POLITENESS STRATEGY USED BY THE SPEAKERS IN DISCUSSION DISTANCE LEARNING

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

POLITENESS STRATEGY USED BY THE SPEAKERS IN DISCUSSION DISTANCE LEARNING

By
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Pragmatic is the study of the relation between language and context that are basic to an account of language understanding. the study about the relationship between context and meaning is the main purpose of Pragmatics. Politeness is one of pragmatics studies. Politeness is a ''polite social behavior ''within a certain culture. It is the form people save other people's face and feeling in communication.

The research methodology of this research was descriptive qualitative. In this research, the data were obtained from Webinar Video Parent-Family Distance Learning Webinar 8-31.. In collecting the data, the researcher used documentation. The source of analyzing the data in this study through documentation was taken from Webinar Video Parent-Family Distance Learning Webinar 8-31. To made the classification of data analysis, the Researcher developed a coding system to each datum. in this study the researcher is the main instrument. The Researcher used the type of triangulation data to check the validation of the data.

From The result, it can be concluded that there are the occurrences of positive politeness strategies and negative politeness strategies with the way those strategies are realized by the speakers in Webinar Video Parent-Family Distance Learning Webinar 8-31. There are 79 occurrences of politeness. Rather than negative politeness strategies, positive politeness strategy has the most occurrences. It shows that the speakers prefer employing positive politeness strategy to other strategies in their utterances. As it is seen, positive politeness is applied in as many as 55 times by the speaker. It is followed by negative politeness strategy which is applied in as many as 24 times.

Keywords: Pragmatic, Positive politeness, Negative politeness.

DECLARATION

I hereby certify that this thesis entitled: Politeness Strategy Used By The Speakers In Discussion Distance Learning is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.
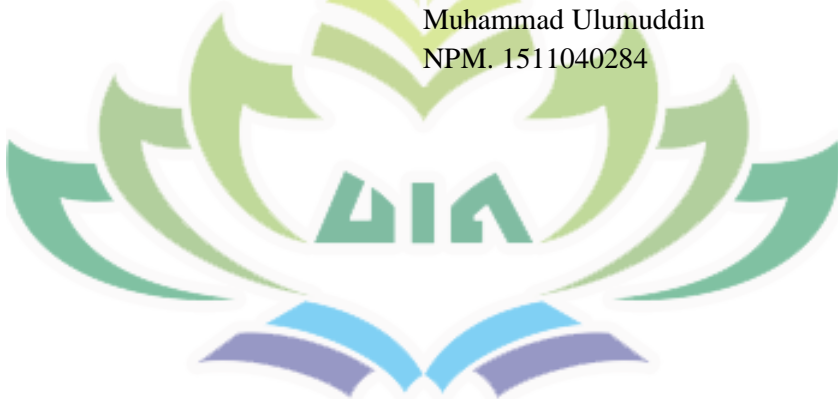
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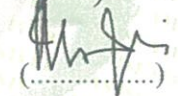The Chairperson   : Dr. M. Muhassin, M. Hum   (..............)

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MOTTO

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رَبُّ وَهُوَ ۖ تَوَكَّلْتُ عَلَيْهِ ۖ هُوَ إِلَّا إِلَٰهَ لَآ ٱللَّهُ حَسْبِيَ ۖ فَقُلْ تَوَلَّوْاْ فَإِن

ٱلْعَظِيمِ ٱلْعَرْشِ ﴿١٢٩﴾

</div>

But if they turn away, say (O Muhammad ﷺ): "Allah is sufficient
for me. *La ilaha illa Huwa* (none has the right to be worshipped but
He), in Him I put my trust and He is the Lord of the Mighty Throne."[1]
(QS. At-Taubah: 129)

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[1]Hafiz Abdul Waheed. *Interpretation of the Meaning of Noble Qur'an*.
Texas: Dar-Us-Salam Publication. 1995. Available on
http://noblequran.com/translation/index.html (accessed on Monday, 16th September
2019: 22.16 PM)

DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr Aliudin and Mrs. Sainah who always love me and keep on praying for my life. Thanks for all the motivation. I do love you.
2. My beloved lecturers of UIN Raden Intan Lampung who made me grow up and have contributed much for my self-development.
3. My beloved friend in UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Muhammad Ulumuddin whose nickname is Ulum. He was born on December, 11st 1996 in Bandar Lampung, Lampung. He is the First child of Mr. Wasimin and Mrs. Arwati.

