CONVERSATIONAL CLOSINGS
OF SPOKEN MODEL TEXTS
IN STUDENTS' BOOK *SMART STEPS GRADE VIII*

a final project

submitted in partial fulfillment of the requirements

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by

Paramita Yuneni

2201405033

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY

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SURAT PERNYATAAN

Dengan ini,

Nama   : Paramita Yuneni

NIM   : 2201405033

Jurusan/prodi : Bahasa dan Sastra Inggris / Pendidikan Bahasa Inggris

Fakultas   : Bahasa dan Seni

menyatakan bahwa skripsi yang berjudul

CONVERSATIONAL CLOSINGS

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IN STUDENTS' BOOK "SMART STEPS" GRADE VIII

saya tulis benar – benar dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana benar – benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, wahana computer, maupun sumber lainnya, telah disertai keterangan identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing skripsi ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi skripsi ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap tata cara dan konvensi penulisan karya ilmiah, saya bersedia menerima konsekuensinya.

Semarang,

Yang menyatakan.

Paramita Yuneni

Love live, engage in it, give it all you have got.

Love it with a passion, because life truly does give back,

many times over, what you put into it.

(Maya Angelou)

To

My beloved parents, Sutarno and Kusmar Yuneni;

My sister and brothers Intan, Armaz and Yudha;

Teguh Setio Purnomo

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ABSTRACT

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Key words   : Language skills, textbooks, closing strategy.

As a matter of fact, English teachers depend much on textbooks in teaching. Therefore, the content of texts should be appropriate and the model texts should also be included in it.

The study concerns with the spoken model texts in one of the textbook named *Smart Steps grade VIII*.

A descriptive qualitative approach was used in this study. The data were collected from the spoken model texts of students' book *Smart Steps grade VIII* published by Ganeca Exact. After getting the data, I read them all. Then, I identified the closing strategy by underlining them. Next, I classified them based on the theory of Schegloff and Sacks. Then, I interpreted and analyzed the finding in the form of sentences.

After classifying the data, I found that all the conversations apply the closing strategies. Two out of 15 conversations analyzed apply a positive Face Saving Strategy; a positive comment is found in one conversation, an imperative to end strategy is found in one conversation. Ten conversations apply a combination positive and a negative politeness strategy; a goal strategy is found in three conversations, a summary strategy is found in four conversations and an expression of thanks strategy is found in three conversations. Last, three conversations apply a solidarity strategy; a plan strategy is found in two conversations and a mentioning the name of the speaker strategy is found in one conversation.

Therefore, it can be suggested that the teachers should pay attention in providing good spoken materials for their students by concerning the closing strategy, because without that closing strategy it is culturally awkward and unwise to close a conversation.

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CHAPTER 1

INTRODUCTION

Chapter I consists of seven sections. They are background of study, reasons for choosing topic, statements of problem, objectives of study, significance of study, scope of study, and outline of report.

1.1 Background of the Study

Language defines as a means of communication. People use the language to transfer their thoughts, application, experience and anything to others. If the others can understand the language, of course they will react as what the people say. Without language, we cannot communicate with others. In common, language is divided into two parts; they are spoken and written. From the description, we know that we can do communication in two ways, spoken and written. Angelica Weathersby said one of the most essential differences between written and spoken English is the degree of formality.

Ronald Wardhaugh (1985:4), as cheated by Jeffs and Smith (1999), said you must have a well-developed feeling about what you can (or cannot) say and when you can (or cannot) speak. You must know how to use words to do things and also exactly what words you can use in certain circumstances. And you must be able to supplement and reinforce what you choose to say with other appropriate behaviors: your movements, gestures, posture, gaze, and so on. You must also attune yourself to how others employ these same skills.

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Conversation is an activity which includes two or more participants who talk about something. Therefore a conversation can only happen if there are at least two participants who are involved in it. Wardhaugh (1985:157) said that cooperation should also be done in closing a conversation in order to achieve a satisfying ending for all participants

According Theodore Zeldin conversation is a meeting of minds with different memories and habits. When minds meet, they don't just exchange facts: they transform them, reshape them, draw different implications from them, engage in new trains of thought. Conversation doesn't just reshuffle the cards: it creates new cards.

For a successful conversation, the partners must achieve a workable balance of contributions. A successful conversation includes mutually interesting connections between the speakers or things that the speakers know. For this to happen, those engaging in conversation must find a topic on which they both can relate to in some sense. Those engaging in conversation naturally tend to relate the other speaker's statements to themselves. They may insert aspects of their lives into their replies, to relate to the other person's opinions or points of conversation.

Conversations do not just end, rather they must be closed, through an elaborate ritual. One must take into account the fact that conversation endings involve inherent face threats.

As the international language, English is very important for communicating all over the world. For a successful conversation, the partners must achieve a workable balance of contributions. A successful conversation

includes mutually interesting connections between the speakers or things that the speakers know. Lots of people try to learn this language. Even, parents at present will do anything to make their children study English easily. For example, send their children to the school whose basic is English, or at least, most of the programs are English.

As an English teacher in the future, it is really important for me to find materials those are appropriate in developing students' skill in studying English. The materials can be found in the students' book or in textbook. Unfortunately, there are only few books that provide suitable materials for the children. The children in Junior High for example, are still in the process of learning a very new language that is English. If the books give improperly materials, the students cannot learn such good English. And because there are two parts in language, spoken and written, they will not reach a good level whether it is in spoken or in written.

I noticed that there were some studies conducted related to textbook and speech. For example, a study written by Eka Nur Intani in 2009, the problems discuss in this study are what speaking materials in the textbook The Bridge English Competence for Junior High School grade VII published by Yudhistira and whether the speaking materials of the textbook are compatible or not with the latest curriculum, which is School Based Curriculum.

The next research was conducted by Rochmiyatun in 2009. The problems that have been discuss in this study are what speech functional expressions displayed in the course book *Let's Express It in English for Seventh Graders* and

whether the speech functional expressions of the course book are compatible or not with the latest curriculum, that is School Based Curriculum.

Considering all of the studies, I view that there is still an area of study that has not been explored. This area is the students' speaking material that analyzed by the conversation closings. Therefore, the writer will discuss the area in this study.

From the explanation above, it can be inferred that there is a relationship between conversations, closing strategy, students' book, and also speaking materials. When students are in the process of learning English, they need "things" to help them in managing English. The very simple one is books. Since they are still in the process of learning, or called beginners, the books must have good quality. The books must give good examples or materials in every language skill, include the speaking materials. If the books give improperly materials, they cannot learn such good English. They represent the beginners who are still in the process of learning English, Junior High School students, for instance.

Speaking materials usually present examples of conversations. Closing strategy is needed in the conversations, because this indicates that the conversations do not need to be continued.

Realizing to this situation, I conducted this study to observe the closing strategies of spoken model texts in students' book *Smart Steps grade*

1.2 Reasons for Choosing the Topic

Closing strategy is very important in a conversation, because without that closing strategy it is culturally awkward and unwise to close a conversation.

As a student who takes *Pendidikan Bahasa Inggris*, it is very important for me to be aware of the materials provided in the students' books.

This study is conducted to observe the closing strategies provided in the textbook *Smart Steps Grade VIII* published by Ganeca Exact in 2005.

1.3 Statement of the Problem

The problem in this final project is how closing strategies are realized in the spoken model texts of *Smart Steps grade VIII*.

1.4 Objective of the Study

The objective of this study is to explain how closing strategies are realized in the textbook *Smart Steps grade VIII*.

1.5 Significance of the Study

The result of this study is expected to be able to help the teachers in teaching English and providing good spoken and written materials for the students and help the English Department students in understanding the closing strategies.

Since closing a conversation is not easy, hopefully this study would also become one of references for people to close their conversations.

