**EXPLORING POLITENESS STRATEGIES IN ACADEMIC RESEARCH SEMINAR SETTING**

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**ABSTRACT**

*This study investigates the use of politeness strategies by four graduate students as presenters in academic research seminar setting as well as their factors. Therefore, the research questions for this study are (1) what are types of politeness strategies used by the graduate students as presenters in research seminar setting? (2) what are the factors that influence the different politeness strategies used by the graduate students as presenters in research seminar setting? The aims of the study are (1) to find out the types of politeness strategies used by the graduate students as presenters in research seminar setting, (2) to find out the factors that influence the different politeness strategies used by the graduate students as presenters in research seminar setting. This study applied descriptive qualitative method. The subjects of the research are the graduate students of State University of Makassar. Four research seminar forums were recorded by using audio/video recorder to record all the activities in seminar setting and analyzed based on the Brown and Levinson’s theory about politeness strategies. The first finding shows that there are three types of politeness strategies used by four graduate students during their research seminar based on theory of Brown and Levinson (1987) namely Bald on Record, Positive Politeness and Negative Politeness. Positive Politeness was concluded as the most frequent strategy, whereas Bald on Record was concluded as the least frequent strategy. Futhermore, the researcher extends Brown and Levinson’s Politeness Strategies that are used by the presenters, namely giving appreciation as a sub category of negative of politeness. The second finding shows that the factors influencing the use of politeness strategies were social distance, relative power and rank of imposition. Additionally, the researcher adds three new factors that affect the using of politeness strategies in research seminar setting, namely religion, culture and situation.*

***Keywords:*** *Politeness strategies, influencing factors, academic research seminar*

**INTRODUCTION**

Learning Pragmatics is considered to be important in daily communication. It might be because pragmatics is closely related to human’s interaction. According Thomas (1995) defines pragmatics as meaning in interaction, which reflects that meaning is not independent. It is not something that is inherent in the word alone, nor is it produced by the speaker alone, nor by the hearer alone. Additionally, Leech (1983) states that pragmatics is a science that examines the meaning of utterance in particular situation or context, while semantics is the science that examines the meaning of the sentence. Pragmatics studies the meaning in relation to the situation of the speech. The meaning that is reviewed by the semantics is context-free meaning, while the meaning reviewed by pragmatics is meaning that is bound by context.

The conversation sometimes cannot be successful because of misunderstanding between speaker and hearer. In interaction with others, he/she has to pay attention to the social and cultural background. To respect other people, everyone has to consider politeness. Therefore, politeness becomes one of the units to be studied in pragmatics. Politeness is really needed to build a good relationship and to have a good social interaction with other people. Politeness is a concept of polite social behavior in a particular culture (Yule, 2006). It can be shown by showing good manners towards others. In fact, some people are not aware of their attitudes when they are doing or saying something.

The concept of politeness strategies developed by Brown and Levinson (1987) was adapted from the notion “face”. Face is a picture of self- image in the social attributes. There are two types of face namely negative face and positive face. There are some actions that might threat either positive face or negative face of somebody else. Those kinds of actions are called face threatening act (FTA). The ways to convey FTA are called politeness strategies and influenced by some aspects such as relative power, social distance and rank of imposition.

In accordance with the issue and the significance of politeness elaborated, the study on politeness is worthy of analysis as it provides benefits for English language learning. There have been a lot of studies in politeness in the context of classroom interaction, society, novel, talk show, multicultural corporations and textbooks (Adel ,et al, 2016; Kurniatin, 2017; Mahmud, 2013; Murliati, 2013; Putri, 2013; Samransamruajkit & Getkham, 2015; Senowarsito, 2013; Sülü, 2015 and Yuka, 2009). However, the study about the use of politeness strategies as well as its factors in academic research seminar setting, especially by Indonesian EFL students, is still undeveloped, whereas exploring the use of politeness strategies and its factors in different context could show different and various findings. Therefore, the researcher is interested to examine the use of politeness strategies by four graduate students in academic research seminar setting at Graduate Program of State University of Makassar. The discussion of politeness strategies in this paper is mainly based on Brown and Levinson theory. It focuses on the use of politeness strategies by four graduate students conducted at their research proposal or research result seminar and the factors of those politeness strategies.