The researcher started his formal education at SDN 02 Way Waydadi and graduated in 2009. He continued her study to Mts Al – Hikmah Bandar Lampung and graduated in 2012. After finishing her study at Junior High School, then the researcher continued to MAS Al – Ihya Pandeglang and finished in 2015.. After that, he continued his study at State Islamic University (UIN) of Raden Intan Lampung in 2015.

ACKNOWLEGDMENT

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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a system of sound sign that agreed and used by certain member of society to cooperate, communicate and to identify among them.[1] The main purpose of language is for communication because language has very important part in social's life. Through language, human could deliver their information, opinion and idea to others. When people decided to speak, they already thought about the ways and choice of words, which were used during communication. The study about language is called linguistics.

The study of human language including the units, nature, structure, and modification of language is called Linguistic. According to Richard and Schmidt as cited in Khafidhoh linguistics is the study of language as a system of human communication.[2] In communication, people or the speaker must notice the attitude to avoid misunderstanding the hearer. In this case to keep a relationship between the speaker and the hearer people must understand politeness strategies.

Politeness is one of pragmatics studies. Pragmatic is the study of the relation between language and context that are basic to an account of language understanding.[3]It is the study of how language is used to communicate and it is concerned with the study of meaning as communicated by a speak error writer and interpreted by a listener or reader. Based on the definition above, the study about the relationship between context and meaning is

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[1] Harimurti Kridalaksana, Bahasa dan Linguistik in UntungYuwono, et.al, *Pesona Bahasa: Langkah Awal Memahami Linguistik*, (Jakarta: Gramedia Pustaka Utama, 2015), 3.

[2] Khafidhoh, "A Descriptive Review on Applied Linguistics and Educational Linguistics," *Ahmad Dahlan Journal of English Studies*, Vol 2, no 2, (2015), 2. DOI: http://dx.doi.org/10.26555/adjes.v2i2.2978

[3] Edi Subroto, *Pengantar Studi Semantik danPragmatik*, (Surakarta: Cakrawala Media, 2011), 9.

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the main purpose of Pragmatics. Through this corpus data as an of investigation related with pragmatics such as deixis, Speech Act Theory and politeness are covered. But in this research, the researcher applied only politeness in the pragmatics view.

Politeness is a "polite social behavior "within a certain culture.[4]It is the form people save other people's face and feeling in communication. In this world, every society has rule to make their communication become politeness. in communication, Politeness is very important because it can make social relationship become comfortable and longer based on their socio-cultural background. People can express politeness in a number of ways when they interact with each other; the addressee's age, status, position, relationship, social constraints, gender, and so on.[5]Being Polite is very important. People often think that politeness is simply a matter of saying sorry, please, excuse, and thank you. Politeness does have its own role. Being linguistically polite means interacting to others appropriately in the right place and the right time.

Nowadays, communication can be through from any sources, not only in direct conversation or utterance but also from the internet. In communicating on the internet, we can also express our opinions. Many ways that can be used to express opinions and comments on a matter, such as in discussions, debates, and social media. Moreover in distance learning era, webinar is usually used by the speaker to discuss and communicate some topic. Furthermore, Webinar is a kind of entertainment that reveals a real life situation. It is the reason why a Webinar including its script is suitable to be analyzed in terms of its types and the Inference of politeness strategies. Webinar has special features that make them an interesting object of a research since it is a private venue for pragmatic learning. However, there are still limited numbers of

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[4] George Yule, *Pragmatics* (Revised Ed.),(Oxford: Oxford University Press, 1998), 60.

[5]Fitriah, F., & Hidayat, D. N,"Politeness: Cultural Dimensions of Linguistic Choice," IJEE (Indonesian Journal of English Education), no 1, (2018): 26-34, http://dx.doi.org/10.15408/ijee.v5i1

research that discuss it. Being interested in the concept of pragmatics in a webinar talk, the researcher chooses Parent-Family Distance Learning Webinar 8-31 as the object the research. This webinar discussed on how parents and teachers do in distance learning era. And the researcher focused on politeness strategies used by the speakers in the webinar video.

In this research, the researcher is interested in conducting the research to look for the use of politeness strategies. There are several researchers who have conducted the research about politeness strategies. Dealing with this research, the observer takes some relevant researches which have been investigated.

