Politeness Strategies in Giving Advice Used By English Department Students of State University of Padang

Thesis

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By

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ABSTRAK

Mandalia, Siska. 2011. *Politeness Strategies in Giving Advice Used By English Department Student of State University of Padang.* Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Dalam kehidupan sehari-hari kita sering menggunakan nasehat dalam percakapan. Nasehat bisa diberikan oleh orang tua ke anak-anak mereka, Guru kepada murid maupun kepada sesama. Untuk memberikan nasehat supaya diterima dengan baik tentu ada strategi kesopanan yang digunakan oleh yang memberi nasehat tersebut, untuk menciptakan suasana lebih nyaman dan tidak menyinggung perasaan lawan bicara dalam menyampaikan maksud percakapannya. Teori kesopanan yang dipakai dalam penelitian ini yaitu teori kesopanan yang dikemukan oleh Brown dan Levinson (1987) dan ditambahkan oleh Yule (1996), yaitu bald on record, positive politeness, negative politeness, negative politeness, and off record.

Metode yang digunakan dalam melakukan penelitian ini adalah adalah metode deskriptif kualitatif, yaitu berusaha menggambarkan dan menginterpretasikan tentang kondisi yang ada. Tahap pertama yang dilakukan yaitu mengumpulkan data berupa angket yang mengandung nasehat dan meminta informan dari mahasiswa jurusan bahasa Inggris UNP. Data dianalisa dengan menentukan strategi kesopanan (*politeness strategies*) yang digunakan, dan menentukan teori mana yang dipakai lebih sering dalam memberikan nasehat tersebut oleh mahasiwa dan mahasiswi jurusan Bahasa Inggris.

Hasil penelitian menunjukkan bahwa tipe strategy kesantunan yang paling sering digunakan adalah *Bald on Record* dengan jumlah persentasi nasehat yang diberikan oleh mahasiswa ke mahasiswa (44.7%), mahasiswa ke mahasiswi (54.7%), sedangkan strategi kesantunan yang paling banyak digunakan oleh mahasiwi dalam memberikan nasehat adalah *Positive Politeness* dengan persentasi nasehat mahasiswi ke mahasiswi (45.3%), dan mahasiswi ke mahasiswa (41.3%).

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication between one human to others frequently involves a language. Language is a backbone of communication process in human life. Being able to formulate language in a polite and an appropriate manner, is a skill that people are expected to have. It can be realized that in communication. People produce language not only in order to convey information but also to maintain relationship among people as members of society. Thus language which is crucial object in linguistics plays as important role in communication.

Human being as social group interact each other in communication through language, include in asking and giving advice. Advice exists in social interaction of human life in order to suggest someone to deal with some conditions and some problems. In pragmatics, advice is an utterance causes the hearer to take some particular actions. According to Yule (1996) advice belongs to kinds of speech acts that are used by speaker to get someone else to do something. Yule classifies advice into directive speech acts because this kind of speech acts directs someone to do something.

Advice is suggested as an action plan for someone to deal with a particular situation. Oxford advance learners' dictionary (2000: 20) defines advice as an opinion or a suggestion about what to do in particular situation.

Advice occurs in social interaction whether friend's peer, parents to children, academic institution, person to an expert and many more.

In giving advice there are some strategies employed by a speaker to achieve variety goals. One of the important aspects of the language use is politeness. The area of politeness deals with perceptions, expectations and conventional realizations of communicative strategies which enhance social harmony. Politeness strategies developed in order to formulate messages in order to save the hearer's face. Generally, to maintain a social relationship, people need to communicate in polite ways. Politeness phenomena are reflected in language. Thus, people may know that someone is being polite or not through the way they speak. Therefore in order to be polite and able to maintain relationship with others, people should know how to use politeness strategies appropriately.

Advices are commonly found in the daily communications and so do among college students at university. There are many departments in faculty of languages and arts in State University of Padang. English Department is a department which learns about the language itself. They learn about pragmatics. So of course they will have better understand how to give advice in accordance with what they have learned. And English Department Students also have strategies in giving advice to communicate with others.

There were some reasons why this topic is important to be studied. First, it be expected to provide significance contribution to the enrichment of linguistics studies of politeness strategies in giving advice especially in English Department students that study about pragmatics. Second, few of people are interested in study about speech act especially in giving advice. Third, by knowing the ways which are usually used politeness strategies in giving advice by English Department students, hopefully types of politeness strategies in giving advice made by English Department students can be explored. Fourth, people should be aware that the most appropriate ways in giving advice to be used in certain situation because if people do not understand the use of politeness strategies in giving advice, communication will have a problem. Thus, different perception might cause misunderstanding. These phenomenon attract an interest of the researcher to conduct the research of observing and analyzing about types of politeness strategies in giving advice made by English Department students at State University of PadangAnd researcher also wanted to see the different strategy in giving advice between Male and Femalestudents in the English Department..

B. Identification of the Problem

This research was classified into the study of pragmatics, which was defined as subfield of linguistics which studies the ways in which context plays a

vital role in the use and understanding of language. Language as an action has become the key concept in what is currently understood as linguistics pragmatics.

There are four types of politeness strategies as described by Brown and Levinson (1987) and Yule (1996) that sum up human politeness behavior into bald on record, positive politeness, negative politeness and off record.

The bald on record is used mostly to shock the person to whom you are speaking to, embarrass them, or make them a bit uncomfortable. The positive politeness strategy attempts to minimize the threat to the hearer's positive face. The negative politeness presumes that the speaker will be imposing on the listener. It is oriented mainly toward partially satisfying hearer's negative face, his basic want to maintain claims of territory and self determination. The off record strategy is used to tell one's intention by indirect and ambiguous way. This strategy usually found in the conversation with strangers. Speaker can tell his purposes by using hint, vagueness, sarcasm, or joke.