1.6 Scope of the Study

This study concerns with spoken discourse and is particularly limited to conversations. The conversations analyzed are those which in the speaking materials of student book *Smart Steps grade VIII*. They are only analyzed based

on their closings. There are 15 conversations analyzed. All the conversations are taken from the speaking material of each chapter.

So, the data are in the form of conversational text.

1.7 Outline of the Report

This final project consists of five chapters. Chapter 1 covers general background of study, the reasons for choosing topic, the statement of problems, the objective of study, and the significance of study.

Chapter 2 presents the review of related literature in which I discuss about the review of theoretical studies, and theoretical framework.

Chapter 3 discusses about method of investigation consisting approach of the study, date source, data, procedures of collecting data, instrument, and procedures of analyzing data.

Chapter 4 presents the finding and discussion. In this part, the discussion of positive face saving strategy, combination of positive and negative politeness strategy, and solidarity strategy is presented.

Chapter 5 presents the conclusion and suggestions of the study which was done from the first chapter up to the last chapter.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Review of related literature presents three parts. Part one is, part one is review of previous study, part two is review of theoretical studies, and part two is theoretical framework. Each part will be discussed as follows.

2.1 Review of Previous Studies

Review of previous study discusses about the studies that have been done before, relate to the topic of this research.

Research in this area includes research conducted by Rochmiyatun. The problems that have been discussed in this study are what speech functional expressions displayed in the course book *Let's Express It in English for Seventh Graders* and whether the speech functional expressions of the course book are compatible or not with the latest curriculum, that is School Based Curriculum.

A descriptive qualitative approach was used in this study. Data were collected from the course book *Let's Express It in English for Seventh Graders Published by Municipality Semarang* in 2004. After getting the data, the writer analyzed the data by mapping the speech functional expressions of the course book and school based curriculum, comparing the two of them, and the last, evaluating the gap between them to find out whether the speech functional expressions of the course book are compatible or not with the school based curriculum.

The result of the analysis reveals that there were 30 speech functional expressions found in the course book that applied in all text forms were not closely compatible with the school based curriculum. There were 12 speeches functional expressions of the school based curriculum were not displayed in the course book. In addition, there were wrong placements of the speech functional expressions on the course book.

The next research is *Speaking Materials in "English on Sky" published by Erlangga for the First Grade of Junior High School by using Curriculum Mapping*, written by Faiq Setyawan in 2009.

The problems that have been discussed in this study are what speaking materials displayed in the text book English on Sky for the first grade of Junior High School and whether the speaking materials of the text book are compatible or not with the latest curriculum, that is School Based Curriculum, (or in Bahasa Indonesia it is called KTSP).

A descriptive qualitative approach was used in this study. The data were collected from the text book English on Sky for the first grade of Junior High School published by Erlangga. After getting the data, the writer analyzed the data by mapping the speaking materials of the text book and KTSP, comparing the two of them, and the last, evaluating the gap between them to find out whether the speaking materials from the text book are compatible or not with KTSP.

Considering all of the studies, I view that there is still an area of study that has not been explored. This area is the students' speaking material that analyzed

by the conversation closings. Therefore, the writer will discuss the area in this study.

2.2 Review of Theoretical Studies

2.2.1 Communication

Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Use of these processes is developmental and transfers to all areas of life: home, school, community, work, and beyond. It is through communication that collaboration and cooperation occur.

If there is one unifying theme that crosses all disciplines, it is communication. Communication is our window to basic literacy and academic excellence. Reaching levels of excellence and accuracy of expression mandate mastery of formal English. These are the capabilities that cultivate the potential in each student and the possibilities for our future.

We can do communication in two ways, spoken and written. Spoken language is exactly different with written language. Since they are different, we need to know in what way they can be different. Angelica Weathersby says one of the most essential differences between written and spoken English is the degree of formality.

Hammond et al (1992:5-6) have some statements dealing with the difference between spoken and written language.

Some spoken texts have features typically associated with written language, such as clearly articulated spoken argument in defense in a point of view. Some written texts contain features commonly associated with spoken language, e.g. a chatty letter to a close friend.

On the spoken end of continuum are texts which features that are typical of spoken language. Such texts are dialogic in nature, in that they are jointly constructed by two or more participants.

Spoken texts are usually very much dependent on the related the context in which they are produce.

On the written end of continuum, texts have very different features. They are essentially monologic, in that they are constructed by one person writing alone, although the writer may discuss the construction of his or her text with a reader. Typically, written texts are preplanned, drafted and edited before reaching their final version. The writer cannot assume a shared context or shared knowledge with the reader who may be separated from the writer by both time and geographical distance. Thus, writer texts must be decontextualised in the sense that they must be independent of the actual physical context in which they were created. The cohesive ties must link into the text rather than out into the context. Unlike spoken texts, written text must be cohesive itself.

Since communication is a process of transferring idea, thoughts, and also opinion, the people can do that through a conversation. A conversation is a

communication between multiple people. It is a social skill that is not difficult for most individuals. Conversations are the ideal form of communication in some respects, since they allow people with different views on a topic to learn from each other.

For a successful conversation, the partners must achieve a workable balance of contributions. A successful conversation includes mutually interesting connections between the speakers or things that the speakers know. For this to happen, those engaging in conversation must find a topic on which they both can relate to in some sense. Those engaging in conversation naturally tend to relate the other speaker's statements to themselves. They may insert aspects of their lives into their replies, to relate to the other person's opinions or points of conversation.

Theodore Zeldin has his own opinion about conversation. To him, Conversation is a meeting of minds with different memories and habits. When minds meet, they don't just exchange facts: they transform them, reshape them, draw different implications from them, engage in new trains of thought. Conversation doesn't just reshuffle the cards: it creates new cards.

Conversations do not just end, rather they must be closed, through an elaborate ritual. One must take into account the fact that conversation endings involve inherent face threats.

Politeness theory is the theory that accounts for the redressing of the affronts to face posed by face-threatening acts to addressees. Penelope Brown and Stephen Levinson said, politeness theory has since expanded academia's perception of politeness. Politeness is the expression of the speakers' intention to

mitigate face threats carried by certain face threatening acts toward another (Mills, 2003, p. 6). Another definition is "a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction". Being polite therefore consists of attempting to save face for another.

Politeness strategies are used to formulate messages in order to save the hearer's face when face-threatening acts are inevitable or desired. There are four kinds of politeness strategy. They are bald-on records, positive politeness, negative politeness and off-record.

For example: what would you do if you saw a cup of pens on your teacher's desk, and wanted to use one. Would you

(1) Say, "Ooh, I want to use one of those!"

(2) Say, "Is It O.K if I use one of those pens?"

(3) Say, "I'm sorry to bother you but, I just wanted to ask you if I could use one of those pens?"

(4) Indirectly say, "Hmm, I sure could use a blue pen right now."

If you answered (1) you used what is called bald-on records strategy which provides no effort to minimize threats to your teacher's face.

If you answered (2), you used the Positive Politeness strategy. In this situation you recognize that your teacher has a desire to be respected. It also confirms that the relationship is friendly and expresses group reciprocity.

If you answered (3), you used the negative politeness strategy which similar to positive politeness in that to recognize that they want to be respected however, you also assume that you are in some way imposing on them. Some

other examples would be to say, "I don't want to bother you but,…" or "I was wondering if…"

If you answered (4), you used Off-Record indirect strategies. The main purpose is to take some of the pressure off of you. You are trying not to directly impose by asking for a pen. Instead you would rather it be offered to you once the teacher realizes you need one, and you are looking to find one. A great example of this strategy is something that almost everyone has done or will do when you have, on purpose, decided not to return someone's phone call, therefore you say, " I tried to call a hundred times, but there was never any answer."

