

**LANGUAGE POLITENESS IN ONLINE
STUDENT-TEACHER INTERACTIONS**



*Building
Future
Leaders*

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ABSTRAK

Afdal Badarudin. 2012. *Kesantunan Bahasa Dalam Interaksi Daring antara Guru dan Murid*. Skripsi. Jakarta. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Selain kesepahaman, interaksi baik itu daring atau tidak daring ditentukan oleh kesantunan yang membentuk dasar dari komunikasi yang berhasil. Memahami kesantunan itu penting untuk mendalami aspek-aspek pragmatik dari bahasa. Dalam penelitian ini, kesantunan bahasa dalam interaksi daring antara guru dan murid dengan sarana Facebook, dianalisis. Tujuan dari penelitian ini adalah untuk menginvestigasi apakah partisipan penelitian ini sopan atau tidak dalam hal bahasa yang digunakan untuk berinteraksi, strategi kesantunan bahasa yang mana yang digunakan, dan bagaimana strategi-strategi kesantunan bahasa tersebut digunakan dalam surat elektronik Facebook yang dikirim dan diterima oleh para partisipan. Hasil penelitian ini menunjukkan bahwa strategi kesantunan Bald-on record paling sedikit digunakan baik oleh guru maupun murid sementara strategi kesantunan Off record tidak digunakan sama sekali. Strategi kesantunan bahasa negatif yang paling banyak digunakan adalah N#2 (Question, Hedge) dan N#5 (Give deference) sementara strategi kesantunan bahasa positif yang paling banyak digunakan adalah P#13 (Give or ask for a reason). Secara keseluruhan interaksi daring tersebut didominasi oleh strategi-strategi kesantunan negatif. Berarti interaksi antara guru dan murid santun secara negatif. Para murid paling banyak menggunakan strategi kesantunan bahasa negatif, dan sang guru paling banyak menggunakan strategi kesantunan bahasa positif. Kesimpulannya para murid santun secara negatif sedangkan sang guru santun secara positif.

Kata kunci: Kesantunan, ketidaksantunan, Facebook, ragam strategi kesantunan, ragam strategi ketidaksantunan, emoticon.

ABSTRACT

Afdal Badarudin. 2012. *Language Politeness in Online Student-Teacher Interactions*. Thesis. Jakarta. English Department, Faculty of Language and Art, State University of Jakarta.

Besides cooperation, most interactions whether they are online or offline are governed by politeness which founds the basis for a respectful interaction between individuals and for their successful conversations. Understanding politeness is crucial in order to explore pragmatic aspects of language. In this study, the language politeness in online student-teacher interactions by means of Facebook messages, between an English senior-high school teacher and his eight selected students was analyzed. The purpose of this study was to investigate whether or not the participants are polite in term of the language that they used in the online interactions, which language politeness strategies are employed in the interactions, and how the language politeness strategies employed in the Facebook messages sent and received by the participants are used to transmit (im)politeness meanings in online student-teacher interactions. The results show that the Bald-on record strategy was the least employed by both the teacher and student while the Off record strategy was not employed at all. The most employed negative politeness strategies were N#2 (Question, Hedge) and N#5 (Give deference) while the most employed positive politeness strategy was P#13 (Give or ask for a reason). Overall, the interactions were dominated by negative politeness strategies. Hence, the online interactions between the teacher and students were negatively polite. The language politeness strategies mostly employed by the students in the online interactions between the teacher and his students are negative politeness strategies, and the politeness strategies mostly employed by the teacher were positive politeness strategies. In conclusion, the students were mostly negatively polite while the teacher was mostly positively polite.

Key words: Politeness, impoliteness, Facebook, politeness strategies, impoliteness strategies, emoticons.

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CHAPTER I

INTRODUCTION

This chapter discusses the background, problems, focus, purpose and significances of the study.

1.1 Background of the study

Social interaction constitutes one of the most important parts of human life, influencing conversations between individuals and shaping their interpersonal relationships. Besides cooperation, most interactions whether they are online or offline are governed by politeness which founds the basis for a respectful interaction between individuals and for their successful conversations. Politeness in the pragmatic view is defined as a redressive action taken to counter-balance the disruptive effect of face threatening acts (FTAs) (Brown & Levinson, 1978). In other words, it is the use of communicative strategies to maintain or promote social harmony.

Understanding politeness is crucial in order to explore pragmatic aspects of language as well as to facilitate second/foreign language learning. Nowadays a significant number of people, with different occupations, interact in the virtual world. They do business, share their experiences and discuss things related to their jobs or because they have same interests on the Internet. This kind of communication is called computer-mediated communication because an Internet PC is an integral requirement to enable people to communicate online, but nowadays other Internet-connected devices are also used.

Students and teachers are also individuals who interact online either by an Internet PC or other Internet-connected communication devices such as mobile phones. It is said that students tend to be less polite or impolite on the Internet. Studies have shown the benefits of computer-mediated communication. For example, people who hesitate to express their opinions in face-to-face settings can be more willing to voice their opinions online (Harasim, 1993; Citera, 1998). Traditional theories of politeness pinpointed linguistic politeness phenomena as a worthwhile area of research within linguistics pragmatics. Moreover, researches on politeness in online interactions have not been conducted as frequently as offline interactions (Hsieh, 2009). Hence, it is quite relevant and possible to conduct a research on politeness in online interactions.

In this study, the language politeness in online student-teacher interactions by means of Facebook messages, between an English senior-high school teacher and his eight selected students was analyzed, as it was believed that a research on politeness in online student-teacher interactions was yet to be conducted. Facebook messages were the means of the interactions between the participants of the research, as Facebook is a social networking service and website with 900 million active users as of May 2012 (http://www.nytimes.com/2012/05/15/technology/facebook-needs-to-turn-data-trove-into-investor-gold.html?_r=1), and the participants were Facebook users. The study analyzed how various politeness strategies were employed to transmit (im)politeness meanings in online student-teacher interactions, and to find out whether or not the students and teacher were polite. The research was carried out

with Brown and Levinson's politeness theory which is the main theoretical framework of the present study. The best-known politeness theory is proposed by Brown & Levinson, and they were the first to systematize the politeness theory.

1.2 Research Problems

The research problems are:

1. Which language politeness strategies are employed in online student-teacher interactions?
2. How are language politeness strategies employed in online student-teacher interactions?
3. Are the participants (students and teacher) in the online interactions polite or not in term of the language which they used in the interactions?

1.3 Purpose of the Study

It is intended in this study to investigate whether or not the participants are polite in term of the language that they used in the online interactions, which language politeness strategies are employed in the interactions, and how language politeness strategies employed in the Facebook messages sent and received by the participants were used to transmit (im)politeness meanings in online student-teacher interactions.

The aims of the research are listed below:

1. To investigate which linguistic politeness strategies are employed in the online student-teacher interactions.
2. To investigate how politeness strategies are employed in the online student-teacher interactions.
3. To investigate whether or not online student-teacher interactions were polite.

1.4 Limitation of the Study

The research focuses on language politeness in online interactions between the selected teacher and his eight selected students participating in the research project. The interactions were in the English language and carried out on Facebook. The selected teacher is an English teacher of Jakarta's Dipenogoro 1 Senior High School and his eight selected students. The students are first graders of two different classes. Five of them were from the E class, and the other three were from the F class.

1.5 Significance of the Study

This study theoretically can enrich researches on language politeness, especially the linguistic fields of sociolinguistics and pragmatics. Practically the study can attract other researchers to do a research on language politeness.

1.6 Previous Related Study

Several researches on politeness have been conducted by researchers all over the world. One of which is the research conducted by Shin-Chieh Hsieh of the University of Birmingham in 2009. Her paper investigated how people from different backgrounds negotiated (im)politeness meanings in online interactions by means of emails. The study looked at the way in which Chinese and English speakers employ politeness strategies in their emails to develop intercultural understanding.

Another research on politeness was conducted by Akiko Kato of the University of Arizona in 2011. Her paper investigated aspects of the concept of politeness in Japanese and American cultures. The significance of her study was proving the similarities and differences between the Japanese and American concepts of politeness from new perspectives.

In this study, the language politeness in online student-teacher interactions by means of Facebook messages, between an English senior-high school teacher and his eight selected students was analyzed by means of Brown and Levinson's politeness theory which is the main theoretical framework of the present study. This study investigated whether or not the participants are polite in term of the language that they used in the online interactions, which language politeness strategies are applied in the interactions, and how the language politeness strategies were applied.

CHAPTER II

LITERATURE REVIEW

2.1 Politeness

In the last two decades, much attention has been focused on phenomena of linguistic and semantic politeness in practice. Politeness in the pragmatic view is defined as a redressive action taken to counter-balance the disruptive effect of face threatening acts (FTAs) (Brown & Levinson, 1978). In other words, it is the use of communicative strategies to maintain or promote social harmony.

Werkhofer (1992:156), who explicates politeness as “the power of a symbolic medium that, being used and shaped in acts of individual speakers, also represents social standards of how to behave or of what kind of conduct is considered ‘just and right’” (Marquez Reiter, 2000). It is the underlying assumption of this study that polite or impolite behaviour should be determined on the basis of the equilibrium of the interpersonal relationships between the interlocutors.

Below, some of the important researchers in politeness studies were reviewed, and their theoretical constructs were discussed, with emphasis on Brown & Levinson’s politeness theory, which is the main theoretical framework of the present study.

2.1.1 Politeness rules – Robin Lakoff

Lakoff was one of the first to initiate research on politeness. Her theory regarding politeness is structured upon Grice's Co-operative Principle (CP) and Maxims of Conversation. All conversationalists have the propensity to cooperate with the other interlocutors in order to achieve effective communication (Grice, 1975). Grice's Cooperative Principle (CP) which consists of four maxims is intended to show how maximally effective exchange of information takes place. They include maxim of quantity, quality, relation and manner. These maxims indicate that in order to communicate effectively, people will try to be informative, truthful, and relevant and, at the same time, avoid ambiguity.

Since Grice's main argument is concerned with the clarity of the conversation, Grice's maxims actually fall under Lakoff's first rule of politeness (formality). Lakoff three rules of politeness include: 1) formality: keep aloof; 2) deference: give options and 3) camaraderie: show sympathy. The rules of politeness may differ dialectally in applicability, but their basic forms remain the same universally (Lakoff, 1973).

It can be guessed from her suggested rules of politeness model that 'be polite' means 'think what is good for others and avoid doing those which may be damaging to others'. The problem with Lakoff's analysis of politeness is the rigidity of her account about the rules that constitutes politeness (Brown and Levinson, 1976). Despite her effort to explain the pragmatics rules and categorize them as rules of politeness, Lakoff's theory does not explain how speakers come to form sentences which are classified as 'polite'.

2.1.2 Politeness principles – Geoffrey Leech

Leech's proposal is more elaborate. In his research, politeness is seen as a regulative factor in interaction and a key explanation of why people convey meaning indirectly. One of the strong points made by Leech in his politeness theory is the importance of the speaker's communicative goal. It is focused on a goal-oriented speech situation, in which s uses language in order to produce a particular effect in the mind of h" (Leech, 1983). He defines the politeness between interlocutors as "interpersonal rhetoric". Leech's Politeness Principle consists of at least six maxims. The strategies include tact, generosity, approbation, modesty, agreement, and sympathy. These maxims are linked to particular types of speech acts. For example, the Agreement Maxim is linked to assertives and Modesty to expressives and assertives. The maxims have varying importance. Hence, the Generosity is a more important consideration than the Sympathy.

Leech's principle is too theoretical, since there is no way of knowing which maxims are to be applied, what scales are available, how they are to be formulated, what their dimensions are ... and so forth. Another major problem with Leech's politeness maxims, as pointed out by many researchers, is that he leaves open the number of principles and maxims needed in order to account for politeness phenomenon (Brown & Levinson, 1987).

2.1.3 Politeness theory – Penelope Brown & Stephen Levinson

The best-known politeness theory is proposed by Brown & Levinson. They were the first to systematize the politeness theory on the basis of their observation of the similarities in the language strategies used by people from different language backgrounds. Central to interpersonal politeness, Brown & Levinson's politeness theory is rooted in the notion of face. Face is the motivation behind politeness. In particular, their politeness is influenced by Goffman's (1967) seminal study of 'face'. In order to better understand how the concept of 'face' is used as the basis in Brown & Levinson's politeness theory, it is necessary to give a brief sketch of the notion of face work introduced by Erving Goffman (Goffman, 1967).

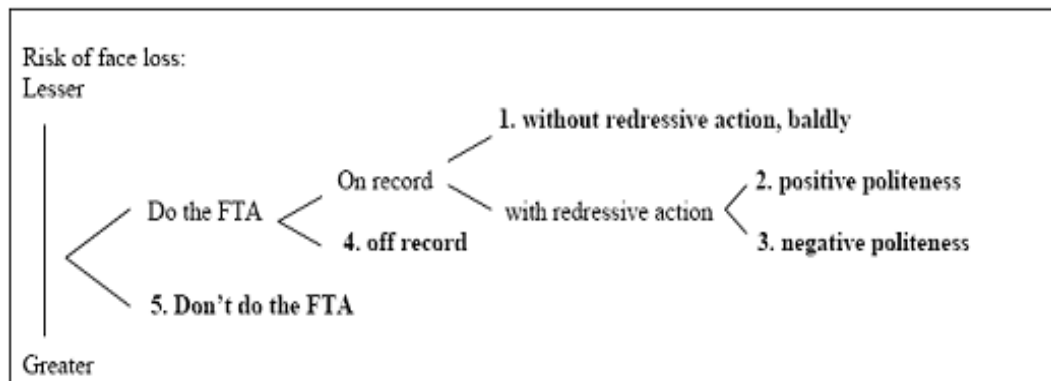
Face is defined as an image pieced together from the expressive implications of the full flow of events in an undertaking (Goffman, 1967). Face, in this sense, does not reside in an individual, but is negotiated in the flow of communicative events. Face is the positive social value a person effectively claims for themselves by the line others assume they have taken during a particular contact. Face should be considered as the result of face-work during interactions. 'Face-work' refers to "the actions taken by a person to make whatever he is doing consistent with face". Brown & Levinson developed their seminal work of politeness theory and expanded the notion of 'face' to positive and negative face (Brown & Levinson, 1978).

Everyone has two similar 'face' wants. They are 'positive' and 'negative' faces. Positive face is the wish to be desirable to at least some others, while

negative face is the wish to have one's actions unimpeded by others. Based on the belief that people from every culture have similar face needs, Brown & Levinson's politeness theory makes the strong claim that most relationships between people are stable and are maintained by universal rules in respect of maintaining each other's face.

Brown & Levinson's politeness theory is made based on the presupposition that certain kinds of acts intrinsically threaten face. Threatening either the positive or negative face will influence the maintenance of relationships. Although we are all interested in maintaining other people's face, we perform some acts which are intrinsically impolite and therefore threaten their face needs; for instance, orders, requests, suggestions, threats, warnings and so forth, which pose a threat to the addressees' negative face, or disapproval, disagreement, criticism, etc. from us, which may jeopardise their positive face.

In normal circumstances, people will try to avoid face-threatening acts (FTAs). If an FTA is unavoidable, one will try to minimise the threat caused thereby. The degree of threat can be evaluated according to three culturally sensitive social variables: social distance (D) between interlocutors, relative power (P) of the participants and absolute ranking (R) of the impositions carried in the act in a particular culture. In addition to the three variables, the seriousness of an FTA is also determined by the participants in interactions (Brown & Levinson, 1987). In any given situation, participants then select strategies appropriate to its needs. The greater the threat of an act, the more a polite strategy is required.



Circumstances determining choice of strategy (from Brown & Levinson, 1987)

The first strategy – bald, on record, as shown in the table above indicates when urgency is considered the priority and face need is not uppermost in the situation. For example, saying “Get out of there! The house is on fire!” makes it very unlikely that the request (get out of there!) will be interpreted as impolite, since the urgency of the situation (the house is on fire) takes precedence.

The second and third strategies, according to Brown & Levinson, are associated with positive and negative faces. In order to consider the other’s face and mitigate the possible face-threatening act, these positive and negative strategies involve redressive actions. Brown & Levinson suggest that people use these two politeness strategies to save their own or another’s face and to maintain a good relationship. Positive politeness strategies are employed to minimize the threat to the hearer’s positive face and to make the hearer feel good about themselves, their interests or possessions. The use of various negative politeness strategies is to emphasize avoidance of imposition on the hearer.

The fourth strategy (off record) is used when the speaker considers the stake of face loss too great and decides to address his point ambiguously, i.e. give hints. By doing so, the speaker then leaves it to the hearer to decide how to

interpret the message. There are fifteen off-record strategies: give hints, give association clues, presuppose, understate, overstate, use tautologies, use contradictions, be ironic, use metaphors, use rhetorical questions, be ambiguous, be vague, over-generalize, displace H, be incomplete, use ellipsis. These off-record strategies, though considered the most polite way of carrying out face-threatening acts, are in fact fairly problematic. Even Brown & Levinson admit that many of their off-record strategies are, in practice, on record when used (i.e. irony, rhetorical questions). The last strategy (don't do the FTA) is employed when the speaker considers the risk of face-threatening to be too great and decides to say or do nothing, in order to avoid face loss. Among the five strategies, positive and negative politeness strategies are most discussed for their close relationship with 'face'. Brown & Levinson list fifteen positive and ten negative politeness strategies which are used to support or protect others' faces.

Positive politeness strategies are used to minimize the distance between speakers by expressing friendliness. These strategies are categorized into three kinds that are 1.) Claim common ground, 2.) Convey that the speaker and the hearer are cooperators and 3.) Fulfill the hearer's wants some x. Eight out of the fifteen positive politeness strategies fall in the category no.1. They are notice or attend to the hearer, exaggerate, intensify interest to the hearer, use in-group identity makers, seek agreement, avoid disagreement, presuppose/raise/assert common ground and joke. Six positive politeness strategies fall in the category no.2. They are assert or presuppose the speaker's knowledge of and concern for the hearer's wants, offer and promise, be optimistic, include both the speaker and

the hearer in the activity, give (or ask for) reasons, and assume or assert reciprocity. The other positive politeness strategy falls in the category no.3. It is give gifts to the hearer (goods, sympathy, understanding and cooperation).

Negative politeness assumes that that speaker's speech may be imposing on or intrusive to the hearer. Thus strategies are employed in order to preserve the other's face. Brown & Levinson claim that negative politeness is most similar to what people mean by being polite. Strategies of negative politeness include being indirect, questioning, being pessimistic, minimizing the imposition, showing deference, apologising, impersonalization, stating the face-threatening act as a general rule, nominalization and incurring a debt.

2.2 Impoliteness

Impoliteness is defined as the broad opposite of politeness, in that, rather than seeking to mitigate FTAs, impoliteness constitutes the communication of intentionally gratuitous and conflictive verbal FTAs which are intentionally delivered (Bousfield, 2008: 72). For impoliteness to be considered successful impoliteness, the intention of the speaker (or 'author') to 'offend' (threaten/damage face) must be understood by those in a receiver role ('hearer' or 'reader').

It is thus explained that:

- i. If the Speaker (or someone in a producer role) intends face-damage and the Hearer (or someone in a receiver role) perceives the Speaker's

(Producer's) intention to damage face (Goffman, 1967), then impoliteness is successfully conveyed.

- ii. If the Speaker/Producer intends face-damage but the Hearer/Receiver fails to perceive the speaker's intent/any face-damage, then the attempt at impoliteness fails.
- iii. If the Speaker/Producer does not intend face-damage but the Hearer/Receiver constructs the Speaker's/Producer's utterance as being intentionally face-damaging then this could be Accidental face-damage which could be caused by one or more of the following: Rudeness; Insensitivity; Hypersensitivity; a clash of expectations; a cultural misunderstanding; misidentification (by the speaker or the hearer) of the Community of Practice or Activity Type in which they are engaged; some combination of these, or some other hitherto unidentified means of inadvertently causing offence or of perceiving offence when none was intended.

There are some strategies of impoliteness may be applied in a communication.

They are given as follows:

1. Bald on record impoliteness. According to the developments of the model (Culpeper 1996, 2005), bald, on record impoliteness is seen as typically being deployed where there is an intention on the part of the speaker to attack the face of the hearer and/or where the speaker does not have the power to (safely) utter an impolite utterance. That is, the utterance is deployed in a direct, clear and unambiguous manner (fully in accordance

with Grice's ([1975]1989) maxims), "...where face is not irrelevant, or minimized" (Culpeper 2005).

2. Positive Impoliteness, according to the latest instantiation of the model (Culpeper, 2005) involves "the use of strategies deployed to damage the recipient's positive face wants." Examples of such strategies from Culpeper 1996 include 'ignore, snub the other', 'exclude the other from the activity', 'disassociate from the other', 'be disinterested, unconcerned, unsympathetic', 'use inappropriate identity markers', 'use obscure or secretive language', 'seek disagreement', 'make the other feel uncomfortable (e.g. do not avoid silence, joke, or use small talk)', 'use taboo words', 'call the other names', etc.
3. Negative Impoliteness, according to the latest instantiation of the model (Culpeper 2005: 41) involves "the use of strategies deployed to damage the recipient's negative face wants." Examples of such strategies from Culpeper 1996 include 'frighten', 'condescend, scorn, or ridicule', 'invade the other's pace', 'explicitly associate the other with a negative aspect', 'put the other's indebtedness on record', etc.
4. Off-record impoliteness is one where the offence is conveyed indirectly by way of an implicature and could be cancelled (e.g., denied, or an account, post-modification or other type of elaboration offered, etc.) but where, according to Culpeper (2005: 44). "...one attributable intention clearly out-weighs any others".

5. Withhold politeness (Keep silent or fail to act where politeness work is expected)

2.3 Computer-mediated communication

A computer-mediated communication (CMC) or interacting with other people by means of the Internet can be done either verbally or in writing. CMC can be divided into synchronous and asynchronous modes. In synchronous communications all participants work online at the same time. Synchronous discussion includes the use of programs such as chat rooms while asynchronous communications occur with time constraints such as email and discussion forums (Denis, 2005). In this study, the combination of both modes were part of the Facebook message correspondence. When two participants were online, they communicated synchronously. When only one of the two participants was online, the asynchronous communication took place.

