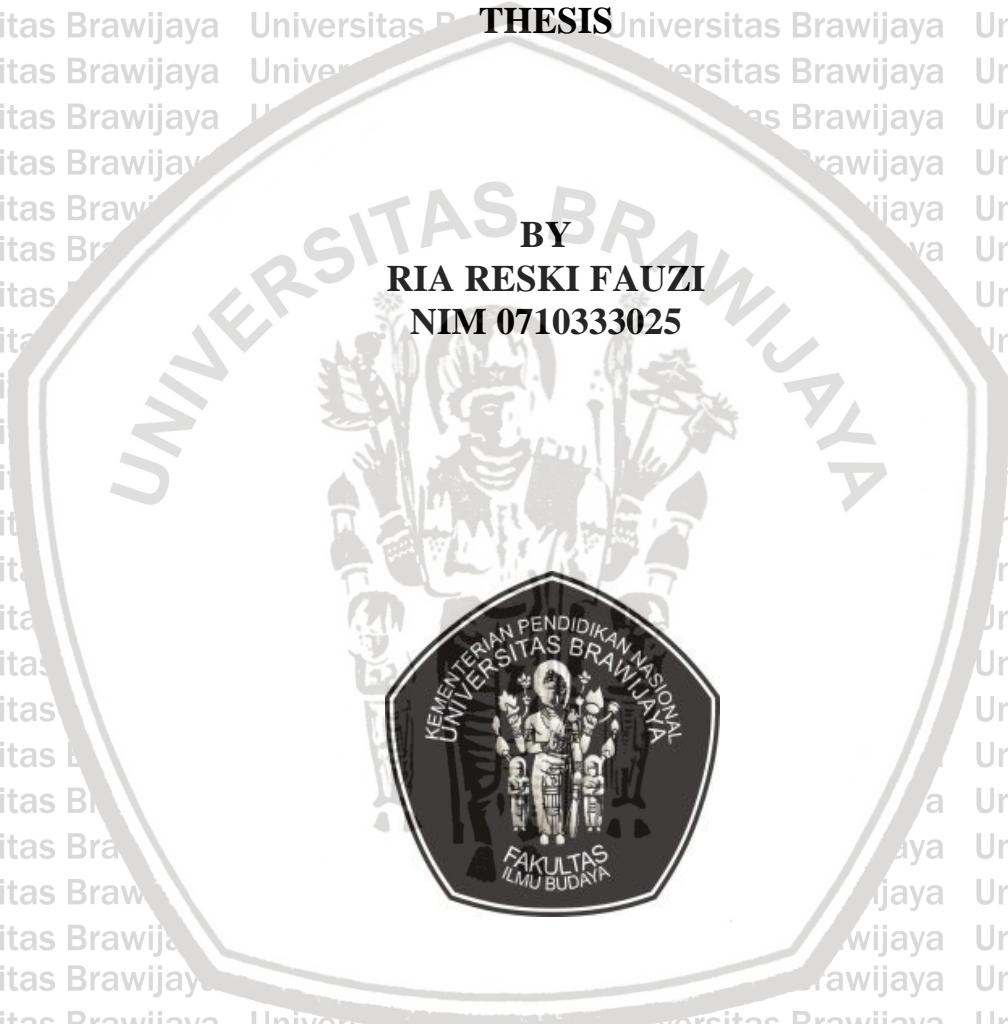


**AN ANALYSIS OF FACE THREATENING ACT (FTA)  
USED BY THE MAIN CHARACTERS IN “SUPER NANNY”  
REALITY SHOW**

**THESIS**

**BY  
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2011**

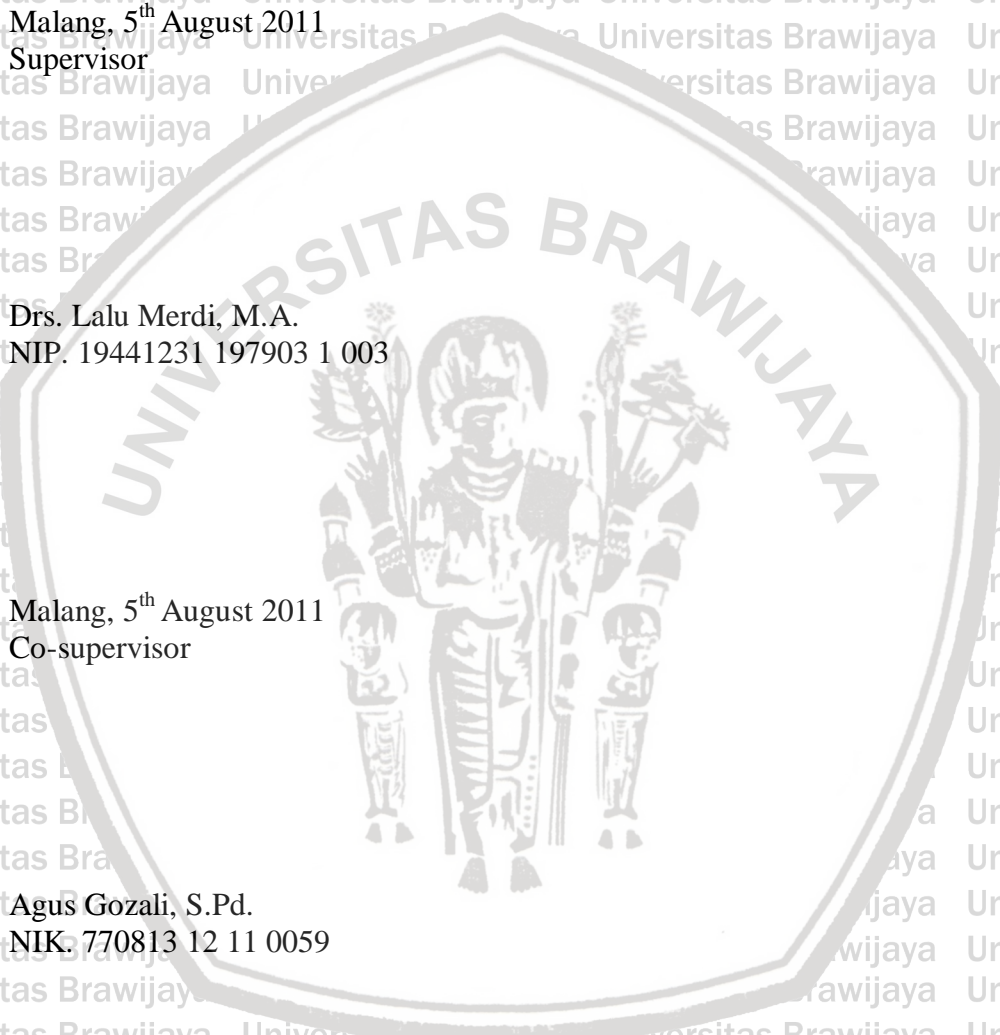
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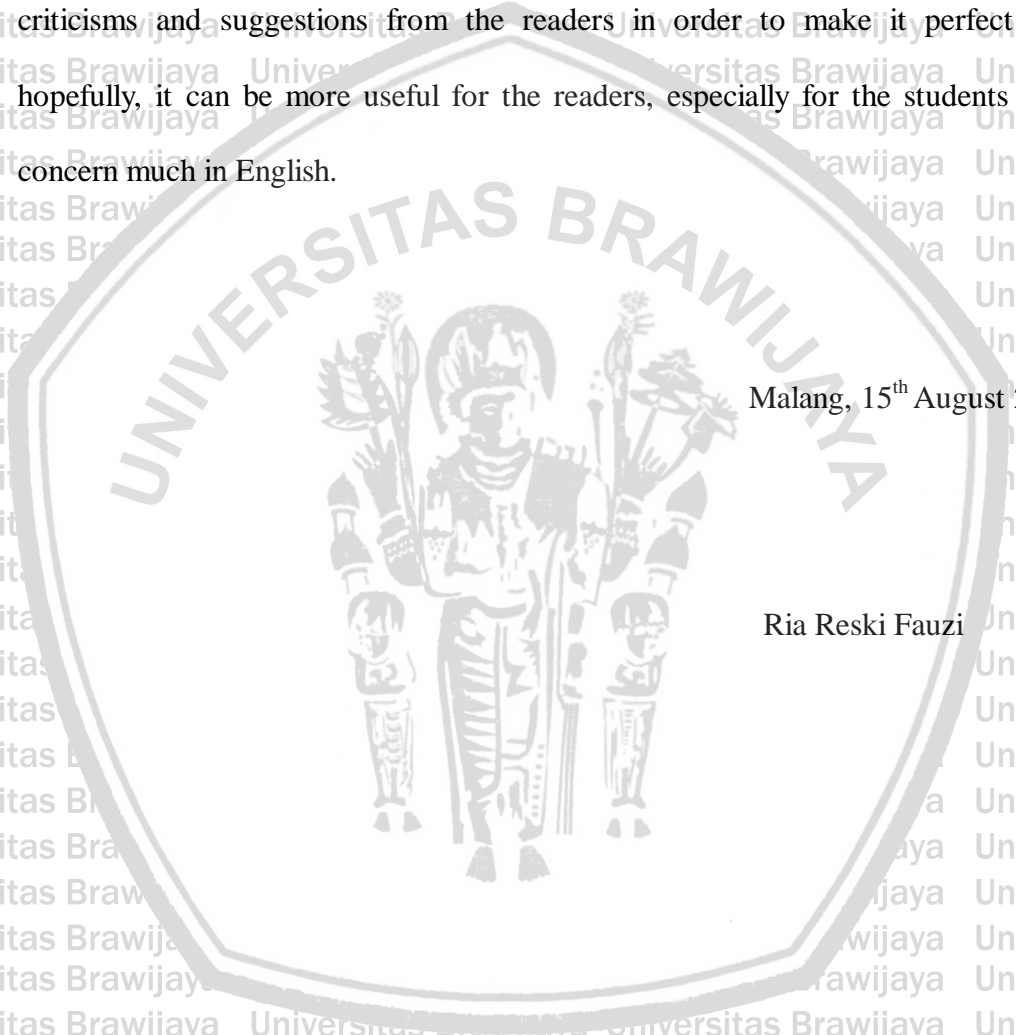
The writing of this thesis would not have been completed without some contributions and supports from many people. Thus, first of all, my sincere gratitude goes to Drs. Lalu Merdi, M.A, my first thesis advisor who always leads and inspires me to get a better critical thoughts and ideas in finishing this thesis. Likewise, my sincere gratitude goes to Agus Gozali, S.Pd, who has thoroughly guided me in finishing my thesis. From him I got many things that I have never got before, especially in developing my critical linguistics thought. Other special things from him are he is friendly and humourous. I extend my next gratitude to all staff and lecturers in English Culture Studies Faculty, especially to Fatimah, M.Appl.Ling. and Nurul Chojimah, M.Pd, who have sincerely helped me during the process of writing this thesis and generously given me linguistics insights.

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Malang, 15<sup>th</sup> August 2011

Ria Reski Fauzi



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## ABSTRACT

Fauzi, Ria Reski. 2011. **An Analysis of Face Threatening Act (FTA) Used by the Main Characters in “Super Nanny” Reality Show.** Study Program of English, University of Brawijaya. Supervisor: Lalu Merdi; Co-supervisor: Agus Gozali

**Keywords:** Politeness strategies, Face Threatening Act (FTA), Brown and Levinson's theory

Politeness strategy is the way of utterances used in communication in the purpose of keeping the interaction between the speaker and the hearer going smoothly. This social phenomenon can appear in visual form such as reality show since it provides a lot of utterances used by the characters. “Super Nanny” reality show is one of the popular United Kingdom television programs. It shows the family which has problem in disciplining the children. To avoid the problems, nanny comes as a problem solver with some rules to the family. The reality show itself is a solid repackaging of the family story that made Jo Frost as the nanny famous. She is frequently teaching us how to control the family behavior not only to the children but also to parents.

Based on the background above, the problems of the study are: 1. Whose face is threatened in “Super Nanny” reality show? 2. What kinds of strategies are used by nanny and parents in “Super Nanny” reality show in threatening the positive and negative faces? and 3. What are the possible reasons of nanny and parents to use certain kinds of the strategies in threatening both positive and negative faces?

This study is focused on Face Threatening Act (FTA) in “Super Nanny” reality show. The writer uses a descriptive qualitative approach because the writer strives to analyze and discusses the utterances which performs FTA in “Super Nanny” reality show. The writer uses Brown and Levinson's theory of politeness (1987) in analyzing FTA in that reality show.

The result of this study shows that the main characters are very significant in threatening the children's negative faces and threatening each other. Usually, it is shown by asking the hearer to do something that threaten their negative face wants. There are also four main strategies of politeness strategies used by the main characters. There are Bald on Record, Positive Politeness, Negative Politeness, and Off the Record Strategy. In addition, the main characters use the four strategies especially FTA (Face Threatening Act) in every different situation. Mostly, the speakers or main characters use bald on record strategies by giving task-oriented and sympathetic advice or warning.

The writer suggests that the next writers explore the application of politeness strategies in other objects of study such as in speech, daily conversation, poetry, drama, movie, magazine, and other reality show for the purpose of enriching the pragmatics studies.

## ABSTRAK

Fauzi, Ria Reski. 2011. **Analisis Ancaman Tindak Ujaran yang Digunakan oleh Karakter Utama dalam Acara Realita “Super Nanny”**. Program Studi Sastra Inggris, Universitas Brawijaya. Pembimbing: (1) Lalu Merdi (II) Agus Gozali

Kata Kunci: Strategi kesantunan, Strategi ancaman tindak ujaran, Teori Brown dan Levinson

Strategi kesantunan adalah kaidah tuturan yang digunakan dalam komunikasi dengan tujuan agar interaksi antara penutur dan lawan tutur berjalan lancar. Fenomena sosial ini dapat muncul pada bentuk tayangan realita seperti halnya “Super Nanny” yang merupakan salah satu program acara realita populer di Inggris. Acara ini menayangkan tentang bagaimana keluarga-keluarga dapat mendisplinkan anak-anak mereka. Dalam menghadapi masalah, pengasuh atau disebut nanny-pun datang sebagai penyelesaian masalah melalui berbagai macam peraturan yang dia berikan. Realita tersebut merupakan sebuah suguhan yang tepat dengan menghadirkan beberapa cerita keluarga dan juga membuat Jo Frost sebagai pengasuh menjadi terkenal. Dia mengajarkan tentang bagaimana mengontrol perilaku keluarga tidak hanya diterapkan kepada anak-anak tetapi juga orangtua

Berdasarkan latar belakang studi tersebut, permasalahan yang akan dijawab penulis adalah 1. Wajah siapa yang terancam di acara realita “Super Nanny” ini? 2. Jenis strategi apa saja yang digunakan oleh nanny dan orangtua dalam mengancam wajah positif dan negatif pada acara realita ini? dan 3. Alasan apa yang mungkin membuat nanny dan orangtua menggunakan strategi tersebut?

Dari hasil penemuan tersebut, dapat disimpulkan bahwa karakter utama pada acara ini sangat signifikan dalam mengancam wajah anak-anak mereka dan juga sekaligus wajah lawan bicaranya. Biasanya, ini ditunjukkan dengan memerintahkan lawan bicara melakukan sesuatu yang mengancam wajah negatif mereka. Terdapat juga empat strategi kesantunan yang digunakan oleh karakter utama pada acara realita tersebut. Diantaranya ada strategi tanpa basa-basi, strategi kesantunan positif, strategi kesantunan negatif, dan strategi dengan basa-basi. Adapun para karakter utama menggunakan empat jenis strategi kesantunan dalam situasi yang berbeda dan kebanyakan menggunakan strategi tanpa basa-basi terutama pada strategi dalam hal memberikan perintah/ tugas dan juga strategi pemberian pendapat atau peringatan. Dalam hal ini, mereka juga mengancam wajah negatif anak-anak.

Penulis menyarankan agar penulis selanjutnya dapat lebih mengeksplorasi aplikasi strategi kesantunan di bidang lainnya, seperti pidato, dialog sehari-hari, puisi, drama, film, majalah dan acara realita lainnya untuk memberikan kontribusi pada studi pragmatik.

## CHAPTER I

### INTRODUCTION

In this chapter, the writer discusses some important points related to the area of the study. Those are background of the study, problems of the study, objectives of the study, and definition of the key terms.

#### 1.1 Background of the Study

In everyday life, communication is the most important skill in human life consciously or unconsciously. People spend most of the time to communicate. However, just as people never pay attention to how humans breathe, people think simply that communication just happens automatically. The most basic element of communication is not only on what people write or say, but rather the character and how people convey that message. In the process of communication, the exchange of opinion usually occurs at the same time as the change in attitude and behavior. Furthermore, according to Holmes (1995, p.285) “they also sometimes adapt their talk to suit their audience and talk differently to children, customers, friends, and colleagues.” In other words, in different social situations, people are obliged to adjust the use of words to fit the occasion.

Language is a social activity and the same as any other social activities, new language activities are achieved if human is involved. In the speech, speakers and hearers realize that there are rules which control the actions, the use of languages, and the interpretations of the opponent's actions. The rules can be something of how we can adapt the conversation to social situations and how we can respect

because in studying politeness, we are automatically studying social interaction and the appropriacy of certain modes of behavior in accordance with someone's characteristics. Being polite is complicated matter in any language. It is difficult to be learned because it involves understanding not only the language but also the social and the cultural values of the community.

We relax in a family and dining room, do homework, share some information or play games with family, all of these daily activities have become a very important part of our everyday life. We need politeness to speak with others. Politeness helps us to avoid conflict which possibly happens in our daily life. Therefore, it is very important to understand the norm of politeness and apply it well when we are conversing with others. Then, communication of how we use politeness is drawing more and more attention. One of the criteria of good parents is that they can make children behaving nicely by explaining clearly the rules through language, because language plays an important role in the teaching-learning process. Parents need support to help themselves in disciplining the children's behavior. To reach parents' aim, a general rule or principle is needed in order the communication which involves both the children and the parents can runs well. Therefore, the nanny will participate in the topic discussed in family conversation, and then help parents by her rules. In nanny and parents' interaction, they are very significant in threatening each other. It also contains politeness strategies since they choose the appropriate words to interact each others.

