

**POLITENESS STRATEGIES REPRESENTED IN AN ENGLISH TEXTBOOK
FOR SENIOR HIGH SCHOOL**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



Conveyed By:

Sri Astuti

17322101


**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA
2021/2022**

APPROVAL SHEET
POLITENESS STRATEGIES REPRESENTED IN AN ENGLISH TEXTBOOK
FOR SENIOR HIGH SCHOOL

By:
Sri Astuti
17322101



Approved on 1st March 2022

By:
Supervisor

Astri Hapsari., S.S., M. TESOL
NIP.123220402

RATIFICATION SHEET

**POLITENESS STRATEGIES REPRESENTED IN AN ENGLISH TEXTBOOK
FOR SENIOR HIGH SCHOOL**

By:

Sri Astuti

17322101

Accepted by the Examiners of Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia on 1st March 2022, and declared to have fulfilled the Requirements of the Attainment of *Sarjana Pendidikan Degree* in English Education Department.

Examiners Team

Supervisor : Astri Hapsari, S.S., M.TESOL

First Examiner : Willy Prasetya, S.Pd., M.A.

Second Examiner : Dr. Ista Maharsi, S.S., M.Hum.

Yogyakarta, 1st March 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Islamic University of Indonesia



Head of the Department,

Irena Windy Astuti S.S., M. Hum

STATEMENT OF WORK'S ORIGINALITY

This thesis that has written by me is original. I declare honestly that it does not have any people's work or statement copied or cited without quotation and reference on it. It is a scientific paper originally created without plagiarism.

Yogyakarta, 2nd February 2022

The author,



Sri Astuti

Sri Astuti

17322101

MOTTO

لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ النَّهَارِ ۗ وَكُلٌّ فِي فَلَكٍ يَسْبَحُونَ

“It is not allowable [i.e., possible] for the sun to reach the moon, nor does the night overtake the day, but each, in an orbit, is swimming.” (Q.S. Yaseen: 40)

DEDICATION

This thesis work is dedicated to my beloved muse, Off Jumpol Adulkittiporn & Gun Atthaphan Phunsawat, who have been my sustained happiness through my up and down in school and life. I am truly blessed for having you two in my life to keep me sane.

This work is also dedicated to my parents, Mohadi and Nur Hidayati, who have always loved me unconditionally and have taught me to work hard for the things that I aspire to achieve.

ACKNOWLEDGEMENT

First and foremost, I thank Allah SWT for giving me His blessing to finish my thesis. I am grateful and thankful to be healthy physically and mentally during the process.

I would like to thank my self for being strong through the process. Thank you for passing it wholeheartedly.

I would love to express my gratitude to my supervisor, Astri Hapsari, who reads my numerous revisions and helped to brighten up my confusion. Thank you for your support and helpful suggestions, it is an honor that my supervisor is you. My deep honor also for all lecturers in English Education Department, Islamic University of Indonesia, who have taught me useful knowledges for my future.

I would also like to thank my whole family who give me the biggest support and appreciation in everything I do. I am blessed to be born in this family. I also give my warmest thank you to all my dear friends of Asrama Mahasiswi Sunan Pandanaran Komplek 6 especially Khodijah building for giving me precious moments in my last 4 years.

TABLE OF CONTENT

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
ABSTRACT	xiii
CHAPTER I	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Formulation of the Problem	3
1.3. Objective of the study	3
1.4. Significance of the study	4
CHAPTER II	5
LITERATURE REVIEW	5
CHAPTER III	11
RESEARCH DESIGN	11
3.1. Research Design	11
3.2. Analytical Construct	12
3.3. Data Collecting Technique	12
3.4. Data Analysis	13
3.4. Trustworthiness	14
CHAPTER IV	15

RESEARCH FINDINGS AND DISCUSSION	15
4.1 Research Findings	15
4. 2 Discussion	19
CHAPTER V	21
CONCLUSION AND RECOMMENDATION	22
REFERENCES	23
APPENDICES	25

LIST OF TABLES

Table 5. Frequencies of politeness strategies	15
Table 6. Bald-on record strategies	16
Table 8. Negative politeness strategies	18

LIST OF FIGURES

Figure 1. Conceptual Framework

10

LIST OF APPENDICES

Table 1. 4 Types of Politeness Strategies	25
Table 2. Sample of 4 types politeness strategies.....	29
Table 3. 9 dialogues as the sample.....	33
Table 4. Sample coding.....	40
Table 7. Positive politeness strategies.....	43

**POLITENESS STRATEGIES REPRESENTED IN AN ENGLISH TEXTBOOK
FOR SENIOR HIGH SCHOOL**

By:

Sri Astuti

17322101

ABSTRACT

Dialogues in English textbooks should reflect politeness strategies as part of pragmatic knowledge that must be realized by students. This study aimed to explore the types of politeness strategies based on Brown and Levinson's (1987) theory as represented in the dialogues of Indonesian English textbooks grade X published by Indonesian Ministry of Education and Culture. Descriptive content analysis was used to analyze the dialogues in the textbook. The result of the study revealed three politeness strategies were represented in the textbook: bald-on record, positive politeness, and negative politeness. The analysis revealed that positive politeness is the most used strategy in "Bahasa Inggris" published by Indonesian Ministry of Education and Culture for grade X Senior High School with total number of positive politeness 54 items, followed by bald-on record 6 items, and negative politeness 1 item. Off-record, as the type of politeness strategy where the speaker wants the hearer to interpret the meaning, was not reflected in Indonesian English textbooks.

Keywords: Politeness Strategies; EFL Textbooks; Content Analysis; Indonesian English Textbooks; Pragmatics

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Textbooks are relied on by many teachers to help them analyze and apply the curriculum (Wells & Moon, 2019). Language textbooks are an important factor that has an efficacious effect on language learning because it is one of the main learning resources for language learning (Huang, 2019). Richards (1998) in Lee and Bathmaker (2007) argued that many textbooks used in the classroom represent the curriculum itself. Textbook for teachers proposes an outline of the guidelines and orientation (Hutchinson & Torres, 1994) and textbooks for students are perhaps the most important sources of language input besides teacher contacts (Lee & Bathmaker, 2007).

The Indonesian government published English textbooks according to the Indonesian new curriculum, called Curriculum 2013. According to Meiratnasari, Wijayanto, & Suparno (2019) pragmatic teaching in the classroom has been supported by the Indonesian national curriculum. Politeness strategies as part of pragmatic knowledge is reflected in textbooks (Meiratnasari, Wijayanto, & Suparno, 2019). Therefore, currently Indonesian textbooks based on Curriculum 2013 can be a tool to teach pragmatic knowledge to improve classroom efficiency.

In the last 5 years, English textbook research has been conducted. Meiratnasari, Wijayanto, & Suparno (2019) explored politeness strategies in “Talk Active 1” and “Talk Active 2” based on Brown and Levinson’s (1987) theory. The research showed

that Indonesian English textbooks reflected positive and negative politeness strategies as the main strategies.

Shooshtari, Bordbar, and Banari (2017) in their research found politeness strategies reflected in ESP textbook as an important point in successful communication. Misunderstandings, as well as communication breakdowns and failures can arise if politeness strategies are ignored. In line with Meiratnasari, Wijayanto, & Suparno (2019) that in communication, politeness strategies have a valuable role.

Alcoberes (2016) analyzed the author-initiated discourses in the selected English textbooks for high school students of 4 countries in Southeast Asia. The research revealed that Indonesian English textbooks applied negative politeness strategies by apologizing and being pessimistic.

Shooshtari, Bordbar, and Banari (2017) stated that teaching pragmatics in communication is a precious tool for making learners realize how to communicate the importance of a culture. Meiratnasari, Wijayanto, & Suparno (2019) added one of the efforts to increase students' pragmatic knowledge is to teach politeness strategies in the classroom. Textbooks reflect politeness strategies as part of pragmatic knowledge that must be realized by students (Meiratnasari, Wijayanto, & Suparno, 2019).

Regarding to the importance of reflecting politeness strategies in Indonesian English textbook, the researcher intends to explore politeness strategies in Indonesian English textbook. The similar research has been conducted by Meiratnasari, Wijayanto, & Suparno (2019). They used all dialogues in “Talk Active 1” and “Talk Active 2” as their sample and Politeness Strategies by Brown and Levinson’s (1987) as their theory.

Therefore, the researcher intends to study with the same theory but different English textbooks. The textbook that the researcher uses is “Bahasa Inggris” published by Indonesian Ministry of Education and Culture for grade X Senior High School which has only a few researches before.

Politeness Strategies by Brown and Levinson’s (1987) theory is widely used by researchers to research English textbooks. Meiratnasari, Wijayanto, & Suparno (2019) argued that politeness strategies have an important role in teaching and Shooshtari, Bordbar, and Banari (2017) argued that politeness strategies has a valuable point in successful communication. The theory supports the goal of the textbook; realizing the implementation of the 2013 curriculum, building active communication skills through English language activities.

1.2. Formulation of the Problem

What are the types of politeness strategies reflected in the dialogue in Indonesian English textbooks?

1.3. Objective of the study

The purpose of the study is to explore the types of politeness strategies based on Brown and Levinson’s (1987) theory in the dialogue of “Bahasa Inggris” Indonesian English textbooks grade X published by Indonesian Ministry of Education and Culture.

1.4. Significance of the study

This study explores politeness strategies in “Bahasa Inggris” English textbook grade X published by the Ministry of Education and Culture of Indonesia. This research can be used by publishers or book authors as an evaluation material to make the next textbooks more effective. The finding of the study provides information about the content of politeness strategies in the textbook so that teachers can create efficacious interactions.