2.2.2 Language Skills

There are four basic skills in language, they are speaking, listening, reading and writing. This is also argued by Elizabeth (2003) that for most people there are four main skills: **speaking, listening, writing and reading.** Speaking is most closely related to these three other areas. Speaking and writing are alike in that they both express our thoughts to others. Speaking is understood by *listening*, and speakers must use listening skills themselves to judge how their words are being received. Speaking a text aloud (one way of *reading*) brings the receptive skill of interpreting writing together with the expressive skill of speaking.

The four basic skills started from listening, then speaking, reading and the last skill is writing. But, in learning language that is not their mother tongue, listening is most probably the hardest skill to be mastered. There is no time to reread the words and look them up (Setyawan: 2009).

Speaking is one of the four basic skills in language beside listening, reading and writing. Moreover, in learning language, especially English, speaking is an important part. We need to learn also about intonation, volume, stress, pitch, tempo, tone, pauses, timbre, content and other aspects in learning speaking.

Bygate (1987) says that speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages.

He also adds there are two basic ways in which something we do can be seen as a skill. First, there are motor-perceptive skills and second, interaction skills. Motor-perceptive skills involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. In other way, interaction skills involved making decisions about communication, such as what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others.

Carrie Cable (2005) said we use spoken language to express our ideas, opinions and feelings. We also use it to make sense of and confirm our understandings, to question and test our assumptions and to explore meaning. Children who have been learning English since birth will have developed and honed their speaking and listening skills in English through their contact with trusted adults and peers and learnt to use English to support their developing understanding of the world. They will have learnt to use spoken language to interact with others for different purposes and have begun to develop their understanding of different registers, tones and the use of expressive language. Children who have learnt another language from birth will have done all the same

things but in a different language with different conventions and within a different cultural context. It is important to note that for most children they learn to listen before they learn to talk and it is therefore no surprise that opportunities to listen to a new language are also critical in learning to talk in that language.

Finally, I draw a conclusion that speaking is one of the four basic skills in language which deserves attention every bit as much as literary skills, in both first and second languages. I also add that learning a foreign language, in this case English is not a very simple thing. This is because the learners should also learn about the rules of the language. The rules are not so simple because every basic skill in English has its own rules.

2.2.3 Textbook

A book prepared for use in schools or colleges. A textbook is a manual of instruction or a standard book in any branch of study. They are produced according to the demand of educational institutions. ...

Cunningworth (1995) states that probably nothing influences the content and nature of teaching and learning more than the books and other teaching material used. So, it is of great importance that the best and most appropriate materials available should be adopted. Selecting teaching materials is often not an easy task,…

From the statements, we know that the very simple source of information and knowledge is books. Books have very important roles in the educational system. Learners expect textbooks to make learning easier and more enjoyable and can be quick to lose interact in dull and uninspiring material, no matter how sound it may be methodology (Cunningsworth: 1995).

He also adds in selecting course books involves matching the material against the context in which it is going to be used. No course book design for a general market will be absolutely ideal for your particular groups of learners, but the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable.

Choosing a textbook is often not an easy work. A textbook must include the materials which suitable with the curriculum so that the purpose of learning English can be achieved by the students. Textbook also should have good quality to support the learning process.

Still, Cunningsworth argues that course books are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. Coursebooks have multiple roles in ELT and can serve as: (a) a resource for presentation material (spoken and written); (b) the source of activities for learner practice and communicative interaction; (c) reference resource for learners on grammar, vocabulary, pronunciation, etc, (d) a source of stimulation and ideas for classroom language activities; (e) a syllabus (where they reflect learning objectives which have already been determined); (f) a resource for self-directed learning or self-access work; and last (g) a support for less experienced teachers who have yet to gain in confidence.

Textbooks are very important source in teaching English, especially those whose mother language is not English. Teachers should be more creative in using the textbook, not only intense to the materials on the book but also creative in giving activities for supporting the materials so that the purpose can be achieved.

Many people, especially the students, feel that learning a foreign language, speaking is difficult, because it is spontaneous. They do not have much time to deliver their thoughts and then translate the words into other language.

Teaching speaking English is also difficult, as the impact many students get difficulties in speaking. Therefore, as the teacher in the future, I must be aware of the materials provided in the students' books. Since English is a very new language for them to learn. They will not learn English well if the very simple means is not proper, that is the books. In short, the book is really important to make the students learn English well.

Based on the school – based curriculum, or KTSP, there are two competences that must be achieved by the students, they are standard competence and basic competence. The four basic skills in language are included in standard competence, include speaking. Speaking is in the standard competence number three, i.e. expressing meaning in the very simple transactional and interpersonal dialogue to interact to the nearest surrounding (KTSP: 278).

The standard competence and basic competence must be in the students' book through the materials provided. In speaking, there are usually or even always the examples of conversations. As Bygate says, speech is not spoken writing

2.3 Theoretical Framework

In this study, I look for closing strategies in the spoken materials of students' book *Smart Steps grade VIII*. The first problem, is there any closing

strategies found in the spoken materials? Next, identify what kinds of closing strategy they are.

2.3.1 Closing Strategy

There are a lot of theories discussing closing strategy, for example the theory of Richard L Wiseman, Mark L Davison, etc. But, I found that the theory from Schegloff and Sacks (1973) as quoted by Liz Coppock (2005), is the most complete and specific one. Therefore, I will analyze the closing strategies according to Schegloff and Sacks's (1973) theory as quoted by Liz Coppock, accessed via http://eecoppock.info/face.pdf.

In doing a conversation, people always need sentences to make the conversation not to be continued. This is what we call closing strategy. According to Schegloff and Sacks's (1973) as cheated by Coppock (2005), closing strategy is divided into three parts: positive face – saving strategies, combined positive and negative politeness strategies, and solidarity strategy.

2.3.1.1 Positive face – saving strategies

Recall from the introduction that by moving to end a conversation, one risks a chain of interpretations leading to a negative conclusion about the other. Moving to end a conversation may be interpreted to mean that one does not wish for continuing the conversation. This in turn risks the implication that the company of the other is not being enjoyed, which then could imply that the interlocutor is boring or annoying, for example.

(1) Positive Comment Strategy

Positive comment strategy is the most frequently used in ending a conversation, and is almost a direct negation of the possible implication that the other boring or annoying, that goes along with ending a conversation. It states or implies that the conversation is enjoyable, which removes the source of any such implication. It is thus a device for saving the positive face of the other. One example of this strategy is "it was nice talking to you."

(2) Excuse Strategy

This strategy gets the roots of the face-threatening chain of implications. It removes the implication that one wishes to end a conversation by providing an alternative motivation, an alternative explanation for one's potentially face-threatening behavior. The example is "I'd better get back to work."

(3) Imperative to end Strategy

A closely related strategy is what we call the imperative to end, which in some way implies hat the conversation must end, as in, e.g., "It looks like our time is up." Many politeness strategies are combined with "dispreference markers", in terms of Pomerantz (1984:57), which are used for "disprefered responses", such as disagreements with statements (in non-argumentative discourse). The most common dispreference marker in English is "well", combine with silence. Schegloff and Sacks (1973:290) argue from a conversation-analytic perspective that the use of "well" functions as a "pass" in the turn-taking machinery of conversation endings, which it may, but its use as a dispreference marker also contributes to its function in conversation endings. By signaling a dispreference

for ending the conversation; "well" thus functions almost exactly as the excuse and imperative to end strategies do with respect to face.

2.3.1.2 Combined positive and negative politeness strategies

Combined positive and negative politeness strategy consists of four kinds of strategies. They are the blame strategy, goal strategy, summary strategy and expression of thanks strategy. Each strategy will be discussed as follow.

(1) The Blame Strategy

The blame presupposes that the other wants to end the conversation, construing ending as a polite action on one's own part, sacrificing one's own desires. It therefore saves one's own positive face; making one seems "polite". At the same time, by placing the impetus to leave on the other, one engenders a face-threat towards oneself, which is now the others' responsibility to assuage, so that he or she can also seem polite. The example is "I know you're busy, so I'll let you get back to what were you doing."