Most people give advice in the conversation to make the conversation more polite and increase the intimacy between them. This research is focused in analyzing the use of politeness strategy in giving advice by Brown and Levinson (1987) and Yule (1996) that is Bald on record, positive politeness, negative politeness and off record.

C. Limitation of the Problem

Based on the identifications of the problem above, the problem of the research was limited to analysis one giving advice as politeness strategies by Brown and Levinson (1987) and Yule (1996) that is Bald on Record, Positive Politeness, Negative Politeness, and off record. This research focused on politeness strategies in giving advice used by English department student of State University of Padang.

D. Formulation of the Problem

Based on identification and limitation of the problem, the problem of this study was formulated in following questions, "What kinds of politeness strategies applied among English Department students of State University of Padang?"

E. Research Questions

These problems of this study were formulated as following questions:

1. What are the types of politeness strategies in giving advice used by English department students of State University of Padang?

2. What strategy is mostly used by English department students of State University of Padang?

3. What strategy is mostly used by Male students of English department at State University of Padang?

4. What strategy is mostly used by Female students of English department at State University of Padang?

F. Purposes of the Study

The purposes of this research were:

1. To find the politeness strategies in giving advice used by English department students of State University of Padang.

2. To find the politeness strategy is mostly used by English department students of State University of Padang.

3. To find the politeness strategy is mostly used by Male students of English department at State University of Padang.

4. To find the politeness strategy is mostly used by Female students of English department at State University of Padang.

G. Significance of the Study

The researcher hoped that this research gives information to the readers about politeness strategies in giving advice. It is also contributed for linguistics study especially for pragmatics field. This research was expected to help in getting strategies and using of politeness strategies in giving advice appropriately. The researcher also hoped that this study provides a better method for other research to conduct another further research especially about politeness strategies in giving advice.

H. Definition of Key Terms

1. Advice	: is a form of personal opinions and recommendations about certain situations in some context to another person offered as a guide to action and solve the problem.
2. Politeness Strategies	: is a strategy to have politeness consist of bald on record, off record, positive politeness, negative politeness in giving advice.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Basic Concept of Politeness

Brown and Levinson (1987:150) present a more cohesive and comprehensive theory of politeness. They maintain that interlocutors consider the power and the distance of their relationship when choosing among different options for conveying a given speech act. It can be said that both power and distance are two major elements operating in systems of politeness. Moreover, they say that politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts (FTA) toward another. Face here is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction.

In addition both power and distance are two major elements operating in systems of politeness, Holmes (1992:11) explains that politeness is often matter of selecting linguistics forms which express the appropriate degree of social distance or which recognize relevant status differences. It means that the choice of word which is uttered by person will imply its social degree where she or he comes from. It is known that politeness in one community is different from others; it is because of different background.

Beside that Grundy (1995: 127) says that politeness phenomena are one manifestation of the wider concept of etiquette, or appropriate behavior. In being

'polite', a speaker is attempting to create an implicated context that matches the one assumed by the addressee. Politeness is the term people used to describe the extent to which action, including the way things are said, match other's perceptions of how they should be performed.

This supremely pragmatic definition presupposes that every instance of communicated language exhibits politeness, Yule (1996:60-106) defines politeness as the means employed to show awareness of another person's face. As a technical term, face means the public self-image of a person. It refers to that emotional and social sense of self that everyone has and expects everyone else to recognize. In this sense, politeness can be accomplished in situations of social distance or closeness. Showing awareness for another person's face when that the other seems socially distant is often described in terms of respects or deference. Showing the equivalent awareness when the other is socially close if often described in the terms of friendliness, camaraderie, or solidarity. He asserts that politeness is a system of interpersonal relation designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange.

In the other hand Mills (2003: 6) says politeness is the expression of the speaker intention to mitigate face threats. It means that politeness is an expression from speaker in order to lessen face threatening acts. In short, politeness is considered as saving another face in interaction.

In conclusion based on the explanation above, politeness can be defined as a presentation of language attitude showed in a good manner and consideration of others. Politeness is important in social life and being polite in an interaction is necessary to maintain good relationship with other people. In other words, politeness is considered as the choice of words and the way or strategy of speaking.

B. Types of politeness Strategy

Brown and Levinson (1987: 68-70) and Yule (1996: 63-65) proposed four types of politeness strategies: bald on record, off record, positive politeness, negative politeness. Brown and Levinson say that politeness consists of attempting face for another and bald of record strategy includes among others. Doing an act baldly, without redress, involves doing it in the most direct, clear, unambiguous and concise way possible. Normally, Face Threatening Acts will be done in this way only if the speaker does not fear retribution from the addressee, for example in circumstances where (a) speaker and Hearer both tacitly agree that the relevance of face demands may be suspended in the interests of urgency or efficiency; (b) where the danger to Hearer's face is very small, as in offers, requests, suggestions that are clearly in Hearer's interest and do not require great sacrifices of speaker. e.g., 'Come in' or 'Do sit down'; (c) where speaker is vastly superior in power to Hearer, or can enlist audience to destroy Hearer's face without losing his own.

In contrast, off record strategy is the indirect use of language. There is more than one ambiguously attributable intention so that the speaker cannot be held to have committed himself to one particular intent. For instance: "I'm out of cash or I forgot to go to the bank today". Linguistic realizations off-record strategies include metaphor and irony, rhetorical questions, under statement tautologies, all kinds of hints as to what a speaker wants or means to communicate, without doing so directly, so that the meaning is to some degree negotiable.