**RELATED LITERATURE**

1. **Politeness Strategies**

Ide (1989) stated that politeness is the basis for maintaining and improving communication. According to him politeness is based on status and social level, power and structures of kinship, and situation (formal or informal). In addition, Blum-Kulka (1992) proposes the theory of politeness that is based on cultural norms and cultural scripts, and considers that the concept of desire (face wants) is tied to a particular culture. Meanwhile, Arndt and Janney (1985) propose the theory of politeness on the basis of merit. Politeness is the use of the right word or phrase in the proper context, which is determined by the rules that are prevalent in society. Furthermore, Watts (2003) stated that politeness is determined by the relationship between behavior and suitability convention, not by specific linguistic forms. Thomas (1995) introduced the politeness principle that requires a person to use the best way to say something, and talk about things that are fun.

The basic concept adopted in this paper is politeness developed by Brown & Levinson (1987). They assume that each participant is endowed with what they call face, which is developed into negative face and positive face. One's negative face includes claims to territories, to freedom of action and freedom from imposition. One’s positive face involves the needs for social approval, or the want to be considered desirable by at least some others. Additionally, Yule (2002) states that face refers to our emotional and social sense of self that everyone has and expects everyone else to recognize.

Brown and Levinson (1987) found that politeness expressed differently among languages. Politeness is based on intimacy, closeness, and relationships, as well as the social distance between the speaker and the hearer. They distinguish politeness strategies into two: positive politeness strategy used to show intimacy, closeness, and relationships, and negative politeness strategies are used to show the social distance between the speaker and the hearer. In addition, Leech (1983) proposes politeness maxims that basically involve the strategy of keeping the face in the interaction, by maximizing the positive things to others and minimize the positive things in yourself, which are generally based on four notions: cost and benefit, dispraise and praise, disagreement and agreement, and sympathy and antipathy.

Brown and Levinson (1987) devided two differences in the desire of every interaction, they are negative face or the right to freedom from the imposition of the region or freedom of action in which no action or other people that would restrict or impede and positive face or consistent positive- self- image, which everyone has desire to be approved and appreciated by others.

Politeness strategies are used to formulate messages in order to save the hearer’s face when face-threatening act are predictable. Politeness strategies are the strategies to save the hearer’s face and maintain the relationship in social interaction.

Brown and Levinson (1987) proposed five politeness strategies that interlocutors can use to deal with face threatening acts, they are: bald on-record, positive politeness, negative politeness and off record. Bald-on-record technique is used when speaker wants FTA to be as effective as possible and speaker’s desire is to attend to neither of hearer’s faces. Positive politeness is used to satisfy the positive face of the hearers, desire of being liked and accepted, by regarding them as people who have close relationship with the speaker. Negative politeness strategies are oriented mainly to satisfy the hearer’s negative face, its basic want to claim territory and self-determination. Off-Record or indirect stratehy often requires the listener to interpret what the speaker say. Don’t do FTA strategy is the best strategy to keep hearer’s negative face, because speaker avoids doing any FTA to hearer.

