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# **THE REALIZATION OF POLITENESS STRATEGIES IN ENGLISH FOR YOUNG LEARNERS' REQUEST IN ONE OF BILINGUAL SCHOOLS IN CIREBON**

## **THESIS**



**CARRYLA DERY NORITA**

**Reg. Number: 1410130242**

**ENGLISH EDUCATION DEPARTMENT OF THE FACULTY OF TARBIYAH AND  
TEACHING SCIENCE OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC  
STUDIES  
CIREBON  
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## ABSTRACT

Carryla Dery Norita. 1410130242. *The Realization of Politeness Strategies in English for Young Learners' Request in One Of Bilingual Schools in Cirebon.*

English is still being foreign language for students in Indonesia. English is not tool of communication, but it is just for encouraging knowledge at school for some. The concept of bilingualism in Indonesia is not running well as tool of communication in daily life, because it is still foreign language. The concept of bilingualism is used for drilling English as tool of communication starting in the beginner learners.

The correlation of concept of bilingualism and interaction among students and teacher in one of bilingual schools in Cirebon is the object of research as fresh air phenomenon around English Education Department. This research concerned in the realization of politeness strategies in English for young learners' request in one of bilingual schools in Cirebon.

The goals of the research are: (1) to find out the politeness strategies are commonly used by the students and teachers, (2) to investigate the typical features are found in students and teachers' realization, and (3) to analyze the motivating factors behind such politeness strategies selection.

The research is designed as pragmatics which takes place at Nara Islamic School Cirebon. The data of the research is turn-taking of conversation between teachers and students, students to teachers and teachers to teachers in their interaction. The data is in daily conversations of video recording form which were transcribed onto text. The data is taken by video recording during observations. The data is analyzed with contextual method of conversation analysis, request taxonomy and categorization of politeness strategies. The analysis process is designed together with verbatim conversation of transcripts which based on: (1) Turn-taking of conversation in every situation with different context, (2) the request taxonomy theory in the class as proposed by Anna Trosborg, and (3) the politeness strategy theory in the speech act as proposed by Brown and Levinson theory.

The result shows that teachers are dominant speakers who delivers request as initiating for guiding students, giving explanation or instruction. The students and teachers' interaction are built by daily interaction in every situation. Students in age four and five year-old understand the acquisition of linguistics formulae and they need many times to use it in their conversation. Students as requester respond request by action or words. They can deliver some utterances for his wants or desire or event just getting attention. The motivating factors behind such politeness strategies selection are many kinds, such as motivating students to learn, encouraging students' background knowledge, building solidarity or cause emergency situation.

Key words: politeness strategies, EYL (English for Young Learners), speech act, requests, bilingualism



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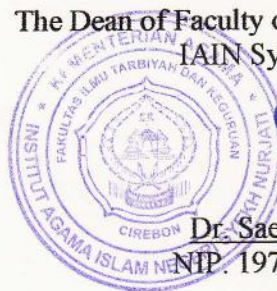
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## RATIFICATION

The thesis which is entitled **“THE REALIZATION OF POLITENESS STRATEGIES IN ENGLISH FOR YOUNG LEARNERS’ REQUEST IN ONE OF BILINGUAL SCHOOLS IN CIREBON”** written by **CARRYL DERY NORITA**, registration number is **1410130242** has been examined on June 24<sup>th</sup>, 2014. It has been recognized as one of requirements for Undergraduate Degree in English Education Department of The Faculty of *Tarbiyah* and Teaching Science *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

|   | Date              | Signature |
|---|-------------------|-----------|
| The Chairman<br>of English Education Department<br><u>Dr. Muslihudin, M. Ag</u><br>NIP. 19700116 200312 1 001 | <u>07-07-2014</u> |           |
| The Secretary<br>of English Education Department<br><u>Sumadi, SS, M. Hum.</u><br>NIP. 19701005 200003 1 002  | <u>04-07-2014</u> |           |
| Examiner 1<br><u>Tedi Rohadi, M.Pd, S.E, Dipl. TEFL</u><br>NIP. 19680309 200901 1 017                         | <u>04-07-2014</u> |           |
| Examiner 2<br><u>Wakhid Nashruddin, M.Pd</u><br>NIP. 19810308 201101 1 003                                    | <u>07-07-2014</u> |           |
| Supervisor 1<br><u>Dr. Hj. Huriyah Saleh, M. Pd</u><br>NIP. 19610112 198903 2 005                             | <u>07-07-2014</u> |           |
| Supervisor 2<br><u>Lala Bumela, M. Pd</u><br>NIP. 19821231 201101 1 011                                       | <u>07-07-2014</u> |           |

Acknowledged by,  
**The Dean of Faculty of *Tarbiyah* and Teaching Science**  
**IAIN Syekh Nurjati Cirebon**



Dr. Saefudin Zuhri, M. Ag  
 NIP. 19710302 199803 1 002





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## TABLE OF CONTENT

|   |      |
|---|------|
| TITLE .....   | i    |
| ABSTRACT .....  | ii   |
| APPROVAL .....  | iii  |
| OFFICIAL NOTE.....  | iv   |
| LETTER OF AUTHENTICITY .....                                  | v    |
| RATIFICATION .....  | vi   |
| CURRICULUM VITAE.....   | vii  |
| ACKNOWLEDGEMENT .....   | viii |
| PREFACE.....  | x    |
| TABLE OF CONTENT.....   | xii  |
| LIST OF TABLE.....  | xv   |
| LIST OF CHART .....   | xvi  |
| LIST OF APPENDIX .....  | xvii |
| <br>CHAPTER I INTRODUCTION                                    |      |
| 1.1 Research Background .....                                 | 1    |
| 1.2 Research Formulation.....                                 | 2    |
| 1.2.1 Delimitation of the Study .....                         | 2    |
| 1.2.2 Research Questions .....                                | 3    |
| 1.3 Aims of Research.....                                     | 3    |
| 1.4 Significances of Research.....                            | 4    |
| 1.5 Theoretical Foundation.....                               | 4    |
| 1.5.1 Realization of Politeness .....                         | 4    |
| 1.5.1.1 Bald on-record.....                                   | 4    |
| 1.5.1.1.1 Cases of non-minimilization of the face threat..... | 5    |
| 1.5.1.1.2 Cases of FTA-oriented bald-on record usage.....     | 5    |
| 1.5.1.2 Positive politeness .....                             | 5    |
| 1.5.1.3 Negative politeness .....                             | 6    |



