that if the speaker decides to use redressive action, he will attempt to minimize the threat to the addressee’s face, and will show in his utterance that he wishes not to threaten the addressee’s face. Next, the speaker can choose whether he will want to appeal to the addressee’s *positive* or *negative face*. If the speaker decides to use the strategy of *positive politeness*, he will appeal to the addressee’s want to relate to others.

### Politeness Theory by Fraser

Fraser (1990, p.219-236) divides perspectives of politeness into four different categories. Those four categories are the social norm view, the conversational maxim view, the face-saving view and the conversational-contract view.

According to Fraser (1990, p.220), the social norm view sees politeness as following historically established rules of behavior. Furthermore, this point of view assumes that societies have particular social norms. When these rules are obeyed, it is seen as politeness. On the other hand, when they are neglected, it is seen as impoliteness. The conversational maxim view is based on the work of Grice. Grice states that all people who participate in conversation are interested in getting their message across efficiently. Grice generated his cooperative principle that states: “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of talk exchange in which you are engaged.” (as cited in Fraser 1990).

Fraser’s (1990, p.228) face-saving view is, of course, the view of Brown and Levinson (1987) which was already presented in my work earlier. Based on this theory, all people have a ‘face’, a public self-image and in a conversation people have the desire to uphold their own and each other’ face.

Fraser (1990, p.232) claims that the conversational-contract view was developed by Fraser himself and Nolen (1981). The conversational-contract view has some similarities with Brown and Levinson’s (1987) theory about politeness. The conversational-contract view also recognizes the term face like Brown and Levinson’s theory also does. The conversational contract view claims that we enter a conversation with the knowledge of the rules we have to obey and obligations we have in the conversation.

## Politeness Strategies

### Positive Politeness

Brown and Levinson (1987, p.62) states that politeness as the wants of every member that his wants be desirable to at least some others. According to Brown and Levinson (1987, p.127), the strategies using *positive politeness* include, for example, including the addressee in the activity, which is shown in the following example:

* Let’s stop for a bite.

This actually means: “I want a bite, so let’s stop”.

Brown and Levinson (1987, p.102) have listed other possible positive politeness strategies. Those are;

1. Claim common ground
	1. Express that the addressee is admirable and interesting
2. Notice, attend
3. Exaggerate interest, approval, sympathy
4. Intensify interest to the addressee
	1. Claim group membership
5. Use in-group identity markers
	1. Claim common point of view / opinions / attitudes / knowledge / empathy
6. Seek agreement
7. Avoid disagreement
8. Presuppose / raise / assert / common ground
9. Joke
10. Convey cooperation with the addressee
	1. Take addressee’s wants into consideration
11. Convey understanding of addressee’s wants
	1. Claim reflexivity
12. Offer, promise
13. Be optimistic
14. Include the addressee in the activity
15. Give or ask for reasons
	1. Claim reciprocity
16. Assume or assert reciprocity
17. Fulfil addressee’s wants
18. Give gifts to the addressee – goods, sympathy, understanding, cooperation.

According to Brown and Levinson (1987, p.102), there are three differentpositive politeness super-strategies; *Claim Common Ground*, *Convey Cooperation*, and *Fulfil Addressee’s Wants*. The first two super-strategies are both divided to three sub-strategies and then further to smaller exact positive politeness strategies. The third super-strategy fulfil addressee’s want only has one exact positive politeness strategy.

### Negative Politeness

Brown and Levinson (1987, p.70) continue that on the other hand, the speaker can also decide to appeal to the addressee’s *negative face*, “his basic want to maintain claims of territory and self-determination” using negative politeness. Brown and Levinson (1987, p.70) state that typical features for this strategy, to mention a few, are formality, apologies and hedges. We can see these features in example;

Excuse me Sir, can you tell me where the police station is located, if it is not too much trouble for you?

Furthermore, Brown and Levinson (1987, p.130-131) present a similar set of negative politeness strategies to those for positive politeness strategies that I previously presented. According to Brown and Levinson these negative politeness strategies in the form of a list:

* 1. Be Direct
1. Perform the FTA on record
	1. Don’t presume/ assume (make minimal assumption about addressee’s wants)
2. Question, hedge
	1. Don’t coerce
	2. Give addressee option not to act
3. Question, hedge
4. Be pessimistic
	1. Minimize threat
5. Minimize the imposition
6. Give deference
7. Communicate that your want is not to harm the addressee
8. Apologize
	1. Dissociate the addressee from the particular infringement
9. Impersonalize, avoid I and you
10. State the FTA as a general rule
11. Nominalize
12. Redress other wants of the addressee
13. Give deference
14. Go on-record as incurring a debt (adapted from Brown and Levinson 1987: 131)

This list of negative politeness strategies is somewhat more complicated than the list of positive politeness strategies. There are now five different super-strategies for negative politeness. Two of these super-strategies have sub-strategies, and furthermore, some of the exact negative politeness rules appear in more than one super-strategy. Rules 2 and 5 are both presented in two different super-strategies.

To clarify the different politeness strategies even more, I will also present examples that all have the same goal and inner meaning of all the strategies of Brown and Levinson. The basic goal in all of these is the same: the speaker *needs a pen*.

Off-record: Oh Dammit, I forgot all my pens at home!

Bald on record: Give me a pen. With positive politeness: I’m sure you wouldn’t mind lending a pen to me, right?

With negative politeness: Excuse me, I don’t want to trouble you but could you lend me a pen?

### Bald on Record

According to Brown and Levinson (1978, p.74), bald on record strategy is a direct way of saying things, without any minimization to the imposition, in a direct, clear, unambiguous way. For example “Do your job!”. Thus, bald on record is ranked as the most direct strategy. Moreover, this strategy likely used to shock people to be addressed, embarrass them or make them feel uncomfortable. Hence, this strategy commonly used by people who know each other very well such as close friend and family members. Futhermore, Brown and Levinson (1987, p.69) state that:

... (a) S and H both tacitly agree that the relevance of face demands maybe suspended in the interests of urgency or efficiency; (b) where the danger to H’s face is very small, as in offers, requests, suggestions that are clearly in H’s interest and do not require great sacrifices of S (e.g., ‘Come in’ or ‘Do did down’); and (c) where S is vastly superior in power to H, or can enlist audience support to destroy H’s face without losing his own.

From the statement, it is understood that bald on record strategy are adopted in the some cases. Furthermore, Brown and Levinson (1978, p.100) give an example of bald on record strategy and say that direct imperatives are clear examples of bald on record usage. Imperatives are often softened with hedges or conventional politeness markers, for example “Please send us the offers”. The verb “Do” is used with imperatives, like in “Do call us”.

### Off Record

Off record is the fourth strategy that performed a certain act in an unclear and indirect way. Brown and Levinson (1978, p.216) define off record strategy as a communicative act which is done in such a way that is not possible to attribute one clear communicative intention to the act. In this case, the actor leaves her/himself an “out” by providing her/himself with a number of defensible interpretations. She or he cannot be held to have committed her or himself to just one particular interpretation of her or his act. In other words, they claim, the actor leaves it up to the addressee to decide how to interpret the act.