(2) Goal Strategy

Presupposing that the other wants to end a conversation is a statement that the goal of the conversation has been reached. It implies that the conversations need not to continue. This construes ending as desirable outcome for the other, and is therefore a negative politeness strategy. In that in positively evaluates the conversation, which in turn implies that the interlocutor is a worthwhile conversation partner, e.g. "I think we've talked long enough."

(3) Summary Strategy

Related is the summary, which summarizes the preceding discussion, usually in such a way as to indicate that the conversation has been successful and is therefore complete, as in, e.g., "Yeah well, things uh always work out for the best." If the other participant wants to end, he is now therefore free to leave. Button (1991:254-252) also lists "formulating summaries" under the category of activities that are "closing-implicative" and includes aphoristic formulation of conventional wisdom. Schegloff and Sacks (1973:327) also mention "topic-bounding" techniques (which they suggest precede pre-closing such as "We-ell"), including the "offering of a proverbial or aphoristic formulation of conventional wisdom which can be heard as the "moral" or "lesson" of the topic being thereby possibly closed". Schegloff and Sacks explain the functions of these strategies on the basis that "such formulation are 'agreeable with'. When such formulation is offered by one party and agreed to by another, a topic may be seen (by them) to have been brought to a close". It may be added that these are negative politeness strategies in that they appear to release the participant from further conventional duty, and that they are positive politeness strategies in that they positively evaluate the conversation as complete and resolved.

(4) Expression of thanks Strategy

Expression of thanks strategy presupposes that the conversation is an imposition on the other and serves to minimize that imposition in different manner, and is therefore a negative politeness strategy. It also function as a positive politeness strategy, however, in that it implies that the conversation was

worthwhile and perhaps enjoyable, means that the conversation was as well, as in, e.g., "Thanks for calling." And "Thanks, I am not sure how to evaluate this idea.

2.3.1.3 Solidarity Strategy

Solidarity strategy consists of three kinds of strategies. They are plan strategy, general wish strategy and also mentioning the name of the speaker strategy.

(1) Plan Strategy

Schegloff and Sacks (1973) as quoted by Coppock, point out that "closings may include 'making arrangements' [and] reinvocation of certain sorts of materials talk in earlier in the conversation, in particular reinvocations of earlier-made arrangements (e.g., "see you on Wednesday"). We say this as the plan. Button (1987:105) offers the following two rationales for setting up arrangements as the ends of conversations; First, arrangements orient to conversation-in-a-series and arrangements may be used to provide an orderly relationship between 'this' encounter and a 'future' encounter-as opposed to 'next' encounters being by chance, for example. Second, by providing a 'future' encounter, they may propose that a current encounter could be appropriately concluded and may, thus, also propose that further topics may be 'reserved' for 'the next time', or are, at least unnecessary now. (This observation is reiterated in Button (1991:277), where the category of "projecting future activities" is mentioned under the set of things that are "closing-implicative.") While this somewhat practical considerations may be constitute additional motivations for the Plan, this type also addresses the fact that

the "continued display of solidarity" is ending, by ensuring that it will continue in the future.

The plan also constitutes an indirect strategy for the positive face of the other, in that; it implies that the other's company is desired.

(2) General wish Strategy

General wish strategy is aimed at repairing the solidarity threat posed by ending a conversation, as in, e.g., "Have a nice day." By showing that one wishes good things for the other, one shows the solidarity. It does not imply anything positive about the other individual, unlike the positive comment and even the plan, but it does relate to Brown and Levinson's second definition of positive face (1978:62), as "the want of every member that his wants to be desirable to at least some others". It also constitutes a negative politeness strategy, insofar as it is oriented to the practical aims of the other. When one's of the linguistic behavior is too conventionalized at the end of a conversation, one risks being characterized as 'insincere', itself a face threat and also threat to the solidarity between the participants, involving the potential implication that the participants are strangers. A general strategy for assuaging this particular threat involves various types of 'personalization', which show that the speaker was listening and to illustrate closeness between the speakers. Button (1991), for example, mentions a distinction between "arrangement tokens" and "arrangements components". The former are short, conventionalized, and somewhat bleached versions of the latter. We do not make this distinction, although it might be interesting.

(3) Mentioning the name of the speaker Strategy

Another of these techniques involves simply mentioning the name of the other speaker, e.g., "Mr. Rogers." The end of the conversation seems to be the only time in which participants use one another's names and it seems to occur with a fair amount of regularity.(in 10/134 of the endings in Switchboard). The use of the first name only, as opposed to a title combined with the last name expresses solidarity (Foley, 1997:316-318)

CHAPTER 3

METHOD OF INVESTIGATION

Method of investigation presents the object of study, role of researcher, method of collecting data, and procedures of analyzing data. Each part will be discussed further as follows.

3.1 Approach

There are two kinds of research in doing a study. Qualitative approach is used in this study. Mujiyanto (2009:25) said that qualitative research tries to discover symptoms comprehensively and appropriate to its context through collects data using the researcher as main instrument.

3.2 Data Source

The source of data of this study is a textbook entitled *Smart Steps grade VIII* published by Ganeca Exact in 2005. The focus of this study is only the closing clauses of each conversation.

3.3 Data

The data of this study are the spoken model texts provided in the textbook *Smart Steps grade VIII* published by Ganeca Exact in 2005. From the text book, there are 15 dialogues analyzed.

3.4 Procedure of Collecting Data

In collecting the data, I did some steps. They are:

(1) observing the textbook entitled *Smart Steps grade VIII* published by Ganeca Exact in 2005;

(2) using all conversations provided in the textbook;

(3) identifying the closing strategy in every conversation. Identifying is a process to give a sign in the text which include in the data of source.

3.5 Procedures of Analyzing Data

After getting the data, there are some steps conducted in analyzing the data. Here are the steps:

The first step was reading. In this step, I read the conversational texts one by one. All the conversation texts are from the text book *Smart Steps grade VIII* published by Ganeca Exact.

The second step was identifying. Here, I identified the closing strategy found in the conversation texts in spoken materials of Smart *Steps grade VIII*, by underlining them.

From the available text:

Mita   : Excuse me ma'am. May I ask you a favor, please?

Mrs. Edwards : Yes, of course, my dear. What's wrong?

Mita   : My cat was running away and I saw it enter your house. May I find it?

Mrs. Edwards : Sure, I will find it for you, but I also have many cats so I'm afraid I won't take the right one. Could you describe your cat?

Mita　　　　　: My cat's name is Sweety. It will respond you if you call its name.

Its fur is white with black spots. It wears a pink ribbon on its neck

and it has a long black tail.

Mrs. Edwards : OK, dear, wait here.

Mita　　　　　: Alright, ma'am.

Mrs. Edwards : Is this Sweety? Your cat is very cute.

Mita　　　　　: Yes, it is. Thank you very much, ma'am. You're very kind. How

can I repay you for this?

Mrs. Edwards : Please don't. *It's a pleasure to help you.*

The third step was classifying. In this step, I took the part of the conversational texts that is the closing clause, and then classified and analyzed them based on the theory of Schegloff and Sacks (1973:285) accessed via (http://eecoppock.info/face.pdf.)

No	Closing Strategies	Closing Clauses
1.	Positive Face-Saving Strategy	*It's a pleasure to help you.*
2.	Combined Positive and Negative Politeness Strategy	*No, thank you. That's all*
3.	Solidarity Strategy	*Yeah, I'll be ready then.*

After classifying the data, I then interpreted the finding. In other words, in this part, I tried to explain the finding in the form of sentences. Here is one of the texts which have been analyzed based on the theory of Schegloff and Sacks (1973), as quoted by Coppock (2005) accessed via http://eecoppock.info/face.pdf.

It's a pleasure to help you.