Brown and Levinson (in Mills, 2003, p.60) state that politeness is essentially a matter of avoiding Face Threatening Acts (FTAs), that is any kinds of act that

can threaten potentially interlocutor's face. Face refers to the sense of linguistic and social identity. It can be lost, maintained, or improved in social interaction. Then, it is needed a strategy to save people's face. The strategies which are developed by Brown and Levinson are for the aim of dealing with the FTAs. The speaker or hearer makes himself or herself polite in front of the interlocutor by saving his or her face. In this case, nanny and parents are emphasizing on the way of how they can communicate and maintain with others and also with whom they interact.

They also argue that in human communication people tend to maintain other people's face continuously. It is done for creating a good communication and building a harmonious relationship. If someone wants to make a good conversation, he or she should pay attention to the strategy of politeness. The study of politeness strategy is basically the study of knowing the way the people use the language while they are having interaction or communication. It preaches how to use the language and conduct the conversation run well and go smoothly.

When somebody has a conversation, she/ he also has to pay attention to the hearer's feeling. It is because, besides the good way of speaking that we must have, to understand others' feeling is also an important point of communication.

Therefore, by using politeness strategies while having conversation with someone is one of the ways to make them comfortable with the topics.

"Super Nanny" is one of the reality shows which originated in the United Kingdom. This television program shows the relationship between parents and children and how they can control the behavior. It is an interesting reality show with a great performance of the famous nanny in U.K. There are also some of the

languages which are not used in any other reality shows, because this reality show tells about the differences of social idea in a family rules. Therefore, the characters try to make the appropriate utterances when they are speaking with others. They use the language based on the consideration of their position in a family. However, the primary reason of why the writer chooses this reality show is because of its language. The writer is sure that there must be politeness strategies used by the characters when they are transferring their mind to the other character, especially for the ambitious main characters of this reality show in order to reach their ambition to be real. Nanny and parents transform their strategy in order to reach their wants based on the context happens at that time which influences them in using the politeness strategies. Then, the writer analyzes the utterance to clarify the context of the situation when the conversation happens at that time such as the places, when, where and with who they converses their ambitions. Besides, the writer also believes that there are many data that can be found in analyzing these phenomena which occur in “Super Nanny” reality show where the social factors influence the choice of the uses of the utterances. Based on the description above, the writer attempts to propose a research paper entitled

**“An Analysis of Face Threatening Act Used by the Main Characters in *Super Nanny Reality Show*”.**

## 1.2 Problems of the Study

Based on the background, the problems proposed in the study are:

1. Whose face is threatened in “Super Nanny” reality show?
2. What kinds of strategies that are used by nanny and parents in “Super Nanny” reality show in threatening the positive and negative faces?
3. What are the possible reasons of nanny and parents to use certain kinds of the strategies in threatening both positive and negative faces?

## 1.3 Objectives of the Study

This study focuses on answering the proposed problems as follows:

1. To find out whose face is threatened in “Super Nanny” reality show.
2. To prevail the kinds of strategies are used by nanny and parents in “Super Nanny” reality show in threatening the positive and negative faces.
3. To analyze nanny and parents` reasons to use certain kinds of the strategies in threatening both positive and negative faces.

## 1.4 Definition of Key Terms

1. **Face:** the public self image that every member wants to claim for himself. (Brown and Levinson, 1987, p. 61)
2. **Face Threatening Act:** an act that inherently damages the face of the addressee or the speaker by acting in opposition to the wants and desires of the other. Most of these acts are verbal, however, they can also be conveyed in the characteristics of speech (such as tone, inflection, etc) or in non-verbal forms of communication. (Leech, 1983)

3. **Negative face:** a person's wish not to be imposed on by others and to be allowed to go about the business unimpeded with the rights to free and self-determined action intact. (Grundy, 2000, p.156)

4. **Politeness:** the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003, p.6).

5. **Positive face:** a person's wish to be well thought of its manifestations may include the desire to have what is admired by others, and the desire to be treated as a friend and confident. (Grundy, 2000, p.156)

6. **"Super Nanny" reality show:** a reality television program which was originated in the United Kingdom about parents struggling with their children's behavior. The show features professional nanny Jo Frost who devotes each episode helping the family.

(<http://nplusonemag.com/reality-reality-television.uk/>)



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses the review of related theories and the previous studies related to the research topic raised by the writer. The main theories that are discussed are Politeness, The Concept of Face, Face Threatening Act (FTA), Strategies for doing FTA, “Super Nanny” Reality Show, and Previous Studies.

#### 2.1 Politeness

Politeness is a word which requires people to face problematical operation in using any language. It is difficult to learn because it involves understanding all the implied aspect of language. In a conversation, sometimes we have to choose certain utterances for giving a good respect of other. Some concepts of utterances will give different effect to the hearers if we deliver them in different ways. For example, *I want you to pass the salt* will give different effect to the hearers if we use *could you please pass the salt?*. Although both of them have the same concept, the second sentence is considered more polite than the first one.

Watts (2003, p.9) states that “politeness is not something we are born with, but something we have to learn and be socialized into”. Leech (1983) states that “politeness is manifested not only in the context of conversation, but also in the way conversation is managed and structured by its participants”. As for the effects of politeness, in Peter Grundy’s *Doing Pragmatics* (2000, p.146), it is explained that being on the receiving end of politeness affects each of us differently because polite utterances encode the relationship between the speaker and ourselves as addressee. Making decisions about what is or is not considered polite in any

community, therefore involves assessing social relationship along the dimensions of social distance or solidarity, and relative power or status. We need to understand the social values of a society in order to speak politely.

According to Gumperz in Brown and Levinson (1987, p.viii) politeness phenomena by their very nature are reflected in language. Therefore, people might know whether one is being polite or impolite through the way he or she speaks.

Besides, someone can be considered as a polite person depending on how, to whom and when he or she applies those polite manners.

As a social person, human being always needs to have a communication with others. It is impossible for them to get a comfortable life without communicating and cooperating with others. Every people need to communicate with others in order to cooperate and get along with them. And to interrelate and to communicate with others, human beings use language as a means of communication.

### 2.2 The Concept of Face

Face is related to the idea of being embarrassed or humiliated, or 'losing face'. Since face is something that is emotionally invested, can be lost, maintained or enhanced, a person has to pay attention to his interlocutor's face. In other words, the speaker and the hearer must cooperate in maintaining each other's face in interaction. The action of maintaining each other's face called 'Face work'.

Face has a meaning as in the words 'to lose face' and we should pay attention to positive's or negative need. In case of communication, face is quite well known.

The concept of `face` has come to play an important role in politeness theory. It shapes the character of a speaker as well as how he or she is perceived by others.

In discussing the politeness strategy, `face` is the most important since it is needed as consideration for being polite to other people. According to Yule (1996, p.60), "face is the public self image of a person and politeness can help to save his face. It can be lost, or maintained and attended to in interaction. In general, a person has to pay attention to his interlocutor`s face". In other words, the speakers and the hearers must cooperate in maintaining each other`s face in interaction based on the mutual vulnerability of face. According to Brown and Levinson (1987, p.61), there are two related aspects to be considered under the term of face shown as follows:

- a. Negative face: the rights to non distraction and the need to be imposed on.
- b. Positive face: the positive self image of a person and need to be liked or admired.

Generally, people cooperate in order to maintain face in interaction. Because every participants of interaction tries to maintain each other`s face. So, everyone`s face depends on everyone else being maintained.

Goffman as stated by Renkema (1993, p.3) defines "positive face as the need to be appreciated, make person desire to act freely and negative face as need not to be described, so it is well known as formal politeness". "Face work that is aimed at positive face is called respects politeness, as face work that is aimed at negative face is called solidarity face" (Renkema, 1993, p.67). Furthermore, the two concepts of positive and negative face will be discussed, which then leads to the division of negative and positive politeness strategies. These negative and

positive Face Threatening Acts (FTAs) are further subdivided into acts which damage the hearer's and acts which damage the speaker's face. Brown and Levinson (1987, p.14) state that "notions of face naturally link up to some of the most fundamental cultural ideas about the social person and they have called for more in the way of ethnographic descriptions of the way in which people articulate face notions". However, they have never spelt out clearly what a truly cross-cultural analysis of variations of the metaphor 'face' would look like.

Brown and Levinson's politeness theory comes as a good analysis of strategies by which various forms of Face Threatening Acts (FTAs) can be performed. 'Face' is a very significant part of the human body. For us, 'face' is closely associated with self, with inner feeling, emotion and desire, and with cultural notions of sin, guilt and shame. Overall, this study intends to use Brown and Levinson's theory (1987) as the basis of face concept.

### **2.3 Face Threatening Act (FTA)**

According to Brown and Levinson (1987), politeness strategies are developed in order to save the hearer's face. Face refers to the respect that an individual has for him or herself, and maintaining that self-esteem in public or in private situations. Usually we try to avoid embarrassing the other person, or making them feel uncomfortable.

Face Threatening Acts (FTAs) are acts that infringe on the hearer's need to maintain his/her self esteem, and be respected. In verbal communication of social interaction, the participant should not violate one another's face and should not make actions that can causes a threat to other's positive face and negative face. In

the case of face threatening acts (FTAs), we need technique to prevent the damage caused by FTA. Face can be threatened by certain kinds of acts which by nature convey to the face of the addressee (H) and of the speaker (S).

There are four types of politeness strategies proposed by Brown and Levinson (1987, p.69) such as: Bald on Record strategy, Positive politeness strategy, Negative politeness strategy, and Off the Record strategy. To understand more, the writer gives some examples and the question is "What will you do if you see a window in your new friend's house closed and you want to open it up?, will you say?"

- a. *"Ooh, I want to open the window!"*
- b. *"So, is it O.K if I open the window?"*
- c. *"I'm sorry to bother you, but I just want to ask you if I can open your window?"*
- d. Indirectly say, *"Hmm, I can open the window right now."*

If you answer A, you use what is called the Bald on Record strategy which provides no effort to minimize threats to your friend's face. If you answer B, you use the Positive politeness strategy. In this situation you recognize that your new friend has a desire to be respected. It also confirms that the relationship is friendly. If you answer C, you use the Negative politeness strategy which is similar to Positive politeness strategy in that you recognize that she/he wants to be respected however, you also assume that you are in some way imposing on her/him.

Some other examples will be to say, *'I don't want to bother you but ...'* or *I'm wondering if ...'*. If you answer D, you use Off the Record strategy. The main

purpose is to take some of the pressure off of you. You are trying not to be directly imposed by requesting a window opened. Instead you will rather it be opened to you once your new friend realizes you need the window open, and you are looking to open something. 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 no answer'*.

Generally, every participant of the interaction will try to maintain each other's face, because everyone's face depends on every one else being maintained. Instead, the aspect of face can be told as basic requirements, which every participant knows the desires of every other member's interest to partially satisfy.

#### **2.4 Strategies for Doing Face Threatening Acts (FTAs)**

The act of threatening someone's face is called face threatening act (FTA). It happens since a person's says something that lessens the possible threat to another's face, it means he does the face saving act (Yule, 1996). Brown and Levinson suggest four strategies in doing FTA which are Bald on Record strategy, Positive politeness, Negative politeness, and Off the Record strategy. The possible strategies for doing FTA is shown in the next page.

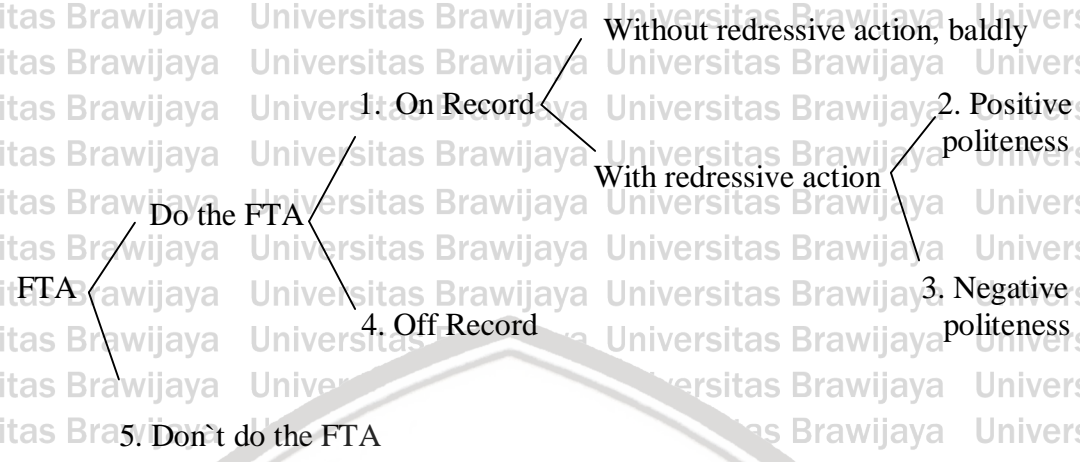


Figure 2.1 Politeness Strategies (adapted from Brown and Levinson, 1987, p.69)

Figure 2.1 shows that strategy (5) avoids the FTA and represents no imposition at all. It means the speaker (S) fails achieving his wants and 'Don't do the FTA' is out this study scope. I using this strategy (4), you go to friend's house and you see the pens on the friend's desk. You want to use one of those pens because you forget to bring your own pen. Thus, you will say, *'I really want to use a blue pen right now'* and hope that your friend will understand what you mean. It is called Off the Record strategy since you try to avoid the direct FTA by asking it directly. Strategy (3) Negative politeness recognizes the hearers face but at the same time you are imposing his face. You would say, *'I'm sorry to bother you, but would you mind to allow me to use one of those pens?'*. Next, by saying *'Can I use one of those pens?'*, you apply Positive politeness strategy (2). It shows that you do not only recognize that your hearer has a desire to be respected, but also shows that the relationship is friendly. And the last, Bald on Record strategy (1) does nothing to minimize the hearer's face. Here, you will say your desire directly, *'I want to use one of the pens'*.

### 2.4.1 Bald on Record Strategy

In bald on record strategy, the speaker does nothing to minimize threats to the hearer's face. According to Brown and Levinson (1987, p.95), "whenever the speaker (S) wants to do the FTA with maximum efficiency more than he wants to satisfy the hearer's (H's) face, even to any degree, he will choose bald on record strategy". We can say that the utterance of bald on record often states clear, short, and unambiguous. There are, however, different kinds of bald on record usage in different circumstances, because S can have different motives for the wants to do the FTA with maximum efficiency. It is divided into two classes:

#### 1. Cases of non-minimization of the face threat

This is where maximum efficiency is very important, and this is mutually known to both H and S, no face redress necessary. The situations are presented as follows:

##### a. Strategy 1: In case of great urgency or desperation.

Example: '*Stop talking!*' which is more appropriate to compare the non urgent '*Would you please stop talking?*'

##### b. Strategy 2: In case of channel noise, or where communication difficulties exploit pressure to speak with maximum efficiency such as in calling across a distance.

Example: '*Come home right now!*'

##### c. Strategy 3: Task-oriented, in this kind of interaction face redress will be irrelevant.

Example: '*Give me your candy!*'



d. Strategy 4: S's want to satisfy H's face is small, either because S is powerful and does not fear retribution or non-cooperation from H.

Example: *'Bring me wine, whistler'*

e. Strategy 5: S wants to be rude without risk of offending, so S does not care about maintaining face.

Example: *'Cry, get angry'*. It is sometimes socially appears rudeness in teasing or joking.

f. Strategy 6: Sympathetic advice or warning.

Example: *'Be careful! The roads very slippery'*

g. Strategy 7: granting permission for something that H has requested.

Example: *'Yes, you may go'*

2. Cases of FTA-oriented bald on record usage.

The use of this strategy is oriented to face. In other words, it is used where face involves mutual orientation, so that each participant attempts to foresee what the other participant is attempting to foresee. It is reasonable for S to assume that H will be especially worried with H's potential violation or S's maintaining. There are three functional strategies explained by Brown and Levinson (1987), such as:

a. Strategy 1: Welcoming or post-greetings

S insists that H may impose on his negative face.

Example: *'Come in don't hesitate, I'm not busy'*

b. Strategy 2: Farewells

S insists that H may transgress on his positive face by taking his leave.

Example: *'Go'*

### c. Strategy 3: Offers

S insists that H may impose on S's negative face

Example: *'Don't bother, I'll clean it up'*

## 2.4.2 Positive Politeness Strategy

The positive politeness strategy is usually seen in groups of friends, or where people in the given social situation know each other fairly well. It generally functions by implicating, in some way, solidarity or closeness with the hearer.

This can be accomplished in various ways and includes, for example, use joking and familiar address terms (e.g. in-group identity markers). Positive politeness contains some strategies from Brown and Levinson (1987, p.103-129):

### 2.4.2.1 Claim common ground

Three ways of making this claim are these: S may convey that some wants (goal, or desired object) of H's is admirable or interesting to S too; or he may stress common membership in a group or category, thus emphasizing that both S and H belong to some set of persons who share some wants; finally, S can claim common perspective with H without necessarily referring to in-group membership.

#### a. Strategy 1: Notice, attend to H (his interest, wants, needs, goods)

In general, this output suggests that the speaker (S) should take notice of aspects of the hearer's (H's) condition (noticeable changes, remarkable possessions, or anything which looks as though H wants S to notice and approve of it).

Example: *'Oh god, what a nice house you have. You must be proud of it.'*

*Anyway, I come to borrow your car!'*

b. Strategy 2: Exaggerate ( interest approval, sympathy with)

This is often done with exaggerate intonation stress, and other aspects of prosodic, as well as with intensifying modifiers.

Example: *'What a beautiful flower! Where did it come from?'*

c. Strategy 3: Intensify interest to H

S exaggerates facts as well as he makes good story to draw H as a participant into the conversation, and H usually uses tag questions.

Example: *'See what I mean?'*

d. Strategy 4: Use in-group identity markers

The markers that are included here are addressee forms language or dialect, jargon-slang and ellipsis. It also includes the phenomenon of code switching that include from the other dialect.