CHAPTER II

LITERATURE REVIEW

2.1. EFL Textbooks in Indonesia

In a wider context, Huang (2019) mentioned that textbooks for language learning are one of the main learning resources. Limberg (2015) argued that among various learning sources from the participants; teacher-talk, classroom discourse, the use of audio-visual devices; CD, DVD, internet, and printed materials; textbooks, workbooks, activity books, for foreign language learners, the main learning source input and practice is textbooks. Moreover, as a translator of curriculum into classroom practice, textbooks can be used to harmonize curriculum and lesson plans in the classroom (Wells & Moon, 2019).

According to Mahmud (2019) Indonesian textbooks have two types; officially published by the government and published by local publishers. Since the Indonesian government has been implementing a new curriculum in July 2013 called Curriculum 2013 (K-13), the Indonesian Ministry of Education and Culture published English textbooks to be implied in Indonesian schools. The textbook has been used until this research is conducted.

In Indonesia, there are a number of studies have conducted about textbooks. Meiratnasari, Wijayanto, & Suparno (2019) explored politeness strategies in “Talk Active 1” and “Talk Active 2” Indonesian English textbook. Shooshtari, Bordbar, &

Banari (2017) analyzed pragmatic knowledge and its reflection on English for Special Purposes (ESP) textbook. The textbooks have been studied are textbooks used for Indonesian formal education. Our study is situated in the learning context in Indonesia, where English is a major lesson in the education. The textbook will be studied is the majorly used textbook in formal school in Indonesia.

2.2. Politeness Strategies in English Textbooks

Politeness is one of pragmatic instruments that makes communication goals can be reached smoothly. Textbooks reflect politeness strategies as part of pragmatic knowledge. Students' interpersonal communication, such as respecting others, can be improved with teaching them about politeness strategies. The strategies help the students to be familiar with meaningful words such as *sorry*, *thank you*, and *please*. It is shown in positive politeness strategies and negative politeness strategies (Meiratnasari, Wijayanto, & Suparno, 2019).

Politeness strategies are also in line with Indonesian nowadays curriculum targets, K-13, to make the students be active, creative, innovative, and responsive. Indonesian English textbook goals, building students' attitude, knowledge, and communication skills through learning experiences in the form of a variety of active communication activities, can be reached by politeness strategies.

Current study based on politeness theory offered by Brown and Levinson (1987), there are 4 types of politeness strategies:

1. Bald-on record

Clearness and effectiveness is concerned in this type. Bald-on record strategy have two kinds: (1) Cases of non-minimization of the face threat. It is when the speaker want to command, ask, give a cue, give a permission, or give a message with an urgency context for example “Look!” or “Watch out!”; (2) Cases of FTA (Face-Threatening Act) oriented bald on-record usage. It is when the speaker want to say something for welcoming, farewell, offering, demanding, without urgency, for example “Come to my room!”.

2. Positive politeness

This type refers to direct actions where the speaker wants to appreciate the hearer clearly, without guessing. For example “Your hat looks so beautiful!” or “What a nice scarf!”. Positive politeness has 15 kinds of strategy: (1) Notice, attending to the hearer; (2) Exaggerating; (3) Intensifying interest to hearer; (4) Using in-group identity markers; (5) Seeking agreement; (6) Avoiding agreement; (7) Raising common ground; (8) Joking; (9) Asserting speaker’s knowledge of and concerning for hearer’s wants; (10) Offering and promising; (11) Being optimistic; (12) Including both speaker and hearer in the activity; (13) Giving or asking for reason, (14) Assuming reciprocity; (15) Giving gifts to hearer.

3. Negative politeness

This type concerns on the hearer’s negative face when the speaker says something indirectly. For example when the speaker asking in curiosity “why are you painting your house purple?” or “can you play the piano?”. Negative politeness has 10 kinds

of strategy: : (1) Being conventionally indirect; (2) Questioning and hedging; (3) Being pessimistic; (4) Minimizing the imposition; (5) Giving deference; (6) Apologizing; (7) Impersonalizing speaker and hearer; (8) Stating the FTA as a general rule; (9) Nominalizing; (10) Going on record as incurring a debt or as not indebting hearer.

4. Off-record

Off-record is type of politeness strategy where the speaker wants the hearer to interpret the meaning. For example when the speaker wants the hearer to close a window, the speaker says “It’s cold here” instead of asking directly. Off-record has 15 kinds of strategy: (1) Giving hints; (2) Giving association clues; (3) Presupposing; (4) Understating; (5) Overstating; (6) Using tautologies; (7) Using contradictions; (8) Being ironic; (9) Using metaphors; (10) Using rhetorical questions; (11) Being ambiguous; (12) Being vague; (13) Over generalizing; (14) Displacing hearer; (15) Being incomplete, using ellipsis.

2.3 Review on Related Studies

Several studies have been conducted to investigate students' politeness strategies. Meiratnasari, Wijayanto, & Suparno (2019) explored politeness strategies in “Talk Active 1” and “Talk Active 2” based on Brown and Levinson’s (1987) theory. They chose dialogues in the textbook as the limitation of the study. The research revealed that Indonesian English textbooks reflect bald on-record, positive politeness, negative politeness, and off-record. However, Indonesian English textbooks only have

three types out of fifteen off-records strategies. From all 15 types, 11 types of positive politeness strategies are found in Indonesian English textbooks: (1) Notice, attend to hearer; (2) Exaggerate, (3) Intensify interest to hearer; (4) Use in-group identity markers; (5) Avoid disagreement; (6) Presuppose/assert/raise common ground; (7) Joke; (8) Offer, promise; (9) Include both speaker and hearer in the activity; (10) Give (or ask for) reasons; (11) assume or assert reciprocity. From 10 types of negative politeness, they found 8 types in Indonesian English textbooks: (1) Be conventionally indirect; (2) Question, hedge; (3) Be pessimistic; (4) Minimize the imposition; (5) Give deference; (6) Apologize; (7) Impersonalize speaker and hearer and (10) Go on record as incurring a debt, or as not indebted hearer.

Shooshtari, Bordbar, and Banari (2017) analyzed pragmatic knowledge and its reflection on English for Special Purposes (ESP) textbook. They chose two of three New Interchange books (II and III) written by Jack C. Richards (2005). They found politeness strategies reflected in ESP textbook as an important point in successful communication.

Alcoberes (2016) analyzed the author-initiated discourses in the selected English textbooks for high school students of 4 countries in Southeast Asia. The 4 countries are 2 from the Outer Circle; Singapore and the Philippines, and 2 from the Expanding Circle; Vietnam and Indonesia. The research revealed that Indonesian English textbooks applied negative politeness strategies by apologizing and being pessimistic.

2.4 Conceptual Framework

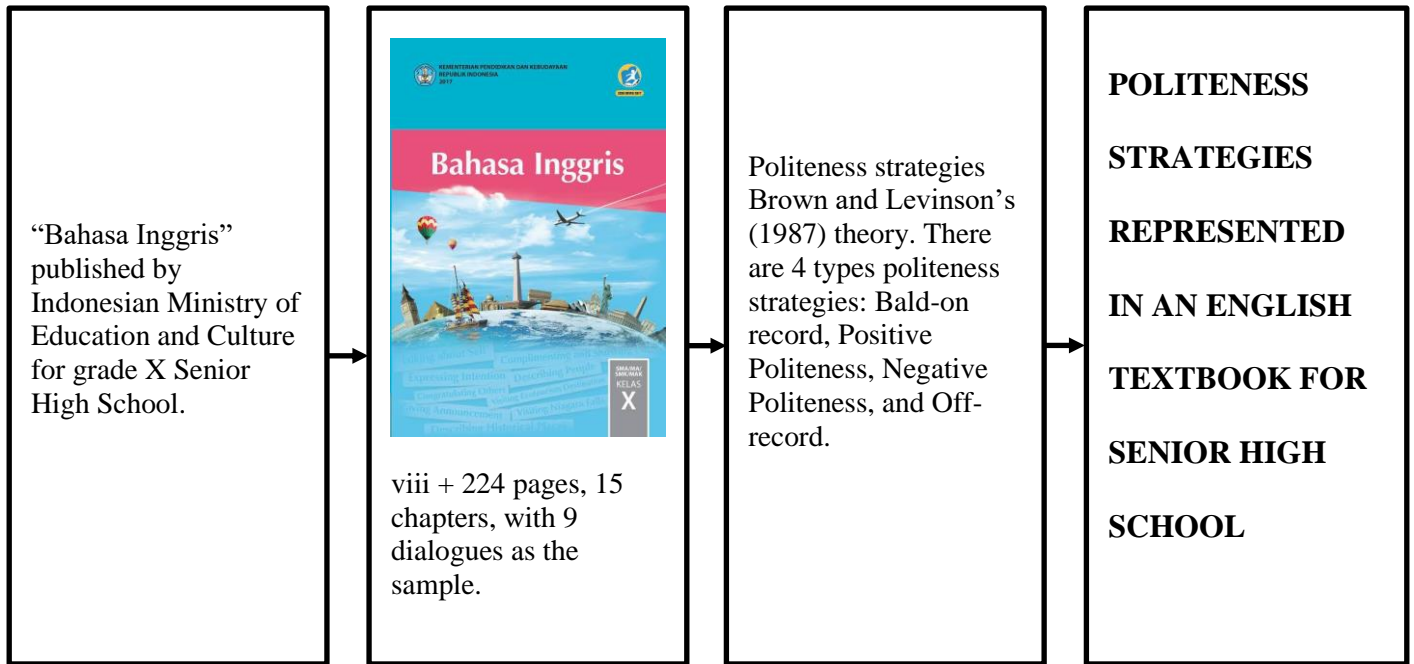


Figure 1. Conceptual Framework

CHAPTER III

RESEARCH DESIGN

This chapter explains the methodology of the study. It covers the research design, participants and data collection techniques.

