

**THE FACE SAVING ACTS (FSAS) USED BY LECTURERS
IN THESIS DEFENSE AT IAIN CURUP**

THESIS

This Thesis Is Submitted To Fulfill The Requirement
For “Sarjana” Degree In English Tadris Study Program



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Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

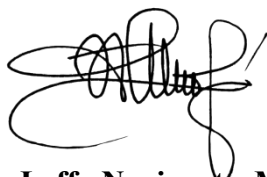
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Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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PREFACE

All praise is due to Allah SWT, the Most Gracious and the Most Merciful. With His blessings and guidance, the writer has successfully completed this undergraduate thesis entitled “*The Face Saving Acts (FSAs) Used By Lecturers in Thesis Defense at IAIN Curup*” as a partial requirement to obtain a Sarjana degree at Institut Agama Islam Negeri (IAIN) Curup, particularly in the English Tadris Study Program.

This research was driven by the writer’s interest in the field of pragmatics, especially in understanding how lecturers perform illocutionary acts that reflect politeness strategies, namely Face Saving Acts during academic speaking sessions such as thesis defenses. The academic atmosphere within the English Tadris Study Program offers an authentic and dynamic setting for analyzing speech acts in real interactions between lecturers and students.

Throughout the research process, the writer encountered various challenges, including selecting suitable literature, analyzing conversational data, and constructing a theoretical framework. However, with persistent effort, guidance from advisors, and continuous reflection, this thesis was brought to completion.

The writer sincerely hopes that this study will provide useful insights in the areas of speech act theory, pragmatics, and academic communication, particularly for those interested in the intersection of language, power, and politeness in institutional settings.

Finally, the writer realizes that this work is far from perfect. Therefore, constructive feedback and suggestions are warmly welcomed. May this humble thesis be beneficial and serve as a helpful reference or inspiration for future research.

Curup, Juni 2025

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Assalamualaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil’alamin, all praise is due to Allah SWT, the Most Gracious and Most Merciful. With His endless mercy, blessings, and guidance, I was able to complete this thesis. I sincerely thank Allah Subhanahu wa Ta’ala, the Lord of all worlds, for granting me strength, patience, and knowledge throughout this process. May peace and blessings always be upon the Prophet Muhammad Shallallahu ‘alaihi wa sallam, his noble family, his loyal companions, and all his followers who continue to guide and inspire us in life.

The researcher is deeply grateful to have finally completed this thesis entitled **“The Face Saving Acts (FSAs) Used By Lecturers in Thesis Defense at IAIN Curup”** This thesis is submitted as one of the requirements to obtain a Bachelor’s degree in English Language Education at IAIN Curup. Throughout the writing process, I have been truly fortunate to receive continuous support, meaningful guidance, valuable assistance, and constant encouragement from many individuals. Therefore, I wish to express my sincere appreciation and heartfelt gratitude to everyone who has been part of this meaningful journey.

First and foremost, my deepest gratitude goes to my beloved family, my mother, father, and siblings for their unconditional love, unwavering moral support, and tremendous sacrifices. They have prioritized my education above their own needs and have been the main foundation that supported me through every step.

My sincere thanks are extended to Mrs. Jumatul Hidayah, M.Pd., the Head of the English Tadris Study Program at IAIN Curup, for her valuable support, guidance, and attention throughout my academic journey. Her advice and care have significantly contributed to my academic growth and achievements.

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With deep respect and gratitude, I would like to acknowledge all lecturers of the English Tadris Study Program at IAIN Curup for the knowledge, mentorship, and inspiration they provided during my academic years. Every lesson and experience I gained from them has been an essential foundation in carrying out this research.

I am also grateful to my extended family for their steadfast support—morally, financially, and spiritually. Their constant prayers, encouragement, and care have been a continuous source of strength, motivating me to remain committed and responsible throughout this journey.

Heartfelt thanks go to the *Pbistudiofilm '21* family, my fellow students from the 2021 English Tadris Study Program. Sharing this academic path with such

extraordinary individuals has been a privilege. Our shared struggles, achievements, and companionship have made the university years more memorable and meaningful. I am proud to have been part of you guys.

Deep gratitude is reserved for e-Station, especially the Creative Production (CP) division, which became a space of meaningful growth and self-discovery. Through this organization, I was able to develop practical skills, foster creativity, and contribute to impactful projects. The challenges and teamwork shaped not only my abilities but also my confidence, resilience, and open-mindedness lessons that will resonate far beyond academic life.

Lastly, I wish to honor and thank myself for the persistence and determination that carried me forward. I am grateful for the trust I placed in my own strength, the courage to face challenges, and the ability to be my own source of support throughout this journey.

In conclusion, I realize that no work is perfect, so I sincerely welcome any constructive feedback. I hope this research contributes to the development of English language education. May Allah Subhanahu wa Ta'ala bless everyone involved in this process, named or unnamed. **Aamiin yaa rabbal 'alamiin.**

Wassalamualaikum Warahmatullahi Wabarakatuh

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MOTTO

الْمُحْسِنِينَ يُحِبُّ اللَّهُ إِنَّ ۖ وَأَحْسِنُوا

“And do good. Indeed, Allah loves those who do good.”

(Q.S. Al-Baqarah: 195)

— Intan Purnama Sari —

DEDICATION

*I wholeheartedly dedicate this thesis to my dearest mother, my beloved father,
and my precious brother and sisters*

No words could ever fully capture the depth of my love and gratitude for all of you. Your unwavering support, love, and encouragement have been the pillars that sustained me through every struggle, every step, and every leap in my journey toward achieving my dreams.

ABSTRACT

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Thesis : The Face Saving Acts (FSAs) Used By Lecturers in Thesis Defense
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This study examines the use of Face Saving Acts (FSAs) strategies in the form of Illocutionary Acts employed by lecturers of the English Tadris Study Program (TBI) during thesis defense sessions. FSAs are communication strategies aimed at preserving face and interpersonal relationships in social interactions. This research aims to identify the types of FSAs strategies and their impact on students' experiences. Participants were students who took part in thesis defenses in the 2024/2025 academic year. Using a qualitative descriptive approach, data were collected through transcripts of audio recordings and in-depth interviews. The results show that Positive Politeness, Negative Politeness, Bald on Record, Off Record, and Say Nothing strategies appeared in lecturer-student interactions, each with constructive or pressuring effects. The study concludes that FSAs' effectiveness is shaped by clarity of delivery and students' emotional readiness. Future research is encouraged to explore FSAs in broader academic settings and include non-verbal politeness strategies for deeper analysis.

Keyword : Face Saving Acts (FSAs), Illocutionary Acts, Thesis Defense, Pragmatic, Speech Acts, Politeness.

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CHAPTER I

INTRODUCTION

This chapter presents a general overview of the research topic along with the underlying reasons for conducting the study. It includes the research objectives, significance, scope and limitations, research questions, and definitions of essential terms used in the study.

A. Background of The Research

Language is one of the most fundamental aspects of human life. Through language, individuals can express their thoughts, communicate emotions, convey intentions, and establish interpersonal relationships. More than a mere tool for transmitting information, language serves complex social functions. It can be used to build rapport, assert authority, express appreciation, or even to reprimand and criticize others. Therefore, language is never neutral, it is imbued with social and psychological meanings. Hymes emphasizes that communication must be understood within a socio-cultural context because it involves rules, norms, and strategies dictated by society¹. In other words, effective communication is not only concerned with “what is said” but also “how it is said” to maintain harmony, reduce conflict, and support interpersonal relationships.

¹ Dell Hymes, *Foundations in Sociolinguistics: An Ethnographic Approach* (Philadelphia: University of Pennsylvania Press, 1974).

In educational settings, communication plays a critical role in shaping the interactions between lecturers and students. These interactions occur in various forms, such as classroom instruction, guidance sessions, academic discussions, and formal evaluations. Among these, the thesis defense or thesis examination represents one of the most pivotal academic interactions. The thesis defense marks the final stage that undergraduate students must undergo to fulfill graduation requirements. At this stage, students are required to defend their research findings in front of examiners and supervisors. This formal academic setting places students in a potentially unbalanced situation, as they face lecturers who hold evaluative authority with the power to critique, question, and ultimately determine their academic fate.²

The nature of thesis defenses inherently creates a tense and stressful environment. Many students perceive the thesis defense as a highly intimidating event. This anxiety is caused by multiple factors, including academic responsibility, fear of being unable to respond adequately to questions, worry about receiving criticism, and psychological pressure stemming from the hierarchical relationship with the examiners. Such tension is not solely due to the complexity of the research material but also stems from the dynamic communication that occurs during the defense. Interactions between lecturers and students often involve probing questions, critical feedback, or direct comments that may challenge or threaten students' self-image.

² Nunan, David. *Language Teaching Methodology* (London: Prentice Hall, 1991).