The clause is a positive face saving strategy. It shows that the speaker was going to end the conversation in a positive statement. It also states or implies that the conversation was enjoyable, which removes the source of any such implication.

The last step which was done is drawing conclusion. After getting the finding, some conclusions are drawn. Besides the conclusions, suggestions are also presented.
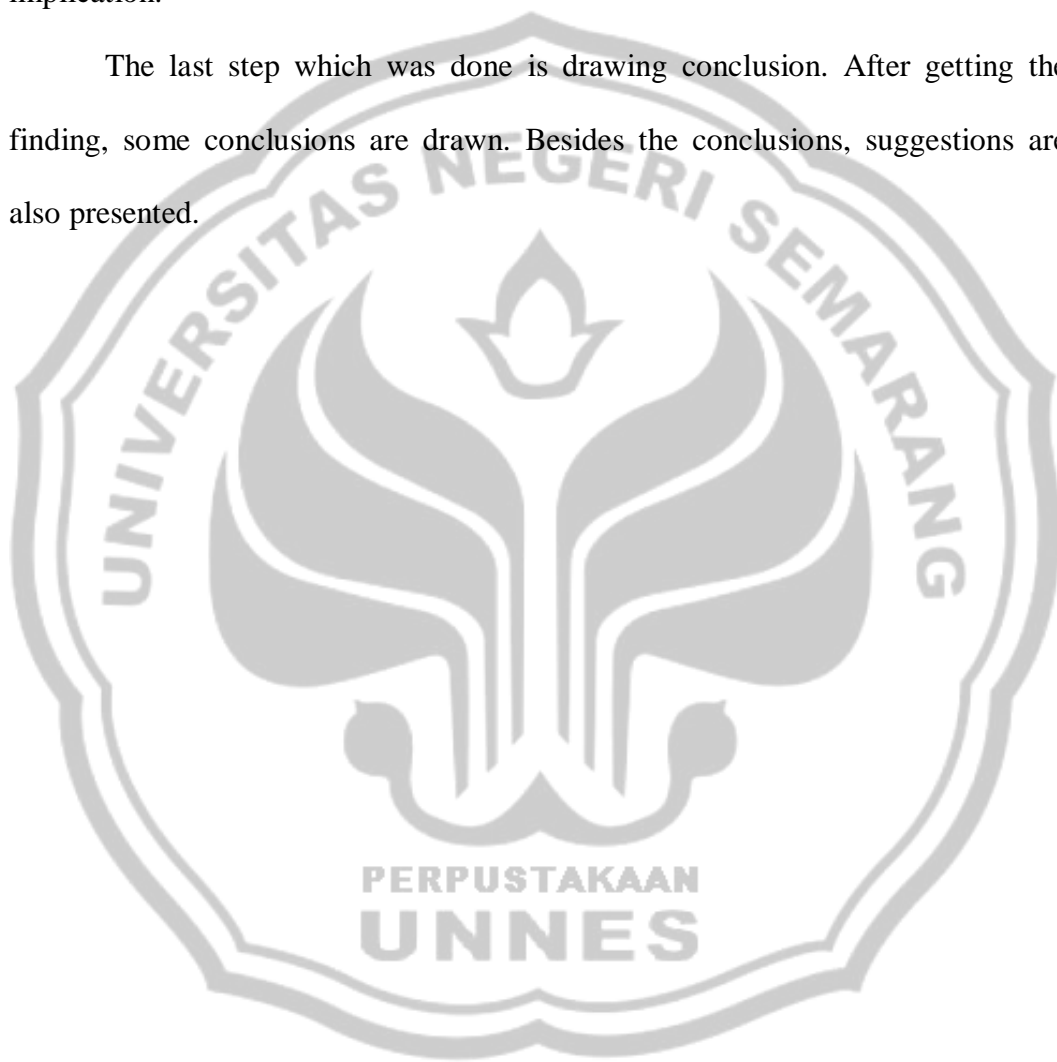
CHAPTER 4

FINDING AND DISCUSSION

In chapter 4, I present the result of analysis. The data of this study are marked by underlines and written in italic. They are separated into three strategies, of which each consists of some sub-strategies. I found 15 conversations which apply closing strategies; positive comment strategy is found in one conversation, imperative to end strategy is found in one conversation and mentioning the name of the speaker strategy is also found in one conversation; goal strategy is found in two conversations and plan strategy is found in two conversations; expression of thanks strategy is found in three conversations; and the last, summary strategy is found in five conversations.

In detail, I will discuss the strategies found in *Smart Steps grade VIII* based on the classification of closing strategies offered by Schegloff and Sacks (1973), as follows.

4.1 Positive face-saving Strategy

Two sub-strategies are found in this positive face-saving strategy, they are positive comment strategy and imperative to end strategy. Each has only one conversation.

4.1.1 Positive Comment Strategy

Positive comment strategy only has one conversation, text 1. This strategy is usually used for making the end of the conversation enjoyable.

(1) Mrs. Edwards : Is this Sweety? Your cat is very cute.

    Mita : Yes, it is. Thank you very much, ma'am. You're very kind. How can I repay you for this?

    Mrs. Edwards : Please don't. *It's pleasure to help you.* **(Text 1, page 16)**

The closing clauses found in the text is; sample 1 "*It's pleasure to help you.*". The closing clause is most frequently used conversation ending strategy, and that almost a direct negation of the possible implication that the other is boring or annoying, that goes along with ending a conversation. It states or implies that the conversation was enjoyable, which removes the source of any such implication. This strategy is called positive comment strategy.

4.1.2 Imperative to end Strategy

Imperative to end strategy is found in one conversation, text 5. This strategy indicates that one wants to end a conversation by having somebody do something

(2) Mr. Ted : Please stop the car near the corner.

    Claire : Near the corner over there?

    Mr. Ted : *Don't stop here. Over there.*

    Claire : Okay…Okay. **(Text 5, page 74)**

The closing clause found in the text is; sample 2 "*Don't stop here. Over there.*". This clause implies that the conversation must end. By signaling a dispreference for ending the conversation, one removes the interpretation of one's actions that one wants to end the conversation. This is what we call imperative to end strategy.

4.2 Combined Positive and Negative Politeness Strategy

There are three sub-strategies of combined positive and negative politeness strategy found in this textbook, two clauses for goal strategy, five clauses for summary strategy and three clauses for expression of thank strategy.

4.2.1 Goal Strategy

Goal strategy is found in two conversations. Those two conversations have the similar form of closing statements. The conversation must end because the goal has been reached.

(3) Maya : Well, I prefer Bali to Lombok. In Bali, we can visit lots of interesting tourist spots. Besides, Lombok is too far.

 Nicky : *I think you're right. I agree with you.* **(Text 13, page 146)**

(4) Jack : What if we take turns watering. Do you agree?

 Martha : *I think I should*. But the thing is, we are always busy everyday. Look, jack. It is going to rain. It means you do not need to water them now. Let's have some tea instead. **(Text 15, page 168)**

(5) Reno : Can I? How long does it take?

 Nadine : About two days.

 Reno : *Wow! I can't imagine how boring it is.* **(Text 12, page 139)**

The closing clauses found in the texts are; sample 3 "*I think you're right. I agree with you.*", sample 4 "*I think I should.*" And sample 5 "*Wow! I can't imagine how boring it is.*" These clauses mean that both the interlocutors have reached the goal of the conversation. Presupposing that the other wants to end a

conversation is a statement that the goal of the conversation has been reached. It implies that the conversations do not need to continue.

4.2.2 Summary Strategy

Summary strategy indicates that a conversation comes to the end with a conclusion. I found five conversations apply this strategy.

(6) Anne   : At what time are you going to pick me up?

    Yuda   : What about seven?

    Anne   : _Yeah, I'll be ready then._ **(text 2, page 29)**

(7) Hilman   : Can you give me a lift?

    Billy   : Why not? I'll pick you up at eight a.m.