3.1. Research Design

The research was designed to explore politeness strategies as represented in the dialogue of an English textbook for senior high school. This study used qualitative research, content analysis. The data in this research was 1 English textbook that was published by the Indonesian Ministry of Education and Culture for grade X Senior High School. This book was currently being used at an Indonesian high school where the researcher conducted a pre-service teacher internship in Tanjung Jabung Barat, Jambi, Indonesia. The texts in the textbook were provided in form of dialogue, letter, and narrative. Since dialogue was an example of communication (Meiratnasari, Wijayanto, & Suparno, 2019), the researcher chose dialogue as the sample of the data in this research.

According to Denscombe (2010), there were six procedures of content analysis that would be applied in this research:

- a. Sample of the text election. The researcher read the textbook and selected the sample according to the chosen sample criteria.

- b. Text breaking into component units. The researcher sorted the text out into words or sentences as the unit for analysis.
- c. Data categorization. The researcher categorized the data in 4 categories based on Brown and Levinson's (1987) politeness strategies; bald-on record, positive politeness, negative politeness, and off-record.
- d. Data coding. Based on the categories of the data, the researcher created codes for each data.
- e. Data frequencies counting. Based on the categories of the data, the researcher tallied the frequencies of the data.
- f. Data analysis. The researcher analyzed the data based on the frequencies. Afterwards, the researcher connected the analysis with the theory and the previous studies to get explanations why the data occurred.

3.2 Analytical Construct

The textbook provided dialogues, songs, assignments, and various kinds of text. However, the researcher chose dialogues as the sample of the data. Sample of the text based from 9 dialogues in "Bahasa Inggris" published by Indonesian Ministry of Education and Culture for grade X Senior High School, which contained viii + 224 pages and 15 chapters.

3.3 Data Collecting Technique

Since this research was exploring the types of politeness strategies based on Brown and Levinson's (1987) theory in the dialogue of Indonesian English textbooks,

the data was gathered from “Bahasa Inggris” published by Indonesian Ministry of Education and Culture for grade X Senior High School, which contained viii + 224 pages and 15 chapters.

In this study, any dialogue in the chosen textbook was regarded as an example of communication and used as the sample of the data. After the data was collected, the researcher broke each dialogue into words or sentences. Subsequently, the researcher categorized the data based on Brown and Levinson’s (1987) politeness strategies; bald-on record, positive politeness, negative politeness, and off-record. Based on the data categorization, the researcher created codes to each category before counting the frequencies in each category. Coding the data began once all the data was fully collected.

3.4 Data Analysis

Once the data was collected, it was then analyzed, interpreted and verified. After collecting the data, the researcher brought together the coded dialogues and looked for relationships across the data sources. The data was then analyzed, categorized and organized into 4 kinds of Politeness Strategies based on Brown and Levinson’s (1987) theory. The next stage was interpreting the data and highlighting each similarities and differences in the data. The last stage was data verification, this process involved checking the validity of understanding by rechecking the dialogues and the codes again, thus allowing the researcher to verify or modify the previous hypothesis.

3.5. Trustworthiness

In a study, the validation of the data might be obtained by the researcher. This part of research showed the way data got trustworthiness. To check the trustworthiness of the data, the researcher used credibility in this research. Credibility in qualitative research concerned the veracity of the results of an investigation involving how well the researcher had built trust in the findings based on the research design, content, and context (Ary, *et al*, 2010).

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

4.1. Research Finding

According to the data analysis, not all 4 types of politeness strategies based on Brown and Levinson's (1987) theory are implied in the dialogue of Indonesian English textbook. The types of politeness strategies implied in the textbook are bald-on record, positive politeness, and negative politeness. Off-record politeness strategies are not implied. The frequencies of the data can be explained in the table below:

Table 5. Frequencies of politeness strategies

No	Politeness Strategies	Frequencies
1	Bald-on Record	6
2	Positive Politeness	54
3	Negative Politeness	1
4	Off-record	0
Total		61

From the table above, it can be concluded that total politeness strategies in textbook "Bahasa Inggris" published by Indonesian Ministry of Education and Culture for grade X Senior High School are 61 politeness strategies. Table 1 also revealed that bald-on record consists of 6 politeness strategies, positive politeness consists of 54 politeness strategies, and negative politeness consists of 1 politeness strategies.

The data analysis revealed that, from 9 dialogues, politeness strategies in “Bahasa Inggris” published by Indonesian Ministry of Education and Culture for grade X Senior High School are 61 politeness strategies.

The first type of politeness strategies is bald-on record which has 6 strategies. Bald-on record has 2 types; cases of non-minimization of the face threat and cases of Face-Threatening Act (FTA) oriented bald on-record usage. From the data, the first cases shows 5 items in the textbook and the second cases shows 1 item.

Table 6. Bald-on record strategies

NO	Bald-on record	Text	Context	Chapter Topic	Role
1	cases of non-minimization of the face threat	“Look. The teacher is coming.” (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each other’s outfit until their teacher, Mr. Sultoni comes.	Complimenting	Rani as a student.
2		“Look. What a nice new hair style!” (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other’s look.	Complimenting	Rudi as a friend.
3		“Look! Andi is coming.” (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other’s look.	Complimenting	Rudi as a friend.
4		“Look at this. What do you think?” (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other’s activity and compliment each other’s outfit.	Complimenting	Rahmi as a friend.
5		“Riza, look! That heroic monument stands high and strong.” (Dialogue 8, p. 129)	Ami and Riza are friends. They are talking about a remembrance heroes’ place.	Telling an experience.	Ami as a friend.

6	Cases of FTA oriented bald on-record usage	“Come to my room.” (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other’s activity and compliment each other’s outfit.	Complimenting	Rahmi as a friend.
---	--------------------------------------------	-------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	---------------	--------------------

The “Look!” expressions in the dialogues are bald-on record politeness strategy cases of non-minimization of the face threat. It shows an expression of commanding with an urgency context where the conversation cannot be valuable if the hearer does not do the command. “Come to my room” is a bald-on record politeness strategy Cases of FTA oriented bald on-record usage. It is a commanding without an urgency context. The hearer can choose whether will do the command or not.

The higher use of case of non-minimization of the face threat than cases of FTA oriented bald on-record usage is similar with Meiratnasari, Wijayanto, & Suparno’s (2019) research. They argued that the students are trained to be familiar with command sentences such as “*Look at this!*” or “*Come to my room!*”. It suits the needs of the students who are often meet with command sentences in textbooks or command sentences from teachers such as “*See page 10!*” or “*Read page 5!*”.

Positive politeness in this textbook consist of 54 items. It makes positive politeness be the most used strategy in “Bahasa Inggris” published by Indonesian Ministry of Education and Culture for grade X Senior High School. The high use of positive politeness is suitable with the psychological state of students who love to be appreciated. From total 15 types of positive politeness, there are only 9 types of positive politeness used in the textbook. There are notice: “*I’ve never seen you in that hat. Where did you buy it?*” (Dialogue 4, p. 28); exaggerating: “*That’s wonderful, Alif.*”

(Dialogue 2, p. 23-24); intensifying interest to hearer: *“I get an unforgettable experience there.”* (Dialogue 8, p. 129); using in-group identity markers: *“Hello and welcome to our talk show tonight, Great Inventors!”* (Dialogue 7, p. 97-98); seeking agreement: *“Is it true?”* (Dialogue 3, p. 24); avoiding agreement: *“Uhm, I’m not sure.”* (Dialogue 6, p. 40-41); including both speaker and hearer in the activity: *“Hmm.... It is a remembrance for us to our heroes’ struggle in this country.”* (Dialogue 8, p. 129); giving or asking for reason: *“Now, that you are the director of the company, I believe that the company will develop even faster.”* (Dialogue 2, p. 23-24); and giving gifts to the hearer: *“No problem.”* (Dialogue 6, p. 40-41).

Exaggerating is the most used type of positive politeness with number 25, following by seeking agreement 10, including both speaker and hearer in the activity 5, notice 4, avoiding agreement 4, using in-group identity markers 2, giving and asking for a reason 2, intensifying interest to hearer 1, and giving gifts to the hearer 1.

From total 10 negative politeness strategies, there is only one strategy used in “Bahasa Inggris” published by Indonesian Ministry of Education and Culture for grade X Senior High School; giving deference. It is relevance with Indonesian culture that upholds respectful behavior by being aware of one’s position when talking to others.

Table 8. Negative politeness strategies

NO	Negative Politeness	Text	Context	Chapter Topic	Role
1	Giving difference	“Please accept my warmest congratulations, Sir.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Eny, Alif’s friend.

4.2. Discussion

From the finding, it can be concluded that positive politeness strategies is the most used politeness in the textbook including exaggerating as the most acquainted strategy. It is in accordance with Indonesian Basic Competence (KD) number 3; understanding, applying, analyzing knowledge (factual, conceptual, and procedural) with humanity and nationality insight. It is reflected on dialogue 3, page 24 “*You’re a very good story teller.*” when the speaker wants to show her humanity by encouraging and exaggerating the hearer. It has similar result with Meiratnasari, Wijayanto, & Suparno’s (2019) research, they show the highest use of politeness strategies is positive politeness with total number 156 strategies. However, off-record strategy is used in “Talk Active 1” and “Talk Active 2”, the textbook in their research, with total frequency 11 strategies.