From a pragmatic perspective, these communicative challenges can be analyzed through the concept of Face Threatening Acts (FTA), which are speech acts that have the potential to damage or threaten the interlocutor's face.³ "Face" in this context refers to an individual's projected self-image, encompassing both the desire to be respected and the desire to act freely without undue interference. When a lecturer delivers direct criticism, asks difficult or unexpected questions, or reprimands students openly, students may perceive a threat to their face. Such threats can result in feelings of embarrassment, reduced self-confidence, psychological stress, and even diminished cognitive focus. These psychological and emotional responses inevitably affect the effectiveness of students' communication, potentially resulting in responses that are incomplete, hesitant, or inaccurate.

To address the potential negative effects of FTAs, speakers often employ Face Saving Acts (FSA) as a communicative strategy. FSA refers to speech acts or linguistic strategies that aim to mitigate the impact of face-threatening messages, thereby preserving the interlocutor's face. According to Brown and Levinson, every individual possesses two dimensions of face, positive face, the desire to be accepted, appreciated, and recognized, and negative face the desire to act freely without imposition or pressure.⁴ In formal academic interactions such as thesis defenses, both dimensions of face are highly susceptible to threat through evaluative or critical speech acts delivered by lecturers. Therefore, the implementation of FSA strategies is essential to ensure a supportive, respectful,

³ Brown, Penelope, and Stephen C. Levinson. *Politeness: Some Universals in Language Usage* (Cambridge: Cambridge University Press, 1987).

⁴ Yule, George. *Pragmatics* (Oxford: Oxford University Press, 1996).

and conducive interaction, enabling students to perform at their best while maintaining psychological comfort.

Preliminary observations conducted by the researcher during thesis defenses in the English Tadris Study Program at IAIN Curup revealed that most students experienced high levels of anxiety both before and during their defenses. Many students reported that direct criticism from lecturers caused them to lose concentration. Some students expressed fear of being publicly blamed or criticized in front of peers, while others experienced significant pressure due to what they perceived as overly harsh or challenging questions. Notably, several students indicated that they were more intimidated by the tense atmosphere of the defense than by the substantive content of their research itself. These findings highlight the significant influence of lecturers' communicative behavior on students' psychological state and performance during high-stakes academic evaluations.

Further examination revealed that lecturers employ varied communication strategies during thesis defenses. Some adopt a direct approach, for example: "Your research methodology is incorrect; it needs to be revised." While such statements may be academically valid, they can generate feelings of embarrassment, stress, and intimidation among students. Conversely, some lecturers employ more nuanced and tactful strategies, such as offering preliminary praise before providing critical feedback, "Your research is quite good, but there are a few areas, particularly in the methodology section, that require improvement." This communicative approach exemplifies the use of

Face Saving Acts, as it seeks to preserve the students' positive face while simultaneously delivering constructive criticism that enhances academic performance.

The importance of studying FSA strategies in this context is further emphasized by theories in interpersonal communication. According to Littlejohn and Foss, the psychological state of participants significantly influences communication effectiveness.⁵ A tense, high-pressure environment can impede message delivery, comprehension, and interactive participation. Consequently, if students feel threatened or overly anxious, their ability to articulate ideas, respond to questions, and engage in meaningful dialogue diminishes. Given that thesis defenses aim not only to evaluate research quality but also to develop students' academic communication skills, addressing these psychological and linguistic dynamics is essential.

While research on politeness strategies, including FSA, has been conducted extensively in everyday social interactions and classroom settings, there remains a paucity of studies examining FSA in formal academic contexts such as thesis defenses, particularly in Indonesia. Thesis defenses possess unique characteristics: they are formal, hierarchical, and psychologically demanding. Therefore, investigating how lecturers use FSA to manage face threats provides both theoretical novelty and practical significance, offering insights into effective communication strategies in high-pressure academic situations.

⁵ Littlejohn, Stephen W., and Karen A. Foss. *Theories of Human Communication* (Belmont: Wadsworth, 2008).

By focusing on the analysis of Face Saving Acts in the form of Illocutionary Acts used by lecturers during thesis defenses, this study aims to contribute to the development of pragmatic theory while providing practical guidance for academic practice. The results may serve as a reference for lecturers to select appropriate communicative strategies and for students to understand the dynamics of high-stakes academic interactions. Ultimately, through the study entitled “**THE FACE SAVING ACTS (FSAS) USED BY LECTURERS IN THESIS DEFENSE AT IAIN CURUP**”, it is expected that a comprehensive understanding will emerge regarding how academic communication unfolds in formal and how linguistic strategies applied by lecturers can reduce students’ anxiety while promoting effective and supportive thesis defense interactions.

B. Research Questions

1. What are the Face Saving Acts (FSAs) strategies used by lecturers to mitigate face-threatening situations for students during thesis defense?
2. How do Face Saving Acts strategies influence students’ arguments and experiences during thesis defense?

C. Objectives of The Study

1. To identify the strategies of Face Saving Acts (FSAs) employed by lecturers to mitigate face-threatening situations for students during thesis defense.
2. To investigate students’ arguments and lived experiences regarding the influence of Face Saving Acts strategies used by examiners in the context of thesis defense.

D. Significances of The Study

1. Researcher

This study serves as a reference for future researchers on illocutionary acts and politeness strategies, especially FSAs, in thesis defenses. By identifying common FSAs used by lecturers and examining how they balance evaluation with face preservation, it contributes to pragmatics and sociolinguistics while encouraging further studies on politeness in academic contexts.

2. Lecturer

The findings of this research help lecturers understand the FSAs commonly used in thesis defenses and their impact on students. This knowledge enables lecturers to give firm feedback while maintaining students' dignity and confidence. By applying appropriate FSAs, they can reduce anxiety, create a respectful atmosphere, and encourage open discussions, improving both the evaluation process and students' academic growth.

3. Student

This research benefits students by deepening their understanding of FSAs in thesis defenses. Knowing how lecturers use politeness strategies helps students interpret feedback without seeing it as personal criticism. This enables them to build resilience, respond constructively, and engage more confidently, resulting in a more positive academic experience and better performance.

E. Delimitation of The Study

The scope of this research is limited to maintain clarity and focus. The delimitations are as follows:

1. The study involves final-year students and lecturers of the English Education Program (Tadris Bahasa Inggris) who participate in thesis defenses.
2. The research focuses on the application of Face Saving Acts (FSAs) based on Brown and Levinson's theory in the form of illocutionary acts as defined by Yule, which are used during thesis defenses of TBI students.
3. The scope of the study is strictly limited to thesis defenses of English Education students at IAIN Curup in the academic year 2024–2025.

These delimitations ensure that the research remains specific and relevant to the context of formal academic evaluations, while also providing a deeper understanding of how politeness strategies and illocutionary acts influence communication in thesis defenses.

F. Definition of The Key Terms

1. Illocutionary act

An illocutionary act is the communicative function of a speaker's utterance.

It is not only about producing words but about performing actions through them, such as stating, requesting, offering, or explaining.⁶ It shows the speaker's intention and the effect they want to achieve, making it an

⁶ George Yule, *"Pragmatics"* (Oxford Introductions to Language Study, 1996:3) p. 48

important part of meaning in conversation. The illocutionary force refers to the purpose of the utterance.

2. Face Saving Acts (FSAs)

Face-saving acts (FSAs) are strategies in politeness theory used to minimize face-threatening acts (FTAs) and maintain respectful, harmonious communication.⁷ These acts help reduce tension, prevent embarrassment, and build trust in settings such as diplomacy and education. Face-saving is not only about protecting self-esteem but also about navigating interactions with empathy, ensuring dignity and encouraging collaboration.

3. Thesis Defense

A thesis defense is an academic forum where students present their research and demonstrate their ability to communicate, think critically, and respond professionally to examiners' questions and critiques.⁸ It is also a structured academic assessment where final-year students present their research, defend their arguments, and prove the validity of their findings. This process not only evaluates the written work but also shows their ability to engage in scholarly dialogue and readiness for future academic or professional paths.

⁷ Penelope Brown and Stephen C. Levinson, *Politeness: Some Universals in Language Usage* (Cambridge: Cambridge University Press, 1987),

⁸ Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor: University of Michigan Press

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Pragmatic

Pragmatics is a branch of linguistics that focuses on how language is used in different communicative contexts to achieve specific goals. It involves analyzing factors such as social context, shared knowledge between speakers and listeners, and the intended goals of communication. Pragmatics does not merely examine the structure of sentences, but also explores how meaning is shaped by context, speaker intention, and social interaction. Recent studies describe pragmatics as a key aspect in understanding how individuals interpret both explicit and implicit meanings in various communicative situations, reflecting how language functions as a tool for managing interaction and social harmony.⁹

Austin defines pragmatics as the study of language use in specific communication contexts, highlighting how meaning is conveyed by the speaker and interpreted by the listener. He stresses that the context of communication significantly affects the meaning intended by the speaker and how it is understood by the listener.¹⁰

Jacob describes pragmatics as the study of language from the perspective of its users. The focus is on the language choices individuals make, the

⁹ Noviyenty, L., & Anwar, K. (2023). Understanding pragmatics as a way to practice natural communication skills in various contexts of interactions. (Al-Ishlah: Jurnal Pendidikan)

