

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher aims to summarize the results of the previous analysis, which cover the politeness strategies and their sub-strategies, as well as the dominant politeness strategies reflected in the English textbook “*When English Rings Bell*” for the seventh grade of junior high school students.

Based on the data analysis, the four types of politeness strategies identified in the book are Bald on Record, Positive Politeness, Negative Politeness, and Off Record. Furthermore, the Positive Politeness strategy is the most dominant, occurring significantly more frequently than the others. The researcher found that all four types of politeness strategies are present in the data. Which means, the English book “*When English Rings a Bell*” for the seventh grade of junior high school has a variety of politeness based on Brown and Levinson although not evenly. With the dominance of positive politeness strategies reflected in the book, it shows that the book is suitable to be used as a reference for students to learn to be more polite to others. This book itself is compiled with reference to the 2013 curriculum for English language learning, where the formation of polite language skills is one of the objectives of that curriculum. Teachers can also utilize and implement the book for how to teach polite behavior and speech according to the types of politeness strategies reflected.

B. Suggestion

The writer is certainly realize the shortcomings of this thesis and is far from perfection. It is hoped that this thesis can be useful for readers so that it can be useful to increase knowledge both for theory and

practice. Based on the conclusion above, there are several suggestions addressed to someone as follows:

1. For Students

Language learners can use appropriate and polite expressions with their knowledge related to face threatening acts strategy that is politeness strategies. Students can understand more about politeness strategies that show in English there are also strategies to communicate appropriately.

Students not only know and learn about positive and negative politeness strategies but students also need to know bald on record and off record strategies so that students can realize it in their learning activities and in their daily lives.

2. For Teachers

Teachers can pay more attention to politeness in communication when teaching. Teachers can also prioritize positive and constructive language when communicating with students, especially in implementing better positive and negative politeness strategies. Teachers can show mutual support, respect, appreciation, foster a sense of contribution, opinion, effort, and gratitude in the classroom environment so that a good, positive, and peaceful teaching and learning atmosphere can be created.

3. Future Researchers

Future researchers can be more extensive and know more about politeness strategies, future researchers, especially those interested in the field of pragmatic, can discuss politeness strategies from various other theories apart from Brown and Levinson's politeness theory, for example, they can discuss from Leech's

politeness theory, Robin Lakoff, and other experts related to politeness strategies.

The future researchers can also focus on one or two politeness strategies. The writer hopes that the future researchers can analyze politeness strategies in other classifications and use different methods of analysis to get more accurate findings and make this research better and perfect.