

CHAPTER III

DATA PRESENTATION AND ANALYSIS

3.1. Data Presentation

In this study, the writer analyzes the similarities and differences between the politeness strategies used by male and those used by female students of Tourism Department, Unair, focusing on making requests. Each questionnaire consist of two parts, they are multiple choice and essay part. In multiple-choice part, there are six situations while in essay part there are two situations. In each situation in the multiple-choice part, the writer listed twelve choices of strategies of politeness strategies, which can be used to express request. The classification of the choice in the multiple choice part as follows: in multiple choice (a) is Bald On Record case 1, in multiple choice (b) is Positive Politeness strategy 3, in multiple choice (c) is Positive Politeness strategy 9, In multiple choice (d) is Positive Politeness strategy 11, in multiple choice (e) is Negative Politeness strategy 1, in multiple choice (f) is Negative Politeness strategy 2, in multiple choice (g) is Negative Politeness strategy 3, in multiple choice (h) is Negative Politeness strategy 4, in multiple choice (i) is Negative Politeness strategy 6, in multiple choice (j) is Negative Politeness strategy 10, in multiple choice (k) is Off-Record strategy 1, in multiple choice (l) is Off-Record strategy 2. The classification of the choice of strategies can be seen in the table below.

Table 3.1

The Classification of the Choice of Strategies in Multiple Choice Part

Multiple Choice	Politeness Strategies
a.	Bald On Record case 1
b.	Positive Politeness strategy 3
c.	Positive Politeness strategy 9
d.	Positive Politeness strategy 11
e.	Negative Politeness strategy 1
f.	Negative Politeness strategy 2
g.	Negative Politeness strategy 3
h.	Negative Politeness strategy 4
i.	Negative Politeness strategy 6
j.	Negative Politeness strategy 10
k.	Off-Record strategy 1
l.	Off-Record strategy 2

In essay part, there are two situations. In this part, the students are asked to write down the expression that they commonly use in making request based on the situation given.

After the writer made classification of the choices of strategies in the multiple-choice, she tried to analyze the data written by the male and the female students. First, the writer analyzed the data written by the male students. The result of the analysis is described in the table below.

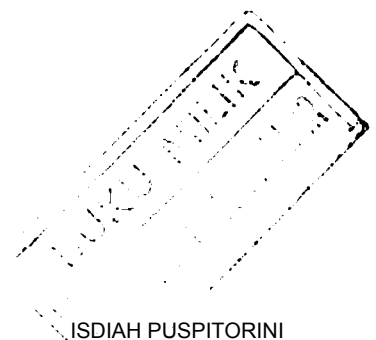


Table 3.2

The Male Students' Answer in Multiple Choice Part

Situation	Multiple choice											
	a	b	c	d	e	f	g	h	i	j	k	l
1 (part 1)	13			1		16		2		2	5	
2 (part 1)	8	6		16	3	1		2	1		2	
3 (part 1)	7			6	17	1			7	1		
4 (part 1)	7	3		21	1	3		1	2	1		
5 (part 1)	10	2	14		2		2		2		6	1
6 (part 1)	3			16	3				16	1		
Total	48	11	14	60	26	21	2	5	28	5	13	1

Then the writer classified the answer of the male students based on the classification of the choices of strategies mentioned above. For example, in situation 1 (part 1) there are 13 male students choose (a) and it means that there are 13 male students choose Bald On Record Case 1 as the suitable expression of request since (a) represents Bald On Record; in situation 1 (part 1) there is 1 male student choose (d) and it means that there is 1 male student choose Positive Politeness strategy 11 since (d) represent Positive Politeness strategy 11; in situation 2 (part 1) there is 1 male students choose (f) and it means that there is 1 male students choose Negative Politeness strategy 2 because (f) represent Negative Politeness strategy 2; in situation 2 (part 1) there are 2 male students choose (k) and it means that there are 2 male students choose Off-Record Strategy 1 because (k) represent Off-Record Strategy 1. After that, the writer analyzed the

answer of the male students in the essay part. The result of the analysis can be seen in the table below.

Table 3.3

The Male Students' Answer in Essay Part

Situation	Male students' answer							
	BOR	P.P			N.P			
	Case 1	11	1	2	3	4	6	10
1 (part 2)		2		2	10	5	19	1
2 (part 2)	17	15	1		1	3	2	
	17	17	1	2	11	8	21	1

The entire result of the use of Politeness Strategy by the male students can be seen in the table below.

Table 3.4

The Use of Politeness Strategies by Male Students

Sit.	Politeness Strategies											
	BOR	P.P			N.P						OR	
	Case 1	3	9	11	1	2	3	4	6	10	1	2
1 (part 1)	13			1		16		2		2	5	
2 (part 1)	8	6		16	3	1		2	1		2	
3 (part 1)	7			6	17	1			7	1		
4 (part 1)	7	3		21	1	3		1	2	1		
5 (part 1)	10	2	14		2		2		2		6	1

6 (part 1)	3			16	3				16	1		
1 (part 2)				2		2	10	5	19	1		
2 (part 2)	17			15	1		1	3	2			
	65	11	14	77	27	23	13	13	49	6	13	1
Total	65		102				131				14	

Note: BOR : Bald On Record OR : Off-Record

P.P : Positive Politeness Sit. : Situation

N.P : Negative Politeness

The total politeness strategies used by the male students of Tourism Department in each situation will be listed in the table below

No.	Situation	BOR	P.P	N.P	OR
1	1 (part 1)	13	1	20	5
2	2 (part 1)	8	22	7	2
3	3 (part 1)	7	6	26	0
4	4 (part 1)	7	24	8	0
5	5 (Part 1)	10	16	6	7
6	6 (part 1)	3	16	20	0
7	1 (part 2)	0	2	37	0
8	2 (part 2)	17	15	7	0
	Total	65	102	131	14

After analyzing the data written by the male students, the writer analyzed the data written by the female students. The result of the analysis of the data written by the female students can be seen in the table below.