¹⁰ Etsuko Oishi, "Austin's Speech Act Theory And The Speech Situation" (Esercizi Filosofici 1, 2006)

constraints they face in social interactions, and the impact of their language use on other communication participants. Pragmatism, according to Jacob, also includes the analysis of implicit meanings in everyday conversation and the importance of individual pragmatic actions, such as speech acts and other forms of language use in various social contexts.¹¹

According to Yule, pragmatics is the study of how speech is communicated by the speaker and interpreted by the listener. It focuses not only on what is said but also on how it is delivered and understood in a specific context. This includes analyzing contextual meaning, or how the situation and conditions around the utterance influence its meaning. Yule also emphasizes the importance of how speakers organize their message to ensure it is correctly understood, using contextual clues and implicatures to convey meanings not directly expressed.¹²

Pragmatics involves several key elements in analyzing how language is used in communication. These include contextual meaning, which looks at how the situation and environment affect the interpretation of a message; speaker intention, which focuses on the communicative goal behind the utterance; implicature, referring to meanings that are implied but not directly stated; deixis, which involves context-dependent words like “I,” “here,” and “now”; speech acts, which are actions like promising, commanding, or apologizing performed through language; and the social relationship between the speaker and hearer, which includes politeness,

¹¹ Jacob L. Mey, “*Pragmatics: An Introduction*” (Wiley, 2001)

¹² George Yule, “*Pragmatics*” (Oxford Introductions to Language Study, 1996:3)

social distance, and power dynamics. These elements work together to shape communication, helping us understand how language serves to achieve goals and manage social interactions.

2. Speech Act

a) Definition

According to Austin, a speech act is not merely a verbal actuation, but rather an action performed by uttering the utterance itself. In his seminal work, "How to Do Things with Words," Austin proposed the concept that every utterance not only communicates the literal meaning of the words, but also performs actions that can affect the social and situational context in which the utterance is made.¹³

G.N. Leech defines speech acts as activities performed through utterances, emphasizing their role in communication beyond mere information exchange. According to Leech, speech acts can be understood as actions that speakers undertake when they communicate, and they are categorized based on their intended function in discourse¹⁴.

According to Yule in his book "Pragmatics", a speech act is a communicative action performed using language, where each utterance not only conveys information but also serves a specific purpose in social interaction. Yule explains that when someone speaks, they don't just express the literal meaning of the words, but also perform actions like

¹³ Austin, J. L. "How to Do Things with Words" (Oxford University Press, 1962)

¹⁴ Geoffrey N. Leech "Principles of Pragmatic" (Longman Linguistics Library, 1983)

requesting, warning, asserting, or apologizing to achieve a communicative goal. Thus, speech acts focus on how language functions as both a tool for communication and as a way to act in social contexts.¹⁵

b) Types

1) Locutionary Act

According to Yule, locutionary acts are the basic steps in communication that involve producing meaningful sounds, words, and sentences. These acts form the foundation of speech acts, as communication relies on understandable linguistic expressions. For example, saying *"I've just made some coffee"* is a locutionary act because it produces a clear and meaningful sentence, while *"Aha mokofa"* would not be a successful locutionary act in English. Locutionary acts depend on using the correct sounds, words, and sentence structures according to the language rules. Thus, successful locutionary acts rely on language proficiency and the ability to make understandable linguistic expressions.

2) Illocutionary Act

According to Yule, an illocutionary act is the second stage in a speech act and involves the communicative force or intention behind an utterance. When someone speaks, they not only produce sounds and words (locutionary act), but also aim to achieve a particular purpose or function with their words. Illocutionary force is a central

¹⁵ George Yule, *"Pragmatics"* (Oxford Introductions to Language Study, 1996:3) p. 48

focus in speech act theory because it relates directly to the speaker's intentions and goals. Understanding illocutionary acts is crucial in pragmatic analysis as it sheds light on how language is used to achieve various communicative goals in social interactions.

3) Perlocutionary Act

According to Yule, a perlocutionary act is the third stage in a speech act, focusing on the effect or impact an utterance has on the listener. It involves the speaker's expectation of how the hearer will respond or react after hearing the utterance. The effect of a perlocutionary act depends on several factors, such as context, situation, and the relationship between the speaker and the listener. The same utterance can have different effects depending on the context. For instance, if someone says "*This tea is really cold!*" on a cold day, it's likely to be interpreted as a complaint. However, if said on a hot summer day while being served iced tea, it might be interpreted as a compliment. Perlocutionary acts highlight how the meaning and impact of an utterance can vary based on how it is received and understood in different social situations¹⁶.

¹⁶ George Yule, "*Pragmatics*" (Oxford Introductions to Language Study, 1996:3) p. 48

3. Illocutionary Act

a) Definition

Illocutionary act is a concept in speech act that refers to the intention or function contained in an utterance. According to Yule, illocutionary act is the second dimension in speech act analysis, which is carried out through the communicative power of an utterance. When someone utters an utterance, they do not only convey words, but also carry out certain communicative actions, such as making a statement, offering something, explaining, or other communicative purposes. The illocutionary force of an utterance is what is considered to be the purpose of the utterance.

b) Classification of Illocutionary Act

Yule in his book "Pragmatics", explains that the classification of speech acts is based on the illocutionary function or intention contained in the utterance. Each type reflects a different purpose or intention of the speaker when speaking or communicating with others .

1) Declaratives :

They are authoritative statements that require the speaker to have a special institutional role or authority in a particular context in order to be valid. Declaratives are a type of speech act that has the power to change a state or situation simply by being uttered. Examples include official announcements that affect public policy, legal statements that regulate a person's legal status, or political declarations that affect international relations. Thus, declaratives not only have a statement

dimension, but also play an important role in organizing social and power structures in human communication. Examples include:

- a) Pastor: "I now pronounce you husband and wife."
- b) Referee: "You're out!"

By making statements, speakers change the state of the world through their words.

2) Representatives:

Representatives are a type of speech act used to express the truth or belief of the speaker about something in the real world. This type includes affirmations of facts, descriptions, conclusions, or statements of belief that can be proven or debated. By using representatives, the speaker not only conveys information, but also claims the truth of what is communicated, allowing communicative interaction to take place by building an understanding of the reality being discussed.

Examples:

- a) "The earth is flat."
- b) "It was a sunny and warm day."

Representatives connect words to the speaker's perception or understanding of reality.

3) Expressives:

Expressives are a type of speech act used to express feelings or psychological states of the speaker. Through expressives, speakers can express various emotions such as joy, sadness, happiness, or

unhappiness. The main function of this speech act is to show or express inner feelings that can provide insight into a person's emotional state. In a communicative context, expressives allow speakers to share their emotional experiences with listeners, deepen interpersonal relationships, or clarify their feelings about a situation or topic of conversation. Examples include:

- a) "I am very sorry!"
- b) "Oh, yes, so good, mmmm, ssahh!"

Expressives convey the speaker's emotional responses and personal experiences.

4) Directives:

Directives are a type of speech act used by speakers to direct or ask listeners to do something. This type includes various forms such as requests, commands, suggestions, or instructions aimed at getting listeners to do certain actions. The main function of directives is to influence the behavior or actions of listeners according to the speaker's wishes or needs. In communicative situations, the use of directives can indicate a hierarchical or structural relationship between speaker and listener, where the speaker has a more dominant role or has needs that must be met by the listener. Examples include:

- a) "Give me a cup of coffee. Make it black."
- b) "Can you lend me a pen, please?"

Directives aim to influence the listener's behavior or actions based on the speaker's intentions.

5) Commissives:

Commissives are a type of speech act that binds the speaker to a certain action in the future. Through commissives, speakers express intentions, promises, threats, refusals, or commitments to do something. The main function of this speech act is to show the speaker's sincerity and responsibility for the upcoming action. In communicative interactions, commissives play an important role in building trust and managing expectations between speakers and listeners. Examples:

- a) "I will be back."
- b) "I'll make it right this time."

Commissives bind speakers to fulfill the intentions or commitments they express.¹⁷

Each type of speech act has a different function, ranging from changing reality (declaratives), representing beliefs (representatives), expressing emotions (expressives), influencing actions (directives), to binding to future actions (commissives). Declaratives allow speakers to directly change a situation through authoritative statements. Representatives reflect the speaker's beliefs or views about something.

¹⁷ George Yule, *"Pragmatics"* (Oxford Introductions to Language Study, 1996:3) p. 53-54

Expressives allow speakers to express their feelings or emotional states. Directives are used to influence the actions or responses of the listener. Commissives bind the speaker to perform a certain action in the future. Understanding these classifications helps explain how language is used not only to convey information but also to shape social interactions and achieve desired outcomes. Through the use of these different types of speech acts, we can see how language plays a role in building, managing, and maintaining social relationships.

