

**POLITENESS IN SPEECH ACT OF DISAGREEMENT BY  
ENGLISH FOREIGN LANGUAGE LEARNERS OF  
LAMPUNG UNIVERSITY**

(A Script)

By:  
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## **ABSTRACT**

### **POLITENESS IN SPEECH ACT OF DISAGREEMENT BY ENGLISH FOREIGN LANGUAGE LEARNERS OF LAMPUNG UNIVERSITY**

**By**

**Ahmad Taqim**

The objective of the research was to find out the realization of disagreement strategies and politeness principle in speech act of disagreement in English as a foreign language interaction. The research was conducted in English Education Study Program, Lampung University. The subjects of the research were 22 students from English learners at 6<sup>th</sup> semester in academic year 2015/2016. The research was a discourse analysis that employed descriptive method by using role play and audio recording to collect the data. To find out the realization of disagreement and politeness principles, Leech's politeness principles were used as the data analysis base.

The result showed that from the 11 units of conversation, there were 14 utterances classified as disagreement strategy; three utterances (17,8%) direct disagreement and 12 utterances (82,14%) indirect disagreement, while eight utterances belonged to politeness principle, tact maxim, five utterances (28,5%), generosity maxim, one utterance (3,6%), modesty maxim, two utterances (10,7%), agreement maxim, one utterance (7,1%), and sympathy maxim, one utterance (7,1%). It showed that the tendency of disagreement strategy was in form of indirect disagreement strategy. Meanwhile, the politeness principle tended to appear in the form of tact maxim.

**Keywords:** *speech act, politeness principle, disagreement strategy*

**Politeness In Speech Act of Disagreement By English Foreign  
Language Learners of Lampung University**

**By**

**Ahmad Taqim**

**A Script**

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**in**

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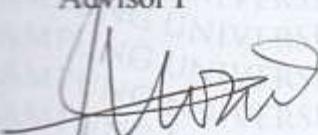
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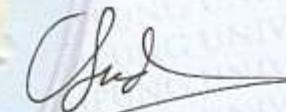
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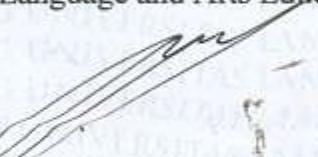
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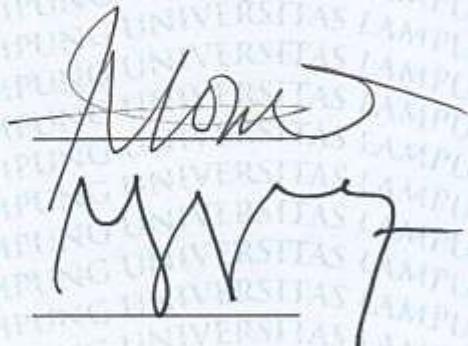
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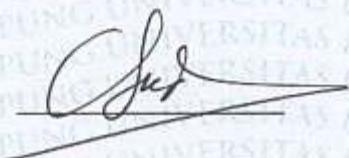
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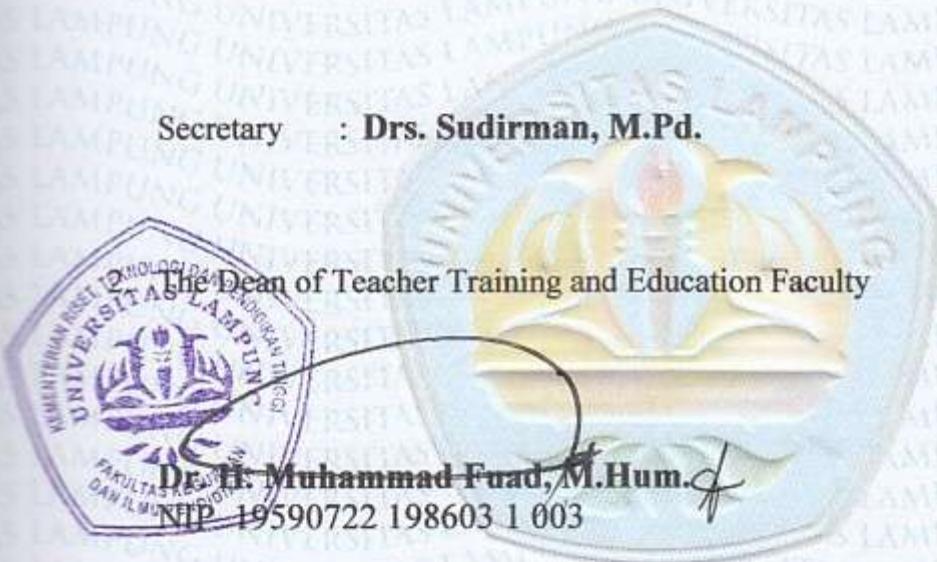
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## **CURRICULUM VITAE**

The writer was born on September 11<sup>th</sup> 1995 in Sumberejo, Tanggamus, Lampung. He is the second child of a great father Muhsinun, and the best mother Turiyah, who patiently guides him to be a good man and to do the right things. He is the younger child with one older brother.

He started studying from Elementary School at SDN 2 Tanjung Begelung, Pulaupanggung, Tanggamus, Lampung in 2000 and graduated in 2006. In the same year, he joined M.Ts. GUPPI Sumberejo, Tanggamus, Lampung and finished it in 2009. Then, he continued the study at M.A. Mamba'ul Ulum Margoyoso Tanggamus, Lampung and graduated in 2012. In 2012 he was registered as a university student of the English Education Study Program, Teacher Training and Education Faculty of Lampung University.

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## **DEDICATION**

**This script is proudly dedicated to:**

**My beloved Parents**

Muhsinun (Alm) and Turiyah

**My beloved cousin and brother**

Erni Susanti (cousin)

Ahmad Shodikin

## **MOTTO**

**“Always consider what we have done for other  
peoples’ life”**

**“Those who do the best effort will get the best  
result”**

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Bandar Lampung, 25 July 2016

Ahmad Taqim

## TABLE OF CONTENTS

	Pages
<b>COVER .....</b>	i
<b>ABSTRACT .....</b>	ii
<b>TITLE .....</b>	iii
<b>APPROVAL .....</b>	iv
<b>VALIDATION .....</b>	v
<b>LETTER OF DECLARATION .....</b>	vi
<b>CURRICULUM VITAE .....</b>	vii
<b>DEDICATION .....</b>	viii
<b>MOTTO .....</b>	ix
<b>ACKNOWLEDGEMENTS .....</b>	x
<b>TABLE OF CONTENTS .....</b>	xii
<b>LIST OF TABLE .....</b>	xiv
<b>LIST OF APPENDICES .....</b>	xv
<b>I. INTRODUCTION</b>	
1.1. Background .....	1
1.2. Research Questions .....	6
1.3. Objectives .....	6
1.4. Uses .....	7
1.5. Scope .....	7
1.6. Definition of Terms.....	8
<b>II. LITERATURE REVIEW</b>	
2.1. Inter Language Pragmatics.....	10
2.2. Speech Act .....	11
2.3. Face work .....	16
2.4. Face Threatening Acts (FTAs) .....	18
2.5. Disagreement.....	20
2.6. Concept of Politeness.....	24
2.7. Scale of Politeness.....	26
2.8. Politeness Principle .....	31
2.9. Simulation Technique .....	35
2.10. Review of Relevant Research .....	36
<b>III. RESEARCH METHODS</b>	
3.1. Research Design .....	39