The first study was a research journal by Nurmawati Entitled a "*An Analysis of Positive Politeness Strategies to Promote Effective Interaction in The Classroom*" in*ELS Journal on Interdisciplinary Studies in Humanities*. She investigated an EFL classroom at the course in the terms of interaction between teacher and students. The recording were transcribed and analyzed by making use of related positive politeness strategies and effective interaction. Also, interview was done to get deeper data. The findings showed that positive politeness strategies existed in this class and it has created effective interaction between teacher and students and among the students.[6]

The second study was a research Journal by Febiyani Entitled a "*Politeness Strategies Used by the Member of Student Youth Community (SYC) Widya Gama Mahakam University*". The result of her research showed that there are four strategies used by the Members of SYC. They are bald on record, positive politeness strategy, negative politeness strategy, and off record strategy. From 277 utterances, 116 utterances of them recognized as bald on record (42%), 110 utterances as positive politeness (40%), 18 utterances as negative politeness (6%), and 33 utterances as off record (12%). She concluded that bald on record as the dominated

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[6]Nurmawati, N., Atmowardoyo, H., & Weda, S.,*"*An Analysis of Positive Politeness Strategies to Promote Effective Interaction in The Classroom,"*ELS Journal on Interdisciplinary Studies in Humanities*, 2(2), (2019): 171-181. https://doi.org/10.34050/els-jish.v2i2.6340.

strategy that used by the members of SYC. It means that, during the discussion and interaction, the members of SYC tend to use direct strategy.[7]

The third study was a research thesis by Regita Entitled a "*An Analysis Of Politeness Strategies On Comments Indonesians' Politicians Twitter Account*". She took 15 comments from each twitter account, so there are 75 comments in total. And the results were 15 Bald on Record, 12 Positive Politeness, 10 Negative Politeness, and 38 Off Record found from netizens' comments. From the analysis researcher found out that netizens used Off Record more than other strategies, it means that the inference of Politeness Strategy used is Off Record. And the Off Record strategy that is often used on comments are Strategy 4 (Overstate), Strategy 7 (Use contradiction), and Strategy 8 (Be ironic).[8]

In this study, the researcher looked for the two types of politeness strategies that are Positive Politeness and Negative Politeness on Parent-Family Distance Learning Webinar 8-31 webinar . the researcher also looked for the inference of positive politeness strategies and negative politeness strategies. Actually, there is resemblance between the previous researched with this research. Nevertheless, to make this research to be different with the previous research, the researcher sought types of politeness strategies which argued proposed by Brown and Levinson's theory and the researcher also looked for the object base on the pandemic era that is webinar video "Parent-Family Distance Learning Webinar 8-31". The researcher is really motivated to conduct a research entitled "**Politeness Strategy Used By The Speakers In Discussion Distance Learning**".

[7]Febiyani, F., Fitriana, R., & Arbain arbain.,"Politeness Strategies Used by the Member of Student Youth Community (SYC) Widya Gama Mahakam University",*Borneo Educational Journal (Borju)*, 1(1), (2019): 1-13. https://doi.org/10.24903/bej.v1i1.254

[8]Regita Widya Murti, Thesis,"An Analysis Of Politeness Strategies On Comments Indonesians' Politicians Twitter Account" (Disertasi,State Institute for Islamic Studies of Salatiga, 2020)

B. Formulation of the Research

Based on the background of the research above, the formulation of the Research that is revealed in this study can be stated, as follows:

1. What kinds of the positive politeness strategies and Negative politeness strategies were used by the speakers in Parent-Family Distance Learning Webinar 8-31?

2. What is the inference of politeness strategies was used by the speakers in Parent-Family Distance Learning Webinar 8-31?

C. Limitation of the Research

In this research, the researcher focuses to analyze about the types and the inference of positive politeness strategies and negative politeness strategies on Monroe School District's video YouTube channel. The researcher took one video with the title "Parent-Family Distance Learning Webinar 8-31"In analyzing the video, the researcher looked for the politeness strategies in pragmatics view. The data were collected only from Parent-Family Distance Learning Webinar 8-31.

D. Objective of the Research

The objectives of the research which are arranged by the researcher of this study, as follows:

1. To find out the types of Positive politeness strategies were used by the speakers in Parent-Family Distance Learning Webinar 8-31.

2. To find out the types of Negative politeness strategies were used by the speakers in Parent-Family Distance Learning Webinar 8-31.

3. To find out the inference type of politeness strategies were used by the speakers in Parent-Family Distance Learning Webinar 8-31

E. Benefit of the Research

The researcher expects that this graduating paper would give some benefits, both theoretically and practically.