Tabel 2.1 Indicators of The Classification of Illocutionary Act

(Based on Yule's Theory of Classification of Illocutionary Act)

No	Classification	Indicator
1	Declaratives	a) An expression spoken by someone in authority. b) An expression that has the power to change a situation or circumstance just by being spoken.
2	Representatives	a) An expression that states the truth or belief of the speaker.
3	Expressives	a) Expressions to express feelings or psychological states such as joy, sadness, happiness, or unhappiness from the speaker. b) Allows speakers to share their emotional experiences with listeners, deepen interpersonal relationships, or clarify their feelings about a situation or topic of

No	Classification	Indicator
		conversation.
4	Directives	a) Expressions that direct or ask the listener to do something. b) The speaker has a more dominant role or has needs that must be met by the listener.
5	Commissives	a) Expressions that bind the speaker to a certain action in the future. b) The speaker expresses an intention, promise, threat, refusal, or commitment to do something. c) Expressions to show the speaker's seriousness and responsibility for future actions. d) Plays an important role in building trust and managing expectations between the speaker and the listener.

4. Politeness

a) Definition

According to Goffman, 'face' refers to the image a person wants to maintain in social interactions, including how they are perceived by others. Politeness involves behaviors and strategies used to protect both one's own 'face' and that of others in various social contexts. These actions aim to preserve honor, self-esteem, and dignity for everyone involved. Goffman believed that politeness is not just about gestures; it is a deeper effort to maintain social harmony. It helps prevent conflict,

promote cooperation, and enable effective communication. In daily interactions, people engage in 'face-work' to manage their own and others' images. Breaching politeness norms can lead to 'face-threatening acts' that harm relationships. Therefore, politeness is key to successful social interactions, creating an atmosphere where people feel respected and their communication goals are supported.¹⁸

Yule explains that politeness is social behavior or etiquette within a culture. It's not just fixed actions but includes principles like being tactful, generous, humble, and sympathetic towards others. This involves being aware of one's 'face' or public image, which individuals want recognized in social interactions. In this regard, the purpose of politeness is to maintain the psychological desire for respect and acceptance, or "face", of the speaker and listener¹⁹. Politeness is shown by treating others with respect when there is social distance, and with friendliness when there is closeness.²⁰ For example, a student might say, "*Excuse me, Mr. Buckingham, may I speak to you for a moment?*" to show respect for the teacher, while a friend might say, "*Hey, Bucky, can you give me a minute?*" to show familiarity. Thus, politeness involves recognizing social distance and responding appropriately to maintain harmony in relationships.

¹⁸ Goffman: "*Interaction Ritual Essays On Face To Face Behavior*" (New York, Anchor Books, 1967) p.18 - 25

¹⁹ Fauziah, , et al. "Politeness Strategy Found in the Third Debate of Presidential Candidates for the 2024 Election." (*ENGLISH FRANCA*, 2024)

²⁰ Yule, "*Pragmatics*" (Oxford Introductions to Language Study, 1996:3) p. 50 - 51

5. Face Saving Acts (FSAs)

a) Definition

Face-saving acts (FSAs) are a core component of politeness theory, particularly within the framework developed by Brown and Levinson, which emphasizes managing face the public self-image individuals seek to uphold in social interactions. FSAs aim to protect both the speaker's and the listener's face from potential threats, helping to soften requests, express disagreement tactfully, and avoid imposing on others. By minimizing face-threatening acts (FTAs), FSAs play a crucial role in preserving respectful, considerate communication and maintaining social harmony. These acts are vital for fostering trust and preventing social friction in relationships. In contexts such as diplomacy, face-saving contributes to successful negotiations that uphold mutual dignity, while in education, it supports the creation of safe environments where students feel comfortable participating without fear of embarrassment. Continued research on FSAs could offer deeper insights into empathetic and strategic communication, ultimately promoting cooperation over conflict.

In communication, people aim to express their intentions clearly, but sometimes this can lead to discomfort or embarrassment, known as losing face. To avoid this, Yule explains that people can use Face Saving Acts (FSAs) to reduce negative impacts. For example, instead of directly asking for a favor, someone might say, *"Could you pass me the paper?"* This indirect approach helps reduce potential discomfort. To prevent

losing face, individuals use politeness strategies, especially when their speech might be risky.

b) Face Saving Acts Strategies

According to Brown and Levinson, politeness strategies are ways speakers use to protect the dignity of their interlocutors during communication, ensuring their self-esteem and feelings are respected. These strategies help avoid or reduce discomfort and embarrassment when a person's "face" is threatened. Brown and Levinson identified five Face Saving Acts (FSAs) strategies to prevent face-threatening situations. These strategies help speakers adjust their communication to maintain respect and harmony in interactions.

1) Say Nothing Strategy

One way to understand the relationship between the concept of politeness and language use is by observing a specific instance of spoken interaction in a real-life context. In everyday communication, the strategies employed by speakers may sometimes appear ineffective because they can lead to different interpretations by the listener. However, in certain situations, such strategies can be appropriate and even preferred. For instance, consider a situation where a person attends an important lecture and prepares to take notes, only to realize they do not have a pen. Recognizing that the person sitting next to them might be able to help, they choose not to verbally request a pen. Instead, they start searching through their bag and pockets repeatedly,

subtly indicating their need for a writing tool. The intention behind these non-verbal cues is that the person next to them will notice the problem and offer a pen without being explicitly asked. This scenario can be illustrated as follows:

Self : (searches in bag)

Other: (offers a pen) Here, use this.

This strategy highlights that, in some cases, refraining from verbalizing a request can be a more effective and polite way of achieving a desired outcome. When this non-verbal approach is successfully interpreted, it can communicate a speaker's need more subtly and respectfully than a direct verbal request, which could potentially impose on or inconvenience the listener. Therefore, the "say nothing" strategy serves as a means to protect both the speaker's and the listener's face (a concept referring to an individual's self-image or social dignity).

2) Bald on Record Strategy

The bald on record strategy, as explained by Brown and Levinson, involves direct, clear communication where the speaker conveys their request or intention openly, without using mitigation to soften the potential threat to the hearer's face. This strategy prioritizes clarity and precision over maintaining the listener's feelings, but it risks causing discomfort or threatening the listener's self-esteem.

When using this strategy, the speaker has two options: they can either deliver their request bluntly (baldly) or use redress to minimize the impact, such as explaining why the face-threatening act (FTA) is necessary or offering an apology.

Brown and Levinson also connect this strategy to Grice's Cooperative Principle, which consists of four maxims: Maxim of Quality (speak the truth), Maxim of Quantity (provide the right amount of information), Maxim of Relevance (stay relevant), and Maxim of Manner (be clear and avoid confusion).

While bald on record is often acceptable in situations where there is a power or status difference (e.g., a superior and a subordinate), it can still make the listener uncomfortable.

Overall, the bald on record strategy is more common in situations requiring efficiency, especially in hierarchical relationships, but the speaker must still be mindful of the listener's feelings to maintain communication harmony.

3) Off Record Strategy

The 'off record' strategy is a form of communication where the speaker does not directly convey their purpose or intention to the listener. Instead, the speaker employs an indirect approach, allowing the listener to infer the intended message. For examples:

- a. *"Uh, I forgot my pen."*
- b. *"Hmm, I wonder where I put my pen."*

In these examples, although the speaker's actual intention is to ask for a pen, they do not directly request it. Rather, they present their statement in a roundabout way, leaving it to the listener to recognize the implied request. This indirect method serves as a more subtle form of communication, where the speaker's true goal is communicated through hints or suggestions.

This strategy contrasts with the 'bald on record' approach, where the speaker communicates their intent straightforwardly and without any attempt to soften the impact of their words. In contrast, the 'off record' strategy utilizes indirect language and allows for greater interpretive freedom, enabling the listener to read between the lines and understand the deeper meaning behind the speaker's words. By using such indirect expressions, the speaker mitigates the risk of making a direct face-threatening act (FTA), as it gives the listener the space to interpret the situation and respond accordingly.

4) Positive Politeness Strategy

Positive politeness strategy encourages the speaker to make requests with a common goal, even in a friendly manner. Furthermore, Ide (1989) describes this strategy as solidarity politeness because it emphasizes the shared position in an interaction. Positive politeness is the need to connect, belong, and be part of a group. Its goal is to create closeness with the audience, so the speaker does everything possible to make the hearer happy and achieve harmony in communication.

In this context, positive politeness includes fifteen strategies for dealing with Face Threatening Acts (FTAs). First, giving attention to the hearer's wants, needs, and interests shows that the speaker must consider the hearer's condition. For example, the speaker might say, *"You must be hungry. It's been a long time since breakfast. How about some lunch?"*

Second, the speaker can exaggerate by showing interest, approval, and sympathy, often using exaggerated intonation, stress, and intensified modifiers. For example, the speaker might say, *"What a fantastic garden you have!"*

Third, intensifying interest in the hearer is done by sharing an engaging story during the conversation. For example: *"I used to wear black more often than I do now. I wore a black jumper, and when I wore it, my mom said, 'Ah,' but Len likes it. He thinks it looks great, and so do quite a few others. But when my mom sees it, she says, 'Oh, it's not your color; you're more into pinks and blues'"*

Fourth, using in-group identity markers shows closeness with the hearer, such as using address forms, dialect, jargon, or ellipsis. For example, the speaker might say, *"Help me with this bag here, will you (honey, son, pal)?"*

Fifth, seeking agreement is done by repeating part or all of the previous statement to ensure the hearer agrees. For example:

A: John went to London this weekend!