3.2. Research Procedure .....	40
3.3. Subjects .....	40
3.4. Data Collecting Technique.....	40
3.5. Instrument .....	41
3.6. Data Analysis .....	42

#### **IV. RESULT AND DISCUSSION**

4.1. Results .....	47
4.1.1 Disagreement Strategies.....	47
4.1.2 Politeness Principle .....	49
4.2 Discussion .....	70
4.2.1 Realization Disagreement .....	71
4.2.2 Realization Politeness Principle.....	73

#### **V. CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	76
5.2 Implication .....	77
5.3 Suggestion .....	77

<b>REFERENCES</b> .....	78
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<b>APPENDIX 1</b> .....	80
-------------------------	----

<b>APPENDIX 2</b> .....	83
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## **LIST OF TABLES**

	Pages
3.1 Table of Leech's Politeness Principle (1983) .....	43
4.1 Table of Disagreement Utterances .....	48
4.2 Table of Leech's Politeness Principle applied in conversation.....	49
4.3 Table of Utterances Politeness Principle.....	50
4.4 Table of Disagreement no Politeness Principle .....	53

## **LIST OF APPENDICES**

	Page
Appendix 1 .....	80
Appendix 2 .....	83

## **I. INTRODUCTION**

This chapter discusses introduction of the research which deals with several points i.e., background, formulation of problems, objectives of the research, uses of the research, scope of the research and definition of terms.

### **1.1. Background**

Language becomes a device to communicate and interact among human beings. Language has an important role as it is included as a prior requirement that builds possibility for people to exchange what they have in mind and share their feeling in spoken or written form. According to Chaer and Agustina (1995), as quoted by Fitriyana (2007: 1), without language, it will be impossible for people to interact with others since language could express people's mind and feeling. Language is the oral symbols which convey intention as people are involved in daily experience and situation. Nowadays, English becomes language that mostly used by people in the world. Therefore, many countries include English in their majority of language that should be learned. One of the purposes of learning English as a second language or foreign language is to make learners capable to communicate in foreign language.

The success of communication depends on the people. To be successful in communication, it is necessary for language learners to be able to use the language, not only in grammar and text organization but also use the language based on pragmatic aspects of the target language (Bachman, 1990) quoted by Azarmi, 2011: 78. In communication, we need not only communicative competence but also the capability to implement language forms in wide range of situations such as the relationships between speakers involved, socio-cultural, strategic competence and so on that refers to speaker's pragmatic knowledge. In addition, politeness is one of the pragmatic knowledge that has role to be successful in communication.

Politeness is defined as a way of expressing respect for others. Brown and Levinson (1978) affirm that politeness is any people's interaction in negotiating their roles and try to behave accordingly to maintain each other's face. In terms of communication, people will apply strategies to make a polite conversation. Implementing politeness in communication will make the conversation run well because when the speaker is being polite, the hearer will feel respected and comfortable. It also maintains good relationship between the speakers. In short, politeness is to show attention for social face while communicating.

Face is the self image that showed in interaction. The concept of face was found by Goffman (1967), he defines face as "the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact" (Niroomand, 2012: 181). As face can be damaged, retained or enhanced, and should be kept from any possible actions that may cause a threat to face. Such actions are referred to "Face Threatening Acts" (FTAs). Yule (1996:

60) describes face threatening act as if someone utters sentences that represents a threat to another individual's expectations regarding self-image or face. As it is noted that face threatening acts may cause rude, Leech (1983) proposes politeness principles to avoid FTAs or to minimize expression of impoliteness. The politeness principle comprises of six maxims, which are: 1) Tact Maxim, 2) Generosity Maxim, 3) Approbation Maxim, 4) Modesty Maxim, 5) Agreement Maxim, 6) Sympathy Maxim.

According to Yule (1996), speech act is naturally FTAs as it is functioned as tool to express apology, thanks, making request, complaint, disagreement, etc. As explained in Brown and Levinson theory (1978) some speech acts are face threatening because laying aside the face wants of the interlocutors, quoted by Bavarsad (2015: 94).

Disagreement is explained as "an oppositional premise (verbal or nonverbal) towards an antecedent verbal (or nonverbal) action" (Kakava', 1993: 36). In the term of arguments, disagreements take place when both participants are in different pairs of thought. Disagreement is one of speech act that is involved as face threatening act which enable speakers to show their different premise. It always occurs in daily life. According to Liu (2004) disagreement in human interaction is unavoidable. As hard as people try to avoid disagreement, people will face more complicated situation. There is always contradiction between disagreement and face saving (Niroomand, 2012: 180).

In contrast, Samar (2013: 89) mentions that Sifianou (2012) describes disagreement as "a situated activity, interactionally managed by interlocutors".

According to Sifianou (2012), disagreements can impress either or both positive and negative face of the interlocutors and disagreement can build a hostility or solidarity. She argues that the concept of disagreement as a face threatening act which should be avoided is no more applied. It means that the context of conversation is necessary to determine disagreement is face threatening act or not.

Although some theories say that disagreement is not face threatening that should be avoided, however to be polite is necessary to be applied since it is used to keep good relationship and showing respect to others. To be polite is complicated in any language and can be worse. Moreover, for the language learners because it needs understanding not only the language but also socio-cultural values of the language learned. Language cannot be separated from the users of community, accordingly using language should consider the context of the speakers involved. Context takes significant role to establish whether people are polite or impolite when communicating as Flora (2016: 92) states that politeness is considered by the context. Giving more consideration of norm applied in the society is classified as being polite.

For English foreign learners, to convey disagreement while keeping politeness could be very challenging since politeness principle of their mother tongue could endanger the successful of conveying intention and could be rude in the target of language. The fact that English is as foreign language in Indonesia, learners are often fail to accomplish what they have in mind. Being polite is commonly acceptable in every language, however, English has different principles of politeness with principle in Indonesian culture.