    Hilman   : _All right. I'll be ready then._ **(Text 6, page 88-89)**

(8) Waiter   : OK. A cup of coffee, chicken curry, salad and corn soup, anything else, sir?

    Waiter   : _No, thank you. That's all._ **(Text 8, page 100)**

(9) Yudha   : Mom, please. We have been arranging this for a month.

    Mrs. Surya : _Okay, let's wait for your dad. If he allows you to go, then I will agree._

    Yudha   : Okay, I agree with you, Mom. **(Text 14, page 158)**

The closing clauses found in the texts are; sample 6 "_Yeah, I'll be ready then._", sample 7 "_All right. I'll be ready then._", sample 8 "_No, thank you. That's all._", and sample 9 "_Okay, let's wait for your dad. If he allows you to go, then I will agree._". These clauses summarize the preceding discussion, usually in such way as to indicate that the conversation has been successful and are therefore

complete. These clauses also indicate that such formulations are 'agreeable with'. And when these formulations are offered and agreed by another, a topic may be seen to have been brought to a close.

Those closing clauses show that the speaker was going to end the conversation by providing the summary of their conversation. This strategy called the summary strategy.

4.2.3 Expression of Thanks Strategy

Expression of thanks strategy is found in three conversations. This strategy indicates that one wants to end a conversation by saying "thanks", hopefully the conversation would be more polite and enjoyable.

(10) Doctor   : No, he doesn't.

        But he must take medicine regularly. He mustn't go to school for two days. He must remain in bed for these two days. And you'd better keep his room warm

   Mrs. Harris   : *Thank you, Doctor.* **(Text 7, page 89-90)**

(11) Bill   : I don't speak English very well.

   Mr. Foster   : Yes, you do.

   Bill   : No, I don't.

   Mr. Foster   : Yes, you really do.

   Bill   : *Thank you.* **(Text 9, page 117)**

(12) Jane   : Yes. I have received the announcement letter. It said that they accept me to play in their film.

   Bill   : Great! Congratulations.

Jane   : *Thanks. I'm so happy* **(Text 11, page 126)**

The closing clauses found in the texts are; sample 10 "*Thank you, Doctor.*", sample 11 "*Thank you.*" And sample 12 "*Thanks. I'm so happy*". These clauses imply that the conversations were worthwhile and perhaps enjoyable, means that the conversations were as well, as in, e.g., "Thanks for calling."

4.3 Solidarity Strategy

There are two kinds of solidarity strategy found in the text. They are plan strategy and mentioning the name of the speaker strategy. There are two clauses for plan strategy and only one clause for mentioning the name of the speaker strategy.

4.3.1 Plan Strategy

Plan strategy indicates that the conversation must end because the speakers have something to do as the continuance of the conversation. Only two conversations apply this strategy.

(13) Anne   : Sorry, but I don't know either. You can call Linda. May be she knows.

       Yuda   : *All right, I'll call her. Goodbye.*

       Anne   : Goodbye. **(Text 3, page 40)**

(14) Linda   : Yes and he told me to give his phone number to you. He was very eager to hear from you.

       Hendra   : *OK Linda, thanks. I'll call him soon.* **(Text 4, page 50-51)**

The closing clauses found in the texts are; sample 13 "*All right, I'll call her. Goodbye.*" and text 4 "*OK Linda, thanks. I'll call him soon.*". Those two clauses show that the speakers provide for a future encounter, they may propose that the further topic may be reserved for the next time. This is called plan strategy.

4.3.2 Mentioning the Name of the Speaker Strategy

Mentioning the name of the speaker strategy is found in one conversation, text 10. As the name of the strategy, the end of the conversation is indicated by the name of the other speaker.

(15) Pierre : I heard about you this morning. You are very brave and also very generous. How can you do that, without thinking how dangerous it could be for you?

  Dian : *Thanks, Pierre.* I think I was just out of my mind but I was glad I could be that man. He deserved that. **(Text10, page 117-118)**

The closing clause found is sample 15 only "*Thanks, Pierre*". The end of the conversation seems to be the only time in which participants use one another's names and it seems to occur with a fair amount of regularity. The use of the first name only, as opposed to a title combined with the last name expresses solidarity

CHAPTER 5

CONCLUSION AND SUGGESTION

Chapter 5 presents the conclusion and suggestion based on the findings of the study.

5.1 Conclusion

I conclude that there are three kinds of closing strategy based on the theory of Schegloff and Sacks; they are positive face saving strategy, combined positive and negative politeness strategy, and solidarity strategy. From the discussion in chapter 4, the conversation model texts of students' book "Smart Steps" grade VIII also apply all those three strategies.

There are two strategies of positive face saving strategy; positive comment strategy and imperative to end strategy. Combined positive and negative politeness strategy has three kinds of strategy; goal strategy, summary strategy and expression of thanks strategy. Solidarity strategy has two kinds of strategy; plan strategy and mentioning the name of the speaker strategy.

Finally, the conversation model texts in the textbook *Smart Steps grade VIII* apply the conversation closing. The closing strategy used dominantly is combined positive and negative politeness strategy; those are found in 10 out of the 15 conversational texts analyzed.

5.2 Suggestions

From the discussion and explanation, I would like to present some suggestions relating to the analysis of this study.

Sometimes it is not easy to close a conversation. People are usually confused in closing their conversation, which kind of strategy they will use, since applying a strategy must consider the situation and also the culture when they are having the conversation. That is why there are many kinds of closing strategies with different kinds of functions. Therefore, people must be careful in using the closing strategy. They must pay attention to the situation, culture, and function.

Beside the people, the teachers also should be careful in providing good spoken materials for their students by concerning the closing strategies, since the materials are very important in teaching and learning English.
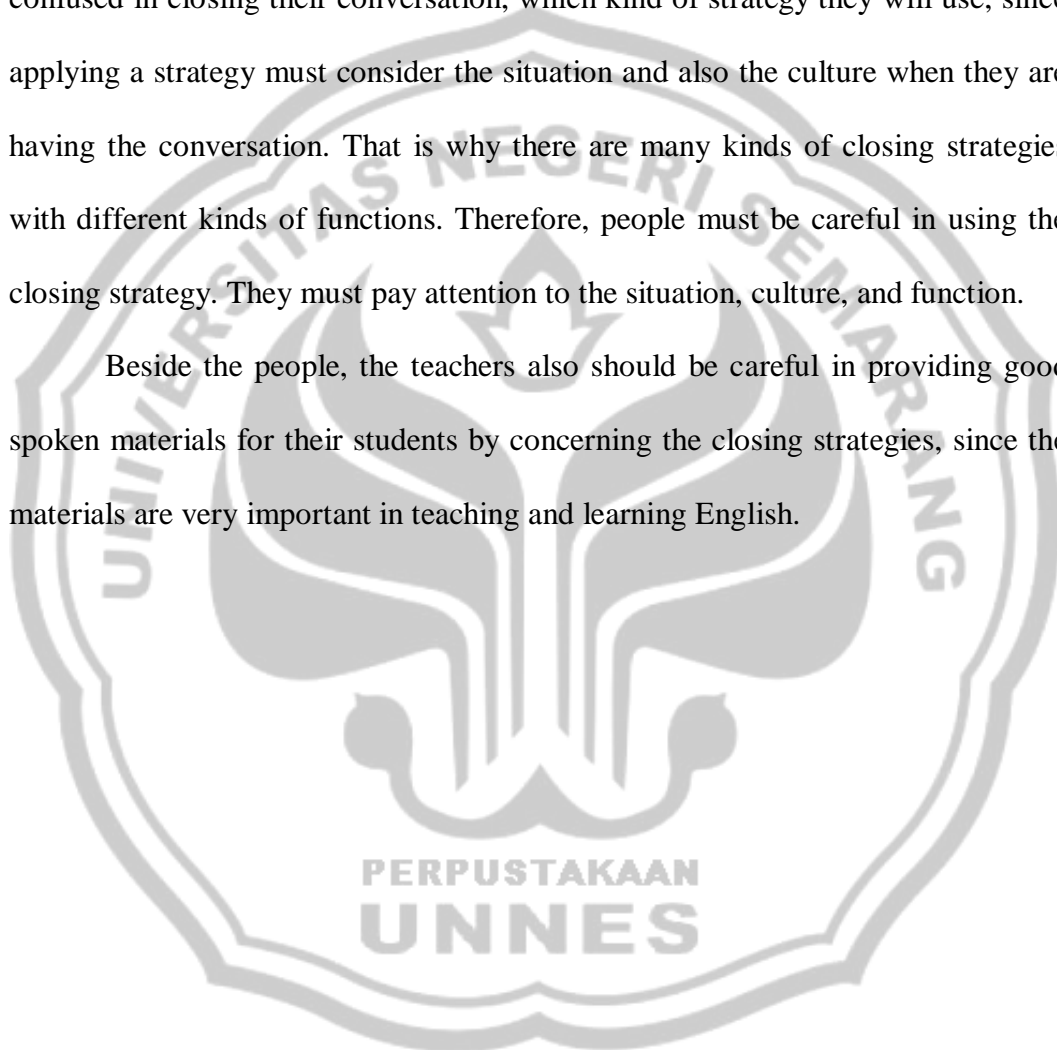
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    a&channel=s&rls=org.mozilla:id:official&defl=en&q=define:textbook&e
    i=CQJCS_aQBYrk7AOYz9SGBg&sa=X&oi=glossary_definition&ct=titl
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    04/01/10)