B: *To London!*

Sixth, avoiding disagreement is done when the speaker doesn't agree with the hearer but tries to express it tactfully. The speaker pretends to agree in the conversation. For example:

A: *That's where you live, Florida?*

B: *That's where I was born.*

Seventh, presupposing or asserting common ground means the speaker tries to show that they share a connection with the hearer. This can be done through gossip, small talk, or question tags. For example, *"I had a really hard time learning to drive, didn't I?"*

Eighth, humor is used to make the hearer feel at ease. The speaker must understand the hearer's background and values to express an appropriate joke that creates a relaxed atmosphere. For example, the speaker might say, *"OK, if I eat those cookies now?"*

Ninth, asserting the speaker's knowledge of the hearer's desires is done to encourage the hearer to cooperate. The speaker might say, *"Look, I know you want the car back by 5:00, so what should we do now?"*

Tenth, offering or making promises shows that the speaker will help the hearer achieve what they want. The speaker assures that they can assist. For example, the speaker might say, *"Do you need some help?"*

Eleventh, being optimistic expresses the speaker's confidence that the hearer will be willing to help. The speaker expresses optimism that the hearer will fulfill their request. For example, *"You'll lend me your lawnmower for the weekend, right?"*

Twelfth, including both the speaker and the hearer in the activity is done by inviting the hearer to participate in something the speaker is doing. This can be achieved through the inclusive 'we'. For example, *"Let's have a cookie!"*

Thirteenth, giving reasons for requests shows that the speaker is including the hearer in the activity by providing a justification for the request. For example, *"Why not lend me your cottage for the weekend? Why don't I help you with that suitcase?"*

Fourteenth, assuming or asserting reciprocity involves showing that the speaker has helped the hearer and now expects a return. The speaker might say, *"I did X for you last week, so you can do Y for me this week."*

Lastly, giving gifts to the hearer is done to satisfy them through offering goods, sympathy, or cooperation. For example, *"I know you love Justin Bieber so much, so maybe this poster will make you happy".*

5) Negative Politeness Strategy

Negative politeness strategy focuses on avoiding intrusion into the hearer's personal space and maintaining social distance. The speaker

uses language to minimize Face Threatening Acts (FTAs) by showing respect through questions, hedges, and expressing desires with apologies. This approach aims to give the hearer freedom and avoid imposing on them. Often called respect politeness, it involves a mutual understanding of not disturbing others. Brown & Levinson identify ten strategies for negative politeness.

The first strategy, being conventionally indirect, involves avoiding ambiguous meanings that differ from the literal meaning. This is done through direct communication or going on record. For example, *"Can you please pass the salt?"*

The second strategy involves using questions and hedges. A hedge is a word or phrase that reduces the force of a statement. For example, *"John is a true friend; won't you open the door?"* The italicized and underlined words are hedges.

The third strategy is being pessimistic, where the speaker explicitly expresses doubt about the conditions being suitable for the intended speech act. The speaker uses pessimism to indirectly make a request while suggesting the possibility that the hearer may not be able to fulfill the request. For example, *"You couldn't possibly lend me money."*

The fourth strategy is minimizing imposition, where the speaker tries to decrease the perceived burden on the hearer. The speaker does not want to force the hearer, but instead seeks a way to make it easier

for them to help. This is often expressed in a more indirect manner, such as, *"I just want to ask if you could lend me a single sheet of paper."*

The fifth strategy is giving deference, which involves showing humility and lowering the speaker's own status to show respect for the hearer. This is done through respectful phrasing, such as, *"Excuse me, Sir, but would you mind if I close the window?"*

The sixth strategy involves apologizing to the hearer. There are two ways to do this:

- a) Admitting the impingement: The speaker simply acknowledges that they are encroaching on the hearer's space. For example, *"I hope this isn't going to bother you too much."*
- b) Indicating reluctance: The speaker expresses their reluctance to intrude on the hearer. For example, *"I don't want to bother you, but."*

The seventh strategy is impersonalizing, which involves using imperative sentences that are more general and do not directly address the hearer. This often involves the use of performative verbs, personal verbs, or passive voice. For example, *"OK, class, pay attention to this picture."*

The eighth strategy is stating FTAs as a general rule, where the speaker uses pronouns or more generalized terms. For example:

- a) *"Passengers will please refrain from flushing toilets on the train."*

b) *"You will please refrain from flushing toilets on the train."*

The ninth strategy is making the statement more formal, which involves using formal phrasing. For example:

a) *"You performed well on the examinations and we were favorably impressed."*

b) *"Your performance on the examinations impressed us favorably."*

c) *"Your good performance on the examinations impressed us favorably."*

Here, (c) is more formal than (b), and (b) is more formal than (a).

The final strategy is going on record as incurring a debt or as not indebting the hearer, where the speaker explicitly expresses their gratitude or disclaims any obligation on the part of the hearer for fulfilling the request. For example, "I would be eternally grateful if you would lend me money" (Brown & Levinson).²¹

Tabel 2.2 Indicators of Face Saving Acts Strategies

(Based on Brown & Levinson's Theory of Face Saving Acts Strategies)

No	Strategies	Indicator
1	Say Nothing Strategy	a) The speaker indicates an intention through non-verbal cues (such as looking for an item, sighing, or looking at an object) without directly stating it. b) Strategy serves as a means to protect both

²¹ Penelope Brown and Stephen C. Levinson, *Politeness: Some Universals in Language Usage* (Cambridge: Cambridge University Press, 1987),

No	Strategies	Indicator
		the speaker's and the listener's face. c) The interlocutor responds to the speaker's intention even though there is no explicit verbal expression. d) The interaction shows successful communication without words that are coercive or embarrassing.
2	Bald on Record Strategy	a) The speaker gives a direct command or request without any attempt at mitigation or euphemism. b) There is no use of euphemisms, apologies, or politeness. c) Used in contexts where efficiency and clarity are paramount (e.g., in a superior-subordinate relationship). d) The speaker uses direct imperative or declarative sentences such as "Do this now."
3	Off Record Strategy	a) The use of indirect statements that imply a certain request or intention without expressing it explicitly. b) There is interpretive space for the listener to infer the speaker's intention based on the context or situation. c) Avoidance of direct expressions that may pose a face-threatening act (FTA). d) The use of tone, facial expressions, or pauses in speech to strengthen the impression that the real intention should

No	Strategies	Indicator
		be inferred.
4	Positive Politeness Strategy	a) Shows concern for the hearer's needs, wants, and interests b) Uses exaggerated expressions of interest, approval, or sympathy c) Shares personal experiences to build connection and interest d) Uses in-group identity markers e) Seeks agreement to build solidarity f) Avoids disagreement or pretends agreement g) Asserts or presupposes shared knowledge or common ground h) Uses humor to reduce tension and create a friendly atmosphere i) Shows awareness of the hearer's desires or preferences j) Offers or makes promises to assist the hearer k) Expresses optimism that the hearer will comply l) Includes both speaker and hearer in actions (inclusive 'we') m) Gives reasons or justifications for requests n) Assumes or asserts reciprocity in interactions o) Gives gifts or compliments to make the hearer feel appreciated
5	Negative	a) Uses conventionally indirect language to

No	Strategies	Indicator
	Politeness Strategy	avoid imposition b) Uses questions and hedges to soften the force of a statement c) Expresses pessimism or doubt that the hearer will comply d) Minimizes imposition by downplaying the request e) Shows deference by using respectful language and addressing forms f) Apologizes before or after making a request g) Uses impersonal constructions or passive voice to reduce imposition h) States FTAs as general rules rather than personal requests i) Uses formal language and structures j) Indicates reluctance to impose

6. Thesis Defense

a) Academic English Speaking

In academic education, various material designs are taught to support the improvement of students' speaking skills. Academic english speaking instruction is specifically designed to enhance different aspects of speaking ability, particularly in academic settings. Throughout the process, students receive feedback on their assignments, either through class discussions or individual guidance from lecturers, enabling them to

develop their speaking skills more effectively and in accordance with academic demands.

Academic english speaking is a speaking skill within an academic context that requires the use of formal language, a clear structure, and the logical presentation of ideas supported by evidence. This skill not only involves the ability to speak fluently but also the capability to organize information systematically, present arguments backed by relevant data or theories, and adjust communication styles according to the academic audience. In higher education settings, academic speaking is applied in various situations, such as scientific presentations, where students must deliver their research findings persuasively and convincingly; classroom discussions, which involve the exchange of ideas critically with peers and lecturers; seminars, which demand a deep understanding of a topic and the ability to provide new insights, debates, which test the ability to argue and defend opinions based on valid evidence; and oral exams, which assess students' academic comprehension of a particular subject or field of study. Therefore, academic speaking is an essential skill in the academic world, as it not only helps students express their ideas more effectively but also enhances their critical thinking, analytical abilities, and confidence in public speaking.