The finding shows similar results with some relevant studies. Shooshtari, Bordbar, and Banari (2017) reveals that positive politeness is found in their research. It is in line with this research which positive politeness is found as the most used strategy. However, Alcoberes (2016) revealed that Indonesian English textbooks applied negative politeness strategies by apologizing and being pessimistic. It is different with this research where negative politeness strategy is applied by giving difference.

Lastly, the off-record strategy is not implemented in the dialogue of Indonesian English textbooks. Mulyono, Amalia, and Suryoputro’s (2019) research showed that the percentage of off-record use in upper secondary school of 50 students between 16 – 17 years old is relatively small. Moreover, they did not find the use of off-record

strategy in lower secondary school. Mahmud's (2019) research revealed that positive politeness and negative politeness was applied, however an off-record strategy was not found. Off-record strategy can be used as a conveyance from a teacher to the students as an awareness of their mistake without being stated directly (Arif, Iskandar, Muliati & Patak, 2018). Meanwhile in the textbook of this research, there is no suitable part of that situation.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

This research investigated politeness strategies reflected in the dialogue of Indonesian English textbooks. As mentioned earlier in the introduction, the purpose of this study were to explore the types of politeness strategies based on Brown and Levinson's (1987) theory in the dialogue of "Bahasa Inggris" Indonesian English textbooks grade X published by Indonesian Ministry of Education and Culture.

The result showed that three of four kinds of politeness strategies are implemented in the dialogue of Indonesian English textbooks. The strategies are bald-on record, positive politeness, and negative politeness. The analysis revealed that positive politeness is the most used in "Bahasa Inggris" published by Indonesian Ministry of Education and Culture for grade X Senior High School with total number 54 positive politeness strategies, followed by Bald-on record 6 strategies, and negative politeness 1 strategy. Off-record was not reflected in Indonesian English textbooks. However, these findings cannot be generalized to other Indonesian English textbooks. The similar study needs to be conducted with textbooks from same publisher, but different grades to know whether grade has an influence on the reflections of politeness strategies.

5.2. Recommendation

This study has contributed to understand the types of politeness strategies based on Brown and Levinson's (1987) theory in the dialogue of an Indonesian English textbook for Senior High School. For future researchers, who are willing to conduct similar research, are recommended to study Indonesian English textbooks from the same publisher, Ministry of Education and Culture of Indonesia, but from different grades, such as from Junior High School to explore whether grade has an influence on the reflections of politeness strategies although the publisher is same.

REFERENCES

- Alcoberes, P. J. N. (2016). The author-initiated discourses in the selected english textbooks in southeast Asia: A world englishes paradigm. *Asian Englishes*, 18(1), 36–52.
- Arif, N., Iskandar, Muliati, A., & Patak, A. A. (2018). Male and female lecturers' politeness strategies in EFL classroom. *International Journal of Humanities and Innovation (IJHI)*, 1(1), 28–39.
- Ary et al, 2010. Introduction to research in education. 8th Ed. Belmont: *Wadsworth Cengage Learning*.
- Brown, P., & Levinson, S. C. (1987). Politeness: Some Universals in Language Usage. Cambridge: *Cambridge University Press*.
- Chen, I.-J. (2017). Face-Threatening Acts: Conflict between a Teacher and Students in EFL Classroom. *Open Journal of Modern Linguistics*, 07(02), 151–166.
- Denscombe, M. (2010). The Good Research Guide: For Small-Scale Social Research Project Fourth Edition. New York: *Open University Press*.
- Huang, P. (2019). Textbook interaction: A study of the language and cultural contextualisation of English learning textbooks. *Learning, Social, and Culture Interaction*.
- Hutchinson, T., and E. Torres (1994). 'The Textbook as Agent of Change', *ELT Journal* 48(4): 315-26.
- Lee, R. N., & Bathmaker, A.-M. (2007). The Use of English Textbooks for Teaching English to 'Vocational' Students in Singapore Secondary Schools: A Survey of Teachers' Beliefs. *RELC Journal*.
- Limberg, H. (2015). Teaching How to Apologize: EFL Textbooks and Pragmatic Input. *Language Teaching Germany*.
- Mahmud, M. (2019). The use of politeness strategies in the classroom context by English university students. *Indonesian Journal of Applied Linguistics*, 8(3), 597–606.
- Mahmud, Y. S. (2019). The representation of local culture in Indonesian EFL textbooks: Rationales and implications. *Indonesian EFL Journal*, 5(2), 61-72.

- Meiratnasari, A., Wijayanto, A., & Suparno (2019). An analysis of Politeness strategies in Indonesian English Textbooks. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 529-540.
- Mulyono, H., Amalia, D. R., Suryoputro, G. (2019). Politeness Strategies in Teacher-Student WhatsApp Communication. *PASAA: Journal of Language Teaching and Learning in Thailand*, 295-318.
- Shooshtari, Z. G., Bordbar, A., & Banari, R. (2017). Pragmatic Knowledge and Its Reflection in ESP Textbooks: The Case of Unauthentic Textbooks. *Theory and Practice in Language Studies*, 7(8), 701.
- Sülü, A. (2015). Teacher'S Politeness in Efl Class. *International Online Journal of Education and Teaching (IOJET)*, 2(4), 216–221.
- Wells, S., & Moon, B. (2019). Towards an anatomy of English textbooks: counting what counts as English. *English In Education*.

APPENDICES

Table 1. 4 Types of Politeness Strategies

NO	Politeness Strategies	Types	Definition	Example
1	Bald-on record (concerned on the clearness and effectiveness.)	Cases of non-minimization of the face threat.	Commanding, asking, giving a cue, giving permission, or giving a message with an urgency context.	“Help!” “Watch out!” “Look! It is...”
		Cases of FTA oriented bald on-record usage.	Welcoming, farewell, offer, demanding but softer because there is no urgency.	“Come in...” “Have some more cakes.” “Leave it to me!”
2	Positive politeness (redress directed to the addressee’s positive face)	Notice,	The speaker notices the hearer.	“OMG! You cut your hair!” “What a beautiful vase it is! Where did you buy it?”
		Exaggerating,	Exaggerating interest, approval, sympathy or admiration.	“you are beautiful!” “it looks good!”
		Intensifying interest to hearer,	Involving self or other to make the interesting point be clearer.	“...(story) guess what I see? So many...” “He said ‘you ok in that!’. Im so surprised!”
		Using in-group identity markers,	A definition of a group that the hearer is carried in it.	Mate, buddy, honey, dear, duckie, blondie, cutie, sweetheart, guys, fellas.
		Seeking agreement,	Seeking agreement from the topic that the hearer says.	“It is good, right?” “Your hair has beautiful color, isn’t it?”
		Avoiding agreement,	The speaker does not agree with the hearer, but in a polite way.	“It is good, but....” “It is beautiful in a way.”
		Raising common ground,	The value of the speaker spending time and effort on being with the hearer as a mark of friendship or interest in him.	Small talk, talking for a while about unrelated topics.
Joking,	A basic positive-politeness technique, for putting the hearer at ease.	“OK if I tackle those cookies now?”		

	Asserting speaker's knowledge of and concerning for hearer's wants;	One way of indicating that the speaker and the hearer are cooperators.	"I know you like an ice cream. Let's buy it!"	
	Offering and promising;	The speaker tries to satisfy the hearer by offering or promising something.	"You can rest after this one, ok?"	
	Being optimistic;	Speaker is being optimistic that the hearer will definitely accept the speaker request as if the speaker understands that the hearer will not complain.	"You'll lend me your bike, right?" "I invite you to my tea party tomorrow, you'll come, right?"	
	Including both speaker and hearer in the activity;	Using "we" instead of "I and You".	"Shall we eat?"	
	Giving or asking for reason,	The speaker gives reasons why he wants what he wants.	"Since you like sea, why don't we go to the seashore!"	
	Assuming reciprocity;	The speaker assuming something as a mutual relation.	"I'll do A if you do B"	
	Giving gifts to hearer.	Gifts mean goods, sympathy, understanding, cooperation. The speakers understands the hearer's wants: the wants to be liked, admired, cared about, understood, listened to, and so on.	"I know you are strong. But you can tell me and be weak in front of me. It's okay..."	
3	Negative Politeness (redressive action addressed to the addressee's negative face)	Being indirect,	The speaker being indirect in telling the hearer what the speaker disagree with.	"Why do you paint your house purple?"
Using questions and hedges,		Say indirectly what the speaker wants by using question and hedges.	"A swing is <i>sort of</i> a toy." "Won't you open the door?"	
Being pessimistic,		Being pessimistic whether the hearer wants to do what we ask or not.	"Could you do it?" "I don't imagine there'd be any possibility of you doing it for me."	
Minimizing the imposition,		Narrowly limits the imposition.	"I <i>just</i> want to ask you if you could lend me a single sheet of paper."	
Giving deference,		The speaker treats the hearer as the hearer is superior.	"Excuse me, <i>sir</i> , but would you mind if I close the window?"	