1. Theoretical Benefit

   The theoretical benefits of this research are :

   a. This research increases the pragmatics pattern of the students and it helps in learning pragmatics, especially politeness strategies proposed by Brown and Levinson.

   b. This research can enrich the previous research on politeness strategy.

2. Practical Benefit

   The practical benefits of this research are :

   a. For English Learners, this research can encourage them to be more aware of using politeness comments in language. This helps them to be capable of using appropriate English politeness utterances in social situations.

   b. For English Teachers, this research can encourage them to assess and evaluate not only the grammatical skill, but also the students' skill in using politeness language in social situations.

   c. For the next researcher, this research can give them enough information about politeness language and it can be a reference for their studies.

F. Scope of the Research

The scopes of this study are to know the types and the the inference of politeness strategies proposed by Brown and Levinson's theory in Parent-Family Distance Learning Webinar 8-31.

CHAPTER II
LITTERATURE REVIEW

A. Pragmatics

Pragmatics is the branch of linguistics that examines language from the speaker's perspective and depends on context of utterance. Pragmatics is study of contextual meaning. It is related to human's interaction. In interaction with others, people have to respect each other in order to make good interaction. To respect others, people have to consider politeness. Therefore, politeness becomes one of the units to be studied in pragmatics. Pragmatics also strongly related with context or situation when something is being said, thus it is very important for the speakers to focus on the context.[9] Here are many definitions of pragmatic from linguists view:

Levinson defines that pragmatics is the study of language use, that is the study of relation between language and context which is basic to an account of language understanding which involves the making of inferences which connected what is said to what is mutually assumed or what has been said before.[10] Pragmatics can also solve the problem between the speaker and the hearer, especially the problem about point of view.

According to Yule states that pragmatics is the study of contextual meaning, it has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves.[11] Pragmatics is the study of speaker meaning. This type of the study necessarily involves the interpretation of what people mean in a particular context an how the context influences what is said. It

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[9]Agus Hidayat, "Specch Acts: Force Behind Words,English Education," *English Education: Jurnal Tadris Bahasa Inggris*,Vol 9 (1), (2016): 2.
https://doi.org/10.24042/ee-jtbi.v9i1.415

[10]Stephen C. Levinson, Pragmatics. (Cambridge: Cambridge University Press, 1983), 5.

[11] George Yule, *Pragmatics*. (Oxford: Oxford University Press, 1996), 3.

requires a consideration of how speakers organize what they want to say.

Next, cited from Asna; Crummings in Cruse says that pragmatics deals with information aspects that are conveyed through language which is not decoded conventionally that socially agreed in the linguistics form that is used, but it also appears naturally from and depends on the meaning.[12] In addition, Horn and Ward defines pragmatic as the study of those context-dependent aspects of meaning which are systematically abstracted away from the construction of content or logical form.[13]

Furthermore, Bublitz in Schauer defines pragmatics as the study of communication principles to which people adhere when they interact rationally and efficiently in social context speakers/writers follow these principles to imply additional meaning to a sentence, and hearer/readers follow these principles to infer the possible meaning of an utterance out of all available options in given context.[14]

Pragmatics is the study of contextual meaning. This approach also necessarily explores how listeners can make inferences about what is said in order to arrive at an interpretation how the speaker intended meaning . This type of study explores how a great deal of what is unsaid is recognized as part of what communicated. We might say invisible meaning. Pragmatics is the study of how more yet communicated than is said.

B. Pragmatics For TEFL

There has been a growing interest within language teaching in the area of pragmatics for many years, and this has been reflected

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[12] Silvia Febriana, Asna, Thesis, "Face Threatening Acts And Politeness Strategy Performed By Male and Female Instagram Users," (Disertasi, State Islamic Institute of Tulungagung, 2017)

[13] Horn, Laurence R.; Ward, Gregory, *The Handbook of Pragmatic,: Blackwell Handbooks in Linguistics*, (Blackwell Publishing, 2006), 6.

[14] Schauer, G. A. *Interlanguage Pragmatic Development, The Study Abroad Context*. (New York: Continuum International Publishing Group, 2009), 6.

in the increasing body of academic research, publications and special interest groups devoted to the area. This interest seems to have grown largely from a belief that the mastering of vocabulary and grammar is not enough to enable learners to become competent, naturalistic users of English. Many of the 'natural' or 'native' utterances and discourse patterns produced by both native and non-native speakers of English can be seemingly grammatically incorrect or 'wrong' according to many prescriptive grammatical rules. language proficiency should be correlated with not only grammatical knowledge, the mastering of syntax, morphology, phonology and semantics, but also with the pragmatic aspects of the target language, the lack of which may result in communication breakdown.[15]Therefore, what enables some learners to be able to produce pragmatically correct language in the correct context or situation seems to be of great importance to language teaching professionals.