Table 3.5

The Female Students' Answer in Multiple Choice Part

Situation	Multiple choice											
	a	b	c	d	e	f	g	h	i	j	k	l
1 (part 1)	3	3		7		10	2	3			9	2
2 (part 1)	4	2	2	18	3	2		2	2	1		3
3 (part 1)	4	3		10	10	5	1		2		1	3
4 (part 1)	3		2	24		1		1	5	2	1	
5 (part 1)	3	2	14	2	4		3		4		5	2
6 (part 1)	1		1	20	3	1		1	11		1	
Total	18	10	19	81	20	19	6	7	24	3	17	10

Then the writer classified the answer of the female students based on the classification of the choices of strategies mentioned above. After that, the writer analyzed the answer of the female students in essay part. The result of the analysis can be seen in the table below.

Table 3.6

The Female Students' Answer in Essay Part

Situation	Female students' answer							
	BGR		P.P			N.P		O.R
	Case 1	11	1	3	4	6	1	
1 (part 2)		1	1	4	6	26	1	
2 (part 2)	15	14		9	1			
	15	15	1	13	7	26	1	

The entire result of the use of politeness strategies by female students is described in the table below.

Table 3.7

The Use of Politeness Strategies by Female Students

Sit.	Politeness Strategies											
	BGR		P.P			N.P					O.R	
	Case 1	3	9	11	1	2	3	4	6	10	1	2
1 (part 1)	3	3		7		10	2	3			9	2
2 (part 1)	4	2	2	18	3	2		2	2	1		3
3 (part 1)	4	3		10	10	5	1		2		1	3
4 (part 1)	3		2	24		1		1	5	2	1	
5 (part 1)	3	2	14	2	4		3		4		5	2
6 (part 1)	1		1	20	3	1		1	11		1	
1 (part 2)				1	1		4	6	26		1	
2 (part 2)	15			14			9	1				

	33	10	19	96	21	19	19	14	50	3	18	10
Total	33		125				126				28	

The total of politeness strategies used by the female students of Tourism Department in each situation can be seen in the table below.

No.	Situation	BOR	P.P	N.P	OR
1	1 (part 1)	3	10	15	11
2	2 (part 1)	4	22	10	3
3	3 (part 1)	4	13	18	4
4	4 (part 1)	3	26	9	1
5	5 (part 1)	3	18	11	7
6	6 (part 1)	1	21	16	1
7	1 (part 2)	0	1	37	1
8	2 (part 2)	15	14	10	0
	Total	33	125	126	28

Table 3.8

The Total Use of Politeness Strategies by Male and Female Students

Sex	POLITENESS STRATEGIES								Total of strategies	
	BOR		P.P		N.P		OR			%
		%		%		%		%		
Male	65	10.42%	102	16.35%	131	20.99%	14	2.24%	312	50.00%
Female	33	5.29%	125	20.03%	126	20.19%	28	4.49%	312	50.00%
Total	98	15.71%	227	36.38%	257	41.18%	42	6.73%	624	100.00%

3.2. Analysis

After the writer analyzes the data, the writer finds that there are similarities and differences in the politeness strategies used by the male and those used by the female students of Tourism Department, Unair, in making requests.

The similarities lie on the choice of politeness strategies used by the male and those used by the female students of Tourism Department. The politeness strategy that is used by these students from the highest to the lowest is Negative Politeness, Positive Politeness, Bald on Record, and Off-Record. The similarities in the choice of politeness strategies by the male and the female students are influenced by the similarity of cultural background of those children. In this study, the writer finds that most of the students, both the male and the female, are Javanese people (around 96 % of the respondents are Javanese).

The differences lie on the proportion of politeness strategies used by the male and those used by the female students. The male students use Negative Politeness and Bald on Record more frequently than the female students. Meanwhile, the female students use Positive Politeness and Off-Record more frequently than the male students.

3.2.1. Negative Politeness

In this study, the politeness strategy that is mostly used by the male and the female students is Negative Politeness. There are about 257 times of occurrences (41.18%) of Negative Politeness used by the students. However, there

is difference in the proportion of Negative Politeness used by the male and those used by the female students. In this study, the writer finds that the male students use Negative Politeness more frequently than the female students. There are 131 times of occurrences of Negative Politeness used by the male students. Meanwhile, there are 126 times of occurrences of Negative Politeness used by the female students. As examples, we can see in the situation 1 (part 1), situation 3 (part 1), situation 6 (part 1) and situation 1 (part 2) below.

Situation 1 (part 1)

Kamu ingin sekali membeli sebuah baju untuk pesta teman yang ternyata berharga Rp. 200.000,-. Kamu tidak punya cukup uang untuk membelinya. Kamu ingin meminta uang kepada Or-tu. Bagaimana caramu meminta uang kepada Orang tua untuk membeli bajumu?

(You really wanted to buy a dress for your friend's party, and it cost 200.000 rupiah. You did not have enough money to buy it and you wanted to ask your parents for money. How would you ask your parents for money to buy the dress?)

In the situation above, the students are asked to express their way in making request to their parents for money to buy a new dress verbally. In the situation above, the students of Tourism Department both the male and the female use Negative Politeness more frequently than other politeness strategies. There are some factors that may influence those students in using Negative Politeness. The

first factor is the age of the addressee. The addressees are older than the students since the addressees are the students' parents. As mentioned before that in Javanese culture, the choice of appropriate politeness level depends on the age of the addressee. Young Javanese people have to be polite to the older and thus they have to use higher level of politeness to older people. In this matter, a higher level of politeness strategy is Negative Politeness because by using Negative Politeness the younger can still show their respect and deference to the older while they are doing FTA. In order to show respect and deference to their parents, therefore, those students use Negative Politeness. The second factor that affects those students in using Negative Politeness is the relative status of the addressees. The addressees have higher relative status than the students since the addressees are the speaker's parents. In Javanese culture, children have to respect their parents and be polite to their parents. In order to respect their parents, therefore, in the situation above, the students of Tourism Department use higher level of politeness like Negative Politeness to their parents. The third factor is the necessity of the request. Here, the students request money to buy a new dress that is very needed for their friend's birthday party. In order to maximize the possibility for gaining the money without damaging the relationship with their parents, thus, the students use Negative Politeness. The next factor is the Rank of imposition (Rx). In the situation above, the students ask something big and valuable that is asking for 200.000 rupiahs to buy a new dress for a birthday party. In order to get the thing they requested without damaging the 'face' of their parents thus they use greater politeness level like Negative Politeness. The last factor is the case of the

addressee to carry out the request. In the situation above, the students feel that the amount of money they request can infringe the ease of their parents to carry out the request because it is quite much. The students use Negative Politeness to minimize the imposition, which can infringe their parents' ease and damage the 'face' of their parents, so that their parents do not lost their 'face'.