Appendix 1

Text 1 (page 16)

Mita : Excuse me ma'am. May I ask you a favor, please?

Mrs. Edwards : Yes, of course, my dear. What's wrong?

Mita : My cat was running away and I saw it enter your house. May I find it?

Mrs. Edwards : Sure, I will find it for you, but I also have many cats so I'm afraid I won't take the right one. Could you describe your cat?

Mita : My cat's name is Sweety. It will respond you if you call its name. Its fur is white with black spots. It wears a pink ribbon on its neck and it has a long black tail.

Mrs. Edwards : OK, dear, wait here.

Mita : Alright, ma'am.

Mrs. Edwards : Is this Sweety? Your cat is very cute.

Mita : Yes, it is. Thank you very much, ma'am. You're very kind. How can I repay you for this?

Mrs. Edwards : Please don't. *It's a pleasure to help you.*

Text 2 (page 29)

Yuda : Would you like to go to a concert with me tonight?

Anne : Thank you very much, I'd love to. How are we going to get there?

Yuda : By motorcycle will be nice.

Anne : At what time are you going to pick me up?

Yuda : What about seven?

Anne : *Yeah, I'll be ready then.*

Text 3 (page 40)

Anita : Good morning.

Yuda : Good morning. Can I speak to Anne, please?

Anita : Yes, of course. Just a moment, please.

Anne, there is a call for you.

Anne : Yes, this is Anne. Who is it?

Yuda	: It's Yuda.
Anne	: Oh, Yuda. Thanks for your birthday present.
Yuda	: Don't mention it.
	Anne, I'm calling to ask you about our English homework.
	Could you tell me the page?
Anne	: Sorry, I don't know either.
	You can call Linda. May be she knows.
Yuda	: *All right, I'll call her. Goodbye.*
Anne	: Goodbye.

Text 4 (page 50)

Linda	: Hey Hendra!
Hendra	: Hey, what's up, Linda?
Linda	: Last week I went to Bandung by train. I met a boy. He sat right next to me. We had a conversation for a couple of hours, and I talked so much about my friends, including you. Then, suddenly he said he knew you. He also said that he used to live at the same complex with you when you were in Bandung.
Hendra	: Really? What is his name?
Linda	: His name is Arya. Do you remember him?
Hendra	: Arya…wait…what does he look like?
Linda	: He is shorter than you, has fair skin and his glasses are quite thick. He always chews gum every thirty minutes. I don't know why.
Hendra	: Hmmm…he always chews gum. Yes, I remember him. Arya is a very smart boy. He rarely hangs out with us, but he is very kind. He still lives in Bandung?
Linda	: Yes, and he told me to give his phone number to you. He was very eager to hear from you.
Hendra	: *OK, Linda, thanks. I'll call him soon.*

Text 5 (page 74)

Mr. Ted	: Will you turn on the ignition key?

Claire   : Yes, sir.

Mr. Ted   : Make sure you are able to drive carefully.

Claire   : I can do that.

Mr. Ted   : Can you slow down, miss?

Claire   : Okay, I'm sorry.

Mr. Ted   : Please stop the car near the corner.

Claire   : Near the corner over there?

Mr. Ted   : *Don't stop here. Over there.*

Claire   : Okay…Okay.

Text 6 (page 88-89)

Billy   : Are you free today?

Hilman   : Yes, I am.

Billy   : Would you like to visit Yoga? He is sick.

Hilman   : I'm sorry to hear that. But how shall we get there?

Billy   : How about going by bus?

Hilman   : I'm afraid I can't. I always get carsick.

Billy   : We had better go by motorcycle.

Hilman   : Can you give me a lift?

Billy   : Why not? I'll pick you up at eight a.m.

Hilman   : *All right. I'll be ready then.*

Text 7 (page 89-90)

Doctor   : What's the matter with Julian?

Mrs. Harris   : He had a blackout this morning, Doc.

Doctor   : Why? I thought he looked very well these days.

Mrs. Harris   : I don't know, Doc. In the early morning he woke up as usual, and he helped me clean the house. Suddenly when he wanted to go to school, he fell in front of the door. Then, we brought him here because I was very afraid and panicked.

Doctor   : Did he have breakfast this morning?

Mrs. Harris   : Yes, he did. He ate a little porridge. What's wrong with him, Doc?

Doctor   : He must have been studying very hard lately, is that right?

Mrs. Harris   : Yes, he has to study hard for his final exam. So, he always goes to sleep late.

Does he have to get an x-ray?

Doctor   : No, he doesn't.

But he must take medicine regularly. He mustn't go to school for two days. He must remain in bed for these two days. And you'd better keep his room warm

Mrs. Harris   : *Thank you, Doctor.*

Text 8 (page 100)

Waiter   : May I help you, sir?

Customer   : Yes, thank you. I would like a cup of coffee.

Waiter   : Do you want milk or sugar in your coffee?

Customer   : No, thank you. I like black coffee.

Waiter   : Wait a moment, please. And what would you like to eat?

Customer   : I'd like chicken curry, salad and corn soup.

Waiter   : OK. A cup of coffee, chicken curry, salad and corn soup, anything else, sir?

Customer   : *No, thank you. That's all.*

Text 9 (page 117)

Bill got 10 on his English written test. Mr. Foster, the teacher, congratulates him.

Mr. Foster   : You did a splendid job. Well done.

Bill   : Thank you, Mr. Foster.

Mr. Foster   : I hope you can get good mark on the speaking test next week.

Bill   : I hope so. But, frankly speaking, I'm not sure.

Mr. Foster   : Why?

Bill   : I don't speak English very well.

Mr. Foster   : Yes, you do.

Bill   : No, I don't.

Mr. Foster   : Yes, you really do.

Bill   : *Thank you.*

Text 10 (page 117-118)

Tia   : Hey, Pierre! You won't believe what I saw this morning. It's about Dian.

Pierre   : Dian, our classmate? What happened to her?

Tia   : Let's sit, I'll tell you the story. You know Dian, the most shyest and quietest person I've ever known. This morning I took a bus from my house as usual. I took the back seat and the bus was not very crowded. When the bus stopped at the traffic light, a man entered the bus and stood in the middle. A view minutes later I saw Dian entered the bus and stand in front, but she didn't see me. After a while, I heard someone shout, "Hey, what are you doing?" Then I saw Dian was talking to the man "Give the woman's purse back!"