The challenge for foreign or second language teaching is whether we can arrange learning opportunities in such a way that they benefit the development of pragmatic competence in foreign or second language.[16]This seems to deal with what many teachers find a very challenging and complex area; how do we help our students understand what the effects of inappropriate language use would be, how do we equip our students to know when and how to be polite, to be casual, to be direct or authoritative. How do we explicitly teach language learners a host of language strategies, nuances and subtleties that native speakers seem to take for granted, use effectively without thought, and can constantly adapt and change to suit a wide variety of situations and contexts. pragmatics is "the study of how people create and

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[15]Ayoub Loutfi, "The Importance of Pragmatic Competence in the EFL Curriculum: Application and Implications," *Arab World English Journal,*183-195*, (2016)*, 191.https://osf.io/u5rc9/download

[16]Kasper, G, Can pragmatic competence be taught? (Honolulu: University of Hawai'i, (1997)Second Language Teaching & Curriculum Center), 22.

interpret meaning in real situations."[17] In this context, 'meaning' is understood as being related to language as a means of achieving a range of purposes, and expressing a variety of messages, feelings and emotions, which the user conveys using more than just strings of words. Language users utilize not only language, but also a large arsenal of signals, sounds, expressions and gestures in order to help convey real meaning in real interpersonal, communicative situations.

C. Politeness Theory

One of language phenomenon for communication is politeness. It is one of linguistics study that concern in social interaction in communication to avoid misunderstanding. In communication, politeness is an important aspect in the life of creating better communication between speakers and opponents said. The politeness take up the case about how is the relationship between something said and the hearer's judgment and respond the speaker said Grundy.[18] This idea is not different from Yule , if politeness has a function to give respect with show the awareness for another person's face when respond with people who has distance each other.[19] Politeness is influenced by power, social distance, and ranking of imposition said Brown & Levinson as cited from Ika Nurfaida.[20]

According to Yule, It is possible to treat politeness as a fixed concept, as in idea of polite social behavior or etiquette, within culture.[21] Based on that statement we can see that politeness is a concept of interaction and social senses that includes 'emotion' that is used to show self-image of a person.

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[17] http://eslarticle.com/pub/teaching-english-as-a-foreign-language-tefl/76790-what-is-pragmatics-in-an-efl-context-why-is-it-important-how-teachab.html

[18] Grundy Peter, *Doing Pragmatics*, (New York: Oxford University Press, 2000), 77.

[19] George Yule, *Pragmatics*. (Oxford: Oxford University Press, 1996), 3.

[20] Nurfarida, Ika.."Analysis Of Politeness Communication In Instagram: Study Of Language Use In Social Media. Journal Proceedings Of International Conference On Language, Literary And Cultural Studies" (ICON LATERALS, 2016)

[21] Yule, *Pragmatics*, 60.

Holmes also states that politeness is general speaking that involves taking account of feelings of other; a polite person makes others feel comfortable.[22]Meanwhile, definition of politeness according to Brown and Levinson (is mentioned as follow : Given these assumptions of the universal of face and rationality, it is intuitively the case that certain kinds of acts that by their nature run contrary to the face wants of the addressee and/or of the speaker.[23] By 'act' we have in mind what is intended to be done by a verbal or non-verbal communication, just as one or more 'speech acts' can assigned to an utterance.

Based on the definition of the term 'politeness' given by some authors we can take a conclusion that politeness describe behavior, which is somewhat formal, and distancing, where the intention is not intruding or impose. Politeness, in an interaction, can be defined as the means employed to show awareness of another person's face. In this sense, politeness can be accomplished in situations of social distance or closeness. According to Holmes being polite means expressing respects toward the person that we are talking to and avoiding offending them, or expresses positive concern for others, as well as non-imposing distancing behavior.[24]

Brown and Levinson's politeness theory has three basic notions: face, face threatening act (FTA), and politeness strategies.[25] Their three basic nations represents a framework for linking the major dimensions of social interaction with the ways in which people talk with one other. The three basic notions will be discussed below.

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[22] Holmes Janet, *An introduction to sociolinguistics* (2nd ed.). (London: Longman, 2001), 268.

[23]Penelope Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*. (Cambridge: Cambridge University Press, 1978), 65.