However, in the situation above, there is difference in the proportion of Negative Politeness used by the male and those used by the female students. Here, there are 20 male students using Negative Politeness. Meanwhile, there are 15 female students who use Negative Politeness. Men tend to be more direct than women. However, in some situation where high social Distance (D) and high Rank of Imposition (Rx) take place, they are forced to use greater politeness strategy, like Negative Politeness. In the situation above, the male students use Negative Politeness more frequently than the female students because there is high Rank of imposition (Rx) involved. Here, the male students request something big, something difficult that is request for money in a quite much amount that is 200.000 rupiahs. In order to maximize the possibility of gaining the thing requested without damaging the 'face' of the addressee, thus the male students prefer to use greater politeness strategy, like Negative Politeness.

The strategy mostly used by the students in the situation above is strategy 2 of Negative Politeness that is by using hedges [F. kalo bapak/ibu nggak keberatan, aku boleh nggak minta uang 200 ribu buat beli baju? (*Dad/Mom, If you don't mind, could you give me 200.000 rupiahs to buy a new dress?*)]. Hedges are one of the strategies that can be used to minimize the threat. By using hedges, we

can avoid commitment to the addressee to do the things requested. The hedging word can be seen in the word “*kalo bapak/ibu nggak keberatan*” or “If you don’t mind”.

Situation 3 (part 1)

Kamu berada di antrian kasir disebuah supermarket. Kasir telah menghitung semua belanjaanmu dan totalnya Rp. 100.000,-. Ketika akan membayar, kamu baru sadar dompet ditasmu hilang. Dibelakangmu kebetulan ada seorang ibu yang juga tetanggamu juga lagi antri. Kamu tidak bisa berbuat apa- apa selain harus membayar belanjaanmu. Bagaimana caramu meminjam uang ke tetanggamu itu?

(You were in front of the cashier. The cashier counted all your stuff and the amount that you had to pay was 100.000 rupiah. When you were about to pay, you realized that you had lost your purse. Fortunately, you saw a woman who was your neighbor standing behind you. You could not do anything except paying your stuff. How would you request your neighbor to lend you some money?)

In the situation above, the students are asked to express their way in making request to their neighbor to borrow money in a quite much amount that is 100.000 rupiahs in verbal language. In the situation above, both the male and the female students of Tourism Department use Negative Politeness more frequently than other politeness strategies. In the situation above, there are some factors that may

affect those students in using Negative Politeness. The first factor is the age of the addressee. The addressee (the neighbor) is older than the students because there is the word "*Ibu*" or "*Mam*" in English that can be a hint to say that the addressee is older. For Javanese people, younger people have to respect older people and they have to be polite to the older. Younger Javanese people will use higher level of politeness in order to show their respect to the older. Thus, in this study, the students of Tourism Department use Negative Politeness more often than other politeness strategies.

The second factor is the social Distance (D) between the students and their neighbor. The social Distance (D) between the students and their neighbor is high because between the students and their neighbor do not have close relationship; not as close as their relationship with their family members. In order not to damage the 'face' of their neighbor and make a good impression to their neighbor while they are doing FTA, thus, those students use Negative Politeness. Furthermore, there is high Rank of imposition (R_x) involved in the situation above. Here, the students request something much that is borrowing money in a quite much amount that is 100.000 rupiahs. In order to maximize the possibility in gaining the money and minimize the threat of the imposition toward their neighbor's 'face', the students use Negative Politeness. The next factor is the necessity of the request. In the situation above, the students request something, which is extremely important for the students that is borrowing money for 100.000 rupiahs to pay all the stuff that they have bought. The request is important because if the students do not pay their stuff, the students will be

embarrassed. Considering the thing that they requested is very important, thus they have to be careful in making request so that they will not damage the 'face' of their neighbor and they can get the money. Another factor is the ease of the addressee to complete the request. In the situation above, the amount of money requested by the students can infringe the ease of the addressee to accomplish the request since the students request to borrow money in quite much amount that is 100.000 rupiahs. Having realized that the amount of money they requested could infringe the ease of the addressee, thus those students prefer to use Negative Politeness.

However, there is difference in the proportion of Negative Politeness used by the male and those used by the female students. Here, there are 26 male students using Negative Politeness. Meanwhile, there are 18 female students who use Negative Politeness. The male students use Negative Politeness more frequently than the female students because there is high social Distance (D) and Rank of imposition (Rx) involved in the situation above. As mentioned before that men use greater politeness strategies in circumstances where there are high social Distance (D) and Rank of imposition (Rx) involved. In the situation above, we can see that the relationship between the male students and their neighbor are not too close; not as close as their relationship with their family members (the social distance between them is high), which means that a higher politeness strategy is needed. Furthermore, the Rank of imposition (Rx) involved in this situation is high since the male students request something difficult that is request to borrow money in a quite much amount that is 100.000 rupiahs. Therefore, in the situation

above the male students use Negative Politeness more frequently than the female students.

The strategy mostly used by the students in the situation above is strategy 1 of Negative Politeness that is by being conventionally indirect. Conventional indirectness is the use of phrases and sentences that have contextually unambiguous meanings, which are different from their literal meanings. The indirect expression that is used by the students can be seen in the word 'please' [E. Bu, apakah ibu bisa meminjamkan uang 100 ribu untuk membayar belanjaan saya? Tolong bu, dompet saya hilang (*Mam, could you please lend me 100.000 rupiahs to pay all my stuff? I lost my purse*)]

Situation 6 (part 1)

Kamu sedang mengendarai mobil. Tiba-tiba ditengah jalan mobilmu mogok. Didepanmu ada sekelompok anak-anak yang sedang asyik bermain kartu. Bagaimana caramu meminta tolong mereka untuk mendorong mobilmu ke pinggir jalan?