Positive politeness is oriented toward the positive face of Hearer, the positive self image that he claims for himself. Positive politeness is approach based it anoints the face of the addressee by indicating that in someone respects, Speaker wants Hearer's wants (e.g. by treating him as a member of an in-group, a friend, and a person whose wants and personality traits are known and linked). The potential face threat of an act is minimized in this case by the assurance that in general Speaker wants at least some of Hearer's wants; for example, that Speaker considers Hearer to be in important respects `the same' as he, with in group rights and duties and expectations of reciprocity, or by the implication that Speaker likes Hearer that the Face Threatening Acts doesn't mean a negative evaluation in general of Hearer's face.

On the other hand, negative politeness is oriented mainly toward partially satisfying (redressing) Hearer's negative face, his basic want to maintain claims of territory and self-determination. Negative politeness, thus, is essentially

avoidance-based, and realizations of negative politeness strategies consist in assurance that the speaker recognizes and respects the addressee's negative-face wants and will not interfere with the addressee's freedom of action. Hence negative politeness is characterized by self-effacement, formality and restraint, with attention to very restricted aspects of Hearer's self-image, centering on his want to be unimpeded.

In addition, Yule explains that first, off record is not directly addressed to other. The other can act as if the statements have not even been heard. In casual descriptions, this type might be referred to as `hints'. For example: "Uh, I forgot my pen" (as a means of getting pen). Second, bald on record, In contrast to such off record statements, you can directly address the other as means of expressing your needs. These direct address form are technically described as being on record. The most direct approach, using imperative forms is seen in the example, "Give me a pen or lend me your pen". However, generally speaking, bald on record expressions are associated with speech events where the speaker assumes that he or she has power over the other and can control the other's behavior with words.

In everyday interaction between social equals, such bald on record behavior would potentially represent a threat to the other's face and would generally be avoided. Avoiding face threatening act is accomplished by face saving acts which use positive or negative politeness strategies. Third, positive politeness strategy leads the requester to appeal to a common goal, and even

friendship, via expressions such as; "How about letting me use your pen?" and the last one is negative politeness strategy a face saving act is more commonly performed via a negative politeness strategy. The most typical form used is a question containing a modal verb, for example: "Could you lend me a pen?

Furthermore, Goffman (in Renkema, 1993) introduces types of politeness strategy based on the concept of `face'. By this he meant the image that a person projects in his social contacts with others. Face has the meaning as in the saying `to lose face'. Every participant in the social process has the need to be appreciated by others and the need to be free and not interfered with. He calls the need to be appreciated `positive face' and the need not to be disturbed 'negative face'. Participants in conversations should, therefore, not violate one another's face'. Refusing a request or reproaching someone is actions which can form a threat to the other's positive or negative face.

He adds that in the case of `face threatening acts' (FTAs), something is needed which will reduce the violation of face to a minimum and therefore preserve stability as much possible. This can be achieved by using `face work techniques'. Politeness prevents the damage caused by FTAs. The greater the threat to stability, the more politeness, face work technique, is necessary. Just as there are two types of face; there are two types of politeness. Face work that is aimed at positive face is called `solidarity politeness', while face work that deals with negative face is known as `respect politeness'.

From the description above, the researcher focuses on types of politeness strategy based on Brown and Levinson's theory, because this theory is detailed in the analysis of the types of politeness strategy. They are:

a. Positive Politeness

Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that one's wants are in some respects similar to the addressee's wants .There are fifteen (15) ways that can be used for the positive politeness. They are:

1) Notice, attend to Hearer (his interest, wants, needs, good)

In general, this output suggests that Speaker should take notice of aspects of Hearer's condition (noticeable changes, remarkable possessions, anything which looks as though Hearer would want Speaker to notice and approve of it). Example: You must be hungry; it's a long time since breakfast How about some lunch?

2) Exaggerate (interest, approval, sympathy with Hearer)

This often done with exaggerated intonation, stress, and other aspects of prosodic.

Example: What a fantastic garden you have!

3) Intensify interest to Hearer

Another way for Speaker to communicate to Hearer that he shares some of his wants to intensify the interest of his own (Speaker's) contributions to the conversation by `making a good story'.

Example: I come down the stairs, and what do you think I see? A huge mess all over the place, the phone's off the hook and clothes are scattered all over...

4) Use in-group identity markers

By using any of the innumerable ways to convey in-group membership, Speaker can implicitly claim the common ground with Hearer that is carried by that definition of the group. These include in-group usages of address forms, language or dialect of jargon or slang and ellipsis.

Example: Here mate, I was keeping that seat for a friend of mine...

5) Seek agreement

Another characteristic way of claiming common ground with Hearer is to seek ways in which it is possible to agree with him. The raising of `safe topics' allows Speaker to stress his agreement with Hearer and therefore to satisfy Hearer's desire to be 'right', or to be corroborated in his opinions.

Example: Mary: John went to London this weekend!
Anna: To London!

6) Avoid disagreement, such as: token agreement, pseudo-agreement, white

lies and hedging opinions.

Example: Thomas: That's where you live, Florida?
　　　　　Albert: That's where I was born.

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

Example: I really had a hard time learning to drive, you know.

8) Joke

　　　Since jokes are based on mutual shared background knowledge and values, joke may be used to stress that shared background or those shared values, joking is a basic positive politeness technique, for putting. Hearer "at ease".

Example: Ok if I tackle those cookies now?

9) Assert or presuppose Speaker's knowledge of and concern for Hearer's want

　　　One way of indicating that Speaker and Hearer are cooperators, and thus potentially to put pressure on Hearer to cooperate with Speaker is to assert or imply knowledge of Hearer's wants and willingness to fit one's own wants in with them.