		Apologizing,	The speaker shows hesitation in asking something..	“I’m sorry to bother you but, can you explain this part to me?”
		Impersonalizing speaker and hearer,	Impersonalizing speaker and hearer by making your addressee unmentioned,	“It’s not impossible (for you) to do that”
		Generalizing rule,	Generalizing expression rather than mentioning addressee directly.	“Passengers will please refrain from flushing toilets on the train”
		Nominalizing,	Using verb or adjective as noun and make it be the head of the sentence.	“ <i>Your performing well</i> on the examinations impressed us favourably.”
		Going on record as incurring a debt.	Explicitly claiming the speaker’s indebtedness to the hearer.	“I’ll never be able to repay you if you do it for me.”
4	Off-record (the speaker lets the hearer to construe the meaning of the words.)	Giving hints,	The speaker says something that is not explicitly relevant and invites the hearer to search for an interpretation of the possible relevance.	“It’s cold in here.” (Interpretation: Shut the window!)
		Giving association clues,	The speaker mentions something that associated with the hearer.	“Oh God, I’ve got a headache again.” (Interpretation: It is afternoon, the weather is hot, the speaker and the hearer often buy ice tea in the afternoon.)
		Presupposing,	The speaker uses ‘again’ to make the hearer presupposes the relevance precious event.	“I washed the car <i>again</i> today.” (The speaker presuppose the hearer that they have divided the task but end up always the speaker who did it.)
		Understating,	Saying less than is required.	“How was the party?” “Pretty nice.” (The speaker does not really like the party.)
		Overstating,	Giving information more than what is needed.	“I tried to call a hundred times, but

		there was never any answer.” (The speaker wants the hearer to say sorry.)
Using tautologies,	The speaker asks the hearer to do something from non-informative words that the speaker said before.	“Boys will be boys.” (The hearer can be a boy who loves football very much until forgetting his task. The speaker wants him to do it.)
Using contradictions,	The speaker says 2 contradictive things because he cannot say the truth.	“Well, John is here and he isn’t here.” (John is drunk.)
Being ironic,	Saying opposite the means.	“John’s a real genius.” (After John has just done twenty stupid things in a row.)
Using metaphor,	Not the real meaning.	“Harry is a real fish.” (He swims like a fish.)
Using rhetorical questions,	Asking rhetorical questions that do not require any answer,	“What can I say?” (Nothing. It is too bad.)
Being ambiguous,	Can be a compliment or a criticism, depends on the situation.	“John is pretty smooth cookie.”
Being vague,	The speaker dose not say explicitly the object.	“Looks like someone may have had too much to drink.”
Overgeneralizing ,	Not naming the hearer or addressing him directly.	“If that door is shut completely, it sticks.”
Displacing,	Actually the speaker wants person A to do something for him, but the speaker says to person B to make person A realizes the speaker wants.	“Give me the bottle, please...” (The speaker says to person B meanwhile the bottle is near with person A.)
Being incomplete by using ellipsis.	The speaker does not complete the sentences because the hearer has already understood the meaning.	“Well, I didn’t see you...”

Table 2. Sample of 4 types politeness strategies

NO	Politeness Strategies	Types	Definition	Sample	Coding
1	Bald-on record (concerned on the clearness and effectiveness .)	Cases of non-minimization of the face threat.	Commanding, asking, giving a cue, giving permission, or giving a message with an urgency context.	“Riza, look!” (Dialogue 8)	BN
		Cases of FTA oriented bald on-record usage.	Welcoming, farewell, offer, demanding but softer because there is no urgency.	“Come to my room!” (Dialogue 4)	BO
2	Positive politeness (redress directed to the addressee’s positive face)	Notice,	The speaker notices the hearer.	“”I’ve never seen you in that outfit. Is it new?” (Dialogue 4)	PN
		Exaggerating,	Exaggerating interest, approval, sympathy or admiration.	“What a nice scarf!” (Dialogue 4)	PE
		Intensifying interest to hearer,	Involving self or other to make the interesting point be clearer.	“I get an unforgettable experience there.” (Dialogue 8)	PI
		Using in-group identity markers,	A definition of a group that the hearer is carried in it.	“Great Inventors!” (Dialogue 7)	PIM
		Seeking agreement,	Seeking agreement from the topic that the hearer says.	“Oohhh, is it like a flying car?” (Dialogue 7)	PS
		Avoiding agreement,	The speaker does not agree with the hearer, but in a polite way.	“He did. But he never forget his country.” (Dialogue 9)	PA
		Raising common ground,	The value of the speaker spending time and effort on being with the hearer as a mark of friendship or interest in him.	-	PR
Joking,	A basic positive-politeness technique, for	-	PJ		

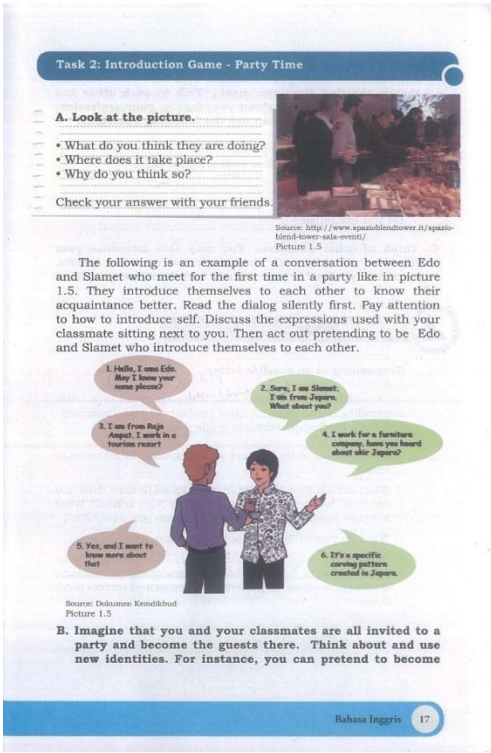
	putting the hearer at ease.		
Asserting speaker's knowledge of and concerning for hearer's wants;	One way of indicating that the speaker and the hearer are cooperators.	-	PK
Offering and promising;	The speaker tries to satisfy the hearer by offering or promising something.	-	PO
Being optimistic;	Speaker is being optimistic that the hearer will definitely accept the speaker request as if the speaker understands that the hearer will not complain.	-	PB
Including both speaker and hearer in the activity;	Using "we" instead of "I and You".	"Hmm.... It is a remembrance for us to our heroes' struggle on this country." (Dialogue 8)	PIB
Giving or asking for reason,	The speaker gives reasons why he wants what he wants.	"Now, that you are the director of the company, I believe that the company will develop even faster." (Dialogue 2)	PG
Assuming reciprocity;	The speaker assuming something as a mutual relation.	-	PAR
Giving gifts to hearer.	Gifts mean goods, sympathy, understanding, cooperation. The speakers understands the hearer's wants: the wants to be liked, admired, cared about, understood,	"No problem." (Dialogue 6)	PGG

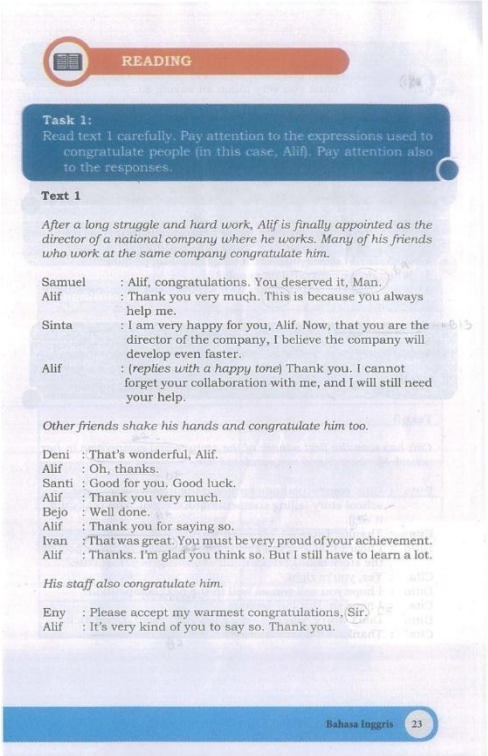
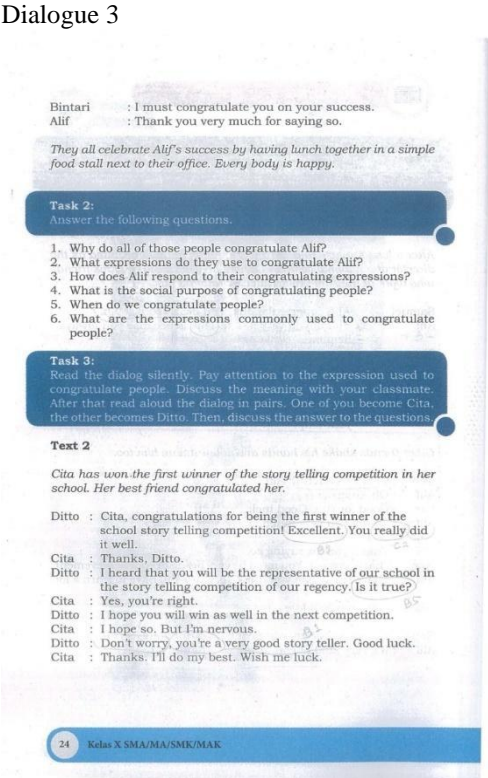
			listened to, and so on.		
3	Negative Politeness (redressive action addressed to the addressee's negative face)	Being indirect,	The speaker being indirect in telling the hearer what the speaker disagree with.	-	NI
		Using questions and hedges,	Say indirectly what the speaker wants by using question and hedges.	-	NQ
		Being pessimistic,	Being pessimistic whether the hearer wants to do what we ask or not.	-	NP
		Minimizing the imposition,	Narrowly limits the imposition.	-	NM
		Giving deference,	The speaker treats the hearer as the hearer is superior.	“Please accept my warmest congratulations , sir.” (Dialogue 2)	ND
		Apologizing,	The speaker shows hesitation in asking something..	-	NA
		Impersonalizing speaker and hearer,	Impersonalizing speaker and hearer by making your addressee unmentioned,	-	NIM
		Generalizing rule,	Generalizing expression rather than mentioning addressee directly.	-	NG
		Nominalizing,	Using verb or adjective as noun and make it be the head of the sentence.	-	NN
		Going on record as incurring a debt.	Explicitly claiming the speaker's indebtedness to the hearer.	-	NID
4	Off-record (the speaker lets the hearer to construe the	Giving hints,	The speaker says something that is not explicitly relevant and invites the hearer to search for an interpretation of the possible relevance.	-	OH