2.4 Politeness in online communication

Computer-mediated communication (CMC) lacks the social context cues which FTF offers, such as the physical environment and nonverbal behaviour. Writers can vary their choices of topics and punctuation marks and use words as relational cues to amplify meaning (Walther & Burgoon). CMC users, in real-life settings, will eventually develop conventions and understandings which enable them to establish socio-emotional communication, for example through emotive icons (Metz). There are four main uses for emotional icons (emoticons): 1) to

verbalize physical cues (hahaha); 2) to describe actions (*many hugs and kisses*); 3) to emphasize (It's awesome!); 4) to signify facial expressions (:-D).

The lack of nonverbal cues in computer-mediated communication may cause difficulty in communication. Therefore, emoticons, in addition to the function of showing emotions, can also be used in nonverbal strategy to maintain interactional harmony by mitigating or strengthening words, e.g., "I lost my laptop >_<". To maintain good communication, many people will modulate their verbal messages with nonverbal vocal and kinesic messages to avoid conflict and also to show their care of other people's feelings, i.e. by offering criticism in a pleasant tone with a smiley face (Janney & Arndt, 2005). Lacking physical contact between the interlocutors, online communication must rely mainly on words and signs to transmit meanings. The icons were created in order to make up for the absent physical appearances and gestures of the speakers. They rapidly became a new trend in the virtual world and are frequently seen in the virtual context nowadays. Intended to imitate real faces and gestures in FTF communication, the emotive faces and gestures can be used to intensify a compliment or to reduce the impact of bad news. These 'virtual faces' in computer-mediated communication act to convey the values and attitudes of the speakers and consequently, they sometimes can help delivering the (im)polite intentions of the speakers.

2.5 Student-teacher interactions within the perspective of sociolinguistics

This subchapter discusses the context of the language analyzed in the study, which are the interactions between the student and his students within sociolinguistic perspective. Politeness is an important issue in the sociolinguistic and pragmatic field of study which has been highly debated about. Sociolinguistics overlaps to a considerable degree with pragmatics. However, Adebija (2000) reports from his study that the interpretation of polite or impolite can only be made within a pragmatic context. Hence, this study was conducted primarily within the pragmatic perspective.

The degree of threat of a face-threatening act in an interaction can be evaluated according to three culturally sensitive social variables: social distance (D) between interlocutors, relative power (P) of the participants and absolute ranking (R) of the impositions carried in the act in a particular culture. In addition to the three variables, the seriousness of an FTA is also determined by the participants in interactions (Brown & Levinson, 1987).

2.6 Theoretical framework

The theoretical framework of this study is mainly constructed from Brown and Levinson's politeness theory. This theory focuses on how the speaker and hearer redress the face-threatening acts by means of language politeness strategies. The investigation of meaning of politeness focuses not only on the sentences but also on the interactions. Thus, in order to convey the dynamics of Facebook message interactions and understand how meaning was transmitted in

Facebook messages, this research considered the factors which contributed to and influenced the participants' perception of (im)politeness in context. Overall, the exploration of 'face' as a negotiated image between interactants appears to be an appropriate point of departure for the analysis of politeness strategies. From there, the understanding of (im)politeness meaning is made with the considerations of relevant factors in the context.

CHAPTER III

METHODOLOGY

3.1 Research method

The research was conducted by using a descriptive analytical interpretative method to explore the fact with appropriate interpretations (Whitney, 1960). The data were analyzed primarily on the basis of the theoretical framework of Brown & Levinson's politeness theory. The investigation of online student-teacher interactions also considered issues such as the role of the particular mediating technology which is Facebook. This is because online communications or computer-mediated communications (CMC) lack the social context cues which FTF offers, such as the physical environment and nonverbal behavior.

3.2 Source of the data and data

The source of the data of the study is the selected English teacher of Jakarta's Diponegoro 1 Senior High School and his eight selected students. The students are first graders of two different classes. Five of them are from the E class, and the other three are from the F class. The students are five boys and three girls. The eight students were selected based on the teacher's recommendation in which the teacher explicitly stated that the students' communicative skills in English are better than their classmates. The selection was intended to involve only students who were quite good at communicating in English in the online interactions. The data are the written language (vocabularies and sentences) used by the teacher and his students in their online interactions.

3.3 Data collection procedures

The data were collected through the following steps:

1. recruiting volunteers who included a selected senior high school English teacher and their eight selected students;
 - a. to recruit volunteers to participate in the research, posting project information on twitter, student forums and groups, teacher forums and groups was done;
 - b. by word of mouth;
2. sending a detailed research design to those who showed interest in the project;
3. sending the participants questioners to get their profiles;
4. mediating the participants for online interactions. Each student was asked and given a chance to interact with the teacher in a chat box in which there were only the teacher, student and the researcher. The teacher and student were the only interlocutors in the interaction while the researcher observed their interactions;
5. observing the participants' interactions. The researcher observed the interactions. When a participant took a long time to respond to the other participant, the researcher would contact the previous participant and asked them to come online and respond to their counterpart when they had spare time to do so;

6. transcribing messages which the participants sent and received.

When the required amount of Facebook messages were finally collected, they were then transcribed to be analyzed.

3.4 Data analysis procedures

To answer the research problem number one “which language politeness strategies are employed in online student-teacher interactions?” The data were analyzed through the following steps:

1. highlighting each participant’s dialogue;
2. categorizing which language components in the transcript indicating politeness;
3. Listing the politeness strategies employed in the interactions

To answer the research problem number two “how are the language politeness strategies employed in online the student-teacher interactions?” The data were analyzed through the following steps:

1. highlighting each participant’s dialogue;
2. categorizing the language politeness strategies employed in the interactions;
3. discussing how the strategies were employed;
4. interpreting;
5. explaining.

To answer the research problem number three “are the participants (students and teacher) in the online interactions polite or not in term of the

language which they used in the interactions?” The data were analyzed through the following steps:

1. highlighting each participant’s dialogue;
2. categorizing which language components in the transcript indicating politeness;
3. discussing the politeness meaning realized by the speech acts;
4. interpreting;
5. explaining

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1 Data description

The data of the study are the written language used by the teacher and his students in their online interactions on Facebook as the site of the research. The language used in the interactions was then transcribed. The transcript comprises 440 messages sent and received by the interlocutors (source of the data). 224 of which were sent by the teacher, and the others, 216, were sent by the eight students. The length of each message sent and received varies. Some messages consist of a single sentence while some others consist of multiple sentences. The data in total were collected from May 26th to July 5th, 2012. The data from the interactions between the teacher and the student 1, student 2, student 3, student 4, student 5, student 6, student 7 and student 8 each were collected from May 26th to 27th, May 29th to June 22nd, May 29th to June 3rd, May 30th to June 22nd, June 9th to 29th, June 9th to July 3rd, June 19th to July 6th, and May 30th to July 5th.

4.2 Findings and discussions

Politeness strategies	Number of strategies used	Impoliteness strategies	Number of strategies used
Bald-on record	8(2.4%)	Bald-on record	0
Positive politeness	157(47.3%)	Positive impoliteness	0
Negative politeness	167(50.3%)	Negative impoliteness	0

Off record	0	Off record	0
Total	332 (100%)	Total	0

Table 4.1. Language politeness and impoliteness strategies employed by the teacher and students

Based on the 4.1, it is concluded that the strategies employed in the online interactions between the teacher and his students are only politeness strategies. No impoliteness strategy was employed by either the teacher or the students. The Bald-on record strategy was the least employed while the Off record strategy was unemployed at all. Specifically, the interactions were dominated by negative politeness strategies. Hence, the online interactions between the teacher and students were negatively polite.

Politeness strategies employed by the students	Number of strategies used	Politeness strategies employed by the teacher	Number of strategies used
Bald-on record	3(1.63%)	Bald-on record	5(3.33%)
Positive politeness	66(35.87%)	Positive politeness	92(61.33%)
Negative politeness	115(62.5%)	Negative politeness	53(35.33%)
Off record	0(0%)	Off record	0(0%)
Total	184 (100%)	Total	150(100%)

Table 4.2 Language politeness and impoliteness strategies employed by the teacher and student

Based on the 4.2, it is concluded that the language politeness strategies mostly employed by the students in the online interactions between the teacher and his students are negative politeness strategies, and the politeness strategies mostly employed by the teacher were positive politeness strategies. In conclusion, the students were mostly negatively polite while the teacher was mostly positively

polite. It is also concluded the students were the ones who redressed the FTAs the most, as they employed more language politeness strategies than the teacher did.

Types of positive politeness strategies		Number of strategies used	Types of negative politeness strategies		Number of strategies used
P#1	Notice, attend to H's interests, wants, needs, and goods	3(1.9%)	N#1	Be conventionally indirect	2(1.2%)
P#2	Exaggerate (interest, approval, sympathy with H)	10(6.69%)	N#2	Question, hedge	74(44.3%)
P#3	Intensify interest to H	4(2.54%)	N#3	Be pessimistic	0
P#4	Use in-group identity makers	1(0.63%)	N#4	Minimize the imposition	0
P#5	Seek agreement	4(2.54%)	N#5	Give deference	64(38.3%)
P#6	Avoid disagreement	20(12.74%)	N#6	Apologize	14(8.4%)
P#7	Presuppose/raise/assert common ground	12(7.64%)	N#7	Impersonalize S and H	11(6.6%)
P#8	Joke	6(3.82%)	N#8	State the FTA as an instance of a general rule	2(1.2%)
P#9	Assert or presuppose knowledge of or	0	N#9	Nominalize	0

	concern for H's wants				
P#10	Offer, promise	13(8.28%)	N#10	Go on record as incurring a debt, or as not indebting H	0
P#11	Be optimistic	2(1.27%)			
P#12	Include both S and H in the activity	25(15.9%)			
P#13	Give (or ask for) reason	49(31.21%)			
P#14	Assume or assert reciprocity	2(1.27%)			
P#15	Give gifts to H (goods, sympathy, understanding, cooperation)	8(5.09%)			
Total		157(100%)	Total		167(100%)

Table 4.3 Table of positive and negative politeness strategies employed

Based on the 4.3, it is concluded that negative politeness strategies dominated the interactions. The most employed negative politeness strategies were N#2 (Question, Hedge) and N#5 (Give deference) while the most employed positive politeness strategy was P#13 (Give or ask for a reason).

Types of positive politeness strategies	Number of strategy employed by the teacher	Number of strategy employed by the students	Types of negative politeness strategies	Number of strategy employed by teacher	Number of strategy employed by students
P#1	3	0	N#1	1	1
P#2	2	8	N#2	41	33
P#3	3	1	N#3	0	0
P#4	1	0	N#4	0	0
P#5	1	3	N#5	0	64
P#6	8	12	N#6	4	10
P#7	7	5	N#7	6	5
P#8	6	0	N#8	1	1
P#9	0	0	N#9		
P#10	10	3	N#10		
P#11	2	0			
P#12	18	7			
P#13	22	27			
P#14	2	0			
P#15	8	0			
Total	92	66	Total	53	115

Table 4.4 Numbers of politeness strategies used by the students and teacher

Based on the 4.4, it is concluded that the language politeness strategies mostly employed by the students in the online interactions between the teacher and his students are negative politeness strategies, and the politeness strategies mostly employed by the teacher were positive politeness strategies. In conclusion, the students were mostly negatively polite while the teacher was mostly positively polite. The P#13 strategy (Give (or ask for) reason) was the most employed

positive politeness strategy employed by both the teacher and students. The students' most employed negative politeness strategy was the N#5 (Give deference). Moreover, this strategy was employed by only the students. The teacher's most employed negative politeness strategy was N#2 (Question, Hedge). This was also the students' second most employed negative politeness strategy.

4.2.1 Bald on record strategy

In the interactions between the teacher and his students, this strategy was employed. Three samples taken from the interactions are given as follows:

Samples from the teacher's message

1. Teacher: Okay. let's discuss one of her lyric..

open this

link: <http://www.azlyrics.com/lyrics/ladygaga/bornthisway.html>

have you done?

You can see in the verse 1 – 3

Student: I'm opening it

In the sample above, the teacher asked the student to do the teacher's want without any attempt to redress the FTA.

Samples from the students' messages

1. Teacher: can you explain what are the steps to make Indonesia as global language or International language?

Student: hmm i don't know

*know

Let me think it over

2. Teacher: hmm, Tasikmalaya is my hometown.. and as I know bpk

penabur is Christian school. Are you Christian?

Tasikmalaya is lovely place to live.. so you will not live in
Jakarta again right?

Student: Really? Yeah its a good place I loved too !!

No,I'm Islam , not too . **Don't tell everyone until my mom
go to school to gave the letter to move :p** its still secret

In the sample no.1, the student asked the teacher to let her think and in the
sample no. 2, the student asked the teacher not to tell anyone else her secret.

4.2.2 Positive politeness strategies

The use of various politeness strategies by both teacher and students was
to minimize the threat to the hearer's positive face. They were employed to make
the hearer feel good about themselves, their interests or possessions. All the
positive politeness strategies were employed by the participants apart from the
P#9 strategy (Assert or presuppose knowledge of or concern for H's wants). How
they were employed is explained as follows.

4.2.2.1 Notice, attend to H (interests, wants, needs, and goods)

This is the positive politeness strategy in which S should take notice of
aspects of H's condition (noticeable changes, remarkable possessions, anything
which looks as though H would want S to notice and approve of it. In the
interactions between the teacher and his students, this strategy was employed by

only the teacher. The strategy was employed three times. Two samples from the teacher's messages are taken, and they are given as follows:

Samples from the teacher's messages

1. Teacher: so, there is no other opinion, we must find it self.

It is impolite to call him in late night..

Arina, don't you usually sleep?

Student: yes that's it

i wanna sleep but this discussion it's not finish yet

2. Teacher: hai Sonny, I'm great..

So, how can you be online right now?

Student: i just get bored so i'm online now hahah

In the sample no.1 and no.2, the speaker (teacher) noticed the condition of the hearers (students) by considering the time they were chatting on, and what the hearers were supposed to be doing at that time. That was sleeping.

4.2.2.2 Exaggerate (interest, approval, sympathy with H)

This is the positive politeness strategy in which the speaker makes an exaggeration of interest, approval or sympathy with the hearer by means of intonation, stress, and other aspects of prosodic. In the interactions between the teacher and his students, this strategy was employed by both the teacher and students. It was employed twice by the teacher and seven times by the students. Four samples, one from the teacher's message and the other three from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Student: nice to hear that mr.tito,so maybe this unusual topic but do you know about the free trade? specially in indonesia sir?

Teacher: hehe, free trade? **What a heavy topic!**

it is heavy like you lift something that weight is more than 50 kg.. :)

In the sample no.1, the teacher responded to the student's message proposing a topic to discuss, with some exaggeration in the form of an exclamatory sentence.

Samples from the students' messages:

1. Student: **Wow,that's a nice tips from you.**I'll try it if I watch film.thank you for your tips :)
2. Teacher: I think every country has its own uniform.. maybe you have misunderstood about this. As I know, whether in Japan, India, or America has certain uniforms to show their identity
Student: **that sound great**,so if were indonesian students free to wear to school it's that right idea?
3. Teacher: as I read from Qur'an it will make trouble for her in akheraat (hereafter)...
Student: **wooww that's a fact, and I think the fact it's stronger than anything.**

In the sample no.1 the student thanked to the teacher's favour with some exaggeration, complementing the teacher's deed. In the sample no.2, the student complemented the teacher's opinion with some exaggeration. In the sample no.3, the student showed his approval of the teacher's opinion with some exaggeration.

4.2.2.3 Intensify interest to H

This is the positive politeness strategy in which S can share with H some of his wants to intensify the interest of his own (S's) contributions to the conversation. In the interactions between the teacher and his students, this strategy was applied. Six samples, three from the teacher's messages and the others from the students', are taken, and they are given as follows:

Sample from the teacher's message:

1. Teacher: You can imagine when the boxer is only given standard practice. **Could he be a true winner?** I don't think so
2. Teacher: **Do you know** that In the past, Greek language has been adopted to be International language? Because it was advance in many fields of knowledge.
In the middle time, Arabic was also be used as international language, language of knowledge, and language of exchange information.

In the sample no. 1 above, the teacher intensified the interest of his own contribution by making a good story and drew the student as a participant into the conversation. In the sample no. 2, the teacher did a similar thing.

Sample from the student's message

1. Student: me? usually i like Uduk rice or maybe Noodle are,LOL
Teacher: hehe, that's 'kampuang' food.. honestly, I like that too
Student: yeaah **you know** sir,indonesia have many stuningg food and
i think indonesia have rich culture food

In the sample no. 1 above, the student used the expression “you know” that draws the teacher as a participant into the conversation even though the expression misses a question mark.

4.2.2.4 Use in-group identity makers

This is the positive politeness strategy in which by using any innumerable ways to convey in-group membership, S can implicitly claim the common ground with H that is carried by that definition of the group. These include in-group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. In the interactions between the teacher and his students, this strategy was employed by only the teacher.

Sample from the teacher’s message

1. Teacher: I think I choose number 1; "Is global climate change man made?"

What do you think **Agistia**

Student: How about 14 ? Should cigarette smoking be banned?

Maybe you can call me agis ,we are friend right? Lol

Teacher: okay.. what is your opinion about that?

agis

In the sample above, the teacher switched the student’s address form from her full name to her nickname which is the contracted form of the full name. To contract is to endear, perhaps because of the association with smallness. The full

name is considered as negative politeness because one tries to increase the metaphorical size of it in contrast with contraction.

4.2.2.5 Seek agreement

This is the positive politeness strategy in which S seeks ways in which it is possible to agree with H. In the interactions between the teacher and his students, this strategy was employed by both the teacher and students. It was employed once by the teacher and twice by the students. Three samples, one from the teacher's message and the others from the student's, are taken, and they are given as follows:

Samples from the teacher's message

1. Student: nice to hear that mr.tito,so maybe this unusual topic but do you know about the free trade? specially in indonesia sir?
i just get bored so i'm online now hahah

Teacher: hehe, **free trade?** What a heavy topic!

In the sample no.1, the teacher sought an agreement with the student by repeating part of what the student had said in the discussion. Repetition is one way to seek an agreement. It is the process of repeating part or all of what the preceding speaker has said in a conversation. It is used to stress an emotional agreement with the utterance (or to stress an interest or surprise).

Samples from the students' message

1. Teacher: Do you know that the most delicious food in the world not pasta or pizza, but rendang? I have heard this information for several months ago from the article in the internet

Student: hmm.. **rendang?** It's super delicious

2. Teacher: Hai Agistia, how are you? Do you have something to be discussed? :)

Student: I'm fine Mr Tito , how with you ?

how with the holiday?we can discussed about holiday

Where are You to go to holiday?

Teacher: oh, i'm fine as usual..

my holiday will be great and I am planning it now.. hmm,,
actually I will go to seribu Island in north Jakarta,
Sukabumi,
and many more.. how about you?

In the sample no.1, the student sought an agreement with the teacher by repeating part of what the teacher had said in the discussion. In the sample no. 2, the student initiated the discussion by offering a safe topic to discuss with. This allowed the student to stress her agreement with the teacher.

4.2.2.6 Avoid disagreement

This is the positive politeness strategy in which the hearer attempts to hide his disagreement with the speaker. In the interactions between the teacher and his students, this strategy was employed by both the teacher and students. Two samples, one from the teacher's message and the other from the student's, are taken, and they are given as follows:

Samples from the teacher's message

1. Teacher: Maybe, Mr. Afdal could give us interesting topic?

Student: Maybe about "Homework in the school" why? Because

sometimes homework make me feel bored sir,LOL

Teacher: **It's same with me when I was in school like you. I got bored.**

But today, If I could back to school and study, I would ask more homework to my teacher.

In the sample no. 1, the teacher responded to the student's statement with a token agreement. The teacher hid his disagreement by twisting his utterances so as to appear to agree – instead of saying “no”.

Samples from the student's message

1. Student: But, most student think that homework is harmful

Teacher: harmful for in what matter? I don't think so. I used to go to school in senior high school. And now I regret that why my teacher didn't give more homework. because I feel advantages for the homework now

Student: **So** the most student have got the wrong point of view about homework, isn't it?

In the sample no.1, the use of the conjunction *so* by the student was to indicate a pseudo-agreement as a conclusory marker to indicate that the student was drawing a conclusion to a line of reasoning carried out cooperatively with the teacher. The use of a pseudo-agreement is one way to avoid a disagreement.

4.2.2.7 Presuppose/raise/assert common ground

In the interactions between the teacher and his students, this strategy was employed. Two samples are taken, and they are given as follows:

Samples from the teacher's messages

Samples from the teacher's messages

1. Student: Good Evening Mister Tito. how are you today?

Teacher: I'm great as you saw me in the class..

In the sample above, both the teacher and student asserted common ground by means of a small talk or an unrelated topic.

4.2.2.8 Joke

This is the positive politeness strategy in which S attempts to be humorous. In the interactions between the teacher and his students, this strategy was applied by only the teacher. It was employed six times. Three samples are given as follows:

Samples from the teacher's messages:

1. Student: nice to hear that mr.tito,so maybe this unusual topic but do you know about the free trade? specially in indonesia sir?
i just get bored so i'm online now hahah

Teacher: hehe, free trade? What a heavy topic!

it is heavy like you lift something that weight is more than 50 kg.. :)

2. Student: Hmm I agree with you but I prefer america accent to british accent it's difficult for me but I like british accent it's unique

Teacher: **yes it's unique just like me, :)**

hehe, just kidding,, ok

3. Student: hmm. i think the goverment must wake up.

Teacher: yes.. **please wake them up with water.. hehe**

Student: LOL haha. i think with jailing the smokers is it too much sir

In the sample no.1, the teacher made a joke by comparing the discussion topic and something which has a weight of 50 kilograms. The case of the sample no.2 is similar to the previous one. The teacher made a joke by comparing the British English accent with himself. In the sample no. 3, the teacher made another joke by asking the student to wake up the government with water.