Example: I know you love roses but the florist didn't have anymore, so I brought you geranium instead.

10) Offer, promise

   In order to redress the potential threat of some Face Threatening Acts, Speaker may choose to stress his cooperation with Hearer another way. He may, that is, claim that whatever Hearer wants. Speaker wants for him and will help to obtain. Offers and promises are the natural outcome of choosing this strategy even if they are false. They demons hate Speaker's good intentions in satisfying Hearer's positive-face wants.

   Example: I'll drop by sometime next week.

11) Be optimistic

   The other side of the coin, the point-of-view flips that is associated with the cooperative strategy is for Speaker to assume that Hearer wants Speaker's wants for Speaker and will help him to obtain them.

   Example: You'll lend me your lawnmower for the weekend, won't you?

12) Include both Speaker and Hearer in the activity

   By using an inclusive `we' form, when Speaker really means `you' or "me", he can call upon the cooperative assumptions and thereby redress Face Threatening Acts.

   Example: Let's have a cookie, then.

13) Give (or ask for) reason

   Another aspect of including Hearer in the activity is for Speaker to give reasons as to why he wants. By including Hearer thus

in his practical reasoning, and assuming reflexivity (Hearer wants Speaker's wants), Hearer is thereby led to see the reasonableness 'of Speaker's Face Threatening Act (or so Speaker hopes).

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

14) Assume or assert reciprocity

The existence of cooperation between Speaker and Hearer may also be claimed or urged by giving evidence of reciprocal or obligations obtaining between Speaker and Hearer.

Example: I'll do X for you if you do Y for me.

15) Give gifts to Hearer (goods, sympathy, understanding, cooperation)

Finally, Speaker may satisfy Hearer's positive face want (that Speaker want Hearer's wants, to some degree) by actually satisfying some of Hearer's wants. Hence we have the classic positive politeness action of gift-giving, not only tangible gifts (which demonstrate that Speaker know some of Hearer's wants and wants them to be fulfilled), but human relations wants such as those illustrated in many of the outputs considered above the wants to be liked, admired, cared about, understood, listened to, and so on.

b. Negative Politeness

Negative politeness is regressive action that addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention

unimpeded. There are ten (10) ways that can be used for negative politeness. They are:

1) Be conventionally indirect

   In this strategy a speaker is faced with opposing tensions: the desire to give Hearer 'out' by being indirect and the desire to go on record. In this case, it is solved by the compromise of conventional indirectness, the use of phrases and sentences that have contextually unambiguous which are different from their literal meanings.

   Example: Can you please pass the salt?

2) Question, Hedge

   In the literature a 'hedge' is particle, word, or phrase that modifies the degree of membership of predicate or noun phrase in a set; it says of that membership that is partial or true only in certain respects, or that is more true and complete than perhaps might be expected.

   Example: Won't you open the door?

3) Be pessimistic

   This strategy gives redress to Hearer's negative face by explicitly expressing doubt that the conditions for the appropriateness of Speaker's speech act obtain.

   Example: Could you jump over that five-foot fence?

4) Minimize the imposition, Rx

The choice of a strategy encodes the perceived danger of the Face Threatening Act –i.e. Wx –but it does not of itself indicate which of the social factors, D, P, or R, -is most responsible in determining the value Wx. One way of defusing the Face Threatening Act is to indicate that Rx, the intrinsic seriousness of the imposition, is not in itself great, leaving only D and P as possible weighty factors. So indirectly this may pay Hearer deference.

Example: I just dropped by for a minute to ask if you...

5) Give deferences

There are two sides the coin in the realization of deference one in which Speaker humbles and abases him and another where Speaker raises Hearer. In both case what is conveyed is that Hearer is of higher social status than Speaker. By conveying directly the perception of a high Power differential, deference serves to defuse potential face threatening acts by indicating that the addressee's right to relative immunity from imposition are recognized and moreover that Speaker is certainly not in position to coerce Hearer's compliance in any way.

Example: We look forward very much to dining with you.

6) Apologize

By apologizing or doing Face Threatening Act, the speaker indicates his reluctance to impinge on Hearer's negative face and thereby partially redress that impingement

Example: I hope you don't mind me saying this, but...

7) Impersonalize Speaker and Hearer

One way of indicating that Speaker does not want to impinge on Hearer is to phrase the Face Threatening Act as if the agent were other than Speaker, or at least possibly not Speaker or not Speaker alone, and the addressee were other than Hearer, or only inclusive of Hearer.

Example: I tell you that it is so.

8) State the Face Threatening Act as A general rule

One way of dissociating Speaker and Hearer from the particular imposition in the Face Threatening Act and hence a way of communicating that Speaker does not want to impinge but is merely forced by circumstances, is to state the Face Threatening Act as an instance of some general social rule, regulation, or obligation.

Example: I'm sorry, but late-comers cannot be seated till the next interval.

9) Nominalize

Ross (1972) has suggested that rather than the age old grammarian's syntactic categories of noun, verb, adjective, etc., the facts of syntax suggest a continuum from verb through adjective to noun. This corresponds to a continuum from syntactic vitality to syntactic inertness.

Example: We urgently request your cooperation.

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

      Speaker can redress An Face Threatening Act by explicitly claiming his indebtedness to Hearer, or by disclaiming any indebtedness of Hearer.

      Example: I could easily do it for you.

c. Bald on Record

      We can treat the bald on record strategy as speaking in conformity with Grice's maxims (1975). These maxims are an intuitive characterization of conversational principles that would constitute guidelines for achieving maximally efficient communication. They maybe stated briefly as follows:

1) Maxim of Quality

Try to make your contribution one that is true:

(a) Be non-spurious (speak the truth, be sincere).