Off record utterances are essential in indirect use of language. One says something that is rather general. In this case, the hearer must make some inference to recover what was intended. For example, if somebody says “It is hot on her”, the hidden meaning of the utterance can be a request to open the window or to switch on the air conditioner.

Furthermore, Brown and Levinson (1978: 230-232) list inviting conversational implicatures as one of the main strategies of off record-ness, and its subcategories are giving hints, giving association clues, presupposing, using contradictions, being ironic, using metaphors, and using rhetorical question. The other main strategy of going off record is being vague or ambiguous, and its subcategories are being ambiguous, being vague, over-generalizing, displacing hearer and being incomplete.

## Gender Theory

Generally, gender is use as a term in distinguish between male and female by amount of experts. According to West and Zimmerman (1987), gender is not something we born with or something we have, but gender is something we do. As an example, a boy will act everything that his father does due to be like his father. To be same, the little girls also will do everything that she can do to be like her mother, such as use high-heels shoes, and so on. Hence, all the things that the boy and girl do will be their behavior in adult. In addition, Sasongko (2009, p.7) defines gender is the role, function, and responsibility between male and female which is a result of social construction that will be change by the time.

According to Wilson (1975), there are two theories in gender; theory nurture and theory nature (as cited in Sasongko, 2009). Besides those theories, there is another theory that called theory equilibrium. Furthermore, those three theories will be elaborate in the following paragraph.

### Theory of Nurture

According to the theory of nurture, the difference between women and men is essentially the result of socio-cultural construction which is resulting in different roles and tasks. Due to the difference, it causes women always be left behind and neglected their role and contribution in family life, society, nation, and state. The struggle for equality was spearheaded by people who concentrated on the equality of women and men (feminists) who tended to pursue "commonality" or fifty-fifty which came to be known by the term of perfect equality. The struggle is difficult to achieve due to various barriers, both from religious and cultural values. Therefore, the flow of nurture creates a social understanding of conflict that struggled for proportional equality in all community activities such as at the level of manager, minister, military, parliament, political party, and other fields. To achieve this goal, a special program (affirmative action) was created to provide opportunities for women's empowerment that sometimes resulted in negative reactions from men because of *the a priori* for the struggle.

### Theory of Nature

According to the theory of nature, the differences between male and female are so unchangeable and universal. These biological differences provide indications and implications that between the two types have different roles and tasks. Both male and female, have a natural distinction in accordance with their respective functions. This flow creates functional structural understanding that accepts different roles, as long as it is done democratically and based on agreement (commitment) between a husband and a wife in the family, or between women and men in community life.

### Theory of Equilibrium

There is a compromise known as equilibrium which emphasizes the concept of partnership and harmony in the relationship between male and female. This view does not contradict women and men because they have to work together in partnership and harmony in family, community and nation life. Therefore, the application of gender equality and justice must take account of contextual issues (existing at a particular place and time) and situational (according to circumstances), not based on mathematical calculations (quantities / quotas) and not universal.

# CHAPTER III

# RESEARCH METHODOLOGY

## Research Location

English Language Education Department of Ar-Raniry State Islamic University (UIN Ar-Raniry)is the research location.According to *Buku Panduan Akademik* 2016/2017, this university was established on October 5th in 1963, the place located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. Currently the university is leaded Prof. Dr. Farid Wajdi Ibrahim, MA,. In addition, the university has nine faculties.

In addition, the Department is chaired by T. Zulfikar. According to data of PBI, this department has the total of 36 lecturers and 1300 active students.

## Research Design

There are two research problems of the study, namely; (1) to find out the strategies are used by male and female students of PBI and (2) to explore the similarities and differences of politeness strategies across gender.

The method principally applied in this research is qualitative. Mason (as cited in Mackey & Gass 2005, p.162) argues that qualitative research is “whatever it might be certainly does not represent a unified set of techniques or philosophies, and indeed has grown out of a wide range of intellectual and disciplinary traditions.” The term of qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical

procedures. This method applied when the number or sample is limited. Because this study focused on analysis process, qualitative research is the best method that the researcher choosen.

## Population and Sample

### Population

Population is all of the data observed in which the research conducted to become a source with certain characteristics which can be of human, things, animals, plants, symptoms, test score or moments.

The populations of this study were the students of PBI at UIN Ar-Raniry Banda Aceh. It was related to the aims of the study that the researcher wants to analyze the politeness strategies which used by the students of English Department. Moreover, based on the aims of the study, the researcher took the students who in eight semester. It was also due to the eight semester students who in advance level.

Therefore, the researcher collected the data of English Department students. Here, the data showed that there are around 283 students in eighth semester which were devided into eight units. Each unit has 27 students.

### Sample

Purposive sampling technique, involves selecting certain units or cases. The researcher selected to use this technique because she had some criteria in collecting the sample. In this research, the criteria of the sample were: 1) the students who studying at English Department in eighth semester 2) the students who have advance level. Here, researcher selected the advance level students because researcher wanted to know how they give response those scenarios. Based on the criteria, the researcher selected the students in eighth semester as the population. As we know, English Department has 8 units for the eighth semester that which amounts to 800 students. To make it more specific, the researcher selects 2 students for each unit, a male and a female. Both of them were higher than the other in their class. Thus, the total of samples is 16 students, 8 male students and 8 female students.

## Data Collection

In this research, data collection technique was interview the participants who assisted by standardized interview guide in the question form (Meleong, 2000). It was due to the researcher wants to deeply analyze about the study. Interviews are devided into three categories; structured interview, semi-structure interview, and in-depth interview.

In this research, the researcher used semi-structured interview technique in collecting the data. It is related to Edwards and Holland (2013, p.29) that stated in semi-structured interview can probe answers, pursuing a line of discussion opened up by the interviewee, and a dialogue can ensue. Moreover, the interview basically allows much more space for the participants to answer on their own terms than structured interviews. However, the interviewer provided some structure of questions to compare between the interviewers that cover the same topic in this study. Futhermore, the participants can be more enjoy in doing the interview because they can add some ideas by their own opinion. Therefore, the researcher used semi-structured interview technique in collecting the data.

To avoid losing information, the researcher asked permission to the informant to use a recorder. Before doing a semi-structured interview, the researcher explained or gave a glance overview and background briefly and clearly about the research topic.

As stated above, English Department students were the participants in this study. Here, the questions of interview made in the scenario form that related to the cases around campus. The researcher provided 11 questions or scenarios related to how they gave argument based on scenario script (attached\*). It would be presented in English by using the politeness strategies that usually used by them.

 The interview process was conducted on campus area. It is due to make both the researcher and the participants easier to converge. The interview was conducted once or twice with varying time according to the situations and agreed contract. The using of interviews was equal to the questionnaire in collecting technique.

*\*See attachment I*

In doing this research, data collection begin with the determination of sample based on the criteria. Before starting the interview, the researcher explains the participants the purposes of the research to have a clear understanding of the research. After understanding the aims of the research, the rights as the respondent, and the availability to participate in answering the questions, the researcher asked them to sign the consent form of participating in the research.