Example: *'Hey buddy, will you pay for my shopping bills?'*

e. Strategy 5: Seek agreement

In often occurs in a small talk about safe topics.

Example: *'Isn't it a great journey you can go to Bali'*

f. Strategy 6: Avoid disagreement

Avoid disagreement can be done by four methods:

- 'token agreement', such as using *'Yes, but I don't like those cake'*

rather than use *'No, I don't like those cake'*.

- 'white lies 'disagreement, usually to avoid damaging hearer's positive face and sometime S prefers to lie rather than tells the truth.

Example: *'Yes, I do like your new hair'.*

- 'pseudo agreement', S draws a conclusion to a line of reasoning with the addressee.

Example: *'I'll meet you in front of the theater just before 8.00, then'.*

- 'safely vague', someone suggests something

Example: *'You really should sort of try harder'.*

#### g. Strategy 7: Presuppose/raise/assert common ground

S is talking about unrelated topics to show that S is interested in H as the mark of friendship and does not come only to impose him.

Example: *'You look so bright today. It must be because MU had defeated Chelsea, right?. By the way, can you take me to the airport this afternoon?'*

#### h. Strategy 8: Jokes

Jokes can be used to stress the fact that there must be some mutual background knowledge and values that S and H share. That is why the strategy of joking may be useful in diminishing the social distance between S and H.

Example: *'Ok if I tackle those cookies now?'*

*'How about lending me this old heap of junk' (H's new Cadillac).*

### 2.4.2.2 Convey that S and H are cooperators

If S and H are cooperating, then they share goals in some domain, thus to convey that they are cooperators can serve to redress H's positive face wants.

This cooperation may be stressed by S's indicating his knowledge of and sensitivity to H's wants.

- i. Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants. It is to assert or imply knowledge of hearer's wants and willingness to fit one's wants in with them.

Example: *'I understand you can do it your self'*

- j. Strategy 10: Offer, promise.

Promise or offer demonstrates S's good attention in satisfying H's positive-face wants, even if they are false.

Example: *'I'll go there sometimes'*

- k. Strategy 11: Be optimistic

This usually happens among people with close relationship.

Example: *'I'm borrowing your books for two weeks, ok?'*

- l. Strategy 12: Include both S and H in the activity

S manipulates the subjects of an activity is done together. S uses an inclusive 'we' from when S actually means 'you' or 'me'. Inclusive from 'we' is usually used in the construction 'let's'.

Example: *'Bring us the book' (i.e. me)*

*'Let's go downtown, uh?' (i.e. you)*

- m. Strategy 13: Give (or ask for) reasons

S assumes (via optimism) that there are no good reasons why H can not cooperate.

Example: *'Would you please tell us the truth?'*

- n. Strategy 14: Assume or assert reciprocity

S and H may also be claimed or urged by giving evidence of reciprocal rights or obligations obtaining between S and H.

Example: *'I think you can bring my book if you texting me tonight'*

#### 2.4.2.3. Fulfill H's want for some X

S is deciding to redress H's face directly by fulfilling some H's wants, thereby indicating that he (S) wants H's wants for H.

o. Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)

S may satisfy H's positive-face want (that S want H's wants, to some degree) by actually satisfying some of H's wants.

#### 2.4.3 Negative Politeness Strategy

Negative politeness is defined as a redressive action addressed to the addressee's negative face: his want to have his freedom of action unobstructed and his attention unrestricted. According to Brown and Levinson (1987, p.129-210), negative politeness strategy recognizes the hearer's face, but it also recognizes that the speaker is in some way forcing on them. Some of the sub-strategies of negative politeness are:

##### 2.4.3.1 Be direct

This clashes with the need for redress attuned to H's negative face, so in fact one does not issue negatively polite FTA's completely directly.

a. Strategy 1: Be conventionally indirect

Conventional indirect forms can be performed by questioning or asserting the felicity conditions underlying the act. Thus, to request another to shut a door one can say: *'Will you shut the door?', 'Can you shut the door?', 'Are you able to shut the door?', 'Did you shut the*

*door?*’, *I want you to shut the door*’, and so on. It appears that all languages allow for the performance of conventional indirect request.

#### 2.4.3.2 Don't presume/ assume

This include avoiding presumptions about H, his wants, what is relevant or interesting or worthy of attention – that is keeping ritual distance from H.

##### b. Strategy 2: Question, hedge

A hedge is particle, a word or phrase that modifies the degree of membership of a predicate or a noun phrase in set. This strategy derives from the one not to presume and the one to coerce the H. It is used to modify speech act.

Example: *'Joey is a true hunter'*

#### 2.4.3.3 Don't coerce H

This strategy may be done by explicitly giving the hearer (H) the option not to do some actions.

##### c. Strategy 3: Be pessimistic

This strategy gives compensation to H's negative face by explicitly expressing doubt that S can obtain the expected acts from H.

Example: *'I can't imagine there'd be any hope of you'*

##### d. Strategy 4: Minimize imposition

The expression may be used to minimize imposition like a tiny little bit, a sip, a taste, a drop, just, a bit serve a minimum favor asked.

Example: *'I just need it in five minutes'*

##### e. Strategy 5: Give deference

S humbles and abases himself, and another where S raises H (pays him positive face of a particular kind, namely that which satisfies H's want to be treated as superior).

Example: *'Excuse me, but would you mind if I close the window?'*

#### 2.4.3.4 Communicate S's want to not impinge on H

The way to satisfy H's negative face demands is to indicate that S is aware of them and taking them into account in his decision to communicate the FTA.

##### f. Strategy 6: Apologize

S expresses his reluctance to impinge on H's negative face by apologizing, asking forgiveness, and admitting impingement.

Example: *'I'm sorry to bother you, but....'*

##### g. Strategy 7: Impersonalize S and H

S doesn't want to disturb H's face by saying that as if S is not the subject who does the FTA. Or at least not as alone who does the FTA towards H, besides the addressee were other than H, or only inclusive of H.

Example: *'We feel obliged to warn you that...'*

##### h. Strategy 8: State the FTA as general rule

This strategy is used by manipulation that S does not want to disturb H's face, but he does is forced by circumstances. FTA serves as social rule, regulation, or obligation.

Example: *'Passengers will please wear the seat belt now'* is more polite than *'You will please wear the seat belt now'*.

##### i. Strategy 9: Nominalize

It is used to make the distance with the speaker and also to add formality.



Example: *'Your good performance on the stage impressed us favorably'*  
 is more polite than *'Your performing well on the stage impressed us favorably'*.

#### 2.4.3.5 Redress other wants of H's

H's desire for territorial integrity more powerful than S, then S will be likely to respect H's preserve, therefore H may be presumed to have the derivative want to be more powerful than S.

j. Strategy 10: Go on record as incurring a debt, or as not indebted to H.

S can redress an FTA by explicitly claiming his ineptness to H, or by disclaiming any indebtedness of H.

Example: *'It wouldn't be any trouble, I have to go right by there anyway'*

#### 2.4.4 Off the Record Strategy

According to Brown and Levinson (1987, p.211), "off the record strategy enables speaker to have one interpretation of his act". Thus, if a speaker wants to do an FTA, but wants to avoid the responsibility for doing it, he can do it off-record and leave it up the addressee to decide how to interpret it. Some strategies of off the record such as:

##### 2.4.4.1 Invite conversational implicature

If a speaker wants to do an FTA and choose to do it indirectly, he must give H some hints and hope that H picks up on them thereby interprets what S really means (intends) to say.

a. Strategy 1: Give hints

Example: *'It's a bit cold in here'* (open the window)

b. Strategy 2: Give association clues

Example: *'My father will use the car this afternoon'* (You can not use the car now)

c. Strategy 3: Presuppose

Example: *'I washed the car again today'*. In this example, S assumes that he had done it before (e.g. last week) and therefore may implicate a criticism.

d. Strategy 4: Understate

Example: *'He is good'* means *'He is awful'*. In this example, S avoids the lower points of the skill and in the case of compliments or admissions, S avoids the upper points.

e. Strategy 5: Overstate

S violates the Quantity maxim by saying more than is necessary. S exaggerate or chooses a point on a skill which is higher than the actual state of affairs.

Example: *'I tried to call her a hundred times last night, but I got no answer from her'*.

f. Strategy 6: Use tautologies

S encourages H to look for an informative interpretation of the non-informative utterance.

Example: *'If I say I didn't do it, I didn't!'*

g. Strategy 7: Use contradiction

S can't tell the truth and encourages H to look for an interpretation that reconciles the two contradiction propositions.

Example: *'Well, Billy is not here. He is there'*

h. Strategy 8: Be ironic

S violates the Quality maxim by saying the opposite of what he means.

Example: *'Wonderful place, uh'* (in a messy room)

i. Strategy 9: Use metaphors

Example: *'Anna is a sort of a girl to be admired'*

j. Strategy 10: Use rhetorical question

S asks question without intention of obtaining an answer and it is aimed to provide H with the indicated meaning.

Example: *'How was I known?'* (I don't know anything)

**2.4.4.2 Be vague or ambiguous: violate the Manner maxim**

S may choose to go off record by being vague or ambiguous (that is violating the manner maxim)

k. Strategy 11: Be ambiguous

S lets H to guess what he means.

Example: *'John's a smooth cookie'* (can be either compliment or insult)

l. Strategy 12: Be vague

S goes off record with an FTA by being vague about the object of the FTA is or what the offense is.

Example: *'Perhaps someone should have been more responsible'*

m. Strategy 13: Over-generalize

H has the choice of deciding whether the general rule applies to him.

Example: *'Mature people sometimes help do the dishes'*

n. Strategy 14: Displace H

S hopes that the real target will see the FTA is aimed at him.

Example: *'Could you please pass the stapler to me if you don't mind'*

o. Strategy 15: Be incomplete, use ellipsis

By leaving the FTA half done, S can leave the implicature 'hanging in the air'.

Example: *'Well, if one leaves one's tea on the wobbly table...'*

## 2.5 Super Nanny Reality Show

There are some genres of reality show such as documentary style, competition/ game show, self-improvement/ make over, social experiment, dating show, talk show, etc. Some reality television shows cover a person or group of people improving their lives. The format is usually same: First, the show introduces the subjects in their current, less-than-ideal environment. Second, the subjects meet with a group of experts, who give the subjects instructions on how to improve things then they offer aid and encouragement along the way. Finally, the subjects are placed back in their environment and those along with their friends and family and the experts appraise the changes that have occurred.

The reality show called "Super Nanny" was hosted by Jo Frost which the show begin with a short introductory clip of highlights from the episode. After the title segment, Frost is featured riding in a British-styled taxi with the vanity plate "SPRNANNY", where she shows a DVD player with the family's submission video. It has a special thing showing the ways how to take care of children, gain control, and keep the control in a family. Sunday Times states that Frost's ideas certainly seem to be having an impact on the way people deal with their children.

(<http://www.amazon.co.uk/Supernanny>, para.17)

“Super Nanny” is a right program for family to improve the quality of life. Frost as a nanny will frequently devise ‘house rules’ for the family (sometimes the rules are predetermined by Frost, other times she provides a blank paper and has the family devise her). At the end of this program, it shows how well Frost’s techniques have worked toward the discipline rules through the family. Indeed, this is why the show is not boring at all. Besides the concept, this kind of reality show is just made up to entertaining us. All things depend upon us as a viewers and how we take for its advantages or just entertainment. Furthermore, Amazon.co.uk states that “Super Nanny” has been broadcasted or slightly adapted in other countries, such as the USA version is broadcasted in Canada on *W Network* and the Indonesian version network is on *MetroTV*.

## 2.6 Previous Studies

In order to support this study, in this part, the writer presents the previous studies which have been conducted by the previous writers. There are some analysis discussing the strategies of politeness previously. First, the analysis of politeness strategies done by Mufidatul Ula (2010) from Humanities and Culture Faculty, the State Islamic University in her thesis entitled *An Analysis of Negative Politeness Strategy Found in ‘There is Something about Mary’ Film*. Her objective is to describe and explain the use of negative politeness that is oriented towards the hearer’s negative face and emphasizes avoidance of imposition on the is the situation and setting. The situation is about the condition surrounding the characters which use the strategy of negative politeness happen. And the setting is about the place in which mostly the strategy of negative politeness. She used

Brown and Levinson's politeness theory (1987) and focused on the analysis of negative politeness strategies.

Secondly, the study of politeness done by Pujiyati (2006), she discusses the politeness strategies entitled *Politeness Strategies on the Conversations in 'Express in English' Program Broadcasted by MAS FM*. She describes the politeness strategies in the conversation by broadcaster, the guest and the callers of MAS FM broadcasted in April 2006. The focus of her study deals with the politeness strategies used in the utterances. In particular, her study emphasized on the use of politeness strategies that is based on Brown and Levinson's theory that classifies the strategies into Bald on record, positive politeness, negative politeness, and Off the record.

Thirdly, the study of politeness done by Vina Atika Sari (2010) entitled *A study of Face Threatening Act Occuring in Pansus Bank Century Meeting*. She found that there are 51 utterances containing FTA that were aimed to Boediono and 7 utterances were aimed to Susno Duadji. She also found that the reason in doing FTA were varied depending on the intentions of the speakers. She used Brown and Levinson's theory of politeness (1987).

The differences between the writer's study and the previous writers' studies are the object of the study and the focus theory of FTA which is used. Mostly, the previous studies took the data which were collected from the movie and radio while the present study took the data from a reality show and uses Brown and Levinson's theory (1987). The difference is also by focusing on FTA (Face Threatening Act) while the first writer focused only on negative politeness strategies. The reality show is appropriate to be discussed since the writer

observes that it contains some natural aspects related to the utterances rather than any other media or objects. It is hoped that the writer could provide a scientific contribution about how to analyze politeness phenomena, especially in a reality show. Theoretically, this study is expected to enrich the study of pragmatics, particularly the politeness strategies in the case of face threatening act (FTA). As has been observed, politeness strategies employed in daily life conversations are different from politeness that occurred in movie and radio even it is the reflection of the real life. Therefore, it is expected to give contribution to pragmatics theory, specifically the way of nanny and parents as the main characters use the politeness strategies.



## CHAPTER III

### RESEARCH METHODS

This chapter deals with the methods that are applied in this study. It comprises four sub-chapters, namely research design, data source, data collection and data analysis.

#### 3.1 Research Design

The approach of this study can be classified into qualitative because the writer analyzes the data in the form of words and it is not in the form of numbers. That is because the writer is willing to describe the pragmatics study that focuses on the kinds of politeness strategies as being proposed by Brown and Levinson and the form of data is the word rather than numerical scores or statistics. According to Ary et al. (2002, p.422), the qualitative approach utilizes words to answer the questions or problems and tries to understand human and social behavior.

Qualitative investigator seeks to understand social phenomenon rather than to study relationship between cause and effect. In qualitative investigation, there is a clear and systematic description about phenomena being researched. By analyzing the data qualitatively, the writer described Face Threatening Act (FTA) that occurred based on the problems by using video of a television program as a media.

According to Ary et al. in their book, *Introduction to Research in Education* (2002), they mention many different types of qualitative research which are the most



widely used, namely case studies, ethnography, document analysis, naturalistic observation, focused interviews, phenomenology studies, grounded theory and historical studies (2002, p.25). In this study, the writer is the main instrument in collecting and analyzing the data and the data the writer deal with are in the forms of words. This study is a textual or document analysis design because the data was taken from a reality show of a television program.

Ary et al. (2002, p.27) state, "content analysis focuses on analyzing and interpreting recorded material within its own content. The materials may be public records, textbooks, letters, films, tapes, diaries themes, and reports". Generally, content analysis is used in the social sciences where it is related to the words or sentences within texts or sets of texts.

In brief, by analyzing the transcriptions of the reality show of a television program, this study is classified into qualitative approach and the type of research is document analysis.

### **3.2 Data Source**

The type of the data in this study was verbal expressions or utterances. Then, the data of this study was taken from the utterances produced by the speakers in the show that contain Face Threatening Act (FTA) strategies. The writer specially analyzed the utterances produced by nanny and parents that apply FTA strategies. Moreover, the data of this study which the writer transcribed is taken from <http://www.youtube.com>.

However, this study did not analyze all episodes. The chosen subject of this study was only in the ninth episode. Since this episode was special to be analyzed because the nanny herself must control the family which have four children. The episode namely 'The Collins Family'. The writer analyzed this episode because the way of the children being threatened by nanny and parents is appropriate when they do the naughty things. Each children of the Collins Family are significant with their naughty. So, there are a lot of kinds of FTA mark by identifying nanny and parents' utterances in threatening the children's faces to control their behavior.

There are seven characters in this video, but only three characters apply Face Threatening Acts (FTAs) the writer analyzed. The four characters are the children and the main characters are nanny and parents. The main characters' utterances were the source since their utterances contain a lot of kinds of FTA strategies. This episode consists of nine parts and the writer analyzes all of them. It could be provided into the name of the parts such as 'Introduction to the Collins family', 'The first day at the Collins family', 'The parents and nanny are sit down and talk', 'Jo Frost as a nanny is introducing the new rules to the family', 'Nanny is introducing the naughty zone', 'Nanny is introducing the teamwork', 'Nanny is watching the Collins family-family struggling', 'Nanny is helping mom to get the kids to go to school', and 'The last day at the Collins family'. The writer took these parts as the data sources because of the consideration that the parts contain all of the entertaining aspects like jokes with four children. It also contains some warnings and knowledge given by nanny and parents from the beginning their performances. Besides, it becomes a good episode because it

includes many teachable aspects like parents' authority, consequences of one's actions, and solidarity. In this episode, the characters try saying the appropriate utterances when they are speaking to the hearer. It is because of its line of the attitudes tells us about the differences of social age in a family. This episode was also chosen because of its language, such as the diction, satirical language, and some utterances which give more data in analyzing the phenomena of politeness strategies.

### 3.3 Data Collection

Data collection method is the method that is used to gather or collect the data. A clear and obvious explanation in data collection method is necessary to make the readers of the study report understand how the writer can reach the result and conclusion.