1. **Factors influence the use of politeness strategies.**

According to Brown and Levinson (1978), there are two factors which influence the choice of politeness strategies. Those factors include payoffs and sociological factors. Payoff is a kind of considering priority. It means that speaker ought to consider the advantages that he gets by using each strategy. The circumstances deal with sociological variables including the social distance (D) between speaker and hearer, the relative power (P) of speaker and hearer, and the absolute ranking of imposition (R). These variables are used to estimate the weightiness of the FTA given by the speaker. Distance deals with the frequency of interaction between speaker and hearer. It relates to their closeness. Moreover, power deals with the domination of the superior over subordinate. Power value does not always refer to individual, but it also refers to role-sets. E.g. Manager/employee. In addition, ranking of imposition deals with the degree of interruption given in the FTA. Furthermore, seeing from independent variable, P, D, R are not seen only by relevant factors, but it also seen from status, authority, occupation, ethnic, identity, friendship, and situational factors. Then, in this case, if the distance between speaker and hearer is great or it means that they are not close and the power of hearer over speaker is great and the ranking of imposition is also great, then, the speaker must lessen the imposition. In this case, if speaker gives great imposition over hearer, then, it might threat hearer’s face a lot.

Mahmud (2010) states that social status; age, gender, familiarity, and situation affect the choice of Bugis politeness expressions. Mizutani and Mizutani (1987) also notes that familiarity, age, social relations, social status, gender, group membership and situation affect Japanese level of politeness. In addition, Holmes (2003) argues that males and females have different perceptions of politeness to be great importance while in general men appear to feel that politeness is dispensable intimate between intimate and private. She also adds that men seem to regard politeness as unnecessary.

**RESEARCH METHOD**

This study applied a descriptive qualitative method to describe and analyze the use of politeness strategies by graduate students of State University of Makassar in academic research seminar setting as well as the factors of those politeness strategies. The data analyzed was taken in form of utterances and words produced by the participants in academic research seminar setting.

The participants of this research are four graduate students of English Education Program who conduct research proposal seminar and result seminar; and are willing to be recorded. In obtaining the data, the researcher used field note, audio and video recordings to record the actual interactions in academic research seminar setting.

Overall, there were four recordings taken for this study. The data analyzed based on Miles, et al (2014) who proposes three concurrent flows of analysis activities namely data condensation, data display, and conclusion drawing/verification. Initially, the data were transcribed and selected based on the purposes of this study. Then, the data were interpreted and analyzed in the forms of extracts. In the extracts, relevant data were identified and discussed.

**FINDINGS AND DISCUSSION**

The findings consist of data obtained through audio and video recording based on the descriptive qualitative research design in Graduate Program of State University of Makassar. The researcher collected the data from February 20th 2017 until 19th April 2017.

The data were taken from the recordings of participants’ academic research seminar setting. The data were used to find out politeness strategies used by graduate students in research seminar setting and the factors that influence the use of politeness strategies. Particularly, the researcher showed the findings by displaying extracts for each politeness strategies used by the participants as presenters in their research seminar.

Extract 1: Opening the presentation (Bald on Record- Greeting)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P**  **Au**  **P** | **:**  **:**  **:** | *Okay.* ***Assalamualaikum Warahmatullahi Wabarakatuh*** *Waalaikumussalam Warahmatullahi Wabarakatu*  *First of all I would like say thanks to God who has given us chance. Secondly shalawat and salam to our Prophet Muhammad SAW who bring us from the darkness to the lightness, from the stupid era to smart era.* |

Extract 1 above shows the use of greeting. It can be seen that the presenter said *“Assalamualaikum Warahmatullahi Wabarakatuh”* to all the audiences at the beginning of his presentation to get the attention of the audiences. After using greeting, the presenter directly expresses his gratitude to God and Prophet Muhammad SAW. Greeting is classified as one of Bald on-record strategy in term of cases of FTA- oriented bald-on-record usage which is oriented to face . Greeting used in the beginning of presenter’s utterance to open the session in presenting his research proposal where the presenter insisted that hearer may impose on his negative face. This greeting belongs to Bald on-record because no other face is affected, the lighter the greeting is the more polite it is. The presenter used bald on record strategy to get honest and direct answer. This is influenced by two factors. Besides the social dictance, the prsenter’s speech was influenced by religion as a moslem.