(You were driving your car. Suddenly, in the middle of the road, your car broke down. Across the road, there was a group of children enjoying playing card. How would you ask them to push your car to the edge of the road?)

In the situation above, there is difference in the choice of politeness strategies used by the male and those used by the female students. In this situation, the

female students use Positive Politeness more frequently than other politeness strategies. Meanwhile, the male students use Negative Politeness more frequently than other politeness strategies. Here, the students are asked to express their way in making request to some children who are enjoying playing card across the street to push their car to the edge of the road in verbal language. Here, there are 20 male students who use Negative Politeness. In the situation above, the male students have higher age than the addressee (the children) because the male students are older than the children. In some circumstances where the speaker is older than the addressee, it is appropriate for the speaker to use Bald on Record strategy to make a request. However, in the situation above, the male students prefer to use Negative Politeness in making their request. The male students use Negative Politeness in the situation above because there are high social Distance (D) and Rank of imposition (Rx) involved. The relationship between the male students and the children are not close since they do not know each other (the social distance between them is high). Moreover, here, the male students request something extra and unusual to the children to push the car to the edge of the road. In order to get something they requested without damaging the 'face' especially the 'Negative face' of the addressee and make a good impression to the children, the male students prefer to use Negative Politeness than other politeness strategies.

The strategy mostly used by the male students in the situation above is strategy 6 of Negative Politeness that is by using apologizing [I. maaf ya adik-adik mengganggu. Bisa saya minta tolong untuk mendorong mobil saya? (*I'm*

sorry to bother you all, but could you do me a favor to push my car?']. One of the strategies to minimize the threat of request is by using apologizing for transgression. By apologizing for doing an FTA, the speaker can indicate that he is actually reluctant to impinge on the addressee's negative face. The apologies expression can be seen in the word "maaf ya adik-adik mengganggu" or "I'm sorry to bother you all".

Situation 1 (part 2)

Kamu berada didepan meja dosen walimu untuk mengisi KRS. Ternyata kamu tidak membawa bolpen sama sekali dan kebetulan saat itu dosenmu sedang memegang sebuah bolpen. Bagaimana caramu meminjam bolpen itu ke dosenmu?

(You were in front of your lecturer's table to fill out your study plan card. Evidently, you did not bring any pens and fortunately your lecture was holding a pen. What would you say to borrow your lecturer's pen?)

In the situation above, the students are asked to express their way in making request to their lecturer to borrow a pen in verbal language. In the situation above, the male and the female students of Tourism department use Negative Politeness more frequently than other politeness strategies. Here, there is no difference in the proportion of Negative Politeness used by the male and those used by the female

students. There are 37 male and female students who use Negative Politeness. There are some reasons of the use of Negative Politeness by those students.

The first reason is the age of the addressee. The addressee is older than the students because the addressee is the students' lecturer. In Javanese culture, the younger has to respect and speak politely to the older. Besides, the addressee is the students' lecturer who has to be respected. In the situation above, the students use Negative Politeness to show their respect and deference to their lecturer. The second factor is the social status or Power (P) of the addressee. The addressee has higher social status or Power (P) than the speaker because the addressee is the students' lecturer. The next factor is the formality of the context. Here, the students are in formal context because they are in university environment and they deal with academic matters where they have to fill their study plan card in front of the lecturer. In formal situation, we have to use higher politeness strategies in order to give respect to our addressee and to show that we appreciate the addressee and the situation. Another factor is the necessity of the request. In the situation above, the students request something that is necessary for them though the thing that they requested is something small that is request to borrow a pen. Considering all the factors mentioned above, therefore the students prefer to use Negative Politeness. They use this strategy to respect the addressee.

The strategy mostly used by the students is strategy 6 of Negative Politeness that is by apologizing, for example: *maaf pak mengganggu sebentar. Saya bisa pinjam bolpennya sebentar? Saya tidak bawa bolpen (I'm sorry to bother you sir, but could I borrow your pen for a while? I do not bring mine).*

Here, by giving some apology, the students want to convey that they actually reluctant to impose their lecturer but they have to impose him/her. The apologizing expression is shown in the word "*maaf pak mengganggu*" or "I'm sorry to bother you sir".

3.2.2. Positive Politeness

The second politeness strategy that mostly used by the male and the female students is Positive Politeness. There is 227 times of occurrences (36.38%) of Positive Politeness used by the students. However, there is difference in the proportion of Positive Politeness used by the male and those used by the female students. Here, the female students use Positive Politeness more frequently than the male students. There are 125 times of occurrences of Positive Politeness used by the female students. Meanwhile, there are 102 times of occurrences of Positive Politeness used by the male students. As examples, we can see in the situation 2 (part 1), situation 4 (part 1), situation 5 (part 1) and situation 6 (part 1) below.

Situation 2 (part 1)

Kamu ingin pergi ke toko buku. Saat itu kamu melihat kakakmu sedang tidak melakukan apa-apa, dia sedang nonton TV. Kamu ingin dia mengantarmu ke toko buku. Bagaimana caramu meminta kakakmu untuk mengantar kamu ke toko buku?

(You wanted to go to a bookstore. At that time, you saw your brother/sister was doing nothing; he/she was watching television. You

wanted him to accompany you to the bookstore. How would you request your brother to accompany you to the bookstore?)

In the situation above, the students are asked to express their way in making request to their brother/sister to accompany them to a bookstore in verbal language. In the situation above, the male and the female students use Positive Politeness more frequently than other politeness strategies. In the situation above, the addressee is older than the students because the addressee is the students' big brother or sister. Moreover, the addressee has higher relative status than the students since the addressee is the students' big brother or sister. In Javanese culture, to someone who is older and has higher relative status than we are, we have to use higher level of politeness, like Negative Politeness. However, in this study, the students prefer to use Positive Politeness. Positive Politeness is used as a kind of metaphorical extension of intimacy. In addition, Positive Politeness realizations are forms for minimizing social distance. They use Positive Politeness because they want to express intimacy, closeness with their brother or sister; they want to show that they have close relationship with their brother or sister. Moreover, in the situation above, the Rank of imposition (Rx) involved is low because the students request something that is possible to get that is a request to their brother/sister to accompany them to a bookstore while their brother/sister is doing nothing. In addition, the request does not infringe the ease of their brother or sister to perform the thing requested since those students consider that their request will benefit both side, they and their brother/sister because by asking their

brother/sister to a bookstore it will give a pleasure for their brother/sister who does not have any activities in the house. Therefore, those students prefer to use Positive Politeness than other politeness strategies.