Academic English speaking refers to speaking skills used in formal academic settings like presentations, seminars, and tutorials. It differs from everyday conversation in terms of organization, structure, formality,

and delivery. This skill is essential in higher education, particularly for students learning English as a second language. It involves effectively communicating in academic situations such as discussions, oral presentations, and classroom interactions. With proper guidance and a supportive learning environment, students can improve their speaking abilities to meet academic expectations.

b) Thesis Defense

The thesis defense is an academic process that must be undertaken by final-year students as part of the final evaluation of their studies. In the context of higher education, a thesis defense serves as a formal forum in which students defend the results of their research before a panel of examiners or academic advisors. This process functions as a means to assess the extent to which students are able to apply research methodologies, present data systematically, and justify their findings orally and scientifically.²²

In general, a thesis defense involves the presentation of research results followed by a question-and-answer session. Students are expected to clearly and coherently explain the research background, problem formulation, research objectives, methodology, data analysis techniques, research findings, and the implications of their study. In addition to evaluating content, this session also tests students' ability to communicate

²² Weissberg, R., & Buker, S. (1990). *Writing up research: Experimental research report writing for students of English*. Englewood Cliffs, NJ: Prentice Hall Regents

academically, think critically, and respond professionally to questions, critiques, or requests for clarification from the examiners.²³

More than just an administrative procedure, the thesis defense reflects the academic maturity of students in their field of study. They are required to demonstrate scientific integrity and the ability to deliver arguments in a logical and systematic manner. Thus, the thesis defense is a crucial stage in evaluating academic competence, research quality, and the readiness of students to enter the professional world or pursue further education.²⁴

B. Review of Related Findings

In 2024, a study entitled "An Analysis of Speech Act and Politeness Strategy Used by an English Lecturer of Dwijendra University in Online Classroom Interaction" was conducted by I Putu Yudi Sudarmawan, IGA Indah Triana Juliari, and Ni Made Yuniari from Universitas Dwijendra. This study aims to identify the types of politeness strategies and speech acts employed by an English lecturer during online classroom instruction. Using a qualitative descriptive approach, data were collected through observation of online learning interactions and verified through interviews with the lecturer. The study applies Brown and Levinson's politeness strategy theory and Searle's speech act theory to analyze the findings. The results indicate that the lecturer

²³ Swales, J. M., & Feak, C. B. (2000). *English in today's research world: A writing guide*. Ann Arbor: University of Michigan Press

²⁴ Paltridge, B., & Starfield, S. (2007). *Thesis and dissertation writing in a second language: A handbook for supervisors*. London: Routledge

utilizes four politeness strategies: bald-on record, positive politeness, negative politeness, and off-record. Additionally, five types of speech acts were identified in the lecturer's communication: representative, directive, commissive, expressive, and directive, with directive speech acts being the most frequently used. This study highlights the role of speech acts and politeness strategies in facilitating effective online classroom interactions.²⁵

In 2024, a study entitled "Politeness Strategies for the Speech Acts of Indonesian Language Education Students in Pidie Regency" was conducted by Nanda Saputra, Tasnim Lubis, and Fitria Setiawan. This study aims to examine the politeness strategies employed by final-semester students of Indonesian Language Education in Pidie Regency during communication. Using a qualitative field research approach, data were collected through six stages: distributing data collection instruments, classifying data, recording student conversations in public places, transcribing recorded data, analyzing and describing findings, and calculating the percentage of each politeness strategy used. The study applies Brown and Levinson's politeness strategy theory to classify speech acts. The findings indicate that students primarily use three types of politeness strategies: bald-on record (without a strategy), positive politeness, and negative politeness. This study highlights the role of politeness

²⁵ I Putu Yudi Sudarmawan, IGA Indah Triana Juliari, & Ni Made Yuniari, *"An Analysis of Speech Act and Politeness Strategy Used by an English Lecturer of Dwijendra University in Online Classroom Interaction"* (Universitas Dwijendra, 2024).

in student communication and provides insights into how language learners apply politeness strategies in real-life interactions.²⁶

The study titled *“Face-threatening and Face-saving Speech Acts of Teachers: A Discourse Analysis of Classroom Interactions”* by Aporbo, Barabag, Catig, and Claveria from the University of Mindanao Tagum College investigates the dynamics of politeness in classroom discourse, particularly focusing on how teachers perform face-threatening acts (FTAs) and mitigate them using face-saving acts (FSAs). Employing discourse analysis on video recordings of twelve teachers, the study utilizes Brown and Levinson’s politeness theory to examine how both positive and negative face are affected in classroom interactions. The findings show that teachers’ FTAs targeting students’ positive face include criticism, disapproval, threats, insults, and expressions of negative emotions, while FTAs concerning negative face include reminders, offers, suggestions, and accepting compliments. To reduce the threat posed by these acts, the teachers employed a total of 17 FSAs, consisting of 1 bald-on record strategy (5.9%), 6 positive politeness strategies (35.2%), 8 negative politeness strategies (47.1%), and 2 off-record strategies (11.8%). The results indicate that negative politeness was the most frequently used strategy to soften the impact of FTAs, suggesting that teachers strategically use indirectness, hedging, and deference to preserve students’ face in classroom communication. This research contributes valuable insight into how politeness strategies function in educational settings and aligns closely

²⁶ Nanda Saputra, Tasnim Lubis, & Fitria Setiawan, *“Politeness Strategies for the Speech Acts of Indonesian Language Education Students in Pidie Regency”* (Jurnal Ilmu Bahasa dan Sastra, Aceh, 2024).

with the current study's interest in examining how lecturers manage face threats and apply FSAs, particularly during high-stakes academic interactions such as thesis defenses.²⁷

In 2020, a study entitled "*Illocutionary Acts and Politeness Strategies in EFL Classroom Interaction and The Students' Perceptions*" was conducted by Mida Alifia Soviana and Nur Mukminatien from Universitas Negeri Malang. This study investigates the types of illocutionary acts and politeness strategies employed by English academic staff, along with students' perceptions regarding their lecturers' use of language in classroom interaction. Utilizing a qualitative descriptive method, the researchers observed and recorded twelve classes taught by six lecturers, each lasting 100 minutes, and analyzed the transcripts using Brown and Levinson's politeness theory. The findings reveal that four types of illocutionary acts—directive, representative, commissive, and expressive—were present in the lecturers' speech. Furthermore, 268 utterances were categorized as politeness strategies, with positive politeness being the most frequently used (39.93%), followed by negative politeness (32.08%), bald-on record (22.02%), and off-record strategies (5.97%). A questionnaire distributed to 178 students showed that most participants perceived the lecturers' use of polite language positively, noting its impact on classroom communication and the overall learning environment. This study underscores

²⁷ Russel J. Aporbo, Judy Marie C. Barabag, Bernadette U. Catig, & Christine Maybelle P. Claveria, "*Face-threatening and Face-saving Speech Acts of Teachers: A Discourse Analysis of Classroom Interactions*" (World Journal of English Language, University of Mindanao Tagum College, 2024).

the significance of combining speech act functions with appropriate politeness strategies to maintain respectful and effective classroom interaction.²⁸

In 2023, a study entitled "Analysis of Speech Acts in Charles Dickens' *Great Expectations*: A Politeness Language Analysis" was conducted by Arif Dwi Cahyono, Eka Fadilah, and Lailatul Musyarofah. This research examines the politeness strategies used by the main characters in directive utterances within *Great Expectations*. Using a descriptive qualitative method, the study identifies and categorizes politeness strategies based on Brown and Levinson's theory. The findings reveal that two politeness strategies are employed: Positive Politeness, which appears with a frequency of 145 occurrences (86%), and Negative Politeness, with 31 occurrences (14%). In terms of directive speech acts, Miss Havisham exhibits the highest frequency (340 instances), followed by Pip (88), Mrs. Joe Gargery (31), and Joe Gargery (8). The study highlights the significance of politeness in character interactions and contributes to the understanding of speech act applications in literary discourse.²⁹

A study entitled "*Politeness Strategies in Directives Speech Acts Found in Daily Conversations among Students*" by Nana Supriatna, Lanlan Muhria, and Aneu Sri Gusmayanti explores how students at Senior High School Daarul Huda apply Brown and Levinson's politeness strategies in their everyday

²⁸ Soviana, M. A., & Mukminatien, N. (2020). *Illocutionary acts and politeness strategies in EFL classroom interaction and the students' perceptions*. English Language Teaching, Faculty of Letters, Universitas Negeri Malang.