For the next step, interview was conducted to gain the information about the researcher problem. The interview was conducted 1-2 times during 20 – 45 minutes for each meeting. The time of interview adapted to the conditions and situations of the participants during interview. At the end of every interview, the researcher asked the participants to give some comments related to the interview process. The researcher knows how they feel about the interview and what she should does to improve the interview process.

During the interview process, besides using a tape recorder, the researcher also took notes to elaborate the condition during the interviews. In addition, nonverbal responses were indicated by the participants are noted.The nonverbal response was also intended to help the researcher designs a new interview questions and also to help to look for the important points. Thus, it makes the analysis easier. Since the interviews were finished, the researcher and research participants discuss futher appointment to decide the following meeting.

## Data Analysis

 In this study, the data would be interpreted through the description of the interview. The data would be gathered from the recorded interview. The next step was transcribing the information that has been recorded. Here, the reseracher trancribe verbatim by taking all the information that recorded on the interview. After all the information transcribed, the researcher was numbering each line of transcipt. It is due to make the researcher easier in taking some quotes from the participants.

 After transcribing, the researcher, then, read all of the data carefully. Then, the researcher analyzed all of the data based on Brown and Levinson’s politeness strategy. Related to chapter 2, Brown and Levinson (1987) stated that there are four politeness strategies including bald on record, positive politeness, negative politeness, and off record. The strategies arrange from the most direct to least direct. Bald on record stategy is the most direct strategy, but least polite. Still a bit similar, positive politeness is also a direct strategy, but less polite than bald on record. On the other hand, negative politeness is a less direct strategy, but more polite than positive politeness. Moreover, off record is the least direct strategy, but the most polite.

 Based on Brown and Levinson’s theory, the researcher deeply interprets the data, what the data means, what the meaning of the word that respondents use in responding the cases. Here, the researcher would look for any words that indicate different types of politeness strategy. The researcher differenciated the data into the same group or theme. The participants’ respond that use same politeness strategy would be grouped into one group.

 After all of the data interpreted, the researcher analyzed the data by data coding. According to Bourque (2004), there are two types of data coding, namely: deductive and inductive. In this study, the researcher used inductive coding in analyzing data. It is related to the definition - the categories and codes are generated after examining the data collection - the codes developed after the researcher gained the data or the result. Futhermore, it is important to analyze the data through coding. In qualitative research, data coding can help the researcher generated the general theory. The specific data would be coded into one theme in general. Hence, the researcher did not need to maintain all the specific data of interview in this study. Furthermore, there were only some general themes that usually comes will be used by the researcher. The researcher took from 4 to 5 themes of data coding. In addition, the researcher used this technique related the stated “coding facilities the organization, retrieval, and interpretation of the data and leads to conclusions on the basis of that interpretation” Sharon (2004). From data coding, the researcher gained four themes. The four themes are bald on record, positive politeness, negative politeness, and off record.

# CHAPTER IV

# DATA ANALYSIS

## Result of interview

The interviews were conducted from 12nd to 21st June 2017. 16 students from several units involved in the interview. The research asked the interviewees to respond the scenarios in English. There were eleven scenarios related to their condition in campus environment. The scenarios posed to the interviewees. The researcher provided the transcriptions to give a clear description of the interview. The 16 participants were marked as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15 and P16. The result of the interview would be discussed as follows:

**Scenario 1**. Your supervisor questions the originality of the term paper you submit. She or he says to you, “I am sorry, but I don’t think these ideas are yours.” However, they are yours. In response you will say ...

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P2:**

1. *I will say* ***I’m sorry sir for mine. Honestly, that’s kind of paper are actually are***
2. ***come from my own taught****. I made it alone and trust me.*

**P4:**

1. *If my supervisor consider that idea on my paper are not mine. Eee I will ask her*
2. *to discuss about that. and ask her reason why eee she consider the ideas are*
3. *not mine, maybe eee I will say* ***I’m sorry mam, eee but the ideas are really***
4. ***mine. If you want to task me. Eee I ready because I really eee didn’t copy it***
5. ***from any person or source.***

Based on the responses above, both participants stated their opinion indirectly. They used negative politeness strategy in expressing their statement. They started their statement by regreting before they convey their statement.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy is more direct but less polite way.

**P10***:*

1. *Maybe in that condition eee I will say that eee* ***if you don’t agree sir, what is***
2. ***your suggestion for me?***

**P14***:*

1. *My respon will* ***no sir. This is my ideas. Eee I write this ideas because from the-***
2. ***write ee from the authors****. So ee I write this statement because I found the-*
3. *cases. So I write this ideas.*

Based on the responses above, both participants convey their opinion in direct way. They used positive politeness strategy in expressing their statement. They clearly and direclty convey what they want to say.

**Scenario 2.** Your friend makes the following comment on your paper, “I think you should supply more data to support your arguments. You know, your conclusion is a little bit weak.” However, you think that there has been enough evidence and the problem is how to give a better explanation of the data. In response, you will say ...

1. **Off Record**

This following fragment shows that the strategy which the participants used is off record strategy. This strategy is the most polite way in conveying a statement even least direct. We can see from the fragment, the pasrticipants explaining their feeling without directly said what they mean.

**P5***:*

5 *Oh, I will say,* ***thank you my friend. Eee maybe I will eee add some more ideas***

6*.* ***or some more paragraph about the topic****. Maybe eee why I put eee so short*

7 *paragraph? Eee because eee I’m in lazy time, right now. And it could be eee I*

8 *will plus some more.*

**P12***:*

1. ***I personally happy if there is eee my friends or someone eee that comment***
2. ***about my thesis or my proposal*** *because I need their opinion I need their*
3. *argument eee if that’s good for my thesis or my paper that I can take it*
4. *for eee for the reference*

Based on the responses above, both participants use off record strategy when respon the scenario. As we can see, they do not direct stated what they feel. On the other hand, they explain something that can represent their feeling.

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P14***:*

1. ***I will say, what is your ideas? Maybe I can eee hear your suggetion to make it***
2. ***more complate.***

**P16***:*

9***First, I would like to say thanks for eee suggestion, I think I don’t know but I***

10 ***just like have provide strong argument or logical reason eee to support my***

11 ***ideas in this paper****. But eee but in conclusion, but you sayit’s litte bite weak,*

12 *can you tell me which part you think I not provide some more evidance or you*

13 *think like I don’t explain it very well. Can you explain me? maybe I can show*

14 *you some which I already eee provide to make my paper to be yeah, to be*

15 *good enough*

Based on the responses above, both participants stated their opinion indirectly. They used negative politeness strategy in expressing their statement. They started their statement by asking or questioning first before state their opinion.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P6***:*

1. *If there is someone eee one of my friend will critics or say something about any*
2. *project mmm okay, I must thank her or* ***thank him for the comment. If I believe***
3. ***that my project is already good, the evidence eee of my data is complete, I will***
4. ***check it first****, check all of the stuff her, all of the data that the evidence are*
5. *complete or not. If, if, if, if when I check twice or third eee the data is*
6. *complete, so I will never ask someone to to check my my paper. I will never*
7. *ask my friend or. So I will go to my supervisor and ask my data is enough or*
8. *not.*

**P15***:*

1. *If my friend give me following comment that s/he think that I should supply*
2. *more data to support my argument, and I know that the conclusion of my paper*
3. *is little bite weak, however I think that there’s enough evidence and problem.*
4. *In response, I’ll say that* ***of course I’ll accept and receive his suggestion for my***
5. ***thesis or my paper because by receiving any suggestions*** *I think I can easily*
6. *elaborating the data and connecting the data to support my idea is like to be*
7. *coheren and cohesive. It means the suggestion is really needed you know,*
8. *it’s a must, because without any suggestion*

Based on the responses above, both participants stated their opinion directly. They used positive politeness strategy in expressing their statement. They directly stated that they will add more data in their paper.