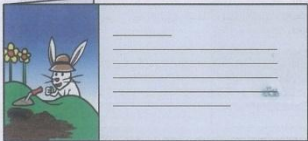
meaning of the words.)	Giving association clues,	The speaker mentions something that associated with the hearer.	-	OAC
	Presupposing,	The speaker uses 'again' to make the hearer presupposes the relevance precious event.	-	OP
	Understating,	Saying less than is required.	-	OU
	Overstating,	Giving information more than what is needed.	-	OO
	Using tautologies,	The speaker asks the hearer to do something from non-informative words that the speaker said before.	-	OT
	Using contradictions,	The speaker says 2 contradictive things because he cannot say the truth.	-	OC
	Being ironic,	Saying opposite the means.	-	OI
	Using metaphor,	Not the real meaning.	-	OM
	Using rhetorical questions,	Asking rhetorical questions that do not require any answer,	-	OR
	Being ambiguous,	Can be a compliment or a criticism, depends on the situation.	-	OA
	Being vague,	The speaker dose not say explicitly the object.	-	OV
Overgeneralizing ,	Not naming the hearer or addressing him directly.	-	OOG	
Displacing,	Actually the speaker wants person A to do something for him, but the speaker says to person B to make person A	-	OD	


	realizes the speaker wants.		
Being incomplete by using ellipsis.	The speaker does not complete the sentences because the hearer has already understood the meaning.	-	OE

Table 3. 9 dialogues as the sample

Dialogues	Page	Chapter	KD
<p>Dialogue 1</p>  <p>The following is an example of a conversation between Edo and Slamet who meet for the first time in a party like in picture 1.5. They introduce themselves to each other to know their acquaintance better. Read the dialog silently first. Pay attention to how to introduce self. Discuss the expressions used with your classmate sitting next to you. Then act out pretending to be Edo and Slamet who introduce themselves to each other.</p> <p>1. Hello, I am Edo. May I know your name please? 2. Sure, I am Slamet. I am from Japan. What about you? 3. I am from Raja Ampat. I work in a tourism resort. 4. I work for a furniture company. Have you heard about ukir Jepara? 5. Yes, and I want to know more about that. 6. It's a specific carving pattern created in Jepara.</p> <p>Source: Dolmanus Kenidikbud Picture 1.5</p> <p>B. Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become</p> <p>Bahasa Inggris 17</p>	17	Chapter 1: Talking About Self	3.1 4.1 Introducing self
Dialogue 2	23 - 24	Chapter 2: Congratulating and Complimenting Others	3.2 4.2 Congratulating and complimenting

 <p>READING</p> <p>Task 1: Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.</p> <p>Text 1</p> <p><i>After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.</i></p> <p>Samuel : Alif, congratulations. You deserved it, Man. Alif : Thank you very much. This is because you always help me.</p> <p>Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.</p> <p>Alif : (replies with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help.</p> <p><i>Other friends shake his hands and congratulate him too.</i></p> <p>Deni : That's wonderful, Alif. Alif : Oh, thanks. Santi : Good for you. Good luck. Alif : Thank you very much. Bejo : Well done. Alif : Thank you for saying so. Ivan : That was great. You must be very proud of your achievement. Alif : Thanks. I'm glad you think so. But I still have to learn a lot.</p> <p><i>His staff also congratulate him.</i></p> <p>Eny : Please accept my warmest congratulations, Sir. Alif : It's very kind of you to say so. Thank you.</p> <p>Bahasa Inggris 23</p>			
<p>Dialogue 3</p>  <p>Bintari : I must congratulate you on your success. Alif : Thank you very much for saying so.</p> <p><i>They all celebrate Alif's success by having lunch together in a simple food stall next to their office. Every body is happy.</i></p> <p>Task 2: Answer the following questions.</p> <ol style="list-style-type: none"> 1. Why do all of those people congratulate Alif? 2. What expressions do they use to congratulate Alif? 3. How does Alif respond to their congratulating expressions? 4. What is the social purpose of congratulating people? 5. When do we congratulate people? 6. What are the expressions commonly used to congratulate people? <p>Task 3: Read the dialog silently. Pay attention to the expression used to congratulate people. Discuss the meaning with your classmate. After that read aloud the dialog in pairs. One of you become Cita, the other becomes Ditto. Then, discuss the answer to the questions.</p> <p>Text 2</p> <p><i>Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her.</i></p> <p>Ditto : Cita, congratulations for being the first winner of the school story telling competition! Excellent, You really did it well. Cita : Thanks, Ditto. Ditto : I heard that you will be the representative of our school in the story telling competition of our regency. Is it true? Cita : Yes, you're right. Ditto : I hope you will win as well in the next competition. Cita : I hope so. But I'm nervous. Ditto : Don't worry, you're a very good story teller. Good luck. Cita : Thanks. I'll do my best. Wish me luck.</p> <p>24 Kelas X SMA/MA/SMK/MAK</p>	24	Chapter 2: Congratulating and Complimenting Others	3.2 4.2 Congratulating and complimenting

<p>Dialogue 4</p> <p>Task 2: Complete the following conversations with your own words.</p> <p>Conversation 1 Rani : Hi, Anisa. Anisa : Hi, you look great in that pink head scarf. What a nice scarf! Rani : _____ (1) to say that. Anisa : I've never seen you in that hat. Where did you buy it? Rani : My mom bought it for me when she went to the market. Anisa : I see. Rani : Look. The teacher is coming! Anisa : Pak Sultoni. Mr. Sultoni : Hi, how are you? Rani : We're good. Thanks. Anisa : Excellent. Rani : _____ (2) hair cut, Pak Sultoni. Anisa : Yes, you're looking good with your hair style. Mr. Sultoni : Thanks a lot. Rani, I heard you won the Math Olympiad. Is it true? Rani : Yes, I won the second prize last week. Anisa : _____ (3) Mr. Sultoni : _____ (4) to hear that. Rani : Thank you very much for saying so.</p> <p>Conversation 2 Rudi : Hi Ben. How are you? Ben : Hi, you look great in that black jacket. Rudi : _____ (1) saying so. Ben : I've never seen you in that outfit. Is it new? Rudi : My sister bought it for me when she went to Singapore. Ben : Oh, I see. Rudi : Look. What a nice new hair style! Where did you have a haircut? I like it a lot. Ben : _____ (2) think so. My brother did it. I can ask him to do yours if you want to. Rudi : Yes, please. Look Andi is coming. Ben : Hi Andi, I heard you won the Speech Contest last month. Congratulations! Rudi : _____ (3) Rudi : Fantastic! It's a great job, bro! Andi : Oh, thanks. It's _____ (4) actually.</p> <p>28 Kelas X SMA/MA/SMK/MAK</p>	<p>28</p>	<p>Chapter 2: Congratulating and Complimenting Others</p>	<p>3.2 4.2 Congratulating and complimenting</p>
<p>Dialogue 5</p> <p><i>Your friend has got an opportunity to be an interpreter in an international conference on inter religion dialogue to create and preserve peace and harmony.</i></p>  <p>Source: Dokumen Keresidikbud Picture 2.13</p> <p>DIALOG: COMPLIMENTING</p> <p>Task 1: Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses.</p> <p>Rahmi : Hello. How are things going on, Sinta? Sinta : Hi. Good, and you? Rahmi : I'm feeling great today. How was your weekend with your family in Batu? Sinta : Excellent! We had a lovely time there. You should have gone there with us. Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse. Sinta : Thanks a lot. My sister bought it for me last month. Rahmi : Wow! That's wonderful. Sinta : Oh, Rahmi, can I ask you something? Rahmi : Oh, sure. Please. Sinta : Have you finished writing the book we discussed two months ago? Rahmi : Yes. Come to my room. Look at this. What do you think? Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job. Rahmi : Thanks a lot. You've inspired me to do this.</p> <p>32 Kelas X SMA/MA/SMK/MAK</p>	<p>32 - 33</p>	<p>Chapter 2: Congratulating and Complimenting Others</p>	<p>3.2 4.2 Congratulating and complimenting</p>

<p>Sinta : Your publisher should send it to all bookstores here. Rahmi : Yes, you're right. The publisher will do it for me. Sinta : Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have a nice day! Rahmi : You, too.</p> <p>Task 2: Read aloud the dialog with a classmate. Pay attention to the complimenting expressions and the responses too.</p>  <p>Source: Dokumen Kemdikbud Picture 2.14</p> <p>Task 3: Read the following notes about complimenting expressions. After that perform the dialogs in the following that with your classmates.</p> <p>Notes:</p> <p>COMPLIMENTING</p> <p>Compliment is an expression to appreciate or praise other people. Compliment is useful to give encouragement so that people will keep on doing their best and even improve their performance.</p> <p>When to express compliment:</p> <ul style="list-style-type: none"> - On daily basis. - When someone has done his/her best. - When you visit someone's house for the first time. - If you notice something new about someone's appearance. <p>Can you think of other situations when you need to compliment?</p> <p style="text-align: right;">Bahasa Inggris 33</p>			
<p>Dialogue 6</p>	<p>40 - 41</p>	<p>Chapter 3: What are You Going to Do Today?</p>	<p>3.3 4.4 Intentions and care</p>



VOCABULARY BUILDER

Look at the pictures in the warmer section again. Make a list of any words (nouns or verbs) that are related to the pictures. The words that you find should start with letters A to Z.

