

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Politeness is an influential aspect in communication, because it is not only about saying a polite language but also determining the outcome of communication. It means that politeness can help people to avoid conflicts and to achieve a successful communication. As stated in Oxford Dictionaries, politeness means having good manners and respect for the feelings of other people. Based on that, it can be seen that politeness refers to a polite social behavior or etiquette that exists in daily communication in which it helps people to communicate with others. Therefore, by considering politeness in communication, both the speaker and hearer do not simply want to show respect but also to achieve a smooth communication.

Brown and Levinson (1987, p 62) defined that politeness is about showing appreciation for the face of another person who wants to be known, appreciated, and understood by others. Based on that definition, it shows that politeness refers to a way how someone cares about the wants and the feelings of other people in order to give respect to them. In communication, there will be a situation when someone can feel offended and humiliated by another person's words. The feeling of being offended and humiliated by someone is called as the face-threatening acts (FTAs) in which those actions can cause the losing face on someone (p. 65). Therefore, it is very important for the people to consider the use of words in communication in order to avoid conflicts and the FTAs on someone else.

Brown and Levinson (1987) added that considering the use of words can be said as politeness strategies. Politeness strategies are the ways how people consider and determine some aspects or strategies which function to minimize the threats to someone's face (p. 69). It means that politeness strategies deal with the strategies, principles, or rules that some people need to consider during the communication. In addition, there are called politeness markers. Politeness markers are expressions consisting of words, phrases, or sentences that are used to give respect, regard, and care to someone in communication. That is to say that politeness markers more deal with the expressions that are used to appreciate and respect other people so that they will not feel offended and humiliated. For instance, giving an appreciation for others by using and saying any kind of polite and good words, such as saying *thank you* to someone who gives help or using the word *please* when asking something to someone, and other polite words. Furthermore, there are some other examples of politeness markers as written below.

- (1) *I am sorry to bother you...*
- (2) *Could you help me to...*
- (3) *Would you mind...*
- (4) *I apologize to...*

(Brown & Levinson, 1987)

Nowadays, people do not only use politeness markers in face-to-face interaction but also in online communication, such as social media applications. One of those applications is LinkedIn. LinkedIn is an application that is used by people throughout the world for the professional and business purposes, for example, branding work experiences, giving information about job vacancies, making connections with other colleagues, promoting businesses, and other

activities related to the professional and business fields (Cooper & Naatus, 2014, pp. 299-301). As stated on LinkedIn official website, LinkedIn is one of the largest professional networks with 800 million users from more than 200 countries all over the world (LinkedIn, n.d.). Additionally, there are two types of the user's accounts on LinkedIn, namely, personal and official accounts. Personal accounts are accounts used for the individual needs, while official accounts are used for the company's business, promotion, and others. Regarding that fact, it can be seen that LinkedIn has been a vast platform to help people to communicate in the professional and business sites.

Since LinkedIn connects its users with the professional and business fields, so the users of the application also use formal and polite words, which are politeness markers. Dodaro (2018) stated that being respectful and polite is very important because it is a part of a LinkedIn etiquette in which it will show the credibility and reputation of the users. It means that the users, both personal and official accounts, generally will try to be polite in delivering the information and messages, because they want to create and maintain a good interaction with other users as well as to avoid a bad reputation and the face-threatening acts. Because of that, the users will apply politeness markers when sharing the information in their posts.

One example of politeness markers used by the users is *please* markers, for example, "*Please* comment below!". By using *please* markers, the user can politely ask other users to give a comment in the post without being rude to them. In this case, using *please* is more polite rather than just saying "Comment below!" in which people who read the words also can feel the difference. It means that

using politeness markers on LinkedIn does not only indicate being polite to other users, but it can also show how the communication between the users works. It can show how the relation, trust, care, and respect that the users have for each other. That is to say that using politeness markers can help the users to have smooth communication and to be aware of the feelings of other users. Based on that, the users then will use politeness markers by following their purposes in which those depend on their needs.

Regarding that phenomenon, the researcher wants to analyze the use of politeness markers in the user's posts on LinkedIn in order to find how politeness markers are used on this application. The researcher chooses LinkedIn application because this application is specifically used for the professional and business communication so that there will be some politeness markers used on this application. In addition, from the review of related literature, the researcher finds that there are only a few studies that discuss the use of politeness markers. Then, there is no found yet the analysis of politeness markers used on LinkedIn. Therefore, this research can be a new development for the analysis of politeness markers used in online communication. This research will help the readers to understand politeness markers and the importance of politeness markers as expressions used to achieve a successful communication and avoid misunderstandings, disrespects, conflicts, and the face-threatening acts in the professional and business communication.

In the research, the researcher will analyze the use of politeness markers of written English in the user's posts on LinkedIn, including the types, the dominant type, the difference between personal and official accounts in using

politeness markers, and the factors influencing the choice of politeness markers used in the user's posts. Moreover, the research is conducted by using the theory of politeness by Brown and Levinson (1987) and pragmatic approach. As stated by Levinson (1983), pragmatics is the study of the relationship between language and context. It means that pragmatics studies how the meaning in language is interpreted based on its context. Therefore, the researcher uses pragmatic approach in which it will help the researcher to analyze the use of politeness markers.

1.2. Definition of Key Terms

Face : The public self-image of a person, consisting of emotional and social desires that each individual has inside himself.

Positive Face : An individual desire to be accepted, understood, appreciated, and liked by other people.

Negative Face : A personal desire to act independently without getting any kind of interruptions by others.

Positive Politeness : It refers to the positive face in which it is a way how someone wants to be approved and respected as a member of a group or a friend by others in communication. It means that someone wants the same things from others and vice versa, such as a feeling of being close and connected one another.

Negative Politeness : It refers to the negative face in which someone concerns and respects the negative face of others. It is the way how

someone tries to make space and does not want to impose another person's rights.

FTAs : FTAs (Face Threatening Acts) are actions of imposing on another person's face in which those actions might cause the losing face of someone. It is the way how someone makes another person to be offended and humiliated by his actions or words.

Written English : Fasold and Connor-Linton (2006) explained that written language is a representative of the language units (sounds and words) from spoken language. It means that written English is all forms of written words, phrases, and sentences that are written in English.

Social Media : According to Cambridge Dictionary, social media is websites and computer programs used to communicate and share information on the internet in which it uses a computer or mobile phone as its tool. It means that social media is platforms for social networking that are used by people to communicate and share information through messages, texts, posts, and other contents. The examples of social media sites are Facebook, Twitter, WhatsApp, Instagram, LinkedIn, and other applications.