Pierre   : The man who entered the bus just before her?

Tia   : Yes, and she shouted again, "I'm not afraid of your knife!" Then she hit the man's face with the umbrella twice; you know, she always carries an umbrella. The man fell down and other passengers held his arms and told the driver to stop the bus at a nearby police station. Everybody was surprised by Dian and told her that she is a brave girl.

Pierre   : Yeah, I'm also surprised. I have never thought even once that she would do that. Gosh! Tia, that's Dian. I want to meet her. Dian, wait!

Dian   : What's wrong, Pierre?

Pierre   : I heard about you this morning. You are very brave and also very dangerous. How can you do that, without thinking how dangerous it could be for you?

Dian   : _Thanks, Pierre_. I think I was just out of my mind but I was glad I could beat that man. He deserved that.

Text 11 (page 126)

Biil   : Hi, Jane. How are you?

Jane	: Hi. I'm fine.
Bill	: I haven't seen you for five days. Where have you been?
Jane	: I've been to Bali.
Bill	: Wow! Why did you go to Bali?
Jane	: I joined an audition for a film.
Bill	: Did you succeed?
Jane	: Yes. I have received the announcement letter. It said that they accept me to play in their film.
Bill	: Great! Congratulations.
Jane	: *Thanks. I'm so happy.*

Text 12 (page 139)

Nadine	: Hi, Reno! Are you going to Toba Lake tomorrow?
Reno	: Of course. I have planned it for a long time.
Nadine	: How do you go there? By bus or by plane?
Reno	: Hmmm…by bus. I don't enough money to get there by plane.
Nadine	: Getting there by bus is not bad. You can see lots of panoramas along the journey.
Reno	: Can I? How long does it take?
Nadine	: About two days.
Reno	: *Wow! I can't imagine how boring it is.*

Text 13 (page 145)

Nick and Maya are going on a trip. They are in travel agency now.

Travel Agent	: Good morning. Can I help you?
Nicky	: Good morning. We're planning to take a vacation.
Travel Agent	: Where would you like to go?
Nicky	: We are thinking about Bali and Lombok so we can compare them. Could you show us the brochure about them?
Travel Agent	: Of course. I'll get them for you. Here they are.
Nicky	: (Looking at the brochures)
	Hmm, I think Lombok has nicer scenery. What about you, Maya?

Maya   : Well, I prefer Bali to Lombok. In Bali, we can visit lots of interesting tourist spots. Besides, Lombok is too far.

Nicky   : *I think you're right. I agree with you.*

Travel Agent : Sure, you can.

Text 14 (page 158)

Mrs. Surya : What are you going to do tomorrow?

Yudha   : My friends and I are planning to go camping on a mountain, Mom. Can I go?

Mrs. Surya : Camping? In this kind of weather? I heard a weather forecast on the radio this morning. The weatherman said that this whole week would be rainy and cloudy.

Yudha   : But Mom may be the weatherman was wrong. Today the sky is very clear; there are no clouds at all.

Mrs. Surya : No, he must be right and I can't let you go.

Yudha   : Mom, please. We have been arranging this for a month.

Mrs. Surya : *Okay, let's wait for your dad. If he allows you to go, then I will agree.*

Yudha   : Okay, I agree with you, Mom.

Text 15 (page 168)

Jack   : What are you doing, Martha?

Martha   : I'm not doing anything.

Jack   : Let's go to the garden. We must water the flowers.

Martha   : Do we have to water them now? Remember, we watered them yesterday.

Jack   : I'm afraid we must. Look at them. They are terribly dry.

Martha   : Oh, dear. That reminds me of the long dry season last year.

Jack   : What if we take turns watering. Do you agree?

Martha   : *I think I should*. But the thing is, we are always busy everyday. Look, jack. It is going to rain. It means you do not need to water them now. Let's have some tea instead.

Appendix 2

Positive face-saving Strategy

A : positive comment strategy

B : excuse strategy

C : imperative to end strategy

No	Conversation	A	B	C
1.	**Text 1 (page 16)** Mrs. Edwards : Is this Sweety? Your cat is very cute. Mita : Yes, it is. Thank you very much, ma'am. You're very kind. How can I repay you for this? Mrs. Edwards : Please don't. *It's pleasure to help you.*	√		
2	**Text 5 (page 74)** Mr. Ted : Please stop the car near the corner. Claire : Near the corner over there? Mr. Ted : *Don't stop here. Over there.* Claire : Okay…Okay.			√

Combined Positive and Negative Politeness Strategy

A : Blame strategy

B : Goal strategy

C : Summary Strategy

D : Expression of thanks strategy

No.	Conversation	A	B	C	D
1.	**Text 13 (page 148)** Maya : Well, I prefer Bali to Lombok. In Bali, we can visit lots of interesting tourist spots. Besides, Lombok is too far. Nicky : *I think you're right. I agree with you.*		√		
2	**Text 15 (page 168)** Jack : What if we take turns watering. Do you agree? Martha : *I think I should*. But the thing is, we are always busy everyday. Look, jack. It is going to rain. It means you do not need to water them now. Let's have some tea instead.		√		
3.	**Text 12 (page 139)** Reno : Can I? How long does it take? Nadine : About two days. Reno : *Wow! I can't imagine how boring it is.*		√		
4.	**Text 2 (page 29)** Anne : At what time are you going to pick me up? Yuda : What about seven? Anne : *Yeah, I'll be ready then.*			√	
5.	**Text 6 (page 88-89)** Hilman : Can you give me a lift? Billy : Why not? I'll pick you up at eight a.m.			√	

	Hilman	: *All right. I'll be ready then.*			√	
6.	**Text 8 (page 100)**					
	Waiter	: OK. A cup of coffee, chicken curry, salad and corn soup, anything else, sir?				
	Waiter	: *No, thank you. That's all.*				
7.	**Text 14 (page 158)**					
	Yudha	: Mom, please. We have been arranging this for a month.			√	
	Mrs. Surya	: *Okay, let's wait for your dad. If he allows you to go, then I will agree.*				
	Yudha	: Okay, I agree with you, Mom.				
8.	**Text 7 (page 89-90)**					
	Doctor	: No, he doesn't. But he must take medicine regularly. He mustn't go to school for two days. He must remain in bed for these two days. And you'd better keep his room warm				√
	Mrs. Harris	: *Thank you, Doctor.*				
9.	**Text 9 (page 117)**					
	Bill	: I don't speak English very well.				
	Mr. Foster	: Yes, you do.				√
	Bill	: No, I don't.				
	Mr. Foster	: Yes, you really do.				
	Bill	: *Thank you.*				
10	**Text 11 (page 126)**					
	Jane	: Yes. I have received the announcement letter. It said that they accept me to play in their film.				√
	Bill	: Great! Congratulations.				
	Jane	: *Thanks. I'm so happy.*				

Solidarity Strategy

A : plan strategy

B : general wish strategy

C : mentioning the name of the speaker strategy

No.	Conversation	A	B	C
1.	**Text 3 (page 40)**			
	Anne : Sorry, but I don't know either. You can call Linda. May be she knows.			
	Yuda : _All right, I'll call her. Goodbye._	√		
	Anne : Goodbye.			
2.	**Text 4 (page 50-51)**			
	Linda : Yes and he told me to give his phone number to you. He was very eager to hear from you.	√		
3.	Hendra : _OK Linda, thanks. I'll call him soon._			
	Text 10 (page 117-118)			
	Pierre : I heard about you this morning. You are very brave and also very generous. How can you do that, without thinking how dangerous it could be for you?			√
	Dian : _Thanks, Pierre._ I think I was just out of my mind but I was glad I could be that man. He deserved that.			