Interlanguage usage naturally faces a pragmatically trouble when the users are conveying their intention in English. Some learners may be expert in linguistic, they can produce and communicate in formal form so well however, in term of pragmatic they may have any trouble. There are same factors in pragmatic which induces the trouble. As Wijayanto (2013) proved that status levels and social distances induced the selection of politeness strategies in complaint. Kurdghelashvili (2015) says that EFL need to practice English speech acts in real life situations. Awareness of basic pragmatic issues such politeness is important since the difference cultural may lead Georgian students to misunderstanding and failure of communication in the target language. Salehipour (2015) finds that there are similarities factors in disagreement but the selection of disagreement strategies are remain difference. All these research are studying about pragmatic. It is about the implementation of English by EFL learners.

Based on these studies, researcher is interested to investigate how Indonesian EFL learners will apply English pragmatically, especially EFL learners of Lampung University, since they theoretically learn linguistics, syntax and pragmatic however, how they will apply the knowledge of pragmatic they have particularly in disagreement. The main concern of the researcher is how Lampung University EFL learners convey disagreement while keeping politeness. What disagreement strategies and what kind of politeness strategies they apply will be investigated in this research.

This research focuses on analyzing the disagreement strategies used in disagreeing and politeness strategies employed by EFL learners in English Study Program of Lampung University at advanced speaking learners. The researcher

will analyze the disagreement strategies based on Flora's Disagreement (2014), then, to analyze the learners' politeness, the researcher will apply politeness principle proposed by Leech (1983).

## **1.2. Research Question**

Based on the explanation stated above, the researcher formulates the research questions as follows:

1. What kinds of disagreement strategies are applied by EFL learners at English Education Study Program of Lampung University in interacting of disagreeing?
2. What kinds of politeness principle are applied by EFL learners at English Education Study Program of Lampung University in interacting of disagreeing?

## **1.3. Objectives**

In relation to the background of the problem above, the researcher proposes the following objectives of the research this study are:

1. To find out what kinds of disagreement strategies applied by EFL learners at English Education Study Program of Lampung University in interacting of disagreeing.

2. To find out what kinds of politeness principle applied by EFL learners at English Education Study Program of Lampung University in interacting or disagreeing.

#### **1.4. Uses**

Theoretically, the research focuses on analyzing the type of disagreement used in disagreeing and investigating politeness principle employed by English Foreign Learners in English Study Program of Lampung University. The result of this research will bring additional information in development of pragmatic in area of speech act of disagreement produced by Indonesian Foreign Learners.

Practically, it is hoped this research will be useful for the Indonesian EFL to adopt effective method of applying strategies in the process of interaction particularly in conveying an intended meaning by using appropriate act and strategies of communication. Additionally, for further consideration the findings may add information to instructors who are powerful for designing materials for EFL learners to studying, implementing and raise learners' pragmatic awareness.

#### **1.5. Scope**

This research focuses on analyzing the type of disagreement used in disagreeing and investigating politeness principle employed by English Foreign Learners in English Study Program of Lampung University at advanced speaking

learners. To analyze types of disagreement, disagreements strategies by Flora (2014) was applied. Leech's Politeness Principle (1983) was used in analyzing the politeness. The respondents were English Foreign Language learners of English Study Program in Lampung University.

## **1.6. Definition of Terms**

There are some definitions of conceptual word presented in order to have similar perception.

### 1. Speech Act

Speech act is an utterance containing action in the communication concerning the participants in the conversation and the context of the conversation. Speech acts can also be regarded as an act done by utterance. Speech acts are divided into locutionary act, illocutionary act, and perlocutionary act.

- a. Locutionary act is utterances that are meant to express something with the word corresponding meaning. Ex. "*I am tired*"
- b. Illocutionary act is the utterance that has the purpose and function. "*I am tired*" said by speaker to hearer means that ask for help or other purposes.

- c. Perlocutionary act is spoken utterances of speakers that have the effect of power or influence. "*I am tired*", said by the speaker then the hearer does massage to the speaker. That act is perlocutionary act.

## 2. Act of Disagreement

Disagreement is the oppositional thought between two sides. Disagreement is the speech act which is considered as a face-threatening verbal behavior in which people can show their dissatisfaction or opposition and it can build hostility and solidarity.

## 3. Politeness

Politeness is the way to show attention for social face of people while communicating. Politeness is regarding to the consideration of other people's feeling. It is defined as a way of expressing respect for others. In terms of communication, people will apply strategies to make conversation run well. Being polite will make the hearer feel to be respected and comfortable. Politeness maintains good relationship between speaker and hearer.

## **II. LITERATURE REVIEW**

This chapter will discuss speech act, type of speech act, Face work, Face-threatening acts (FTAs), disagreement, theory of politeness, and politeness strategies.

### **2.1. Inter Language Pragmatics**

As inter language belongs to L2 studies, pragmatics is commonly familiar with discussion of inter language pragmatics. Inter language pragmatics (ILP) studies is related to the second language acquisition research and *pragmatics* which is the study of language in context. The definition presented by Kasper and Rose (2002) shows the interdisciplirinarity or hybrid nature of inter language pragmatics as belonging both to pragmatics and SLA as well:

As the study of second language use, inter language pragmatics examines how nonnative speakers comprehend and produce actions in a target language. As the study of second language learning, inter language pragmatics investigates how L2 learners develop the ability to understand and perform actions in a target language (p. 5).

Based on the definition, it can be assumed that there are two important aspects in ILP research which is dealing with the attention on both *production* and *comprehension* aspects of language as part of learners' pragmatic competence in their L2. The second matter is that inter language pragmatics is also concerned

with the development of pragmatic competence. In other word, as a subject of pragmatics, ILP is a sociolinguistic, psycholinguistic or simply linguistic issue that mostly depends on how one defines the scope of pragmatics (Kasper & Blum-Kulka, 1993) as cited by Khorshidi (2013).

## **2.2. Speech Act**

There is one important approach in term of inter-language pragmatics that is the implementation of nation of speech act. The Speech Act Theory (SAT) was firstly founded by the British philosopher Austin 1962. Austin (1962) postulates that any language performs communicative acts. He says that “the uttering of the sentence is, or is a part of, the doing of an action”. This means that utterances intended by speaker can affect interlocutor. Speech act is a unit of speaking intended to perform another functions in communication and to accomplish a purposes. When people have something in mind then performed via utterances, these utterances are named speech act. People will not utter a sentence by its meaning, but they also act in utterance. For example, someone say

“What do you want to eat?”

The speaker does not only want the answer but speaker act an offer.

The utterances are categorized into three types, namely locutionary acts, illocutionary acts, and perlocutionary acts. Searle (1969) believes that the illocutionary act is the basic linguistic unit of communication and meaning (Mofidi, 2012: 119).

In short it can be said that speech act is an utterance with a functional action in the communication concerning the participants involved in the conversation. We may assume that speech acts is an act done by utterance. The utterance is then classified into three terms, they are: locutionary acts which is saying utterances with the real meaning of the words, second is illocutionary acts utterances which has effect to interlocutors and the last is perlocutionary acts, it is the effect of utterances which is done by the speaker and the hearer do something based on the utterance.