The main instrument of this study is the writer herself because the most appropriate approach for this study is qualitative approach. To collect the data needed, the writer browsed Youtube for the videos. After obtaining the videos, the writer then transcribed them in order to get the written version and to make it easier to find the utterances that were going to be analyzed. Then, the writer read all of the transcriptions and analyzed or decided which utterances contained Face Threatening Acts (FTAs). Hence, the writer made list of the utterances which are categorized as the strategies of Face Threatening Act (FTA) based on Brown and Levinson theory (1987) to be analyzed further.

The steps of collecting data were conducted systematically presented as follows:

1. Downloading the videos at <http://www.youtube.com>
2. Watching the videos
3. Transcribing the utterances
4. Reading the whole transcriptions
5. Selecting utterances containing Face Threatening Act (FTA)

### 3.4 Data Analysis

Since it is qualitative research of literary work with the textual approach, it was adjectively unstable and always changes depending on the subject who analyzes it.

Ary et al. (2002) state some of the methods to determine the credibility of a qualitative research are through the evidence based on consensus and evidence based on theoretical adequacy. The writer uses a method to measure the credibility of this study. "The validity based on consensus as agreement among competent others that the description, interpretation, evaluation, and thematic' are right" (Ary et al., 2002, p. 452). One method to show this validity is peer review. In peer review, colleagues or peers are provided with the raw data along with the researcher's interpretation or explanation. So, in conducting this study the writer discussed the analysis with the advisors, lecturers, and friends in the consultation session and thesis seminar.

Some strategies to measure the dependability in qualitative research, according to Ary et al., are by audit trail and code-recording strategy. In audit trail, the writer keeps through notes and records of activities. In code-recording, the writer codes the

data, leaves the analysis for a period of time, then comes back, records the data and compares the two sets of coded materials (2002, p. 455-456).

In analyzing this politeness strategies used by the main characters in this reality show, the writer made and kept notes about each important point. The writer also coded the data to categorize them into relevant categories which about whose face is threatened, what kinds of FTA-politeness strategies and also the possible reasons used by the main characters in this reality show. After the coding, the writer left the analysis for a period of time, came back to re-read this reality show which was available in video by Youtube and then analyzed it to make sure about the previous interpretation of this reality show.

The writer analyzed the collected data through several steps as follows:

1. Identifying the data unit by choosing utterances that contain Face Threatening Act.
2. Identifying the Face Threatening Act (FTA) strategies by classifying each data to find out whose *face* is threatened in “Super Nanny” reality show (whether the positive or negative face).
3. Categorizing the kinds of strategies which are used by the speakers especially nanny and parents to put them into a table.
4. After making classification for all data, the writer analyzing the possible reasons why such strategies are chosen by nanny and parents.
5. Drawing conclusion based on the result of the discussion.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the writer analyzes the finding of the study, Face Threatening Act (FTA) used by the main characters in “Super Nanny” reality show. The writer analyzes the data based on Brown and Levinson’s theory of politeness strategies (1987) which covers on bald on record strategy, positive politeness strategy, negative strategy, and off the record strategy. This chapter is divided into two parts, research findings and discussion.

#### 4.1 Finding

In this part, the writer presents the finding based on the problems of the study in “Super Nanny” reality show, they are whose face is threatened, what kinds of strategies are used by nanny and parents in threatening the positive and negative faces, and what are the possible reasons of the nanny and parents to use certain kinds of the strategies are in threatening both positive and negative faces. To answer the three research problems, the writer watches and reads the whole transcription “Super Nanny” reality show. Then, the writer displays the utterances, which performed FTA based on Brown and Levinson’s theory (1987).

##### 4.1.1 Faces being Threatened Found in “Super Nanny” Reality Show

In “Super Nanny” reality show, there are seven characters that consist of the Collins family and the nanny. The Collins family has four children, three boys and one girl. Ben is 10 years old, Lauren is 9 years old, Joshua is 6 years old, and Joseph is 4 years old are the children of the Collins family. In answering the first problem of the study, the writer decided whose face is threatened in this reality

show to make sure that mostly FTA are really happened in each character. The FTA dialogue usually occurs when parents (Jason and Karen) and the nanny (Jo Frost) are interacting each other and also when they are interacting with the children. It is clear that in some cases, the faces which are threatened in this episode are the children, parents, (Father & Mother) and also nanny. But, the writer only selected the dialogue that utters by parents and nanny in this reality show to be analyzed as the findings to answer whose face is threatened by them. Then, the writer presented the findings in the form of table by taking the data from several FTA`s dialogue that appear in this episode.

The writer also presented the data by dividing the number of finding into nine parts because this episode consists of nine video parts. The number in bold marks (e.g **1.1**, **1.2**, etc.) are the number of data finding and the FTA utterances uttered by the speaker (S) and the hearer (H) are in italic marks (e.g *'Ben, don't encourage him'*, etc). It is conducted in order to make easier the finding process.

Then the writer described the following data as follows:

**Table 4.1.1 Faces being Threatened in "Super Nanny" Reality Show**

PART	DIALOGUE	FACE BEING THREATENED
<b>1</b>	<ul style="list-style-type: none"> <li>Mother: <i>'Ben, don't encourage him'</i> (<b>1.1</b>)</li> <li>Ben: .... (keep silent)</li> <li>Mother: <i>'Can you stop that play?'</i> (<b>2.1</b>)</li> <li>Joseph: 'Mom...'</li> <li>Mother: <i>'Joe, not. Stop it!'</i> (<b>3.1</b>)</li> <li>Joseph: .... (laughing)</li> <li>Mother: <i>'Josh, Joshua look that's a come car!'</i> (<b>4.1</b>)</li> <li>Joshua: .. (running and laughing)</li> </ul>	<p>Karen threatens Ben`s negative face in the case of great urgency or desperation. Karen as a speaker gives warning to the hearer (Ben).</p> <p>Karen threatens Lauren`s negative face as the performance of conventional indirect request.</p> <p>Karen threatens Joseph`s negative face in the case of offering (direct) as a directive utterance.</p> <p>Karen threatens Joshua`s negative face in the case of give a warning to him.</p>

## Continuation of table 4.1.1

PART	DIALOGUE	FACE BEING THREATENED
	<ul style="list-style-type: none"> <li>• Father: <i>'Ben, now! (5.1)</i> <i>You think you're funny? (5.2)</i> <i>Go and do your reading now!'</i> (5.3)</li> <li>Ben: <i>'Yeah'</i></li> <li>• Father: <i>'Send him up' (6.1)</i> Mother: <i>'Alright, I'm takinghim' (6.2)</i></li> </ul>	<p>Jason threatens Ben`s negative face in the case of great urgency or desperation, task oriented by direct request, and also by using understatement utterance.</p> <p>Jason threatens Karen`s negative face in the case of offering (direct) as a directive utterance. And Karen replies that she doesn`t want to disturb Jason`s face.</p>
2	<ul style="list-style-type: none"> <li>• Nanny: <i>'Allow, where`s your mommy?'</i> (7.1)</li> <li>Joseph: <i>'I don`t know'</i></li> <li>Nanny: <i>'Can I come in, please?'</i> (7.2)</li> <li>Nanna: <i>'Hai Jo'</i></li> <li>Nanny: <i>'Oh hallo, what`s your name?'</i> (7.3)</li> <li>Joshua: <i>'Joshua Collins'</i></li> <li>• Mother: <i>'I just can`t copes with them. They're just.... I know it's hard to be strong...I've just had enough really'. (8.1)</i> Nanny: <i>'And I will resolve this, okay. I might finish it my own' (8.2)</i></li> </ul>	<p>Karen threatens children`s positive face in the case that S tries to minimize the distance between expressing friendliness and solid interest of getting closer to H.</p> <p>Karen threatens Jo Frost`s negative face by explicitly expressing doubt and Jo Frost answers with give something optimistic in order to save Karen`s positive face.</p>
3	<ul style="list-style-type: none"> <li>• Nanny: <i>'The children are very energetic, and they got so much love at one another. They are close. That`s really lovely to say but....(9.1)</i> It`s so much rude in this house. Your four children control the parents` behavior. <i>Their aggression is absolutely disgusting. (9.2)</i> By swat, by hit one another, by spits. It`s just appalling.</li> <li>Father: <i>'Yeah we're agreeing it'</i></li> <li>Mother: <i>'They're totally'</i></li> <li>• Nanny: <i>'And it almostly upsets me. (10.1)</i> You scared because you don`t wanna know what they gonna do next. <i>What kind of behavior is that? (10.2)</i> You really do need to do a great for this' (10.3)</li> </ul>	<p>Jo Frost threatens parents by expressing the reluctance to impinge on H`s negative face. And also she did not care about maintaining face.</p> <p>Jo Frost threatens parents` negative face in order the speaker will get the positive response or not from the hearer. She tries to minimize threat H in order to achieve her final goal.</p>



PART	DIALOGUE	FACE BEING THREATENED
	Father: 'How to maintain and back it into the line?'	
<b>Continuation of table 4.1.1</b>		
	<ul style="list-style-type: none"> <li>• Nanny: '<i>Your kids love you. Your children love you like usual</i>' (11.1) Mother: '<i>Sorry</i>' (11.2) Nanny: '<i>!.. you are so scared, your kids gonna grow up so they can not love you, am I right mom?</i>' (11.3) Mother: '<i>Yeah, its truly</i>' Nanny: '<i>You guys, need to come together, okey?</i>' (11.4)</li> <li>• Nanny: '<i>Karen, are you committing in?</i>' (12.1) Nanny: '<i>And you together as couple for take to put the hard working and change it</i>'. Father: '<i>Yeah</i>' Mother: '<i>Yeah</i>' Nanny: '<i>Then, let's do it</i>' (12.2)</li> </ul>	<p>Jo Frost threatens parents` negative face to give them optimistic and also Karen replies by give independent strategy of politeness to save the Jo Frost`s negative face that is her need to be respected.</p> <p>Jo Frost threatens Karen`s positive face. S wants to make H does not hesitate with the choices and manipulates the subject of an activity is done together.</p>
<b>4</b>	<ul style="list-style-type: none"> <li>• Nanny: '<i>Now stop their behavior because of when you have explain, when you give the warning. If the behavior continuous, you straight into the naughty zone</i>'. (13.1) Father &amp; Mother: .... (nodding)</li> <li>• Nanny: '<i>What we gonna do is we can give the children 10 toys to play with and every time one of the children come and break something that belongs to somebody else, we can take away 1 of their toys</i>'. (14.1) Father &amp; Mother: .... (nodding)</li> </ul>	<p>Jo Frost threatens parents` positive face in the case of tautologies about nanny`s instructions as the way S encourages H to look for an informative interpretation.</p> <p>Jo Frost threatens parent`s positive face in asserting or presuppose S`s knowledge of and concern for H`s wants.</p>
<b>5</b>	<ul style="list-style-type: none"> <li>• Nanny: '<i>Watch this, he spits in your face, you bring him in and you say it to him!</i>' (15.1) <i>You do not spit at anybody because the behavior is unacceptable. You understand! Now, you stay in this room!</i>' (15.2) Joseph: .... (laughing)</li> </ul>	<p>Jo Frost threatens parents by expressing the reluctance to impinge on H`s negative face. And also she did not care about maintaining face.</p>

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| <ul style="list-style-type: none"> <li>• Mother: 'Want an apology, Jo?' (16.1)</li> <li>Joseph: 'Not'</li> <li>Mother: 'Want an apology?'</li> </ul> | <p>Karen threatens Joseph`s negative face in order mother means to provide Joseph with the indicated meaning and she hopes the answer will be 'Yes, I must apology'. Jo Frost also threatens</p> |
|--|--|

### Continuation of table 4.1.1

PART	DIALOGUE	FACE BEING THREATENED
	<p>Nanny: 'If he doesn't get one, just go, just go!' (16.3)</p> <ul style="list-style-type: none"> <li>• Mother: 'Ben, what I've said to you?' (17.1)</li> <li>Ben: .... (laughing)</li> <li>Mother: 'Ben, in there now!'</li> <li>Ben: 'Not!'</li> </ul> <ul style="list-style-type: none"> <li>• Mother: 'It was ridiculous' (18.1)</li> <li>Nanny: 'How about one child one room?' (18.2)</li> </ul> <ul style="list-style-type: none"> <li>• Mother: 'Ben should say sorry first then you can come out' (19.1)</li> <li>Ben: 'Sorry'</li> <li>Mother: 'No, no more swating, okey?' (19.2)</li> </ul>	<p>Karent`s negative face in case of bald on record strategy.</p> <p>Karen threatens Ben`s negative face. She gives the rhetorical question without her intention of obtaining an answer from Ben. But Ben responds it with saying 'not'.</p> <p>Karen threatens nanny`s negative face in the case that S being vague about the object of the FTA is. And Jo Frost answers by threatens Karen's positive face in the case of giving suggestion.</p> <p>Karen threatens Ben`s positive face by giving a promise to Ben that he must apology first.</p>
6	<ul style="list-style-type: none"> <li>• Nanny: 'Who`s frankly want to play a game?' (20.1)</li> <li>Children: 'Me!'</li> <li>Nanny: 'Then, I have a question to answer <i>but.. in order to have fun and find the clues you have hold hands. Are you ready?</i>' (20.2)</li> </ul>	<p>Jo Frost threatens the children`s positive face in the form of presupposes S's knowledge of and concern for its wants and also to seek agreement.</p>
7	<ul style="list-style-type: none"> <li>• Mother: 'You shouldn't behave like that. <i>You are a big boy.</i> Not very annoyed like she said. Ben, listen if I told you coming indeed, you are coming indeed or you just say sorry Ben' (21.1)</li> <li>Ben: 'Sorry'</li> </ul> <ul style="list-style-type: none"> <li>• Mother: 'Jason, if you find some the awful things that I'm done wrong, you down of eye that's same just to think that I done it wrong' (22.1)</li> <li>Father: 'We've talk it enough, okey?' (22.2)</li> </ul>	<p>Karen threatens Ben`s negative face in the case of strategy of presuppose something.</p> <p>Karen threatens Jason`s negative face by rhetorical question and Jason answers by threatening mother`s negative face in the case of give hints.</p>
8	<ul style="list-style-type: none"> <li>• Nanny: 'You looks such as a good boy sits here to read a</li> </ul>	<p>Jo Frost threatens Joseph`s positive face in the case of nanny as a speaker safe topics to make</p>

	<i>paper, uhhh how about that?'</i> (23.1) Joseph: .... (nodding and	Joseph satisfy and S tries to minimize the distance between them.
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#### Continuation of table 4.1.1

PART	DIALOGUE	FACE BEING THREATENED
	<ul style="list-style-type: none"> <li>Nanny: <i>'Okey listen, give not surprise I got them into the car behave noisy cause that was a massive achievement. A massive achievement.'</i> (24.1) Mother: <i>'It was. Yeah, it was'</i></li> </ul>	Jo Frost threatens Karen`s positive face by giving her a sympathy. This is to save the hearer`s positive face, the needs to be appreciated.
9	<ul style="list-style-type: none"> <li>Nanny: <i>'Enough is enough, Karen. Don't proud with it!'</i> (25.1) Mother: <i>'Yeah'</i></li> <li>Mother: <i>'Jo, look at me, that is unexhausted behavior then I have to get you go into the naughty zone. Come on, come in'</i> (26.1) Joseph: .... (weeping)</li> <li>Nanny: <i>'Joseph, because you are missed behavior and if you carrying and behaving like this, you are instantly back in this naughty zone, every time. And you'll left your toys taking away (27.1). Now, mommy watches in your apology, please?'</i>(27.2) Joseph: <i>'Sorry'</i></li> </ul>	<p>Jo Frost threatens Karen`s negative face which gives sympathetic advice or warning.</p> <p>Jo Frost threatens Joseph`s negative face in cases of non-minimization of the face threat or she does not care about maintaining H's face.</p> <p>Jo Frost threatens Joseph`s negative face by expressing doubt that S can obtain the expected acts from H. And also begs forgiveness.</p>

#### 4.1.2 Kinds of Face Threatening Act Strategies Used by Parents and Nanny in "Super Nanny" Reality Show

To answer the question no.2, the writer hope that the finding of faces being threatened can be a source for the writer to analyze the next question. What kinds of strategies used by nanny and parents in this reality show as the second question. Meanwhile, in these data the writer only analyzed nanny`s utterances and parents`. It is because nanny and parents are the most appropriate person in

the case of target of FTA strategies which uttered by them. And also the writer described how they can apply the theory of politeness which they use to the intended targets. It also convinces the writer that the utterances from the speakers can show a process of FTA strategy. So, the writer took the speakers (S) which consist of Jason Collins and Karen Collins as parents and Jo Frost as nanny to answer the kinds of strategy used by them.