[24] Holmes Janet, *An introduction to sociolinguistics* (2nd ed.), (London: Longman, 2001), 65.

[25] Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*, 68.

1. Face

As Central to interpersonal politeness, Brown & Levinson's politeness theory is rooted in the notion of face. They claim that face is the motivation behind politeness. In particular, their politeness is influenced by Goffman's study of 'face.' Brown and Levinson define face as "the public self-image that every member wants to claim for himself," and state that "face is something that is emotionally invested and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction.[26]" In a technical term, face means the public self- image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize.[27] They propose two kinds of face: positive and negative face. Positive face is defined as "the want of every member that his wants be desirable to at least some others" and Negative face is defined as "the want of every 'competent adult member' that his actions be unimpeded by others".[28] In the simple terms, positive face is the need to be connected and negative face is the need to be independent[29]

2. FTAs

Brown and Levinson's key concept regarding face is Face-Threatening Acts (FTAs), which means that "certain kinds of acts intrinsically threaten face, namely those acts that by their nature run contrary to the face wants of the addressee and/or the speaker".[30] More clearly FTA is "If a person says something that represents a threat to another individual's expectation regarding self- image".[31] According to Grundy, in most encounters, our face is put at risk. Asking someone for a sheet of paper, or telling

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[26] Penelope Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*. (Cambridge: Cambridge University Press, 1978), 61.

[27] George Yule, *Pragmatics*. (Oxford: Oxford University Press, 1996), 62.

[28] Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*,61.

[29] Yule, *Pragmatics,*62.

[30] Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*,65.

[31] Yule, *Pragmatics*, 62.

them they have to wait to see the doctor, or complaining about the quality of their work on one's car, or asking them the time, these all threaten the face of the person to whom they are directed.[32]

3. Politeness Strategies

According to Brown and Levinson's Politeness Strategies in any society, there are several rules and principles that regulate how people speak and behave. Brown and Levinson offer a descriptive analysis of strategies used by the participants to maintain their respective faces in social interaction. Brown and Levinson divided human politeness behavior in four strategies: bald on record, positive politeness, negative politeness, and off record.

The strategies are given below:

Figure 2.1 Politeness Strategy table
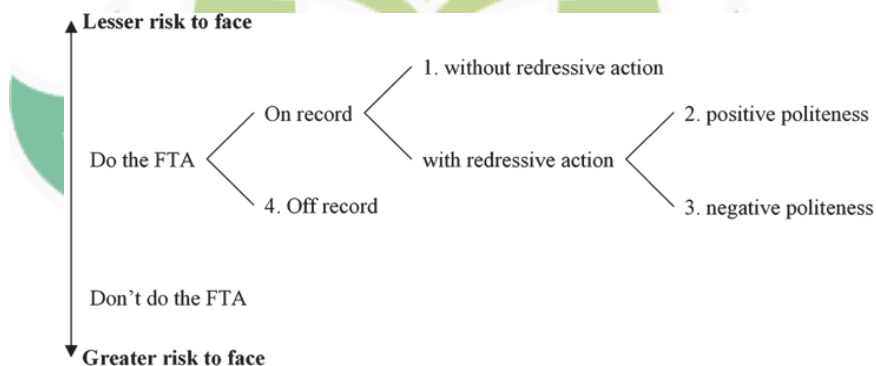
a. Bald on Record

Brown and Levinson state that bald-on record is used in different situations since speakers can have different motives in doing the face threatening acts.[33] This strategy is ranked as the most direct strategy. It refers to the expression of an act in the most direct way. It requires no

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[32] Grundy Peter, *Doing Pragmatics*, (New York: Oxford University Press, 2000), 156.
[33] Penelope Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*. (Cambridge: Cambridge University Press, 1978), 64.

effort from the speakers to reduce the impact of the FTAs. Bald-on-record is likely to shock people to be addressed, embarrass them, or make them feel a bit uncomfortable. "Come in" or "Do sit down" are the examples of bald on record. Moreover, the speaker can ask the hearer to do something, for example, "Pass me the ketchup!". The strategy can shock the hearer, therefore this type of strategy is commonly found in people who know each other very well and are very comfortable in their environment, such as close friends and family members.

The following are the sub strategies of bald-on record politeness strategy :

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

    Where maximum efficiency is very important, and this is mutually known to both S and H, no. face redress is necessary. In cases of great urgency or desperation, redress would actually decrease the communicated urgency. For example :

    a. Help! (compare the non-urgent 'Please help me, if you would be so kind')

    b. Watch out!

    c. Your pants are on fire!