|  |    |
|--|----|
| 1.5.1.4 Off-record (indirect).....   | 8  |
| 1.5.2 Request Taxonomy .....   | 9  |
| 1.5.3 The Concept of Bilingualism.....   | 10 |
| 1.6 Research Method .....  | 10 |
| 1.6.1 Design of The Study .....  | 10 |
| 1.6.2 Place and Time of Research .....   | 12 |
| 1.6.3 Research Objective .....   | 12 |
| 1.6.4 Research Method.....   | 14 |
| 1.6.5 Sources and Types of Data .....  | 15 |
| 1.6.5.1 Primary data sources.....  | 15 |
| 1.6.5.2 Secondary data sources.....  | 17 |
| 1.6.6 Research Instrument .....  | 17 |
| 1.6.7 Techniques of collecting data.....   | 18 |
| 1.6.8 Techniques of Data Analysis.....   | 18 |
| 1.7 Literature Review .....  | 16 |
| CHAPTER II THE REALIZATION OF POLITENESS STRATEGIES ARE USED BY STUDENTS AND TEACHERS IN ONE OF BILINGUAL SCHOOLS IN CIREBON |    |
| 2.1 Child Language and the Acquisition of Politeness.....  | 25 |
| 2.2 The Theories of Politeness .....   | 26 |
| 2.2.1 Delimiting the Concept of Politeness.....  | 27 |
| 2.2.2 Politeness Strategies.....   | 27 |
| 2.2.2.1 Bald on-record .....   | 27 |
| 2.2.2.1.1 Cases of non-minimization of the face threat.....  | 28 |
| 2.2.2.1.2 Cases of FTA-oriented bald-on record usage.....  | 28 |
| 2.2.2.2 Positive politeness.....   | 28 |
| 2.2.2.3 Negative politeness .....  | 30 |
| 2.2.2.4 Off-record (indirect) .....  | 31 |
| 2.3 The Realization of Politeness Strategies Are Used By Teachers and Students .   | 32 |
| 2.3.1 Politeness Strategies Are Commonly Used by Students and Teachers ....  | 39 |
| 2.3.1.1 Bald On-Record .....   | 43 |
| 2.3.1.2 Positive Politeness .....  | 45 |
| 2.3.1.3 Negative Politeness.....   | 48 |



|   |     |
|---|-----|
| 2.3.1.4 Off-Record (Indirect) .....   | 50  |
| CHAPTER III THE TYPICAL FEATURES OF POLITENESS ARE FOUND IN<br>TEACHERS AND STUDENTS' REALIZATION |     |
| 3.1 The Communicative Act of Requesting .....   | 56  |
| 3.2 Request Strategies .....  | 56  |
| 3.3 The Requests Are Found In Teachers and Students' Realization .....                            | 57  |
| 3.3.1 Hints – Cat. I Str. One .....   | 59  |
| 3.3.1.1 Mild .....  | 59  |
| 3.3.1.2 Strong .....  | 65  |
| 3.3.2 Questioning Hearer's Ability/Willingness – Cat. II Str. Two .....                           | 74  |
| 3.3.2.1 Ability .....   | 74  |
| 3.3.2.2 Willingness .....   | 76  |
| 3.3.2.3 Permission .....  | 77  |
| 3.3.3 Suggestory Formulae – Cat. II Str. Three .....  | 77  |
| 3.3.4 Statements of Speaker's Wishes and Desires – Cat. III Str. Four .....                       | 78  |
| 3.3.4.1 Wishes .....  | 78  |
| 3.3.5 Staments of Speaker's Needs and Demands – Cat. III Str. Five .....                          | 79  |
| 3.3.6 Imperatives – Cat. IV Str. Eight .....  | 80  |
| 3.3.6.1 Imperative .....  | 80  |
| 3.3.7 Elliptical Phase – Cat. IV Str. Eight .....   | 89  |
| CHAPTER IV THE MOTIVATING FACTORS BEHIND SUCH POLITENESS<br>STRATEGIES SELECTION                  |     |
| 4.1 The Motivating Factors behind Such Politeness Strategies Selection .....                      | 92  |
| 4.1.1 Bald On-Record .....  | 92  |
| 4.1.2 Positive Politeness .....   | 94  |
| 4.1.3 Negative Politeness .....   | 97  |
| 4.1.4 Off-Record (Indirect) .....   | 99  |
| CHAPTER IV CONCLUSION   |     |
| 5.1 Conclusions .....   | 100 |
| 5.2 Suggestions .....   | 101 |
| 5.3 Implications .....  | 101 |
| BIBLIOGRAPHY .....  | 102 |
| APPENDICES .....  | 104 |



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## LIST OF TABLE

| Table                 | Page |
|-----------------------|------|
| Table 1.6.2.1 .....   | 12   |
| Table 1.6.3.1 .....   | 14   |
| Table 1.6.8.1 .....   | 19   |
| Table 2.3.1.1.1 ..... | 45   |



## CHAPTER I INTRODUCTION

### 1.1 Research Background

This study investigated the realization of politeness strategies process in English for young learners' requests. Learners refer to the kindergarten and the playgroup children who learn second language acquisition in one of bilingual schools in Cirebon, Nara Islamic School. There is one of student at Nara Islamic School who uses English as his tool of communication because he is non-Indonesian. There is no clear evidence that children are not able to acquire the language as their daily communication tool. Children will learn it easier and faster than adult, in addition the social and gender of environment support them to learn. This study analyzed the realization of politeness strategies between children environment and bilingual system of language.

According to the Berk in Pinter (2011: 56) children go to school they know many thousands of words. It has been assessed that the children pick up an average five-eight new words a day. School is one of media for children do interaction with their environment. In bilingual school, children can learn how to acquire L2 faster than usual school, because the system and environment are different. The interaction of kindergarten children in the classroom will be taken for the natural data of this research.