**Table 4.1.2 Kinds of FTA Strategies Used by Parents and Nanny**

PART	DIALOGUE	FACE THREATENING ACT STRATEGIES
1	<ul style="list-style-type: none"> <li>Mother: <i>'Ben, don't encourage him'</i> (1.1) Ben: .... (keep silent)</li> <li>Mother: <i>'Can you stop that play?'</i> (2.1) Joseph: <i>'Mom...'</i></li> <li>Mother: <i>'Joe, not. Stop it!'</i> (3.1) Joseph: .... (laughing)</li> <li>Mother: <i>'Josh, Joshua look that's a come car!'</i> (4.1) Joshua: .... (running and laughing)</li> <li>Father: <i>'Ben, now! (5.1) You think you're funny? (5.2) Go and do your reading now!'</i> (5.3) Ben: <i>'Yeah'</i></li> <li>Father: <i>'Send him up'</i> (6.1) Mother: <i>'Alright, I'm takinghim'</i> (6.2)</li> </ul>	<p>(1.1) Strategy 1 Bald on Record – In a case of great urgency or desperation</p> <p>(2.1) Strategy 2 Off the Record – Be conventionally indirect</p> <p>(3.1) Strategy 3 Bald on Record – Offers</p> <p>(4.1) Strategy 6 Bald on Record – Sympathetic advice or Warning</p> <p>(5.1) Strategy 1 Bald on Record – In a case of great urgency or desperation (5.2) Strategy 4 Negative Politeness – Understate (5.3) Strategy 3 Bald on Record – Task oriented</p> <p>(6.1) Strategy 3 Bald on Record – Task oriented (6.2) Strategy 13 Off the Record – Overgeneralize</p>
2	<ul style="list-style-type: none"> <li>Nanny: <i>'Allow, where's your mommy?'</i> (7.1) Joseph: <i>'I don't know'</i> Nanny: <i>'Can I come in, please?'</i> (7.2) Joshua: <i>'Hai Jo'</i> Nanny: <i>'Oh hallo, what's your name?'</i> (7.3) Joshua: <i>'Joshua Collins'</i></li> <li>Mother: <i>'I just can't cope with</i></li> </ul>	<p>(7.1) Strategy 1 Bald on Record – Post on greeting</p> <p>(7.2) Strategy 5 Positive Politeness – Seek agreement</p> <p>(7.3) Strategy 3 Positive Politeness – Intensify interest to H</p> <p>(8.1) Strategy 3 Negative Politeness – Be</p>

them. They're just.... *I know*

pessimistic

### Continuation of table 4.1.2

PART	DIALOGUE	FACE THREATENING ACT STRATEGIES
	<p><i>it's hard to be strong...I've just had enough really</i>. (8.1) Nanny: <i>'And I will resolve this, okay. I might finish it my own'</i> (8.2)</p>	(8.2) Strategy 11 Positive Politeness – Be optimistic
3	<ul style="list-style-type: none"> <li>Nanny: <i>'The children are very energetic, and they got so much love at one another. They are close. That's really lovely to say but....'</i>(9.1) It's so much rude in this house. Your four children control the parents' behavior. <i>Their aggression is absolutely disgusting.</i> (9.2) By swat, by hit one another, by spits. It's just appalling. Father: <i>'Yeah we're agreeing it'</i> Mother: <i>'They're totally'</i></li> <li>Nanny: <i>'And it almostly upsets me.</i> (10.1) You scared because you don't wanna know what they gonna do next. <i>What kind of behavior is that?</i> (10.2) <i>You really do need to do a great for this'</i> (10.3) Father: <i>'How to maintain and back it into the line?'</i></li> <li>Nanny: <i>'Your kids love you. Your children love you like usual'</i> (11.1) Mother: <i>'Sorry'</i> (11.2) Nanny: <i>'... you are so scared, your kids gonna grow up so they can not love you, am I right mom?'</i> (11.3) Mother: <i>'Yeah, its truly'</i> Nanny: <i>'You guys, need to come together, okey?'</i> (11.4)</li> <li>Nanny: <i>'Karen, are you committing in?'</i> (12.1) Nanny: <i>'And you together as couple for take to put the hard working and change it'</i> Father: <i>'Yeah'</i> Mother: <i>'Yeah'</i> Nanny: <i>'Then, let's do it'</i></li> </ul>	<p>(9.1) Strategy 15 Off the Record – Be incomplete (9.2) Strategy 5 Bald on Record - S wants to be rude without risk of offending</p> <p>(10.1) Strategy 5 Bald on Record – S wants to be rude without risk of offending (10.2) Strategy 10 Off the Record – Rhetorical question (10.3) Strategy 3 Bald on Record – Task oriented</p> <p>(11.1) Strategy 11 Off the Record – Be ambiguous (11.2) Strategy 5 Negative Politeness – Apologize (11.3) Strategy 10 Off the Record – Rhetorical question (11.4) Strategy 11 Positive Politeness – Be optimistic</p> <p>(12.1) Strategy 5 Positive Politeness – Seek agreement (12.2) Strategy 12 Positive Politeness – Include both S and H in the activity</p>

(12.2)		
<b>Table of continuation</b>		
PART	DIALOGUE	FACE THREATENING ACT STRATEGIES
4	<ul style="list-style-type: none"> <li>• Nanny: '<i>Now stop their behavior because of when you have explain, when you give the warning. If the behavior continuous, you straight into the naughty zone</i>'. (13.1) Father &amp; Mother: .... (nodding)</li> <li>• Nanny: '<i>What we gonna do is we can give the children 10 toys to play with and every time one of the children come and break something that belongs to somebody else, we can take away 1 of their toys</i>'. (14.1) Father &amp; Mother: .... (nodding)</li> </ul>	<p>(13.1) Strategy 3 Bald on Record – Task oriented</p> <p>(14.1) Strategy 3 Positive Politeness – Intensify interest to H</p>
5	<ul style="list-style-type: none"> <li>• Nanny: '<i>Watch this, he spits in your face, you bring him in and you say it to him!</i>' (15.1) <i>You do not spit at anybody because the behavior is unacceptable. You understand! Now, you stay in this room!</i> (15.2) Joseph: .... (laughing)</li> <li>• Mother: '<i>Want an apology, Jo?</i>' (16.1) Joseph: 'Not' Mother: '<i>Want an apology, Jo?</i>' (16.2) Nanny: '<i>If he doesn't get one, just go, just go!</i>' (16.3)</li> <li>• Mother: '<i>Ben, what I've said to you?</i>' (17.1) Ben: .... (laughing) Mother: '<i>Ben, in there now!</i>' Ben: 'Not!'</li> <li>• Mother: '<i>It was ridiculous</i>' (18.1) Nanny: '<i>How about one child one room?</i>' (18.2)</li> <li>• Mother: '<i>Ben should say sorry first then you can come out</i>' (19.1) Ben: 'Sorry'</li> </ul>	<p>(15.1) Strategy 3 Bald on Record – Task oriented</p> <p>(15.2) Strategy 6 Bald on Record – Sympathetic advice or warning</p> <p>(16.1) and (16.2) Strategy 1 Negative Politeness – Be conventionally indirect</p> <p>(16.3) Strategy 3 Negative Politeness – Be pessimistic</p> <p>(17.1) Strategy 10 Off the Record – Question, hedge</p> <p>(18.1) Strategy 1 Off the Record – Give hints</p> <p>(18.2) Strategy 13 Positive Politeness – Give or asks for reason</p> <p>(19.1) Strategy 2 Off the Record – Exaggerate</p> <p>(19.2) Strategy 6 Bald on Record – Sympathetic or warning</p>

Table of continuation		
PART	DIALOGUE	FACE THREATENING ACT STRATEGIES
	Mother: <i>'No, no more swating, okey?'</i> (19.2)	
6	<ul style="list-style-type: none"> <li>Nanny: <i>'Who`s frankly want to play a game?'</i> (20.1)</li> <li>Children: <i>'Me!'</i></li> <li>Nanny: <i>'Then, I have a question to answer but.. in order to have fun and find the clues you have hold hands... are you ready?'</i> (20.2)</li> </ul>	(20.1) Strategy 3 Positive Politeness – Intensify interest to H (20.2) Strategy 12 Positive Politeness – Include S and H in the activity
7	<ul style="list-style-type: none"> <li>Mother: <i>'You shouldn`t behave like that. You are a big boy. Not very annoyed like she said. Ben, listen if I told you coming indeed, you are coming indeed or you just say sorry Ben'</i> (21.1)</li> <li>Ben: <i>'Sorry'</i></li> <li>Mother: <i>'Jason, if you find some the awful things that I`m done wrong, you down of eye that`s same just to think that I done it wrong'</i> (22.1)</li> <li>Father: <i>'We`ve talk it enough, okey?'</i> (22.2)</li> </ul>	(21.1) Strategy 3 Off the Record – Pressuppose  (22.1) Strategy 10 Off the Record – Rhetorical question (22.2) Strategy 1 Off the Record – Give hints
8	<ul style="list-style-type: none"> <li>Nanny: <i>'You looks such as a good boy sits here to read a paper, uhhh how about that?'</i> (23.1)</li> <li>Joseph: .... (nodding and smiling)</li> <li>Nanny: <i>'Okey listen, give not surprise I got them into the car behave noisy cause that was a massive achievement. ... a massive achievement.'</i> (24.1)</li> <li>Mother: <i>'It was. Yeah, it was'</i></li> </ul>	(23.1) Strategy 8 Positive Politeness – Jokes  (24.1) Strategy 2 Positive Politeness – Exaggerate
9	<ul style="list-style-type: none"> <li>Nanny: <i>'Enough is enough, Karen. Don`t proud with it!'</i> (25.1)</li> <li>Mother: <i>'Yeah'</i></li> <li>Mother: <i>'Jo, look at me, that is unexhausted behavior then I have to get you go into the naughty zone. Come on, come in'</i> (26.1)</li> <li>Joseph: .... (weeping)</li> </ul>	(25.1) Strategy 6 Bald on Record – Sympathetic advice or warning  (26.1) Strategy 4 Bald on Record – S wants to satisfy H`s small face

- Nanny: 'Joseph, because you are missed behavior *and if you* (27.1) Strategy 3 Off the Record– Presuppose (27.2) Strategy 14 Off the Record–

**Table of continuation**

PART	DIALOGUE	FACE THREATENING ACT STRATEGIES
6	<i>carrying and behaving like this, naughty zone, every time. And you'll left your toys taking away (27.1). Now, mommy watch in your apology, please?'</i> (27.2) Joseph: 'Sorry'	Displace H

#### 4.1.3 The Possible Reasons of Nanny and Parents to Use Certain Kinds of the Strategies in Threatening Both Positive and Negative Faces.

This part presents the results of data analysis that cover the description of the possible reasons of nanny and parents to use certain kinds of the strategies in threatening both positive and negative faces in "Super Nanny" reality show based on Brown and Levinson's theory of politeness (1987). The writer described the data by giving bold marks in the number of FTA utterances and the FTA utterances uttered by the speaker (S) and the hearer (H) are in italic marks. All of the results are divided into the dialogue, context, strategy and analysis are discussed in the section below:

(1) Dialogue; Mother: '*Ben don't encourage him*' (1.1)

Ben: .... (keep silent)

Context: The children are playing in the house. At that time, Ben is not friendly with his brothers and sister. He tosses and disturbs anything, especially with his brother's toys - Joshua.

Strategy: Strategy 1 Bald on Record- In case of great urgency or desperation



Analysis: The utterance *'Ben, don't encourage him'* (1.1) is uttering when mother as a speaker in the case of great urgency or desperation. This is intended to warn Ben not to be naughty and annoying his brother again.

Mother utters like this in the case of non-minimization of the face threat.

Mother hopes that no one is crying and injured when they are playing.

(2) Dialogue; Mother: *'Can you stop that play?'* (2.1)

Joseph: *'Mom...'*

Context: Mother is preparing the kids to go to school, but Joseph is fussy and her sister Lauren is kicking Joseph's leg.

Strategy: Strategy 1 Off the Record – Rhetorical question

Analysis: Mother's utterance *'Can you stop that play?'* uses Off the Record by using rhetorical question. Mother asks question to Lauren without intention of obtaining an answer. Mother as the speaker is uttering this to make Lauren can realize her act with the indicated meaning. It is marked by the minimization mother's imposition to Lauren's negative face. It belongs to Off the Record strategy since it might be imposing on H's space.

(3) Dialogue; Mother: *'Jo, not. Stop it!'* (3.1)

Joseph: .... (laughing)

Context: Mother cleans the stuff which is broken in the family room but Joseph disturbs his mother and throws something else to her. Joseph and his brother are very happy with the situation and they are laughing at that time.

shows that S doesn't minimize FTA to give maximum efficiency. Mother's utterance can be threatening H's negative face. Mother uses this strategy

because she wants to tell this utterance clearly without any other ambiguous things. It is also true because mother thinks that her utterance is more important than H's face.

(4) Dialogue; Mother: *'Josh, Joshua look that's a come car!'* (4.1)

Joshua: .... (running and laughing)

Context: This utterance occurs in the morning when mother wants to get her children to go to school. But they are difficult to get into the car. The children still run on the street.

Strategy: Strategy 6 Bald on Record- Sympathetic advice or warning

Analysis: Mother uses the utterance *'Josh, Joshua look that's a come car!'* which is a kind of bald on record politeness strategy in the case of giving a warning to Joshua. Here, the speaker wants to warn their children to play on the road because of the danger. This is to satisfy the hearer's face for his son to be careful.

(5) Dialogue; Father: *'Ben, now!'* (5.1)

*'You think you're funny'* (5.2)

*'Go and do your reading now!'* (5.3)

Ben: 'Yeah'

Context: The conversation occurs inside of the house. There is a moment when father just comes from his office. Father doesn't want to see the children acting up with the naughty things.

Strategy: Strategy 1 Bald on Record- In case of great urgency or desperation (5.1)

Strategy 4 Negative Politeness – Be conventionally indirect

(5.2)

Strategy 3 Bald on Record- Task oriented (5.3)

Analysis: The utterance (5.1) is a kind of bald on record in the case of great urgency or desperation. This provides no effort by speaker to reduce the impact of the FTA's. The speaker shocks the hearer to ask him with the instruction, request him to go, and embarrass him in front of speaker. This strategy is used to satisfy the Ben's negative face in which father wants to give attention to his child. In this context, father wants Ben to follow the instruction. The next utterance (5.2) '*You think you're funny?*' is a kind of negative politeness by being conventionally indirect toward Ben's action. Father uses this strategy to avoid the lower point of skill. He wants Ben to realize that his act is inappropriate and he is not funny to do that action. Ben should respect and do what father wants. Then, father utters '*Go and do your reading now!*' (5.3) is a kind of bald on record politeness strategy by giving task-oriented. Because father feels that Ben should study rather than play. Here, the function of giving the task is to find out whether H will get response or not from S. Father tries to minimize threat Ben's negative face in order to achieve his final goal with his utterance so that Ben can do the tasks assigned to him immediately.

(6) Dialogue; Father: '*Send him up*' (6.1)

Mother: '*Alright, I'm taking him*' (6.2)

Context: The conversation occurs inside of the Collins` house. At that time, father is very tired. Father wants mother to get the kids to go to bed.

But mother feels unhappy and looks very tired too.

Strategy: Strategy 3 Bald on Record- Task oriented (6.1)

Strategy13 Off the Record- Overgeneralize (6.2)

Analysis: The utterance *'Send him up'* (6.1) is a task-oriented by S. It is used to make H` face redress will be irrelevant to the situation. And father asks mother to do the things being asked. After father says the utterance (6.1), the conversation seems that it runs well. It can be seen from the response of mother *'Alright, I`m taking him'* (6.2). Here, mother tries to respond father`s utterance because father needs to be respected. But, here mother Hs the choice of deciding whether the general rule applies to her. This strategy might be used because S doesn`t want to disturb H`s face although by manipulation. Mother means to maintain the case. She scares about this situation and wants to end the situation by using that utterance although by giving off the record politeness strategy.

(7) Dialogue; Nanny: *'Hello, where`s your mommy?'* (7.1)

Joseph: *'I don`t know'*

Nanny: *'Can I come in, please?'* (7.2)

Joshua: *'Hai Jo'*

Nanny: *'Oh hallo, what`s your name?'* (7.3)

Joshua: *'Joshua Collins'*

Context: The dialogue takes place in the living room, in front of the door. The participants are Joseph, Lauren and Joshua. There is a welcoming

from the children. The children are not like usual which is usually naughty but here they are not to the guest.

Strategy: Strategy 1 Bald on Record- post greetings (7.1)

Strategy 1 Positive Politeness- Notice, attend to H (7.2)

Strategy 5 Positive Politeness- Seeks agreement (7.3)

Analysis: The utterance '*Allow, where's your mommy?* (7.1) is used to show greeting to save the interlocutor positive's face, so H can feel more close with S. In this case, the dialogue also shows that nanny wants to see the parents directly. At the time, nanny has already come inside of the house. The context (7.2) '*Can I come in, please?*' is a kind of positive politeness by using seeks agreement. In this condition, S tries to minimize the distance between expressing friendliness and solid interest of getting closer to H. In this case, nanny tries to minimize the distance between her and the children, and also nanny tries to ask agreement from the children as a part of the house that she wants to come in. The next utterance (7.3) '*Oh hallo, what's your name?*' is a kind of positive politeness strategy. It is classified into exaggerate utterance. Speaker feels sympathetic to H's condition that they are very friendly and nice by welcoming the guest. In this situation, nanny feels sympatic to the children's condition that they are not doing the naughty things against the guest.

(8) Dialogue; Mother: 'I just can't cope with them. They're just.... *I know it's hard to be strong...I've just had enough really*'.

(8.1)

Nanny: *'And I will resolve this, okay. I might be finished it my own'* (8.2)

Context: The conversation occurs in the dining room. Mother tells nanny about what happened to her. They are talking about the family's matters especially about the children's behavior.

Strategy: Strategy 3 Negative Politeness- Be pessimistic (8.1)

Strategy 11 Positive Politeness- Be optimistic (8.2)

Analysis: The utterance (8.1) can be categorized into negative politeness strategy. It can be classified into direct utterance. In this case, speaker may be imposed and intruded on hearer's space. Speaker attempts to minimize the imposition on hearer or acknowledged hearer's negative face. Negative politeness strategy is also called respect politeness. In this case, mother uses negative politeness to complain about what she feels toward her family problems. By using positive politeness strategy, nanny uses the utterance *'I will resolve this, okay. I might be finished it my own'* (8.2) to appreciate the hearer. Nanny makes the situation better by giving some solutions. Nanny with her optimism believes that the problem can be resolved. In other words, this strategy is used as involvement to the interlocutor. Nanny tries to save the mother's positive face.

(9) Dialogue; Nanny: *'The children are very energetic, and they got so much love at one another. They are close, that's really lovely to say but...'*(9.1) It's so much rude in this house. Your four children control the parent behavior. *Their aggression is absolutely disgusting.*

(9.2) By swerve, by hits one another, by spits. It's just appalling'.

Father: 'Yeah we're agreeing it'

Mother: 'They're totally'

Context: Nanny meets parents in their home. She wants to make it clear what is happening. Nanny just blames parents with looking at the fact toward their acts to the children. Nanny still wants parents to make their children discipline about their behavior, since nanny suggests that parents never do the things maximally.