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

    The standard uses of bald on record, are usages where other demands (at least metaphorically) override face concerns. But another use of bald on record is actually oriented to face. The classic example of such invitations is perhaps 'Come in', which is a bald-on-record imperative in many languages :

    a. Come in, don't hesitate, I'm not busy.

    b. Go.

c. Sit down.

b. Positive Politeness

Positive politeness confirms that the relationship of both speakers and hearers are friendly and expressing group reciprocity to minimize the distance among them. Brown and Levinson state that this strategy attempts to attend the hearers' interests, needs, wants, and goods.[34] Positive politeness addresses the positive face wants of the interact ants or desire of connection. In Brown and Levinson's view, positive politeness is assumed to be less polite than negative politeness. The important function of positive politeness is to share some degrees of familiarity with the hearer. It can be considered as the code or language of intimacy. This can be accomplished in various ways, for example, the use of joking and familiar terms of address. "Honey", "luv", and "sister" are the examples of the use familiar terms of address used in group identity.

The following are the sub strategies of positive politeness strategy :

1) Strategy 1: Notice, attend to a hearer (her or his interests, wants, needs, goods)

Example : What a beautiful vase this is! Where did it come from?

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

Example : What a fantastic garden you have!

3) Strategy 3: Intensify interest to a hearer; making good story, draw the hearer as a participant into the conversation.

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[34] Penelope Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*. (Cambridge: Cambridge University Press, 1978), 101.

Example : I never imagined that there were thousands beautiful girls in Jim's party last night!

4) Strategy 4: (Use in-group identity markers); address form, in- group language or dialect, jargon or slang, contraction and ellipsis.

Example : Bring me your dirty clothes to wash, Johnny.

5) Strategy 5: Seek agreement; repetition - agreement may also be stressed by repeating part or all of what the preceding speaker has said.

Example :

A: I had a flat tyre on the way home.
B: Oh God, a flat tyre!

6) Strategy 6: (Avoid disagreement); token agreement, pseudo- agreement, white lies, hedging opinions.

Example :

A: That's where you live, Florida?

B: That's where I was born.

7) Strategy 7: Presuppose/ raise/ assert common ground; gossip, small talk, point-of-view operations, presupposition manipulations.

Example : I had a really hard time learning to drive, didn't I.

8) Strategy 8: Joke.

Example : OK if I tackle those cookies now?

9) Strategy 9: Assert or presuppose speaker's knowledge of and concern for hearer's wants.

Example : I know you can't bear parties, but this one will really be good- do come! (request/offer)

10) Strategy 10: Offer, Promise.

Example : I'll drop by sometime next week

11) Strategy 11: Be optimistic.

Example : Look, I'm sure you won't mind if I remind you to do the dishes tonight.

12) Strategy 12: Include both a speaker and a hearer in the activity.

Example : Let's get on with dinner, eh?

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

Example : Why not lend me your cottage for the weekend?

14) Strategy 14: Assume or assert reciprocity.

Example : I'll give sugar for you if you give tea for me

15) Strategy 15: Give gifts   to a hearer (goods, sympathy, understanding, cooperation)

Example : I'm delighted to hear about your cat

c. Negative Politeness

On the other hand, Brown and Levinson define negative politeness as "the heart of respect behavior" and it is "more specific and focused." The function of this strategy is to minimize imposition on the hearers.[35] It aims at the realization of solidarity. Therefore, it automatically assumes that there might be some social distances or awkwardness in the situation. Using hedges or questions is one of the examples of negative politeness strategy. "I just

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[35] Penelope Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*. (Cambridge: Cambridge University Press, 1978), p. 131

want to ask you if I could use your pen?" is the example of minimizing imposition.

The following are the sub strategies of negative politeness strategy:

1) Strategy 1: Be conventionally indirect Example : Can you please pass the salt?

2) Strategy 2: Question, hedge. Do not assume a hearer is able or willing to comply to any acts imposed on him.

   Example : Won't you open the door? (which could be glossed as 'I hedgedly request that you open the door')

3) Strategy 3: Be pessimistic about ability or willingness of a hearer to comply to any acts imposed on him. Example : Could you jump over that five-foot fence?

4) Strategy 4: Minimize the imposition.

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

5) Strategy 5: Give deference.

   Example : Excuse me, sir, but would you mind if I close the window?