Observation and recording of activity at Nara Islamic School were collected as primary data of this study. Recording video recorded whole activity during learning and teaching process of kindergarten Students and teacher; the interaction between kindergarten Students and environment such as playgroup Students and playgroup's teacher or new comer. The data of the research is natural conversation of daily activity of learning and teaching process at Nara Islamic School. The background of school does not be a focus of this study which did not observe the curriculum of school but conversation needed. It is not a problem or phenomenon of the research which needs natural conversation in daily activity without setting of theme and context as primary data of the research. Thus, the observation of the research which finds natural conversation in bilingual school as primary data had been done at Nara Islamic School Cirebon.





## 1.2 Research Formulation

### 1.2.1 Delimitation of the Study

The limitation of the study is to analyze the communicative act which consists of politeness strategies of kindergarten Students' conversation at Nara Islamic School Cirebon. Brown and Levinson's model of politeness (1987) describe that, "On the other hand, a communicative act is done off-record if it is done in such a way that is not possible to attribute only one clear communicative intention to the act (p. 2110)." The study was limited only on requests in one of bilingual schools in Cirebon.

This study limits to control the requests of kindergarten Students' conversation and the environment, which is the source of natural data in this research, which was taken by recording video and transcript. This study focused on requests as assign illocutionary speech act in kindergarten Students and the environment at Nara Islamic School Cirebon as bilingual school who was the scope of this study. In this school, English is as their tool of communication for encouraging knowledge of English. Teachers initiated instruction, delivering speech and explain the materials by English. When students do not understand what teachers' said, teachers redelivered speech or explanation by Bahasa.

The Students who were observed was kindergarten students who are consisted of age four-six years old and the environment at Nara Islamic School Cirebon. In kindergarten class, there are five children who speak Bahasa as their tool of daily communication at home, and English as tool of encouraging knowledge at school. One of playgroup student joins the kindergarten's class who only speak in English as his daily communication, because he is non Indonesian. One of playgroup student is called "M" as pseudonym name.

According to Piagetian stages of development (Pinter, 2011: 26-27), Piaget explained there is four stages of development. Kindergarten students' age are four-six years old who are categorized into second stage of Piagetian stages, which explains the age of children are two-seven years old named pre-operational stage. Pre operational stage has three points, there are animism, egocentrism and centration. The second stage explains that students are able to attribute lifelike qualities to inanimate things, see the world from one's own point of view without appreciating other's and attend to aspect of task only.



Different with Piaget, another theory of children' acquisition of language is Vygotsky's theory. "Vygotsky's interest is in the social processes of learning and how these processes contribute to and complement the individual's internal development".

The focus of the study was on the Students' interaction during learning-teaching process which needed clear explanation of children's age with the theory of pragmatics. The theories above explained that children can make the relationship in their social process to acquire something. In bilingual school, Students acquire second language as their daily conversation, when the Students do interaction with environment where use English as their communication tool. The students are kindergarten students and one of playgroup student who only speak in English. All Indonesian students are called

This study took the data in the scope of school's environment, such as, clear condition in the kindergarten classroom, students' interaction, chamber of school and playing area. Time duration to take the condition of students was only along learning-teaching process and out of the time was not the focus of the study.

### 1.2.2 Research Questions

This study analyzed kinds of politeness strategies which were found in kindergarten students' conversation at Nara Islamic school Cirebon. The several questions are:

1. What politeness strategies are commonly used by the students?
2. What are the typical features found in their realization of politeness?
3. What seems to be the motivating factors behind such politeness strategies selection?

### 1.3 Aims of Research

Based on the questions mentioned above, the aims of the research are:

1. To find out the politeness sub-strategies are commonly used by the students.
2. To investigate the typical features are found in their realization of politeness.
3. To analyze the motivating factors behind such politeness strategies selection.



## 1.4 Significances of Research

The significances of this study theoretically are aimed to add linguistics field especially pragmatics relating to the requester-requestee and politeness strategies in conversation analysis.

Whereas the significances of the study practically are aimed to establish knowledge of pragmatics and serve as reference to add credits in new major of pragmatics in English education. Furthermore, this study gives explanation of pragmatics phenomenon to the reader for persuading that pragmatics is important major in English education Department.

## 1.5 Theoretical Foundation

### 1.5.1 Realization of Politeness Strategies

Politeness is the way people speak or language style in daily interaction. Politeness strategies are used to formulate messages in order to save the hearer's face when face-threatening acts are inevitable or desired. Azzis explained, that "(Im)politeness behaviour shown by a person is believed to have been influenced by his/her perceptions and beliefs about how to behave within his/her society from which he/she would gain prestige, status, and respects or otherwise from other members of the society (Azzis: 2005)."

Brown and Levinson (1987) outline four main types of politeness strategies are as follow: bald on-record, negative politeness, positive politeness, and off-record (indirect).

#### 1.5.1.1 Bald on-record

Brown and Levinson explained, "Bald on record strategy as speaking in comfortality with Grice maxims (Brown and Levinson, 1978, 1987: 94-95)." Grice's maxims are used to be guidelines for achieving maximally efficient communication. In brief explanation as follows:

- Maxim of quality : Be non-spurious (speak the truth, be sincere).
- Maxim of quantity : (a) don't say less than is required.  
(b) don't say more than is required.
- Maxim of relevance : Be relevant.
- Maxim of manner : Be perspicuous, avoid ambiguity and obscurity.