Extract 2: Closing the Presentation (Bald on Record- Greeting)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P**  **S1** | **:**  **:** | *And then, procedure of data collection, there will be e::: two actually the procedure that I have to put. There is experimental group and control group. E:: pretest, treatment, and posttest. But I’m so sorry because I forget to put the- the control group in my proposal.*  *For the-the technique of data analysis, I would like to use SPSS especially SPSS 16.*  ***Okay, thank you very much.***  *Well, (3) time for audience to ask questions for the presenter. (2) Okay.* |

Extract 2 above reveals the closing session of presenter’s presentation. The use of *okay* followed by the utterance *“Thank you very much”* implied that the presenter intended to end the presentation. Here, the presenter used greeting in the ending of her utterance to close the session in presenting the research proposal before switching to asking and answering questions session. Greeting is classified as one of Bald on-record strategy in term of cases of FTA- oriented bald-on-record usage which is oriented to face. This greeting belongs to Bald on-record because no other face is affected, the lighter the greeting is the more polite it is. The extract above shows the influence of social distance between the presenter and the audiences are close.

Extract 3: Asking & answering question session (Positive Politeness -..Use in group identity markers in speech)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P** | **:** | *(Stating first supervisor’s name) who is taken the time to guide me so this research successfully conducted. Thank you very much, Sir.*  *I also thank to (Stating first examiner’s name) and (Stating second supervisor’s name) who had given a lot of guidance. Although administratively both* ***Ibu*** *are examiner, a:: for me personally e:: both* ***Ibu*** *e:: not only examiner e:: but also supervisor.* |

In extract 3, the presenters used polite address term *ibu* as group identity markers in speech. The presenter showed his gratitude to the examiners at the beginning of his presentation by using identity marker that refered to the examiner as the one that he respected. It was done by using group identity marker *ibu* as a typical characteristic of Indonesian speakers to call a female lecturer who was considered as a respectable person. He gave respect and felt close to the lecturer as well. This strategy concerns with the use of address form. Address form used by both speaker and hearer shows their relationship whether it is close or not. This shows the asymmetrical relations among the presenter and the examiners were influenced by their closeness.

Extract 4: Asking & answering question session (Positive Politeness- Seek Agreement)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **E2**  **P**  **E2**  **P**  **E2**  **P** | **:**  **:**  **:**  **:**  **:**  **:** | *Apa itu yang four main fetaures?*  *Pedagogical knowledge, it is//*  *//Apa tadi itu yang pertama?*  *Pedagogic?*  *Pedagogic knowledge.*  ***Pedagogic knowledge,*** *subject matter, socio- effective skills and the last personality characteristics. Actually related to minister Regulation National Education number 16 in 2007 said that a teacher should have some competencies such as pedagogy competence, personal competence, e::* |

Extract 4 above is taken from the transcription of presenter 1. The preceding extract above shows the presenter apllied politeness strategy during seminar setting interaction. The bold utterance can be identified as positive politeness strategy; seek agreement. The interaction above between presenter and second examiner shows that the presenter tried to explain the main features of effective of EFL teacher. The presenter responded the examiner’s utterance by saying *“pedagogic knowledge”*. The presenter used politeness strategy *“seek agreement”* by emphazising repetition. He repeated the examiner’s utterance, which meant that the more speaker knows about the hearer the more he can make a safe topic. Speaker can repeat a part or the whole of the hearer’s utterance. This strategy shows that speaker wants to satisfy hearer’s positive face which wants to be approved. The presenter who has lower power tend to apply high degree of politeness with great respect.

Extract 5: Asking & answering question session (Positive Politeness- Avoid Disagreement)

|  |  |  |  |
| --- | --- | --- | --- |
|  | E1  P  E1  P | **:**  **:**  **:**  **:** | *Okay, the next. Your findings are based on the Leech’s Politeness principles?*  *So, you use this theory.*  *Yes, Prof.*  *But in pertinent ideas, are you mention that you use Leech’s theory? There are four theories of politeness here. Then, you take one of them. Did you mention here?*  ***Iye, on the page 35, Prof.*** *The last paragraph.* |