LinkedIn : As stated in Cambridge Dictionary, LinkedIn is a social networking website used by professionals or business people to communicate, find new job opportunities, share

information, etc. It can be seen that LinkedIn is specifically used for professional and business interests.

1.3. Theoretical Framework

This part discusses the theory that will be used to analyze the research problems. The first discussion will talk about politeness proposed by some experts. The explanation is provided in order to give a comprehensive understanding related to politeness. Then, there will be an explanation of politeness strategies by Brown and Levinson (1987). The explanation of politeness markers will be explained after that. In the last part, there will be an explanation of context and the factors influencing the choice of politeness markers used in communication.

1.3.1. Politeness

Some experts have studied the concept of politeness in the pragmatic fields. Yule (1996) mentioned that pragmatics is the study of how linguistic forms and the users are connected to one another in conveying the language meaning. It means that there will be few possibilities that can be found when analyzing language from a pragmatic point of view. Those possibilities can be people's intended meaning, their assumptions, their purposes or goals, and their actions. As added by Leech (2014), those possibilities consist of the intentions or goals from the point of view of the speaker and hearer. Based on that, it can be seen that both speaker and hearer will deal with one another to make a good communication. Therefore, analyzing politeness through a pragmatic point of view will give more insights of how language (words and sentences) and politeness are connected with context and the users.

Politeness in common sense means being polite or showing respect to other people in terms of actions, behaviors, or communications. It means that politeness refers to the way how someone presents an appropriate action in particular contexts or situations. Lakoff (1989) interpreted politeness as a social behavior that aims at minimizing and reducing conflicts in communication. Similar to Lakoff's argument, Yule (1996) defined politeness as the way how people within a particular culture show a polite social behavior or etiquette in their social interactions. Based on that, it can be defined that politeness is about sharing a well-behaved attitude between the speakers and groups with its aim is to make harmonious interactions.

Goffman (1955) described politeness with the concept of face. According to him, face is a positive social value of a person in which every person claims it during a particular contact. It can be said that face is an identity of someone in which it is the way how someone wants to be known in his community. Furthermore, the concept of face and politeness are developed in detail by Brown and Levinson (1987).

Brown and Levinson (1987) stated that face is the public self-image of a person consisting of emotional and social sense that every person has inside himself. That is to say that the public self-image is about the way how humankind wants to be seen and known publicly in the social community. Moreover, there are two classifications of face related to that definition, namely, positive and negative face. Positive face is an individual desire to be liked, loved, accepted, and appreciated by others in the social group. In contrast, negative face is the personal right of someone to act independently without getting any kind of

disruptions by others. Thus, by having a face or public self-image, every human being naturally wants to be recognized and appreciated by others. Moreover, there are called the face-threatening acts (FTAs). The FTAs are performances or actions that can lead to the threat to a positive or negative face of another person (Brown & Levinson, 1987, p. 67). It can be concluded that the FTAs are actions of imposing on a person's face in which those acts potentially can make someone to lose face. Because of the actions, another person can feel embarrassment, shame, and humiliation. Therefore, it is very important for the speakers and hearers to maintain their public self-image for not being threatened by others. The actions of maintaining the face are called as the face-saving acts (FSAs).

Based on that concept, Brown and Levinson (1987) proposed that politeness means giving attention to another person's face. It implies that politeness is about the way how people pay attention to someone's wants and needs as a means to make a good interaction. That is why people have to appreciate the presence of the public self-image of other people in which it will help in achieving a smooth interaction. If people can appreciate that stuff, so the more good the interaction that they can build with others. From that explanation, it can be seen that politeness also can show the social distance and closeness that exist in social communication. If someone socially has a distance from another person, he will tend to represent respect and deference during the interaction. On the other hand, people might be more friendly and intimate to communicate with someone who has a close relationship with them. Therefore, that is to say that politeness does not only indicate regard and respect for others, but it also implies

a social relationship in communication, including the trust, care, and relation that also have an influence on getting a successful communication with others.

1.3.2. Politeness Strategies

Brown and Levinson (1987, p. 69) explained that politeness strategies are the ways how people consider and determine some aspects or strategies in communication in which those strategies will be useful to minimize the face threats on someone. There are four types of politeness strategies as stated below.

1.3.2.1. Positive Politeness

Positive politeness refers to the positive face. It is the way how someone wants to be approved and respected as a member of groups or a friend by others and vice versa. It means that someone has to treat another person with a friendly way, such as making him to feel appreciated as friends or families. That is to say that this strategy is applied, because someone wants to be closely connected with someone else during the communication. Therefore, he can easily make a deal in doing something. The example of this strategy is given below.

- (5) Here *mate*, I was keeping that seat for a friend of mine.
(Brown & Levinson, 1987, p. 108)

From statement number (5), the addresser uses the word “*mate*” to indicate that he appreciates the addressee as a friend who has a close and solid relationship with him. Therefore, when the addresser makes the request, the addressee will immediately accept it without rejection.

1.3.2.2. Negative Politeness

Negative politeness refers to another person’s negative face. It is the way how the speaker attempts to respect the negative face of the hearer without trying to impose the hearer’s rights. It can be said that negative politeness is a way of

making space and not forcing others in communication as a means to give a great respect for them. Regarding that, the speaker will respect and appreciate the hearer's choice whether the hearer decides to accept the request and deal with him or not. Therefore, the hearer will not feel offended or bothered by the speaker. The example is written below.

- (6) *Could you* possibly by any chance lend me your car for just a few minutes?
(Brown & Levinson, 1987, p. 142)

From the example above, the words "*Could you*" are commonly used as polite forms for doing negative politeness strategy. In this case, the speaker politely asks the hearer to do something by using "*Could you*" without directly forcing him to do what has been requested. Therefore, the speaker can minimize the face-threatening acts on the hearer.

1.3.2.3. Off Record

Off record is giving an indirect statement to another person without trying to say it directly to that person. This strategy is used to make a request or say something implicitly to someone so that he will not get an indirect face-threatening act. It can be said that this strategy aims to soften the language for asking a request or giving a statement. For the example, it is provided below.

- (7) It is cold in here. (It means that shut the window!)
(Brown & Levinson, 1987, p. 215)

Based on the statement above, it can be seen that the speaker is complaining about the weather by using an indirect statement. The hearer who is around might understand the meaning of the speaker's statement, so he can spontaneously take action regarding the speaker's complaint. Thus, by saying the

words “*It is cold in here*”, the speaker then can avoid the face-threatening acts when talking to the hearer.