A: _____	N: _____
B: _____	O: _____
C: _____	P: _____
D: _____	Q: _____
E: _____	R: _____
F: Ferris wheel (big wheel)	S: _____
G: _____	T: _____
H: _____	U: _____
I: _____	V: _____
J: _____	W: _____
K: _____	X: _____
L: _____	Y: _____
M: _____	Z: _____



DIALOG: EXPRESSING INTENTION

Task 1:
Read aloud the following conversation. Take turns with your classmates doing the roles. Then, answer the questions following that.

A. A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans. Pay attention to the pronunciation and intonation of the dialog below.

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to** go fishing.

Santi : Fishing? Are you going to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle's house. **Would you like** to come with us?

Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.

Bayu : What about you, Riri? **What would you like** to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. **We are going to** practice baking cookies.

Santi : That sounds like a very good plan!

Bayu : **Are you going to** bake choco chips cookies like the last time?

Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.

Santi : Lucky you. Your mom is a real baker, isn't she?

Bayu : Ha ha, ha. Do you still want to stay home alone?

Riri : Or, **would you like** to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : I think I **would like** to bake cookies with Riri. Thanks for inviting me, Riri.

Riri : No problem. I will tell you the time on Friday.

Santi : Thanks a lot. I can't wait to join you.

Bayu : Have a nice long weekend, everyone.

Riri, Santi : You too.

Dialogue 7

DIALOG

Task 1:
Read the following conversation.

Interview With The Wright Brothers

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?

Orville : We invented airplane.

Host : Airplane? What is the tool for?

Wilbur : It's a tool that will help human being to fly!

Host : Oohhh, is it like a flying car? How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Host : But that was only a toy, what about the actual plane?

Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.

Host : Why did you choose Kitty Hawk?

Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.

Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then.

Host : I see. So you've had the newest version of your airplane?

Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.

Host : How amazing! I think this invention will be a big thing soon.

Bahasa Inggris 97

Wilbur : Our father has asked us not to fly together. He said it's for the safety reason.

Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon.

Host : Okay we wish you good luck with the next experiments.

Made with materials from:
http://www.ducksters.com/biography/wright_brothers.php

Task 2:
Supply the dialog with the correct expressions based on the conversation above.

1. How did you get the inspiration?

Host _____

Wilbur Wright

2. Did you have any other interest that inspired you?

Host _____

Orville Wright

98 Kelas X SMA/MA/SMK/MAK

97 - 98

Chapter 7: The Wright Brothers

3.7
4.7
Simple past tense versus present perfect tense

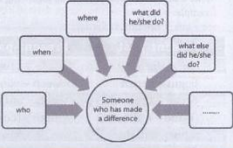
<p>Dialogue 8</p> <p>LISTENING</p> <p>Your teacher is going to read you an experience of a boy who had to go out of Surabaya when the city was surrounded by the British Army. Listen carefully. You may take notes if necessary. Then, answer the teacher's questions.</p> <p>SPEAKING</p> <p>Task 1: Read the following dialog. Take turns reading it.</p> <p>Ami : Riza, look! That heroic monument stands high and strong. Riza : Hmm.... It is a remembrance for us to our heroes' struggle on this country. Ami : Yeah, many of them became casualties of the war. Riza : I had an unforgettable experience there. Ami : Really? What was it? Riza : When I was in Junior High School, my school held a program called "Keep our city clean and green!" Ami : What did you do? Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy. Ami : That's a very good program. Riza : Yes, it was. We also planted some trees around it.</p> <p>Task 2: Sharing an experience Do you still remember the boy's experience you just listened to? You can make a new recount text based on the boy's experience, treating it as if it were your own experience.</p> <p>Imagine that you were the boy who had to continue the trip after staying overnight in the village. Tell your imaginary experience based on the last part of the story. Do that in groups of four students. Follow the instructions below:</p> <ol style="list-style-type: none"> Remember the story you just listened to. Retell the story. Each member of the group takes turns saying one sentence. <p>Bahasa Inggris 129</p>	<p>129</p>	<p>Chapter 9: The Battle of Surabaya</p>	<p>3.9 4.13 4.14 Recount text (identifying)</p>
<p>Dialogue 9</p> <p>SPEAKING</p> <p>Task 1: Read the following dialog. Take turns reading it.</p> <p>Nadia : Who is your idol, Rima? Rima : My parents. What about you? Nadia : BJ Habibie. I like him very much. Rima : He is one of geniuses from Indonesia. He studied in Germany. Nadia : You're right. Rima : He worked and stayed in Germany, right? Nadia : He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world. Rima : He relinquished his good job in Germany to develop his own country. Nadia : He promised that he would share his knowledge to everyone needing it. Rina : Now, he seems to enjoy his retirement with family. Nadia : That's why I love him.</p> <p>Task 2: Talking about Someone Who has Made a Difference</p> <p>With a partner, find from the Internet someone who has made a difference (e.g., Mother Theresa, Thomas Alva Edison, Albert Einstein, Habibie, etc.). When you have chosen the figure, use the plan to develop your notes.</p>  <p>Task 3: Sharing</p> <p>Tell your partner about the figure you have chosen. Use your notes in the previous task to help you.</p> <ol style="list-style-type: none"> Who was someone who made a difference? Where did he/she live? What did he/she do to contribute to the society? What is your comment about him/her? <p>140 Kelas X SMA/MA/SMK/MAK</p>	<p>140</p>	<p>Chapter 10: B.J. Habibie</p>	<p>3.9 4.13 4.14 Recount text (retelling)</p>

Table 4. Sample coding

Dialogue	Page	Data	Politeness Strategies	Coding Meaning
Dialogue 1	17	-	-	
Dialogue 2	23 - 24	“You deserved it, man.”	PIM	Positive – Identity Markers
		“Now, that you are the director of the company, I believe that the company will develop even faster.”	PG	Positive – Giving or asking reasons
		“That’s wonderful, Alif.”	PE	Positive – Exaggerating
		“Good for you.”	PE	Positive – Exaggerating
		“Well done.”	PE	Positive – Exaggerating
		“That was great.”	PE	Positive – Exaggerating
		“You must be very proud of your achievement.”	PS	Positive – Seeking agreement
		“Please accept my warmest congratulations, Sir.”	ND	Negative – giving Deference
		“It’s very kind of you to say so.”	PE	Positive – Exaggerating
Dialogue 3	24	“Excellent! You really did it well.”	PE	Positive – Exaggerating
		“Is it true?”	PS	Positive – Seeking agreement
		“You’re a very good story teller.”	PE	Positive – Exaggerating
Dialogue 4	28	“Hi, you look great in that pink head scarf.”	PE	Positive – Exaggerating
		“What a nice scarf!”	PE	Positive – Exaggerating
		“I’ve never seen you in that hat. Where did you buy it?”	PN	Positive – Notice
		“Look.”	BN	Bald-on record – Cases of non-minimization of the face threat
		“Excellent.”	PE	Positive – Exaggerating
		“Hair cut, Pak Sultoni.”	PN	Positive – Notice

		“Yes, you’re looking good with your hair style.”	PE	Positive – Exaggerating
		“Is it true?”	PS	Positive – Seeking agreement
		“Hi, you look great in that black jacket.”	PE	Positive – Exaggerating
		“I’ve never seen you in that outfit. Is it new?”	PN	Positive – Notice
		“Look.”	BN	Bald-on record – Cases of non-minimization of the face threat
		“What a nice new hair style!”	PE	Positive – Exaggerating
		“Where did you have a haircut?”	PN	Positive – Notice
		“I like it a lot.”	PE	Positive – Exaggerating
		“Look!”	BN	Bald-on record – Cases of non-minimization of the face threat
		“Fantastic! It’s a great job, bro!”	PE	Positive – Exaggerating
Dialogue 5	32 - 33	“You should have gone there with us.”	PIB	Positive – Including Both speaker and hearer
		“Hey, what a beautiful skirt you are wearing.”	PE	Positive – Exaggerating
		“It matches your blouse.”	PE	Positive – Exaggerating
		“Wow! That’s wonderful.”	PE	Positive – Exaggerating
		“Have you finished writing the book we discussed two months ago?”	PIB	Positive – Including Both speaker and hearer
		“Come to my room.”	BO	Bald-on – Cases of FTA oriented bald on-record usage
		“Look at this.”	BN	Bald-on record – Cases of non-minimization of the face threat
		“Terrific. I like the cover.”	PE	Positive – Exaggerating