(b) Do not say that for which you lack adequate evidence.

      Example: When will dinner be ready?

      Being assumed to be a sincere question, gives rise to the implicature that the speaker does not know, wants -to know, and thinks the addressee knows.

2) Maxim of Quantity

(a) Don't say less than is required.

(b) Don't say more than is required.

Example: My job's OK

Being a less enthusiastic way of talking about one's job than is expected, give rises to the implicature that the speaker is not happy in his/her work.

3) Maxim of Relevance

Be relevant.

Example: You've got up to here now.

Give rises to the most relevant implicature, that 'for now' at this stage in pragmatics course (rather than today, the twentieth century, etc).

4) Maxim of Manner

Be perspicuous; avoid ambiguity and obscurity of expression; be brief (avoid unnecessary prolixity) and be orderly.

Example: They washed and went to bed.

Being an orderly representation of the world, gives rise to the implicature in that order.

d. Off Record

A communicative act is done off record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act in other words, the actor leaves himself an `out' by providing himself with a number of defensible interpretations; he cannot be held to have committed himself to just one particular interpretation of his act. Thus if a speaker wants to do an Face Threatening Act, but wants to avoid the responsibility for doing it, he can do off

record and leave it up to the addressee to decide how to interpret it. There are fifteen (15) ways which can be used in doing off record, they are:

1) Give hints

If speaker says something that is not explicitly relevant, he invites hearer to search for an interpretation of the possible relevance. Many cases of truly indirect (off record) speech acts are accomplished by hints that consist in `raising the issue of some desired act A, by stating motives or reasons for doing A.

Example: sits cold in here (shut the window).

Hints may also be done by asserting or questioning the conditions for A (as indirect requests).

That window isn't open or you didn't open the window when you come in.

2) Give association clues

In a sense, association clues for indirect requests are nothing but more remote hints of practical-reasoning premises. What is special about them is that specific knowledge extrinsic to hearer's desired act is required to decode them.

Example: Are you going to market tomorrow ... There's a market tomorrow, I suppose. (Give me ride there)

3) Presuppose

A third set of clues to speaker's intent is related in a different way to the Relevance Maxim. An utterance can be almost wholly relevant in context, and yet violate the Relevance Maxim just at the level of its presuppositions.

Example: I washed the car again today.

Speaker presupposes that he has done it before (e.g. last week) and therefore may implicate a criticism. The use of again forces hearer to search for the relevance of the presupposed prior event; if it is relevant only on the assumption that speaker and hearer are counting the times each does the task, and this in turn is relevant because speaker and hearer have agreed to share the task, then a criticism is implicated.

4) Understate

Understatements are one way of generating implicatures by saying less than is required. Typical ways of constructing understatements are to choose a point on a scalar predicate (e.g. tall, good, nice) that is well below the point that actually describes the state of affairs, or to hedge a higher point which will implicate the (lower) actual state of affairs. The direction of the implicature (up or down the scale) in fact seems to depend not only on whether the value is a describe attribute or not, but also on whether expressing such a value is at the top or bottom of the scale is clamped down on by the Face Threatening Act characteristics of then particular speech act.

Example: That dress is quite nice

By hedging on the amount of some (good) attribute one may (without irony) implicate that one doesn't think its good at all.

5) Overstate

If speaker says more than is necessary, thus violating the Quantity Maxim in another way, he may also convey implicatures. He may do this by the inverse of the understatement principle – that is, by exaggerating or choosing a point on a scale which is higher than the actual state of affairs. Here, however, the implicatures often lie far beyond what is said.

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

This example could convey an apology for not getting in touch.

6) Use tautologies

By uttering a tautology, speaker encourages hearer to look for an informative interpretation of the non-informative utterance.

Example: War is war. (Excuse)

Your clothes belong where your clothes belong; my clothes belong where my clothes belong. Look upstairs! (Criticism)
If I won't give it, I won't. (Refusal of a request)
If it's a road, it's a road. (Complaint)

7) Use contradictions

Contradictions, as well as the ironies, metaphors; and rhetorical questions considered in the following three sections, all involve violations of the Quality Maxim. By stating two things that contradict each other, speaker makes it appear

that he cannot be telling the truth. He thus encourages hearer to look for an interpretation that reconciles the two contradictory propositions.

Example: A: Are you upset about that?

      B: Well, I'm and I'm not.

      Such contradictions may convey a complaint or a criticism; for instance one might say of a drunken friend to a telephone caller: Well, John is here and he isn't here.

8) Be ironic

By saying the opposite of what he means, again a violation of Quality, speaker can indirectly convey his intended meaning, if there are clues that his intended meaning is being conveyed indirectly. Such clues may be prosodic (e.g. nasality), kinesics (e.g. a smirk), or simply contextual.

Example: John's a real genius. (After John have just done twenty stupid things)
      Lovely neighborhood, eh? (In a slum)
      Beautiful weather isn't it! (To postman drenched in rainstorm)

9) Use metaphors

Metaphors are a further category of Quality violations, for metaphors are literally false. The use of metaphors is perhaps usually on record, but there is a possibility that exactly which of the connotations of the metaphor speaker intends may be off record.

Example: Gharry's a real fish. (He swims like a fish)

Like irony, metaphors may be marked with hedging particles (real regular, sort of, and as it were) that make their metaphorical status explicit.

10) Use rhetorical questions

To ask question with no intention of obtaining an answer is to break a sincerity condition on questions- namely, that speaker wants hearer to provide him with the indicated information. This sincerity condition straight forwardly follows from the injunction 'Be sincere', i.e. the Quality Maxim. Questions that leave their answers hanging in the air, implicated, may be used to do FTAs.