1.3.2.4. Bald on Record

Bald on record is communicating something directly to the addressee in which the strategy is based on the real statements or needs of the addresser, such as the want to be efficient and urgent (p. 68). It means that bald on record strategy oppositely is different from off record strategy in which bald on record more deals with how to say something as clearly as possible in order to avoid the ambiguity and make the hearer knows the speaker’s wants. The example is given below.

- (8) *Give me* just more weeks to pay the rent.
(Brown & Levinson, 1987, p. 96)

Based on the example above, the words “*give me*” are categorized as the imperative forms in which the forms are used to make willing for the extra time to pay the rent. In this case, the speaker says what he wants and needs directly to his audience in order to make the audience understands that the speaker does not have money to pay the rent. Therefore, by saying the words, the audience can feel the speaker’s situation and will accept the speaker’s wants.

1.3.3. Politeness Markers

Politeness markers are some expressions that are used to show respect, regard, honor, and care to other people. Additionally, people use politeness markers, because they want to achieve or request for a cooperative action in communication (Brown & Levinson, 1987). It can be defined that politeness markers are expressions consisting of words or phrases, which are used to give respect and to obtain a cooperative action from someone in communication. In daily lives, there will be some types of politeness markers that can be found.

Some examples of those markers are *please, thank you, if you wouldn't/don't mind*, the modal verbs *could* and *would* for asking a request (e.g. *could/would you close the door?*), and other markers. The types of politeness markers are divided into some categories in which those are divided based on the politeness strategies. Therefore, the researcher provides an explanation of the types of politeness markers and examples for analyzing the use of politeness markers in the research. The explanation is discussed in the following part.

1.3.3.1. Politeness Markers based on Positive Politeness

- a. Overstatement Markers or Using Exaggerations (to show interest, approval, and sympathy to hearers)

The markers consist of exaggerated intonations, tensions, and other aspects related to overstatements words. The examples of overstatements markers are *for, sure, really, exactly, absolutely, a fantastic*, and others (Brown & Levinson, 1987, p. 106). In communication, it can be found that people use some exaggerations in order to show that they have an interest and sympathy for other people. Therefore, other people who hear the information can feel someone's feelings towards them. The researcher makes two examples of the markers as given below.

- (9) What *a beautiful* house!
- (10) Your house is *really* beautiful!

From the example number (9), the words "*a beautiful*" emphasize that the speaker has showed his interest in what the hearer has. The same as in number (10), the use of the word "*really*" also indicates an enthusiasm towards the hearer. By looking at those two examples, it can be seen that the overstatements markers are used to make the hearer feels good and happy

with the words given by the speaker. That is to say that the speaker actually shows his concern about what the hearer wants.

b. In-Group Identity Markers

In communication, there will be found when someone tends to use a specific address to a person who has a close relationship with him. The use of this specific address is called in-group identity markers. The markers consist of the use of the common ground, group markers, or closeness markers that are used by the speaker or hearer. Additionally, the group markers can contain address markers, contractions, and ellipses. The address markers (e.g. dear, honey, brother, sister, son, mate, sweetheart, buddy, fellas, guys, everyone, cutie, etc.) are used to show respect to other people and to avoid the face-threatening acts (FTAs) as well as to make a close relationship, whereas contractions and ellipses are used to make an understandable communication with others who may share some knowledge about the context of communication (p. 107). For getting more understandings related to the markers, the researcher makes few examples as provided below.

(11) *Babe*, I need your help!

(12) You can take this paper, *sweetheart*!

From numbers (11) and (12), it can be concluded that the speaker uses the words “*babe*” and “*sweetheart*” for the purpose of considering the relationship with his hearer, so the hearer can feel close to the speaker. It can be said that the speaker wants to show his mutual relationship with the hearer for making a good feeling. In contrast, if the speaker does not have a close relationship with the hearer yet, he will tend to use a proper address or formal address in order to respect the hearer. It means that when the hearer is treated

and respected as friends, he will be happy to do what the speaker's wants and vice versa. Therefore, by using the markers, the speaker can easily make a deal with the hearer in which the hearer will immediately do what the speaker wants.

c. Agreement Markers

The markers consist of agreement markers, emotional expressions, or repeating words from what have been communicated in the communication between the speaker and hearer (p. 112). That is to say that the speaker or hearer use the markers, because they want to show that they agree and have the same feeling for each other. It means that they use the markers with the aim is to save the conversation from the FTAs and conflicts. For example, when the speaker says something to the hearer, then the hearer will try to give a response to the speaker by showing the same feeling and agreement. Therefore, the hearer can minimize the FTAs, and the speaker can get what he wants from the hearer, which is an agreement. In addition, the markers can be *yes, I think so*, and other forms (p. 113). The researcher makes one example as stated below.

- (13) Speaker : The movie is really good.
Hearer : *Yes, I agree* with you.

From the replied statement, it can be indicated that there are two agreement markers used by the hearer, such as “*yes*” and “*agree*”. By using the markers, the hearer completely has given a response in which he also agreed with the speaker's opinion. In this case, it means that the agreement markers are used to emphasize a statement given by the speaker in which the markers will satisfy the speaker's desire to be listened and appreciated by the

hearer. Therefore, by using the markers, at the same time, the hearer also can minimize the face-threatening acts towards the speaker.

d. Hedging Markers

In communication, there will be a situation when someone disagrees with someone else opinion. Therefore, in order to avoid disagreement that will lead to the rudeness, people then can use hedging markers for showing much more agreement rather than disagreement. The hedging markers can be *sort of, in a way, like, kind of, perhaps, maybe,* and other forms (p. 116). By using the hedging markers, people then can hide their disagreement about something without being rude or impolite. That is to say that the speaker uses the markers, because he wants to soften his words for not being too direct to the hearer, so he can reduce the FTAs. The researcher makes one example as given below.

(14) It's *kind of* a good opinion.

The words "*kind of*" are used to soften the face-threatening acts in which the speaker uses the words for giving an opinion or critic about something to the hearer, so the speaker can hide the intended meaning, which is a disagreement about the hearer's opinion. Therefore, by using the markers, the communication between the speaker and hearer can run smoothly.

e. Joking Markers

The joking markers contain some jokes in which the markers are used to put the addressee at ease, so the addresser can minimize the face-threatening acts when making a request. That is to say that the markers are used as an

alternative way when the speaker wants to ask something from the hearer. Here is given one example related to the markers as stated below.