4.2.2.9 Offer, promise

This is the positive politeness strategy in which in order to redress the potential threat of some FTAs, S may choose to stress his cooperation with H in another way. He may claim that whatever H wants, S wants for him to obtain and will help to. In the interactions between the teacher and his students, this strategy was employed both the teacher and students. It was employed seven times by the teacher and three times by the student. Five samples, three from the teacher's messages and the others from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Teacher: hey, sonny? **is there anything to discuss?**

Student: Can we discuss about food in the school?

2. Teacher: no.. no..that's my main reason.. maybe another reason is I want to have new experience to visit there

Student: good thinking, I hope to meet you there: D

Today I have not seen you in school, where do you go?

Teacher: because I had another agenda...

okay, if I go there, I will try meeting you

what is your most favorite place to be visited in holiday?

is it Bali? Lombok? or another place?

3. Student: Do you still online mr Tito?

Teacher: Yes of course...

Do you have something [else] to discuss?

If you ask about something to me, I will answer it as I can

:)

In the sample no.1, the teacher offered the student a discussion by asking him if he had a topic to discuss with. In the sample no.2, the teacher promised the student that he would meet her as he was in the place he planned to visit. Similar to the sample no.2, in the sample no. 3 the teacher promised the student that he would answer the student's question.

Samples from the students' messages

1. Teacher: Would you wait me for minutes? Thanks

Student: Okay I'm too gonna pray ashar to mr Tito **so I will wait**

In the sample no. 1, the student promised the teacher that he would wait for the teacher to come back from offering Ashar prayer.

4.2.2.10 Be optimistic

This is the positive politeness strategy in which S assumes that H wants S's wants for S (or for S and H) and will help him to obtain them. In the interactions

between the teacher and his students, this strategy was employed by only the teacher. One sample is given as follows:

Sample from the teacher's message

1. Teacher: Facebook and twitter, in my opinion, are almost same. We can update our news, make connection, and look for friends' news.
In twitter, what information that you usually update? Is it about personal information?
Haris, You are good at the class, you must be good in discussion
:)

Student: Well I'm not that good, I'm just quite good

In the sample no. 1 above, the teacher was being optimistic about the student's capability of discussing such a topic by comparing the student when he was in the classroom and on the Internet.

4.2.2.11 Include both S and H in the activity

This is the positive politeness strategy in which by using an inclusive 'we' form, when S really means 'you' or 'me', they can call upon the cooperative assumptions and thereby redress FTAs. In the interactions between the teacher and his students, this strategy was employed by both the teacher and students. It was employed eighteen times by the teacher and six times by the students. Four samples, two from the teacher's messages and the other two from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Teacher: **let's discuss** one of her lyric..
2. Teacher: I think jailing is same portion when smokers give their smoke
to the passive smokers because it can cause fatal diseases
and even the death

adzhan.. let's pray first..

Student: brb

In the sample no. 1, the teacher had a discussion about Lady Gaga with the student. To convey cooperation, he then included the student as the hearer to discuss one of the singer's song lyrics. In the sample no. 2, the teacher postponed the discussion by considering the student as a cooperator. Hence, he included the student in the shared activity that was praying.

Samples from the students' messages

1. Student: Yes it's true
mr.tito, **let's** finish this conversation, maybe next time we
can continue our conversation, how about it?
Teacher: oke. next time. see you :)
2. Teacher: don't give up, just try again but remember it must be polite..
When he smokes, don't be near him...
Student: me and my mother is trying harder to him, **let's** hope it works

In the sample no. 1, the student intended to end the conversation which was their shared activity. To redress the FTA, he employed the 12th positive politeness strategy because of his want to convey that both of them were cooperators. In the sample no. 2, the student employed the same strategy when

hoping her father to quit smoking because she considered the teacher as a cooperator.

4.2.2.12 Give (or ask for) reason

In the interactions between the teacher and his students, this strategy was employed by both the teacher and his students. It was employed 22 times by the teacher and 25 times by the students. Five samples, two from the teacher's messages and the others from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Student: Which one do you prefer, online games or offline games ?
If you ask me, I prefer offline games than online games..
Teacher: hmm, I prefer offline games **because it needs less effort to be played than online games..** Why do you prefer online games?
2. Student: good thinking, I hope to meet you there: D
Today I have not seen you in school, where do you go?
Teacher: **because I had another agenda...**

In the sample no. 1 above, when answering the student's question, the teacher gave the reason of his answer. In the sample no. 2, the student wondered why she had not seen him at school that day, and asked him where he went. Then, the teacher gave her the reason why was not at school.

Samples from the students' messages

1. Teacher: what's your opinion about food in school?

Student: I think noodle like 'are' it's not health for our body **because the water it use over and over at the same time**

2. Teacher: but I think your food consumption is still healthy.

Student: but i think "are" noodle it's not sir, **The reason it's the water it's use over and over again**

3. Teacher: Actually, I am planning to go there this holiday to visit my relatives there.

Student: **Why do you plan to get there?** There are other reasons?

In the sample no. 1, the student gave a reason of his preceding statement to the teacher. The same student did the same thing in the sample no. 2. In the sample no. 3, another student asked the teacher for a reason why he planned to go to a place.

4.2.2.13 Assume or assert reciprocity

This is the positive politeness strategy in which S and H may urge or claim the cooperation existing between them by giving evidence of reciprocal rights or obligations. In the interactions between the teacher and his students, this strategy was applied. Six samples, three from the teacher's messages and the others from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Teacher: it's not possible right?

Student: I ask your question from you first. I think we have passed the discussion about English as international or global language. It is almost same as my previous explanation and it is related

term.

And now, you answer my question. :)

In the sample no. 1, the teacher urged the cooperation existing between them by giving an evidence of the student's reciprocal rights. Thus, the teacher said "And now, you answer my question. :)" to the student.

4.2.2.14 Give gifts to H (goods, sympathy, understanding, cooperation)

This is the positive politeness strategy in which S may satisfy H's positive-face want (that S want H's wants, to some degree) by actually satisfying some of H's wants. The gift-giving (as a tangible way) and human-relations: such as the wants to be liked, admired, cared about, understood, listened to (which demonstrate that S knows some of H's wants and wants them to be fulfilled) are both represent the positive-politeness actions. In the interactions between the teacher and his students, this strategy was applied. Six samples, three from the teacher's messages and the others from the students', are taken, and they are given as follows:

Sample from the teacher's message

1. Student: With my friends it's still can't help me doing my homework and I think that maybe the teacher can understand that. And why homework it's very important?

Teacher: **Homework is an additional lesson for you. It's like a boxer who always practice and practice for you to be a winner. You can imagine when the boxer is only given**

standard practice. Could he be a true winner? I don't think so.

So, we take from good sight of homework. that homework even though you don't understand well, you can find the answers in internet or ask to your friends.

In conclusion, homework is important

In the sample no. 1 above, the teacher attempted to redress the FTA present in their interaction by employing the 15th positive politeness strategy. He gave a gift to the student in the form of an understanding, explaining why homework was important.

4.2.3 Negative politeness strategies

The use of various negative politeness strategies by both teacher and students was to emphasize avoidance of imposition on the hearer. Out of ten negative politeness strategies, only six were employed in the online student-teacher interactions. How they were employed is explained as follows.

4.2.3.1 Be conventionally indirect

This is the negative politeness strategy in which the speaker attempts not to make the hearer feel burdened on the choice that speaker implied. In the interactions between the teacher and his students, this strategy was applied by

both the teacher and students. Two samples, one from the teacher's message and the other from the student's, are taken, and they are given as follows:

Sample from the teacher's messages

1. Teacher: **Would you wait me for minutes?** Thanks

Student: Okay I'm too gonna pray ashar to mr Tito so I will wait

In the sample no. 1, the teacher asked the student whether he would wait for him as he was going to worship. The teacher was being conventionally indirect.

Samples from the students' messages

1. Teacher: or ask to Mr Afdal. Let call him..

Mr. Afdal could you help us to find an interesting topic to be discussed about language or others?

Student: yess

but he's offline

is it okay if we distrub him this night?

call it sir call it

sir **can i sleep?**

In the sample no. 1 above the student asked the teacher for permission to sleep by being conventionally indirect.

4.2.3.2 Question, hedge

This is the negative politeness strategy which is a kind of discourse device employed to mitigate the impact of the utterance, so that it allows speakers to convey their message more accurately. In the interactions between the teacher and

his students, this strategy was the most common strategy applied by the teacher and students. Four samples, two from the teacher's messages and the others from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Teacher: **In my opinion**, for lady Gaga, actually I don't hate her for her personal, but as you know lady Gaga brings the false understanding, focusly on how she gives her worship on the evil, and etc..
2. Teacher: **can you explain what are the steps to make Indonesia as global language or International language?**

Student: hmm i don't kow

*know

Let me think it over

3. Student: that sound great,so if were indonesian students free to wear to school it's that right idea?

Teacher: hehe, **maybe** later when they enter the college, they can use free to wear clothes to school. Everytime has a time

In the sample no. 1, the teacher used the hedge *in my opinion* to state his opinion. In the sample no. 2, the teacher requested the student with a question form instead of an imperative form (Explain the steps ... as a global language?) which asserts one proposition. The question form opens up another alternative which is "can't you explain what are the steps to make Indonesia as global language or International language?" Thus, using the question form also mitigates the impact of the utterance. In the sample no. 3, the teacher could be very exact, but he may have used a hedge intentionally to avoid making a particular point he did not want to.

Samples from the students' messages

1. Teacher: hehe, as a teacher I will only tell to her whether personally or

publicly... it is up to her if she wants accept my suggestion or not.. maybe, in Friday it is only one way to ask students wearing hijab.. actually, it is everyday obligation..

Student: but **i think** it's very hard to asked students to wear hijab,**that's my opinion**

2. Student: My father was a heavy smoker, And I really hate when he smokes in front of me

Teacher: Yes, you can tell to your fathers politely about it's danger..

Student: **I think** useless to tell him, he is a very very heavy smokers, so it's very difficult to make him stop. even my family and tired him

In the sample no. 1, the student used the hedges *I think* and *my opinion* to state his opinion. In the sample no. 2, the student similarly used the hedged *I think*.

4.2.3.3 Give deference

This is the negative politeness strategy in which the speaker expresses his distance from the hearer by showing respect to the hearer. In the interactions between the teacher and his students, this strategy is the strategy that all the students employed the most, and was employed by only the students. It was employed 55 times. Three samples are given as follows:

Samples from the students' messages

1. Student: Good Morning **mr.tito** :D

Teacher: good afternoon... Do you have somet
do you have something discuss?

2. Teacher: or ask to Mr Afdal. Let call him..

Mr. Afdal could you help us to find an interesting topic to be discussed about language or others?

Student: yess

but he's offline

is it okay if we distrub him this night?

call it sir call it

sir can i sleep?

3. Student: **Mister**, what do you think about homework? is harmful or helpful?

Teacher: Oh it is very helpful because it can help you to get more practice about what you have learned in class..

In the sample no. 1, the student greeted the teacher with the honorific *Mr.* followed by his first name. In the sample no. 2, the student asked the teacher for permission to sleep preceded by the honorific *Sir* while in the sample no. 3, the student preceded his question with the honorific *Mister*. These honorifics are the only honorifics that were employed by the students in the online interactions.

4.2.3.4 Apologize

This is the negative politeness strategy in which the speaker apologizes to the hearer for doing something. By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on the hearer's negative face. In the interactions between the teacher and his students, this strategy was employed by both the teacher and students. Four samples, two from the teacher's messages and the other two from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Student: Have you done prayed mr Tito?

Teacher: **Sorry** for waiting Haris..

As I said before, I was doing another job outside while I was chatting with you.

2. Student: Good Evening Mister Tito. how are you today?

Teacher: hey, rizaldi.. before discussing,, add me please..

Sorry for making you waiting too long.. I'm great as you saw me in the class..

In both the sample no. 1 and sample no.2, the teacher apologized to the students for keeping the students waiting by saying *sorry*. This is the only way the teacher apologized to the students in the whole interactions.

Samples from the students' messages

1. Teacher: Do you have something [else] to discuss?

If you ask about something to me, I will answer it as I can :)

Student: Currently I want to discuss about ladu Gaga how about it mr tito

I'm **sorry** I missed type it "lady" **sorry** mr tito

2. Teacher: I will answer your questions. The most programs that I

frequently use is Facebook.. how about you?

Student: **sorry** I'm late to reply, when I used to open a twitter,

facebook it quite often to open it, what do you do if you've opened the internet?

In the sample no. 1, the student apologized to the teacher by saying “sorry”, as he mistyped the word “lady” with meaningless “ladu”. In the sample no. 2, the student apologized to the teacher because he was late to reply to the teacher’s message.

4.2.3.5 Impersonalize S and H

This is the negative politeness strategy in which . In the interactions between the teacher and his students, this strategy was applied. Six samples, three from the teacher’s messages and the others from the students’, are taken, and they are given as follows:

Samples from the student’s message

1. Teacher: It's same with me when I was in school like you. I got bored.

But today, If I could back to school and study, I would ask more homework to my teacher. Because I can know more, do more, and open world

Student: But **we (the students)** some we just got tired for the homework, on the other hand

In the sample no. 1, the student used the plural inclusive “we” to take off the responsibility of himself.

4.2.3.6 State the FTA as an instance of a general rule

This is the negative politeness strategy can be generalized as a social rule/regulation/obligation. In the interactions between the teacher and his students,

this strategy was applied. Six samples, three from the teacher's messages and the others from the students', are taken, and they are given as follows:

Samples from the teacher's messages

1. Student: With my friends it's still can't help me doing my homework and I think that maybe the teacher can understand that. And why homework it's very important?

Teacher: **Homework is an additional lesson for you.**

In the sample no. 1 above, the student complained about homework. The teacher replied to him by saying homework was an additional lesson. Homework is regulated by school. Hence, when stating it was an additional lesson, the teacher had stated the FTA as an instance of general rule

1. Teacher: yes, that's one of effect that makes them scare.. of course, we can not enter them to the jails that are containing of killers, robbers, and etc.. this is the jail for the smoker and there will be some therapie for doctors or pyschologist.. that's my opinion

Student: Jail for smokers? I think its too much sir

Teacher: hmm.. maybe it too much,, but as you know health damage that is caused by smoking is more harmful than jail itself..

Student: But sir, **in indonesia smoking its legal** so if we want to jail them. Its not realistic

In the sample no. 1 above, when the teacher suggested jails for smokers, the student responded to him by saying "in Indonesia smoking is legal". The legality of smoking in Indonesia is a regulation. Thus, when the student said it, he was stating the FTA as an instance of general rule.

4.2.4 Emoticons

Emoticons	Meanings
^_^	Smile
:)	Smile
:(Sad
:D	Big smile
:p	Tongue out

The online interactions between the teacher and his students lacked the social context cues which FTF offers, such as the physical environment and nonverbal behavior. The lack of nonverbal cues in the online communication may have caused difficulty in the teacher and students' communication. Therefore, emoticons were used in nonverbal strategy to maintain interactional harmony by mitigating or strengthening words. The emoticons were also used to intensify a compliment or to reduce the impact of bad news. Some examples taken from the Facebook message correspondence are given as follows.

1. Teacher Yes of course...
Do you have something [else] to discuss?
If you ask about something to me, I will answer it as I can
:)
2. Teacher I think yes, she is really worshipping devils. Moreover, she admits herself as a mother of monster.. and the audiences are called little monsters..
Yes, I'm afraid if she comes, she will spread the bad understanding to people in Indonesia..
:(
3. Student good thinking, I hope to meet you there : **D**
Today I have not seen you in school, where do you go?
4. Student Really? Yeah its a good place I loved too !!
No,I'm Islam , not too . Don't tell everyone until my mom go to school to gave the letter to move :**p** its still secret

4.3 Weakness of the study

This study has also a few weaknesses, which are:

1. The rather poor grammaticality of the students' messages;
2. The availability of references to analyze the data.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

It is concluded that the strategies employed in the online interactions between the teacher and his students on Facebook were only politeness strategies. No impoliteness strategy was employed by either the teacher or the students. The Bald-on record strategy was the least employed by both the teacher and student while the Off record strategy was not employed at all. The most employed negative politeness strategies were N#2 (Question, Hedge) and N#5 (Give deference) while the most employed positive politeness strategy was P#13 (Give or ask for a reason). Overall, the interactions were dominated by negative politeness strategies. Hence, the online interactions between the teacher and students were negatively polite.

The language politeness strategies mostly employed by the students in the online interactions between the teacher and his students are negative politeness strategies, and the politeness strategies mostly employed by the teacher were positive politeness strategies. In conclusion, the students were mostly negatively polite while the teacher was mostly positively polite.

The positive politeness strategies employed by the participants were to make the hearer feel good about themselves, their interests or possessions. The P#13 strategy (Give (or ask for) reason) was the most employed positive politeness strategy employed by both the teacher and students.

The use of various negative politeness strategies by both teacher and students was to emphasize avoidance of imposition on the hearer. Out of ten negative politeness strategies, only six were employed in the online student-teacher interactions. The students' most employed negative politeness strategy was the N#5 (Give deference). Moreover, this strategy was employed by only the students. The teacher's most employed negative politeness strategy was N#2 (Question, Hedge). This was also the students' second most employed negative politeness strategy.

5.2 Suggestion

After conducting this study, the writer suggests especially the English Department students who are interested in conducting a research on politeness to develop this subfield of pragmatics, since the writer's research is the first kind of research in the State University of Jakarta's English Department.

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APPENDICES

Table of the student 1 – teacher interaction

26 – 27 May, 2012

No	Interlocutors	Message	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Teacher	Ok. Haris. I think ¹ the topic is about positive and negative effect of Social Network. What do you think about Social Network (FB, Twitter, and etc)?	1. Hedging	1. Hedging with the word <i>think</i>		1. Negative politeness
2	Teacher	Haris, how are you today? ¹ What are you doing right now? ² [I'm so sorry ³ because I am doing another thing while I am chatting with you :(⁴] ⁶ But, no problem.. I still can discuss with you ⁵	1. presupposing/raising/asserter common ground 2. presupposing/raising/asserter common ground 3. apologizing 4. giving a reason 5. promising	1. A small talk 2. A small talk		1. positive 2. positive 3. negative 4. positive 5. positive
3	Student 1	I think ¹ mr tito ² social network is very useful for example twitter, it gave us many information we doesn't know yet	1. Hedging 2. Giving deference	1. Hedging with the word <i>think</i>		1. Negative politeness 2. Negative politeness
4	Teacher	Yes I agree. Moreover, it also gives us a chance to update our condition in everyday life.. Do you also use twitter?				
5	Student 1	Or facebook, by using facebook we can look for our old friend who haven't been in contact with for years				
6	Student 1	Yes , I still new with it, but ¹ it make me know many useful think, and when I bored or sad I can use it to	1. Avoiding	1. Avoiding a		1. positive

		remove anxiety in me	disagreement	disagreement with a token agreement		
7	Teacher	Facebook and twitter, in my opinion ¹ , are almost same. We can update our news, make connection, and look for friends' news. In twitter, what information that you usually update? Is it about personal information? Haris, You are good at the class, you must be good in discussion ² :)	1. Hedging 2. Being optimistic			1. Negative politeness 2. Positive politeness
8	Student 1	Well ¹ I'm not that good, I'm just quite ² good	1. avoiding disagreement 2. hedging	1. hedging an opinion by the use of a preface		1. Positive politeness 2. Negative
9	Student 1	Do you still online mr Tito ¹ ?	1. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> followed by the hearer's first name		1. positive politeness
10	Teacher	Yes of course... ¹ Do you have something [else] to discuss? ² If you ask about something to me, I will answer it as I can ³ :)	1. avoiding disagreement 2. offering 3. promising			1. positive 2. positive 3. positive
11	Student 1	Currently I want to discuss about ladu Gaga how about it mr tito ¹ I'm sorry ² I missed type it "lady" sorry ³ mr tito ⁴	1. Giving deference 2. apologizing 3. apologizing 4. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> followed by the hearer's first name		1. Negative politeness 2. negative 3. negative 4. Negative politeness