**Scenario 3.** Women are not appropriate to be a leader. They should study. In this case several one can’t accept it. In response, you will say ...

1. **Off Record**

This following fragment shows that the strategy which the participants used is off record strategy. This strategy is the most polite way in conveying a statement even least direct. We can see from the fragment, the participants explaining their feeling without directly said what they mean.

**P10***:*

1. *In my opinion, eee in this recent days there is many women can be a leader that*
2. *can lead a a government. Eee they can lead the city or some eee department,*
3. *but eee as a Muslim I believe that the woman eee if there is another man that*
4. *be better to be a leader. Then, why don’t we choose a man? Eee I think ee for*
5. *me. eee* ***I accept that woman should not be a leader in some case. Not all the***
6. ***part****, for example, to be a leader to be a president. I don’t agree woman can be*
7. *a leader in some part they can be a leader, but if the member are woman, why*
8. *not? The woman can be a leader if the member also the women.*

**P13***:*

1. *If you say woman is not appropriate to become a leader,* ***I can’t accept it,***
2. ***because of what? As you see inside that, many leaders that we have right now,***
3. ***that Indonesia have right now is a guy, is a man. And what happen to our***
4. ***country? it’s crime****. So, what you need to do is not to have woman to study,*
5. *but you need to study, as a guy. You need to study first before you become a*
6. *leader, but, yeah, in contrast that why don’t you give a chance to woman to*
7. *lead too? As a proof fact that we have a very good minister right now is, she is*
8. *Ibuk Susi Puji Astuti, so you have to give a chance to a woman showed up and*
9. *give her best.*

Based on the responses above, both participants stated their opinion in indirect way. They used off record strategy in responding their friend. Even both of them do not agree with their friend, they explain first the reason why they do not agree.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P3***:*

1. *All of human in this world are a leader. So,* ***everyone can be a leader****. Not just a*
2. *man. Girl- could be a leader.*

**P11***:*

1. ***Woman to be a leader. Why not? that’s human right, isn’t it?*** *Woman can also*
2. *be a leader, president,eee or something else, but just yeah, stay in the rule, stay*
3. *on the road, just that.*

Based on the responses above, both participants stated their opinion in direct way. They used positive politeness strategy in responding their friends’ statement. They direclty stated that they do not agree if women cannot be a leader.

**Scenario 4.** At your friend’s event, you mention that you are thinking of taking a certain course next semester. Several one says, “Ah, I have heard of that course. It’s difficult and boring.” However, you have learned from a friend that the course is very interesting, and you believe in your friend. In response, you will say ...

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P14***:*

1. *Eee* ***I’m sorry I think that eee it is depent on ee personal itself****. If you see that is*
2. *not is dificult or boring because is because you dislike eee the the course itself.*
3. *But I think that from the way my friend talk to me about this course. And I*
4. *think that is interseting so, eee I will say to my friend that eee don’t judge the-*
5. *course because eee he/she dont eee doesn’t like eee the course but eee it is*
6. *depent on ourself. Yes of course I’ll take the course.*

Based on the response above, the participant states her opinion indirectly. She uses negative politeness strategies in responding her friend. Here, she apologizes first before she respons her friend’s statement.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P4***:*

1. *Maybe I will say, “****oh, really? But let me take the course to make sure whether***
2. ***it is interesting or not. Thanks****”.*

**P9***:*

1. ***Oh, seriously? But, eee I had learned it before and that is really interesting but I***
2. ***thought that is not a course that bored****, I think that the course is boring but you*
3. *lecturer, maybe.*

Based on the responses above, both participants stated their opinion indirectly. They used negative politeness strategy in responding their friends’ statement. They started their statement by regreting before they convey their statement.

**Scenario 5.** One day, your friend forgot to bring his laptop and he or she has to do the presentation. Then, he wants to borrow your laptop, but the laptop is going to off and the battery only enough for your presentation. In response, you will say ...

1. **Off Record**

This following fragment shows that the strategy which the participant used is off record strategy. This strategy is the most polite way in conveying a statement even least direct. We can see from the fragment, the pasrticipant explaining her or his feeling without directly said what her or his means.

**P4***:*

1. *This is really complicated situation I think. Because I want to help but eee I*
2. *also need the laptop, but if my friend ask me that maybe I will say* ***actually I***
3. ***really want to help you but my laptop is going to off and the batteries is only***
4. ***enough for my presentation.*** *Eee how about you borrow the other laptop, I will*
5. *help to find it.*

Based on the response above, the participant stated her opinion indirectly. She uses off record strategy in responding her friend. Even she cannot help her friend, she explain first the situation.

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P9***:*

1. *Actually,* ***I want to help, but I’m sorry eee after you presentation that is eee my***
2. ***turn but the battery is going to low****. So perhaps you can ask to another one who*
3. *bring another laptop. Sorry.*

**P14:**

1. ***I’m sorry friends eee I never mean to not eee borrow my laptop to you but the***
2. ***the battery is only enough for my persentation****. So, I on I don’t bring eee the*
3. *charger. So, if I can if I give it to you eee I will I couldn’t present my*
4. *presentation.* ***So I’m really sorry.***

Based on the responses above, both participants cannot help their friend, but they do not directly say it. They used negative politeness strategy in giving respons. They started their respons by regreting.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P3***:*

1. *Okay, first, I will tell him what- happen in my laptop. And then I will say,* ***if the***
2. ***battery is enough for you, okay take it. But if doesn't enough I’m sorry.***

**P8:**

1. *My respond is eee* ***my battery is low so if you want to use it you must eee***
2. ***looking for the charger****. If you got the carger and you may use it. Because it is*
3. *the fault of her or them that don’t bring the laptop or if the lecturer will let me*
4. *to do the presentation in the next meeting. I will let my laptop to be borrowed*
5. *by them.*

Based on the responses above, both participants directly say that they cannot help their friend. They directly say that they do not have enough battery to lend it to their friend. Thus, it indicates that they used positive politeness strategy in expressing their statement.

1. **Bald On Record**

In contrast, the following fragment shows the participants also used bald on record strategy in responding the case. We can see it by the way they state it. They directly convey their statement. They look like commanding their friends. This strategy is the least polite way among politeness strategy.

**P5***:*

1. ***Okay, just take it eee and please eee charge eee recharge my laptop****. I will see if*
2. *I have eee some task to do or not. If not, I will lend my laptop to my friend. If I*
3. *have some work to do, I will not lend my laptop to my friend.*

**P6***:*

1. *It is so easy I think I will just say,* ***I have eee no batteries, only enough for my***
2. ***presentation****”. Maybe eee the our friend will say oh, Just for a while, for a*
3. *view minutes. Maybe it will be enough for two of us. Nno, I save my best my*
4. *presentation in my laptop and also my best battery for my best presentation. I*
5. *will just say it because mmm in doing task of project we will not giving*
6. *anyone would scared with us. If we are doing something to be good, we are*
7. *not going to compare with another one.*

Based on the response above, the participant responds his friend in very direct way. He offer his friend to use his laptop. Here, he used bald on record strategy in responding his friend.