(15) How about lending me this *old heap of junk*?
(Brown & Levinson, 1987, p. 124)

The jokes “*old heap of junk*” are used to emphasize that the speaker wants to make the hearer to be more relaxed so that he can make a smooth request by using a little joke and not giving some pressures when making the request.

f. Offering and Promising Markers

The markers refer to the use of offering and promising expressions with the aim is to show a good intention for satisfying the addressee’s positive face wants (p. 125). Every person absolutely will feel happy when someone cares about his needs and desires. Showing cares mean you can feel the feeling and situation of someone. The cares can be offering some helps to someone and others. Moreover, the example of the markers is provided below.

(16) I *will* drop by sometime next week.
(Brown & Levinson, 1987, p. 125)

From the example above, the word “*will*” indicate the offering and promising expressions from the speaker. In this case, the speaker tries to offer and promise something to the hearer, which is to drop by sometime next week. The speaker does it, because he is aware that the hearer wants him to drop. Therefore, the speaker says the offering and promising markers in order to give an intention for the hearer’s wants.

g. Optimistic Expression Markers

The markers consist of any optimistic expressions in which the speaker is optimistic about the hearer's help and intention for them. The example of optimistic markers are *sure*, *right*, *okay*, etc. The example of the markers is given below.

- (17) Look, I am *sure* you won't mind if I borrow your typewriter.
(Brown & Levinson, 1987, p. 126)

The word "*sure*" emphasizes that the speaker is optimistic about the request that he asks in which the hearer will help and give an intention for him.

h. *Let's* Markers

The markers are used to soften the requests or offers in communication so that both the speaker and hearer can make a cooperative action based on their deals (p. 127). That is to say that the markers involve both speaker and hearer who will do the same action. When the speaker asks for the request, he is not only asking the hearer to do the request but also taking the same action by saying "*Let's do...*". Therefore, the speaker can soften the request in which the hearer will not object the request, because he does the action together with the speaker. The researcher makes two examples of the markers as given below.

- (18) *Let's* continue writing the thesis.
(19) *Let's* move to another side.

The markers *let's* mean we, which refers to the speaker and hearer. In this case, the speaker uses the markers in order to make a cooperative action with the hearer in communication. It means that the speaker tries to not control the hearer to do what he wants in which it would make the hearer to avoid the request. Because of that, the speaker has to take the same action with the

hearer, so they can deal with one another without giving some pressures that can result to the FTAs.

i. *Why* Markers

The marker *why* is used to give a reason about the speaker's wants and hopes from the hearer (p. 128). That is to say that the speaker uses the markers, because he wants the hearer to help him. Therefore, the speaker needs to say and give the reasons in order to make the hearer considers the speaker's needs and wants. The researcher makes one example of the markers as stated below.

(20) *Why* don't you try to help me to solve this problem?

By using the marker *why* as showing a reason, the speaker can imply that the hearer can help him in which it means that he can assume a cooperative action from the hearer. That is to say that by using the marker *why*, there will be a potential deal from the hearer to do the request. It happens, because the hearer is aware that the speaker wants a help from him.

j. Compliment Markers

The compliment markers are used to show the act of gift-giving and give appreciation for someone's wants, including a desire to be liked, admired, understood, etc. In addition, the markers also can show a good sympathy, understanding, and cooperation (p. 129). The examples of the markers are provided below.

(21) It was *kind of you!*

(22) This is *a great idea!*

(Jung-ran, 2008, p. 2053)

The words "*kind of you*" and "*a great idea*" are categorized as compliment markers in which the speaker uses the words for showing that he

really dignifies the hearer's wants to be appreciated and recognized. Therefore, by using the markers, the speaker can satisfy and make the hearer happy to hear the words.

1.3.3.2. Politeness Markers based on Negative Politeness

a. Indirect Markers

The markers consist of some indirect statements that show a formal situation and polite expression, so someone can deliver what he wants politely without imposing the audiences (p. 132). One term that can indicate the indirect markers is stating a question before making a request, such as *can*, *could*, *would*, and *may* as questioning markers. By stating a question or the availability of the hearer, the hearer who will receive the request may not potentially get a direct force and the FTAs from the speaker, so the request by any chance might be successful as well. The example of the markers is given below.

(23) *Can you please pass the salt?*
(Brown & Levinson, 1987, p. 133)

The words "*Can you...*" can be categorized as a form of indirect markers in which the words would be more polite rather than "*I want you...*". It means that making a request by using indirect markers is considered as a polite one, because it will make the request more polite and beyond the interruptions. Therefore, the speaker can avoid the FTAs when asking for a request from the hearer.

b. Hedging Markers

The markers consist of particles, words, phrases that are used to modify the degree a particle or noun phrase category in sentences. Several examples

of the hedges are *like, think, believe, often, sometimes, certainly, clearly, completely, guess, suppose*, and many more. The example is given below.

(24) I *guess* that Harry is coming.
(Brown & Levinson, 1987, p. 145)

From the example above, it would make sense to use the hedges in the sentence which is “*guess*” in which it is used to respect and treat the hearer’s desires for not feeling frustrated when thinking about Harry, even though the factual meaning completely does not seem true or right. It means that the speaker just uses the words to calm the hearer’s feelings. Therefore, by using the markers the speaker can minimize the face-threatening acts, while the hearer will not be frustrated anymore.

c. Apologizing Markers

The markers are used to give apologize for a reason or ask for forgiveness in communication. Someone uses the markers, because he just realizes that he may be doing the face-threatening acts (FTAs) and impinging on the audience’s face. Therefore, in order to minimize the FTAs, the speaker then uses apologizing markers. The forms of apologizing markers are *sorry, so sorry, please forgive me, apologize*, and other forms (p. 189). The researcher makes two examples of the markers as stated below.

(25) I am *so sorry* to ask you, but I need your help.
(26) I *apologize* if I bother you, ma’am.