### **2.1.1. Type of Speech Act**

As it is mentioned above that speech act is doing an act by utterances. The utterances are categorized as Yule (1996: 48) states that producing an utterance will consist of three related acts. He defines three types of speech act they are the locutionary act, the illocutionary act and the perlocutionary act.

#### a. Locutionary act

Locutionary act is the basic of utterance that produce a meaningful linguistics expression. In performing locutionary act, a speaker will use an understandable expression in a sentence.

Example: You have long nails.

#### b. Illocutionary act

Illocutionary act is an act of doing something, it is uttered not only for saying sentence without meaning but also has some kind of function, it is intended by the speaker to ask the hearer to do something. We might

utter: “you have long nails” as a statement or as an order for the hearer.

Identify illocutionary act is harder than locutionary acts since it needs considerations of who the speaker is, whom the speaker talks with, where and when the utterance take place. Yule (1996: 53) writes the classification of illocutionary act that was introduced by Searle (1976).

Illocutionary act is classified into five following types:

### 1. Representatives

Representatives are those kinds of speech act that state what speaker believes to be truth or not (asserting, concluding, claiming, hypothesizing, etc.).

Examples: “today is hot”

“the room is so cold”

### 2. Directives

Directives are those kinds of speech act that speaker use to get someone else to do what speaker say (requesting, questioning, ordering, commanding etc.).

Examples: “help me to bring this box”

“come in please!”

### 3. Commissives

Commissives are kinds of speech act that speaker uses to commit some future course of action. They express what speaker intends (promise, threats, refusal, etc.).

Examples: “I will help you later”

“I will be there soon”

#### 4. Expressives

Expressives are kinds of speech act that state what speaker feels. It expresses a psychological statement (pleasure, pain, likes, dislikes, joy, etc.).

Examples: “I have never been so sad to hear your story”

“today is amazing for me”

#### 5. Declarations

Declarations are those kinds of speech act that can be meant as the world is changed via utterance. The speaker has to have a specific institutional role in a specific context, in order to perform declaration appropriately (excommunicating, declaring a war, christening, blessing, resign, sacked etc).

Examples: “you are fired”

“I hereby declare you pass the exam”

Illocutionary act can be categorized into direct and indirect speech act Wijana (1996). Speech act is not all categorized as direct speech act since it depends on its mode. Yule (1996: 54) explains direct and indirect speech act based on sentence mode.

#### **2.1. Direct speech act**

It is put into category of declarative, introgative and imperative.

Basically, declarative is functioned as a tool for informing, an

introgative is functioned as a tool of questioning and imperative is to give an order. When all of them functioned as they area, the result will be a direct speech act.

Example: “who was going with you last night?”

The example is introgative sentences that is used to asking.

## **2.2. Indirect speech act**

An indirect speech act is a speech act that indirectly delivered to the hearer and it is done by using declarative and interrogative sentence so that the hearer does not realize if s/he is being instruct. For example when someone wants to borrow a pen to his seatmate is by saying:

“Oh my God, I don’t bring my pen”

The sentence is not only function to inform that he does not bring his pen but also to give a polite instruction to his seatmate to lend him a pen.

### c. Perlocutionary act

Perlocutionary act is an act that uttered to affect the hearer and the affection can be expected or unexpected by the speaker. In other word, a perlocution is the hearer behavioral response to the meaning of utterance, not necessarily physical or verbal response, it could be mental or emotional response.

Example: when we hear someone say “you have long nails”

Then the hearer cuts his/r nails, that is the proof that the hearer understand the intention of speaker and that is perlocutionary act.

### **2.3. Face work**

Face is the main case that is maintained by everyone to keep politeness. As cited by Wijayanto (2013: 189) there are some founders define Face, they are Goffman (1967), Lakoff (1977) and Brown and Levinson (1987). Goffman (1967) believes Face as a public image in the term of social events which is temporarily used as an individual from society as long as he or she is worth to it. To keep self image a person need to perform Face-work that is conducting action as Face is. Lakoff (1977) states that Face-work is a contribution of interaction regulated by human communication. She proposed three rules: don't impose, remain aloof. It is basic politeness strategy of lessening imposition of others and maintaining social distance. The next rule is hesitancy which permits others use thir option to respect privat territories. The last is an action as an equality or camaraderie that make interlocutors are comfort.

Brown and Levinson (1987) modify the concept of face based on Goffman's face (1967) then Brown and Levinson state face-work that an individual has two wants that is negative face that is the personal presever of right to non-distinction and positive face that is self-image including desire to be accepted and appreciated of. In every social interaction people cooperates each other to keep their Face and everyone's face. Face in social interaction can be lost, maintained, and enhanced. People commonly select and apply strategies to

minimize face threats when they are using speech act depends on the counts on the ways speaker weigh up the Face threatening (FTA) in relation to hearers.

The closeness of social distance affect treatment of face as it is stated above that there are two kinds of face, they are positive and negative face. Positive face is about familiarity values between speaker and interlocutor. For example there are two friends who have not met for long time:

A : “hi... buddy, are you still idiot?”

B : “it is impossible, why are you still alive? It has been so long the last I saw you.”

Briefly, the dialogue seem to be impolite and rude, but since they have close social distance the fact that they are old friend that is normal for them and no one is insulted. Instead they are keeping their positive face each other because positive face is about showing solidarity.

Negative face is the opposite of positive face where the speaker and interlocutor expect there should be social distance and respect each other. For example there are a student and a lecturer that never met before.

S : “excuse me sir. This is the first time I am in campus. And I am looking for the room where I can re-registration.”

L : “I am afraid you have passed the building, now you go back and find A building, there you re-registration.”

S : “oh, I have passed it. Thank you very much sir.”

In this conversation it seems that they are showing respect and formal since they do not know each other. The student opened the conversation formally “excuse me” and indirect speech act. This situation indicates that the student keeps the negative face of the lecturer means does not want to intrude territory of lecturer.

In summary, face is self image that is showed in a conversation and it is can be maintained, lost or amplified. Everyone wants to keep his/r positive or negative image, then that positive sense inside everyone when they are known about their culture or about themselves is called Face. While Face-work is communication behavior of someone that is used to build and protect self-image and also it can be used to build, protect or even threat someone’s self image or face. However, people naturally act face-work to decrease threat of interlocutors’ face or avoid Face Threatening Acts.

#### **2.4. Face Threatening Acts (FTAs)**

Face threatening acts cannot be separated from speech act since when speaker has a speech means that there will be a threat for both speaker’s face either hearer’s face. Brown and Levinson (1987) as quoted by Niroomand (2012: 181) they define Face-threatening acts (FTAs) according to two basic pole: “(1) Whose Face is being threatened (the speaker’s or the addressee’s), and (2) Which type of Face is being threatened (positive- or negative- Face)”. Act of threat an addressee’s positive face is the act that the speaker does not support the addressee’s self-image (e.g., complaints, criticisms, accusations, mention of taboo

topics, interruptions, disagree). Act of threatening addressee's negative face is when addressee is pressured to accept or to reject a future act of the speaker (e.g., offers, promises), or when the addressee's goods are being coveted by the speaker. Example:

O : “don't you know it's been midnight? Why are you awesome guys so noisy? Don't you have a house to come back?”