However, in the situation above, there is difference in the proportion of Positive Politeness used by the female and those used by the male students. Here, the female students use Positive Politeness more frequently than the male students. In the situation above, there are 22 female students who use Positive Politeness. Meanwhile, there are 21 male students who use Positive Politeness. Women are more cooperative than men do. Women have more tendencies to show their concern for other people than men do. The female students use Positive Politeness more frequently than the male students because they want to show their concern for their brother/sister. Moreover, the female students use Positive Politeness because they want to indicate intimacy and closeness with their brother/sister.

The strategy mostly used by the students in the situation above is strategy 11 of Positive Politeness that is by being optimistic [D. Kak, anter aku ke toko buku ya, sebentar aja! (*Kak, can you accompany me to the bookstore, just for a while?*)]. Optimistic expression of FTAs seem to work by minimizing the size of the face threat – W_x – implying that it is nothing to ask. The optimistic expression can be seen in the word "*sementar aja*" or "just for a while".

Situation 4 (part 1)

Andaikan kamu adalah direktur sebuah perusahaan. Kamu ingin memindahkan satu meja diruanganmu. Kamu meminta tolong kepada salah satu karyawanmu untuk memindahkannya. Bagaimana caramu meminta tolong kepada karyawanmu tersebut?

(Imagine that you were a boss in a company. You wanted to move one table in your room to another corner. You wanted to ask one of your employees for help. How would you ask him/her for help?)

In the situation above, the students are put in a situation as if they were bosses in a company and they have to make a request to one of their employee to move a table verbally. In the situation above, the male and the female students use Positive Politeness more frequently than other politeness strategies. In the situation above, the students have higher social status or Power (P) than the addressee because the students are the addressee's bosses. In Javanese culture, people who are in subordinate position commonly speak politely to their superior. However, people who are in superior position commonly use direct command in requesting something to their subordinate. However, in this study, the students use polite form like Positive Politeness to their employee in requesting to move table to other corner. There is one factor that may influence the students in applying Positive Politeness. In the situation above, we can see that there is high Rank of imposition (Rx) involved. Here, the students request something that out of the employee's daily duties that is request to move a table, which is commonly the

duty of office boys. If the students use direct command to their employee, the employee will feel annoyed because they infringe the desire of the employee to be free from imposition and they will be regarded as impolite. The students use Positive Politeness because they want to minimize the threat of the request toward the employee's 'face'. They do not want their employee lost their 'face'. They minimize the threat of their request by assuring the employee that they consider the employee somehow has equal position as they do. Although the students have higher social status or Power (P) than the addressee, the students tend to consider their employee as their fiends and not as their subordinate. Therefore, the students prefer to use Positive Politeness.

However, in the situation above, there is difference in the proportion of Positive Politeness used by the female and those used by the male students. Here, the female students use Positive Politeness more frequently than the male students. Here, there are 26 female students who use Positive Politeness. Meanwhile, there are 24 male students who use Positive Politeness. Women assimilate more to solidarity to other people than men do. Women tend to consider other people have equal position as they do. In the situation above, the female students use Positive Politeness to their employee because they want to express solidarity with the employee. Although the female students have higher social status or Power (P) than the addressee, the female students tend to consider their employee as their fiends and not their subordinate. Moreover, the female students prefer to use Positive Politeness in the situation above because there is high Rank of imposition (Rx) involved. Here, the students request something that

out of the employee's daily duties that is request to move a table, which is commonly the duty of office boys. The female students use Positive Politeness because they want to minimize the threat of the request to the employee's 'face' so that the employee can still maintain his 'face'.

The strategy mostly used by the students in the situation above is strategy 11 of Positive Politeness that is being optimistic [D. Saya minta tolong sebentar pak, tolong pindahkan meja ini sedikit ke ujung sana. (*Sir, could you help me a minute, please move this table a little bit to that corner*)]. Such optimistic expression is shown in the word "sebentar" or "a minute" and "sedikit" or "a little bit".

Situation 5 (part 1)

Kamu sedang nonton bioskop bersama sahabatmu. Film yang diputar adalah film yang sangat ingin ditonton sahabatmu. Tiba-tiba ditengah-tengah film diputar, kamu menerima telpon yang mengabarkan bahwa kakakmu kecelakaan. Bagaimana caramu meminta kepada sahabatmu untuk pulang saat itu juga, padahal sahabatmu lagi asyik menonton?

(You and your best friend were watching a film in the cinema. The film was your best friend's most favorite film. Suddenly, in the middle of the film, you got a call telling you that your brother got an accident. What would you say to your best friend to go home directly at that time, whereas, your best friend was still enjoying the film?)

In the situation above, the students are asked to express their way in making request to their best friend to leave earlier in the middle of a film while their best friend is still enjoying the film in verbal language. In the situation above, both the male and the female students of Tourism Department use Positive Politeness more frequently than other politeness strategies. In the situation above, the age of the students and their best friend is the same, which means that higher level of politeness is not necessary. Moreover, the relationship between the students and their best friend is very close (the social Distance (D) between them is low). In situation where between the speaker and the addressee have known each other and they feel comfortable each other like close friend, Bald on Record is commonly used. However, in this situation, the students prefer to use Positive Politeness. They use Positive Politeness because they request something difficult from their best friend that is request to leave early in the middle of a film that their best friend really want to see while their best friend is still enjoying the film. If they use Bald on Record strategy, their best friend will feel annoyed, uncomfortable or even they will feel disrespected. Thus, in order to reduce the effects of the Face Threatening Act (FTA), the students use Positive Politeness.