Bald on-record strategies usually do not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record politeness can be used in trying to minimize face-threatening acts implicitly. Often using such a strategy will shock or embarrass the addressee, and so this strategy is most often utilized in situations where the speaker has a close relationship with the audience, such as family or close friends. Brown and Levinson outline various cases in which one might use the bald on-record strategy, including:

#### 1.5.1.1.1 Cases of non-minimization of the face threat

- Instances in which threat minimizing does not occur.
- Great urgency or desperation. E.g.: *Watch out!*
- Speaking as if great efficiency is necessary. E.g.: *Hear me out!*
- Task-oriented. E.g.: *Pass me the hammer.*
- Little or no desire to maintain someone's face. E.g.: *Don't forget to clean the blinds!*

#### 1.5.1.1.2 Cases of FTA-oriented bald-on record usage

- Doing the face-threatening act is in the interest of the hearer. E.g.: *Your headlights are on!*
- Instances in which the threat is minimized implicitly.
- Welcomes. E.g.: *Come in!*
- Offers. E.g.: *Leave it, I'll clean up later. Eat!*

#### 1.5.1.2 Positive politeness

Positive politeness strategies seek to minimize the threat to the hearer's positive face. They are used to make the hearer feels good about himself, his interests or possessions, and are most usually used in situations where the audience knows each other fairly well. In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, compliments, and the following examples from Brown and Levinson (1987):

- Strategy 1      Attend to H's interests, needs, wants. E.g.: *You look sad. Can I do anything?*





- Strategy 2 Exaggerate interest in H and his interests. E.g.: *That's a nice haircut you got; where did you get it?*
- Strategy 3 Intensity interest to hearer. E.g.: *I come down the stairs, and what do you think I see?*
- Strategy 4 Use solidarity in-group identity markers. E.g.: *Heh, mate, can you lend me a dollar?*
- Strategy 5 Seek agreement. E.g.: (A) *I had a flat tyre on the way home.* (B) *Oh God, a flat tyre!*
- Strategy 6 Avoid Disagreement. E.g.: *Yes, it's rather long; not short certainly.*
- Strategy 7 Presuppose/raise/ common ground. E.g.: *oh dear, we've lost our little ball, haven't we Johnny?*
- Strategy 8 Joke. E.g.: *Wow, that's a whopper!*
- Strategy 9 Assert or presuppose S's knowledge of and concern for H's wants. E.g.: *I know you can't bear parties, but this one will really be good – come!*
- Strategy 10 Offer or promise. E.g.: *If you wash the dishes, I'll vacuum the floor.*
- Strategy 11 Be optimistic. E.g.: *I'll just come along, if you don't mind.*
- Strategy 12 Include both speaker (S) and hearer (H) in activity. E.g.: *If we help each other, I guess, we'll both sink or swim in this course.*
- Strategy 13 Give (or ask for) reasons. E.g.: *why don't I help you with that suitcase?*
- Strategy 14 Assume or assert reciprocity. E.g.: *I'll do X for you if you do Y for me.*
- Strategy 15 Give gifts to H.

### 1.5.1.3 Negative politeness

Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies



and positive politeness strategies. Negative face is the desire to remain autonomous so the speaker is more apt to include an out for the listener, through distancing styles like apologies. Examples from Brown and Levinson include:

- Strategy 1            Be conventional indirect. E.g.: *Would you know where Oxford Street is?*
- Strategy 2            Use hedges or questions. E.g.: *Perhaps, he might have taken it, maybe.; Could you please pass the rice?*
- Strategy 3            Be pessimistic. E.g.: *You couldn't find your way to lending me a thousand dollars, could you?*
- Strategy 4            Minimize the imposition. E.g.: *It's not too much out of your way, just a couple of blocks.*
- Strategy 5            Give deference. E.g.: *we look forward very much to eating/dining with you.*
- Strategy 6            Apologize. E.g.: *I'm sorry; it's a lot to ask, but can you lend me a thousand dollars?*
- Strategy 7            Impersonalize S and H. E.g.: *take that out!*
- Strategy 8            State the FTA as a general rule. E.g.: *Passengers will please refrain from flushing toilets on the train.*
- Strategy 9            Nominalize. E.g.: *your performed well on the examinations and we were favourably impressed.*
- Strategy 10           Go on record as incurring a debt, or as not indebting H. E.g.: *I could easily do it for you.*

Favor seeking, or a speaker asking the hearer for a favor, is a common example of negative politeness strategies in use. Held observes three main stages in favor-seeking: the preparatory phase, the focal phase, and the final phase:

- a) The preparatory phase is when the favor-seeking is preceded by elaborate precautions against loss of face to both sides. It often involves signals of openings and markers to be used to clarify the situation (e.g. 'You see,' or 'so,'). The request is often softened, made less direct, and imposing (e.g. past continuous 'I was wondering'; informal tag 'What d'you



reckon?). The speaker must also reduce his own self-importance in the matter and exaggerate the hearer's (down-scaling compliments).

- b) The focal stage is subdivided into elements such as asker's reasons or constraints (e.g. 'I've tried everywhere but can't get one'), the other's face (e.g. 'You're the only person I can turn to'), and more.
- c) The third stage is the final stage which consists of anticipatory thanks, promises, and compliments (e.g. 'I knew you would say yes. You're an angel.').

#### 1.5.1.4 Off-record (indirect)

The final politeness strategy outlined by Brown and Levinson is the indirect strategy; this strategy uses indirect language and removes the speaker from the potential to be imposing. For example, a speaker using the indirect strategy might merely say "wow, it's getting cold in here" insinuating that it would be nice if the listener would get up and turn up the thermostat without directly asking the listener to do so. The following examples from Brown and Levinson:

- Strategy 1 Give hints. E.g.: *it's cold in here.*
- Strategy 2 Give association clues. E.g.: *Oh God, I've got headache again*
- Strategy 3 Presuppose. E.g.: *John's in the bathtub yet again.*
- Strategy 4 Understate. E.g.: *She's some kind of idiot (c.i. She's an idiot)*
- Strategy 5 Overstate. E.g.: *I tried to call a hundred times. But there was never any answer.*
- Strategy 6 Use tautologies. E.g.: *war is war.*
- Strategy 7 Use contradiction. E.g.: *Well, John is here and he isn't here.*
- Strategy 8 Be ironic. E.g.: *this isn't exactly my idea of bliss.*
- Strategy 9 Use metaphors. E.g.: *Harry's a real fish. (c.i. He drinks like a fish).*
- Strategy 10 Use rhetorical questions. E.g.: *How many times do I have to tell you? (C.i. too many).*



- Strategy 11 Be ambiguous. E.g.: *John's pretty smoooin chapter three.*
- *th cookie.*
- Strategy 12 Be vague. E.g.: *Perhaps someone did something naughty.*
- Strategy 13 Over-generalize. E.g.: the lawn has got to be mown.
- Strategy 14 Displace hearer.
- Strategy 15 Be incomplete, use ellipsis.