Strategy: Strategy 15 Off the Record- Be incomplete (9.1)

Strategy 5 Bald on Record- S wants to be rude without risk of offending (9.2)

Analysis: Nanny's utterance (9.1) '*The children are very energetic, and they got so much love at one another. They are close, that's really lovely to say but...*' (9.1) is a kind of off the record politeness by expressing her utterance incomplete, using ellipsis. It shows that speaker wants to tell parents carefully for something that actually happens by saying that utterance. Because in this situation nanny hopes that parents really understand and realize their mistake by interpreting that utterance themselves. Next, utterance (9.2) shows us that the speaker uses bald on record politeness in her speech. This provides rudeness by speaker to make parents feel a bit uncomfortable. And also in order that parents can take action directly for their children by disciplining them.

(10) Dialogue; Nanny: *'And it's almost upsets me. (10.1). You scared because you don't wanna know what they gonna do next. What kind of behavior is that? (10.2). You really do need to get a great for this' (10.3).*  
 Father: *'How to maintain and back it into the line?'*

Context: The dialogue still occurs in home. The topic discuss how they will work together to overcome the bad behavior of their children. Here, nanny also provides many examples of the extent of their child's behavior which is inappropriate and detrimental to other people. Nanny also provides some solutions which they should be brave and keep on trying.

Strategy: Strategy 5 Bald on Record- S wants to be rude without risk of offending (10.1)

Strategy 10 Off the Record- Rhetorical question (10.2)

Strategy 3 Bald on Record- Task oriented (10.3)

Analysis: When nanny tries to start helping their family, nanny already knows about what mistakes happened. In this utterance, S wants to be rude without risk of offending. Nanny doesn't care about maintaining parents' face (10.1). This strategy is used in order that parents can understand all of the bad things that need to be solved. Next, *'What kind of behavior is that?'* (10.2) is a kind of off the record politeness strategy by giving rhetorical question. Here, the function of giving it to parents is without intention of obtaining an answer. Nanny asks them with indicated meaning so that they can interpret it by themselves. But nanny wants them to answer that the children's behavior is really unacceptable. Finally, utterance (10.3) shows



that nanny uses bald on record politeness strategy in her speech as a request to parents. Nanny hopes they do not refuse to accept the best solution so they can work together to improve the quality in their family.

(11) Dialogue; Nanny: *'Your kids love you. Your children love you like usual'* (11.1)

Mother: *'Sorry'* (11.2)

Nanny: *'.....you are so scared, your kids gonna grow up that not love you, am I right mom?'* (11.3)

Mother: *'Yeah, its truly'*.

Nanny: *'You guys need to come together, okey?'* (11.4)

Context: It is the time for nanny to speak from heart to heart and tries to make parents more extroverts to each other. Here, nanny still provides guidance to parents to know more what they feel. It is also as a training process for parents to be more disciplined for what they must do.

Strategy: Strategy 11 Off the Record- Be ambiguous (11.1)

Strategy 5 Negative Politeness- Apologize(11.2)

Strategy 10 Off the Record- Rhetorical question(11.3)

Strategy 11 Positive Politeness- Be optimistic (11.4)

Analysis: Nanny uses the strategy of off the record politeness that is being ambiguous to parents in the utterance (11.1). Here, S lets H to guess what she means. Nanny wants mother to realize that sometimes children are being naughty but they still love her mother. So, mother doesn't need to be worried with the situation. Then, mother believes that the children are really naughty. Then, mother answers in the utterance *'Sorry'* (11.2) shows an

apology. It is used when someone do the mistake. In this case, mother realizes that nanny is right and she is sad, therefore she says sorry if she is crying in front of her. The utterance 'sorry' is the independent strategy of politeness used to save the hearer's negative face that is the needs to be respected. In the utterance (11.3), nanny uses off the record politeness by rhetorical question. It is aimed to provide H with the indicated meaning.

Nanny assumes that there is a reason for mother to describe the solution. This strategy is used to threaten H's negative face. And the next utterance (11.4) 'You guys, need to come together, okey?' is a kind of positive politeness by using optimistic utterance. Nanny supports them to cooperate each other in disciplining their children. This strategy happens among people with close relationship since nanny already understands well about the Collins` problems. Here, nanny utters this because nanny feels that it is important to give solution in each meeting to parents. In order that they can improve the quality of life in their family step by step.

(12) Dialogue; Nanny: 'Karen, are you committing in?' (12.1)

Nanny: 'And you together as a couple to take the hard working and change it'.

Father: 'Yeah'

Mother: 'Yeah'

Nanny: 'Then, let`s do it' (12.2)

Context: In this case, nanny tries to give spirit to parents by convincing them in a strong commitment. This utterance means that nanny is sympatize with parents.

Strategy: Strategy 13 Positive Politeness- Seek agreement (12.1)

Strategy 12 Positive Politeness- Include both S and H in the activity (12.2)

Analysis: Nanny uses this strategy in the utterance (12.1) because she wants to make sure that H does not hesitate with the choices. As Brown and Levinson said (1987), the functions are to feel solidarity and closeness with the hearer. Here, S assumes (via optimism) that there are no good reasons why H can not cooperate. Therefore, mother must have a commitment with her step to discipline her children. In the utterance (12.2), the speaker uses the strategy include both S and H in the activity. 'Lets' here means 'they'. Therefore, in this strategy, nanny wants parents to commit each other to teach their children because that is their duties to discipline their children.

(13) Dialogue; Nanny: *'Now stop their behavior because of when you have explain, when you give the warning. If their behavior continuous, you straight into the naughty zone'* (13.1).

Father and Mother: .... (nodding)

Context: This scene happens inside of the Collin's home. Nanny gives the instructions and also the rules which must be followed by parents. Here, parents look a little bit worried, but nanny convinces them to take action as soon as possible if the children break the rules. Nanny asks parents to be more responsible against their children.

Strategy: Strategy 3 Bald on Record- Task oriented (13.1)

Analysis: The utterance (13.1) shows the strategy by task-oriented.

This strategy is a kind of interaction face redress will be irrelevant. It means that nanny gives instructions as their task. Nanny is very strict in this situation. This is to save hearer's negative face.

(14) Dialogue; Nanny: *'What we gonna do is we can give the children 10 toys to play with and every time one of the children come and break something that belongs to somebody else, we can take away 1 of their toys'.* (14.1)

Father & Mother: ... (nodding)

Context: The conversation still happens inside of the house. Parents want to start applying the rules or the advice by nanny. Nanny comes to warn them once again that when the kids are playing, they also have limitations which must be followed by them. Here, nanny seems more ambitious in order that parents can have full spirit too to start the rules. Nanny also gives them the alternative way if the children really break the rules.

Strategy: Strategy 3 Positive Politeness- Intensify interest to H (14.1)

Analysis: Knowing the rules which are given to parents, nanny uses the strategy of task oriented. Here nanny gives so many instructions.

Therefore, nanny uses this utterance which contains the steps. In other

words, nanny does not consider parents' face since she accuses parents of saying something important about the rules. In this case, nanny use this strategy because she is also optimistic with her rules that parents can do it.

(15) Dialogue; Nanny: *'Watch this, he spits in your face, you bring him in and you say it to him'* (15.1). *'You do not spit at anybody because the behavior is unacceptable.*

*You understand! Now, you stay in this room!'*

(15.2)

Joseph: ...(laughing)

Context: The following conversation happens after nanny knows that mother is disappointed in Joseph's naughtiness. This dialogue occurs in the children's play room. Nanny and mother are very angry and blame Joseph against his act. Finally, as Joseph's punishment, nanny asks mother to take her child into the naughty zone.

Strategy: Strategy 3 Bald on Record- Task oriented (15.1)

Strategy 6 Bald on Record- Sympathetic advice or warning

(15.2)

Analysis: In this case, nanny applies bald on record strategy of politeness in the case she gives task oriented. This strategy is a kind of interaction face redress will be irrelevant. Nanny orders mother to give instruction to her child. Here, S threatens H's negative face. Nanny feels mother should not leave Joseph with his disobedience. Nanny does not mean to blame mother but she reminds her with sympathy. Therefore, she utters this utterance *'Watch this, he spits in your face, you bring him in*

*and you say it to him'* (15.1). On the utterance *'You do not spit at anybody because the behavior is unacceptable. You understand! Now, you stay in this room!'* (15.2) identifies as a warning. This utterance is categorized as bald on record strategy since nanny wants to send Joseph into the naughty zone as his punishment for doing naughty things. She uses this strategy to satisfy the H's negative face. It states clearly that Joseph must listen to the instructions and do it.

(16) Dialogue; Mother: *'Want an apology, Jo?'* (16.1)

Joshua: 'Not'

Mother: *'Want an apology, Jo?'* (16.2)

Nanny: *'If he doesn't get one, just go, just go!'* (16.3)

Context: The dialog takes place in the family room. Mother wants tell to Joseph that he is punished because of his act. Therefore, the topic in this conversation is about telling that Joseph will take apology or not. Here, nanny comes to help mother in order that mother can be strict against children.

Strategy: Strategy 1 Negative Politeness- Be conventionally indirect

(16.1) and (16.2)

Strategy 3 Negative Politeness- Be pessimistic (16.3)

Analysis: In this conversation (16.1) and (16.2), mother wants to convey that there is something that must be done by her kid. Joseph must apologize to mother. This utterance is being conventionally indirect. It asserts the felicity conditions underlying the act. This expression is used when the speaker feels about something bad that happens to the hearer.

The speaker uses this expression to save the hearer's negative face. It means that if Joseph does not apologize, she has to give the punishment.

Therefore, here nanny comes with a solution by saying '.....*Just go, just go!*' (16.3) in order to show her respect and save mother's face, she uses that word by negative-politeness respect terms although nanny is pessimistic. In addition, this utterance can be categorized as one of the strategies of negative politeness in giving compensation to H's negative face by explicitly expressing doubt that S can obtain the expected acts from H. Nanny uses this strategy in order to help mother to make a decision because nanny doubts Joshua can make apology.

(17) Dialogue; Mother: '*Ben, what I've said to you?*' (17.1)

Ben: .... (laughing)

Mother: 'Ben, in ..now!'

Ben: 'Not!'

Context: This conversation occurs during the relax time. The participants are mother and Ben. Mother hopes that Ben can consider mother's need, being a polite person and not breaking the disciplinary rules. In this dialogue, a conflict raises because Ben does not want to follow the instructions from mother. Then, mother tries to convince Ben by speaking a lot as in utterance (17.1). After that, Ben responds his disagreement by saying '*Not*'.

Strategy: Strategy 10 Off the Record- Question, hedge (17.1)

Analysis: In this utterance, mother asks Ben to understand about the rules which are given. She uses rhetorical question and make a light

conversation. She uses this strategy because she wants to make ordinary conversation by using the simple word, implicit meaning or complicated purpose. This strategy is used in order that Ben can answer what his mistake is. In this strategy, the speaker also can convey and get information to the hearer directly or not. Mother hopes hearer or Ben can answer something.

**(18)** Dialogue; Mother: *'It was ridiculous'* **(18.1)**

Nanny: *'How about one child one room?'* **(18.2)**

Context: The conversation happens when the children are playing.

Mother starts to give punishment against children's act by taking them into the naughty zone so they can not fight each other again. Mother also asks her children to be ready to come into the naughty zone if they are naughty.

Nanny means to save the children in a better condition by separating them.

Strategy: Strategy 1 Off the Record- Give hints **(18.1)**

Strategy 13 Positive Politeness- Give or asks for reason  
**(18.2)**

Analysis: The utterance *'It was ridiculous'* **(18.1)** shows that S gives hint. This strategy is used by speaker to decide how hearer can interpret it.

In this utterance, mother wants to remove herself from any imposition whatsoever. Mother shows nanny that the children are doing naughty things. Mother hopes that the children really know about how to be responsible something. Here, nanny becomes optimistic with her answer

*'How about one child one room?'* **(18.2)**. Nanny asks reason how to separate the children in different rooms. Nanny uses this strategy to show



that she follows the situation that is going on. This strategy happens among people with close relationship. Mother and nanny have known each other. So their relationship is closer than before. S assumes (via optimism) that there are no good reasons why H can not cooperate.

(19) Dialogue; Mother: *'Ben you should say sorry first then you can come out'* (19.1)

Ben: 'Sorry'

Mother: *'No, no more swerving, okey?'* (19.2)

Context: Ben was out of being punished because he was naughty and not polite. At that time, mother gave Ben suggestion to pay attention to the rules which are given by mother that Ben should not be spitting or cursing again because he will be exposed to the punishment. Mother wanted all of her children can be responsible for their act.

Strategy: Strategy 2 Off the Record- Exaggerate (19.1)

Strategy 5 Bald on Record- Sympathetic or warning (19.2)

Analysis: On the mother's utterance *'Ben you should say sorry first then you can come out'* (19.1) she uses the strategy of giving association

clues to Ben. Mother actually gives the direction and explanation in order that H can choose the consequences. If H can follow S's commands, then

S promises to free him from punishment. When we see the answer from Ben *'sorry'* means that Ben chooses to apologize because he wants to be free from punishment given by his mother. That condition makes mother's face seems so friendly, therefore she uttered *'No, no swerving, okey?'*

(19.2) which the word *'okey'* here is being optimistic that Ben will not do

anything naughty by swerving each other. Mother's utterance is used to save Ben's positive face. This utterance usually happens among people with close relationship as Brown and Levinson said (1987).

(20) Dialogue; Nanny: *'Who's frankly want to play a game?'* (20.1)

Children: 'Me!'

Nanny: *'Then I have a question to answer but in order to have fun and find the clues you have hold hands..... are you ready?'* (20.2)

Context: The conversation between nanny, parents and children below happens at the Collin's house. Nanny comes with a game for children in order that they can be closer. Here, it is also clear that the game provided by nanny can help the children easily to learn the positive things.

Strategy: Strategy 3 Positive Politeness- Intensify interest to H (20.1)

Strategy 12 Positive Politeness- Include S and H in the activity (20.2)

Analysis: The utterance *'Who's frankly to play a game?'* (20.1) which produced by nanny is a kind of positive politeness in the case of intensify interest to H. Nanny exaggerates facts as well as she makes good story to draw the children as the participants. Here, nanny uses this strategy because she wants to get closer to the children while entertaining them.

This strategy is also used to save the hearer's positive face. Nanny hopes through the game, the kids can get the positive impact. For the utterance *'Then I have a question to answer but in order to have fun and find the*

*clues you have hold hands..... are you ready?* (20.2), shows the cooperative assumption in redressing FTA that includes both S and H in the activity. This utterance belongs to positive politeness strategy since it conveys that S and H are cooperators. In this case, nanny tries to look for the needs of the children. It generally functions by implicating, in some way, solidarity or closeness with the hearer. Nanny hopes parents are pleased that their children can deal with creating a solid team and do something positive through the games.

(21) Dialogue; Mother: 'You shouldn't behave like that. *You are a big boy*. Not very annoyed like she said. Ben, listen if I told you coming indeed, you are coming indeed or you just say sorry Ben' (21.1).

Ben: 'Sorry'

Context: Mother is in Ben's room. Mother warns Ben that he should remember the punishment he will get when he does the naughty things. Ben, however, should follow the rules. It is one of the steps which should be followed by the children. Mother is worried because Ben is always unaware of his behavior.

Strategy: Strategy 3 Off the Record- Presuppose (21.1)

Analysis: For the utterance '*...You are a big boy...*' (21.1), it is indicated as a strategy of presuppose something. This utterance may implicate a criticism. Mother expresses her disappointment implicitly by using this strategy of off record. She says '*big boy*' that should be able to be understood by Ben. The utterance 'sorry' from Ben is also an apology.

It is used to save the interlocutor's negative face in which the interlocutor wants to be respected. So mother here wants that Ben must change and apologize for his behavior.

(22) Dialogue; Mother: 'Jason, if you find some the awful things that I'm done wrong, you down of eye *that's same just to think that I done it wrong?*' (22.1)

Father: 'We've talk it enough, okey?' (22.2)

Context: This conversation is occurring in the bathroom when father and mother can not work together. We can see through mother's sorrow against father who always blames mother if the kids are naughty. Mother also wants to ask directly what wrong with her is.

Strategy: Strategy 10 Off the Record- Rhetorical question (22.1)

Strategy 1 Off the Record- Give hints (22.2)

Analysis: '*...that's same just to think that I done it wrong?*' (22.1).

Mother chooses the strategy of using rhetorical question. Mother wants father to provide her with the indicated information which leaves the answer hanging in the air, implicated to do FTA's. In this case mother criticizes father why he acts like that. Mother wants father to speak up what is wrong with her so she does not make mistakes anymore. It is indicated as off record strategy. Father's utterance '*Just stop...enough, okey?*' (22.2) is an expression that gives hints for something that has been requested. In this case, father responds mother's complaint by giving her a moment to let him rest first. Even actually, he gives mother a hope because father uses this strategy of politeness by saying '*Just*

*stop...enough, okey?*’ which also indicates that father will give the true explanation later. Father hopes that mother is not worried anymore.

(23) Dialogue; Nanny: *‘You looks such as a good boy sits here to read a paper, uhhh how about that?’* (23.1)

Joseph: .... (nodding)

Context: This conversation occurs in a living room when the situation is relaxed. At that time, children are not being naughty as usual. And mother seems to be very happy having conversation with Joseph. She realizes that everything is out of control now because of nanny’s rule and help. At the same time, nanny stills in calm and not feels worried at all because she believes that she can handle this matter and to be successful with her own plan.

Strategy: Strategy 8 Positive Politeness- Jokes (23.1)

Analysis: Utterance *‘.....such as a good boy to sit to read a paper, uhhh how about that?’* (23.1) is a kind of joke politeness. It is categorized as positive politeness in the case of safe topics to satisfy hearer’s positive face. In this case, nanny as a speaker gives joke to make Joseph satisfy and tries to minimize the distance between them. This can be a way for Joseph to get closer with nanny. Joseph also responded with a nod.

(24) Dialogue; Nanny: *‘Okey listen, give not surprise I got them into the car behave noisy cause that was a massive achievement. A massive achievement’* (24.1)

Mother: *‘Yeah, it was’*

Context: The setting of the conversation is between nanny and mother in the morning when children are ready to go to school. Mother looks very enthusiastic to lead her children to get into the car. Nanny is very happy because the children are easier to handle. It means that it is not so difficult anymore for mother to discipline her children to go to school.