From the two examples above, it can be seen that the apologizing markers, such as “*so sorry*” and “*apologize*” actually are used to minimize the face-threatening acts and impositions on the hearer. Therefore, the hearer will not obviously get any impositions and pressures from the speaker.

d. Honorific Markers

The honorific markers are expressions used to give deference and regard to someone in communication. In this case, the speaker is being humble, paying attention to the audience's positive face, and treating the audience as well as possible. The markers commonly are addressed to people who have a different status from the speaker, such as having a higher status like a student and teacher (p. 178). The examples of honorific markers can be using honorific addresses (e.g. Madam, Sir, Ma'am, etc.), honorific titles and names (e.g. Mr. Smith, Mrs. Smith, Dr. Smith, Prof. Smith, etc.), honorific salutations (e.g. Dear Mr. Smith, Regards, etc.), and other honorific words (p. 183). The researcher makes one example of the markers as written below.

(27) *Dear Prof. Oktavianus,*
I wonder if I could meet you today to discuss the assignment that you give, *Sir?*

From the example above, the speaker uses the words “*Dear, Prof. Oktavianus*” and “*Sir*” to the hearer, because he respects the hearer who is his lecturer. Because of that, the speaker tries to be polite to the hearer. By using the markers, the speaker can show a well-behaved attitude towards the hearer who is older than him without being rude and impolite at all.

e. *If clauses* Markers

The example of *if clauses* markers can be “*If you tried...*”, “*If you were in top form...*”, “*If I were to ask you...*”, “*If you please...*”, “*If you will...*”, and others (p. 173). The purpose of using the markers is to save someone's face for not being induced by someone else who asks for a request or help. The examples of the markers are provided below.

- (28) I've come *if I may* to see you for what might be a night.
(Brown & Levinson, 1987, p. 173)
- (29) Would you mind *if I ask* you another question?
(Jung-ran, 2008, p. 2205)

From the two examples above, it can be seen that the speaker uses the marker *if clauses*, such as "*If I may...*" and "*If I ask...*", because he wants to tell the hearer about the possibilities of actions before he is going straight to the main point or motive. The speaker does it in order to save the hearer's face for not feeling interrupted and forced by him. Thus, by using the markers, the speaker can minimize the face-threatening acts.

f. *Thank you* Markers

The markers are used to express gratitude and appreciation to someone who gives help or other things. When a person uses *thank you* markers after getting a help from someone, it means that he really appreciates someone's kindness in which it is also a way how a person shows his respect to someone else. The researcher makes one example of the markers as given below.

- (30) Speaker : Would you mind helping me to move this box?
Hearer : Of course. Let me help you.
Speaker : *Thank you very much.*

From the example above, it can be seen that the speaker uses *thank you* markers as shown in "*thank you very much*" in order to express his gratitude towards the hearer who has helped him. Therefore, the hearer who gives a help will feel appreciated and happy to hear the response from the speaker.

g. *Please* Markers

The marker *please* is used to soften the request in communication. Some people usually use the markers in order to avoid and minimize the

face-threatening acts (FTAs) on others (p. 135). The researcher makes one example of the markers as stated below.

(31) *Please* open the door.

From the example above, the speaker uses *please* markers, because he wants to soften the request for the hearer. Therefore, he can achieve a cooperative deal with the hearer without forcing the hearer as well as minimizing the threats on the hearer.

h. *I wonder* as Questioning Markers

The markers contain the words *I wonder*, which are used to ask a question indirectly to another person (p. 147). By using the markers, the speaker who gives a question totally will not be impudent and do the FTAs. The researcher makes one example of the markers as given below.

(32) *I wonder* if I could meet you today, Sir.

From the example above, the words “*I wonder*” are used to soften the request made by the speaker, so the speaker can ask something indirectly without being too direct and rude at all, as well as he can minimize the FTAs towards the hearer.

i. *Just* Markers

Just markers are the soft form for “exactly” and “only” in which the markers are used to minimize the tension of the face-threatening acts (FTAs) and the intentness of the imposition (p. 177). The examples of the markers are *just* and *just a little*. The researcher makes one example of the markers as written below.

(33) I *just* want to ask if I can meet you today, Sir.

By using the *just* markers, the speaker actually has tried to reduce the possibility of the face-threatening acts (FTAs) on the hearer's face. Therefore, the hearer will not get any imposition from the speaker.

j. Formal Markers

The formal markers are used to show formality in which the markers can be used to communicate any information in a formal setting. It means that the markers will involve some polite words that can be used to express something. The purpose of using the markers is to avoid the FTAs in communication. The example is given below.

(34) *I am pleased* to be able to inform you.
(Brown & Levinson, 1987, p. 208)

The formal markers can be seen in "*I am pleased*" in which the speaker uses the word "*pleased*" to soften the word to inform the hearer about something in a formal way. Therefore, the speaker can deliver what he wants to the hearer without doing the FTAs and going too direct and straight.

k. Appreciation Markers

The markers are used to appreciate all actions given by other people. The examples of the markers are using the words "*grateful*" and "*appreciate*". For the example, it is provided below.

(35) I'd be eternally *grateful* if you would...
(Brown & Levinson, 1987, p. 210)

From the example above, the speaker uses the word "*grateful*", because he wants the hearer to know that he really appreciates the hearer and does not want to force the hearer at all. By using the markers, the speaker can show

how he concerns about the hearer's wants, which is getting pleasure and appreciation from the speaker.

1.3.3.3. Politeness Markers based on Off Record

a. Hints Markers

The markers consist of some hints in which the speaker adds the hints into his statements, so the hearer will interpret the meaning of the statement based on the possible and relevant meanings. In addition, the hints markers also show the motives or reasons for the speaker's statements or actions (p. 215). The researcher makes two examples of the markers as stated below.

(36) The movie is boring. (Its meaning can be change the movie with another one)

(37) The tea is sugarless. (Its meaning can be add some sugar)

From the two examples, it can be seen that the words uttered by the speaker can have some meanings. In order to know what the speaker wants from the hearer, it depends on the hearer's interpretation related to the statements in which the hearer will try to seek the meaning by considering the possible and relevant context. For example, the words "*The movie is boring*" can mean that the speaker does not like the movie. Therefore, the speaker uses hints markers for making an indirect request which is asking for changing the movie, so he hopes the hearer can get what he wants.

b. Association Clues Markers

The markers contain any associated information and clues in which both speaker and hearer may be already shared an experience and mutual knowledge before. The example is given below.

(38) Are you going to market tomorrow? There is a market tomorrow, I suppose. (The meaning can be give me a ride to market)

(Brown & Levinson, 1987, p. 216)

From the example above, it can be seen that the speaker uses association clues markers by asking the question first to the hearer and saying the information that he wants to say afterwards. In this case, the speaker uses the markers, because he does not want to be too obvious and direct when asking for the ride to go to the market with the hearer.

c. Understatement Markers

Understatement markers are expressions that contain some statements for showing dislikes about something, but in this case, someone shows this feeling in an indirect way. That is to say that someone uses the expressions because he does not want to be rude to others. That is why he uses the markers as an alternative way to show his respect towards another person. The markers themselves contain scalar predicate words, such as *quite good*, *pretty nice*, and so on (p. 218). The researcher makes one example of the markers as written below.