### 1.5.2 Request Taxonomy

In this study, the theory of request taxonomy is as proposed by Trosborg (1995). Request is an action when requester delivers his speech to requestee that he/she wants the requestee do an action as requester's want. There are many ways for delivering request. According to Trosborg (1995), there are four categories and eight sub strategies are used for delivering requests. For further information, see in chapter three.

IndoEnglish has different culture for delivering expression with British or American English culture. There are main features of English consideration. Three points of it are the grammatical, the lexical and discourse strategies. Indo-English has different standardised varieties in this feature. First feature is grammar. For IndoEnglish, grammar can be found in the simplification as tense usage. Tense is one of difficult area for Indonesian. Someone delivers speech (sometimes) with/without tense usage, thus, they will find their own way to communicate in English. The lexical feature of IndoEnglish is also different. Some English lexical items have undergone "Indonesianisation" in term their meaning and form. Indonesian culture gives big influences for the speakers in their tool of communication in English. (In paper of What del tuh' of Azzis, 2009: 4-7).

Recent study on the realizations of speech act of requesting by Indonesians learning English as foreign language (Azzis, 2001 in a paper of Azzis, 2009: 7) found that there are a number of uniqueness strategies. Azzis explained, that:

"Such a strategy is used because a speaker feels that by making a request, his/her interlocutor's face is under threat, and expressing deeply sorry is expected to be able to rectify the affront. An-other strategy used by Indonesians learning English as a foreign language when making an





apology is by using some preparatory expressions (In a paper of Azzis, 2009: 7)”.  
The other uniqueness strategy is used by Indonesian is addressing someone.

Indonesian delivers speech in polite addressing to someone older who has higher power such as Miss or Mister, and address name to someone elder who has low power or address group-solidarity name to intimate person.

### 1.5.3 The Concept of Bilingualism

Bilingualism (say in Indonesia and English) is still low in our country. Indonesian people do not use English as their tool of communication in daily interaction yet. Bilingualism in Indonesia is still minority group (in paper “what del tuh’, Azzis, 2009: 3).

In paper of Azzis (2009: 4), explain that “Up to now, the status of English in Indonesia has not changed it is the first foreign language officially taught at schools, although the general policy in relation to its implementation by schools has changed a bit.” It meant that English is not toll of communication but it is only tool of encouraging English as knowledge at school. English is as foreign language in Indonesia which is used as a tool of encouraging knowledge of English as the first foreign subject at school.

In this context, the concept of bilingualism at Nara Islamic School Cirebon is not being far from this concept above. English is as tool of encouraging knowledge of English which is transferred by teachers in daily interaction. Most of interaction or initiating used English. It is used for encouraging English students’ knowledge, thus they can use it as their tool of communication in the future. Whether, students only use English at school.

## 1.6 Research Method

### 1.6.1 Design of the Study

The field of the research is pragmatics. The study investigated the speaker-hearer interaction among the kindergarten students’ interaction and the environment. People interact minimally having assumption (implicatures) about one another. This study identified competence and utterance among the kindergarten students’ interaction. According to Searle (Trosborg, 1994: 8) language is part of theory of



action, speech act are those verbal acts, or more precisely illocutionary acts, such as promising, threatening and requesting, that one perform in speaking.

This study investigated natural data of students' interaction and transcription into several utterances. The speaker-hearer or requester-requestee is directives part of maxims of illocutionary point in this study.

The main phenomenon of the research is one kind of pragmatics field that is politeness in utterances, which found in English For Young Learners' Requests in Kindergarten Student of Nara Islamic School Cirebon as bilingual school. This study was conducted under the framework of Trosborg (1995). The research was categorized requests into four major strategies and eight sub-strategies.

Request is part of directives of one of illocutionary taxonomy act. Trossborg (1995: 187) explains that "a request is an illocutionary act whereby a speaker (requester) conveys to a hearer (requestee) that he/she wants the requestee to perform an act which is for the benefit of the speaker".

This study focused on analyzing requests with the realization of politeness strategies. Table and diagram were used to explain the process of realization of politeness strategies in English for young learners' requests of the study after analyzing the transcription of natural data. Considering the Dore (1975) in language development who emphasized the children's utterances was realization one of one primitive speech act. It brought the study to clear explanation of Students's utterances with the Brown and Levinson' theory, Kulka's theory, Searle's Theory and Trosborg's.

This study was inspired by Kulka and Olshtain' theory (1995), entitle the Cross-Cultural Study of Speech Act Realization and the theory of politeness strategies from Brown and Levinson (1987). This study used the politeness strategies theory by Brown and Levinson (1987) as the ground theory of the realization of politeness strategies. There are four politeness strategies and each strategy consists of different sub-strategies. (Brown and Levinson, 1987). First category is Bald-on record; Second category is positive politeness with 15 strategies; Third category is negative politeness with 10 strategies; the last strategy is off record with 15 strategies. Throughout, requests were analyzed by Trosborg's theory of request strategies.



A request is a part of directive which is one of part of taxonomy of illocutionary as a part of speech act. The ground theory of this study was conducted in primary and secondary illocutionary speech act. This study used natural resources as data which was aimed to decrease subjectivity of the study. It must focus on verbatim conversation, which observed the result of transcription from the video, analyze the sentences and the content interaction. Therefore the result of this study was explained by descriptive qualitative in utterances.