				2. The speaker apologized to the hearer by saying <i>sorry</i> 4. The speaker addressed the hearer with the honorific title of <i>Mr.</i> followed by the hearer's first name		
12	Teacher	Before that, I want to pray Ashar first in the masjid.. Would you wait me for minutes? ¹ thanks	1. being conventionally indirect			1. negative
13	Student 1	Okay I'm too gonna pray ashar to mr Tito ¹ so I will wait ²	1. Giving deference 2. promising			1. Negative politeness 2. positive
14	Student 1	Have you done prayed mr Tito ¹ ?	1. giving deference			1. Negative politeness
15	Teacher	Sorry ¹ for waiting Haris.. As I said before, I was doing another job outside while I was chatting with you. ²	1. apologizing 2. giving a reason			1. negative 2. Positive politeness
16	Teacher	In my opinion ¹ , for lady Gaga, actually I don't hate her for her personal, but as you know ² lady Gaga brings the false understanding, focusly on how she gives her worship on the evil, and etc.. I have the evidence which is from her lyric	1. Hedging 2. Hedging	1. hedging an opinion		1. Negative politeness 2. Negative politeness
17	Student 1	Is she really worshipping devils mr Tito ¹	1. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> followed by		1. Negative politeness

				the hearer's first name		
18	Student 1	Well if she really spreading a bad influence in indonesia it be better to cancel her show¹	1. avoiding disagreement	1. hedging an opinion		1. positive
19	Teacher	I think yes¹ , she is really worshiping devils. Moreover, she admits herself as a mother of monster.. and the audiences are called little monsters.. Yes, I'm afraid if she comes, she will spread the bad understanding to people in Indonesia.. :(1. avoiding disagreement	1. hedging an opinion		1. positive
20	Student 1	But isn't she come to indonesia to entertain her fan in the indonesia				
21	Teacher	Yes, but¹ people in general considers Lady Gaga only bringing the show or entertain.. But me, I fully understand her lyrics I have read and interpreted them and found the weird things in the lyrics..	1. avoiding disagreement	1. a token agreement		1. positive
22	Student 1	Such as?				
23	Teacher	Okay. let's discuss¹ one of her lyric.. open this² link: http://www.azlyrics.com/lyrics/ladygaga/bornthisway.html have you done? You can see in the verse 1 - 3	1. including both S and H in the activity 3.			1. positive 2. bald on record
24	Student 1	I'm opening it				
25	Teacher	these verses: "It doesn't matter if you love him, or capital H-I-M Just put your paws up 'cause you were born this way, baby				
26	Teacher	who is H-I-M in your opinion?				
27	Student 1	It is contain something sinister or evil in this lyric				
28	Teacher	yes, exactly..¹	1. avoiding			1. positive

			disagreement			
29	Student 1	Do you mean "God"?				
30	Teacher	no.. H-I-M according to Lady Gaga means evil.. she admits herself as mother of monster because she has married with the evils next verse: "Just put your paws up" it means she delivers baby who has paws (cakar).. who has paws except of devils?				
31	Teacher	the baby who has paws are called little monsters				
32	Student 1	really? But "him" and "paws" doesn't mean it really is a devil It could be a man or animal, "him" if use in religious way is meant for "God"				
33	Teacher	hehe, if you want know more about her,, let's check out her video¹	1. Including both the speaker and the hearer in the activity			1. positive politeness
34	Teacher	I think you have opened this video.. http://www.youtube.com/watch?v=wV1FrqwZyKw				
35	Teacher	this opening of video (intro) is useful to understand who is H-I-M according to her				
36	Teacher	She said: "this is the a manifesto of Mother Monster" (youtube video, 0:26)				
37	Student 1	Is it on youtube?				
38	Teacher	yes. just click the link and pay attention to time. ¹ I have highlighted the important messages for you she said: "It is the birth of evil (little monster) (youtube, 1:26) another evidence:"how I protect something so perfect without evil?" (youtube, 2:19).. this statement is talked after she explained about the battle of evil and good	1. Task oriented Apologizing 2. Apologizing			1. Bald on record 2.Negative politeness

		hehe, sorry for making you little confused After you understand this, you can read the verse H-I-M.. it will be understood by you.. and also next verse, it will be usually caught the main idea of Born this way lyric Have you got it?				
39	Student 1	So it mean she gave birth a child from devil?	1. Avoiding a disagreement			1. Positive politeness
40	Teacher	hehe, you deliberately ¹ catch the ide ide=idea	1. Exaggerating			1. Positive politeness
41	Student 1	Maybe, the word gave birth to something perfect, can't protect it without evil, it seem something so sinister				
42	Teacher	thats right, the sinister means the the devils make you become scream				
43	Teacher	If you find the difficulty understand my interpretation, you can read this interpretation written in Indonesia by writer of Kompas: http://hiburan.kompasiana.com/musik/2012/05/20/pesan-pesan-syetan-dalam-lagu-lady-gaga-foto/				
44	Teacher	Hopefully, it can make you become more understand				
45	Student	Thank you mr Tito ¹ for that useful information	1. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> followed by the hearer's first name		1. Negative politeness
46	Teacher	:) welcome Haris :)				

Table of the student 2 – teacher interaction

30 May – 22 June, 2012

No.	Interlocutors	Messages	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Student 2	[Mr.tito¹ how are you sir²?]³	1. Giving deference 2. Giving deference 3. Presupposing/raising/asserting common ground	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> 2. The speaker addressed the hearer with the honorific title of <i>sir</i> 3. A small talk		1. Negative politeness 2. Negative politeness 3. Positive politeness
2	Teacher	hai Sonny, I'm great..¹ So, how can you be online right now?²	1. Presupposing/raising/asserting common ground 2. Noticing	1. A small talk		1. Positive politeness 2. Positive politeness
3	Student 2	nice to hear that mr.tito¹ ,so maybe² this unusual topic but do you know about the free trade? specially in indonesia sir³ i just get bored so i'm online now hahah⁴	1. Giving deference 2. Hedging 3. Giving deference 4. Giving a reason	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> 2.		1. Negative politeness 2. Negative politeness 3. Negative politeness 4. Positive politeness
4	Teacher	hehe, free trade?¹ What a heavy topic!² it is heavy like you lift something that weight is more than 50 kg.. :)³	1. Seeking an agreement	1. The speaker repeated what		1. Positive politeness

			2. Exaggerating 3. Joking	the preceding speaker said that is the phrase <i>free trade</i>		2. Positive politeness 3. Positive politeness
5	Student 2	no sir i mean that like a item from china or another country come to indonesia, so from that indonesia item compete to get customer with another country. I saw on the breakingnews that free trade in Indonesia is often the talk causing an influx of foreign culture into Indonesia like for example rock n roll from u.s how do you thinkabout that?	1. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>sir</i>		
6	Teacher	Oh, it is about China and Asean countries right especially Indonesia? I think¹ it will be disadvantage for Indonesia.. Why? The main reason, the infrastructure in Indonesia has not been ready yet.²	1. Hedging 2. Giving a reason			1. Negative politeness 2. positive politeness
7	Teacher	Infrastructure can be products, workers, and prices.. China has known the technique how to master its I'm afraid that it would defeat small business in Indonesia.. and Indonesia business will struggle even in it's home..				
8	Student 2	yeap mr.tito¹ you right. on the other hand i think that economy in Indonesia would not be advanced? so from that goods or products in Indonesia to be decreased? i still didn't understand sir² ,what about the economy in indonesia?	1. Giving deference 2. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> 2. 1. The speaker addressed the hearer with the honorific title of <i>Sir</i>		1. Negative politeness 2. Negative politeness

9	Teacher	yup.. another reason, I think before the Pact trading agreement hapened, China's product had attacked Indonesian's product.. ¹ We could see from the products that are labelled "made in China" in the market..	1. Giving a reason			1. Positive politeness
10	Student 2	what about Indonesia product?				
11	Teacher	Of course, it will influence Indonesia's economy because when consumers in Indonesia prefer choosing China's product to choosing Indonesia's product. It will automatically decrease our economy.. Indonesia products will be left behind because of mass and cheap products from China	1. Giving a reason			1. Positive politeness
12	Student 2	so that the reason i undersant that,while what about quality?				
13	Teacher	for the quality, I think China is more creative than Indonesia because the country has found smart technique..	1. Hedging			1. Negative politeness
14	Student 2	so that's the reason costumer choose china products?				
15	Teacher	Yes that is one of reason why customers in Indonesia choose China's products.. Btw, do you have another topic to be discussed?				
16	Student 2	i have no idea sir- ___- "	1. Giving a deference	1. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness
17	Teacher	Maybe, Mr. Afdal could give us interesting topic?				
18	Student 2	Maybe about "Homework in the school" why? Because sometimes homework make me feel bored ¹ sir ² ,LOL	1. Giving a reason 2. Giving a deference	2. The speaker addressed the hearer with the honorific title of <i>Sir</i>		1. positive politeness 2. Negative politeness
19	Teacher	It's same with me when I was in school like you. I got bored.	1. Avoiding a disagreement			1. Positive politeness

		But today, If I could back to school and study, I would ask more homework to my teacher.¹ Because I can know more, do more, and open world²	2. Giving a reason			2. Positive politeness
20	Student 2	But we (the students)¹ some we just got tired for the homework, on the other hand I know that homework it's have some advantage for the students but I think I still get bored and tired²	1. Impersonalizing the speaker and the hearer 2. Avoiding a disagreement			1. Negative politeness 2. Positive politeness
21	Teacher	Yes, We are still life, so we must be tired to do good things. If [we]² don't want to be tier, I think buried place is suitable for us :)³ Yeah you can do many things to dissapear your boredom maybe doing it with your friend, or while you are playing computer, and many ways can be done	1. Including both the speaker and hearer in the activity 2. Including both the speaker and hearer in the activity 3. Joking 4. Avoiding a disagreement	1. Using an inclusive <i>we</i> 4. Hedging an opinion		1. positive politeness 2. positive politeness 3. positive politeness 4. Positive politeness
22	Student 2	With my friends it's still can't help me doing my homework and I think that maybe the teacher can understand that. And why homework it's very important?	1. Hedging	1. Using the hedge <i>I think</i> and <i>maybe</i>		1. Negative politeness
23	Teacher	Homework is an additional lesson for you.¹ It's like a boxer who always practice and practice for you to be a winner. You can imagine when the boxer is only given standard practice. Could he be a true winner? I don't think so.² So, we take from good sight of homework. [that homework even though you don't understand well, you can find the answers in internet or ask to your friends.]⁴	1. Stating the FTA as a general rule 2. Intensifying the interest to the hearer 3. Giving a gift 4. Hedging an opinion	1. A regulation 3. An understanding		1. Negative politeness 2. Positive politeness 3. Positive politeness 4. Positive politeness

		In conclusion, homework is important³				
24	Student 2	What about study in the class? I think if the students were focus, they can do it. And get the best or the good score. But, It's not about the score Or the lessons teacher must know the skill of the students not just the IQ but also the Intelligence	1. Hedging	1. Using the hedge <i>I think</i>		1. Negative politeness
25	Teacher	IQ and intelligence is same right? I think what you mean is emotional and also attitude. ¹ Yes both of them are important, so as a teacher, I try making students' score from both aspects. [Yes, from the lesson [[we]]⁴ will get skill]³. So , there is nothing wrong with homework.²	1. Hedging 2. Giving a gift 3. Being optimistic 4. Including both the speaker and the hearer in the activity	2. An understanding		1. Negative politeness 2. Positive politeness 2. Positive politeness 4. Positive politeness
26	Student 2	Good Morning¹ mr.tito² :D	1. Presupposing/raising/asserting common ground 2. Giving a deference			1. Positive politeness 2. Negative politeness
27	Teacher	good afternoon¹... Do you have somet do you have something discuss?²	1. Presupposing/raising/asserting common ground 2. Offering			1. Positive politeness 2. Positive politeness
28	Student 2	about " Is fashion important?" why in Indonesia clothes like school uniforms should be the same?¹ while in some random country are free to wear to school?	1. Asking for a reason			1. Positive politeness
29	Teacher	I think every country has its own uniform¹.. maybe you have misunderstood about this.² As I know, whether in Japan, India, or America has	1. Hedging 2. Hedging 3. Hedging	1. Hedging with the verb <i>think</i>		1. Negative politeness 2. Negative

		certain uniforms to show their identity³		2. Hedging with the word <i>maybe</i> 3. Hedging with the phrase <i>as I know</i>		politeness 3. Negative politeness
30	Student 2	that sound great ,so if were indonesian students free to wear to school it's that right idea?	1. Exaggerating			1. Positive politeness
31	Teacher	hehe, maybel later when they enter the college, they can use free to wear clothes to school. Everytime has a time	1. Hedging	1. Hedging with the word <i>maybe</i>		1. Negative politeness
32	Student 2	hahaa you're right sir ,so what about hijab in the school? specially for teenager?	1. Giving deference	The speaker addressed the hearer with the honorific <i>Sir</i>		1. Negative politeness
33	Teacher	[hijab is obligatory for Muslimah]².. when a Islamic teenager does not use hijab, it is her decision and she takes consequences..¹	1. Giving a gift 2. Stating the FTA as a general rule	1. An understanding		1. Positive politeness 2. Negative politeness
34	Student 2	it's that make some trouble for that person?				
35	Teacher	as I read from Qur'an it will make trouble for her in akheraat (hereafter)...	1. Giving a gift	1. An understanding		1. Positive politeness
36	Student 2	wooww that's a fact,¹and I think the fact it's stronger than anything.² So I know that you're a teacher,we know that. Every Friday diposchool especially for girls wear a hijab it's must to wear it. if your students (female) not wear a hijab in Friday what do you do??	1. Exaggerating 2. Avoiding a disagreement	1. Approval 1. Hedging an opinion		1. Positive politeness 2. Positive politeness
37	Teacher	hehe, as a teacher I will only tell to her whether personally or publicly... it is up to her if she wants accept my suggestion or not.. maybe, in Friday it is only one way to ask students wearing hijab.. actually, it is everyday obligation..				
38	Student 2	but i think it's very hard to asked students to wear	1. Hedging	1. Hedging		1. Negative

		hijab,that's my opinion		with the clause <i>that's my opinion</i>		politeness
39	Teacher	Yes, so, we can only persuade them.. ¹	1. Including both the speaker and the hearer in the activity			1. Positive politeness
40	Teacher	hey, sonny? is there anything to discuss?	1. Offering			1. Positive politeness
41	Teacher	BUZZ				
42	Student 2	Can we discuss about food in the school? ¹	1. Questioning			1. Negative politeness
43	Teacher	of course, we can discuss it.. what's your opinion about food in school?				
44	Student 2	I think ¹ noodle like 'are" it's not health for our body because the water it use over and over at the same time ²	1. Hedging 2. Giving a reason			1. Negative politeness 2. Positive politeness
45	Teacher	yes, many foods on schools use dangerous ingredients.. so we should be careful for this. ¹	1. Including both the speaker and hearer in the activity	1. Using an inclusive <i>we</i>		1. Positive politeness
46	Student 2	So think that why school not firm in students food?				
47	Teacher	it's about business between the school and the seller.. so it's the role of students to warn it to their schools or even to the local health group				
48	Student 2	But if the school were care with they students why they still think that business it's more important than health?				
49	Teacher	hmm.. I don't know exactly the reason why schools still allow that kind of food.. I think it because business, less information about that food, or something else.. ¹ how about your opinion?	1. Hedging	1. Using the hedge <i>I think</i>		1. Negative politeness

50	Student 2	In my opinion¹ is food it's still dangerous in indonesia,And teacher must care or more care with the students. because the students like me espically it's very careless with something²	1. Hedging 2. Giving a reason	1. Using the hedge <i>in my opinion</i>		1. Negative politeness 2. Positive politeness
51	Teacher	hehe, you are right.. all school components should be active to promote healthy life food.. what food do you usually eat in school?				
52	Student 2	me? ussually i like Uduk rice or maybe Noodle are,LOL				
53	Teacher	hehe, that's 'kampuang' food.. honestly, I like that too				
54	Student 2	yeaaah you know³ sir¹ ,indonesia have many stuningg food and i think² indonesia have rich culture food	1. Giving deference 2. Hedging 3. Intensifying interest to the hearer	1. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Negative politeness 3. Positive politeness
55	Teacher	but I think your food consumption is still healthy..¹	1. Noticing to the hearer			1. Positive politeness
56	Student 2	but i think³ "are" noodle it's not sir,¹ The reason it's the water it's use over and over again²	1. Giving deference 2. Giving a reason 3. Hedging	1.The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Positive politeness 3. Negative politeness
57	Teacher	oh really? I haven't bought it.. Why don't you tell directly to the seller?				
58	Student 2	i don't know,i really don't have any idea sir.¹ but, i think² school know about it.	1. Giving deference 2. Hedging	1. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Negative politeness
59	Teacher	Oh maybe, you or me can suggest it to school administration or even to headmaster¹	1. Hedging			1. Negative politeness

60	Student 2	that's great idea ² sir ¹ , i agree with that	1. Giving a deference 2. Exaggerating	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Positive politeness
61	Teacher	I think ¹ , starting from now, we should be more careful with unhealthy food.. ² that can be seen from trivial color of food..	1. Hedging 2. Including both the speaker and hearer in the activity			1. Negative politeness 2. Positive politeness
62	Student 2	yeah espically for the new students in our school				
63	Teacher	yes, you will be elder brother for your 'brother' in your school.. so you should give them useful information about school, food, and etc	1. Avoiding a disagreement	1. Hedging an opinion		1. Positive politeness
64	Student 2	so for that our school will get better than yesterday				
65	Teacher	Is it enough Mr. Afdal if we finish this discussion with Sonny? :D				
	Researcher	Yessss....Thank you so much Sonny for your chatting to Mr.Tito for the last few days. You did a great job. :D And thank you very much Mr.Tito for your time too.				
66	Student 2	LOL! No problem! This totally 78wesome i can learn something for this conversation! Hahahah	Exaggerating			Positive politeness
67	Teacher	Thank you very much sonny, I hope we can continue another conversation, still in English.. keep spirit :D				

Table of the student 3 – teacher interaction

29 May – 3 June, 2012

No.	Interlocutors	Messages	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Student 3	hello mr tito ¹	1. Giving deference	The speaker addressed the hearer with the honorific <i>Mr</i>		1. Negative politeness
2	Teacher	hello arina.. are you ready for discussing?				
3	Student 3	sure				
4	Student 3	hello, can we started the discussion?				
5	Student 3	what the topic today sir? ¹	1. Giving deference	The speaker addressed the hearer with the honorific <i>Sir</i>		1. Negative politeness
6	Student 3	well okay then hello everyone now i want to discuss about english as global language mr tito ¹ what do you think about english as global language? which one do you prefer english as global language or englis as international language?	1. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>Mr.</i> followed by the hearer's first name		1. Negative politeness
7	Teacher	hello too Arina, hmm.. interesting topic to be discussed. I think ¹ both of them are almost same term.. Do you know where is the different between English as global	1. Hedging	1. Hedging by saying <i>I think</i>		1. Negative politeness

		language or international language?				
8	Student 3	the different is International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. But English is a West Germanic language spoken originally in England, and is now the most widely used language in the world. It is spoken as a first language by a majority of the inhabitants of several nations, including the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand.				
9	Teacher	Where do you copy the definition? from Wikipedia, right?				
10	Student 3	yes i don't know well yap definition in my opinion then english as international language is common language right? in the country a lot of people who often use the English language				
11	Teacher	yes, in my opinion English as the global language because English has colonized many countries in past times so their language used by those countries				
12	Student 3	yes thats right				
13	Student 3	i think can be interpreted also as an international English language [because English as undifferentiated based on their origins] ^{2,1} Anyone users of English have the same right to use and to some extent can be creative with the language through its use can be understood by others in the international arena	1. Hedging 2. Giving a reason	1. Hedging by saying <i>I think</i>		1. Negative politeness 2. Positive politeness
14	Student 3	so is that correct if english become an international language means that a global language?				
15	Teacher	English as international language means that English is used by people in the world across the countries as their lingua franca (language for interactions globally used).. And has been	1. Giving a gift	1. An understanding		1. Positive politeness

		formalized and choosed by the international recognized instiution like United Nations. and accepted internationally by many countries as their first or second language.¹				
16	Teacher	So English as international language means it is legalized by international institution and internationally used by other countries.				
17	Teacher	As a consequence, English becomes global language because it culturally influences other countries to adopt the language as Mr. Afadal's said..¹ So, it relates each other. When The language becomes the international language, it will not be global language until it influences other countries' cultures	1. Giving a reason			1. Positive politeness
18	Student 3	so? it's mean international languange and global language is the same?				
19	Teacher	I think the position of global language is higher than just international language even t	1. Hedging			1. Negative politeness
20	Student 3	why?				
21	Teacher	even some characteristics are same..				
22	Student 3	yeah, i think so	1. Hedging	1. Hedging by saying <i>I think</i>		1. Negative politeness
23	Teacher	As I stated before, English as international language is just recognized and legalized by countries and certain institutions while in global language, English can affect other countries culturally				
24	Student 3	what do you think influence of English as global language?				
25	Teacher	Internationally, the influence of language can be seen when other countries in the world make a conference to discuss about certain issues or in personal, we can see it when someone goes to abroad, he/she will use English even if he/she is not in the place where the language used as first language.				

		for example, when we go to Japan, the language that we speak is English if we can not use Japan				
26	Student 3	yes i agree with you in my experience sometimes i use english when i chats with people abroad in omegle it's good it's can make me fluent in english language that's why english is really use as global language and international language¹ how about your experience usse english language mr titio? ²	1. Giving a reason 2. Giving deference	2. The speaker addressed the hearer with the honorific <i>Mr</i>		1. Positive politeness 2. Negative politeness
27	Teacher	Yes I agree with you. It seems that you are like a college student¹ because it is a linguistic discussion². But, I like it hmm, my experience in using language as international language is same with you.. I use that language to chat with foreigners	1. Hedging 2. Giving a reason			1. Negative politeness 2. Positive politeness
28	Student 3	Do you think so? Thank you				
29	Teacher	I'm not British, but I use and even teach it now..				
30	Student 3	Me too but do you know that british is difficult to use it I have to learn from another people I usually learn british english in television or allow how does they talk british english				
31	Teacher	It is about your choice whether you choose British or American accent. The basic thing is same. I agree with you that Biritsh is more difficult to learn than America because I am accustomed to learn American accent and British is less clearer than America accent because as you know that this accent is from the Kingdom of England..¹ But if you like using British, you can open www.bbc.com or I have many copies of lessons in British¹	1. Giving a reason 2. Giving a gift			1. Positive politeness 2. Positive polteness
32	Student 3	Hmm I agree with you but I prefer america accent to				

		british accent it's difficult for me but I like british accent it's unique				
33	Teacher	yes it's unique just like me, :)	1. Joking			Positive politeness
34	Teacher	hehe, just kidding,, ok				
35	Student 3	So? What do you think about british accent or america accent is it good? Which do you prefer mr tito ?	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness
36	Teacher	It is hard to choice But I prefer America to British because I have accostumed to it Do you think that someday English will not be International or global language? If yes or no, why?				
37	Student 3	No, i don't think so because it's seems like if you can't use another language we can use english so it's impossible for me to say that someday english will not be international or global language. Everybody in this world is really need english you know it's important and now i think english has been international or global language, right mr. tito?	1. Giving a reason			1. Positive politeness
38	Teacher	I have a little bit opinion. Do you know that In the past, Greek language has been adopted to be International language? Because it was advance in many fields of knowledge. ¹ In the middle time, Arabic was also be used as international language, language of knowledge, and language of exchange information. Today, we use English because the power from it's knowledge. and the world, including me and you, is using now. ²	1. Intensifying the interest to the hearer 2. Giving a gift 3. Hedging 4. Hedging	2. An understanding		1. Positive politeness 2. Positive politeness 3. Negative politeness 4. Negative politeness