**Scenario 6**. You caught carry prohibited items and it isn’t yours. But the lecture insists that items are yours. In response, you will say ...

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P5:**

1. ***Oh, I’m so sorry sir. Eee I don’t know about eee the items****. Eee maybe it is*
2. *belong to my friend and maybe eee she or he forget eee to retake the items eee*
3. *after putting the item eee to my bag, but it’s totally it’s not mine.*

**P9:**

1. ***Sorry sir, that is not mine, how I prove ?*** *I have no idea?. Just tell that is not*
2. *mine.*

Based on the responses above, both participants stated their opinion indirectly. They used negative politeness strategy in expressing their statement. They started their statement by regreting before they convey their statement.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P2***:*

*11* ***I will say it’s not mine sir****. I have not know this task before.*

**P4***:*

1. *If the lecturer insist that the item is mine eee I will say* ***how can you say this is***
2. ***mine, what the easy then? Because it is really not mine sir.***

Based on the responses above, both participants stated their opinion directly. They used positive politeness strategy in expressing their statement. They directly stated the thruth.

**Scenario 7**. You have promised to meet your supervisor at 08:00, but you arrived at 08:15. In response, you will say ...

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P9:**

1. ***I’m so sorry sir. Eee I’m coming late*** *eee but for my reason I get traffic jam and*
2. *I get some eee I’m sorry sir that make you waiting for me.*

**P13:**

1. ***I extremely sorry sir for the lateness*** *because I wake up a little bite late today,*
2. *so forgive me.*

Based on the responses above, both participants respond indirectly. They used negative politeness strategy when they speak with their supervisor. They started their statement by regreting before they convey their statement.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P7:**

1. *If I’m late to meet my supervisor,* ***I’m gonna explain it. Why I’m late. I’m***
2. ***gonna explain all of that, because we never know in our way****, what we made*
3. *and what the what can happen to mine, our way to go to the campus. So, I’m*
4. *gonna explain to my supervisor, why I’m late. To make them believe to me,*
5. *I’m gonna explain honestly, not be a liar.*

Based on the response above, the participant stated his opinion directly. He used positive politeness strategy in expalining to his supervisor. He directly stated that he is late.

**Scenario 8**. One day, your lecture calls you and tells that you will get “D” if you don’t go to his or her class. On the other hand, you can’t follow her/his class due to the short course about 2 months. In response, you will say ...

1. **Off Record**

This following fragment shows that the strategy which the participant used is off record strategy. This strategy is the most polite way in conveying a statement even least direct. We can see from the fragment, the participant explaining her or his feeling without directly said what her or his means.

**P4***:*

1. *I have to take short course but eee the lecturer say that I will get D if I will miss*
2. *the class, then I will say* ***sir actually I don’t want to miss the class, but I have***
3. ***to take a short course two months, could you give me a permission sir ? Or you***
4. ***can give any additional assignment because I can’t join the class. Thank you****.*

 **P11:**

1. ***Actually I very love to enter your class, but eee I have a little problem with***
2. ***that.*** *Mmm however I try to enter your class.*

Based on the responses above, both participants explain about their situation. They explain the reason why before stated that they cannot attend to the class. It indicated that they used off record strategy.

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P7***:*

1. *I’m gonna say for the first, i’m gonna say to my lecturer. I’m gonna say* ***I’m so***
2. ***sorry for that,*** *but the lecturer still give the chance to me because she said that*
3. *you have to go to my class, if you don’t go to my class, you will get D. So that,*
4. *I’m gonna say yes, I’m gonna go to your class tomorrow to make your mind*
5. *that you gonna give D for me, in my respond, I’m gonna say sorry for the*
6. *lecturer and i will go to your class next semester.*

**P9:**

1. *If I got in that position, I thought it’s better for me to give the decision eee I*
2. *will choose I’m not join to that lecturer eee anymore. So, I will say to the*
3. *lecturer* ***I’m sorry sir, eee I have something to do****. Eee this is something that*
4. *important that I can’t eee manage it, but it will give the decision for you. I*
5. *thought I will take the course later and so sorry I thought I need to close the*
6. *course with you, so sorry sir.*

Based on the responses above, both participants stated their opinion indirectly. They used negative politeness strategy in expressing their statement. They started their statement by regreting before they say to their lecturer that they cannot attend to the class.

1. **Bald On Record**

In contrast, the following fragment shows the participant also used bald on record strategy in responding the case. We can see it by the way she or he state it. She or he directly conveys her or his statement. She or he looks like commanding her or his friends. This strategy is the least polite way among politeness strategy.

**P3:**

1. *Okay, if- it’s happen to anyone, so if I choose short course I will get eee that D,*
2. *but if I not choose this short course I will get A.* ***So, it’s up to me****.*

Based on the response above, the participant stated his opinion directly. He used bald on record strategy in expressing his statement. He directly stated to his lecturer that it is depend on himself.

**Scenario 9.** In presentation, you have already made the paper by yourself, while your friend who doesn’t help you has presented the material as well as he or she do it also. In response, you will say ...

1. **Off Record**

This following fragment shows that the strategy which the participants used is off record strategy. This strategy is the most polite way in conveying a statement even least direct. We can see from the result, the pasrticipants explaining their feeling without directly said what their means.

**P15:**

1. *In respond, I will say that* ***my time is success because why? Because as a team***
2. ***we complete each other****. We have to know that we are has we are have our*
3. *own potensial.for example, in this case. I can’t handle the paper only by me,*
4. *but my friend in team, they can deliver into the presentation really good. Eee*
5. *it’s mean we are completed each other. That’s good I think. So let we imagine*
6. *that if the paper is made only by me and then my friend do nothing like eee she*
7. *or he eee is not ee doesn’t finishing and giving the constribution in fininshing*
8. *the paper, doesn’t deliver the paper as well as she or he did. Eee that’s the*
9. *worth I think. But eee if they are not finishing the paper and can deliver well.*
10. *It’s better than the one. But if the lecturer ask me who the person that make the*
11. *paper, I’m sorry, to be prefect I will say the truth.*

**P16:**

1. *In respond I will say* ***maybe we have lack communication and miss***
2. ***understanding or not****. I do not know, but i think it work together like a team we*
3. *should work together. We should colaborate the ideas. You should help me*
4. *and I help you. So we can work togehter. So the presentation is our is not mine.*

Based on the responses above, both participants stated their opinion indirectly. They used off record strategy in expressing their feeling. Even they dissapointed, they do not directly express their feeling. On the other hand, they explain to their friend something that can represent it.