### 1.6.2 Place and Time of Research

The objects of the research were kindergarten students and environment at Nara Islamic School Cirebon as one of bilingual schools in Cirebon. The observation conducted on 24<sup>th</sup> March 2014 – 24<sup>th</sup> May 2014 in Nara Islamic School start from 08.00 until 11.00. The schedule time of the study is:

| Activities      | Year | Month    | Week                              |
|-----------------|------|----------|-----------------------------------|
| Preparation     | 2014 | February | 4 <sup>th</sup>                   |
| Seminar         |      | March    | 1 <sup>st</sup>                   |
| Observation     |      | April    | 1 <sup>st</sup> - 2 <sup>nd</sup> |
| Thesis Process  |      | April    | 3 <sup>rd</sup> – 4 <sup>th</sup> |
|                 |      | May      | 1 <sup>st</sup> – 4 <sup>th</sup> |
|                 |      | June     | 1 <sup>st</sup> – 2 <sup>nd</sup> |
| Comprehension   |      | May      | 4 <sup>th</sup>                   |
| Approval Thesis |      | June     | 2 <sup>nd</sup>                   |
| Munaqosah       |      | June     | 4 <sup>th</sup>                   |
| Graduation      |      | October  | 1 <sup>st</sup>                   |

Table 1.6.2.1 Time schedule of the research

### 1.6.3 Research Objective

The objectives of the research were to enrich the perspective of the realization of politeness strategies in English for young learners' requests at Nara Islamic School Cirebon as one of bilingual school in Cirebon. This study attempted to relate understanding English as foreign language and to explore the nature of communication. This study emphasized the rational for the communicative approach



to language teaching with communicative competence. Communicative competence is a reaction against the narrow Chomskyan's concept of competence (Trosborg, 1995: 7).

The concepts of communicative competence had explained by Trosborg (1995: 9-14) which explains the components of communicative competence are *linguistics competence*, *sociolinguistics competence*, *discourse competence* and *strategic competence*. The theoretical basis of analysis to analyze communicative competence as communicative function uses a speech act model. A speech act is a pragmatic unit referring to a stretch of speech with a communicative function, and the speech act is considered the minimal unit of communication (Trosborg, 1995: 18-19).

Trosborg had criticized Seale's theory of illocutionary acts which attempts to speech acts theory. One advantage of the suggested classification is that it becomes possible to specify the speaker's intended perlocutionary effect (Trosborg, 1995:23). Speech act has relation with communicative aspects, but Searle's theory did not explain the relationship of illocutionary and perlocutionary effect of illocution clearly. Trosborg had analyzed the theory was based on Eemereen-Grontendorst' theory. Among speech act, communicative aspects and interactional aspect have link each other to explain requesting, complaining and apologizing. It is explained by the table, such as:

| Speech Act  | Communicative Aspects |                          | Interactional Aspects |                             |   |
|-------------|-----------------------|--------------------------|-----------------------|-----------------------------|---|
|             | Illocution            | Illocutionary effect     | Perlocution           | Inherent perlocution effect | Consecutive perlocutionary consequences |
| Requesting  | S makes a request     | H understand the request | S persuades H         | H accepts the request       | H carries out the desired act           |
| Complaining | S complains           | H understands the        | S places blame on H   | H accepts the blame         | H regrets/apologizes/offers repair      |





|             |                |                                 |                 |                             |              |
|-------------|----------------|---------------------------------|-----------------|-----------------------------|--------------|
|             |                | complaint                       |                 |                             |              |
| Apologizing | S<br>apologize | H<br>understands<br>the apology | S placates<br>H | H accepts<br>the<br>apology | H forgives S |

*Table 1.6.3.1 Communicative and interactive aspects of requesting, complaining and apologizing.*

Explaining communicative and interactive aspects give explanation of theories verbal politeness. Politeness has been of concern to a number of linguists, and principle of politeness. Trosborg concluded that all language must be seen as operating within politeness parameters. Of outmost important is the realization of the illocutionary force of a given speech act adjusted to the appropriate level of politeness when taking into account the context of the situation and the given sender/receiver role constellation (Trosborg, 1995: 33).

#### 1.6.4 Research Method

This research is descriptive qualitative research because the result of the research in utterances or written document from verbatim conversations of observation. The descriptive qualitative method was chosen as method of research because: a) the data presents in words or utterances from verbatim conversation of observation taken; b) results of this research is described through words or utterances from verbatim conversation of observation taken; c) the purpose of this research is to get deep understanding of politeness strategies in conversation at Nara Islamic School Cirebon.

Students' interaction and conversation were the most important data to take. Those data was recorded by video which was observed during two weeks until the data completed. The observation in the classroom activity during two weeks was documented by recording video, which transcribed onto written documents or utterances or text documentation. It is aimed to make analysis of the realization politeness strategies in English for young learners' requests at Nara Islamic School Cirebon as Bilingual school in Cirebon. The possibilities data which was categorized as English requests was analyzed by Trosbrog's theory. The theory was explained in the next part of the research.

## 1.6.5 Sources and Types of Data

### 1.6.5.1 Primary data source

The data of the research was the natural conversation in the classroom which is as a primary data in this research. The participants of this study were kindergarten students and also teachers at Nara Islamic School Cirebon. The data was verbatim conversations which were describe onto written documents, utterances and categorization of politeness strategies in English for young learners' requests as description of the descriptive qualitative of this study.

There was some natural conversation in bilingual school, which consists of informal and formal conversation. Formal conversation is the language style that students use in their interaction with distant participants like their senior, their tutor or their teacher. The site happened was like in the classroom when teaching-learning process was running. The analysis was concerned with requesting as the formal conversation.

The second analysis concerned with informal conversation. Informal conversation is the interaction of students with their intimate participants like their friends or their closer teacher. The site happened was wherever and whenever during out of learning-teaching process.

The object of this research was all participants along observation. They are kindergarten teachers, playgroup teachers, chairwoman, playgroup students and kindergarten students. All name are used in this study are pseudonym names. They are:

- A. : All students
- B. : All Teacher
- C. : Miss. Zahra as a woman teacher in kindergarten class.
- D. : Mr. Spirit as a man teacher in kindergarten class.
- E. : Miss. Dian as a woman teacher in playgroup class.
- F. : Miss. Fatiya as a woman teacher in playgroup class.
- G. : Miss. Hanna as chairwoman at Nara Islam School Cirebon.
- H. : Nesa is a girl student in kindergarten class.
- I. : Abang is a boy student in kindergarten class.