		<p>But, it is possibly happened if English will be replaced by another language for example Arabic or Mandarin because it is determined by the power country itself and also the spread of their cultures.³</p> <p>I think it is possible to be changed :)⁴</p>				
39	Student 3	<p>yeah excatly i'm argree with you sir that's right it's too difficult if we use arabic or mandarin language because many people can't use that two language</p>	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Sir</i>		1. Negative politeness
40	Student 3	yes i think so too :)				
41	Teacher	no. no. I mean English also has possibility to be changed with Arabic or maybe Mandarin someday because maybe the English country is going to weak, and Arab or China is going to grow and strong. So, their language will be used as international language..				
42	Student 3	yeah i understand i'm agree with you mr tito	1. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>Mr</i>		
43	Student 3	<p>so? iif we use english language do you think that we can learn british accent? i want to try british language again maybe if we use this stuff i think english can evelove i guess one day people can use british accent as international language or global language but it is possible</p>	<p>1. Including both the speaker and the hearer in the activity 2. Hedging</p>	2. Hedging by saying <i>maybe</i> and <i>I think</i>		<p>1. Positive politeness 2. Negative politeness</p>
44	Teacher	You have to differentiate between English as British accent and English as international language.¹ The accent can be varied whether it is	<p>1. Hedging 2. Giving a reason</p>			<p>1. Negative politeness 2. Positive</p>

		American or British. ² But the important thing English as a whole system from accent into is now an international language.				politeness
45	Student 3	yes sir ¹ that's right how about english as global language mr tito? it's same? or different?	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness
46	Teacher	i want to ask a question. Could Indonesian language be an international language or maybe a global language? if possible or not why?				
47	Student 3	it's not possible right?				
48	Teacher	I ask your question from you first. I think we have passed the discussion about English as international or global language. It is almost same as my previous explanation and it is related term. And now, you answer my question. :) ¹	1. Assuming or asserting reciprocity			1. Positive politeness
49	Student 3	okay then i answe you question sir ¹ it's not possible right? if indonesian language be an international laguage or maybe global language *answer because it seems like indonesian language is not too difficult as the other many people like indonesian language and not a few foreigners can speak Indonesian why not? if one day indonesian language can be international language or global langauge right?	1. Giving deference			1. Negative politeness
50	Teacher	can you explain what are the steps to make Indonesia as global language or International language?	1. Question			1. Negative politeness
51	Student 3	hmm i don't kow *know Let me think it over ¹				1. Bald on record

52	Teacher	hehe, so just a dream. how can we make Indonesia be international or global language if we don't know the steps? yes, please think it for a while				
53	Student 3	yeah second develop that language like english language third try to speak like indonesian people last introduce people how we learn indonesian language maybe just like that indonesian language can be international or global language that's my opinion okay how about you?				
54	Teacher	Yup. It can be. I will add it. In international scale, we can take contribution in International arena such as humanity, knowledge, and etc. ¹ The most important we should develop advanced civilization. In personal scale, we can open several program in abroad to develop Indonesian's language like open new Indonesian language program there. Or maybe we can make a global software but it is written in Indonesia.	1. Including both the speaker and hearer in the activity			1. Positive politeness
55	Student 3	that's good i like that a good opinion mr tito	1. Giving deference			1. Negative politeness
56	Teacher	thank you. you too :)				
57	Student 3	you're welcome what can we discuss again sir ? hmm i guess i run out of topics	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		Negative politeness
58	Teacher	Honestly, I also run out it				
59	Student 3	me too so? what we can discuss then?				
60	Teacher	hmm.. let's thinking ¹ maybe we can get some ideas. ²	1. Including both			1. Positive

			the speaker and hearer in the activity 2. Hedging			politeness 2. Negative politeness
61	Student 3	let e think it over¹ *me				Bald on record
62	Teacher	or ask to Mr Afdal. Let call him.. Mr. Afdal could you help us to find an interesting topic to be discussed about language or others?				
63	Student 3	yess but he's offline is it okay if we distrub him this night? call it sir call it sir¹ can i sleep?²	1. Giving deference 2. Being conventionally indirect	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Negative politeness
64	Teacher	so, there is no other opinion, we must find it self.¹ It is impolite to call him in late night.. Arina, don't you usually sleep?²	1. Including both the speaker and the hearer in the activity 2. Attending to the hearer			1. Positive politeness 2. Positive politeness
65	Student 3	yes that's it i wanna sleep but this discussion it's not finish yet				
66	Teacher	hoamm, yeah I think you'd better to sleep.. It's been late night, and certainly your parents have to ask to you to sleep.	1. Hedging			1. Negative politeness
67	Student 3	that's true okay sir i sleep sir good night see you we will disscused tomorrow :)	1. Giving deference 2. Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Negative politeness
68	Teacher	see you tomorrow, have a nice dream :)				

Table of the student 4 – teacher interaction

30 May – 22 June, 2012

No.	Interlocutors	Messages	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Student 4	Good Evening Mister Tito ¹ . how are you today?	1. Giving deference	1. The speaker addressed the hearer with the honorific <i>Mr</i>		1. Negative politeness
2	Teacher	hey, rizaldi.. before discussing,, add me please.. Sorry for making you waiting too long .. I'm great as you saw me in the class..	1. Apologizing	1. Apologizing by saying <i>sorry</i>		1. Negative politeness
3	Student 4	I've already added you, mister . Thank you Mr. Tito , what do you think about online games ? Which one do you prefer, online games or offline games ? If you ask me, I prefer offline games than online games.	1. Giving deference 2. Seeking an agreement	1. The speaker addressed the hearer with the honorific <i>Mr</i> 2. The speaker initiated a safe topic to discuss 3. The speaker addressed the hearer with the honorific <i>Mr</i> followed by the teacher's first name		1. Negative politeness 2. Positive politeness 3. Negative politeness
4	Teacher	hmm, I prefer offline games because it needs less effort to be played than online games ¹ .. Why do you prefer online games? ²	1. Giving a reason 2. Asking for a reason			1. Positive politeness 2. Positive politeness
5	Student 4	I can meet new friends				

6	Teacher	I think I agree with you that we can also make new friends from online games at that I used to play online games				
7	Student 4	And what do you think about food? Which one do you prefer, pizza or spaghetti?				
8	Teacher	hmm, I think I prefer Ketoprak than your food's choice.. But, If I have to chose I prefer spaghetti because it is more delicious.	1. Hedging 2. Giving a reason			1. Negative politeness 2. Positive politeness
9	Teacher	I like pasta too.. how about you?				
10	Student 4	I like pasta too..				
11	Teacher	Do you know that the most delicious food in the world not pasta or pizza, but rendang? I have heard this information for several months ago from the article in the internet				
12	Student 4	hmm.. rendang?¹ It's super delicious²	1. Seeking an agreement 2. Exaggerating	1. Repetition of the word <i>rendang</i>		1. Positive politeness 2. Positive politeness
13	Teacher	Are you from Padang?				
14	Student 4	No, why?¹	1. Asking for a reason			1. Positive politeness
15	Teacher	hehe, I think¹ you are from Padang because you like rendang²	1. Hedging 2. Giving a reason	1. Hedging by saying <i>I think</i>		1. Negative politeness 2. Positive politeness
16	Student 4	some people are liking it right?				
17	Teacher	of course people like rendang , it is delicious..	1. Impersonalising the speaker and the hearer			1. Negative politeness
18	Student 4	hehe.. it's true				

19	Student 4	hehe.. it's true mr.tito ¹ , how can you explain about english in our country?	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness
20	Teacher	English is not first language in our country. But, English has been important language in our country since it has been international language So, the role is still important	1. Giving a reason			1. Positive politeness
21	Student 4	Why don't we use our own language? ¹	1. Asking for a reason			1. Positive politeness
22	Teacher	We ¹ still use it only in Indonesia. AS you know ² that if our language wants to be used in international arena, it must have international convention from other countries in the world	1. Including both the speaker and hearer in the activity 2. Intensifying interest to the hearer	2. The speaker intensified the interest of his own contribution, by making a good story and drew the hearer as a participant into the conversation with the expression <i>you know</i>		1. Positive politeness 2. Positive politeness
23	Student 4	Is there any possibility we can use our language into an International language?				
24	Teacher	I think it can happen. The strategy is to spread Indonesia's influences in various fields such as economics, politics, military, education, language, and etc.. Because American or Great Britain always influences their cultures through International institution and their roles in solving many cases.	1. Hedging	1. Hedging by saying <i>I think</i>		1. Negative politeness
25	Student 4	Are you sure this will not be a problem ?				

26	Teacher	What do you mean by problem?				
27	Student 4	Did you know that our country have a lot problem ? example: like politics,economic,even entertainment and etc.				
28	Teacher	hehe, it is a challenge not a problem. We can solve it, right? American and United Kingdom has only problem too but they can solve it.				
29	Student 4	I have no doubt about that				
30	Teacher	me too				
31	Student 4	Hope that our language can become an international language				
32	Teacher	Hope will be hopeless if there is no action				
33	Student 4	Action will not occur if there is no will				
34	Teacher	Yes both of them are like coins, right? It can not be separated				
35	Student 4	Yes it's true mr.tito¹, let's finish this conversation², maybe next time we can continue our conversation³ , how about it?	1. Giving deference 2. Including both the speaker and hearer in the activity 3. Hedging			1. Negative politeness 2. Positive politeness 3. Negative politeness
36	Teacher	oke. next time. see you :)				
37	Teacher	Hei, Rizaldi.. where are you?				
38	Student 4	I'm here, mister¹ .	1. Giving deference	1. The speaker addressed the hearer with the honorific <i>Mr.</i>		1. Negative politeness
39	Student 4	Sorry¹ I haven't got any ideas for the discussion. maybe we can do this discussion on another day. What do you think, Mr.Tito?	1. Apologizing			1.Negative politeness
40	Teacher	Oke. Maybe Mr Afdal could help us to find good topic to				

		be discussed?				
41	Student 4	Mister ¹ , what do you think about homework? is harmful or helpful?	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness
42	Teacher	Oh it is very helpful because it can help you to get more practice about what you have learned in class..	1. Giving a reason			1. Positive politeness
43	Student 4	But, most student think that homework is harmful	1. Impersonalizing both the speaker and the hearer			1. Negative politeness
44	Teacher	harmful for in what matter? I don't think so. I used to go to school in senior high school. And now I regret that why my teacher didn't give more homework. because I feel advantages for the homework now ¹	1. Giving a reason			1. Positive politeness
45	Student 4	So the most student have got the wrong point of view about homework, isn't it?	1. Avoiding disagreement			1. Positive politeness
46	Teacher	yes, I think.. the most important thing is you can have more practice.. The homework should be practical not only theoretical				
47	Student 4	So that's why homework are so helpful. is it true?	1. Avoiding disagreement			1. Positive politeness
48	Teacher	Yes homework is helpful for students if the they do it regularly				
49	Student 4	alright then, what do you think about competition? is it good?				
50	Teacher	competition for what? I think in general it is good because we can be the best just when we compete with each others ¹	1. Giving a reason			1. Positive politeness
51	Student 4	but what about competition in terms of badness? is it good too?				
52	Teacher	Of course it is bad. when you lose than you don't accept				

		it. or when you compete with each others than it is about competition of making something bad, for example competition of bullying, cheating, and etc. It is absolutely bad				
53	Student 4	But if we don't compete each other, will this be bad?	1. Impersonalizing both the speaker and hearer			1. Negative politeness
54	Teacher	naturally, we compete each others even before we were born in this world..	1. Impersonalizing both the speaker and hearer			1. Negative politeness
55	Student 4	and, in what terms is it?				
56	Teacher	we compete with each others in the class, work, and etc	1. Impersonalizing both the speaker and hearer			1. Negative politeness
57	Student 4	are we realize that we're competing each other?	1. Impersonalizing both the speaker and hearer			1. Negative politeness
58	Teacher	we should realize it..	1. Impersonalizing both the speaker and hearer			1. Negative politeness
59	Student 4	but.. but we were very difficult to realize it, right?	1. Impersonalizing both the speaker and hearer			1. Negative politeness
60	Teacher	sometimes.. we should realize in case there are people and also there are purposes and achievements that should be got. that is an indicator we are competing each others	1. Impersonalizing both the speaker			1. Negative politeness

			and hearer			
61	Student 4	okay then, I think [we]² might continue this conversation on the next day¹	1. Hedging 2. Including both the speaker and hearer in the activity			1. Negative politeness 2. Positive politeness
62	Teacher	all right.. see you then				
63	Student 4	bye, see you tomorrow mister.	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness
64	Student 4	Good evening Mr.Tito.	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness
65	Teacher	Good night Rizaldi..				
66	Student 4	Am I interrupting your rest?	1. Apologizing			1. Negative politeness
67	Teacher	oh okay, do you have something to be discussed? no. no I am just doing something				
68	Student 4	yes, I want to ask you about this holiday.				
69	Teacher	sure. what's your question?				
70	Student 4	How to spend a good holiday in your opinion?				
71	Teacher	In my opinion, holiday is a time when we can get more relax than usual. if [we]³want to spend a good holiday, [we]³ should consider about several things our interest, money, and destination²	1. Hedging 2. Hedging 3. Including both the speaker and hearer in the activity 4. Including both			1. Negative politeness 2. Negative politeness 3. Positive politeness 4. Positive

			the speaker and hearer in the activity			politeness
72	Teacher	sometimes, we have high interest but low money and long distance destination.. it will be bad holiday and vica versa so, pay attention to those factors Actually, my holiday is a time when I prepare anything in my later busy day..				Bald on record
73	Student 4	oh, should we ¹ enjoy our holiday?	1. Including both the speaker and hearer in the activity			1. Positive politeness
74	Teacher	I read book, plan a big plan, travel around with the cheap expense, and etc Yes, even we spend holiday in our home, we should enjoy it the most important thing we can prepare for our next planning and level and we can gather with our beloved family members :)	1. Including both the speaker and hearer in the activity			1. Positive politeness
75	Student 4	What if life without a holiday?				
76	Teacher	life will be empty,, hehe when human works all the time, he/she will be like a robot ¹ so, that's one of different between human and robot just like you when you play games to avoid boring ^_^	1. Joking			1. Positive politeness
77	Student 4	alright then , thank you for answering my question.	1. Avoiding a disagreement	1. A pseudo-agreement		1. Positive politeness
78	Teacher	yes, what is your opinion about holiday, then?				
79	Student 4	my opinion about holiday, is the time when you can enjoy doing something with no pressure in mind, i think.				
80	Teacher	yes, I also agree with your opinion				

81	Student 4	okay, thank you and good night.				
82	Teacher	okay, thank you.. are you playing game right now?				

Table of the student 5 – teacher interaction

9 – 29 June, 2012

No.	Interlocutors	Messages	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Teacher	hallo Shabrina.. ¹	1. Presupposing/raising/asserting common ground	1. Small talk		1. Positive politeness
2	Student 5	Oohh yaya:D Oke, hello mr.tito how are you today? ¹	1. Presupposing/raising/asserting common ground 2. Giving deference	1. Small talk		1. Positive politeness 2. negative politeness
3	Teacher	Hello, Shabrina.. I'm great as usual ¹	1. Presupposing/raising/asserting common ground	1. Small talk		1. Positive politeness
4	Student 5	oh well,[mr.tito]², are you online facebook every day? ¹	1. Presupposing/raising/asserting common ground 2. Giving deference	2. The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Positive politeness 2. Negative politeness
5	Teacher	no.. not everyday.. I am often online recent days because I want to help Mr. Afdal to finish his skripsi do you have something to discuss?	1. Giving a reason			1. Positive politeness
6	Student 5	Are you too dependent on computers or internet? why?	1. Asking for a reason			1. Positive Politeness

7	Teacher	hmm.. I am not addictive person to computer or internet.. i only use it as a tool to solve my works. how about you?				
8	Student 5	oooohhh, do not communicate with the internet it is much easier and faster to get information? if I yes, I always update to the computer or the internet, because there I can get a variety of information quickly ¹	1. Giving a reason			1. Positive politeness
9	Teacher	Yes, internet is one of miracle of our age. we can get much information in single click..				
10	Teacher	Shabrina, anything to be discussed?				
11	Student 5	Sorry late reply mr ¹ , because I'm so very busy about finally exam:) ² yes, it's definitely from the Internet more often for the using, if you are, what you go to most often on the internet?	1. Apologizing 2. Giving a reason 3. Giving deference			1. Negative politeness 2. Positive politeness 3. Negative politeness
12	Teacher	okay then.. just focus with your exam. ¹ [we]'ll continue it later ²	2. Promising 3. Including both the speaker and hearer in the activity			1. Bald on record 2. Positive politeness 1. Positive politeness
13	Student 5	Okay mr ¹ , thankyou so much^^	1. Giving deference			1. Negative politeness
14	Teacher	I will answer your questions. The most programs that I frequently use is Facebook.. how about you?				
15	Student 5	sorry I'm late to reply ¹ , when I used to open a twitter, facebook it quite often to open it, what do you do if you've opened the internet?	1. Apologizing			1. Negative politeness
16	Teacher	I browse internet for my tasks, daily activities, and so forth.. Do you think internet has bad sides?				

17	Teacher	hallo Sabrina....				
18	Student 5	yes, I think the Internet is addictive ¹ . want to use it on. but on the other hand there is the internet is also a good idea. for example, open a cafe to work. today many of the cafe which is open, the people who do not have any internet or computer inevitably have to go to the cafe and hourly pay. according to you, what good and bad sides of the internet?	1. Hedging			1. Negative politeness
19	Teacher	yes, the good and bad sides in internet. We can connect to people in virtual life, buy online the things that we want, do the task easily, and etc.. that's good sides. The bad sides are we can get affect with online gamble, pornography material, and etc.. According to you, how can you solve the bad sides of internet ?				
20	Student 5	in my opinion, is a web address that is not supposed to be opened at block alone. ¹ ahahahah ya so. how to cope if you think the bad side of the Internet itself? and what should be done in the running of government and law?	1. Hedging	1. Hedging by saying <i>in my opinion</i>		1. Negative politeness
21	Teacher	Yes, we can suggest our government to block the negative internet contents as I stated above. ¹ As you know, the negative contents of internet will completely damage us as a normal human and of course our native culture. ²	1. Including both the speaker and hearer in the activity 2. Hedging			1. Positive politeness 2. Negative politeness
22	Student 5	but with the lack of progress on the internet we can find today's life and knowing what we know to be belom new knowledge				
23	Teacher	okay,, that's positive effects as I mentioned before.. but, I hava found that internet has negative effects and it affects negatively to the people, especially teenager.. for				

		example, abortion, gambling, and etc				
24	Student 5	yes do his thing viewed from the side as well, scary too. so in essence we should be careful with using the internet. just like that anyway.	1. Avoiding a disagreement	1. Hedging an opinion		1. Positive politeness
25	Teacher	I don't see negative things in internet have positive things.. in my opinion, it will destroy fix norms in society, religion value, and other norms which keep our life become stable and peace.. can you give example about your explanation?¹	1. Questioning			1. Negative politeness

Table of the student 6 – teacher interaction

9 June – 3 July, 2012

No.	Interlocutors	Messages	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Student 6	Good evening [mr.tito]² and mr.afdal badarudin.¹	1. Presupposing/raising/asserting common ground 2. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Positive politeness 2. Negative politeness
2	Student 6	What the topic sir ?	Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		Negative politeness
3	Teacher	according to you should smoking be banned?				
4	Student 6	Why¹ we² must banned smoking sir?	1. Asking for a reason 2. Including both the speaker and hearer in the activity			1. Positive politeness 2. Positive politeness
5	Teacher	no. I ask to you should smoking be banned?				
6	Student 6	Yes, because if we smoke it can bring more harm than good. For their healty and many people.¹	1. Giving a reason			1. Positive politeness
7	Teacher	I agree that smoking should be banned..				
8	Student 6	But sir , if we banned smoking, what about the smokers?	Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		Negative politeness

9	Teacher	smokers should not smoke anymore				
10	Student 6	But in another side smoking is lifestyle or daily routines for smokers. Its not easy for smoker to leave smoking. Maybe there's many way to banned smoking.				
11	Teacher	yes, if something has become a habit, it will be hard to free away from there. So, I agree with you to do persuasive call to smokers maybe from your friends..				
12	Student 6	Yes sir ¹ I agree with your statement. [We] ³ must give a persuasive for them. ² Like we use a dangerous from smoking	1. Giving a reason 2. Avoiding a disagreement 3. Including both the speaker and hearer in the activity	1. The speaker addressed the hearer with the honorific title of <i>sir</i> 2. Hedging an opinion		1. Negative politeness 2. Positive politeness 3. Positive politeness
13	Teacher	yes, the important thing we should share about it's dangerous ¹	1. Avoiding a disagreement	1. Hedging an opinion		1. positive politeness
14	Student 6	Yes because many smokers know about the dangerous but not understand. ¹ We must explain to them.	1. Giving a reason			1. positive politeness
15	Teacher	I agree. so what is you opinion about if we ban smokers to smoke than the cigarettes manufacturer will be closed?				
16	Student 6	Hmm [sir] ¹ , we must think about the cigarettes company, because if they bankrupt [sir] ³ .	1. Giving deference 2. Hedging	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Negative politeness
17	Teacher	yes, how? I mean can you explain the steps to give advantages to the cigarettes company even if they are closed?				
18	Teacher	Can you answer my questions Rizky?	1. Hedging			1. Negative politeness