Strategy: Strategy 2 Positive Politeness- Exaggerate (24.1)

Analysis: The utterance '*Okey listen, give not surprise I got them into the car behave noisy cause that was a massive achievement. A massive achievement*' (24.1) is used to exaggerate. It is a strategy of politeness as impression to the hearer. In this case, this strategy is used to save the hearer's positive face, the needs to be appreciated. Here, nanny tries to give her sympathy and understanding that she knows well about mother's condition at that time which has been making changes through disciplining their children.

(25) Dialogue; Nanny: '*Enough is enough, Karen. Don't proud with it!*'  
(25.1)

Mother: 'Yeah'

Context: The scene occurs between nanny and mother inside of the house. Nanny asks mother not to easily give up and keep trying. Here, nanny is a bit disappointed with mother's act being doubtful. Nanny feels that mother is too soft with their children. So, it is important for nanny to warn mother to do the best.

Strategy: Strategy 6 Bald on Record- Sympathetic advice or warning  
(25.1)

Analysis: Nanny's utterance '*Enough is enough, Karen. Don't proud with it!*' (25.1) contains bald on record strategy which gives sympathetic advice or warning. In doing FTA, nanny conveys that she does not care about mother's positive face. Therefore, no redress is required. But, it can be seen from mother's face which looks so sad and worried that in fact she fails again with disciplining her children.

(26) Dialogue; Mother: '*Jo, look at me, that is unexhausted behavior then I have to get you go into the naughty zone. Come on, come in*' (26.1)

Joseph: .... (weeping)

Context: After having a suggestion and getting a command from nanny for her idea to send the naughty child into the naughty zone, mother visits Joseph in the room when this conversation happens. Mary is not happy with Joseph's act because she knows if Joseph constantly pampered by mother, he will be more mischievous.

Strategy: Strategy 4 Bald on Record- S wants to satisfy H's small face (26.1)

Analysis: '*Jo, look at me, that is unexhausted behavior then I have to get you go into the naughty zone. Come on, come in*' (26.1) here mother uses the strategy of bald on record in cases of non-minimization of the face threat. It means that mother's want in satisfying Joseph's face is small, either because she is powerful and does not fear retaliation or non-cooperation from her kid. She blames her kid for his naughty things. In this scene, mother does not mean to hurt and shock Joseph baldly on

record since Joseph's face looks so sad in hearing mother's statement. But this utterance also can be classified into the strategy of giving sympathetic or advice. Mother shows her sympathy to his kid for giving him advice not being naughty anymore because there is a consequence he will face.

(27) Dialogue; Nanny: *'Joseph, because you are missed behavior and if you carrying and behaving like this, you are instantly back in this naughty zone, every time. And you'll left your toys taking away (27.1). Now, mommy watches in your apology, please?'* (27.2)

Joseph: 'Sorry'

Mother: 'Okey'

Context: The dialog occurs in the naughty zone. The topic discusses the apologizing by Joseph to his mother as a warning from nanny. The participants of the conversation are nanny, mother and Joseph. Mother gives punishment to her child but she actually can not be a strict mother at all. It is quite difficult for mother to do. So that nanny helps mother to warn Joseph to apologize to mother.

Strategy: Strategy 3 Off the Record- Presuppose (27.1)

Strategy 14 Off the Record- Displace H (27.2)

Analysis: Data (27.1) shows us that nanny uses off-record politeness (presuppose) in her speech. Nanny tries to give the solution by implicating a criticism to Joseph. Nanny uses this strategy to warn that he has to be responsible for what he does. Nanny doesn't want Joseph to do all the things without considering apology. Therefore, she continues by uttering



*‘Now, mommy watches in your apology, please?’ (27.2)* to ask Joseph make an apology at that time to his mother. This is a kind of off the record politeness in the case of displace H. S or mother hopes the real target will see the FTA is aimed at him.

#### 4.2 Discussions

In the case of communication, maintaining other’s face is needed in order to make the communication runs well and smoothly. One way to maintain other’s face is by applying politeness. Politeness is a communication strategy that people use to maintain and develop relationships (related goal) and a technical term in language study to signify the strategies we use to achieve our goals without threatening the self-respect of others. In the findings above, the writer found there are four politeness strategies that represent FTA strategies, namely bald on record, positive politeness, negative politeness, and off record. They need process to understand each other. In “Super Nanny” reality show, the assumption can be caught that the most of portrayed characters in this reality show are nanny and parents during their conversation in their dialogues, although not all the strategies are covered, furthermore, the description of politeness phenomena in “Super Nanny” reality show can be described as follows:

**Bald on record strategies** provides no effort by the speakers to minimize the impact of the FTA’s. In this category there are some data showing the use of direct strategies- bald on record. Mostly the main characters use the sub-strategy of minimize the FTA and the use of sub-strategy with the orientation of the FTA.

The utterances which are spoken by parents and nanny mostly show that the

speakers use bald on record strategies by means of giving task-oriented. These utterances are in the phrase of directive (order). Most of these utterances assert that the speakers take action without minimizing the FTA because S wants to give the maximum efficiency against the utterances. These utterances also potentially threaten hearer's negative face. In this reality show, FTA is often done by giving attention through advice or warning. Bald on record strategy of politeness which states in direct act shows that speakers do not minimize the FTA to provide the maximum efficiency towards the utterances. The utterances spoken by speakers can threaten hearer's negative face. Besides, speech which is spoken by the speakers by giving directive speech acts in the case of order (order) has the potential to threaten hearer's negative face. This is done by the speakers to give maximum efficiency of the utterance. Speakers consider that the message is very important so that the speakers do not minimize the FTA in his/her utterance. The desire to do the maximum efficiency is more than to satisfy hearer's face. Speakers decide to use this strategy because speakers want to express FTA directly. Some of the bald on record politeness strategies can be found in the utterances (21.1), (3.1), (4.1), (5.1), (5.3), (6.1), (7.1), (9.2), (10.1), (10.3), (13.1), (15.1), (15.2), (19.2), (25.1), (26.1).

**Positive politeness strategies** provides effort to minimize the distance between expressing friendliness and solid interest in the hearer's need to be respected. In this occasion, it is also regarded as a social accelerator that is used by speaker to indicate his wants to come closer to hearer. The directive utterances mostly used by the speakers has a meaning that speakers using this strategy by causing the perception of the hearers' utterance in order to invite them to be more

involved in the interaction. Speaker assumes that the hearer can understand the meaning of speakers' utterance. The use of the utterance usually asserts that the speakers want to create the perception that can increase the intensity of speakers' utterances. This strategy is used by the speakers because they want to save the hearers' positive face. Besides, the directive utterances in the case of advice usually states that the speakers and the hearers are cooperators. Speakers assert or imply knowledge of hearers' desire as the same desire of his/hers. This strategy is used by the speakers because the speakers want to give satisfaction to the hearers face. There is also a directive utterance spoken by the speakers to show a sense of optimism. Speaker assumes that their desire is the same as hearers desire, so speaker decides to use this strategy. The optimism utterance may also increase the intensity of the hearers against the speakers' utterances. This strategy is used by the speakers because the speakers want to give satisfaction to the hearers' positive face by showing a sense of optimism from the speakers' utterance. The utterances (7.2), (7.3), (8.2), (11.4), (12.1), (12.2), (14.1), (18.2), (20.1), (20.2), (23.1) and (24.1) show the strategy of positive politeness.

**Negative politeness strategies** in the directive utterance (demand) show that the speaker do an FTA by uttering his/her wants indirectly in order that the hearers can do any act for him/her. The speakers usually ask for hearers' promise.

The speaker use this strategies because they want to save hearers negative face.

Besides, in the order directive utterances (request) is usually speakers do the FTA with an apology for stating his desire. To avoid the threat of hearers negative face, the speakers use utterances 'sorry' which can also be used to satisfy the hearers' face. This strategy has the main focus on assuming that we may be imposing and

intruding on H's space. In other words, the speaker attempts to minimize the imposition on H or acknowledge H's negative face. Some of the negative politeness strategies can be found in the utterances (2.1), (8.1), (11.2), (16.1), (16.2) and (16.3).

**Off the record strategies** of politeness has the main purpose of taking some pressure off of the hearer. In this case, the speaker performs an act in a vague manner that could be interpreted by hearer as some other acts. The directive utterance is usually spoken by speakers to indicate that the speaker wants the hearers to interpret the utterances. Speaker also gives some clues to the hearers by declaring a situation. The instructions consist of the improving in an action, for example by arguing the motivation or reason to do the action by state or ask for condition. Some of off the record politeness strategies can be found in the utterances (5.2), (6.2), (9.1), (10.2), (11.1), (11.2), (11.3), (17.1), (18.1), (19.1), (21.1), (22.1), (22.2), (27.1) and (27.2).

This study also supports previous findings of Ula (2010), Pujiyati (2006), and also Sari (2010). Ula (2010) found that the context which supports the negative politeness strategy is the situation and setting. She found that 'be indirect' strategy in negative politeness is used when the characters feel nerveous in certain situation. But, it is opposed to Pujiyati's findings that negative politeness is probably caused by someone's strategy to avoid or to remember something. This study employs quite similar of the present's findings about the reasons why the main targets use negative politeness strategy. Related to this study, the main characters use negative politeness strategies because they do not want to say directly their wants. Informal languages tend to be avoided and their requests tend

to be more indirect and impersonal. In Pujiyati's study (2006), she found that the speaker avoids informal languages. While the present study found informal language is rarely used and avoided by the main characters because they are close each other.

Related to the previous studies from Sari (2010) who focused on Face Threatening Act Occuring in Pansus Bank Century Meeting, it can be seen that FTA were aimed to Boediono and to Susno Duadji are mostly on the negative faces. She used one focuses theory of politeness, Brown and Levinson (1978). Her study employs quite similar of this study while the writer found that the main characters mostly threaten children's negative faces. Yet, this present study elaborates more kinds of politeness strategies compared to Sari's work (2010).

Then, related to these findings, this study is designed by using pragmatics approach because the writer tries to study a language phenomenon used by the speaker and the hearer. The data are the utterance of nanny and parents, the main characters of "Super Nanny" reality show, which contain the politeness strategies or FTA. They are analyzed inductively through the observation done by the writer herself. As the result, the writer found that both nanny and parents use four kinds of FTA strategies based on Brown and Levinson's theory of politeness. Overall, there are 48 utterances found in this analysis of face threatening act-politeness strategies. There are twenty one utterances containing politeness strategies used by parents both father and mother. Meanwhile, there are twenty seven utterances containing politeness strategies used by nanny.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusions concerning the results of the analysis discussed in the previous chapter and suggestion based on significance of this study.

#### 5.1 Conclusion

There are many language phenomena we can find in our environment. One of them is politeness strategies. As a human being, people need language to communicate with others in order to inform their opinion without any misunderstanding that will possibly appear if they are not carefully choosing an appropriate word when they are in the middle of conversation. However, in the case of communication, people need to maintain other's face to make the interaction go well. Therefore, people need to learn more about politeness strategies as one way to maintain other's face. Moreover, politeness is a strategy of being polite in case of communication which is used by people to maintain and develop their relationship to show the respectness. In order to achieve people's goal in terms of communication, they use the politeness strategies without threatening the self-respect of others.

As stated before, this study was done to investigate FTA used by the main characters in "Super Nanny" reality show. The results of this study lead to the following conclusion.

The conclusion was drawn from the analysis showing that the four main strategies of politeness which are used by nanny and parents are Bald on Record as the biggest (16 utterances), followed by Off the Record (14 utterances) in the second position, Positive politeness (13 utterances) in the third position and the last is Negative politeness (5 utterances).

Based on the result of analysis, the frequency of using Bald on Record strategy is higher than Off the Record. It is because nanny and parents prefer to use that strategy to give the directive utterances in the case of order. It also happens because they usually want the children can easy to understand and follow the instructions.

Dealing with the kinds of politeness strategies, the findings of this study support Brown and Levinson's theory (1987). Face Threatening Acts (FTA's) are acts that infringe on the hearers' need to maintain his/her self esteem, and be respected. Politeness strategies are developed for the main purpose of dealing with these FTA's. In this study, nanny and parents usually try to avoid embarrassing the children, or making them feel uncomfortable for what they act. In addition, Brown and Levinson's theory states that politeness involves showing an awareness of other people face wants.

In addition, the writer to some extent agrees with the idea of Brown and Levinson's theory of face concept. They state that face refers to our self-image.

There are two aspects to this self-image. This theory is also supported by the findings which were found. The main characters threaten children's positive face that refers to their need to be accepted and liked by children. The main characters

use positive politeness that orients them to preserve the positive face of children.

When they use this strategy, they emphasize the solidarity with the children, such as informal pronunciation, nickname and slang expression. But this strategy is rarely used by the main characters.

Furthermore, the writer saw how certain forms of behavior may count as polite in some cultures, but as impolite in others. For example in a family.

Children ask mother to take the bottle in the refrigerator, they say: 'Give me the bottle, *Karen*'. In this case, the children do not mean to be impolite because this kind of utterance represents how they interact each other in western culture by saying the name of their mother. But, in certain cultures, especially eastern cultures like Indonesia that utterance seems to be impolite although they utter in soften tone, because *Mother* or *Mom* is more polite rather than saying Mother's name.

Yet, this study elaborates more kinds of politeness strategies compared to Ula's study (2010) who focused only on negative politeness, Pujiyati's study (2006), and also Sari's study (2010) who focused on the FTA and who mostly found Bald on Record strategy.

Much can be taken as lessons from this study. It has given the writer a wonderful chance to critically analyze the main characters such as Jo Frost and parents which enables the writer to know deeply about both his personality and thoughts, and also how they use politeness and threaten the children's face.



## 5.2 Suggestion

In accordance with the finding of this research described previously, there are several points that can be recommended. The writer has the opportunity to learn about how we should speak in front of the people which is concerned with how we should utilize appropriate sentence form as our politeness act. The writer expects that we can use this exploration in all aspects of our life, especially when we have to speak in front of people, whether they are older than us or not. We must speak politely.

The writer realizes that politeness especially FTA strategies need to be explored more. Furthermore, for the students who study the same topic, they should get as much information as possible about language and linguistics, politeness, FTA strategies, positive and negative face, and so on. Thus, the writer has some suggestions for the next writers in conducting study about politeness strategies especially FTA.

The writer suggests that the next writers explore the application of politeness strategies in other objects of study such as in speech, daily conversation, poetry, drama, movie, magazine, and other reality show for the purpose of enriching the pragmatics studies. Moreover, the utterances used by the speakers in this reality show have their own FTA strategies so everybody is free to make an interpretation about the use of politeness strategies. This study is away from being complete and perfect. The writer herself expects that this study can give good contribution to the English teacher and English students.

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## Appendix 1. The Transcription of “Super Nanny” – Reality Show (Episode: The Collins Family)

### VIDEO PART 1

Nanny: Just take a look and see what we've got here

Father: Hai I'm Jason Collins

Mother: Oh hai, I'm Karen Collins

Father: On the head, we'd like to talk about our four children. Starting with Ben the oldest.

He is ten. He encourages the little ones to do the naughty stuff.

Mother: **"Ben, don't encourage him!"**

Ben: .... (silent)

Lauren: "Ouwwww...mom"

Ben: I love to be naughty. I know it ain't smart. It's stupid. But, what I love is stupid.

Mother: Lauren is nine years old.

Mother: **"Lauren, can you stop that play?"**

Lauren: .... (silent)

Father: And Joshua, he is the middle one of the boys. He is six. He wants to do a lot of fighting.

And Joseph, he is four.

Mother: Joseph loves to play a ball. He's very aggressive.

Mother: **"Jo, not stop it!"**

Joseph: .... (laughing)

Nanny: This is their home that they're react in.

Mother: He just picks something up..throw and smash it. Pouring all of my shampoos and things out. They do spit at me.

Nanny: Disgusted! They gonna spits in. They like amuse!

Father: All the children's language is terrible. I think Karen is too soft on the children.

Mother: "Ben, can you stop some swerving?"

Ben: "###\*%#" (swerving)

Mother: I always feel like they're against me.

Nanny: Why you're not put them off with this?

Mother: When I go out in public. It's just really humiliating and make me look like a failure, really.

Mother: **"Josh, Joshua look..that's a come car!"**

Joshua: ... (running and laughing)

Nanny: Mom, you need to get control of your children.

Mother: The children looks different in front of me. When Jason comes from his work, their behavior instantly changes. They're look like a different children.

Father: **"Ben, now!"**

Ben: .... (following his father)

Mother: Because they know he will punish them.

Father: **"You think you're funny?"**

Ben: "No.."

Father: **"Go and do your reading now!"**

Ben: "Yeah"

Father: If they're naughty, I'll shout at 'em.

Father: "Joshua now!"

Joshua: .... (silent)

Father: "Joshua!!!"

Mother: But, I think Jason is too hard.

Father: "Send him up!"

Mother: "Alright, I'm taking him"

Father: We lost a lot of things that we love each other. But, we just don't agree on the way we discipline the children. So we end up fighting with each other.

Mother: Super nanny, please help us so that I can get what the trouble in the house is.

Nanny: I think is enough, we can go there right now!

## VIDEO PART 2

Nanny: "Hello, where is your mommy?"

Joseph: "I don't know"

Nanny: "Can I come in, please?"

Joshua: "Hi Jo"

Nanny: "Oh hello, what's your name?"

Joshua: "Joshua Collins"

Nanny: "Hai, please meet you"

Nanny: "Hai, please meet you. I'm Jo"

Mother: "I'm too. Hai, I'm Karen"

Mother: My first impression mind for Jo that she was quite kind and caring.

Nanny: "Hai, what's your name?"

Ben: "Ben"

Nanny: "Hai Ben, please meet you"

Nanny: When I first arrived at their home, I'd like to observe the family what's they don't wanna make having interact between one another and take them to note.

Mother: "Hey who is swerving? Jo, come in. Can you stop swerving over there! Get down!"

Ben: "....\*\*#@\* (swerving and laughing)"

Nanny: Their behavior was just absolutely a pull in. They were swerving, they were spits one another. Mom had no controlled whatsoever.