Example: Excuses
How was I to know...? (I wasn't)
Criticisms
How many times do I have to tell you...? (Too many)
What can I say? (Nothing, it's so bad)

11) Be ambiguous

Be vague or ambiguous: Violate the Manner Maxim. Rather than inviting a particular implicative, speaker may choose to go off record by being vague or ambiguous (that is violating the Manner Maxim) in such a way that his communicated intent remains ill-defined. Purposeful ambiguity may be achieved through metaphor, since (as mentioned above) it is not always clear exactly which of the connotations of a metaphor are intended to be invoked.

Example: John's a pretty smooth cookie

It could be either a compliment or an insult, depending on which of the connotations of smooth is latched on to.

12) Be vague

Speaker may go off record with an Face Threatening Act by being vague about who the object of the Face Threatening Act is, or what the offence is- e.g., in criticisms:

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

Understatement)

Or in some euphemisms

I'm going down the road for a bit (To the local pub)

13) Over-generalize

Rule instantiation may leave the object of the Face Threatening act vaguely off record:

Example: The lawn has got to be mown.

If that door is shut completely, it sticks.

Hearer has the choice of deciding whether the general rule applies to him, in this case.

14) Displace Hearer

Speaker may go off record as to who the target for his Face Threatening Act is, or he may pretend to address the Face Threatening Act to someone whom it wouldn't threaten, and hope that the real target will see that the Face Threatening Act is aimed at him.

15) Be incomplete, use ellipsis

This is as much a violation of the Quantity Maxim as of the Manner Maxim. Elliptical utterances are legitimated by various conversational contexts- in answers to questions. But they are also warranted in Face Threatening Acts. By leaving a Face Threatening Act half undone, speaker can leave the implicative `hanging in the air', just as with rhetorical questions:

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

Well, I didn't see you...

In summary, there are some payoffs that can get associated with each of the strategies. First, by doing positive politeness a speaker can minimize the face threatening aspects of an act by assuring the addressee that Speaker considers himself to be `of the same kind', that he likes him and wants his wants. Another possible is that Speaker can avoid or minimize the debt implications of Face Threatening Act such as requests and offers, either by referring (indirectly) to the reciprocity and on-going relationship between the addressee and himself or by including the addressee and himself equally as participants in or as benefiters from the request or offer.

Second, a speaker can benefit in the following ways, for doing negative politeness: he can pay respect, deference, to the addressee in return of the Face Threatening Act, and can thereby avoid incurring (or can thereby lessen) a future debt; he can maintain social distance, and avoid the threat (or the potential face loss) of advancing familiarity towards the addressee; he can give a real 'out' to

the addressee. For example, with a request or an offer, by making it clear that he doesn't really expect Hearer to say 'Yes' unless he wants to, thereby minimizing the mutual face loss incurred if Hearer to say 'No'; and he can give conventional `outs', that is, to pretend offer an escape route without really doing so, thereby indicating that he has the other person's face wants in mind.

Third, by going on record, a speaker can potentially get any of the following advantages: he can enlist public pressure against the addressee or in support of himself; he can get credit for honesty, for indicating that he trusts the addressee; he can get credit for outspokenness, avoiding the danger of being seen to be a manipulator; he can avoid the danger of being misunderstood; and he can have the opportunity to pay back in face whatever he potentially takes away by the Face Threatening Act.

Finally, by going off record, on the other hand, a speaker can profit in the following ways: he can get credit for being tactful, non-coercive; he can run less risk of his act entering the `gossip biography' that others keep of him; and he can avoid responsibility for the potentially face-damaging interpretation. Furthermore, he can give (non-overtly) the addressee an opportunity to be seen to care for speaker (and thus he can test hearer's feelings towards him). In this later case, if hearer chooses to pick up and respond to the potentially threatening interpretation of the act, he can give a 'gift' to the original speaker.

C. Basic Concept of Advice

People need some advices from others sometimes in order to find out the solution of his or her problems. Advices always exist in social interaction of many people. Especially young people, the social and psychological nature of adolescent transaction leave young people particularly vulnerable to experience problems and less able to resolve their problems without support. Furthermore there are many definitions of advice.

Oxford advanced learners dictionary (2000:20) defines advice as an opinion or suggestion about what should do in a particular situation. It means people need advice in order to know what he or she to do toward a certain situation. In addition, Wikipedia interpret advice as kind of recommendation about what might be thought, said, or otherwise done to address a problem, make a decision, or manage a situation. It means advice is just a proposal about someone's mind toward some problems, make a plan or decide something.

Advice is something diverge than request when commit some action. As Searle in Locher (2006: 3) states that advice is not a species of requesting, advising are not trying to get you to do something in the sense requesting is, but advice is more like telling you what the best is for you. It means advice is not in sense of requesting to do something but it is a choice for advice seeker toward some problems for an action. Advice tells what is the best solution grounded on some problems.

Moreover *American Heritage Dictionary* defines advice as an opinion about what could or should be done about a situation, or problem. It means advice is an opinion about how to solve a particular problem and by doing course of actions.

Based on the explanation above, the researcher interprets advice as recommendations to someone deal with some problems how to make decision or situation that is thought for an appropriate action. Advice is an option from people's mind toward some problems, make a plan or decide something which is best solution.