19	Student 6	What the questions sir ¹ ?	1. Giving deference	1. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness
20	Teacher	this question: can you explain the steps to give advantages to the cigarettes company even if they are closed?				
21	Student 6	I can't explain because I think. We can't give they are a reason. ¹	1. Giving a reason			1. Positive politeness
22	Teacher	In my opinion, the ciggarates' company can turn into another business which is more advantages and useful for people in Indonesia..	1. Hedging			1. Negative politeness
23	Student 6	like what?				
24	Teacher	For example, they can sell another plants in Indonesia like tomatoes, apples, durian, and etc				
25	Student 6	but whats about competition between the company?				
26	Teacher	we must make health competetiton which is no monopoly between them	1. Impersonalizing both the speaker and hearer			1. Negative politeness
27	Student 6	But its too late and its too difficult to explain them sir . Because they are must be give us a reason why they're don't want to close their company	Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		Negative politeness
28	Teacher	yes, it is.. I think the government should manage it ¹ .. they should negotiate to cigarrets' company then explain them about dangerous of smoking. ²	1. Hedging 2. Hedging			1. Negative politeness 2. Negative politeness
29	Student 6	Yes its sounds good. But we must know. Its not easy. ¹ And like many smokers doesn't care about the dangerous. And still smoking.	1. Avoiding a disagreement	1. A token agreement		1. Positive politeness
30	Teacher	yes, it;s not easy. But we should try and try until we	Giving a gift			Positive

		are succes. you can click this link https://www.facebook.com/photo.php?fbid=10151832852265055&set=a.10150407952575055.623728.826980054&type=1&ref=nf				politeness
31	Student 6	Sorry¹ but I can't see the link siir³ because I online with bb not in pc²	1. Appologizing 2. Giving a reason 3. Giving deference	3. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Positive politeness 3. Negative politeness
32	Teacher	yes, that link is about picture of dangerous smoking..				
33	Student 6	Ohh sorry¹ sir² I can't open that link.	1. Appologizing 2. Giving deference	2. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Negative politeness
34	Teacher	yes, the government will negotiate the companies about dangerous of smoking with health recommendation from doctors or showing the pictures				
35	Student 6	great¹ idea sir² . but if we showing the pictures it can make smokers open their eyes and stop smoking?	1. Exaggerating 2. Giving deference	2. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Positive politeness 2. Negative politeness
36	Teacher	probably.. Do you have another opinion? can you tell me?	1. Questioning			1. Negative politeness
37	Student 6	its so hard to make smokers stop smoking. maybe goverment can give punishment to smokers.	1. Hedging			1. Negative politeness
38	Teacher	of course government should give punishment to them and it is reflected with the local government rules in Jakarta to fine smokers who smoke in public area	1. Hedging			1. Negative politeness

39	Student 6	but sir many smokers don't know the rules because the government don't publish the rules	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness
40	Teacher	yes, that's the problems of educating to public.. lack of socialisation				
41	Student 6	yes. so many smokers got the punishment but they're don't know the rules				
42	Teacher	yes, so as student, you can start from small steps from your friends. and later if you are getting older and older you can stop smoking behavior start from your family and people				
43	Student 6	yes but in another hand if i tell to my friend. they're don't want to understand and still smoking				
44	Teacher	no problem, just conveying the truth consistently and they will actually receive your advice even though they don't do it what you say.. but later they will do it.				Bald on record
45	Student 6	okay how about the government i never heard that smokers stop smoking because the government. maybe government never give punishment just for make smokers afraid	1. Hedging			1. Negative politeness
46	Teacher	yes, that's right.. I think they should be given a tight punishment maybe decreasing their salary, jailing smoker, or something else	1. Hedging			1. Negative politeness
47	Student 6	hmm. i think the government must wake up.	1. Hedging			1. Negative politeness
48	Teacher	yes.. please wake them up with water.. hehe	Joking			Positive politeness
49	Student 6	LOL haha. i think with jailing the smokers is it too much [sir]^{2, 1}	1. Hedging 2. Giving deference	2. The speaker addressed the hearer with the		1. Negative politeness 2. Negative

				honorific title of <i>sir</i>		politeness
50	Teacher	I think jailing is same portion when smokers give their smoke to the passive smokers because it can cause fatal diseases and even the death adzhan.. let's pray first..	1. Including both the speaker and hearer in the activity			1. Positive politeness
51	Student 6	but we must think about their family brb	1. Hedging			1. Negative politeness
52	Teacher	yes, that's one of effect that makes them scare.. of course, we can not enter them to the jails that are containing of killers, robbers, and etc.. this is the jail for the smoker and there will be some therapie for doctors or ppsychologist.. that's my opinion				
53	Student 6	Jail for smokers? I think its too much sir	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness
54	Teacher	hmm.. maybe it too much,, but as you know health damage that is caused by smoking is more harmful than jail itself..	1. Hedging			1. Negative politeness
55	Student 6	But sir¹, in indonesia smoking its legal² so if we want to jail them. Its not realistic	1. Giving deference 2. Stating the FTA as a general rule	1. The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness 2. Negative politeness
56	Teacher	hehe, as I stated before that is a big step in order to make them stop smoking... first, we should do the preventive way such as give them persuasive call to stop their smoking habit. second, give the pictures about dangerous of smoking..third, in government rule, change cigarette company to the another				

		company..fourth, give smokers special room. the last, jail them if it is necessary, of course if all those actions has been applied				
57	Student 6	Yes I agree, but in third rules. Its not easy to change cigarette company to another company, we must think about the place, about the company.				
58	Teacher	yes, of course.. it means we should try it before we give up because we basically agree smoking is harmful for our health				
59	Student 6	Yes I know. But in another side we must think about many things. Like what the government. Its not easy.				
60	Teacher	ok I agree.. I think my solution is suitable for people who seriously concern about that Yes, it's all our concern, government and society who will think about the place for new transformational cigarette company. So not to worry Rizki				
61	Student 6	ok. but if we want to change cigarette com[any to another company for example cosmetic. it mean many tobacco farmers will get angry and demo. because it can make farmer stopped their work				
62	Teacher	haha, don't be afraid of that.. if you want to keep Indonesia's people health, you should change the way of people think.. tobacco farmers could produce another things which are still related to their products..				Bald on record
63	Student 6	how about the farmer of tobacco?				
64	Teacher	you can read this article,, http://www.tahukahkamu.com/2011/12/10-manfaat-tembakau-selain-sebagai.html	1. Giving a gift			Positive politeness
65	Teacher	this is one of alternative to change tobacco farmer who produces smoke to the best products				
66	Student 6	oke we must publish this!! for make people know the alternative.	1. Including both the speaker and hearer in the			1. Positive politeness

		but what about the income?	activity			
67	Teacher	Yes, surely I agree. I think they can bigger and healthier income than they produce tobacco for smoke.. they will not be pursued by 'sin' itself when they make people's health become bad You can read this article to know more detail about income..	1. Hedging	1. Hedging by saying <i>I think</i>		1. Negative politeness
68	Student 6	yes i already read this article. but the farmer talk about their income.				
69	Teacher	First from health's income: They can gain their income from anti cancer, anti HIV AIDS, antibody, and etc Then they can gain from bio fuel industry.. It's larger than cigarettes				
70	Student 6	but they cant understand sir . in another side. they just know that cigarettes is a bigger income than anything	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		1. Negative politeness
71	Teacher	Try to make them understand is the best choice to avoid our generation to become smoking addictive that will damage their health.. It's government task to do it.				
72	Student 6	ok. i agree. but when? until now i never hear the goverment try to stop cigarettes.				
73	Teacher	haha,, that's dilemma of government. one another side they say smoking is harmful. another side they want to make cigarettes become big income for our country itself.. So, in this position, they should choose the priority.. whether health or economical factors				
74	Student 6	yes i agree. and we must think if the farmer still dont				

		want change?				
75	Teacher	yes that's right				
76	Student 6	what the solution if the farmer don want to change?				
77	Teacher	try and try and find anti smoking tools... it's our duty				
78	Student 6	its need long time. but our time is not only make cigarettes company stop their company. many things we must do.				
79	Teacher	<p>one of them to campaign healthy life style.. we must be patient..</p> <p>it's necessary to make them turn into another business or make cigarettes become luxury and expensive things in this country</p> <p>And how about you rizky? will you be like government? knowing harmful of smoking but avoiding the risks from the avoidance?</p> <p>Give the alternative like I give you many alternatives.. :)</p>	1. Assuming or asserting reciprocity			1. Positive politeness
80	Student 6	yes sir . we can discuss it later. now im offline	Giving deference	The speaker addressed the hearer with the honorific title of <i>sir</i>		Negative politeness
81	Teacher	okay rizky.. nice to discuss with you				

Table of the student 7 – teacher interaction

19 June – 6 July, 2012

No.	Interlocutors	Messages	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Teacher	Hai Agistia, how are you? Do you have something to be discussed? :)	1. Offering			1. Positive politeness
2	Student 7	I'm fine Mr Tito , how with you ? how with the holiday?we can discussed about holiday Where are You to go to holiday?	1. Seeking an agreement	1. A safe topic		1. Positive politeness
3	Teacher	oh, i'm fine as usual.. my holiday will be great and I am planning it now.. hmm,, actually I will go to seribu Island in north Jakarta, Sukabumi, and many more.. how about you?				
4	Student 7	I am planning to move home and school . Seribu island its wonderful place right? What do you think about that place?				
5	Teacher	where do you want to move? do you have any problems? Yes, of course.. it's an amazing place to be visited..				
6	Student 7	I will be moving in bpk penabur tasikmalaya , nothing problems but my dad works there.				
7	Teacher	hmm, Tasikmalaya is my hometown.. and as I know bpk penabur is Christian school. Are you Christian? Tasikmalaya is lovely place to live.. so you will not live in Jakarta again right?				
8	Student 7	Really? Yeah its a good place I loved too !! No,I'm Islam , not too . Don't tell everyone until my mom go to school to gave the letter to move :p its still secret				Bald on record
9	Teacher	there are my 'uwas' (elder sisters of my father in terms of Sundanese) there.. Okay I will not tell it.. so, your holiday will be in Tasikmalaya.. what is the most	1. Promising			1. Positive politeness

		favorite part in there?				
10	Student 7	Maybe yes , Since I haven't come to any place in tasikmalaya , so I don't have How about you? You have favorite part in tasikmalaya?	1. Hedging	1. Hedging by saying maybe		1. Negative politeness
11	Teacher	My favorite place in Tasikmalaya is Pangandaran beach.. I think that place is wonderful..	1. Hedging	1. Hedging by saying I think		1. Negative politeness
12	Student 7	I haven't been over there, I hope can be over there				
13	Teacher	Actually, I am planning to go there this holiday to visit my relatives there.				
14	Student 7	Why1 do you plan to get there? There are other reasons?2	1. Asking for a reason 2. Asking for a reason			1. Positive politeness 2. Positive politeness
15	Teacher	no.. no..that's my main reason.. maybe another reason is I want to have new experience to visit there	1. Hedging	1. Hedging by saying maybe		1. Negative politeness
16	Student 7	good thinking, I hope to meet you there: D Today I have not seen you in school, where do you go?				
17	Teacher	because I had another agenda...1 okay, if I go there, I will try meeting you2 what is your most favorite place to be visited in holiday? is it Bali? Lombok? or another place?	1. Giving a reason 2. Promising	2. The speaker promised the hearer		1. Positive politeness 2. Positive politeness
18	Student 7	my favorite place is my grandmother home, what about you? What are you favorite place?				
19	Teacher	where is your grandma house? my favorite place is in Lombok.. Even though I haven't' gone there, I think Lombok is more beautiful than Bali				
20	Student 7	Semarang , you have another topic of conversation?				
21	Teacher	Maybe, you can share to me if you have another topic.. I have no idea	1. Hedging	1. Hedging by saying maybe		1. Negative politeness
22	Student 7	How do You know Mr. afdal? How do you know him?				
23	Teacher	he is my junior in English Department.. but he is good at English				

24	Teacher	maybe, Mr. Afdal could share another topic to be discussed?				
25	Student 7	where can I see a list of conversation from Mr.afdal?				
26	Teacher	I think I choose number 1; "Is global climate change man-made?" What do you think Agistia				
27	Student 7	How about 14 ? Should cigarette smoking be banned? Maybe you can call me agis ,we are friend right? Lol	1. Hedging	1. Hedging by saying maybe		1. Negative politeness
28	Teacher	okay.. what is your opinion about that? agis	1. Using an in-group identity maker	1. A switch of addressing from a full name to a nickname		1. Positive politeness
29	Student 7	do you smoke? What is your opinion about cigarettes?				
30	Teacher	no, I don't.. I think smoking is harmful for us	1. Hedging	1. Hedging by saying I think		1. Negative politeness
31	Student 7	I don't like cigarettes very much				
32	Teacher	Yes, but I see many women, smoking today.. do you know what happen to her?				
33	Student 7	a person smoking due to frustration, affected, or desire, So reasonable only if women smoke, But I don't smoke Hahahahah				
34	Teacher	yes, i don't like them too...				
35	Student 7	Do you smoke ?				
36	Teacher	nooo I hate smoking				
37	Student 7	Why?1 Me too	1. Asking for a reason			1. Positive politeness
38	Teacher	because it's dangerous for our health.. it can damage our body.1 women who are smoking is very bad in my eyes	1. Giving a reason			1. Positive politeness
39	Student 7	My father was a heavy smoker, And I really hate when he smokes in front of me				

40	Teacher	Yes, you can tell to your fathers politely about it's danger..				
41	Student 7	I think useless to tell him, he is a very very heavy smokers, so it's very difficult to make him stop. even my family and tired him				
42	Teacher	don't give up, just try again but remember it must be polite..1 When he smokes, don't be near him...2				1. Bald on record 2. Bald on record
43	Student 7	me and my mother is trying harder to him, let's hope it works	1. Including both the speaker and hearer in the activity			1. Positive politeness
44	Teacher	I think that's a challenge to stop bad habit of your father.. don't give up				Bald on record
45	Student 7	Thank you Mr. Tito, I won't give up. keep the spirit				
46	Teacher	Yes.. do you have another topic to be discussed?				
47	Teacher	or I will continue, still about smoking.. how can we stop smoking habit in Indonesia? do you have an opinion?				
48	Student 7	I think there are so many smokers in indonesia and is very hard to invite them all to avoid cigarettes	1. Hedging	1. Hedging by saying I think		1. Negative politeness
49	Teacher	Yes.. it's hard but possible, right? Starting from the government policy				
50	Student	I thought the Government was often breaking it, And Government policy is very small				

Table of the student 8 – teacher interaction

30 May – 22 June, 2012

No.	Interlocutors	Messages	Substrategy	Explanation	Impoliteness strategy	Politeness strategy
1	Student 8	Hai Mr.Tito Films for learning English	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness
2	Teacher	okay, an interesting topic.. Yes, I think film can be used for learning English.. It is fun and easy to learn English with film	1. Hedging	1. Hedging by saying <i>I think</i>		1. Negative politeness
3	Teacher	what film do you like?				
4	Student 8	Yes,you're right mr.tito .hmmm I think I like many films such as real steel,transformers saga,fast five,pirates of the caribbean,the dark knight,the avengers,etc.it's because of an interesting stories.	1. Giving deference	The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness
5	Teacher	yes.. I like action movie too. how can you learn English from film? can you share?	1. Being conventionally indirect			1. Negative politeness
6	Student 8	yes,i can.ok so i from the many film,i can understand the way of stories and their discussion of the film for add my vocabulary knowledge.that's my purpose of the film sorry i nya tadi keketik	1.Appologizing			1. Negative politeness
7	Teacher	yes, do you usually watch film with or without subtitle				

8	Student 8	I usually watch film with subtitle.without subtitle,sometimes I can't understand what are they talking about?				
9	Teacher	Maybe , I have tips for you. If you watch film in English, you should use with or without subtitle.. if you use subtitle, use with English subtitle.. if you don't know the meaning, you can pause it and find the meaning in dictionary	1. Hedging	1. Hedging by saying maybe		1. Negative politeness 2. Bald on record
10	Student	Wow,that's a nice tips from you¹.I'll try it if I watch film.²thank you for your tips :)	1. Exaggerating 2. Promising			1. Positive politeness 2. Positive politeness
11	Teacher	yes.. film provides great knowledge for learning English. I have a student. he does not take English course, but he can get English score about 9.. because he often sees film without subtitle..¹	1. Raising a common ground			1. Positive politeness
12	Student 8	Yes I think so.that's very excellent student. I really really want to try it immediately .is he the highest english score in the class?	1. Exaggerating			Positive politeness
13	Teacher	I think you can try it.. hmm.. yes, he is one of the highest score in class.. What is your most favorite movie?	1. Hedging			1. Negative politeness
14	Student 8	Hmmm my most favourite movie are transformers saga and fast five. because the action is absolutely amazing	Giving a reason			Positive politeness
15	Teacher	hmm.. that's also my favorite movies.. why do you like them?	Asking for a reason			Positive politeness
16	Student 8	Because of the effect computer,the actor/actrees,the acting,&the action are [really really awesome]².and also they are paid very expensive.¹	1. Giving a reason 2. Exaggerating			1. Positive politeness 2. Positive politeness
17	Teacher	yes,, it's like me, right? hehe,, just kidding..¹	1. Joking			1. Positive

		Then, you can also learn from their pronunciation to make you become fluent in speaking English				politeness
18	Student 8	OMG,whatever wkwk.yeah,you're right mr.tito.I always learn for that				
19	Teacher	haha, I think you got shock when I said those actors are like me,, maybe someday #dreaming yes just learn from it. of course you should also select the cultures, only positive one you can take for your life)				Bald on record
20	Student 8	i'm really sorry i recently open my account facebook.that's nice suggestion from you mr tito .thank you. i'll try it	1. Apologizing 2. Promising 3. Giving deference	3. The speaker addressed the hearer with the honorific title of <i>Mr.</i>		1. Negative politeness 2. Positive politeness 3. Negative politeness
21	Teacher	okay.. do you have something to be discussed?	1. Offering			1. Positive politeness

TRANSCRIPTS

Tito Dimas Atmawijaya

- Ok. Haris.
I think the topic is about positive and negative effect of Social Network. What do you think about Social Network (FB, Twitter, and etc)?

Tito Dimas Atmawijaya

- All right.. Haris, how are you today?
- What are you doing right now? I'm so sorry because I am doing another thing while I am chatting with you :(
- But, no problem.. I still can discuss with you

Haris Arahman

- I think mr tito social network is very useful for example twitter, it gave us many information we doesn't know yet

Tito Dimas Atmawijaya

- Yes I agree. Moreover, it also gives us a chance to update our condition in everyday life.. Do you also use twitter?

Haris Arahman

- Or facebook, by using facebook we can look for our old friend who haven't been in contact with for years
- Yes, I still new with it, but it make me know many useful think, and when I bored or sad I can use it to remove anxiety in me

Tito Dimas Atmawijaya

- Facebook and twitter, in my opinion, are almost same. We can update our news, make connection, and look for friends' news.
- In twitter, what information that you usually update? Is it about personal information?
- Haris, You are good at the class, you must be good in discussion
:)

Haris Arahman

- Well I'm not that good, I'm just quite good
- Do you still online mr Tito?

Tito Dimas Atmawijaya

- yes of course...
- Do you have something to discuss?
- If you ask about something to me, I will answer it as I can
:)

Haris Arahman

- Currently I want to discuss about ladu Gaga how about it mr tito
- I'm sorry I missed type it "lady" sorry mr tito

Tito Dimas Atmawijaya

- Before that, I want to pray Ashar first in the masjid.. Would you wait me for minutes? thanks

Haris Arahman

- Okay I'm too gonna pray ashar to mr Tito so I will wait

Haris Arahman

- Have you done prayed mr Tito?

Tito Dimas Atmawijaya

- Sorry for waiting Haris..
As I said before, I was doing another job outside while I was chatting with you.
In my opinion, for lady Gaga, actually I don't hate her for her personal, but as you know lady Gaga brings the false understanding, focusly on how she gives her worship on the evil, and etc.. I have the evidence which is from her lyric

Haris Arahman

- Is she really worshipping devils mr Tito

Haris Arahman

- Well if she really spreading a bad influence in indonesia it be better to cancel her show

Tito Dimas Atmawijaya

- I think yes, she is really worshipping devils. Moreover, she admits herself as a mother of monster.. and the audiences are called little monsters..
- Yes, I'm afraid if she comes, she will spread the bad understanding to people in Indonesia..
:(

Haris Arahman

- But isn't she come to indonesia to entertain her fan in the indonesia

Tito Dimas Atmawijaya

- Yes, but people in general considers Lady Gaga only bringing the show or entertain.. But me, I fully understand her lyrics
- I have read and interpreted them and found the weird things in the lyrics..

Haris Arahman

- Such as?

Tito Dimas Atmawijaya

- Okay. let's discuss one of her lyric..
- open this link: <http://www.azlyrics.com/lyrics/ladygaga/bornthisway.html>
- have you done?
- You can see in the verse 1 - 3

Haris Arahman

- I'm opening it

Tito Dimas Atmawijaya

- these verses: "It doesn't matter if you love him, or capital H-I-M
Just put your paws up
'cause you were born this way, baby

Tito Dimas Atmawijaya

- who is H-I-M in your opinion?

Haris Arahman

- It is contain something sinister or evil in this lyric

Tito Dimas Atmawijaya

- yes, exactly..

Haris Arahman

- Do you mean "God"?

Tito Dimas Atmawijaya

- no.. H-I-M according to Lady Gaga means evil.. she admits herself as mother of monster because she has married with the evils
- next verse: "Just put your paws up"
- it means she delivers baby who has paws (cakar)..
- who has paws except of devils?

Tito Dimas Atmawijaya

- the baby who has paws are called little monsters

Haris Arahman

- really? But "him" and "paws" doesn't mean it really is a devil
- It could be a man or animal, "him" if use in religious way is meant for "God"

Tito Dimas Atmawijaya

- hehe, if you want know more about her,, let's check out her video

Tito Dimas Atmawijaya

- I think you have opened this video.. <http://www.youtube.com/watch?v=wV1FrqwZyKw>

Tito Dimas Atmawijaya

- this opening of video (intro) is useful to understand who is H-I-M according to her

Tito Dimas Atmawijaya

- She said: "this is the a manifesto of Mother Monster" (youtube video, 0:26)

Haris Arahman

- Is it on youtube?

Tito Dimas Atmawijaya

- yes. just click the link and pay attention to time.. I have highlighted the important messages for you
- she said: "It is the birth of evil (little monster) (youtube, 1:26)
- another evidence:"how I protect something so perfect without evil?" (youtube, 2:19).. this statement is talked after she explained about the battle of evil and good
- hehe, sorry for making you little confused
- After you understand this, you can read the verse H-I-M.. it will be understood by you.. and also next verse, it will be usually caught the main idea of Born this way lyric
- Have you got it?