However, in the situation above, there is difference in the proportion of Positive Politeness used by the female and those used by the male students. Here, the female students use Positive Politeness more frequently than the male students. Here, there are 17 female students who use Positive Politeness. Meanwhile, there are 16 male students who use Positive Politeness. Women are cooperative conversationalist. They have tendency to express their concern for

other people. In the situation above, the female students request something difficult to their best friend that is request to leave earlier in the middle of a film that their best friend really want to see while their best friend is still enjoying the film. Here, they use Positive Politeness because they want to assert to the addressee that they are 'the same' with their best friend; that they actually want their best friend's wants. In order to reduce the threat of the request to the addressee's 'face' and maintain the relationship with their best friend, here, the female students prefer to use Positive Politeness.

The strategy mostly used by the male and the female students in the situation above is strategy 9 of Positive Politeness that is by asserting or presuppose knowledge of the addressee 's wants [C. aku tau kamu lagi asyik nonton, tapi kita harus pulang sekarang nih, kakakku kecelakaan (*Look, I know that you are still enjoying the film, but we should leave now, my brother/sister got an accident*)]. The presupposition of the addressee's wants can be seen in the word "Aku tau kamu lagi asyik nonton" or "I know that you are still enjoying the film".

Situation 6 (part 1)

Kamu sedang mengendarai mobil. Tiba-tiba ditengah jalan mobilmu mogok. Didepanmu ada sekelompok anak-anak yang sedang asyik bermain kartu. Bagaimana caramu meminta tolong mereka untuk mendorong mobilmu ke pinggir jalan?

(You were driving your car. Suddenly, in the middle of the road, your car broke down. Across the road, there was a group of children enjoying playing card. How would you ask them to push your car to the edge of the road?)

In the situation above, there is difference in the choice of politeness strategies used by the female and the male students. Here, the male students use Negative Politeness more frequently than other politeness strategies. Meanwhile, the female students use Positive Politeness more frequently than other politeness strategies. In the situation above, the students are asked to express their way in making request to a group of children who are enjoying playing card across the street to push the car to the edge of the road verbally. There are 22 female students who use Positive Politeness in the situation above. In this situation, the female students have higher age than the addressee (the children) because the female students are older than the children. Furthermore, the social Distance (D) between the female students and the addressee is high because they do not know each other. The Rank of imposition (Rx) involved in the situation above is high since the female students request something difficult to the children that is request to push their car to the edge of the road while the children are greatly enjoying playing card. In situation where a speaker has higher age than the addressee, the speaker commonly uses direct language like Bald on Record. However, in the situation above, the female students prefer to use Positive Politeness than Bald On Record. The female students prefer to use Positive Politeness than other politeness

strategies because they want to express their concern to the addressee. Here, the female students use Positive Politeness because they request something difficult and out of the children's duties. If the female students use Bald on Record in situation above, it will damage the 'face' of the addressee; the female students will be regarded as impolite and the addressee will get angry because the students' request will disturb their pleasure. Thus in order to minimize the effects of the FTA toward the addressee's 'face' and to make a good impression to the children, the female students prefer to use Positive Politeness than Bald on Record.

The strategy mostly used by the female students in the situation above is strategy 11 of Positive Politeness that is by being optimistic [D. Dik, saya minta tolong sebentar aja, tolong bantu saya mendorong mobil saya (*Dik, can you help me for a while, please help me push my car*)]. By being optimistic, the students want to imply that it is nothing to ask the children or that the cooperation between the students and the children means that such small things can be taken for granted. The optimistic expression can be seen in the word "*sebentar aja*" or "for a while".

3.2.3. Bald On Record

The third politeness strategy that used by these students is Bald on Record strategy. There are 98 times of occurrences (15.71%) of Bald On Record strategy used by the students. However, there is difference in the proportion of Bald On Record used by the male and those used by the female students. Here, the writer finds that the male students use Bald On Record strategy more frequently than the

female students. There are 65 times of occurrences of Bald on Record used by the male students and 33 times of occurrences of Bald on Record used by the female students. As an example we can see in the situation 2 (part 2) below.

Situation 2 (part 2)

Kamu ingin meminjam penggaris adikmu untuk mengerjakan tugas.
Bagaimana caramu meminjam penggaris keadikmu?

(You wanted to borrow your sister's ruler to do your homework. How would you request your sister to lend you the ruler?)

In the situation above, the students are asked to express their way in making request to their younger brother/sister to borrow a ruler in verbal language. In the situation above, both the male and the female students of Tourism Department use Bald On Record more frequently than other politeness strategies. There are some factors that may influence those students in using Bald On Record. The first factor is the relative status of the addressee. In the situation above, the addressee has lower relative status than the students because the addressee is the students' younger sister/brother. One of the realizations of Bald On Record is that this strategy is used in situation where the speaker has higher relative status than the addressee. Thus, in the situation above, the students use Bald On Record more frequently than other politeness strategies. The second factor that affects those students to use Bald On Record is that the social Distance (D) between the students and the addressee is low, since the students and the addressee are

sisters/brothers. Bald On Record is commonly used among people who know each other very well and feel comfortable each other, like family member and close friend. Therefore, in the situation above, the students mostly use Bald On Record. The third factor is that the Rank of imposition (Rx) involved is low because the students request something that can be got easily and does not need a big sacrifice to get the thing, which is request to borrow a ruler from their younger sister/brother. The next factor is the ease of the addressee to carry out the request. The thing requested by the students does not infringe the ease of the addressee to carry out the request because they request something small and easy to get that is borrow a ruler.

However, here, there is difference in the proportion of Bald On Record used by the male and those used by the female students. In the situation above, the male students use Bald On Record more frequently than the female students. In the situation above, there are 17 male students who use Bald On Record. Meanwhile, there are 15 female students who use Bald On Record. Men are relatively more direct than women. Men have higher desires in delivering communicative efficiency than women do. Here, the male students use Bald On Record more frequently than the female students because they want to be efficient in their communication. They want to express their request in straightforward way. Therefore, in the situation above, the male students use Bald On Record more frequently than the female.

The strategy mostly used by the male and the female students is case 1 of Bald On Record that is cases of non-minimization of the face threat [Dik, pinjam

penggarisnya! (*Dik, may I borrow your ruler!*)]. Here, the motivation of the students in using Bald On Record because the student's wants to satisfy the addressee's face is small since the students has higher Power than the addressee.