Y : “we are sir, we are sorry.”

In short dialogue above, old man threat the face by saying “awesome guys” and “don't you have a house”. It is not only threat the hearer's face instead, both of speakers since the old man use rude words. Then the young man did face saving by showing negative politeness and realize they were wrong.

The criteria of politeness that is applied by speaker to a certain speech act is determined by the weightiness of this speech act. the weight of the speech act is calculated by three variables: the perceived social distance between the hearer and the speaker, the perceived power difference between them, and the cultural ranking of the speech act (Brown & Levinson, 1987).

Face threatening acts is a threat for everyone's image and self-image by making a question, suggest, thanks etc. in every daily communication we may not convey a speech politely and potentially enrage interlocutors. Politeness strategies are applied by speaker to avoid threat of interlocutors' face.

## 2.5. Disagreement

Disagreement is belonged to illocutionary act, however it is not belonged to directive, commissive, declarative, representative and expressive, instead it is reactive of other types of illocution. According to Liu (2004: 27), the act of disagreement (disagreeing response to a constative in a situation) is not belonged to type of directive or commicccive in Searle's taxonomy of illocution, unlike directive or commissive, disagreement is reactive means that there should be a prior utterance from an interlocutor. Because act of disagreement relies on the previous utterance, the act of disagreement happen when the speaker S thinks some untrue proposition uttered to be come along by an addressee A. it beckons that A previously uttered a proposition P, and the speaker S has an intent that speaker believes "not P" (Rees-Miller 1995). In line with Liu, Bach and Harnish (1979) include constatives in illocutionary acts. They classify illocutionary acts based on type of expressed attitudes, modifying Austin's (1962) and Searle's (1975) taxonomies of illocutionary acts. Bach and Harnish (1979) define constative as the hearer had to be believed.

Because disagreement is not a directive or commissive but reactive, it relies on prior utterance so that understanding disagreement in the context of discourse it occurs is important. The prior of utterance in the context should be rationally constative which mean that constative is the expression of a belief, as it is with expression of intention that the hearer form a like belief (Bach & Harnish 1979: 42) Liu. Finally, disagreement occurs if the prior utterance is an expression of a belief P (a constative) and if the reactive expression is a "not P".

Bavarsad (2015: 82) states that for identifying the utterances of disagreement form Muntigl and Turnbull's (1998) proposed a taxonomy, which recognizes five types of disagreement. Muntigl and Turnbull (1995) identify four types. The taxonomy ranks the disagreement types from the most to the least Face "aggravating". They define them as follows.

a. Irrelevancy claim (IC)

Irrelevancy claim (IC) is the most Face-threatening disagreement in which a speaker questions the relevancy of previous claim to the discussion at hand.

Example: "it is totally wrong, I don't think he will win as you said"

b. Challenge (CH)

Challenge (CH) in which the speaker demands that addressee provide supporting evidence for his and her claim.

Example: "Was it? Who said he is winning? Is there any proof?"

c. Contradiction (C)

Contradiction (C) is the next type of disagreement in which a speaker explicitly contradicts with the previous claim, but it is less Face-threatening than IC and CH in that it does not decline the capability of other interlocutor.

Example: "Not really, there is another chance. With his power, I believe he will win"

d. Counterclaim (CC)

Counterclaim (CC) in this case the speaker does not contradict directly. By bringing reason for disagreement and using positive markers, CC mitigates threat and damage to the others' positive Face (Peter Muntigl 1995).

Example: “Perhaps, what you have just said is right, but I think .. “

In new literature of disagreement Angouri and Locher (2012) provide new perception for future research on disagreement. They believe that disagreement in everyday speech act is expected as an interactional practice such as problem solving and decision making in a formal debate. They argue that it is fallacious to consider that disagreement as primarily negative since various aspects such as contexts, culture and social norms determine the nature of disagreement as a preferred or dispreferred speech act (Samar, 2013: 89)

In line with Angouri and Locher (2012), Sifianou (2012) describes disagreement as “a situated activity, interactionally managed by interlocutors”, that is a multidirectional (i.e. disagreements can impress either or both positive and negative Face of the interlocutors) and multifunctional (i.e. disagreement can build a hostility or solidarity) speech act. She argues that the concept of disagreement as a Face threatening act which is should be avoided is no more applied Samar (2013: 89).

On the other side, Flora (2014, 118-119) argues that there are two kinds of disagreement. It is divided based on the way disagreement delivered. The first is that stating disagreement directly. It can be identified by the statement, directly disagreement stated by using: “don’t agree”, “disagree”, “I don’t think so” or by

saying “no”. The second type of disagreement according to Flora is indirect disagreement. The way to identify is by looking if it does not contain “don’t agree”, “disagree” or “no” in the statement of disagreement.

To make it clearer here are the example of direct disagreement, Example:

A : it will be an amazing night if we go to the party tonight.

B : I don’t think so, it will be much better if get sleep soon.

In the dialogue, speaker A states what he believe about the night at once it also indirectly asking speaker B to go to the party. However, speaker B has his own opinion, speaker B believes that they are better to get sleep early. The way speaker B stating his disagreement is direct disagreement since he said “I don’t think so” to state that he disagree with the speaker B.

Another type of disagreement is indirect disagreement, it is stated by using a reason or sometime a partial agreement, but the point the speaker will state the disagreement. Example:

A : My family will have a special dinner this evening, it will be more fun if come join us.

B : yah it must be a great dinner with me or without me. I wish I could come.

In the dialogue speaker B indirectly state the disagreement. Speaker A believed that the dinner will be more special if speaker B would join the dinner. Different from speaker A, speaker B believed that the dinner must be fun although without him.

However, the disagreement always does not come by itself, there should be proposition before it, in this study the disagreement comes to as the reaction of

suggestion and statement. Suggestions is a member of the assertives. In addition, suggestions is distinctive among the assertives for the characteristic restriction on its propositional contents. The propositional content of suggestions such as what is better for the hearer or what the hearer should do. Contrast this with reports and predictions. Reporting implies employing a kind of assertive, the propositional content of which is confined to past events. Predicting is a kind of assertive in which the propositional content is confined to future events. The same argument can also be advice applied to and recommendations, all of which are members of the assertives.

While a statement is either a meaningful declarative sentence which is either true or false or a true or false declarative sentence asserts. In the latter case, a statement is distinct from a sentence in that a sentence is only one formulation of a statement, whereas there may be many other formulations expressing the same statement. Philosopher of language, Peter Strawson used the term "Statement" to make the point that two declarative sentences can make the same statement if they say the same thing in different ways.