Haris Arahman

- So it mean she gave birth a child from devil?

Tito Dimas Atmawijaya

- hehe, you deliberately catch the ide
- ide=idea

Haris Arahman

- Maybe, the word gave birth to something perfect, can't protect it without evil, it seem something so sinister

Tito Dimas Atmawijaya

- thats right, the sinister means the the devils make you become scream

Tito Dimas Atmawijaya

- If you find the difficulty understand my interpretation, you can read this interpretation written in Indonesia by writer of Kompas:<http://hiburan.kompasiana.com/musik/2012/05/20/pesan-pesan-syetan-dalam-lagu-lady-gaga-foto/>

Tito Dimas Atmawijaya

- Hopefully, it can make you become more understand

Haris Arahman

- Thank you mr Tito for that useful information

Tito Dimas Atmawijaya

- :)
- welcome Haris :)

Sonny Triyanto

- so what must i say?
- Mr.tito how are you sir?

Tito Dimas Atmawijaya

- hai Sonny, I'm great..
- So, how can you be online right now?

Sonny Triyanto

- nice to hear that mr.tito,so maybe this unusual topic but do you know about the free trade? specially in indonesia sir?
- i just get bored so i'm online now hahah

Tito Dimas Atmawijaya

- hehe, free trade? What a heavy topic!
- it is heavy like you lift something that weight is more than 50 kg.. :)

Sonny Triyanto

- no sir i mean that like a item from china or another country come to indonesia, so from that indonesia item compete to get customer with another country. I saw on the breakingnews that free trade in Indonesia is often the talk
- causing an influx of foreign culture into Indonesia like for example rock n roll from u.s
- how do you think about that?

Tito Dimas Atmawijaya

- Oh, it is about China and Asean countries right especially Indonesia?
I think it will be disadvantage for Indonesia.. Why? The main reason, the infrastructure in Indonesia has not been ready yet.

Tito Dimas Atmawijaya

- Infrastructure can be products, workers, and prices.. China has known the technique how to master its
- I'm afraid that it would defeat small business in Indonesia.. and Indonesia business will struggle even in it's home..

Sonny Triyanto

- yeap mr.tito you right. on the other hand i think that economy in Indonesia would not be advanced?
- so from that goods or products in Indonesia to be decreased?
- i still didn't understand sir,what about the economy in indonesia?

Tito Dimas Atmawijaya

- yup.. another reason, I think before the Pact trading agreement hapened, China's product had attacked Indonesian's product.. We could see from the products that are labelled "made in China" in the market..

Sonny Triyanto

- what about Indonesia product?

Tito Dimas Atmawijaya

- Of course, it will influence Indonesia's economy because when consumers in Indonesia prefer choosing China's product to choosing Indonesia's product. It will automatically decrease our economy.. Indonesia products will be left behind because of mass and cheap products from China

Sonny Triyanto

- so that the reason i undersant that,while what about quality?

Tito Dimas Atmawijaya

- for the quality, I think China is more creative than Indonesia because the country has found smart technique..

Sonny Triyanto

- so that's the reason customer choose china products?

Tito Dimas Atmawijaya

- Yes that is one of reason why customers in Indonesia choose China's products..
- Btw, do you have another topic to be discussed?

Sonny Triyanto

- i have no idea sir-___-"

Tito Dimas Atmawijaya

- Maybe, Mr. Afdal could give us interesting topic?

Sonny Triyanto

- Maybe about "Homework in the school" why? Because sometimes homework make me feel bored sir,LOL

Tito Dimas Atmawijaya

- It's same with me when I was in school like you. I got bored.
But today, If I could back to school and study, I would ask more homework to my teacher. Because I can know more, do more, and open world

Sonny Triyanto

- But we (the students) some we just got tired for the homework, on the other hand I know that homework it's have some advantage for the students but I think I still get bored and tired

Tito Dimas Atmawijaya

- Yes, We are still life, so we must be tired to do good things. If we don't want to be tier, I think buried place is suitable for us :)

Yeah you can do many things to dissapear your boredom maybe doing it with your friend, or while you are playing computer, and many ways can be done

Sonny Triyanto

- With my friends it's still can't help me doing my homework and I think that maybe the teacher can understand that. And why homework it's very important?

Tito Dimas Atmawijaya

- Homework is an additional lesson for you. It's like a boxer who always practice and practice for you to be a winner. You can imagine when the boxer is only given standard practice. Could he be a true winner? I don't think so.

So, we take from good sight of homework. that homework even though you don't understand well, you can find the answers in internet or ask to your friends.

In conclusion, homework is important

Sonny Triyanto

- What about study in the class? I think if the students were focus,they can do it. And get the best or the good score. But,It's not about the score Or the lessons teacher must know the skill of the students not just the IQ but also the Intelligence

Tito Dimas Atmawijaya

- IQ and intelligence is same right? I think what you mean is emotional and also attitude. Yes both of them are important, so as a teacher, I try making students' score from both aspects.

Yes, from the lesson we will get skill. So , there is nothing wrong with homework.

Sonny Triyanto

- Good Morning mr.tito :D

Tito Dimas Atmawijaya

- good afternoon... Do you have somet
- do you have something discuss?

Sonny Triyanto

- about " Is fashion important?"
- why in Indonesia clothes like school uniforms should be the same? while in some random country are free to wear to school?

Tito Dimas Atmawijaya

- I think every country has its own uniform.. maybe you have misunderstood about this. As I know, whether in Japan, India, or America has certain uniforms to show their identity

Sonny Triyanto

- that sound great,so if were indonesian students free to wear to school it's that right idea?

Tito Dimas Atmawijaya

- hehe, maybel later when they enter the college, they can use free to wear clothes to school. Everytime has a time

Sonny Triyanto

- hahaa you're right sir,so what about hijab in the school? specially for teenager?

Tito Dimas Atmawijaya

- hijab is obligatory for Muslimah.. when a Islamic teenager does not use hijab, it is her decision and she takes consequences..

Sonny Triyanto

- it's that make some trouble for that person?

Tito Dimas Atmawijaya

- as I read from Qur'an it will make trouble for her in akheraat (hereafter)...

Sonny Triyanto

- wooww that's a fact,and I think the fact it's stronger than anything. So I know that you're a teacher,we know that. Every Friday diposchool especially for girls wear a hijab it's must to wear it. if your students (female) not wear a hijab in Friday what do you do??

Tito Dimas Atmawijaya

- hehe, as a teacher I will only tell to her whether personally or publicly... it is up to her if she wants accept my suggestion or not.. maybe, in Friday it is only one way to ask students wearing hijab.. actually, it is everyday obligation..

Sonny Triyanto

- but i think it's very hard to asked students to wear hijab,that's my opinion

Tito Dimas Atmawijaya

- Yes, so, we can only persuade them..

Tito Dimas Atmawijaya

- hey, sonny? is there anything to discuss?

Tito Dimas Atmawijaya

- BUZZ

Sonny Triyanto

- Can we discuss about food in the school?

Tito Dimas Atmawijaya

- of course, we can discuss it..
- what's your opinion about food in school?

Sonny Triyanto

- I think noodle like are it's not health for our body because the water it use over and over at the same time

Tito Dimas Atmawijaya

- yes, many foods on schools use dangerous ingredients.. so we should be careful for this.

Sonny Triyanto

- So think that why school not firm in students food?

Tito Dimas Atmawijaya

- it's about business between the school and the seller.. so it's the role of students to warn it to their schools or even to the local health group

Sonny Triyanto

- But if the school were care with they students why they still think that business it's more important than health?

Tito Dimas Atmawijaya

- hmm.. I don't know exactly the reason why schools still allow that kind of food.. I think it because business, less information about that food, or something else.. how about your opinion?

Sonny Triyanto

- In my opinion is food it's still dangerous in indonesia,And teacher must care or more care with the students. because the students like me espically it's very careless with something

Tito Dimas Atmawijaya

- hehe, you are right.. all school components should be active to promote healthy life food.. what food do you usually eat in school?

Sonny Triyanto

- me? usually i like Uduk rice or maybe Noodle are,LOL

Tito Dimas Atmawijaya

- hehe, that's 'kampuang' food.. honestly, I like that too

Sonny Triyanto

- yeaah you know sir,indonesia have many stuning food and i think indonesia have rich culture food

Tito Dimas Atmawijaya

- but I think your food consumption is still healthy..

Sonny Triyanto

- but i think "are" noodle it's not sir, The reason it's the water it's use over and over again

Tito Dimas Atmawijaya

- oh really? I haven't bought it.. Why don't you tell directly to the seller?

Sonny Triyanto

- i don't know,i really don't have any idea sir.but, i think school know about it.

Tito Dimas Atmawijaya

- Oh maybe, you or me can suggest it to school administration or even to headmaster

Sonny Triyanto

- that's great idea sir, i agree with that

Tito Dimas Atmawijaya

- I think, starting from now, we should be more careful with unhealthy food.. that can be seen from trivial color of food..

Sonny Triyanto

- yeah espically for the new students in our school

Tito Dimas Atmawijaya

- yes, you will be elder brother for your 'brother' in your school.. so you should give them useful information about school, food, and etc

Sonny Triyanto

- so for that our school will get better than yesterday

Tito Dimas Atmawijaya

- Is it enough Mr. Afdal if we finish this discussion with Sonny? :D

Afdal Badarudin

- Yessss....Thank you so much Sonny for your chatting to Mr.Tito for the last few days. You did a great job. :D
- And thank you very much Mr.Tito for your time too.

Sonny Triyanto

- LOL! no problem! this totally awesome i can learn something for this conversation! hahahah

Afdal Badarudin

- lol I do love the way you chatted on.
- kalau nanti saya butuh bantuan kamu lagi, saya boleh hubungi kamu lagi ya, Sonny?

Tito Dimas Atmawijaya

- Thank you very much sonny, I hope we can continue another conversation, still in English.. keep spirit :D

Arina Ratu

- hello mr tito

Tito Dimas Atmawijaya

- hello arina.. are you ready for discussing?

Arina Ratu

- sure

Arina Ratu

- hello, can we started the discussion?

Arina Ratu

- what the topic today sir?

Arina Ratu

- okay
- if can started you can tell me sir

Arina Ratu

- well okay then
- hello everyone now i want to discuss about english as global language
- mr tito what do you think about english as global language?
- which one do you prefer english as global language or english as international language?

Tito Dimas Atmawijaya

- hello too Arina,
hmm.. interesting topic to be discussed.
I think both of them are almost same term.. Do you know where is the different between English as global language or international language?

Arina Ratu

- the different is International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. But English is a West Germanic language spoken originally in England, and is now the most widely used language in the world. It is spoken as a first language by a majority of the inhabitants of several nations, including the United Kingdom, the United States, Canada, Australia, Ireland and New Zealand.

Tito Dimas Atmawijaya

- Where do you copy the definition? from Wikipedia, right?

Arina Ratu

- yes
- i don't know
- well
- yap definition in my opinion then
- english as international language is common language right? in the country a lot of people who often use the English language

Tito Dimas Atmawijaya

- yes, in my opinion English as the global language because English has colonized many countries in past times so their language used by those countries

Arina Ratu

- yes thats right

Arina Ratu

- i think can be interpreted also as an international English language because English as undifferentiated based on their origins. Anyone users of English have the same right to use and to some extent can be creative with the language through its use can be understood by others in the international arena

Arina Ratu

- so is that correct if english become an international language means that a global language?

Tito Dimas Atmawijaya

- English as international language means that English is used by people in the world across the countries as their lingua franca (language for interactions globally used).. And has been formalized and choosed by the international recognized instiution like United Nations. and accepted internationally by many countries as their first or second language.

Tito Dimas Atmawijaya

- So English as international language means it is legalized by international institution and internationally used by other countries.

Tito Dimas Atmawijaya

- As a consequence, English becomes global language because it culturally influences other countries to adopt the language as Mr. Afadal's said..
- So, it relates each other. When The language becomes the international language, it will not be global language until it influences other countries' cultures

Arina Ratu

- so? it's mean international languange and global languange is the same?

Tito Dimas Atmawijaya

- I think the position of global language is higher than just international language even t

Arina Ratu

- why?

Tito Dimas Atmawijaya

- even some characteristics are same..

Arina Ratu

- yeah, i think so

Tito Dimas Atmawijaya

- As I stated before, English as international language is just recognized and legalized by countries and certain institutions while in global language, English can affect other countries culturally

Arina Ratu

- what do you think influence of English as global language?

Tito Dimas Atmawijaya

- Internationally, the influence of language can be seen when other countries in the world make a conference to discuss about certain issues
- or in personal, we can see it when someone goes to abroad, he/she will use English even if he/she is not in the place where the language used as first language.

- for example, when we go to Japan, the language that we speak is English if we can not use Japan

Arina Ratu

- yes i agree with you
- in my experience sometimes i use english when i chats with people abroad in omegle it's good it's can make me fluent in english language
- that's why english is really use as global language and international language
- how about your experience usse english language mr titio?

Tito Dimas Atmawijaya

- Yes I agree with you. It seems that you are like a college student because it is a linguistic discussion. But, I like it
- hmm, my experience in using language as international language is same with you..
- I use that language to chat with foreigners

Arina Ratu

- Do you think so? Thank you

Tito Dimas Atmawijaya

- I'm not British, but I use and even teach it now..

Arina Ratu

- Me too but do you know that british is difficult to use it I have to learn from another people I usually learn british english in television or allow how does they talk british english

Tito Dimas Atmawijaya

- It is about your choice whether you choose British or American accent. The basic thing is same.

I agree with you that British is more difficult to learn than America because I am accustomed to learn American accent and British is less clearer than America accent because as you know that this accent is from the Kingdom of England..

But if you like using British, you can open www.bbc.com or I have many copies of lessons in British

Arina Ratu

- Hmm I agree with you but I prefer america accent to british accent it's difficult for me but I like british accent it's unique

Tito Dimas Atmawijaya

- yes it's unique just like me, :)

Tito Dimas Atmawijaya

- hehe, just kidding,, ok

Arina Ratu

- So? What do you think about british accent or america accent is it good? Which do you prefer mr titio?

Tito Dimas Atmawijaya

- It is hard to choice
But I prefer America to British because I have accostumed to it
Do you think that someday English will not be International or global language? If yes or no, why?

Arina Ratu

- No, i don't think so

- because it seems like if you can't use another language we can use English so it's impossible for me to say that someday English will not be international or global language. Everybody in this world really needs English, you know it's important and now I think English has been international or global language, right Mr. Tito?

Arina Ratu

- that's my opinion, how about your opinion then?

Tito Dimas Atmawijaya

- I have a little bit of opinion.
Do you know that in the past, Greek language has been adopted to be international language? Because it was advanced in many fields of knowledge.
In the middle time, Arabic was also used as international language, language of knowledge, and language of exchange information.
Today, we use English because of the power from its knowledge and the world, including me and you, is using now.

But, it is possible that English will be replaced by another language for example Arabic or Mandarin because it is determined by the power of the country itself and also the spread of their cultures.

I think it is possible to be changed :)

Arina Ratu

- yeah exactly I agree with you sir
that's right it's too difficult if we use Arabic or Mandarin language because many people can't use those two languages

Arina Ratu

- yes I think so too :)

Tito Dimas Atmawijaya

- no, no. I mean English also has the possibility to be changed with Arabic or maybe Mandarin someday because maybe the English country is going to be weak, and Arab or China is going to grow and be strong. So, their language will be used as international language..

Arina Ratu

- yeah I understand
- I agree with you Mr. Tito

Arina Ratu

- so?
- if we use English language do you think that we can learn British accent?
- I want to try British language again maybe if we use this stuff I think English can evolve I guess one day people can use British accent as international language or global language
- but it is possible

Tito Dimas Atmawijaya

- You have to differentiate between English as British accent and English as international language. The accent can be varied whether it is American or British. But the important thing is English as a whole system from accent into is now an international language.

Arina Ratu

- yes sir
- that's right
- how about English as global language Mr. Tito? it's same? or different?

Tito Dimas Atmawijaya

- i want to ask a question.
Could Indonesian language be an international language or maybe a global language? if possible or not why?

Arina Ratu

- it's not possible right?

Tito Dimas Atmawijaya

- I ask your question from you first. I think we have passed the discussion about English as international or global language. It is almost same as my previous explanation and it is related term.

And now, you answer my question. :)

Arina Ratu

- okay then i answer you question sir
- it's not possible right? if Indonesian language be an international language or maybe global language
- *answer
- because it seems like Indonesian language is not too difficult as the other
- many people like Indonesian language and not a few foreigners can speak Indonesian
- why not? if one day Indonesian language can be international language or global language
- right?

Tito Dimas Atmawijaya

- can you explain what are the steps to make Indonesia as global language or International language?

Arina Ratu

- hmm i don't know
- *know
- let me think it over

Tito Dimas Atmawijaya

- hehe, so just a dream. how can we make Indonesia be international or global language if we don't know the steps? yes, please think it for a while

Arina Ratu

- yeah
- second develop that language like English language
- third try to speak like Indonesian people
- last introduce people how we learn Indonesian language
- maybe just like that Indonesian language can be international or global language that's my opinion okay
- how about you?

Tito Dimas Atmawijaya

- Yup. It can be.
I will add it. In international scale, we can take contribution in International arena such as humanity, knowledge, and etc. The most important we should develop advanced civilization.

In personal scale, we can open several programs abroad to develop Indonesian's language like open new Indonesian language programs there. Or maybe we can make a global software but it is written in Indonesia.

Arina Ratu

- that's good
- i like that
- a good opinion mr titu

thank you.
you too :)

Arina Ratu

- youre welcome
- what can we discussed again sir?
- hmm i guess i run out of topics

Tito Dimas Atmawijaya

- Honestly, I also run out it

Arina Ratu

- me too
- so? what we can discussed then?

Tito Dimas Atmawijaya

- hmm.. let's thinking maybe we can get some ideas.

Arina Ratu

- let e think it over
- *me

Tito Dimas Atmawijaya

- or ask to Mr Afdal. Let call him..
Mr. Afdal could you help us to find an interesting topic to be discussed about language or others?

Arina Ratu

- yess
- but he's offline
- is it okay if we distrub him this night?
- call it sir call it
- sir can i sleep?

Tito Dimas Atmawijaya

- so, there is no other opinion, we must find it self.
It is impolite to call him in late night..
Arina, don't you usually sleep?

Arina Ratu

- yes that's it
- i wanna sleep but this disscusion it's not finish yet

Tito Dimas Atmawijaya

- hoamm, yeah I think you'd better to sleep.. It's been late night, and certainly your parents have to ask to you to sleep.

Arina Ratu

- that's true
- okay sir i sleep sir good night see you we will disscused tomorrow :)

Tito Dimas Atmawijaya

- see you tomorrow,
have a nice dream :)

Dick Jones

- Good Evening Mister Tito. how are you today?

Tito Dimas Atmawijaya

- hey, rizaldi.. before discussing,, add me please..
Sorry for making you waiting too long.. I'm great as you saw me in the class..

Dick Jones

- I've already added you, mister. Thank you
- Mr. Tito, what do you think about online games ?
- Which one do you prefer, online games or offline games ?
- If you ask me, I prefer offline games than online games.

Tito Dimas Atmawijaya

- hmm, I prefer offline games because it needs less effort to be played than online games.. Why do you prefer online games?

Dick Jones

- I can meet new friends

Tito Dimas Atmawijaya

- I think I agree with you that we can also make new friends from online games at that I used to play online games

Dick Jones

- And what do you think about food?
- Which one do you prefer, pizza or spaghetti?

Tito Dimas Atmawijaya

- hmm, I think I prefer Ketoprak than your food's choice..
But, If I have to chose I prefer spaghetti because it is more delicious.

Tito Dimas Atmawijaya

- I like pasta too.. how about you?

Dick Jones

- I like pasta too..

Tito Dimas Atmawijaya

- Do you know that the most delicious food in the world not pasta or pizza, but rendang? I have heard this information for several months ago from the article in the internet

Dick Jones

- hmm.. rendang? It's super delicious

Tito Dimas Atmawijaya

- Are you from Padang?

Dick Jones

- No, why?

Tito Dimas Atmawijaya

- hehe, I think you are from Padang because you like rendang

Dick Jones

- some people are liking it right?

Tito Dimas Atmawijaya

- of course people like rendang, it is delicious..

Dick Jones

- hehe.. it's true

Dick Jones

- hehe.. it's true
- mr.tito, how can you explain about english in our country?

Tito Dimas Atmawijaya

- English is not first language in our country. But, English has been important language in our country since it has been international language
So, the role is still important

Dick Jones

- Why don't we use our own language?

Tito Dimas Atmawijaya

- We still use it only in Indonesia. AS you know that if our language wants to be used in international arena, it must have international convention from other countries in the world

Dick Jones

- Is there any possibility we can use our language into an International language?

Tito Dimas Atmawijaya

- I think it can happen. The strategy is to spread Indonesia's influences in various fields such as economics, politics, military, education, language, and etc..
- Because American or Great Britain always influences their cultures through International institution and their roles in solving many cases.

Dick Jones

- Are you sure this will not be a problem ?

Tito Dimas Atmawijaya

- What do you mean by problem?

Dick Jones

- Did you know that our country have a lot problem ? example: like politics,economic,even entertainment and etc.

Tito Dimas Atmawijaya

- hehe, it is a challenge not a problem. We can solve it, right?
American and United Kingdom has only problem too but they can solve it.

Dick Jones

- I have no doubt about that

Tito Dimas Atmawijaya

- me too

Dick Jones

- Hope that our language can become an international language

Tito Dimas Atmawijaya

- Hope will be hopeless if there is no action

Dick Jones

- Action will not occur if there is no will

Tito Dimas Atmawijaya

- Yes both of them are like coins, right? It can not be separated

Dick Jones

- Yes it's true
mr.tito, let's finish this conversation, maybe next time we can continue our conversation, how about it?