- J. : Ade is a girl student in kindergarten class.  
 K. : Deal is a boy student in kindergarten class.  
 L. : Inu is a boy student in kindergarten class.  
 M. : Abakar is a boy student in playgroup class.  
 N. : Observer  
 O. : All participants  
 P. : Afi is a boy student in playgroup class.  
 Q. : Raka is a boy student in playgroup class.  
 R. : Tata is a boy student in playgroup class.  
 S. : Farel is a boy student in playgroup class.  
 T. : Alin is a girl student in playgroup class.  
 U. : Zahra is a girl student in playgroup class.  
 V. : Syara is a girl student in playgroup class.  
 W. : Some Kids  
 X. : Un-identify  
 Y. : Iyu is a boy student in playgroup class.  
 Z. : Sye is a girl student in playgroup class.  
 AA. : Ain is a girl student in playgroup class.  
 BB. : Devina is a girl student in playgroup class.  
 CC. : Deni is a boy student in playgroup class.  
 DD. : Dini is second observer.  
 EE. : Naisa is a girl student in playgroup class.  
 FF. : Afa is a boy student in playgroup class.  
 GG. : Hairi is a boy student in playgroup class.

Those name codes are used in this study to data easy to read. In this study, the data which transcribe onto written document used name codes and data codes to read. The way of read it is:

- 1) Data Code : Day code –Place Code – Situation - Name code. This code is used in conversation transcript in total of percentage. For example: D2.PG.S1. D2. C is day two, PG is for playground, S1 is for situation 1, and C is name code for Miss Zahra. This code is used in total of conversation. For further explanation see in appendix A.





- 2) Data Code for Exchanges and Request strategies: Day code – CE - Con. - Place Code – Situation - Name code. In utterances per exchanges and request strategies used this way. For example: D1. CE8.CON5.BM.S8.E. The way of read this code is D1 for day 1 of observation, CE1 is for conversational event number one, CON5 is for conversation number five, BM is for Bima as a place of this utterance done, S8 is for eight situation and E is as actor of this utterance. It means that this utterance was done in day 1 of observation, first conversational event in fifth conversation, in Bima as a place of this utterance done, eighth situation by E as name code from Miss Dian. Those codes are used in this study to show the exactly time when someone delivered his utterance.

There are place codes and situation codes used in this study. It meant to make data easier and simple. There are: BM is for Bima Field; CH is for Chamber; PG is for Playing Ground; SC is for Summer Class; and CL is for Computer Lab.

The data were analyzed in this study are only the highest of total utterances in day one and the lowest of total utterances in day two. The participants who have big contribution in this study are in name codes: B, C, D, E, F, H, I, J, K, L, M, V, W, X, Y, and CC. in this study, there is one participant who is non-Indonesian. He speaks English as his tool of communication. Other students use English as encouraging knowledge in bilingualism.

#### 1.6.5.2 Secondary data sources

Secondary data sources were taken from the other references such as books, magazines, journals, encyclopedias and the other references which are relevant to this research.

#### 1.6.6 Research Instrument

Instrument of the research is researcher itself. This study used requests strategies from Trosborg's theory (Trosborg, 1995: 192-221) and the politeness strategies Brown and Levinson' (1987) theory as instrument of the research.



### 1.6.7 Techniques of collecting data

The data was collected by transcriptions or written documents of the observed of students' interaction around school environment during learning and teaching process and field notes of the observation. This study used natural data and it was recorded by video. Field notes were also used to make some notes of the study as long as learning-teaching process.

### 1.6.8 Techniques of Data Analysis

This study investigated the realization of politeness strategies in English for young learners' requests at Nara Islamic School as bilingual school. The data was taken by observation of classroom activity, which concerned with students' interaction and conversation. The data must be natural which was recorded by video.

Verbatim conversations of observation were transcribed into written document are based on Trosborg's theory of request strategies and sub-categories; and Brown and Levinson' theory of politeness strategies. The four major categories and eight sub-strategies are:

*Indirect request - Cat. 1*

Hints - *Str. 1*

Category 1 Indirect request

Strategy 1 Hints (mild and strong).

Category 2 Conventionally indirect/hearer-oriented condition

Strategy 2 Ability

Willingness

Permission

Strategy 3 Suggestory formulae

Category 3 Conventionally indirect/speaker-based condition.

Strategy 4 Wishes

Strategy 5 Desires/needs

Category 4 Direct requests





|            |               |
|------------|---------------|
| Strategy 6 | Obligation    |
| Strategy 7 | Performatives |
| Strategy 8 | Imperatives   |

The result of the study will be explained by the utterances and the table or diagrams, which will be interpreted. The following examples are as follows:

| Request Strategies<br>(presented at levels of increasing directness) |   |  |  |
|--|---|--|--|
| Situation:   |   | Speaker requests to borrow Hearer's Pencil |  |
| Cat. I   | Indirect Request  |  |  |
|  | Str. 1 Hints  | (Mild)                                     | I have to finish my writing in half hour.                              |
|  |   | (Strong)                                   | My pencil has broken down.<br>Will you be using your pencil next hour? |
| Cat. II  | Conventionally indirect<br>(Hearer-oriented conditions) |  |  |
|  | Str. 2 Ability  |  | Could you lend me your pencil?   |
|  | Willingness   |  | Would you lend me your pencil?   |
|  | Permission  |  | May I borrow your pencil?  |
|  | Str. 3 Suggestory Formulae                              |  | How about lending me your pencil?                                      |
| Cat. III   | Conventionally Indirect<br>(Speaker-based conditions)   |  |  |
|  | Str. 4 Wishes   |  | I would like to borrow your pencil.                                    |
|  | Str. 5 Desires/needs                                    |  | I want/need to borrow your pencil.                                     |
| Cat. IV  | Direct request  |  |  |
|  | Str. 6 Obligation                                       |  | You must/have to lend me your pencil.                                  |
|  | Str. 7 Performatives                                    |  |  |
|  |   | (Hedged)                                   | I would like to ask you to lend me your pencil.                        |
|  |   | (Unhedged)                                 | I ask/require you to lend me your pencil.                              |
|  | Str. 8 Imperatives                                      |  | Lend me your pencil.   |
|  | Elliptical phrases                                      |  | Your pencil (please).  |

Table 1.6.8.1 Request strategies/Request taxonomy



## 1.7 Literatures Review

There are some researchers who discuss politeness strategies and pragmatics which had done in adult category field. For repairing the research, there are four kinds of previous study done in pragmatics and politeness strategies discussions.