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P14***:*

1. *I will ask to him why eee he doesn’t want to make this papers eee together*
2. *although that we have in a group. So that we have to make this paper together*
3. *then eee you are not respons responsibilities responsible guy. Then, I will say*
4. *to him eee for the next assignment.* ***I will not write eee his name if he doesn’t***
5. ***want to make this paper together.***

Based on the response above, the participant stated her opinion indirectly. She used negative politeness strategies in expressing her feeling. She started it by regreting before she convey her statement.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participants’ responses which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P5:**

1. *I will say eee* ***thank you for your eee help in the presentation, but you have to***
2. ***help me eee in research****, searching eee more data about our presentation. You*
3. *know, it is not my job, eee but it’s our job.*

**P10***:*

1. *Maybe* ***I would not say anything. Just eee look at him or look at her****. From my*
2. *feeling, maybe I will say where he upset at that time. I do it by myself, but eee*
3. *he doesn’t do anything and he presented very great. So, the people can see that*
4. *everything has done on him. So, maybe eee just I can’t say something bad to*
5. *my friend. I just look at badly maybe.*

Based on the responses above, both participants stated their opinion directly. They used positive politeness strategy in expressing their feeling. They directly stated that they are dissapointed.

1. **Bald On Record**

In contrast, the following fragment shows the participants also used bald on record strategy in responding the case. We can see it by the way they state it. They directly convey their statement. They look like commanding their friends. This strategy is the least polite way among politeness strategy.

**P4** *:*

1. *Maybe I want to say anything because it’s already happened right. He or she*
2. *never help me to prepare the material but he has presented it, but it’s okay I*
3. *think, but I will* ***ask him/her to do something else after the presentation***

**P11:**

1. ***Of course you can use my laptop in your persentation*** *even the battery is low. I*
2. *can borrow with another friend ee no problem you can use that*

Based on the responses above, both participants respond their friend in very direct way. They used bald on record strategy in expressing their statement. They offer their friend to do something.

**Scenario 10.** You borrowed your friend’s book. You broke his/her book accidentally. In response, you will say ...

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P2***:*

1. *I will say* ***I’m so sorry, this is my fault.*** *If I see from his face that she/he*
2. *dissapointed to me. I will buy another book or pay it.*

**P8***:*

1. ***I will say sorry first time, and I will ask eee should I change it or I say that***
2. ***where you buy it? Or how much eee this things?*** *So I can replace it with*
3. *another thing or I may just give him the money, or what it based on the eee*
4. *kesepakatan.*

Based on the responses above, both participants stated their opinion indirectly. They used negative politeness strategies in expressing their statement. They started their statement by regreting before they convey their statement.

**Scenario 11.** One day, your mom asked you to accompany your grandma to hospital, but in that time you have meeting and you are also project manager of this event. In response, you will say ..

1. **Off Record**

This following fragment shows that the strategy which the participant used is off record strategy. This strategy is the most polite way in conveying a statement even least direct. We can see from the result, the pasrticipant explaining her or his feeling without directly said what her or his means.

**P6***:*

1. *Actually this is never happen for me, but if once if, if, if once my mother asked*
2. *me to accompany my grandma and sometimes I have another schedule. So I*
3. *can’t manage two things in one way****. I will tell my mom- what I’m doing, is***
4. ***what is the consequence*** *if I leave the project or mmm and then maybe she will*
5. *not get the point, the reason, but* ***I will suggest eee another person*** *or if I have a*
6. *brother or I have another sister, just go with her- not me.*

Based on the response above, the participant stated her opinion indirectly. She used off record strategy in expressing her statement. She started it by explaining what happen to her.

1. **Negative Politeness**

There are several participants’ responses which used negative politeness strategy in facing the questions above. We can consider it by the words or sentences that they used in their statements. They used several negative words or question mark in conveying their opinion.

**P5:**

1. *I will I will ask to my mother,* ***Mom, eee is it only me eee that accompany***
2. ***grandmother?*** *Why not eee my sister? And if my mom said my sister also*
3. *busy. Maybe I will cancel some more eee my work eee because family is*
4. *number one for me.*

**P13*:***

1. ***I’m really sorry mom. But it doesn’t mean I don’t want to but I just have to***
2. ***finish another amanah first because I’m project manager of the project*** *that we*
3. *handle now with my friend. So, we are right now have a meeting and I’m*
4. *begging on you to give me a permission to go to that meeting. It wouldn’t take*
5. *so long time, because I will just give a simply and short order to them to*
6. *handle this program and I will come back in a glams to the hospital to*
7. *accompany the grandmother. So, in that time I hope that I can ask my brother*
8. *to accompany any grandmother first and then I will replace him, yeah, I’m so*
9. *sorry mom.*

Based on the responses above, both participants stated their opinion indirectly. They used negative politeness strategy in expressing their statement. They started their statement by regreting before they convey their statement.

1. **Positive Politeness**

Different from the fragment above, this following fragment shows the participant’s respons which used positive politeness in facing the case. This strategy can be detected by the way they conveying the statement. They directly express what they want. This strategy known as more direct but less polite way

**P10***:*

1. ***Mom, eee I have something that very important I have to do at that time.*** *Can I*
2. *postpone to accompany you with or maybe you can eee ask the sister of after I*
3. *do my project, I will come there. If in that condition are very very urgent, I*
4. *will priot my grandma first. and then I will do something or I will ask my 53 friend or my secretary to handle that meeting because my grandma is my 54 family.*

**P15***:*

1. *If one day my mom ask me to accompany my grandmother to the hospital that-*
2. *the same time I have a meeting or whatever. In respond I will say yes,* ***I will***
3. ***accompany my grandmother to the hospital, because family is more that***
4. ***anything. Family is everything.***

Based on the responses above, both participants stated their opinion directly. They used positive politeness strategy in expressing their statement. They directly stated that they will accompany their grandma.

1. **Bald On Record**

In contrast, the following fragment shows the participants also used bald on record strategy in responding the case. We can see it by the way they state it. They directly convey their statement. They look like commanding their friends. This strategy is the least polite way among politeness strategy.

**P2:**

1. ***I will cancel the meeting and I will accompany my grandma to the hospital.***

**P11***:*

1. ***I have to accompany my grandma to the hospital, so I cancel the meeting. I am***
2. ***sorry.***

Based on the responses above, both participants stated their opinion in very direct way. They used bald on record strategy in expressing their statement. They clearly and directly cancel the meeting and accompany their grandma.

## Discussion

This research emphasized on student’s politeness strategies when responding based on the scenario. The researcher came up with two research questions. The first research question is “what kind of politeness strategies are used by male and female students?” And the second research question is “what are the similarities and differences of politeness strategies across gender in English Language Education Department students?” both of them were answered using interview.