Tito Dimas Atmawijaya

- oke. next time. see you :)

Tito Dimas Atmawijaya

- Hei, Rizaldi.. where are you?

Dick Jones

- I'm here, mister.

Dick Jones

- Sorry I haven't got any ideas for the discussion.
- maybe we can do this discussion on another day.
- What do you think, Mr.Tito?

Tito Dimas Atmawijaya

- Oke. Maybe Mr Afdal could help us to find good topic to be discussed?

Dick Jones

- Mister, what do you think about homework? is harmful or helpful?

Tito Dimas Atmawijaya

- Oh it is very helpful because it can help you to get more practice about what you have learned in class..

Dick Jones

- But, most student think that homework is harmful

Tito Dimas Atmawijaya

- harmful for in what matter? I don't think so. I used to go to school in senior high school. And now I regret that why my teacher didn't give more homework. because I feel advantages for the homework now

Dick Jones

- So the most student have got the wrong point of view about homework, isn't it?

Tito Dimas Atmawijaya

- yes, I think.. the most important thing is you can have more practice.. The homework should be practical not only theoretical

Dick Jones

- So that's why homework are so helpful. is it true?

Tito Dimas Atmawijaya

- Yes homework is helpful for students if they do it regularly

Dick Jones

- alright then, what do you think about competition? is it good?

Tito Dimas Atmawijaya

- competition for what? I think in general it is good because we can be the best just when we compete with each others

Dick Jones

- but what about competition in terms of badness? is it good too?

Tito Dimas Atmawijaya

- Of course it is bad. when you lose than you don't accept it. or when you compete with each others than it is about competition of making something bad, for example competition of bullying, cheating, and etc. It is absolutely bad

Dick Jones

- But if we don't compete each other, will this be bad?

Tito Dimas Atmawijaya

- naturally, we compete each others even before we were born in this world..

Dick Jones

- and, in what terms is it?

Tito Dimas Atmawijaya

- we compete with each others in the class, work, and etc

Dick Jones

- are we realize that we're competing each other?

Tito Dimas Atmawijaya

- we should realize it..

Dick Jones

- but..
- but we were very difficult to realize it, right?

Tito Dimas Atmawijaya

- sometimes.. we should realize in case there are people and also there are purposes and achievements that should be got. that is an indicator we are competing each others

Dick Jones

- okay then, I think we might continue this conversation on the next day.

Tito Dimas Atmawijaya

- all right.. see you then

Dick Jones

- bye, see you tomorrow mister.

Dick Jones

- Good evening Mr.Tito.

Tito Dimas Atmawijaya

- Good night Rizaldi..

Dick Jones

- Am I interrupting your rest?

Tito Dimas Atmawijaya

- oh okay, do you have something to be discussed?
- no. no I am just doing something

Dick Jones

- yes, I want to ask you about this holiday.

Tito Dimas Atmawijaya

- sure. what's your question?

Dick Jones

- How to spend a good holiday in your opinion?

Tito Dimas Atmawijaya

- In my opinion, holiday is a time when we can get more relax than usual.
- if we want to spend a good holiday, we should consider about several things
- our interest, money, and destination

Tito Dimas Atmawijaya

- sometimes, we have high interest but low money and long distance destination.. it will be bad holiday
- and vica versa
- so, pay attention to those factors
- Actually, my holiday is a time when I prepare anything in my later busy day..

Dick Jones

- oh, should we enjoy our holiday?

Tito Dimas Atmawijaya

- I read book, plan a big plan, travel around with the cheap expense, and etc
- Yes, even we spend holiday in our home, we should enjoy it
- the most important thing we can prepare for our next planning and level and we can gather with our beloved family members :)

Dick Jones

- What if life without a holiday?

Tito Dimas Atmawijaya

- life will be empty,, hehe
- when human works all the time, he/she will be like a robot
- so, that's one of different between human and robot
- just like you when you play games to avoid boring
- ^_^

Dick Jones

- alright then, thank you for answering my question.

Tito Dimas Atmawijaya

- yes, what is your opinion about holiday, then?

Dick Jones

- my opinion about holiday, is the time when you can enjoy doing something with no pressure in mind, i think.

Tito Dimas Atmawijaya

- yes, I also agree with your opinion

Dick Jones

- okay, thank you and good night.

Tito Dimas Atmawijaya

- okay, thank you.. are you playing game right now?

Rizki Saputra

- Good evening mr.tito and mr.afdal badarudin.

Rizki Saputra

- What the topic sir?

Tito Dimas Atmawijaya

- according to you should smoking be banned?

Rizki Saputra

- Why we must banned smoking sir?

Tito Dimas Atmawijaya

- no. I ask to you should smoking be banned?

Rizki Saputra

- Yes, because if we smoke it can bring more harm than good. For their healty and many people.

Tito Dimas Atmawijaya

- I agree that smoking should be banned..

Rizki Saputra

- But sir, if we banned smoking, what about the smokers?

Tito Dimas Atmawijaya

- smokers should not smoke anymore

Rizki Saputra

- But in another side smoking is lifestyle or daily routines for smokers. Its not easy for smoker to leave smoking. Maybe there's many way to banned smoking.

Tito Dimas Atmawijaya

- yes, if something has become a habit, it will be hard to free away from there. So, I agree with you to do persuasive call to smokers maybe from your friends..

Rizki Saputra

- Yes sir I agree with your statement. We must give a persuasive for them. Like we use a dangerous from smoking

Tito Dimas Atmawijaya

- yes, the important thing we should share about it's dangerous

Rizki Saputra

- Yes because many smokers know about the dangerous but not understand. We must explain to them.

Tito Dimas Atmawijaya

- I agree. so what is you opinion about if we ban smokers to smoke than the cigarettes manufacturer will be closed?

Rizki Saputra

- Hmm sir, we must think about the cigarettes company, because if they bangcrupt sir.

Tito Dimas Atmawijaya

- yes, how? I mean can you explain the steps to give advantages to the cigarettes company even if they are closed?

Tito Dimas Atmawijaya

- Can you answer my questions Rizky?

Rizki Saputra

- What the questions sir?

Tito Dimas Atmawijaya

- this question: can you explain the steps to give advantages to the cigarettes company even if they are closed?

Rizki Saputra

- I can't explain because I think. We can't give they are a reason.

Tito Dimas Atmawijaya

- In my opinion, the ciggarates' company can turn into another business which is more advantages and useful for people in Indonesia..

Rizki Saputra

- like what?

Tito Dimas Atmawijaya

- For example, they can sell another plants in Indonesia like tomatoes, apples, durian, and etc

Rizki Saputra

- but whats about competition between the company?

Tito Dimas Atmawijaya

- we must make health competetiton which is no monopoly between them

Rizki Saputra

- But its too late and its too difficult to explain them sir. Because they are must be give us a reason why they're don't want to close their company

Tito Dimas Atmawijaya

- yes, it is.. I think the government should manage it.. they should negotiate to cigarrets' company then explain them about dangerous of smoking..

Rizki Saputra

- Yes its sounds good. But we must know. Its not easy. And like many smokers doesn't care about the dangerous. And still smoking.

[Tito Dimas Atmawijaya](#)

- yes, it;s not easy. But we should try and try until we are succes.
you can click this link
<https://www.facebook.com/photo.php?fbid=10151832852265055&set=a.10150407952575055.623728.826980054&type=1&ref=nf>



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[Wall Photos](#)

by: [Altaji Bassam Samir](#)

[Rizki Saputra](#)

- Sorry but I can't see the link siir because I online with bb not in pc

[Tito Dimas Atmawijaya](#)

- yes, that link is about picture of dangerous smoking..

[Rizki Saputra](#)

- Ohh sorry sir I can't open that link.

[Tito Dimas Atmawijaya](#)

- yes, the government will negotiate the companies about dangerous of smoking with health recommendation from doctors or showing the pictures

[Rizki Saputra](#)

- great idea sir. but if we showing the pictures it can make smokers open their eyes and stop smoking?

[Tito Dimas Atmawijaya](#)

- probably.. Do you have another opinion? can you tell me?

[Rizki Saputra](#)

- its so hard to make smokers stop smoking. maybe goverment can give punishment to smokers.

Tito Dimas Atmawijaya

- of course government should give punishment to them and it is reflected with the local government rules in Jakarta to fine smokers who smoke in public area

Rizki Saputra

- but sir many smokers don't know the rules because the government don't publish the rules

Tito Dimas Atmawijaya

- yes, that's the problems of educating to public.. lack of socialisation

Rizki Saputra

- yes. so many smokers got the punishment but they're don't know the rules

Tito Dimas Atmawijaya

- yes, so as student, you can start from small steps from your friends. and later if you are getting older and older you can stop smoking behavior start from your family and people

Rizki Saputra

- yes but in another hand if i tell to my friend. they're don't want to understand and still smoking

Tito Dimas Atmawijaya

- no problem, just conveying the truth consistently and they will actually receive your advice even though they don't do it what you say.. but later they will do it.

Rizki Saputra

- okay how about the government i never heard that smokers stop smoking because the government. maybe government never give punishment just for make smokers afraid

Tito Dimas Atmawijaya

- yes, that's right..
- I think they should be given a tight punishment maybe decreasing their salary, jailing smoker, or something else

Rizki Saputra

- hmm. i think the government must wake up.

Tito Dimas Atmawijaya

- yes.. please wake them up with water.. hehe

Rizki Saputra

- LOL haha. i think with jailing the smokers is it too much sir.

Tito Dimas Atmawijaya

- I think jailing is same portion when smokers give their smoke to the passive smokers because it can cause fatal diseases and even the death
- adzhan.. let's pray first..

Rizki Saputra

- but we must think about their family brb

Tito Dimas Atmawijaya

- yes, that's one of effect that makes them scare.. of course, we can not enter them to the jails that are containing of killers, robbers, and etc.. this is the jail for the smoker and there will be some therapie for doctors or pyschologist.. that's my opinion

Afdal Badarudin

- Jail for smokers? I think its too much sir

Tito Dimas Atmawijaya

- hmm.. maybe it too much,, but as you know health damage that is caused by smoking is more harmful than jail itself..

Rizki Saputra

- But sir, in indonesia smoking its legal so if we want to jail them. Its not realistic

Tito Dimas Atmawijaya

- hehe, as I stated before that is a big step in order to make them stop smoking... first, we should do the preventive way such as give them persuasive call to stop their smoking habit. second, give the pictures about dangerous of smoking..third, in government rule, change cigarette company to the another company..fourth, give smokers special room. the last, jail them if it is necessary, of course if all those actions has been applied

Rizki Saputra

- Yes I agree, but in third rules. Its not easy to change cigarette company to another company, we must think about the place, about the company.

Tito Dimas Atmawijaya

- yes, of course.. it means we should try it before we give up because we basically agree smoking is harmful for our health

Rizki Saputra

- Yes I know. But in another side we must think about many things. Like what the government. Its not easy.

Tito Dimas Atmawijaya

- ok I agree.. I think my solution is suitable for people who seriously concern about that
- Yes, it's all our concern, government and society who will think about the place for new transformational cigarette company. So not to worry Rizki

Rizki Saputra

- ok. but if we want to change cigarette com[any to another company for example cosmetic. it mean many tobacco farmers will get angry and demo. because it can make farmer stopped their work

Tito Dimas Atmawijaya

- haha, don't be afraid of that.. if you want to keep Indonesia's people health, you should change the way of people think.. tobacco farmers could produce another things which are still related to their products..

Rizki Saputra

- how about the farmer of tobacco?

Tito Dimas Atmawijaya

- you can read this article,,
<http://www.tahukahkamu.com/2011/12/10-manfaat-tembakau-selain-sebagai.html>



10 Manfaat Tembakau Selain Sebagai Bahan Rokok | Tahukah Kamu?

www.tahukahkamu.com

Tahukah Kamu?: 10 Manfaat Tembakau Selain Sebagai Bahan Rokok - Tahukah Kamu adalah situs web yang berisi artikel-artikel pilihan yang mengandung ilmu pengetahuan, gaya hidup, teknologi, dan lain-lain

Tito Dimas Atmawijaya

- this is one of alternative to change tobacco farmer who produces smoke to the best products

Rizki Saputra

- oke we must publish this!! for make people know the alternative.
- but what about the income?

Tito Dimas Atmawijaya

- Yes, surely I agree.
I think they can bigger and healthier income than they produce tobacco for smoke.. they will not be pursued by 'sin' itself when they make people's health become bad

You can read this article to know more detail about income..

Rizki Saputra

- yes i already read this article. but the farmer talk about their income.

Tito Dimas Atmawijaya

- First from health's income:
They can gain their income from anti cancer, anti HIV AIDS, antibody, and etc
Then they can gain from bio fuel industry.. It's larger than cigarettes

Rizki Saputra

- but they cant understand sir. in another side. they just know that cigarettes is a bigger income than anything

Tito Dimas Atmawijaya

- Try to make them understand is the best choice to avoid our generation to become smoking addictive that will damage their health.. It's government task to do it.

Rizki Saputra

- ok. i agree. but when? until now i never hear the goverment try to stop cigarettes.

Tito Dimas Atmawijaya

- haha,, that's dilemma of government. one another side they say smoking is harmful. another side they want to make cigarettes become big income for our country itself..

So, in this position, they should choose the priority.. whether health or economical factors

Rizki Saputra

- yes i agree. and we must think if the farmer still dont want change?

Tito Dimas Atmawijaya

- yes that's right

Rizki Saputra

- what the solution if the farmer don want to change?

Tito Dimas Atmawijaya

- try and try and find anti smoking tools... it's our duty

Rizki Saputra

- its need long time. but our time is not only make cigarettes company stop their company. many things we must do.

Tito Dimas Atmawijaya

- one of them to campaign healthy life style.. we must be patient..
it's necessary to make them turn into another business or make cigarettes become luxury and expensive things in this country

And how about you rizky? will you be like government? knowing harmful of smoking but avoiding the risks from the avoidance?

Give the alternative like I give you many alternatives.. :)

Rizki Saputra

- yes sir. we can discuss it later. now im offline

Tito Dimas Atmawijaya

- okay rizky.. nice to discuss with you

Tito Dimas Atmawijaya

- Hai Agistia, how are you? Do you have something to be discussed? :)

Agistia Riri

- I'm fine Mr Tito, how with you?
how with the holiday? we can discuss about holiday
Where are you to go to holiday?

Tito Dimas Atmawijaya

- oh, i'm fine as usual..
my holiday will be great and I am planning it now.. hmm,, actually I will go to seribu
Island in north Jakarta, Sukabumi, and many more.. how about you?

Agistia Riri

- I am planning to move home and school .
Seribu island its wonderful place right?
What do you think about that place?

Tito Dimas Atmawijaya

- where do you want to move?
do you have any problems?
Yes, of course.. it's an amazing place to be visited..

Agistia Riri

- I will be moving in bpk penabur tasikmalaya, nothing problems but my dad works
there.

Tito Dimas Atmawijaya

- hmm, Tasikmalaya is my hometown.. and as I know bpk penabur is Christian school.
Are you Christian?
Tasikmalaya is lovely place to live.. so you will not live in Jakarta again right?

Agistia Riri

- Really? Yeah its a good place I loved too !!
No, I'm Islam, not too. Don't tell everyone until my mom go to school to give the
letter to move :p its still secret

Tito Dimas Atmawijaya

- there are my 'uwas' (elder sisters of my father in terms of Sundanese) there.. Okay I
will not tell it.. so, your holiday will be in Tasikmalaya.. what is the most favorite part
in there?

Agistia Riri

- Maybe yes , Since I haven't come to any place in tasikmalaya , so I don't have How about you? You have favorite part in tasikmalaya?

Tito Dimas Atmawijaya

- My favorite place in Tasikmalaya is Pangandaran beach.. I think that place is wonderful..

Agistia Riri

- I haven't been over there, I hope can be over there

Tito Dimas Atmawijaya

- Actually, I am planning to go there this holiday to visit my relatives there.

Agistia Riri

- Why do you plan to get there? There are other reasons?

Tito Dimas Atmawijaya

- no.. no..that's my main reason.. maybe another reason is I want to have new experience to visit there

Agistia Riri

- good thinking, I hope to meet you there: D
Today I have not seen you in school, where do you go?

Tito Dimas Atmawijaya

- because I had another agenda...
okay, if I go there, I will try meeting you
what is your most favorite place to be visited in holiday?
is it Bali? Lombok? or another place?

Agistia Riri

- my favorite place is my grandmother home, what about you? What are you favorite place?

Tito Dimas Atmawijaya

- where is your grandma house? my favorite place is in Lombok.. Even though I haven't gone there, I think Lombok is more beautiful than Bali

Agistia Riri

- Semarang , you have another topic of conversation?

Tito Dimas Atmawijaya

- Maybe, you can share to me if you have another topic.. I have no idea

Agistia Riri

- How do You know Mr. afdal?
How do you know him?

Tito Dimas Atmawijaya

- he is my junior in English Department.. but he is good at English

Tito Dimas Atmawijaya

- maybe, Mr. Afdal could share another topic to be discussed?

Agistia Riri

- where can I see a list of conversation from Mr.afdal?

Afdal Badarudin

- yep please choose one :D

Tito Dimas Atmawijaya

- I think I choose number 1; "Is global climate change man-made?"
What do you think Agistia

Agistia Riri

- How about 14 ? Should cigarette smoking be banned?
Maybe you can call me agis ,we are friend right? Lol

Tito Dimas Atmawijaya

- okay.. what is your opinion about that?
- agis

Agistia Riri

- do you smoke? What is your opinion about cigarettes?

Tito Dimas Atmawijaya

- no, I don't..
- I think smoking is harmful for us

Agistia Riri

- I don't like cigarettes very much

Tito Dimas Atmawijaya

- Yes, but I see many women, smoking today.. do you know what happen to her?

Agistia Riri

- a person smoking due to frustration, affected, or desire, So reasonable only if women smoke, But I don't smoke Hahahahah

Tito Dimas Atmawijaya

- yes, i don't like them too...

Agistia Riri

- Do you smoke ?

Tito Dimas Atmawijaya

- nooo
- I hate smoking

Agistia Riri

- Why?
Me too

Tito Dimas Atmawijaya

- because it's dangerous for our health.. it can damage our body.
women who are smoking is very bad in my eyes

Agistia Riri

- My father was a heavy smoker, And I really hate when he smokes in front of me

Tito Dimas Atmawijaya

- Yes, you can tell to your fathers politely about it's danger..

Agistia Riri

- I think useless to tell him, he is a very very heavy smokers, so it's very difficult to make him stop. even my family and tired him

Tito Dimas Atmawijaya

- don't give up, just try again but remember it must be polite..
When he smokes, don't be near him...

Agistia Riri

- me and my mother is trying harder to him, let's hope it works

Tito Dimas Atmawijaya

- I think that's a challenge to stop bad habit of your father..
don't give up

Agistia Riri

- Thank you Mr. Tito, I won't give up. keep the spirit

Tito Dimas Atmawijaya

- Yes.. do you have another topic to be discussed?

Tito Dimas Atmawijaya

- or I will continue, still about smoking..
how can we stop smoking habit in Indonesia? do you have an opinion?

Agistia Riri

- I think there are so many smokers in indonesia and is very hard to invite them all to
avoid cigarettes

Tito Dimas Atmawijaya

- Yes.. it's hard but possible, right?
Starting from the government policy

Agistia Riri

- I thought the Government was often breaking it, And Government policy is very small

Tito Dimas Atmawijaya

- okay, an interesting topic..
Yes, I think film can be used for learning English.. It is fun and easy to learn English with film

Tito Dimas Atmawijaya

- what film do you like?

Adhim Sastramidjaja

- Yes,you're right mr.tito.hmmm I think I like many films such as real steel,transformers saga,fast five,pirates of the caribbean,the dark knight,the avengers,etc.it's because of an interesting stories.

Tito Dimas Atmawijaya

- yes.. I like action movie too.
how can you learn English from film? can you share?

Adhim Sastramidjaja

- yes,i can.ok so i from the many film,i can understand the way of stories and their discussion of the film for add my vocabulary knowledge.that's my purpose of the film
- sorry i nya tadi keketik

Tito Dimas Atmawijaya

- yes, do you usually watch film with or without subtitle

Adhim Sastramidjaja

- I usually watch film with subtitle.without subtitle,sometimes I can't understand what are they talking about?

Tito Dimas Atmawijaya

- Maybe, I have tips for you. If you watch film in English, you should use with or without subtitle.. if you use subtitle, use with English subtitle.. if you don't know the meaning, you can pause it and find the meaning in dictionary

Adhim Sastramidjaja

- Wow,that's a nice tips from you.I'll try it if I watch film.thank you for your tips)

Tito Dimas Atmawijaya

- yes.. film provides great knowledge for learning English. I have a student. he does not take English course, but he can get English score about 9.. because he often sees film without subtitle..

Adhim Sastramidjaja

- Yes I think so.that's very excellent student.I really really want to try it immediately.is he the highest english score in the class?

Tito Dimas Atmawijaya

- I think you can try it.. hmm.. yes, he is one of the highest score in class.. What is your most favorite movie?

Adhim Sastramidjaja

- Hmm my most favourite movie are transformers saga and fast five.because the action is absolutely amazing

Tito Dimas Atmawijaya

- hmm.. that's also my favorite movies.. why do you like them?

Adhim Sastramidjaja

- Because of the effect computer,the actor/actrees,the acting,&the action are really really awesome.and also they are paid very expensive.

Tito Dimas Atmawijaya

- yes,, it's like me, right? hehe,, just kidding..
Then, you can also learn from their pronunciation to make you become fluent in speaking English

Adhim Sastramidjaja

- OMG,whatever wkwk.yeah,you're right mr.tito.I always learn for that

Tito Dimas Atmawijaya

- haha, I think you got shock when I said those actors are like me,, maybe someday #dreaming

yes just learn from it. of course you should also select the cultures, only positive one you can take for your life)

Adhim Sastramidjaja

- i'm really sorry i recently open my account facebook.that's nice suggestion from you mr tito.thank you.i'll try it

Tito Dimas Atmawijaya

- okay.. do you have something to be discussed?