Extract 5 is taken from the transcription of presenter 2. It shows the interaction between presenter and his first examiner. The first examiner confirmed about politeness theory used by the presenter. To respond the first examiner, the participant used *iye* which indicated that he had mentioned it. Besides, the use of *iye* by the presenter can be seen as politeness marker to show his respect in responding the examiner. The utterance above *“Iye, on the page 35, Prof”* is categorized as positive politeness to avoid disagreement. Here, the presenter’s utterance indicates that he respected the examnier’s want by showing the page of last paragraph that containt the Leech’s theory. The use of the Indonesian utterance *iye* is typical characteristic of Bugis- Makassar speakers using. The presenter used address term “Prof” to people who have high educational background and has great power on that seminar setting.

Extract 6: During presentation session (Positive Politeness- Include both S and H in the activity

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P** | **:** | ....  *Okay.* ***Let’s move to the next slide about some pertinent ideas.*** *Some pertinent ideas consist of the concept of effective characteristics of EFL teacher and also the perceptions. The concept of effective characteristics of EFL teacher. First, definition of effective characteristics of EFL teacher and the second one is the criteria of effective characteristics of EFL teacher.* |

Extract 6 above is taken from the transcription of presenter 1. It shows presentation session of the participant when presenting his partinent ideas of the effective characteristics of EFL teacher and the perceptions of students. The presenter involved all the audiences in the activity by using utterance *“let’s move to the next slide about some pertinent ideas”*. The utterance above shows that the presenter used politeness strategy to include both him self and all the audiences in the activity by using *let’s* to see the next slide. The utterance *“let’s”* is considered to decrease the FTA towards hearer. The presenter used this utterance to show their closeness and there is no a great distance between them.

Extract 7: Opening session (Positive Politeness- Include both S and H in the activity)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P**  **Au**  **P** | **:**  **:**  **:** | *Assalamu alaikum warahmatullahi wabarakatu*  *Waalaikumsalam warahmatullahi wabarakatu*  *Alhamdulillahi rabbil alamin. First, allow me to express gratitude to Allah who has given grace* ***so******we can meet in this place.*** |

Extract 7 above is taken from the transcription of presenter 2. The presenter said *“Assalamualaikum Warahmatullahi Wabarakatu”* to all the audiences at the beginning of his presentation to get the attention of the audiences. After greeting, the presenter directly expressed his gratitude to those who had given grace to all the audiences. The presenter involved all the audiences in the activity by using utterance *“so we can meet in this place”*. The extract shows the presenter’s politeness strategy by including both S and H in the activity by using identity marker we to show that all the participants can meet in one place together. The inclusive pronoun *“we”* form is considered to decrease the FTA towards hearer. The presenter used this pronoun to show their closeness and there is no a great distance between them.

Extract 8: During presentation session ( Positive Politeness- Offer, promise)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **E1**  **P**  **S1** | **:**  **:**  **:** | *Coba sekarang bagaimana cara kerjanya? Could you please show the way you teach.*  *Okay. E:: jadi didalam memberikan-* ***jadi untuk pengajarannya nanti itu saya akan kasi 5 lists adjective.***  *Jadi nanti buat natural saja. Ada step-stepnya. Contoh pertama belajar speelingnya. Okay, strong ada berapa ini-nya, apa artinya, sperti ini dan sebagainya. Baru ini contoh kalimatnya. Saya sarankan nanti di video kan ini saat mengajarkan.* |

Extract 8 above is taken from transcription of presenter 4. The first examiner asked the presenter to show the way to teach. The presenter did not show how she did teaching but she promised to do it in the classroom interaction. The presenter used utterance *“jadi untuk pengajarannya nanti itu saya akan kasi 5 lists adjective”*. The presenter tried to cooperate and to show her good intention towards the examiner and supervisor. These is good way to satisfy hearer’s positive face. The extract above is influenced by ranking of imposition deals with the degree of interruption given in the FTA.