Advice is believed to be theoretical, and if often considered sensitive as well as helpful. The kinds of advice range from systems of instructional and practical toward problem solving, strategy seeking and solution finding, either from a social standpoint or a personal one. Advice may pertain to relationship, lifestyle changes, legal choices, business goals, career goals, education goals, religious beliefs, personal growth, motivation, inspiration and so on

The use of advice in order to avoid imposition or resistance is grounded in the interactional of "face work" and politeness. Acts that threatens a person's positive self image or autonomy is called face threatening acts (FTA). Supported by Yule (1996: 61) who says if speaker says something that threat to another individuals expectation it described as face threatening act. Because of that reason politeness exist in order to lessen the face threat. It requires techniques such as indirectness, hedging, and other forms of politeness to take account of the both

interlocutor's faces and maintain good social interactions (Brown and Levinson: 1987).

Advice in the social interaction has some ways delivered by the advice giver. Ways of advice can be examined for their degree of directness. This category of advices based on Hinkel (in Kouper, 2010):

NO	Category	Description
1	Direct Advice	Any comment that include imperative or the modal verb *should*
2	Hedge advice	Any comment that contain hedges, hedging devices, of softeners of various type, e.g., expression like "I think", "it seems that, "or questions like "why don't you", Aren't you," or modal verbs others than *should*
3	Indirect advice	Any comment that have no explicit or hedged advice, but have enough information to act on it.
4	Description of personal experience	Any comment that have no explicit, hedged advice, or indirect advice, but have an account of how the person deal with the situation an advice seeker had described.

When someone asks for and advice there are some structural elements in advice socialization. Syntactically advice structural solicitation element based on Goldsmith (2000) in Kouper (2010):

1. Request for advice

   Explicit solicitation of advice using the following phrases:

   a. "I need your advice";

   b. "What should I do?"

   c. "Should I do X?"

2. Request for opinion or information Questions

   Like "What do you think?" or "What do you think of X?" that can often generate advice in response, even though they may be ambiguous about whether the asker wants to solve a problem or get emotional support.

3. Problem disclosure

   Problem disclosure can also be considered an ambiguous request that can be interpreted as a request for advice, sympathy, solidarity, etc.

4. Announcement of a plan of action

   The recipient may get advice after announcing a plan of action. By describing what action he or she is going to undertake, the recipient invites a comment; therefore, even if the advice in such circumstances can be seen as unsolicited, it is a relevant and meaningful response.

5. Advisor volunteers

   When an advisor thinks that certain actions are problematic, he or she suggests avoid or change them without being asked.

D. Politeness in Linguistics Studies Point of View

Gumperz (in Brown and Levinson, 1987) states that politeness is basic to the production of social order and a precondition of human cooperation. Because of that, any theory which provides an understanding of this phenomenon at the same time goes to the foundation of human social life. In addition to their status as universal principles of human interaction, politeness phenomena by their very nature are reflected in language. Societies everywhere, no matter what their degree of isolation or their socioeconomic complexity, show this same principles at work; yet what counts as polite may differ from group to group, from situation to situation, or from individual to individual.

Politeness strategies can be a way of encoding distance between speakers and their addressee. It is considered politeness phenomena as a means of characterizing the use of language to communicate. Grundy (1995:127) explains politeness from some linguist ideas inferences with pragmatics, they are: Lakoff (1972; 1973), Leech (1983), and Brown and Levinson (1978; 1987). They say politeness principles have been considered to have wide descriptive power in respect of language use, to be major determinants of linguistics behavior, and to have universal status and linguistics manifestation. Politeness phenomena are a paradigm example of pragmatic usage. Among the aspects of assumed external context that are particularly determinate of language choice in the domain of politeness are the power distance relationship of the interact ants and the extent to which a speaker imposes on or requires something of his/her addressee.

In conclusion, politeness is linguistics behavior use by people to communicate with other human in social life involve choices of language in order to have good interaction as foundation of good relationship of life. Because of that reason politeness is needed in human life. Through politeness people can create a good social relationship. Politeness principles are reflected in linguistics universal including sociolinguistics and pragmatics.

E. Previous Related Studies

There are many researchers who had already conducted study on politeness. It becomes one of the interesting topics because people as social creatures need to socialize and interact with one another. Here the writer outlines some previous studies of politeness strategy.

The first researcher is Usami(2000) who studied on discourse politeness in Japanese conversation. Her thesis applies the insights of Brown and Levinson's theory to an analysis of politeness at the discourse level, rather than focusing only on utterances or short sequences of utterances, and then successful comparison of politeness system across culture can indeed be made, giving implicit support to Brown and Levinson's claim that their theory of politeness is universally applicable.

In order to examine discourse politeness in (modern Standard) Japanese, Mayumi analysis a considerable amount of data, 72 conversations between unacquainted people, focusing in particular on the effects of age and gender, and

it is this analysis that forms the bulk of this work. While there are numerous elements that contribute to discourse politeness in Japanese, Mayumi choose to focus primarily on speech level shift and topic initiations.The conclusion from this analysis is that "Brown and Levinson's theory accounts for discourse behavior better than sentence behavior in Japanese". In particular, her result supports the hypothesis that politeness indeed influence by the social variable power.

