

CHAPTER V

CONCLUSION AND SUGGESTIONS

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5.1. Conclusion

The Indonesian elementary students can produce polite utterances in English although it is limited since they are not brought up in the native speaker settings. Besides that, their linguistic acquisition of the second language has not fully developed. In their age, they just tried to get meaning and simple structure of the second language; therefore, it is impossible to hope that they can produce complex and various polite utterances in English.

In requesting, elementary students often use the pattern: "May I...?" when they are interacting with the teachers. They also use off-record FTA to make their requests politer than saying directly their intention. The use of off-record FTA here is marked by the presence of implicature, it means that there is something implied from what is being said. On the other hand, in the student-student interaction, the students tend to use baldly on-record FTA. It is understandable since both the speaker and the hearer have the same relative power, no one has more power than the other, and close social distance. The use of baldly on record on requesting is not felt rude because they share a common agreement in their class society.

Teachers' role is very important in giving input to the students besides other media. By understanding meaning and getting the pattern spoken by the teachers, the students can gradually improve their linguistic acquisition.

The result of this study justifies the politeness theory of Brown and Levinson (1987). Almost all of the students tend to use negative strategy when facing with their teachers. By doing that, they try to show their deference to the teachers while the use of off-record FTA is to reduce the impression of forcing someone to do the request. Brown and Levinson also propose three dimensions, P (relative power), D (social distance), and R (ranking of imposition) which are important to choose one of the politeness strategies. The students in this study seems realize these three dimension. They know to whom they should use certain strategy.

5.2. Suggestion

The study on linguistic politeness is important in the second language learning since learning a language cannot be separated from the cultural background. Of course for the first time the second language learning only focuses on the communicative function. The students are encouraged to use English for communicating, but in the later developmental stage the students should be introduced to the culture in which the target language is used. It is because what is considered polite in our society may not be the same in other society of different culture. By doing so, the English second language learners will be well accepted when they really meet the English native speaker.

The writer in doing her study had difficulty in finding the textbooks about linguistic politeness. In fact there are a lot of books in this topic which have been

published, but the writer found only one book on the topic of politeness in the library of Widya Mandala University. Considering that linguistic politeness is one of the important issues in linguistic area, it is a good idea if the library of Widya Mandala University adds books on this topic. It would be a great help for the future researchers on this topic.

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