		“This book is excellent. You really did a great job.”	PE	Positive – Exaggerating
		“Well, that’s great.”	PE	Positive – Exaggerating
Dialogue 6	40 - 41	“Uhm, I’m not sure.”	PA	Positive – Avoiding agreement
		“Stay at home?”	PS	Positive – Seeking agreement
		“Fishing?”	PS	Positive – Seeking agreement
		“Fishing?”	PS	Positive – Seeking agreement
		“That sounds great. But I would rather stay at home than go fishing.”	PA	Positive – Avoiding agreement
		“That sounds like a very good plan.”	PE	Positive – Exaggerating
		“That is my favorite. But we will also try to make ginger cookies.”	PA	Positive – Avoiding agreement
		“Your mom is a real baker, isn’t she?”	PS	Positive – Seeking agreement
		“It’s a good idea!”	PE	Positive – Exaggerating
		“No problem.”	PGG	Positive – Giving Gifts
Dialogue 7	97 - 98	“Hello and welcome to our talk show tonight, Great Inventors!”	PIB, PIM	Positive – Including Both speaker and hearer Positive – Identity Markers
		“Airplane?”	PS	Positive – Seeking agreement
		“Oohhh, is it like a flying car?”	PS	Positive – Seeking agreement
		“Why did you choose Kitty Hawk?”	PG	Positive – Giving or asking reasons
		“How amazing!”	PE	Positive – Exaggerating
Dialogue 8	129	“Riza, look!”	BN	Bald-on record – Cases of non-minimization of the face threat
		“Hmm.... It is a remembrance for us to our heroes’ struggle in this country.”	PIB	Positive – Including Both speaker and hearer

		“I had an unforgettable experience there.”	PI	Positive – Intensifying interest
		“That’s a very good program.”	PE	Positive – Exaggerating
Dialogue 9	140	“He worked and stayed in Germany, right?”	PS	Positive – Seeking agreement
		“He did. But he never forgets his country.”	PA	Positive – Avoiding agreement
		“He once made us proud for his achievement in making planes avowed by the world.”	PIB	Positive – Including Both speaker and hearer

Table 7. Positive politeness strategies

NO	Positive Politeness	Text	Context	Chapter Topic	Role
1	Notice	“I’ve never seen you in that hat. Where did you buy it?” (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each other’s outfit until their teacher, Mr. Sultoni comes.	Complimenting	Anisa as a student.
2		“Hair cut, Pak Sultoni.” (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each other’s outfit until their teacher, Mr. Sultoni comes.	Complimenting	Rani as a student.
3		“I’ve never seen you in that outfit. Is it new?” (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other’s look.	Complimenting	Ben as a friend.
4		“Where did you have a haircut?” (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other’s look.	Complimenting	Ben as a friend.
5	Exaggerating	“That’s wonderful, Alif.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Deni, Alif’s friend.

6		“Good for you.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Santi, Alif’s friend.
7		“Well done.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Bejo, Alif’s friend.
8		“That was great.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Ivan, Alif’s friend.
9		“It’s very kind of you to say so.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Alif, the new director of a national company.
10		“Excellent! You really did it well.” (Dialogue 3, p. 24)	Cita has won a story telling competition. Her best friend, Ditto, congratulate her.	Congratulating	Ditto, Cita’s best friend.
11		“You’re a very good story teller.” (Dialogue 3, p. 24)	Cita has won a story telling competition. Her best friend, Ditto, congratulate her.	Congratulating	Ditto, Cita’s best friend.
12		“Hi, you look great in that pink head scarf.” (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each other’s outfit until their teacher, Mr. Sultoni comes.	Complimenting	Anisa, a friend.
13		“What a nice scarf!” (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each other’s outfit until their teacher, Mr. Sultoni comes.	Complimenting	Anisa, a friend.
14		“Excellent.” (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each	Complimenting	Anisa, a friend.

			other's outfit until their teacher, Mr. Sultoni comes.		
15		"Yes, you're looking good with your hair style." (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each other's outfit until their teacher, Mr. Sultoni comes.	Complimenting	Anisa, a friend.
16		"Hi, you look great in that black jacket." (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other's look.	Complimenting	Ben, a friend.
17		"What a nice new hair style!" (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other's look.	Complimenting	Rudi, a friend.
18		"I like it a lot." (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other's look.	Complimenting	Rudi, a friend.
19		"Fantastic! It's a great job, bro!" (Dialogue 4, p. 28)	Rudi and Ben are two friends who complimenting each other's look.	Complimenting	Rudi, a friend.
20		"Hey, what a beautiful skirt you are wearing." (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other's activity and compliment each other's outfit.	Complimenting	Rahmi, a friend.
21		"It matches your blouse." (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other's activity and compliment each other's outfit.	Complimenting	Rahmi, a friend.
22		"Wow! That's wonderful." (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other's activity and	Complimenting	Rahmi, a friend.

			compliment each other's outfit.		
23		"Terrific. I like the cover." (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other's activity and compliment each other's outfit.	Complimenting	Sinta, a friend.
24		"This book is excellent. You really did a great job." (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other's activity and compliment each other's outfit.	Complimenting	Sinta, a friend.
25		"Well, that's great." (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other's activity and compliment each other's outfit.	Complimenting	Sinta, a friend.
26		"That sounds like a very good plan." (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Santi, a friend.
27		"It's a good idea!" (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Bayu, a friend.
28		"How amazing!" (Dialogue 7, p. 97-98)	A host on a TV talk show interviews 2 inventors; Orville and Wilbur Wright. The interview is about The Wright Brothers' invention; airplane.	Simple past tense vs present perfect tense	The host
29		"That's a very good program." (Dialogue 8, p. 129)	Ami and Riza are friends. They are talking about a heroes' remembrance place and their experience.	Recount text	Ami, a friend.
30	Intensifying interest to hearer	"I get an unforgettable experience there."	Ami and Riza are friends. They are talking about a heroes' remembrance place and their experience.	Recount text	Riza, a friend.

		(Dialogue 8, p. 129)			
31	Using in-group identity markers	“You deserved it, man.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Samuel, Alif’s friend.
32		“Hello and welcome to our talk show tonight, Great Inventors!” (Dialogue 7, p. 97-98)	A host on a TV talk show interviews 2 inventors; Orville and Wilbur Wright. The interview is about The Wright Brothers’ invention; airplane.	Simple past tense vs present perfect tense	The host
33	Seeking agreement	“You must be very proud of your achievement.” (Dialogue 2, p. 23-24)	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Ivan, Alif’s friend.
34		“Is it true?” (Dialogue 3, p. 24)	Cita has won a story telling competition. Her best friend, Ditto, congratulate her.	Congratulating	Ditto, Cita’s best friend.
35		“Is it true?” (Dialogue 4, p. 28)	Rani and Anisa are students. They are complimenting each other’s outfit until their teacher, Mr. Sultoni comes.	Complimenting	Mr. Sultoni, Rani and Anisa’s teacher.
36		“Stay at home?” (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Bayu, a friend.
37		“Fishing?” (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Santi, a friend.
38	“Fishing?” (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Santi, a friend.	
39	“Your mom is a real baker, isn’t she?”	A long weekend is coming. Riri, Santi, and	Intention	Santi, a friend.	

		(Dialogue 6, p. 40-41)	Bayu are talking about their holiday plans.		
40		“Airplane?” (Dialogue 7, p. 97-98)	A host on a TV talk show interviews 2 inventors; Orville and Wilbur Wright. The interview is about The Wright Brothers’ invention; airplane.	Simple past tense vs present perfect tense	The host
41		“Oohhh, is it like a flying car?” (Dialogue 7, p. 97-98)	A host on a TV talk show interviews 2 inventors; Orville and Wilbur Wright. The interview is about The Wright Brothers’ invention; airplane.	Simple past tense vs present perfect tense	The host
42		“He worked and stayed in Germany, right?” (Dialogue 9, p. 140)	Nadia and Rima talking about idols.	Recount text	Rima, Nadia’s friend.
43	Avoiding agreement	“Uhm, I’m not sure.” (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Santi, a friend.
44		“That sounds great. But I would rather stay at home than go fishing.” (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Santi, a friend.
45		“That is my favorite. But we will also try to make ginger cookies.” (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Riri, a friend.
46		“He did. But he never forgets his country.”	Nadia and Rima talking about idols.	Recount text	Nadia, Rima’s friend.

		(Dialogue 9, p. 140)			
47	Including both speaker and hearer in the activity	“You should have gone there with us.” (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other’s activity and compliment each other’s outfit.	Complimenting	Sinta, Rahmi’s friend.
48		“Have you finished writing the book we discussed two months ago?” (Dialogue 5, p. 32-33)	Sinta and Rahmi are friends. They do a short conversation about each other’s activity and compliment each other’s outfit.	Complimenting	Sinta, Rahmi’s friend.
49		“Hello and welcome to our talk show tonight, Great Inventors!” (Dialogue 7, p. 97-98)	A host on a TV talk show interviews 2 inventors; Orville and Wilbur Wright. The interview is about The Wright Brothers’ invention; airplane.	Simple past tense vs present perfect tense	The host
50		“Hmm.... It is a remembrance for us to our heroes’ struggle in this country.” (Dialogue 8, p. 129)	Ami and Riza are friends. They are talking about a heroes’ remembrance place and their experience.	Recount text	Riza, Ami’s friend.
51		“He once made us proud for his achievement in making planes avowed by the world.” (Dialogue 9, p. 140)	Nadia and Rima talking about idols.	Recount text	Nadia, Rima’s friend.
52	Giving or asking for reason	“Now, that you are the director of the company, I believe that the company will develop even	Alif is finally appointed as the director of a company. His friends in the same company congratulate him.	Congratulating	Sinta, Alif’s friend.

		faster.” (Dialogue 2, p. 23-24)			
53		“Why did you choose Kitty Hawk?” (Dialogue 7, p. 97-98)	A host on a TV talk show interviews 2 inventors; Orville and Wilbur Wright. The interview is about The Wright Brothers’ invention; airplane.	Simple past tense vs present perfect tense	The host
54	Giving gifts to hearer	“No problem.” (Dialogue 6, p. 40-41)	A long weekend is coming. Riri, Santi, and Bayu are talking about their holiday plans.	Intention	Riri, a friend.