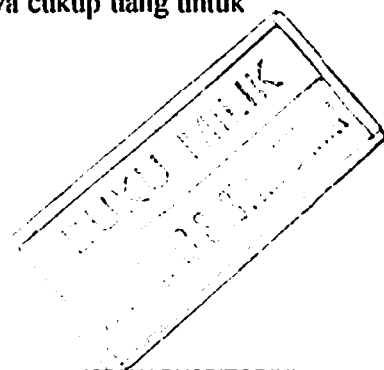
3.2.4. Off-Record

The least politeness strategies used by these students is Off-Record. There is only 42 times of occurrences (6.73 %) of Off-Record strategy used by the students. There is difference in the proportion of Off-Record strategy used by the female and those used by the male students. There are 14 times of occurrences of Off-Record applied by the male students and 28 times of occurrences of Off-Record applied by the female students.

Off Record is done in such a way that it is not possible to attribute only one clear communicative intention to the act. The male and the female students apply Off-Record fewer than other politeness strategies because they feel that they can perform their communicative intention to their request in a clear language without they have to use hints or clues. As examples we can see in the situation 1 (part 1), situation 2 (part 1), situation 3 (part 1), situation 4 (part 1), situation 5 (part 1) and situation 6 (part 1).

Situation 1 (part 1)

Kamu ingin sekali membeli sebuah baju untuk pesta teman yang ternyata berharga Rp. 200.000,-. Kamu tidak punya cukup uang untuk



membelinya. Kamu ingin meminta uang kepada Or-tu. Bagaimana caramu meminta uang kepada Orang tua untuk membeli bajumu?

(You really wanted to buy a dress for your friend's party and it cost 200.000 rupiah. You did not have enough money to buy it and you wanted to ask your parents for money. How would you ask your parents for money to buy the dress?)

In the situation above, the students are asked to request 200.000 rupiahs to their parents to buy a new dress. In previous explanation, the writer explains that in situation 1 (part 1) above, the politeness strategy that is mostly used by the students is Negative Politeness. However, there are some students, who use Off-Record strategy in the situation above. In the situation above, some students prefer to use Off-Record because the addressee has higher relative status than the students since the addressees are the students' parents. Moreover, here, the students request something valuable that is request money for 200.000 rupiahs. They consider that their request will threaten the 'face' of their parents. Thus, in order to reduce the threat of the imposition toward their parents' 'face' and respect their parents, some students prefer to use Off-Record strategy. They do not want to be considered as impolite and disrespected by their parents if they request something directly.

However, there is difference in the proportion of Off-Record used by the male and those used by the female in the situation above. Here, the female students use Off-Record more frequently than the male students. There are 11

female students use Off-Record. Meanwhile there are 5 male students use Off-Record. Women tend to treat some FTA more cautiously than men. In the situation above, the female students consider request money to their parents in a quite much amount is a face-threatening act because it can damage their parents' 'face' and can infringe the ease of their parents to carry out the request. Thus in order to minimize the particular imposition that can damage the 'face' of their parents and infringe their parents' ease, some female students prefer to use Off-Record. By using Off-Record, the female students can leave their communicative intention up to the addressee to decide how to interpret it. They do not want to be considered as impolite if they express their request directly.

The strategy that is used by some students is strategy 1 of Off-Record that is by giving hints [K. Pak/Bu, besok ultahnya temenku. Aku pengen beli baju baru, tapi aku nggak punya uang (*Dad/Mom, tomorrow is my friend's birthday. I want to buy a new dress but I do not have any money*)]. Here, some students state their motives for doing their act that is request some money.

Situation 2 (part 1)

Kamu ingin pergi ke toko buku. Saat itu kamu melihat kakakmu sedang tidak melakukan apa-apa, dia sedang nonton televisi. Kamu ingin dia yang mengantarmu ke toko buku. Bagaimana caramu meminta kakakmu untuk mengantar kamu ke toko buku?

(You wanted to go to a bookstore. At that time, you saw your brother was doing nothing; he was watching television. You wanted him to

accompany you to the bookstore. How would you request your brother to accompany you to the bookstore?)

In the situation above, the students are asked to express their way in making request to their brother/sister to accompany them to the bookstore verbally. In the previous discussion, the writer stated that in situation 2 (part 1) above, the strategy that is mostly used by the students is Positive Politeness. However, the writer also finds that there are some students who prefer to use Off-Record. Here, although the relationship between the students and their brother/sister are close (the social Distance between them is low) and the Rank of Imposition (Rx) is low which means that higher politeness strategy is not necessary, but there are some students prefer to use Off-Record strategy. Some students use Off-Record because the addressee has higher relative status than the students since the addressee is their big brother/sister. They do not want to be considered as impolite and disrespected by their big brother/sister if they request something directly to their big brother/sister.

However, there is difference in the proportion of Off-Record used by the male and those used by the female students. In the situation above, there are 3 female students who use Off-Record strategy. Meanwhile, there are 2 male students who use Off-Record. Women treat some FTA more cautiously than men. Sometimes, women will consider small request as Face-Threatening Act. Some female students use Off-Record because they consider their request can threaten their brother/sister's 'face'. They do not want to damage the 'face' of the

addressee by requesting something though the thing they requested is something small and easy to be got. The female students use Off-Record because they want to avoid responsibility of doing FTA so that the addressee will not feel threatened by their request.

The strategy that is used by some students is strategy 2 of Off-Record strategy that is by giving association clues [L. Kakak nggak pengen ke toko buku? Katanya mau beli buku (*Kakak, don't you want to go to the book store? you said that you want to buy a book*)]. Here, the female students try to mention something associated with the act requested of the addressee. By giving association clues, the female students have a hope that the addressee will understand their clues and help them to accomplish their request without they have to speak it directly.

Situation 3 (part 1)

Kamu berada di antrian kasir disebuah supermarket. Kasir telah menghitung semua belanjaanmu dan totalnya Rp. 100.000,-. Ketika akan membayar, kamu baru sadar dompet ditasmu hilang. Dibelakangmu kebetulan ada seorang ibu yang juga tetanggamu, juga lagi antri. Kamu tidak bisa berbuat apa- apa selain harus membayar belanjaanmu. Bagaimana caramu meminjam uang ke tetanggamu itu?