## **2.6. Concept of Politeness**

Politeness is defined as act of showing good manner by speakers toward hearers. Some theories have tried to interpret politeness, one of them is theory by Brown and Levinson (1978), they affirm that politeness is any people's interaction in negotiating their roles and try to behave accordingly to maintenance each other's face. They believe that everyone has two types of face: one is positive and

the other is negative. Positive face is the want to be approved and appreciated by others i.e. the desire that the self-image be appreciated and approved of by participants while negative face is the need to be independent, the desire for freedom of action and freedom from imposition Aribi (2012: 93).

According to Brown and Levinson (1987), in any casual interaction, there are illocutionary acts that impedes the speaker's and hearer's positive or negative Face. Thus every utterance represents a potential Face Threatening Act (FTA) either to the negative Face or to the positive one. For example when people performing a request, the Face could be maintained or lost since request is Face Threatening Act as mentioned by Brown and Levinson (1987). Therefore, people need to employ an arrangement of strategies called "politeness strategies" to mitigate interpersonal conflicts and to be polite. Brown and Levinson (1987) proposed four politeness strategies to minimize the FTAs: bald on-record, positive politeness, negative politeness, and off-record indirect strategy.

Coulmas (2006) believes that the communication is not all about exchange ideas, another important aim is to keep interpersonal relationship among speakers. Therefore people need to pay attention on their utterances (Flora, 2016: 87). Watts (2003) states two form of politeness, the first order of politeness is to convey various ways that polite behavior is perceived and talked by members in a socio-cultural group. It is like the common politeness in general. Second-order politeness is a theoretical construct, it consist of a theory of social behavior and language usage, cited by Culpeper (2011: 3)

Politeness is the first and foremost of a matter of what it is said not a matter of what is thought or believed Cruse (2000: 362). He states the statement “choose expressions which minimally belittle or underestimate the hearer’s status. While Leech (1983) cited by Chaer (2010: 81) defines politeness principle as minimize of expression of impolite beliefs. In dealing with disagreement, people should pay more attention on politeness principles to keep the communication flow. When people are in a conversation and they want to keep politeness to the person they talk to, this politeness principle can be applied.

Politeness is the practical action of good manners. It is about how to show respect for other. Culturally it is established as phenomenon, however, sometime what is considered polite in a culture can be quite rude in another cultural context. The purpose of politeness is to maintain people’s face by making all of the parties relaxed and comfortable with one another.

## **2.7. Scale of Politeness**

We cannot just judge people are polite or impolite since every culture or community has its own criteria. It depends on speakers who are involved and it can be based on the social status or distance of the speakers. These criteria are belonged as scale. According to Chaer (2010: 63-66) politeness scale is level of politeness, it is considered from the less up to the most polite. Therefore, Leech’s politeness principles are considered to be more comprehensive than other principles. The politeness principles divided into six maxims, in which each

maxim has five scales to determine the degree of politeness. Below are the descriptions of each scale:

(a) The Cost-benefit scale

It gives detail about the cost and benefit which are oriented to the hearer or the addressee. Here, the cost and benefit refer to the utterance uttered by the participants either financial or a prestige. In this case, if the cost is higher than the benefit of the addressee, it seems to be less polite. On the other hand, if the benefit is higher than the cost of the addressee, it seems to be more polite.

Example:

- 1) Clean the toilet.
- 2) Peel the mango.
- 3) Give me the newspaper.
- 4) Enjoy the song.
- 5) Drink the coffee. Etc.

(b) The Optionality scale

It assesses the degree to which the illocutions performed by the speaker allows the addressee to have choices. Frequently, an option is offered when the speaker uses an indirect utterance in giving a command, a request, etc. to the addressee. In this case, the speaker gives an option to the addressee to give response toward the speaker's utterance. Since the speaker gives an option to the addressee to choose the response, it will increase the degree of politeness.

Example:

- 1) Move this box.
- 2) If you're not tired, move this box.
- 3) If you're not tired and not busy, move this box.
- 4) If you're not tired and not busy, move this box just if you want to.
- 5) If you're not tired and not busy, move this box just if you want to  
and you don't mind. Etc.

(c) Indirectness scale

It indicates the degree of politeness on the basis of evaluating the same propositional content under increasingly indirect kinds of illocution. In this case, the higher of indirectness indicates the greater of politeness.

Example: indirectness less polite

- (1). Close the door!
- (2). I want you to close the door.
- (3). Will you close the door?
- (4). Can you close the door?
- (5). Would you mind closing the door?
- (6). Could you possibly close the door? Etc.

more polite It clearly shows that the indirect utterance will increase the degree of politeness. The more indirect utterance will be the more polite because it is more beneficial for the hearer or the addressee.

- (d) Authority scale Representing the social status relationship between the participants.

The various ways we choose words can show whether we see the person addressed is a superior, a subordinate or an equal. In other words, we can say that the way somebody talks to others reflects his or her relationship to others. For instance, the hotel Manager calls a maid in the hotel ‘Marissa’, and Marissa calls the Manager ‘Sir’. It clearly shows the different social status between the participants, that is the Manager as a superior and the maid as a subordinate. In any particular case, when the participants have very different social status, then the person with higher status has an authority to order a command to a person with lower status.

- (e) Social Distance scale Indicating the degree of familiarity between the participants.

This scale is useful in emphasizing that how well the participants know each other. Generally, it used to show difference, existence, or solidarity between the group members. For example, the relationship between two persons who have been good friends for long time and have known each other shows that they have a high solidarity to each other. On the other hand, people in distant relationships will have a low solidarity to each other.

On the other hand, to determine level of politeness Brown and Levinson (1987) propose three scales. First is (1) Scale of distance, determining by differences of age and socio-cultural background. (2) Scale of social status, be

based on speaker and hearer relative power. (3) Rank of the utterance scale, the degree of imposition associated with the required expenditure of goods or services.

1) Scale of distance

Scale of distance is the distance between speaker and hearer that is determined by differences of age and socio-cultural background. In the difference of age it is usually known that more people getting older means that higher level of politeness they have in speech. In the contrary, younger people have lower level of politeness in speech. Socio-cultural background has an important role in speech act, people with higher occupation in community tends to be more polite in speech than common people such as farmer, laborer or house assistant.

2) Scale of social status

Scale of social status between speakers and hearer is based on social position. For example, a doctor will have higher directory than other. It also occurs in the class, the teacher has higher level than the students. Another example, on high roan, a policeman has higher position than doctor who violates the rule, in contrary the doctor will have higher position than the policeman if they are in hospital.