6) Strategy 6: Apologize; admit the impingment, indicate reluctance, give overwhelming reasons, beg forgiveness.

   Example : I'm sorry to bother you, do you know where the American Express office is?

7) Strategy 7: Impersonalize a speaker and a hearer; per-formatives, impersonal verbs, address terms as 'you' avoidance.

   Example : I ask you to do this for me.

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

(a) Passengers will please refrain from flushing toilets on the train.

(b) You will please refrain from flushing toilets on the train.

9) Strategy 9: Nominalize to distance the actor and add formality

(a) You performed well on the examinations and we were favorably impressed.

(b) Your performing well on the examinations impressed us favorably.

(c) Your good performance on the examinations impressed us favorably.

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

Example : It wouldn't be any trouble; I have to go right by there anyway.

d. Off Record

According to Brown and Levinson, off-record or indirect strategy is done to let speakers figure out the unclear communicative intention.[36] It indicates if the speakers want to avoid their responsibility of doing face threatening acts, they can employ the strategy and let the hearers interpret the intended message. Off-record simply means the statement when one's saying is not directly addressed to the other or 'hints'. "Uh, I forgot my pen", means that the speaker wants the intended hearer to lend a pen. The meaning of the statement is not directly stated by

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[36] Penelope Brown and Stephen C. Levinson, *Politeness, Some Universals in Language , Politeness phenomena*. (Cambridge: Cambridge University Press, 1978), 211.

the speaker and therefore the addressee needs to interpret the meaning.

The following are the sub strategies of off record politeness strategy :

1) Strategy 1: Give hints

Example : It's cold in here. (c.i. Shut the window)

2) Strategy 2: Give association clues

Example : My house isn't very far away

There's the path that leads to my house. (c.i. Please come visit me)

3) Strategy 3: Presuppose

Example : I washed the car again today.

4) Strategy 4: Understate

Example :

A: What do you think of Harry?

B: Nothing wrong with him. (c.i. I don't think he's very good)

5) Strategy 5: Overstate

Example : I tried to call a hundred times, but there was never any answer.

6) Strategy 6: Use tautologies

Example : Boys will be boys.

7) Strategy 7: Use contradictions

Example : Well, John is here and he isn't here.

8) Strategy 8: Be ironic

Example : John's a real genius. (after John has just done twenty stupid things in a row)

9) Strategy 9: Use metaphors

Example : Harry's a real fish. (c.i. He swims like a fish)

10) Strategy 10: Use rhetorical questions

Example : How many times I have to tell you ... ? (c.i. Too many)

11) Strategy 11: Be ambiguous

Example : John's a preety smooth cookie.

12) Strategy 12: Be vague

Example : Looks like someone may have had too much to drink.

13) Strategy 13: Over-generalize

Example : People who live in glass houses shouldn't throw stones.

14) Strategy 14: Displace hearer

Example : where one secretary in an office asks another — but with negative politeness — to pass the stapler, in circumstances where a professor is much nearer to the stapler than the other secretary. His face is not threatened, and he can choose to do it himself as a bonus 'free gift'.

15) Strategy 15: Be incomplete, use ellipsis

Example : Well, if one leaves one's tea on the wobbly table

D. About Parent-Family Distance Learning Webinar 8-31

MHS Parent-Family Distance Learning Webinar 8-31 is one of Webinar on Monroe School District's YouTube channel.[37] It was conducted by Monroe School District on

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[37]https://www.youtube.com/watch?v=kmCfwG0Xc9E

august 31, 2020. Monroe School District is fully committed to preparing every student for college, career, and life by providing powerful instructional strategies, equitable access for all learners, and holding every student to high expectations. It is purpose developing the strengths and passions of every student, honoring each student's unique needs, and providing rigorous learning experiences necessary for independent success.

Figure.2.2

Monroe School District is fully committed to preparing every student for college, career, and life by providing powerful instructional strategies, equitable access for all learners, and holding every student to high expectations. It is purpose developing the strengths and passions of every student, honoring each student's unique needs, and providing rigorous learning experiences necessary for independent success.

Their commitment shows in the wide range of programs offered throughout the district for our diverse population of students. It strive to provide just the right fit with choices of traditional K-12 classrooms, alternative programs, programs for students that excel, and for those with special learning

needs.[38]Students in their district are taught by dedicated and highly qualified teachers. They district surpasses the state average and the average of surrounding school districts for number of teachers holding advanced degrees.

Figure.2.3

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[38]https://www.monroe.wednet.edu/

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