Joshua: "Ben, you can go \*\*\*\*"

Ben: "Might me"

Mother: "Ough Josh, stop it!. Jo, put it down, put it down. You let put it that down now!"

Nanny: At that point, I realized that he was testing me. Whether his behavior was gain to shock me.

Mother: "Stop it!"

Nanny: The behavior that I saw in the backyard was just totally, socially unacceptable fullstop.

Nanny: The children lay in a muse in the zoo. And I've seen a violence. I've seen the children swerve at one another and their mother.

Mother: "You must keep silent Josh!"

Nanny: Never back into put in their places

Mother: "Give that to me now!"

Ben: "Let me look!"

Mother: "Ben!"

Mother: "Joshua, Joshua get upstairs then get dressed in up!!"

Mother: We spends one or two hours to get ready for school that we never on time".

Nanny: They just really don't take their mom seriously.

Mother: "Joseph, come here!"

Joseph: "Not!"

Mother: "What is that?"

Ben: "Look, what he've just done!"

Nanny: Maybe they left the house yet to go off to school and what kind of behavior is that?

Mother: "No..no.. fighting! Can we just go, Ben?"

Nanny: Karen panic to get the kids to go to school. It is is one of her big problem.

Nanny: "So, we get three kids in the car, one child that on the street. Part from the fight that mom is struggling to get them into the car, and that's the main road. And let look boy is in danger"

Mother: "Joshua, come here now!"

Mother: That's same to catch one child, another one runs off. And this is very hard.

Nanny: She left to go to school, they will run 15minutes behind. And they never be on time to school.

Mother: "No Ben, no please don't pull it on the floor"

Ben: "Don't make me whack you" (...playing)

Mother: "No, no, no. C'mon, c'mon stop it. Ben, put it down!"

Nanny: The behavior was just destructive!

Mother: "No Ben, don't do that! Stop it...!!! Ben, back or you gonna break something in a minute. Stop it! Stop it!"

Nanny: Mom just breaks down. She just got two points, a way she realized and is in uddercontrolled.

Joseph: "Mom, you're crying"

Mother:.... (crying)

Mother: "I just can't cope with them. They're just.... I know it's hard to be stronger...I've just had enough really"

Nanny: "I will resolve this, okay. And I might be finished it my own"

Nanny: I've seen It's gonna be big challenging.

Nanny: He was absolutely fuming on what he came home to.

Father: "Take him up"

Mother:.... (playing with Joseph)

Father: It's gonna make me shock cause I feel that Karen isn't discipline the children.

Father: "Go to bed! You think for what you've done, Ben!"

Nanny: Jason is fed up when coming home. I can do exactly what they want because I know that their mom don't really think about this.

### VIDEO-PART 3

Nanny: After I've observed the family for day, I'd like to sit down with the parents and talk about what I've observed. I mean it needs to be addressed.

Nanny: "A part of view that was very hard to keep on their time together and I can say when I'm walking to the door the children are very energetic and they got so much love between one another. They are close. And that's why really lovely to say but... it's so much rude in this house. Your four children control the parent's behavior. Their aggression is just absolutely disgusting. By swerve, by hit one another, by spits. It's just a pull in."

Father: "Yeah, we're agreeing it"

Mother: "Hmm, they're totally"

Father: "You've not even take them up in public"

Mother: "Yeah"

Nanny: "Because they're running everywhere. And it almost upsets me. You scared. Becoz' you don't wanna know what they gonna do next. If they gonna frost some in your head or they gonna behave. I mean what would intend to this house? A break in front of me, what kind of behavior is that? You really do need to get a great for this"

Father: "How to maintain to back into the line?"

Nanny: "The way you hard to the children, you're weak to the children. The way you want to tell 'em on. Karen is harsh to tell them off. That is not working. None of you aback in one another up"

Nanny: "Karen, what is your kids love?"

Mother: "Mmm, ....."

Nanny: "Your kids love you. Your children love you like usual"

Mother: "Sorry" (crying)

Nanny: "Tell your children that you need to put the house rules to your children. You are so scared that you will know that your kids gonna grow up that they're not love you, am I right mom?"

Mother: "Yeah, its truly"

Nanny: "You guys, need to come together, Okey? Jason, you need to valitate that you was struggling. Or you build in a hundred % to take everything is got in you to change your family."

Father: "That's the reason I wake up and busy in the morning. That's the reason I did the work in hours that is for Karen and the children" (Crying)

Nanny: "Karen, are you committing in? or I have to say?"

Mother: ....(silent)

Nanny: "And you together as a couple to take the hard working and change it"

Father: "Yeah"

Mother: "Yeah"

Nanny: "Then.., then, let's do it"

Mother: When Jo first come to the house with so much rules, I did feel quite upsets, but it was true. She was telling me to fight strike really.

Father: What I've got from Jo was giving about behavior for my children. She was telling me to do something that was quite hard.

#### VIDEO-PART 4

Nanny: I'd explain to Jason and Karen that when their children misbehave and broke one of the house's rules that will be a place with their with go that is called the naughty zone.

Nanny: "This is the duty; you can start with a warning first, calm down with touch level, use the eye contact. Now stop their behavior because of when you have explain, when you give the warning. If the behavior continuous, you can straight them into the naughty zone"

Father and Mother: .... (nodding)

Nanny: In this situation, it was important to make sure if the children's behavior was naughty that I would separate them because if we put them in a room together would make the children fight or they wouldn't take the discipline seriously and they stop laugh at one another and act.... At the second level of discipline, I introduced confiscation foxes.

Nanny: "What we gonna do is we can give the children 10 toys to play with and every time one of the children come and break something that belongs to somebody else, we can take away 1 of their toys and put it into the box,....."

Mother: ....(nodding)

Mother: If they're really naughty, I'll let toys taking away and they don't have any toys left.

#### VIDEO-PART 5

Nanny: It didn't take long before I saw Karen and Jason is exactly how use the naughty zone.

Lauren: "Aww! "

Mother: "Do with that place"

Nanny: We were in the living room and when mom is gain in a warning, he sword and spits right in his mom's face.

Mother: "Jo, listen"

Nanny: "Watch this, he spits in your face, you bring him in and you say it to him. You do not spit at anybody because the behavior is unacceptable. You understand! Now you stay in this room"

Nanny: Joshep was not giving in the naughty zone.

Joshep: "I've done a wee"

Mother: "Want an apology, Jo?"

Joshua: "Not"

Mother: "Want an apology?"

Nanny: "If he doesn't get one, just go, just go!"

Nanny: "Close the door for a second. Now get in. Ignore it!"

Nanny: He is giving his mom his finger, it's just disgusting!



Nanny: Well, Joseph was in the naughty zone. Ben just swerve his mother. And then she had to place Ben into another naughty zone.

Mother: "...come out Ben, when you stop swerving, okey?"

Ben: ... (swerving)

Mother: "Back into the room, now, c' mon!"

Nanny: They saw their mom was really struggling to make the naughty zone technique work.

Mother: "Ben, what I've said to you?"

Ben: ... (silent)

Mother: "Ben, in there now!"

Ben: "Not!"

Nanny: When I saw the two boys escaped him from their respective naughty zone, I knew Karen needs my support team for the technique.

Mother: "It was ridiculous"

Nanny: "How about one child one room?"

Nanny: "Karen, pick up your young son!"

Nanny: Joseph looked so angry at one point.

Mother: I was very impressive hussy with Joseph.

Father: Not to convince that they can continue their act.

Nanny: "You are now in charge and not him"

Mother: "Ben, you should say sorry first then you can come out"

Ben: "Sorry"

Mother: "No no more swerving, okey?"

Nanny: By quickly, Ben had learnt to realize in and take the consequences for his actions. Josh is rebellious behavior had loved ... for an hour half before he gave in and realized that mom was ... to the situations and not ..

Mother: "Want an apology to me?" ...bad behavior ...come out in the naughty zone

Joseph: "I'm sorry"

Nanny: Those have a lot more work but it's taken from the first day.

Mother: ... it's a lot of stressful..I didn't feel so well end up.

## **VIDEO-PART 6**

Nanny: They need to start learning to respect one another. In order to get the children can focus and respect one another, I'd like to choose the treasure game.

Nanny: "Who's frankly to play a game?"

Children: "Me"

Nanny: "We gonna do a treasure hunt. What we're going to do is enable the children to find things in together as a team. Then, I have a question to answer but in order to have fun and find the clues you have to hold hands"

Father: "Yeah"

Nanny: "Are you ready?"

Kids: "Yes!"

Joseph: "You use me to eat ice cream and jelly, what am I?"

Nanny: "What do you think is it Joe? Can ask for help"

Kids: "Spoon, spoon..."

Joseph: "Spoon"

Nanny: "Spoon! Are you wanna do the agreement? C`mon! Alright!"

Mother: "The treasure hunt was really good and it's really nice to say when they were working together. It was a lovely game and makes me want to come in together."

(They are playing with the treasure hunt)

Father: "you go in? So ...lay...?"

Kids: "..."

Mother: "Ohh you found it!"

Father: "Alright son!"

Father: "...look ..."

Joseph: "Find it"

Father: "What will you all gonna do now?"

Kids: "We`re gonna find ..."

Father: "So, what will ...pay ...?"

Kids: "Ten!"

Father: "Ten, yes!!"

Ben: "A treasure lays in a viling room"

Lauren: "Living room!"

Ben: "Living room ....in blue. That`s Jo-Jo!"

Nanny: "Auwwww, what`s that?"

Lauren: "What`s ...?"

Ben: "Invitation...."

Father: "Their treasure hunt was completely success. The children work together and the parents just give them an advice."

## VIDEO-PART 7

After a family complete the days. I`m gonna be watching them. Starting to get the kids ready for school.

Mother: "C`mon .....Joseph ..."

Nanny: "What a perfect table. Bag lunch is done, fantastic!"

(They are busy to get ready to go to school)

Nanny: "C`mon mom, Joshua is testing you now, be strong and give him in the car. That`s it, pick him up. Take it him into the car."

Mother: "Joshua really needs a big intention. That`s quite difficult to pick him up and come in into the car."

Nanny: "You kept strong, you kept strong mom. Fantastic!"

Father: "You do not do like that Joseph! Listen, to become nicely, I wanna say do not talk a toe in a table. Sit down!"

Nanny: "So one child doesn`t speak nicely, they rest that talk a toe."

Father: "Sit down!"

Joshua: "Sit down!" (teasing)

Father: "Sit down.....!"

Nanny: Dad, what were you doing for Joshua?

Father: "I've tell you twice Joshua"  
(Father is shouting)

Nanny: Lauren went to the naughty zone because she was laughing, you need to chill out.

Father: "Thinking it, thinking it about you laughing, Lauren!"  
Lauren: ....(silent)

Nanny: It is ridiculous!

Ben: "Mom, Mom...\*\*\*\*\*"

Mother: "What is going on?"

Nanny: Ben, you know you do not do like that!

Mother: "Don't swerve ...."  
Ben: \*\*\*\*\* (swerving)

Nanny: It's just ....

Lauren: "Ben's escaped!"

Nanny: Mom put away the video game.

Mother: "You shouldn't behave like that. You are a big boy. Ben, listen if I told you coming indeed, you are coming indeed or you just say sorry Ben"

Ben: "Sorry"

Nanny: Ohh he comes from his work.

Mother: "Ben doesn't listen to me, he just swerving again"

Father: "..."

Nanny: Dad now you discipline the disciplining the children when Mom is really end up with it.

Father: "You are ten years old Ben, you should in a better act"

Nanny: Jason, you are undermined the Karen's authority.

Father: "...You understand! ....as I'm said...."

Nanny: C'mon dad ....

Mother: "Jason, if you find some the awful things that I'm done wrong, you down of eye that's same just to think that I done it wrong"

Father: "We've talk it enough, okey?"

Nanny: Jason ...is not good ...

Mother: "...to give his support...work really hard...wrong

**VIDEO-PART 8**

Nanny: "Gets your kids into the car in the morning is absolutely a key of thick"

Mother: "Yeah, it's close"

Nanny: "It's crazy. before ...at night before... So in the morning can runs smoothly"

Nanny: "So this is the following from last night. I need you to keep organize, make sure that you will tell the children your expectations. So, they can follow your instructions."

(Mother and Nanny are busy to prepare the kids to go to school)

Mother: "Can we get a breakfast now? C' mon!!"

Nanny: "Just pick them soon on the table to let them breakfast then go upstairs to get dressed, okey"

Mother: "C' mon, get dressed. Lauren, it is your clothes. Jo,....."

Nanny: "Just pick up your boy ....."

Mother: "....good ...nine eleven.."

Nanny: "Just give 5 minutes to take brush"

Nanny: "You look such as a good boy sits here to read a paper, uhhh how about that?"

Joseph: .... (nodding and smiling)

Mother: "We successfully ready earlier in this morning ...and watch on time we are very early...Ohh nice..."

Mother: "Sit back ....Joshua in the back. Well done!"

Nanny: "Okey listen, give not surprise I got them into the car behave noisy cause that was a massive achievement. A massive achievement"

Nanny: Mother was successfully changing from children running on the road to the ability that she managed to get them all in dressed into the car and they made school on time for the first time and probably a long time.

**VIDEO-PART 9**

Mother: "Pick it up, Jo"

Nanny: Mom and I saw Joseph is being destructive and I sadly give mom support when mom won't let the kid into the naughty zone ....."

Nanny: "I even don't see anything, enough is enough Karen. Don't be proud with it"

Mother: "Jo, look at me, that is unexhausted behavior then I have to get you go into the naughty zone. Come on, come in"

Joseph: ....(crying)

Nanny: "Joseph, because you are missed behaving and if you carrying and behaving like this, you are instantly back in this naughty zone, every time. And you'll left your toys taking away. Now, mommy watches in your apology, please?"

Joseph: "Sorry"

Nanny: "You now let your toy taking away"

Mother: I know nanny do the best.

Nanny: I used to role play technique with Jason.

Nanny: "What we gonna do is might fully is a way of how you use your body and how you use your tender voice. And if I actually watches in Joseph's spice and telling that 'listen, this is what I'm telling you', so, how you feel?"

Father: "...to shouts up"

Nanny: "Yeah, that's intimidating for young child. You are a big guy. You are six foot. You have to discipline your children but do not like the government. So, I'd like to do with you is using a role play, I'm gonna be Ben and well you can be yourself"

Father: "Ben, you listen, I said go into your room!"

Nanny: "Why?"

Father: "Go and do your reading, upstairs!"

Nanny: "I told you already that I've done it!"

Father: "Don't shout at me, get up to the stairs!"

Nanny: "Stop, stop... do you know is what happen then?"

Father: "To change back"

Nanny: "Yeah, yeah..that I want you to really learn about your self is that actually you are not teaching Ben anything if you loose it"

Father: I learn a lot of things in the role play. I learn that I didn't have to be a big naughty person staying up to the children, point up of my finger.

The changes of behavior were absolutely dramatic from the children who were very very rude to children who have manner now.

Mother: Nanny has been so much support us. So that's really sad when she left house..

Father: She becomes one of the families.

Nanny: I'm very proud of how hard mom and dad have worked together to make the changes in their family. That wasn't an easy right for them. The Collins family has been really challenging. But Karen and Jason are successfully in their techniques and I say don't give up to others families when in similar situation.

**Appendix 2. Berita acara bimbingan skripsi**



**KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS BRAWIJAYA  
FAKULTAS ILMU BUDAYA**

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Telp. (0341) 575822 (direct)      Fax. (0341) 575822 (direct)

**BERITA ACARA BIMBINGAN SKRIPSI**

- 1. Nama : Ria Reski Fauzi
- 2. NIM : 0710333025
- 3. Program Studi : Sastra Inggris
- 4. Judul Skripsi : An Analysis of Face Threatening Act (FTA) Used by the Main Characters in "Super Nanny" Reality Show
- 5. Tanggal Mengajukan : 3 Maret 2011
- 6. Tanggal Selesai : 5 Agustus 2011
- 7. Nama Pembimbing : I. Drs. Lalu Merdi, M.A.  
II. Agus Gozali, S.Pd.
- 8. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	3 Maret 2011	Konsultasi Judul	Pembimbing I	
2.	7 Maret 2011	Konsultasi Judul	Pembimbing II	
3.	10 Maret 2011	ACC judul & pengumpulan Bab.I	Pembimbing I	
4.	15 Maret 2011	Pengumpulan Bab.I & Bab.III	Pembimbing II	
5.	18 Maret 2011	Pengumpulan Bab.II	Pembimbing II	
6.	28 Maret 2011	Revisi BAB.I, II, dan III	Pembimbing II	
7.	30 Maret 2011	Pengumpulan Revisi BAB.III	Pembimbing I	
8.	01 April 2011	Pengumpulan Revisi BAB.I, II, dan III	Pembimbing II	
9.	06 April 2011	Pengumpulan Revisi keseluruhan BAB.I, II, dan III	Pembimbing I	
10.	21 April 2011	Seminar Proposal		
11.	23 Mei 2011	Pengumpulan revisi proposal dan Bab.IV	Pembimbing I & II	
12.	13 Juni 2011	Revisi Bab.IV & pengumpulan Bab.V	Pembimbing I	
13.	20 Juni 2011	Revisi Bab.IV dan V	Pembimbing II	

**Tabel lanjutan**

No.	Tanggal	Materi	Pembimbing	Paraf
14.	5 Juli 2011	ACC keseluruhan Bab	Pembimbing I	
15.	20 Juli 2011	Seminar Hasil		
16.	26 Juli 2011	Pengumpulan keseluruhan revisi	Pembimbing I	
17.	4 Agustus 2011	Konsultasi keseluruhan Bab	Penguji II	
18.	8 Agustus 2011	Ujian skripsi	Pembimbing I	

9. Telah dievaluasi dan diuji dengan nilai :

Dosen Pembimbing I

Malang, 15 Agustus 2011  
Dosen Pembimbing II

Drs. Lalu Merdi, M.A.  
NIP. 19441231 197903 1 003

Agus Gozali, S.Pd.  
NIK. 770813 12 11 0059

Mengetahui,  
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