3) Rank of the utterance scale

In any occasion, sometime an utterance will have higher level than other utterances. An utterance is reputed to be rude or impolite will be polite if it

is in a danger situation. For example, if an unknown man suddenly asked a woman's room in hotel it is categorized as impolite speech act, but it will be different if there is emergency situation and the woman need an aid, when the unknown man is asking the room in the emergency situation it is categorized as polite speech act.

## **2.8. Politeness principle**

To keep good relationship among people and avoid face threatening act, they need to consider the utterances when they have an oral communication. Therefore, strategies of politeness are important to apply. According to Leech (1983) the more indirectly illocutions uttered, the more polite the utterance will be. As cited by Flora (2016: 82), Leech gives some examples in relation of strategy to be polite. As the following:

- (1) Answer the phone.
- (2) I want you to answer the phone.
- (3) Will you answer the phone?
- (4) Can you answer the phone?
- (5) Could you possibly answer the phone?

This strategy shows that more the request uttered indirectly it is considered to be more polite. However, this strategy in the implementation as rarely find since the participants context (who speak to whom) affect if it works or not. Strategy number one (1), if the participants involved are in same social distance they will not feel be threat and they consider it is polite.

The politeness principle is divided into six, they are: 1) Tact Maxim, 2) Generosity Maxim, 3) Approbation Maxim, 4) Modesty Maxim, 5) Agreement Maxim, 6) Sympathy Maxim, by Leech (1983: 83). The explanations are as follow:

### 1. Tact Maxim

The principles are

- a. Minimize the expression which implies cost to other.
- b. Maximize the expression which implies benefit to other.

In tact maxim the speaker needs to avoid statement which bring cost to the hearer and try to give a statement that benefits the hearer. It is much better to give a comfortable situation for the people who involved in a conversation.

Example: “won’t you have a drink?”

This utterance is spoken to ask the hearer to have a drink. Indirect utterance is used by the speaker in order to be more polite, minimizing cost and be benefit to the hearer.

### 2. Generosity Maxim

The principles are:

- a. Minimize the expression of beliefs that express benefit to self.
- b. Maximize the expression of beliefs that express cost to self.

This maxim focuses on the speaker and other should be put first rather than self.

Example: “you sit here and let me take the rest”

The speaker in this utterance implies that cost of the utterances is for speaker itself and it is benefit for the hearer by finishing the work.

### 3. Approbation Maxim

The principles are:

- a. Minimize the expression of beliefs that express dispraise of other.
- b. Minimize the expression of beliefs that express praise of other

This principle suggests speaker to avoid unpleasant expression toward the hearer. The speaker is preferred to praise the hearer, to side step the issue, to give some sort of minimal response or to remain silent.

Example: “Mr. Ujang, we know that you are a wise man, would you mind to give suggestion to the problem between my neighbor and me?”

In this utterance, the speaker praise the hearer first before directly ask for suggestion.

### 4. Modesty Maxim

The principles are:

- a. Minimize praise of self
- b. Maximize dispraise of self

This principle and appribiation maxim is quite same that concern to degree of good or bad evaluation of other to self. Appribiation maxim mostly used to congratulate or praise other whereas the modesty maxim tends to apologies.

Examples: “I hope you will enjoy yourself in this decrepit room”.

It is said as modesty maxim since the speaker dispraise of himself by saying decrepit room.

### 5. Agreement Maxim

The principles are:

- a. Minimize disagreement between self and other
- b. Maximize agreement between self and other

In this maxim, it does not mean that disagreement is totally should be avoided but it is much more state direct agreement rather than disagreement. The disagreement in this maxim is usually expressed by regret or partial agreement.

Example: A: “it is difficult to ride a bike”.

B: “yes it is, but it is just in the beginning”.

### 6. Sympathy Maxim

The principles are:

- a. Minimize antipathy between self and other
- b. Maximize sympathy between self and other

In this case, for example the calamity happens to other must be given sympathy or condolences.

Example: “I’m really sorry to hear about your mother”.

The utterance expresses sympathy for misfortune and shows solidarity between the speaker and hearer.

All these kind principles are used to show politeness. Politeness principles are naturally used as a tool to keep hearer's face. Face refers to speaker's sense of social identity or the respect that individual has for him or herself in public or private situations.

## **2.9. Simulation Technique**

In this research simulation took role as a speaking activity when you put yourself into a situation, or when you stay in your own but put yourself into an imaginary situation. Cioffi et al (2005) affirmed that the simulation can be explained as a miniature version of a sphere of concrete activities in real life. Medley et Horne (2005) findings completely agree that simulation is a realistic model that can simulate real-life scenarios. So this technique was appropriate to collect the data in term of analyzing inter-language interaction among EFL learners of Lampung University.

### **Advantages and Disadvantages of Simulation**

#### **Advantages**

1. This research especially applying simulation as data elicitation technique will lead the researcher to collect the data needed. Because the respondents will be given some situation and they have to perform. In designing the situation, the researcher will refer to the category of speech act.

2. Various experiences can be brought in to the situation by simulation. The range of function and structures and areas of vocabulary can be introduced, go far beyond the limit. Through simulation we can elaborate learner's speaking skill.
3. Simulation puts the learners into situations that require them to use the language appropriately since it is necessary for social relationship.
4. Some people learning English to prepare specific purpose in their lives. This simulation is helpful for people who are going to work in international contexts. Learners can try out and experiment the language they required.
5. By simulation, gathering a large amount of data faster.

#### Disadvantages of Simulation

1. It will create chaos in collecting the data since it will be difficult to control the whole respondents in one time. Some learners probably will not follow the instruction.
2. It will take time, especially in preparing the activity.

#### **2.10. Review of Relevant Research**

Nowadays, the study about pragmatic has become a new topic. Recently some researchers have moved the focus from discussing formal component of a language to appropriate use of language. The study of pragmatic is mostly about politeness and speech act, such as done by Wijayanto (2013), Kurdghelashvili (2015) and Salehipour (2015).

Wijayanto (2013) had done research about politeness in complaint by EFL of Indonesia. The politeness strategy was the taxonomy proposed by Brown and Levinson, which consisted of Bald on Record, Positive Politeness, Negative Politeness and Off-Record strategy. The results of the study revealed that Bald on Record and Positive politeness strategy were the most pervasive strategy used by the participants. It was because different status levels and social distances induced different frequencies of politeness strategies rather than different types of politeness. From his study, it provides a better understanding of foreign language learners' pragmatic competence regarding the use of politeness strategies.

Kurdghelashvili (2015) concluded in her study about speech act and politeness that Georgian students need to practice English speech acts in real life situations. Teachers should attempt to raise their students' awareness of basic pragmatic issues such like politeness. Because the cultural difference between English - speaking communities and Georgia may lead Georgian students to misunderstanding and consequent failure in communication with native speakers of the target language.