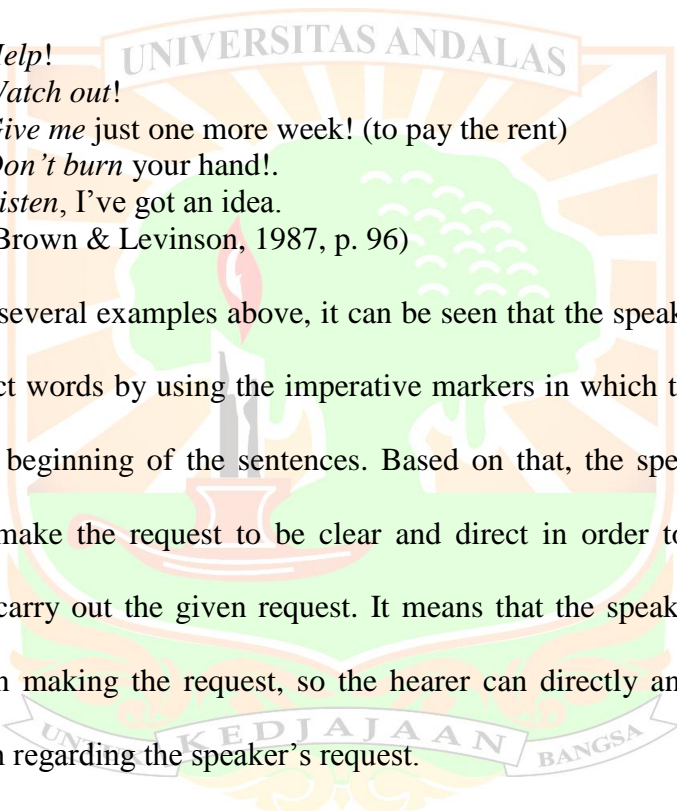
- (39) Speaker : What do you think about the food that I cook?
Hearer : It's *pretty good*. (The meaning can be I don't like it much)

From the example above, the hearer actually does not seem to like the speaker's food, but he tries not to tell the truth in order to respect the feeling of the speaker. Therefore, the hearer softens his words by saying "*It's pretty good*" rather than "*It's bad*" and "*I don't like it*". Thus, by using the markers, the hearer can give his opinion without hurting the speaker's feelings in which it can cause the FTAs.

1.3.3.4. Politeness Markers based on Bald on Record

a. Imperative Markers

The markers consist of imperative sentences or statements that contain a direct request or advice for the hearer in communication (p. 96). The markers are used to make a clear request for avoiding the ambiguity so that the hearer can get the message and information that have been made by the speaker. That is to say that the markers are applied as consideration for the speaker's needs which are the want to be efficient and urgent. The examples of the markers are written below.

- 
- (40) *Help!*
 - (41) *Watch out!*
 - (42) *Give me just one more week! (to pay the rent)*
 - (43) *Don't burn your hand!.*
 - (44) *Listen, I've got an idea.*
- (Brown & Levinson, 1987, p. 96)

From several examples above, it can be seen that the speaker almost uses some direct words by using the imperative markers in which the markers are put at the beginning of the sentences. Based on that, the speaker definitely wants to make the request to be clear and direct in order to convince the hearer to carry out the given request. It means that the speaker wants to be efficient in making the request, so the hearer can directly and immediately take action regarding the speaker's request.

b. Modal Verbs Markers

The markers contain several numbers of direct statements in which the markers are used to ask someone to do something and tell the actual facts. Additionally, the difference between modal verbs markers and imperative markers is that modal verbs markers use a subject and modal verb at the beginning of the sentence that is followed by the request after that (e.g. *You can save my number*), while the imperative markers only use the request at

the beginning of the sentence (e.g. *Save my number*). The researcher makes some examples of the markers as provided below.

- (45) *I need* your help.
- (46) *You can* leave the room.
- (47) *You should* go now.
- (48) *I want* you to prepare your presentation.

Based on the four examples above, the speaker tells the hearer about the actual facts by applying a few modal verbs markers, such as “*I need*”, “*You can*”, “*You should*”, and “*I want*”. By using all those markers, the speaker can clearly and directly deliver his request without making the hearer confused about the request. In addition, from the examples above, it also can be seen that modal verbs markers are more soft rather than imperative markers.

1.3.4. Context

Since the present research uses a pragmatic approach, so it is very important to understand how context is associated with politeness markers. That is to say that the explanation of context will help the researcher to gain more understandings related to context and how it contributes to meaning in language (words or sentences) which is politeness markers. Therefore, the researcher provides the explanation of context in this part, because it will help the researcher to investigate the factors influencing the choice of politeness markers used by the users in the posts.

Ochs (1977), as cited in Levinson (1983, p. 23), defined context as social and psychological worlds in which the speakers and hearers use language in a particular situation of communication. It means that context is about all involved aspects in communication, such as the language users (both speakers and hearers), the settings of communication (situations, places, times, etc.), and the purposes of

using the language. Additionally, Leech (1983) proposed that context is related to the speech situations, such as the speakers and hearers, physical and social settings, goals, and actions in communication. It can be concluded that context is a kind of an influential aspect that can influence the meanings of the language as a whole. Therefore, it can be seen that different contexts will produce different meanings, which it depends on the context of the language itself.

1.3.5. Factors Influencing the Choice of Politeness Markers Used in Communication

There might be some significant factors that can influence people to use politeness markers in communication. Indeed, people will use politeness markers by following any specific motives, circumstances, and purposes. Those certainly depend on their needs. Therefore, it is necessary to study the factors of why people use politeness markers, because it will help to understand how any factors can influence the people's choices in using politeness markers. That is why the explanation of the factors is provided in order to answer the research questions. As stated by Brown and Levinson (1987, p. 71), there are two factors that can affect the choice of politeness markers used by people in communication. The explanation of those factors is discussed below.