(You were in front of the cashier. The cashier counted all your stuff and the amount that you had to pay was 100.000 rupiah. When you were about to pay, you realized that you had lost your purse. Fortunately, you saw a woman who was your neighbor standing

behind you. You could not do anything except paying your stuff. How would you request your neighbor to lend you some money?)

In the situation above, the students are asked to express their way in making request to their neighbor to lend them money for 100.000 rupiahs to pay their stuff in verbal language. Here, there are 4 female students who use Off-Record strategy. Meanwhile, none of the male students use this strategy in the situation above. In the preceding statement, the writer stated that in situation 3 (part 1) the politeness strategy that mostly used by the female students is Negative Politeness. However, in this study, the writer also finds that there are some female students who use Off-Record strategy in situation 3 (part 1). As stated before, women treat FTA more cautiously than men and this is true in this case. In the situation above, the Rank of imposition (Rx) involved is high since the female students request something valuable and difficult that is request to borrow money for 100.000 rupiahs. Some female students prefer to use Off-Record because they do not want to damage the 'face' of their neighbor. Some female students consider their request can damage the 'face' of their neighbor and to reduce the face threat of their request to their neighbor, they have to speak politely. By using Off-Record or indirect form, the female students want to avoid the responsibility for doing FTA and leave it up to their neighbor how to interpret their request so that it can minimize the 'face' threat.

The strategy that is used by some female students in the situation above is strategy 2 of Off-Record that is by giving association clues [L. Waduh dompet

saya hilang. Wah bagaimana ini, siapa yang membayar ini semua? (*Oh god, I lost my purse. What should I do, who will pay all this stuff?*)]. Here, the female students try to mention something associated to the act requested from their neighbor.

Situation 4 (part 1)

Andaikan kamu adalah direktur sebuah perusahaan. Kamu ingin memindahkan satu meja diruanganmu. Kamu meminta tolong kepada salah satu karyawanmu untuk memindahkannya. Bagaimana caramu meminta tolong kepada karyawanmu tersebut?

(Imagine that you were a boss in a company. You wanted to move one table in your room to another corner. You wanted to ask one of your employees for help. How would you ask him/her for help?)

In the situation above, the students are asked to express their way in making request to their employee to move a table in their room verbally. In the preceding statement, the writer stated that in situation 4 (part 1) the politeness strategy that mostly used by the students is Positive Politeness. However, in this study, the writer also found another finding. Here, there is only one female student who uses Off-Record strategy. Meanwhile, none of the male students use Off-Record strategy in the situation above. Here, the female student uses Off-Record because she consider that her request can damage the 'face' of the addressee since she request something that out of the employee's duties that is request to move a table

in which it is commonly done by office boys. The female student prefers to use Off-Record because she wants to maintain the 'face' of her employee and to respect her employee.

The strategy that is used by the female student is strategy 1 of Off-Record strategy that is by giving hints [K. Pak, meja ini menyempitkan ruangan saya (*sir, this table makes my room become smaller*)]. Here, the female student states her motive for doing their act that is act to make request to move a table to her employee.

Situation 5 (part 1)

Kamu sedang nonton bioskop bersama sahabatmu. Film yang diputar adalah film yang sangat ingin ditonton sahabatmu. Tiba-tiba ditengah-tengah film diputar, kamu menerima telpon yang mengabarkan bahwa kakakmu kecelakaan. Bagaimana caramu meminta kepada sahabatmu untuk pulang saat itu juga, padahal sahabatmu lagi asyik menonton?

(You and your best friend were watching a film in the cinema. The film was your best friend's most favorite film. Suddenly, in the middle of the film, you got a call telling you that your brother got an accident. What would you say to your best friend to go home directly at that time, whereas, your best friend was still enjoying the film?)

In the situation above, the students are asked to express their way in making request to their best friend to leave earlier in the middle of a film while their best

friend is still enjoying the film. In previous explanation, the writer mentioned that in situation 5 (part 1) the politeness strategy that mostly used by the students is Positive Politeness. However, the writer also finds that there are some students who prefer to use Off-Record strategy than other politeness strategies. There is no difference in the proportion of Off-Record used by the male and those used by the female students. In the situation above, there are 7 male and female students who use Off-Record strategy. Here, the students request something difficult to their best friend that is a request to leave early in the middle of a film that their best friend really want to see while their best friend is still enjoying the film. The students prefer to use Off-Record because they consider that their request can damage the 'face' of the addressee and ruin the joy of their best friend who is still enjoying the film. In order to reduce the effects of the FTA toward their best friend's 'face', some students prefer to use Off-Record.

The strategy that is used by some students is strategy 1 of Off-Record that is by giving hints [k. Aku tadi ditelpon adik, katanya kakak kecelakaan. gimana ya? (*My sister/brother called me, she/he told me that my big brother/sister got an accident, what should I do?*)]. Here, the students state their motive for doing their act that is act to leave early in the middle of the film.

Situation 6 (part 1)

Kamu sedang mengendarai mobil. Tiba-tiba ditengah jalan mobilmu mogok. Didepanmu ada sekelompok anak-anak yang sedang asyik

bermain kartu. Bagaimana caramu meminta tolong mereka untuk mendorong mobilmu ke pinggir jalan?

(You were driving your car. Suddenly, in the middle of the road, your car broke down. Across the road, there was a group of children enjoying playing card. How would you ask them to push your car to the edge of the road?)

In the situation above, the students are asked to express their way in making request to a group of children who are playing card to push their car to the edge of the road. Here, there is only one female student who uses Off-Record strategy and none of the male students use Off-Record in the situation above. Women treat some FTA more cautiously than men. Here, the female student uses Off-Record because she consider her request to the children to push her car to the edge of the road will threaten the children's 'face' especially the 'negative face' of the children because they infringe the desire of the children to be free from imposition and it will disturb the pleasure of the children who are playing card.

The strategy that is used by the female student is strategy 1 of Off-Record strategy that is by giving hints [L. Dik, mobil saya mogok (*Dik, my car broke down*)]. Here, the female student tries to state her motive for doing an act that is act to make request to a group of children to help tem to push their car.

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