*Extract 9: Asking & answering question session ( Positive Politeness -Be Optimistic)*

|  |  |  |  |
| --- | --- | --- | --- |
|  | S2  P | **:**  **:** | *//kau yakin siswa bisa jawab itu?*  *e::* ***yeah hopefully.*** |

Extract 9 shows the interaction between the presenter and his second supervisor. The second supervisor asked about the contribution of students’ interview as instrument in the presenter’s research. The presenter directly answered the question. However when the presenter was still explaining, the second supervisor interrupted him by seeking confirmation on the participant’s answer. For the next turn, the presenter responded with *yeah* followed by *hopefully* to approve the supervisor’s confirmation. The presenter had expectation about the possibility of the test being answered by the students. In other words, the presenter was being optimistic that the students could answer the test. The extract above is influenced by ranking of imposition dealing with the degree of interruption given in the FTA.

Extract 10: Opening session ( Positive Politeness- Give Deference)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P** | **:** | *First of all I would like say thanks to God who has given us chance. Secondly shalawat and salam to our Prophet Muhammad SAW who bring us from the darkness to the lightness, from the stupid era to smart era.* ***The honorable my second supervisor, the honorable my first examiner****, and all participants, thank you very much for join my (.) research seminar.* |

Extract 10 above is taken from transcription of the first presenter. It shows the use of negative politeness strategy; give deference. Based on the context of the extract, the presenter gave deference strategy by using utterance *“the honorable my second supervisor, the honorable my first examiner”*. This utterance shows that the presenter treated the supervisors and the examiners as the one that he respects. He showed his respect and gratitude by giving deference for their coming to his research seminar. The presenter who has lower power tend to apply high degree of politeness with great respect.

Extract 11: Asking & answering questions session (Negative Politeness- Apologize)

|  |  |  |
| --- | --- | --- |
| **P**  **E1**    **P**  **S2**  **E2** | **:**  **:**  **:**  **:**  **:** | *I forget, Sir.*  *Aii nalupai. Pantasan. Hanya prosedurnya tadi yang melalui tahapan tadi, misalnya reduction, display, iyakan? Kan ada disini, tapi na lupai.*  ***Sorry, I forget to mention, Sir.***  *Saya kira itu cukup.*  *Okay, a::, Okay. Proposal ini keliatannya bagus sebelumnya. Tapi sebelum dipresentasikan hari ini yah.* |

Extract 11 above shows the interaction in questioning session. The examiner showed some missing procedures of data analysis and the presenter asked for apologize by saying *“Sorry, I forget to mention, Sir”.* This strategy is one of the negative politeness to minimize imposition towards hearer’s negative face. In conducting this strategy, speaker could admit the impingement showing his reluctance and forgiveness to the hearer upon the FTA given. The presenter who has lower power tend to apply high degree of politeness with great respect.

Extract 12: Opening presentation session (New Negative Politeness- Give Appreciation)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P**  **Au**  **P** | **:**  **:** | *Assalamu alaikum warahmatullahi wabarakatu*  *Waalaikumsalam warahmatullahi wabarakatu*  *Alhamdulillahi rabbil alamin. First, allow me to express gratitude to Allah who has given grace so we can meet in this place. Secondly,* ***I’m very grateful to all supervisors because ee the pleasure to attend, even though this is the time to take a nap.*** |

Extract 12 above is taken from transcription of the second presenter. The utterance above emerged when the presenter opened the presentation and delivered his gratitude to Allah who had given grace to all supervisors because their pleasure to attend his seminar even though that time was the time to take a nap. The presenter showed his gratitude by using utterance *“I’m very grateful to all supervisors because ee the pleasure to attend, even though this is the time to take a nap”*. This utterance is categorized as positive politeness strategy. The Presenter’s utterance indicates that he respected and appreciated all supervisors because their pleasure to attend his research seminar. The presenter who has lower power tend to apply high degree of politeness with great respect.