1.3.5.1. The Payoffs

The term payoffs refer to all attentive considerations that the speaker and hearer consider while they are communicating with one another. Payoffs are advantages and profits that the speaker can get when he uses some specific politeness markers (Brown & Levinson, p. 71). It is like how the speaker thinks about some possibilities that he can achieve in return if he uses politeness markers in communication. One powerful consideration related to payoffs is that the

advantage for not doing the face-threatening acts (FTAs). It means that both speaker and hearer are strongly desired to appreciate and respect to each other as a means to avoid the FTAs, so the interaction between them can run smoothly without making one of the parties feels offended. Another consideration is that the profit to minimize the face-threatening acts (FTAs) in which the speaker is trying for not doing the direct face threats to the hearer. It means that even though the speaker comes into the face-threatening acts (FTAs), he then will try to make the threats to be indirect in order to avoid the losing face of the hearer. In conclusion, by considering those two factors, people after that can make a choice about what kind of politeness markers they need to apply in communication.

1.3.5.2. Sociological Considerations

Sociological considerations are another factor that some people will consider in communication. Brown and Levinson (1987, p. 74) divided the sociological factors into three categories, namely, the social distance of speakers and hearers (a symmetric relation), the relative power of speakers and hearers (an asymmetric relation), and the ranking of impositions in the particular culture. Those three factors have different concerns and intentions as explained below.

Firstly, the social distance (a symmetric relation), is about the distance and relationship between the speakers and hearers in social life. It is like how close and distant the relationship that they have to one another. Regarding that, the social distance basically is related to a specific relationship that both speakers and hearers have, such as family relationships, friendships, and many more. Despite of the relationship between the speakers and hearers, the social distance is also determined by the way how very often both of them communicate and

interact. It means that the more often both participants interact with each other, there will be more closer the social distance that can be made between them. In addition, the outcome of this social closeness is the mutual giving and receiving of positive face (p. 77). It means that by having this kind of relationship, both speakers and hearers will likely turn to share the same feeling as friends, families, or groups.

Secondly, the relative power (an asymmetric relation), is a kind of an asymmetric social relationship of relative power in which it is the degree of how the hearers can impose on what the speakers say. There are two sources of power which are material controls (physical forces) and metaphysical controls (actions of others) (p. 77). It means that the relative power is associated with the vertical relationship in which it is a relationship with the oldest people or people who have a power, for example, a relationship with a boss, manager, senior, teacher, etc. It can be seen that this asymmetric relation obviously is about giving respect and deference to other people in communication. It is like the way how one person attempts to respect other people who are older and more socially powerful than him.

Thirdly, the ranking of impositions, is about the degree of impositions in which it is influenced by the conditions and situations of communication (p. 78). For example, when the speaker is in a hurry, he can use politeness markers based on his needs. It means that he can use the effective markers to deliver something in which the markers may contain any impositions. From that case, it can be seen that the speaker considers the ranking of impositions, such as the consideration for

the reasons of why he needs to give the impositions or not in which it depends on the situations and the needs of the speaker.

1.4. Review of Previous Studies

There are several numbers of studies that have analyzed the use of politeness markers in communication, both spoken and written forms. This session will discuss five studies related to the use of politeness markers. Those studies will help the researcher to conduct the current research.

The first study is *A Study into Politeness Strategies and Politeness Markers in Advertisements as Persuasive Tools* (Pishghadam & Navari, 2012) that aims to investigate the pragmatic function of politeness in advertisements and explore politeness strategies in English and Persian advertisements. The study is a journal published by *Mediterranean Journal of Social Sciences* in 2012. Based on the study, there are two questions proposed by the authors. Those questions include the use of politeness strategies in English and Persian advertisements and the differences in the use of politeness strategies in English and Persian advertisements. The authors use a theory of politeness by Leech (1983) and Brown and Levinson (1987) to analyze politeness strategies in advertisements. The method that the authors use is a qualitative research method in which the result of the study is presented in descriptive analysis and table form by using percentage. Based on the results of the study, positive politeness strategy is mostly used in English advertisements, while the Persian advertisements as a whole tend to use an indirect off-record strategy. Then, the findings also show that the differences in the use of politeness strategies in English and Persian

advertisements happened because of the representation of different cultural norms that exist in each culture.

Based on the analysis of politeness in the previous study, it shows that that the explanation and language in the study are quite easy to understand. There is also a similarity between the previous study and the present research which is using the same research method, namely, a qualitative research method. Aside from that, the previous study only analyzes the use of politeness strategies in English and Persian advertisements in which there is no further analysis of the use of politeness markers discussed by the authors in the study. Thus, the present research will discuss the use of politeness markers.

The second study is *Politeness Markers in English for Business Purposes Textbook* by Minoo and Sajadeh (2013). This analysis is a journal published by *International Journal of Research Studies in Language Learning* in 2013. In this analysis, there is one research question, which is a question of the pattern of politeness markers in the intermediate series of the ESP textbook entitled *Business Result*. The aim of the study is to examine politeness markers as the communicative strategies in the spoken business discourse in an ESP textbook entitled *Business Result*. The data are obtained from an ESP textbook entitled *Business Result*, which is 45 conversation transcripts that are available in the textbook. The data of the research are identified by using the theory of the taxonomy of politeness structure by House and Kasper (1981). The results of the study are presented in tables. The findings reveal that there are found 304 politeness structure in total, consisting of 5 politeness markers (if you don't mind, please, I was wondering, can we...?, and can you...?), 3 play-downs, 20 samples

of consultative devices, 30 hedges, 27 samples of understaters, 60 downtoners, 34 committers, 4 forewarnings, 113 hesitators, and 8 scope-staters.

From the previous study, it shows that the study intends to analyze politeness markers used in the textbook so that the analysis only shows the use of politeness markers in the textbook. Then, there is no discussion of the factors influencing the use of politeness markers explained by the authors in the previous study. Because of that, the present research tries to analyze the use of politeness markers in a different area of analysis, which is on LinkedIn application. Then, the current research also will investigate the factors influencing the use of politeness markers. Therefore, it can be seen that the data and the purpose of the present research will be different from the previous study.

The third study is done by Widarwati (2014), entitled *Politeness Strategies and Linguistic Politeness Markers of Imperative in the Very Best of Donald Duck Comics Series and Their Translations in Indonesia*. The study is a journal published by *UNS Journal of Language Studies* in 2014. The purpose of the study is to identify the politeness strategies and linguistic politeness markers of English imperative speech that are written in the comics' series. There are three questions proposed by the author, consisting of the linguistic politeness markers of imperative, the translations techniques used, and the effect of the translations techniques. The data of the research are analyzed by using the theory of politeness by Brown and Levinson (1987), five translation techniques (literal, variation, deletion, borrowing, and established equivalence translations), and a qualitative research method. The findings indicate that there are three politeness strategies used, such as bald on record, positive politeness, and negative politeness

strategies. There are also found five linguistic politeness markers of imperative. Those markers are please, just and let, terms of address (boy, you, kids), declarative, and interrogative forms. In conclusion, the analysis of each part in the study is quite clear and coherent.