First research concerned with Cross Cultural Studies Of Politeness Strategies Applied In Translation Of English Requests As Face-Threatening Acts Into Persian by Mojde Yaqubi in Islamic Azad University. This study aims at the investigating the translation of English requests as face-threatening acts into Persian in order to: 1. Find out the politeness sub-strategies applied both in English and Persian; 2. Compare and contrast the two culture based on usage of these politeness strategies; and, 3. Investigate the translation strategies applied for rendering English request into Persian. This study was collected data based on sub-strategies of negative and off-record politeness.

The first study used four steps for conducting the research, in the first steps the study was conducted by 30 requests of texts from seven movies in English and given to 30 MA and Ph.D students of translation studies to translate them. The correspondences of this study were homogeneity of their IELTS score. They were 23 and 43 years old. The second steps of this study were showed 14 sub-strategies of negative and off-record politeness were used commonly in English and Persian language. The third steps, those sub-strategies were categorized into some category. And finally was about analyzing data.

In the first study, the correspondences who were homogeneity in IELTS score had problem in rendering the meaning. From the data, the study showed that correspondences used indirectness and politeness as a notion and crucial role in the realization of FTAs such as request. This research used seven methods for conducting research and the framework of the method was Newmark's (1988).

The first previous study gave a clear data differences between negative politeness and off-record, although the study used old method. The weaknesses of this study are less of conducting research. The researcher used only in 30 request of texts from movie for Ma and Ph.D correspondences in the same IELTS score. The techniques of collecting data are only used observation and interview.

The second research concerned with Perception Of Politeness In English Request By Thai EFL Learners by Boonjeera Chiravate. This study aims to investigate to what extent Thai EFL learners differ from native speakers of English in the use of politeness



strategies and if there is evidence of L1 influence on the learners' use of politeness strategies and to examine the perception of politeness levels of different English request forms by Thai EFL learners. The participants were 30 native speakers of American English and 60 Thai EFL learners divided into two groups: High proficiency and low proficiency.

The instruments of second research are a multiple-choice questionnaire and the questionnaire consisted of twelve items classified into four categories, each of the four categories consists of three items.

The result of this study contributes to the body of research on inter-language pragmatics by revealing that Thai EFL learners' use of politeness strategies is not always similar to the native speakers. Compared to the native speakers, the learners tended to employ less polite strategies. In addition to L2 proficiency, cultural differences between L1 and L2 have been found to play an important role in the use of politeness strategies.

The weaknesses of this study focused on situations where social and psychological factors and the background of EFL learners are only on L1 background. The strengths of this study, the researcher conducted the study systematically by knowing participants' background study in detail.

The third research concerned with Discourse Analysis Of Decision Making Episodes In Meetings: Politeness Theory And Critical Discourse Analysis by Nor fariza Mohd. Nor & Jamaluddin Aziz in University Kebangsaan Malaysia. This study aims to examine asymmetric relation using the politeness strategies employed by the chairperson and the chair's display of power. The unit of analysis in this study is decision making episodes, using the notion of frame, which involves shared understanding of certain convention and norms that operate and facilitate participants to make appropriate interpretation of each other.

The study observed an organization which is a government-own company incorporate under the ministry of finance. The researcher observed two situations in different meeting and time duration of it. Both of meetings showed different participants in different levels. The researcher used observation and field notes as techniques of collecting data. The third study was conducting by qualitative in nature.

The result of this study provides insights on how language is used to create domination in a particular context in order to contribute to our understanding of interaction in organization. Thus, asymmetric power relation as displayed by both chairs



in the two meetings are not limited to meeting only, but are found in other organizational setting. The researcher of the study seated in meeting and analyzed process of making decision in meeting. The weaknesses of the study are less of situation frame and it is only from two meeting.

The fourth research concerned with politeness in intercultural communication: some insight into the pragmatic of English as an international language by Alexandra Kuchuk (2012) in The University of Arizona Graduate College. This dissertation explores politeness as practice (Eelen, 2001) of L2 English speaker in intercultural communication encounters. The study is situated within the English as international language (EIL) paradigm which suggests that pragmatics norms in interaction between EIL speakers are dynamic and flexible, and therefore, instead of measuring EIL speakers' success in interaction against "a native-speaker" norm, the research should focus on how speakers themselves define and (co-)construct pragmatic norms and successful interaction.

Data of this study were collected through background questionnaires, written questionnaires in the form of critical incidents, and semi-structured informal interviews. The data analyzed qualitatively, relying primary on discourses analysis complemented by the theories of third place, face-work and politeness. The result of this study offer insights into the nature of pragmatics competence in EIL, the processes of the development of such competence and challenges that L2 English speakers face in this process.

The result of this study used the participant's responses. It meant there is situation possibility in participants' background answer if they were on tired and bad time. The researcher must consider other possibilities of it to avoid a bias data.

The current study is different with the previous study, which concerned adult participants. The current study concerns with the learners' interaction which investigated the realization of politeness strategies in English for young learners' requests in one of bilingual schools in Cirebon, at Nara Islamic School Cirebon. Previous study had investigated the politeness strategies in different level of adult background knowledge, which concerned in adult interaction.

The current study used natural data in the real context of conversation, whether the four previous research used authentic data and different methodology. The current study took data from Kindergarten Students' requests at Nara Islamic School Cirebon who were collected through observation and transcribe the result of making video which were natural data and collected by observation and field notes checklist.



This study observed students as the main object of this study to find out the realization of politeness strategies in English for young learners' requests in one of bilingual schools in Cirebon, at Nara Islamic School Cirebon. According to Dore (1975), children's utterances were realization of one of primitive speech acts. There are *labeling*, *repeating*, *answering*, *requesting (action)*, *requesting (answer)*, *calling*, *greeting*, *protesting* and *practicing*. There are some possibilities done in this study which focuses on children's interaction based on children's utterances. Children have different framework of thinking with adults. They speak free without consider hearer perception, but they might realize the politeness strategies in their speaking, which practice the politeness strategies in different context. The focus of the current study is natural conversations that concerned on kindergarten student' age at Nara Islamic School Cirebon as one of bilingual schools Cirebon.



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