Salehipour (2015) conducted a research about disagreement in Persian. In his research of disagreement, he applied Muntigl and Turnbull (1995) consisted of four types of disagreement: Irrelevancy Claims (IC), Challenges (CH), Contradictions (CT) and Counterclaims (CC), then he added four more types: *Thanking* (starts with a thanking word), *Mitigation of apology* (start their disagreement with a word of apology), *Providing reason* (tends to give reason instead of showing direct disagreement), *Mitigation of God willing* (which is completely related to culture and religion). He found that the highest tendencies

was contradiction with 28.66%, then the second highest was providing reason with 27,7 %. It means that the context who speaks to whom is influencing people to choose any strategies.

### **III. RESEARCH METHOD**

This chapter describes the method, research design, research procedure, subjects, data, data collection and data analysis.

#### **3.1. Research Design**

This research was designed based on the problems identified and arranged to adjust the main purpose of the research, so that the researcher used a discourse analysis research that employs descriptive method. Surakhmad (1994:139) believes that a descriptive method is a kind of research method employing technique of searching, collecting, classifying, analyzing the data, interpreting them and finally describing the conclusion.

The data focus on the task based performance of the English foreign language learners by analyzing the interactional conversation among participants. In identifying the utterances whether it was categorized to be polite, Politeness Principle proposed by Leech (1983) was applied.

### **3.2. Research Procedure**

In order to collect the data, the researcher did several steps:

1. Determining the situation for student task
2. Preparing the role cards for the student
3. Distributing the role cards and asking the student to perform based on the situation given
4. Recording the student performance
5. Transcribing all the conversations
6. Coding the data
7. Analyzing the data using Leech's politeness principle.
8. Making the report of the research.

### **3.3. Subjects**

The population of this study was the students of English Education Study Program of Lampung University. The samples were the learners who had taken advanced speaking course on March 2016 to avoid a trouble such as less of vocabulary. The subject in this research consisted of 22 learners.

### **3.4. Data Collecting Technique**

To collect the data, the researcher put the students into a setting, the students had to perform based on the situation given. There were six situations

provided by the researcher and distributed to 11 pairs respondents randomly. Each peer got one situation, so there were 11 units of conversation collected. The conversation among the students was recorded. Students' performances were recorded during conversation in order to get an authentic data. The researcher was an observer, therefore the researcher did not suggest any utterance used by learners in their performance. The respondents were aware the researcher's presence during the activity, however, the utterance produced by the respondents was still considered natural since the researcher was only the observer.

### **3.5. Instrument**

To collect data for this study, simulations were designed and applied. The simulations were a form of setting that describes some natural situations to which the respondents were expected to react. In this case the simulations consisted of six scenarios, in which the subjects were expected to disagree with three higher statuses and three peers. They were asked to utter their natural responses for each situation.

The simulations covered a variety of topics and types of situations to avoid intervening effects of topic selection. The participants were asked to produce appropriate and natural disagreement utterances for a given context of situations in the simulations. Thus, the instrument was speaking task that in form of conversation that should be made based on the following situation:

### **Data Elicitation (simulation)**

Please read then role the following situations. Give your reaction of disagreement as natural as possible based on your own idea!

1. You are asked to visit your advisor due to your script. S/he believes that you must change your title of the research but you are completely satisfied with this title and you disagree with the advisor.  
Do it naturally!
  
2. You go to meet your lecturer. The fact is that your lecturer gave you low score but you believe that you do not deserve to get the score since you have done the material well.  
Do it naturally!
  
3. All the meetings of the lecture are over but the lecturer asked for additional classes to replace the classes that were not being met and you as the chairman disagree with what the lecturer asked since it has been entering holiday.  
Do it naturally!
  
4. You are talking to your classmate and s/he suggests you to move your seat because s/he is unpleasant with it, but you are completely satisfied where you sit and reject the suggestion.  
Do it naturally!
  
5. Your group asks to go picnic this week end but you are sure that it will be so much better to do the group's task this week end.  
Do it naturally!

### **3.6. Data Analysis**

All performance of the students was recorded in form of audio recorder.

Then the audio record was transcribed (appendix 3). After transcribed, the data were coded into the utterances of disagreement and politeness. Finally, the data were analyzed based on politeness principle by Leech (1983) which covers: 1)

Tact Maxim, 2) Generosity Maxim, 3) Approbation Maxim, 4) Modesty Maxim, 5) Agreement Maxim, 6) Sympathy Maxim.

To make it clearer, the utterance of politeness was put into the following table:

**Table 3.1 Leech's Politeness Principle (1983)**

No.	Situation	Utterance	Politeness principle					
			Tact Maxim	Generosity Maxim	Approbation Maxim	Modesty Maxim	Agreement Maxim	Sympathy Maxim
1								
2								
3								
% Total								

**Table 3.2 The utterances of Politeness Principle**

No.	Disagreement		Politeness Principle		Situation	Utterances	Participants' Perception
	Di	In	Maxim	%			
1.							
2.							
3.							
Total							

## **V. CONCLUSION AND SUGGESTION**

This chapter discussed about conclusion and suggestion as follow.

### **5.1 Conclusions**

Referring to the discussion of the research findings on previous chapter, researcher comes to the following conclusion

1. From five situations, two disagreement strategies were employed by EFL learners in inter language interaction. They were direct and indirect in stating disagreement. The tendency of disagreement strategy was in form of indirect disagreement (82,2%). It showed that the participants believe if disagreeing indirectly would be more polite and show respect to keep relationship and avoid miscommunication.
2. In politeness principles, EFL learners apply almost all maxims suggested by Leech. There were Tact Maxim, Generosity Maxim, Modesty Maxim, Agreement Maxim and Sympathy Maxim. The tendency of maxims that mostly used was tact maxim (28,5%). The tact maxim was used when the speaker wants to respect the hearer although the speaker disagreed by giving reason. It can be inferred that the participants assumed that by providing reason the disagreement would be more acceptable or polite.

## **5.2. Implication**

Summarizing from the result research, it is expected to be beneficial for all English lecture who taught in the speaking class. Teaching politeness can be used as a technique in teaching speaking. By making a dialogue consisting elements of politeness, students will have more time to speak. However, introducing inter politeness as a teaching material would be more important in order to make the students' aware of inter language pragmatic competence and make the students to be able to use the language appropriate in target language.

## **5.3 Suggestions**

Referring to the data in the previous chapter and conclusion, some suggestions are recommended.

1. English teacher should not teach linguistic only but also inter language pragmatic knowledge of the target language to the students in order the students can use the language appropriately to various situation.
2. For future researcher it is better if the source of the data use real interaction in daily life to investigate politeness principle. Besides, this study focused on situation that occur in stating disagreement by students, the researcher hopes that the future research will be focusing on other aspect such as ethnic in polite disagreement.

The researcher hopes that this study will have contribution to the field of English learning process through indentifying disagreement and politeness principle in EFL learners.

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