After doing interview to the participants and analyzing the data, the researcher gets the following information that devided in to:

**The kinds of politeness strategies are used by male and female students.**

1. Positive politeness

From the interview, positive politeness strategy is one of the strategies that use by the participants. As a fragment, both woman and man dominantly use positive politeness in responding some cases. For example, according to P 13, on the first cases, he answered “*This paper is mine. I can show you the proof, you can ask me everything about the paper and I can explain it in details*”. The sentence “*This paper is mine...*” shows us that he directly state his statement. On the other hand, P 6 responds the same cases by saying “*...that ideas are actually me. In order to her believe it, I will tell her how will I can get the ideas, because usually the ideas that comes from within us, it will be easy for us to understand the problem and to explain to the others, because we already know the point of the ideas and also we have must enough materials, right? Based on our ideas, of course, before we applying the- the ideas, we went eee we need to check check it out, we need to browse and read it, we need to find a lot of materials, but if she or he not believe at all, then I will just say eee if there is any recommandation from you for me. Can I get it one? Thanks.*”. From the sentence “*...that ideas are actually me...*” we also can see that she uses positive politeness strategy by state directly what she wants to say to her lecturer. Furthermore, the result also shows us that this strategy usually use when people defend their opinion. On the other hand, this strategy usually use when they respond someone that give them a comment or suggestion.

1. Negative politeness

The fragment also shows us that the participants usually use negative politeness strategy in giving their comments or statement. According to P 4 in the tenth cases, when she broke her friend’s book, she responds “*I’m so sorry I don’t mean to hurt that I will buy eee the other book to pay*”. Here, she responds the case with the negative sentence “*I’m so sorry...*”. From the statement, she does not directly say what the thing that she has done. On the other hand, she begins with the regret. Then, in very polite way, she said the thing that she has done that she has broken the book.

On the other cases, P 11, when he comes late to meet his supervisor, he said to his lecturer “*I am sorry that’s my mistake. I am late, but I promise you next time I’ll not come late*”. Here, he also uses a regret statement before saying the thing that he has done. Furthermore, this strategy dominantly use in regret moment. This strategy dominantly use by someone that makes a mistakes to the other.

1. Off-Record

From the interview, off-record is another strategy that people usually use in facing some cases. Here, male are more dominant than female in using the strategy. According to P 5 on the second cases, he state that “*Thank you my friend. Eee maybe I will eee add some more ideas or some more paragraph about the topic. Maybe eee why I put eee so short paragraph? Eee because eee I’m in lazy time, right now. And it could be eee I will plus some more*”. From the statement, we can see that he does not directly state what they want to say. He also stated his respond in very very polite ways. While on the other hand, in the same case, P 12 said that “*I personally happy if there is eee my friends or someone eee that comment about my thesis or my proposal because I need their opinion I need their argument eee if that’s good for my thesis or my paper that I can take it for eee for the reference*”. Here, she also explains the reason why she feels or being like that, without saying that she is very glad. As a result, people usually use this strategy when delivering a happiness.

1. Bald on Record

According to the fragment of the interview, bald on record strategy was the most rarely used by the participants. There are only some of them that used it in some cases. For example, based on P 11’s respond of the ninth cases, he said that “*Of course you can use my laptop in your persentation even the battery is low. I can borrow with another friend ee no problem you can use that*”. From his statement, it shows that P 11 states his respond without any explanation. He directly offers his friend to use his laptop, even it is least polite. Moreover, another participant that also uses this strategy is a woman (P 4). On the other cases, when her friend does not help her in preparing a project papaer, she responds that “*Maybe I want to say anything because it’s already happened right. He/she never help me to prepare the material but he has presented it, but it’s okay I think, but I will ask him/her to do something else after the presentation*”. On the last sentences of her statement “*I will ask him/her to do something else after the presentation”*, it shows that she command her friend to do something directly.

To sum up, the fragment showed us that this bald on strategy is rarely used by the participant. The result also showed us that this strategy is usually used in a moment when someone disapointed to their friends.

**The similarities and differences of politeness strategies across gender in English Language Education Department students**

From the fragment of the interview, as like explained above, there are four politeness strategies that both male and female usually used in delivering their ideas or statement. In some cases both of them have similarities in using the strategies. Nevertheless, they also have some differences when expressing their ideas.

The first similarity is both male and female used the same politeness strategy when they make some mistakes. As an example, in the seventh case, when they make a promise with their supervisor and they come late, both maleand female used negative politeness in conveying their statement. It is related to the a male student (P5), in responding the case, he stated that *“I’m so sorry sir. I would come late and traffic jam is so crowded. Eee I live far from the campus eee and I’m so sorry eee to make you wait for me. But, eee I promise eee I will on time in the next meeting”*. Similar with his statement, a female also used negative politeness in expressing their opinion. Here, P2 stated that *“I’m sorry sir, I’m late. I know this is my fault. I wouldn’t do the same insha Allah”*. As we can see, those two statement used the same sentences in starting the statement. Both of them said *“I’m sorry sir”* before explaining what they have done.

 Another similarity is male and female used positive politeness strategy in defending their opinions. For example, as like in the fourth case, they will take an interesting course that their friend already know, but the other friend said that the course is bored and so forth. Here, both male and female used positive politeness in maintaining their argument. It can show from P3’s statement, he said that *“oh, really? But let me take the course to make sure whether it is interesting or not. Thanks*”. It in direclty means that “it is up to me, the course is interesting and I will choose it”. On the other word, P10 also used positive politeness, she stated that “*I think it’s a challange for me to take this course. Eee so I will see in my own experinece, that’s all*”. From the statement, we know that she means the course is interesting for her.

Nevertheless, beside the similarities, there are also some differences among them. One of the differences is male dominantly use positive politeness than female in overall. It is due to, male confidently in telling their statement in direct way, while female are not. Male usually use positive politeness in expressing their ideas. According to P13, he stated “*This paper is mine. I can show you the proof, you can ask me everything about the paper and I can explain it in* details”. On the other word, P3 stated that “*Okay first, I will tell her- or him what I have done and I don’t want eee he or her eee judge me like that, I will prove it that I right, that I’m not another promise*”. We can see that they more directly in saying their ideas than female. Different from male, Female usually say sorry before they state their opinion. For example, according to P2, she stated that “*...I’m sorry sir for mine. Honestly, that’s kind of paper are actually are come from my own taught. I made it alone and trust me*”. In the same case, P16 also stated that “*I’m so sorry sir, I can prove that those ideas are mine. I mean I’m so sorry, but can you show what part that you say those ideas are not mine? So, I can explain it to you...*”. Both of them use negative politeness and start their statement with apologize first. Therefore, the result shows us that female more polite than male.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## Conclusion

The researcher came out the conclusion that both male and female students of English Department applied all types of politeness strategies. The most frequently used strategies were positive politeness strategies. Then, the second politeness strategies were negative politeness strategies. Then, there was off record strategies. Finally, Bald on Record is the least used politeness strategy.

Furthermore, the politeness strategy was used when the students want to convey their opinion to their friends or lecturers. The Data shows that strategy is usually used by the students who want to defend their opinion or statement directly. Besides, the second strategy that frequently used, negative politeness strategy, was used when the students want to convey their opinion or statement by using regret words. Here, they convey the statement indirectly to keep their politeness. Hence, this strategy was usually used when the students did something wrong. Moreover, off record and bald on record strategy were only used in some cases. The off record strategy was used when the students wants to thanks in most indirect and polite way. On the other hand, bald on strategy was used when the students convey their statement in the most direct way, but least polite.

Moreover, there are some similarities and differences between female and male when they using the politeness strategy. Both of them were used positive

politeness to defend their opinion and used negative politeness to regret their mistake. Besides, the male students were dominantly used positive politeness rather that female. The female students usually begin the statement with regreting.