Another researcher, Ratna (2007) wrote thesis with the title "An Analysis of Politeness Reguest in Pasambahan Wedding Party in Pesisir Selatan.". She found there are two types of politeness requests namely; positive politeness and negative politeness. Positive politeness consists of notice and seeks agreement and negative politeness is apologizing.
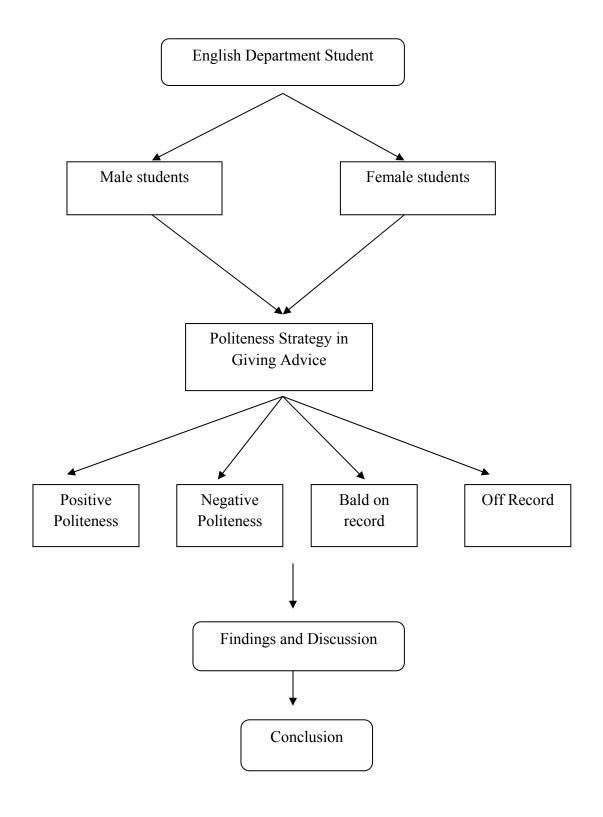
The last study, Indah (2007) did research about "Types of Directive Speech Acts and Politeness Strategies Found in The Movies". She found there are three types of directive speech acts, there are; command, request, and suggestion. In her research, she also found the types of politeness strategy which is related to the use of directive speech acts, namely; bald on record, off record, positive politeness and negative politeness. Three of those movies occur bald on record. On the other hand, off record strategy are not really used in the conversation of the movie.

Based on the previous studies above, it can be seen that all the researchers conducted study about politeness strategy to explore the linguistics practice in

particular language area. The researcher try to see the study about politeness strategies in giving advice that used by English Department Student of State University of Padang. By this research, the researcher wanted to show several kinds of politeness strategies used by the student in giving advice and the differences politeness strategy in giving advice between man and woman students.

F. Conceptual Framework

This study is conducted by following several steps: first, explaining about the concept of politeness and why the researcher takes the topic. This research is started by understanding concept of politeness itself. Second, describing types of politeness strategy that used English Department student in giving advice. Third the researcher would like analyze the politeness strategies based on Brown and Levinson theory and see the differences between men and women students in giving advice. Last, the researcher will draw the conclusion based on findings.

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                    ┌─────────────────────────────┐
                    │  English Department Student  │
                    └─────────────────────────────┘
                         ╱                    ╲
                        ╱                      ╲
          ┌──────────────────┐        ┌──────────────────┐
          │  Male students   │        │  Female students │
          └──────────────────┘        └──────────────────┘
                        ╲                      ╱
                         ╲                    ╱
                    ┌─────────────────────────────┐
                    │   Politeness Strategy in     │
                    │      Giving Advice           │
                    └─────────────────────────────┘
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Positive Politeness	Negative Politeness	Bald on record	Off Record

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                    ┌─────────────────────────────┐
                    │   Findings and Discussion    │
                    └─────────────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────────┐
                    │         Conclusion           │
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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In making the conclusion, the researcher would clarify the research question. There are four research questions that have guided the researcher in doing research. The research questions are about what types of politeness strategies in giving advice used by English Department students?, What strategy mostly used by English Department students in Giving Advice?, What strategy mostly used by Male students in Giving Advice? And what strategy mostly used by Female students in Giving Advice?

In Discourse Completion Test (DCT) the higher number of types of politeness strategy in giving advice that used by English Department students is Bald on Record and the lowest type of politeness strategy in giving advice that used by English Department students is Negative Politeness.

Positive Politeness is mostly used by Female students in the ways:(1) Notice, attend to Hearer, (2) Exaggerate (3) Intensify interest to Hearer, (4) Use in Group identity markers (5) Seek Agreement (6) Presuppose/ raise/ assert common ground (7) Joke (8) Assert or presuppose Speaker's knowledge of and concern for Hearer's want (9) Offer, Promise (10) Be Optimistic (11) Give (or ask for) reason (12) Give gifts to Hearer.

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The researcher found Bald on Record strategy mostly used by Male students in ways: (1) Maxim of Quality (2) Maxim of Quantity (3) Maxim of Relevance (4) Maxim of Manner. And researcher found the using of Negative Politeness in Giving advice used by English Department students in ways: (1) Question, Hedge (2) Be Pessimistic (3) Give deferences (4) Apologize. The last one using of Off record Strategy in ways: (1) Give Association Clues (2) Overstate (3) be ironic (4) Use metaphors.

English Department students have different strategy in Giving Advice between Male and Female students, Male students mostly used Bald on Record Strategy in the other hand Female students choose to use Positive politeness. Different strategies show different characters between Male and Female students in Giving Advice. Male students like doing an act badly, without redress, involves doing it in the most direct, clear, unambiguous and concise way possible. Beside that Female students that used Positive politeness like showing expressing friendliness and interest in the hearer's need to be respected. It indicates the solidarity, emphasizing closeness between speaker and hearer. The speaker wants to show her closeness through this strategy.

B. Suggestion

There are many aspects that can be analyzed about politeness strategy, such as: the use of politeness strategy, the types of politeness strategy, and politeness strategy related to the use of directive speech acts. This research only analyzed about

the use of politeness strategy in giving advice by English Department student of State University of Padang. There are so many sources or objects that can be used in analyzing politeness strategy like: Film, Novel, Drama, movie and etc. the researcher suggest other researchers that might be interested in analyzing about politeness strategy can continue this analysis from other aspects related to this topic.

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