From the study, it can be seen that the analysis only focuses on the use of politeness strategies and politeness markers of imperative in the comics' series in which the data are not related to the human real-life communication. It means that the analysis of politeness markers in real-life communication needs to be done in order to see how politeness is used in human lives or actual communications. Therefore, the current research will be different, because it will analyze the use of politeness markers in the professional and business communication without specifying the markers into imperative forms as the previous study does.

The fourth study of politeness is accomplished by Murphy and Levy (2015), namely, *Politeness in Intercultural Email: Australian and Korean Perspectives*. The study is a journal published by *Journal of Intercultural Communication* in 2015. The concern of the study is to investigate politeness and politeness strategies used by the staff members of Australian universities and Korean academics in the email communication with professional colleagues, fellows, and foreign students. Additionally, the study examines how the university staffs use politeness indicators in their emails and interpret politeness in incoming emails from the overseas email contacts. The participants in the research are 122 full-time academic staffs and general staffs in Australian universities and 16 Korean academic staffs in South Korea. In analyzing the data, the authors use three instruments of analysis, which are questionnaires, interviews, and email text

analyses. The email text analyses are reviewed by applying *Leximencer* tool, which is a data-mining tool to analyze the context of textual documents and compute the frequency of terms used in the documents (Smith, 2002) as stated in Murphy and Levy (2015). Moreover, the theory that is used in the study is theory of politeness by Brown and Levinson (1987). The findings reveal that there are any differences and interpretations in the use of politeness in Australian and Korean academic emails, by its results are positive and negative politeness commonly used in the emails. Based on the results of the study, it is also found that the use of formality and correct titles are the most important politeness considerations in intercultural email communications.

Overall, the previous study is relatively the same as the current research in which it will also try to analyze and compare the use of politeness in the professional communication. Aside from that, the object of the analysis in the recent research is different from the previous study. In the previous study, it only concentrates on the politeness strategies used in the email communications of Australian and Korean academics. Meanwhile, the analysis of politeness markers is still not completed by the authors. Based on that case, the current research will analyze and compare the use of politeness markers in the professional and business settings, which are in the user's posts of personal and official accounts on LinkedIn.

The next study on politeness is conducted by Sukarno (2018) in which it analyzes *Politeness Strategies, Linguistic Markers, and Social Context in Delivering Request in Javanese*. The study is a journal published by *Indonesian Journal of Applied Linguistics* in 2018. The intention of the study is to investigate

the use of politeness strategies, linguistic markers, and social context in delivering request in Javanese. The data are 25 Javanese utterances in which those data are collected from the conversations of 20 Javanese people in Jember, East Java, Indonesia. The data are taken by recording and note-taking the spoken language used by Javanese people in any various situations and purposes. In the study, the analysis of data is identified by applying the directness scale by Blum-Kulka (1987), Blum-Kulka et al. (1989), and Salmani-Nodoushan (2007). Based on the findings, there are found four politeness strategies (most direct, direct, less direct, and indirect), four linguistic units as politeness markers (speech levels, sentence moods, passive voices, and supposition or condition), and three influential social contexts (social distance, social status or power, and the size of imposition) in choosing politeness strategies.

In conclusion, the previous study overall just discusses the use of politeness strategies and linguistic markers of request in Javanese spoken language or utterances. It means that the analysis in the use of politeness markers is limited, so another analysis should be carried out widely in the other areas of analysis. Therefore, the present research will investigate the use of politeness markers in the different area of analysis, which is politeness markers of written English on LinkedIn application.

Apart from the five previous studies, it can be seen that the analysis on the use of politeness markers is still limited. Then, the analysis of politeness markers of written texts in the professional and business fields is not undertaken yet. Therefore, the research of *Politeness Markers of Written English in The User's Posts on LinkedIn* is taken to fulfill the gap from the previous studies. The

researcher chose LinkedIn application, because, until now, there is no found a discussion on the use of politeness markers on the application. By doing so, the present research will be diverse in terms of the data and research problems. The data of the research are the written English posts that contain politeness markers published personal and official accounts on LinkedIn. The research method that the researcher will use is a qualitative research method in which the researcher will qualitatively and descriptively present the results by using tables and texts. Moreover, the researcher will analyze politeness markers by using the theory of politeness by Brown and Levinson (1987) and pragmatic identity method.

1.5. Research Questions

As stated in the background of the research, there are politeness markers used on LinkedIn. Therefore, the researcher tries to analyze the use of politeness markers on the application by applying those few questions as stated below.

- a. What are the types of politeness markers of written English used in the user's posts on LinkedIn?
- b. What is the most dominant type of politeness markers used by the users in the posts on LinkedIn?
- c. What is the difference between personal and official accounts in using politeness markers on LinkedIn?
- d. What are the factors influencing the choice of politeness markers used in the user's posts on LinkedIn?

1.6. Objectives of the Research

The aim of the research is to investigate the use of politeness markers on

LinkedIn application. Based on that, the researcher has four objectives in the research. Those objectives are written below.

- a. To identify the types of politeness markers of written English used in the user's posts on LinkedIn.
- b. To determine the most dominant type of politeness markers used by the users in the posts on LinkedIn.
- c. To explore the difference between personal and official accounts in using politeness markers on LinkedIn.
- d. To investigate the factors influencing the choice of politeness markers used in the user's posts on LinkedIn.

1.7. Scope of the Research

The present research focuses on identifying the types of politeness markers of written English, the dominant type of politeness markers, the difference between personal and official accounts in using politeness markers, and the factors influencing the choice of politeness markers used in the user's posts on LinkedIn. In this research, the researcher analyzes the use of politeness markers by the users of personal and official accounts in order to find out whether there is a difference or not. The data of the research are obtained from the written English posts that contain politeness markers posted by personal and official accounts on LinkedIn in 2021. The characteristics of the posts are the posts that give information about works, experiences, job vacancies, and promotions posted by personal and official accounts. Then, the research is conducted by using the theory of politeness by Brown and Levinson (1987) and pragmatic identity method.