## Suggestion

This study purposes some suggestion for students and other researchers who are interested in conducting relevant issue. In term of students, it is expect that using an appropriate strategy of politeness when conveying their idea or statement to both their friends or lecturers. As we can see from the results, off record strategy was rarely used by the students. Whereas, this strategy is the most polite strategy in conveying the idea. On the other hand, the students is expected to do not use bald on record in giving the statement even to their friends.

For the researcher, it is expected to study more about this phenomenondue to there are very limited study about this. Furthermore, this research takes a very large sample in this study. Hence, it is better to take a limited sample in the future. It is due to make the study be more specific.

#

# REFERENCES

Baron, D. (1986). *Grammar and Gender.* New York: Yale University Press.

Bourque, Linda B. (2004) "Coding." In The Sage Encyclopedia of Social Science Research Methods, Edited by Michael S. Lewis-Beck, Alan Bryman, and Timothy Futing Liao, v. 1, 132-136. Thousand Oaks, Calif.: Sage.

Brown, P., & Levinson, S. C. (1987). *Some Universals In Language Usage.* Cambridge: Cambridge University Press.

Coates, J. (1989). Gossip revisited: language in all-female groups in Coates, J & Cameron D. (eds.) *Women in their speech communities*. Essex: Longman.

Fraser, B. (1990). Perspectives on politeness. *Journal of Pragmatics* 14, 219- 236. Amsterdam: North-Holland.

Fraser, B. (2005). Whither politeness in Lakoff, R & Ide, S. (eds.) *Broadening the Horizon of Linguistic Politeness*. Philadelphia: John Benjamins Publishing Company.

Holland, R. E. (2013). *What is Qualitative Interviewing?* London: Bloomsbury Academic.

Jack R. Fraenkel, N. E. (1993). *How to Design and Evaluate Research in Education.* New York: McGraw-Hill.

Kuntsi, P. (2012). *Politeness and impoliteness used by lawyers in the dover trial*. Joensuu: University of Eastern Finland Press.

Lakoff, R. (1975). *Language and woman’s place*. New York: Harper and Row.

Leech, G. (1983). *The Principles of Pragmatics*. London: Longman.

Lips, H. M. (2017). *Sex and gender: an introduction, sixth edition*. United State: Waveland Press.

Lohr, S. L. (2004). *Sampling : Design and Analysis.* Boston: Cengage Learning Inc.

Moleong, L. J. (2000). *Metodologi Penelitian Kualitatif.* Bandung: Remaja Rosda Karya.

Monsefi, M., & Hadidi,Y. (2015). Male and Female EFL Teachers’ Politeness Strategies in Oral Discourse and Their Effect on the Learning Process and Teacher-Student Interaction. *International Journal on Studies in English Language and Literature (IJSELL), 3*, 1-13.

Noor, T. I. (2012). Politeness: Adolescents in Disagreements. *International Journal of Social Science and Humanity*, 127-132.

Pramadini, S. (2016). An Analysis of Teacher’s Politeness Strategies and Their Effects on The Learning Process in Speaking Class. Aceh: UIN Ar-Raniry.

Samira Salehipour Bavarsad, A. E.-R. (2015). The Study of Disagreement Strategies to Suggestions Used by Iranian Male and Female Learners. *International Letters of Social and Humanistic Sciences*, 30-42.

Sasongko, S. S. (2009). *Konsep dan teori gender*. Jakarta: BKKBN.

Sulistyo, B. (2006). *Metode Penelitian.* Jakarta: Wedatama Widya Sastra dan Fakultas Ilmu Pengetahuan Budaya Universitas Indonesia.

Tannen, D. (1986). *That's Not What I Meant!* New York: Harper Collins.

Tashakkori, C. T. (2009). *Foundations of Mixed Methods Research.* California: SAGE Publication, Inc.

Tim Revisi (2016). Panduan Akademik Universitas Islam Negeri Ar-Raniry Banda Aceh. Banda Aceh : UIN Ar-Raniry

Xiujun, L. (2001). *A study on linguistic politeness phenomena in english*. South Korea: Changwon National University Press.

West, C., & Zimmerman, D. H. (1987) *Gender and Society*, *1, 125-151*. Los Angeles: Sage Publications.

Yule, G. (1996). *Pragmatic.* Oxford: Oxford University Press.

**Questions of Interview**

1. Your supervisor questions the originality of the term paper you submit. She/he says to you, “i am sorry, but i don’t think these ideas are yours.” However, they are yours. In response you will say ...
2. Your friend makes the following comment on your paper, “i think you should supply more data to support your arguments. You know, your conclusion is a little bit weak.” However, you think that there has been enough evidence and the problem is how to give a better explanation of the data. In response, you will say ...
3. Woman is not appropriate to be a leader. They should study. In this case you can’t accept it. In response, you will say ...
4. At your friend’s event, you mention that you are thinking of taking a certain course next semester. Several one says, “ah, i have heard of that course. It’s difficult and boring.” However, you have learned from a friend that the course is very interesting, and you believe in your friend. In response, you will say ...
5. One day, your friend forgot to bring his laptop and he/she has to do the presentation. Then, he wants to borrow your laptop, but the laptop is going to off and the battery only enough for your presentation. In response, you will say ...
6. You caught carry prohibited items and it isn’t yours. But the lecture insists that items are yours. In response, you will say ...
7. You have promised to meet your supervisor at 08:00, but you arrived at 08:15. In response, you will say ...
8. One day, your lecture calls you and tells that you will get “D” if you don’t go to his/her class. On the other hand, you can’t follow her/his class due to the short course about 2 months. In response, you will say ...
9. In presentation, you have already made the paper by yourself, while your friend who doesn’t help you has presented the material as well as he/she do it also. In response, you will say ...
10. You borrowed your friend’s book. You broke his/her book accidentally. In response, you will say ...
11. One day, your mom asked you to accompany your grandma to hospital, but in that time you have meeting and you are also project manager of this event. In response, you will say ...

Adapted from Liang Guodong & Han Jing

#

**Curriculum Vitae**

1. Full Name : Halimatun Husna
2. Place Date of Birth : Meulaboh, 24 September 1995
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital status : Single
7. Occupation : Student
8. Address : Jalan Kampus Unmuha, lr. Abdi Utama.

 No 100. Batoh, Lueng Bata, Banda Aceh

1. Phone Number : 0852 9626 1122
2. Student’s Reg. Number : 231324299
3. The parents
4. Father’s Name : Drs. Muslem El Abdy
* Occupation : PNS (Inspektorat Banda Aceh)
1. Mother’s Name : Dra. Zaharahayati
* Occupation : Teacher (SMA 11 Banda Aceh)
1. Address : Jalan Kampus Unmuha, lr. Abdi Utama.

 No 100. Batoh, Lueng Bata, Banda Aceh

1. Educational Background
2. Elementary school : MIN Mesjid Raya, Graduated 2007
3. Junior High School : MTsN Banda Aceh II, Graduated 2010
4. Senior High School : MAN Model Banda Aceh, Graduated 2013
5. University : UIN Ar-Raniry, Graduated 2017

Banda Aceh, July 24th, 2017

 (Halimatun Husna)