Extract 13: Opening presentation session (New Negative Politeness- Give Appreciation)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **P** | **:** | **…**  *The highest appreciation goes to all audience, especially e:: my classmate in class C for willing- willingness to attend. I realized that this research, a:: is impossible to- to be successful without your support and help to me. So,* ***thank you very much for your e:: for your support and help.*** |

Extract 13 above is taken from transcription of the second presenter. The utterance above emerged when the presenter delivered his highest appreciation to all his classmate for willingness to attend the research seminar and also for the support and help. The utterance *“thank you very much for your e:: for your support and help”* is categorized as positive politeness strategy. Presenter’s utterance indicates that he respected and appreciated all of his friends for the attending, supporting and helping during the process of research and during the research seminar. Although the presenter and all his friends are same age and status, the polite utterances have been influenced by the formality of the situation in research seminar setting.

**CONCLUSION AND SUGGESTION**

There are three types of politeness strategies used by the English graduate students of Graduate Program in State University of Makassar. The students as the presenter used three types of politeness strategies based on the theory of Brown and Levinson (1987) namely (1) bald on-record, (2) positive politeness, (3) negative politeness. The presenters considered the advantages of each strategy when they used it in seminar setting. They used bald on record to get honest and direct answer. Bald on-record can be drawn out as greeting. In addition, they used positive politeness to make the hearer feel that the speaker approve and appreciate him/her, the speaker also satisfy the hearers positive face. Positive politeness can be drawn out such as use in- group identity markers in speech, seek agreement, avoid disagreement, include both speaker and hearer in the activity, offer, promise and be optimistic. Moreover, the presenters used negative politeness to make the hearer feels that the speaker pays respect and give deference to him/her and also to satisfy hearer’s negative face. Negative politeness can be drawn out such as give deference and apologize. Among the three negative politeness, giving appreciation considered as a new finding which apart from Brown and Levinson theory. This strategy is defined as simple politeness but will make the interaction more pleasant and show the speaker encountered feeling respect and appreciate. In conducting this strategy, speaker would like to emphasize hearer’s relative power. This strategy output is useful for keeping the social distance.

The finding has shown that there are six factors influence the use of the politeness strategies. The presenters used three types of politeness based on theory of Brown and Levinson (1987) namely social distance, relative power, and rank of imposition. Furthermore, the researcher found three new factors that influenced the use of the politeness strategies in seminar setting namely religion, culture and situation.

This research is still far away from the perfectness. The critics and suggestions from the people who may concern is really needed so that this study can approach the standard point. The graduate students may use various types of politeness strategies as one of communicative strategies when conducting their research seminar because it would be very helpful for them to establish a good atmosphere in the seminar setting interaction, they should comprehensively explore the use of politeness strategies including the use of appropriate politeness strategies in order to promote communicative and pragmatic competence in research seminar interaction. This research can be an additional reference for the English student especially for linguistic students. It is suggested for the English students who take linguistic concentration for they have to learn more about pragmatics especially politeness strategy. The students are supposed to learn pragmatics seriously. It is important because pragmatic is a study which learns about the meaning behind the sentence. This research just focuses on what kinds of politeness strategies used by the students as a presenter in seminar setting interaction particularly on verbal communication. This study can lead other researchers to conduct research on politeness strategies in the other form of literary works such as poetry and drama in the purpose of enriching the discourse studies both on verbal and non- verbal communication. It is also hoped that the study on politeness involves language other than English; so, it can broaden the knowledge in applying linguistic aspects in various languages and culture.

**TRANSCRIPTION CONVENTIONS**

(.) : Brief pause

(2) : Pauses (in second) within and between speaker’s turns

// : Overlaps/interruption

: : Lengthened sound

* : Repetition

@ : Laugher and laughter-like sound

<@> </@> : Utterances spoken laughingly

P : Presenter’s utterances

S1 : First supervisor utterances

S2 : Second supervisor utterances

E1 : First examiner’s utterances

E2 : Second examiner’s utterances

Au : Audiences

*(Adapted from VOICE Transcription Convention, 2007)*

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