²⁹ Arif Dwi Cahyono, Eka Fadilah & Lailatul Musyarofah, "Analysis of Speech Acts in Charles Dickens' *Great Expectations*: A Politeness Language Analysis" (Jurnal CULTURE: Culture, Language, and Literature Review, Sidoarjo, 2023).

conversations. Using a qualitative descriptive method, the researchers collected data by observing students during speaking classes and in their boarding houses, then transcribed the recorded conversations into written texts. The analysis identified 166 utterances featuring various politeness strategies: 65 bald on record, 40 positive politeness, 46 negative politeness, 10 off-record, and 5 instances where the students avoided performing face-threatening acts. The study demonstrates that even in casual, daily interactions, students use a range of politeness strategies to manage social harmony and convey requests effectively.³⁰

In 2024, a study entitled *"Politeness Strategies Used by an English Teacher in Making Request at the Eleventh-Grade Students of SMAN Cimanggung Sumedang"* was conducted by Tinanthy R. Santosa, Shadam Hussaeni H. Pratama, and Ayang W. S. Widianingsih from Universitas Ma'soem. This qualitative descriptive research aimed to identify the types of politeness strategies used by an English teacher when making requests and to examine their implications in the teaching-learning process. Using Brown and Levinson's (1987) framework, the study found that the teacher employed all four types of politeness strategies: bald on record, positive politeness, negative politeness, and off record, with bald on record being the most frequently used due to its clarity and directness. Conversely, off-record strategies were least used as they were seen as ambiguous and difficult for students to interpret. The use of these strategies contributed to effective communication, cooperative

³⁰ Supriatna, N., Muhria, L., & Gusmayanti, A. S. (2024). *Politeness strategies in directives speech acts found in daily conversations among students*. Daarul Huda Senior High School.

classroom interaction, and reduced imposition on students, aligning with Grice's cooperative principles³¹.

This research shares similarities with previous studies in its focus on speech acts and politeness strategies. For instance, Aporbo et al. explored face-threatening acts (FTAs) and face-saving acts (FSAs) in classroom interactions, analyzing how teachers mitigate FTAs using Brown and Levinson's politeness strategies. While their research focused on general classroom discourse in high school settings, the current study narrows its focus to academic English-speaking interactions, particularly during thesis defenses, which are high-stakes and formal in nature. Similarly, Sudarmawan et al. analyzed the use of speech acts and politeness strategies in online learning environments. However, unlike their virtual setting, this study investigates real-time face-to-face academic discourse, emphasizing how FSAs are employed to maintain harmony and mitigate potential threats to students' face in formal academic evaluations.

Furthermore, Saputra et al. examined politeness strategies used by Indonesian Language Education students in natural conversational settings, particularly in public places. The present research focuses on institutional communication, especially the pragmatic strategies used by lecturers to manage face-threatening moments in academic evaluations. Additionally, Cahyono et al. analyzed directive speech acts and politeness strategies within a literary work, *Great Expectations*, identifying the frequency and types of politeness strategies used by fictional characters. While their research contributes to the

³¹ Santosa, T. R., Pratama, S. H. H., & Widianingsih, A. W. S. (2024). *Politeness Strategies Used by an English Teacher in Making Request at the Eleventh-Grade Students of SMAN Cimanggung Sumedang*. Pendidikan Bahasa Inggris, Universitas Ma'soem.

understanding of politeness in literary discourse, the current study focuses on authentic language use in academic settings, where real consequences and interpersonal dynamics influence linguistic choices.

Unlike Soviana and Mukminatien's study, which explored illocutionary acts and politeness strategies in classroom settings including student perceptions, this research focuses solely on lecturers' strategies during thesis defenses contexts that require greater pragmatic sensitivity and face management. While prior studies have addressed speech acts and politeness across diverse settings such as classrooms, online platforms, informal talks, and literature, this study specifically highlights how IAIN Curup lecturers employ face-saving acts in formal academic English-speaking assessments. Grounded in Yule's speech act theory and Brown and Levinson's politeness model, it offers a more targeted view of pragmatic behavior in evaluative academic discourse.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology applied in this study. It includes the research design, participants, data collection techniques, instruments, and data analysis procedures used to examine the application of Face Saving Acts and Illocutionary Acts in English academic speaking, particularly in thesis defence sessions.

A. Kind of The Research

This study employs a qualitative descriptive approach in the field of language research. Qualitative descriptive research focuses on providing a comprehensive summary of events or phenomena in everyday terms, aiming to describe how language is used and understood within social and cultural contexts³².

In this research, the qualitative descriptive approach is used to describe how lecturers employ Face Saving Acts (FSAs) during thesis defenses. This method focuses on giving a clear and detailed account of the types of FSAs used, the interaction patterns between lecturers and students, and the contexts where these strategies appear, especially when lecturers correct, question, or provide feedback.

³² Miles, M. B., & Huberman, A. M. *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks, (CA: SAGE Publications, 1994)

Through this approach, the researcher systematically analyzes recorded thesis defense sessions and collects students' perspectives. The analysis highlights the linguistic features of FSAs, the flow of interactions, and how students perceive these strategies. By doing so, the study provides insights into how FSAs contribute to maintaining respect, reducing anxiety, and supporting effective communication in academic evaluations. This approach allows the data to be presented objectively, reflecting how language naturally occurs in institutional and interpersonal settings.

B. Research Subject

In this study, the researcher used purposive sampling based on specific criteria. Purposive sampling is a non-random method in which participants are selected according to the research objectives so they can provide relevant information for the study.³³ In which, in this study there are two main subjects in strengthening the research results, including:

1) The Lectures

The first participants in this study are lecturers of the English Education Department at IAIN Curup. They were selected due to their central role in academic interactions, particularly in providing guidance, direction, advice, critical evaluation, and feedback to students during the thesis writing process, especially in thesis defense sessions. The observed lecturers consist of ten English Tadris Study Program (TBI) lecturers who are scheduled to

³³ Ika Lenaini "*Purposive Sampling And Snowball Sampling Techniques*" (Historic, 2021)

serve as examiners and supervisors in the thesis defense for the 2024 – 2025 academic year.

2) The Students

The second participants in this study are students of the English Education Department at IAIN Curup who are undertaking their thesis defense in the 2024–2025 academic year, selected in accordance with the research focus. This study involves thirty four students scheduled to take part in the thesis defense during the 2024–2025 academic year, consisting of the 2018, 2019, 2020, and 2021 cohorts.

C. Data Collection Techniques

1. Observation

Observation is a data collection method done by systematically watching behaviors, events, or phenomena to get accurate information. Sugiyono divides it into participatory and non-participatory, open and disguised, as well as direct and indirect. In participatory observation, the researcher joins the activity, while in non-participatory, the researcher only observes. Direct observation happens when the researcher is present, while indirect uses tools like videos, audios, or documents, allowing data collection without disturbing the natural setting.³⁴

In this study, observation was conducted using an indirect and non-participatory approach. The researcher attended thesis defense sessions

³⁴ Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

directly, but without intervening or influencing the process. This method was chosen to ensure that academic interactions could be observed objectively as they naturally unfolded. Furthermore, the observation in this research specifically aimed to address the first research question, namely to identify the types of face-saving acts employed by lecturers during thesis defenses. The results of these observations then served as the foundation for further analysis of the illocutionary acts and politeness strategies applied in the academic context.

2. Interview

Interview is a data collection method carried out through direct interaction between the interviewer and the respondent, either face-to-face or online. The interviewer asks questions to obtain information, perspectives, or experiences related to the research topic. Besides verbal responses, researchers can also note the respondent's behavior and expressions, which add depth to the data. Interviews may be structured, semi-structured, or unstructured, depending on the research goals.³⁵

In this study, the researcher employed a semi-structured interview technique, in which the questions were prepared based on the research objectives but still allowed for additional questions to further explore students' perceptions of utterances containing illocutionary acts and politeness strategies. The researcher provided flexibility in terms of time and format, so the interviews could be conducted either online or face-to-

³⁵ Büşra DURSUN, A Qualitative Research Technique: Interview (Journal of Interdisciplinary Educational Research 2023)

face, depending on the situation and the respondent's convenience. The interviews were conducted with two subjects. First, with a lecturer, to confirm whether the utterances used were indeed forms of Face Saving Acts (FSA), thereby strengthening the response to the first research question. Second, with students, to examine the impact and influence of the lecturers' use of FSA strategies on them; this interview was conducted specifically to answer the second research question.

D. Research Instruments

1. Observation Checklist

In qualitative research, an observation checklist is a structured instrument used to systematically record behaviors, actions, or speech acts related to specific variables or phenomena under study. Unlike open-ended field notes, an observation checklist provides predetermined categories or indicators, allowing the researcher to focus on identifying and marking the presence or absence of specific linguistic features during the observed interactions.³⁶

In this study, the researcher employed an observation checklist to capture the types of illocutionary acts and politeness strategies, specifically face saving acts used by the lecturers during thesis defense sessions at IAIN Curup. This checklist was developed based on the theoretical framework and research focus, enabling the researcher to identify patterns in academic speech without intervening in the natural flow of the defense. By using a

³⁶ Kawulich, B. B. (2005). Participant observation as a data collection method. *Forum: Qualitative Social Research*, 6(2), Art. 43

non-participatory approach, the observation checklist allowed the researcher to gather data in a focused and systematic manner, supporting accurate and reliable analysis. The following are the Blueprint of the Observation Checklist and its table analysis:

Tabel 3.1 Blueprint of Face Saving Acts (FSAs) Strategies

Data	FSAs	Indicator
-	Say Nothing	a) The speaker indicates an intention through non-verbal cues (such as looking for an item, sighing, or looking at an object) without directly stating it. b) Strategy serves as a means to protect both the speaker's and the listener's face. c) The interlocutor responds to the speaker's intention even though there is no explicit verbal expression. d) The interaction shows successful communication without words that are coercive or embarrassing.
-	Bald on Record	a) The speaker gives a direct command or request without any attempt at mitigation or euphemism b) There is no use of euphemisms, apologies, or politeness. c) Used in contexts where efficiency and clarity are paramount (e.g., in a superior-subordinate relationship). d) The speaker uses direct imperative or declarative sentences such as "Do this now."
-	Off Record	a) The use of indirect statements that imply a certain request or intention without expressing it

		explicitly b) There is interpretive space for the listener to infer the speaker's intention based on the context or situation. c) Avoidance of direct expressions that may pose a face-threatening act (FTA). d) The use of tone, facial expressions, or pauses in speech to strengthen the impression that the real intention should be inferred.
-	Positive Politeness	a) Shows concern for the hearer's needs, wants, and interests. b) Uses exaggerated expressions of interest, approval, or sympathy c) Shares personal experiences to build connection and interest d) Uses in-group identity markers e) Seeks agreement to build solidarity f) Avoids disagreement or pretends agreement g) Asserts or presupposes shared knowledge or common ground h) Uses humor to reduce tension and create a friendly atmosphere i) Shows awareness of the hearer's desires or preferences j) Offers or makes promises to assist the hearer k) Expresses optimism that the hearer will comply l) Includes both speaker and hearer in actions (inclusive 'we') m) Gives reasons or justifications for requests n) Assumes or asserts reciprocity in interactions o) Gives gifts or compliments to make the hearer

		feel appreciated
-	Negative Politeness	a) Uses conventionally indirect language to avoid imposition b) Uses questions and hedges to soften the force of a statement c) Expresses pessimism or doubt that the hearer will comply d) Minimizes imposition by downplaying the request e) Shows deference by using respectful language and addressing forms f) Apologizes before or after making a request g) Uses impersonal constructions or passive voice to reduce imposition h) States FTAs as general rules rather than personal requests i) Uses formal language and structures j) Indicates reluctance to impose

Tabel 3.2 Observation Checklist

Data & Descriptive	Illocutionary					FSA					Justification
	DE	RE	EX	DI	CO	SN	BR	OR	PP	NP	
											Speaker's Intent FSAs Strategies Lecturers' Confirmation

NOTE

- | | |
|-------------------------|---|
| 1. DE : Declaratives | 9. PP : Positive Politeness |
| 2. RE : Representatives | 10. NP : Negative Politeness |
| 3. EX : Expressives | 11.  : Data & Descriptive, Justification |
| 4. DI : Directives | 12.  : Illocutionary Acts |
| 5. CO : Commissives | 13.  : Strategies of FSAs |
| 6. SN : Say Nothing | 14.  : Illocutionary Acts + FSAs |
| 7. BR : Bald On Record | |
| 8. OR : Off Record | |

2. Blueprint of Interview

Interview is an important technique in qualitative research used to explore informants' views, experiences, and attitudes in depth. To support this process, the researcher uses an interview blueprint, a systematically arranged guide or list of questions aligned with the study's focus. This blueprint was developed based on Sugiyono's theory of data collection through interviews and Brown & Levinson's theory of Face Saving Acts (FSA), ensuring the questions are relevant to illocutionary acts and politeness strategies. It helps keep the interview focused and serves as a tool to obtain the necessary data. The questions were designed based on previously developed indicators to ensure consistency and validity.

In this study, the researcher conducted two interviews. The first interview was with lecturers identified as using FSA strategies in the form of illocutionary acts, aimed at confirming the data for the first research question and ensuring it matches the type of communication used by the lecturers. The questions used in this interview to confirm the lecturers'

utterances during the thesis defense can be seen in the following interview blueprint:

Tabel 3.3 Blueprint of Interview for Lecturers' Confirmation

Data	Context	Question
-	-	What was the purpose and reason behind the form of communication you used at that time? Please provide your justification!

In the second interview, the researcher interviewed students who experienced FSA strategies used by lecturers in the form of illocutionary acts. The interview blueprint for students was designed based on classified indicators to ensure accurate data collection. All questions were aligned with these indicators, focusing on politeness strategies in thesis defenses. Although the blueprint served as the main guide, the interview was flexible, allowing students to share freely and add information beyond the prepared questions. This approach ensured both structured data and deeper insights, consistent with qualitative research. The blueprint can be seen as follows:

Tabel 3.4 Blueprint of Interview for Students

Indicator of Theory	Interview Question
Say Nothing	
a) The speaker indicates an intention through non-verbal cues (such as looking for an item, sighing, or looking at an object)	1. How do you feel when the lecturer uses indirect communication, such as non-verbal cues or signs without words? 2. In your opinion, how do these non-

Indicator of Theory	Interview Question
without directly stating it. b) Strategy serves as a means to protect both the speaker's and the listener's face. c) The interlocutor responds to the speaker's intention even though there is no explicit verbal expression. d) The interaction shows successful communication without words that are coercive or embarrassing.	verbal cues help protect both your feelings and the lecturer's feelings during the thesis defense? 3. How do you respond or react to the lecturer's intention when there is no clear verbal request? 4. Do you feel that communication with the lecturer runs smoothly and comfortably when the lecturer uses non-verbal cues? Please explain your feelings.
Bald on Record	
a) The speaker gives a direct command or request without any attempt at mitigation or euphemism. b) There is no use of euphemisms, apologies, or politeness. c) Used in contexts where efficiency and clarity are paramount (e.g., in a superior-subordinate relationship). d) The speaker uses direct imperative or declarative sentences such as "Do this now."	1. How do you feel when the lecturer gives direct commands or requests without any small talk or mitigation? 2. What are your thoughts on the effectiveness of this way of communication, and how does it influence the atmosphere during interactions? 3. In what situations do you usually experience such direct communication? 4. How does this direct communication affect the way you argue or respond during the thesis defense?

Indicator of Theory	Interview Question
Off Record	
a) The use of indirect statements that imply a certain request or intention without expressing it explicitly. b) There is interpretive space for the listener to infer the speaker's intention based on the context or situation. c) Avoidance of direct expressions that may pose a face-threatening act (FTA). d) The use of tone, facial expressions, or pauses in speech to strengthen the impression that the real intention should be inferred.	1. How do you respond to the lecturer's indirect statements that imply certain intentions? 2. Do you feel the need to guess the lecturer's real meaning? How did you feel at that moment? 3. In what ways do you perceive the lecturer's avoidance of direct statements, and how might this relate to protecting your feelings? 4. How does this indirect statement affect your communication and relationship with the lecturer during the thesis defense?
Positive Politeness	
a) Shows concern for the hearer's needs, wants, and interests. b) Uses exaggerated expressions of interest, approval, or sympathy. c) Shares personal experiences to build connection and interest. d) Uses in-group identity	1. How do you feel when the lecturer shows attention and care during the thesis defense? 2. In what ways do praise, humor, or sympathetic expressions from the lecturer make you feel appreciated? 3. How does the lecturer's attitude of sharing personal experiences affect your relationship with them? 4. How is a sense of closeness or

Indicator of Theory	Interview Question
markers. e) Seeks agreement to build solidarity. f) Avoids disagreement or pretends agreement. g) Asserts or presupposes shared knowledge or common ground. h) Uses humor to reduce tension and create a friendly atmosphere. i) Shows awareness of the hearer's desires or preferences. j) Offers or makes promises to assist the hearer. k) Expresses optimism that the hearer will comply. l) Includes both speaker and hearer in actions (inclusive 'we'). m) Gives reasons or justifications for requests. n) Assumes or asserts reciprocity in interactions. o) Gives gifts or compliments to make the hearer feel appreciated.	solidarity built by the lecturer during the defense? 5. How does the lecturer try to gain your agreement or approval? 6. How does the lecturer handle disagreements during your interactions? 7. How does the lecturer's use of shared knowledge influence communication? 8. How does the humor used by the lecturer influence the atmosphere during the defense? 9. How does the lecturer's awareness of your desires or preferences affect the atmosphere during the defense? 10. In what ways do offers of help or promises from the lecturer affect your sense of support? 11. How does the lecturer's optimism about your abilities affect your motivation? 12. How does the use of inclusive words like "we" influence your comfort level? 13. How do the reasons or justifications given by the lecturer affect your acceptance? 14. How would you describe the

Indicator of Theory	Interview Question
	reciprocity in your interactions with the lecturer? 15. How does receiving praise or gifts from the lecturer affect your feelings during the defense?
Negative Politeness	
a) Uses conventionally indirect language to avoid imposition. b) Uses questions and hedges to soften the force of a statement. c) Expresses pessimism or doubt that the hearer will comply. d) Minimizes imposition by downplaying the request. e) Shows deference by using respectful language and addressing forms. f) Apologizes before or after making a request. g) Uses impersonal constructions or passive voice to reduce imposition. h) States FTAs as general rules rather than personal requests. i) Uses formal language and	1. How do you assess the lecturer's use of indirect language to avoid sounding forceful? 2. How do the use of questions or weakening words influence the politeness or softness of the lecturer's requests? 3. How do you feel when the lecturer expresses doubt that you will fulfill the request? 4. In what ways does the lecturer's effort to minimize the burden of the request affect your comfort level? 5. How does the lecturer's use of polite language and respect affect the atmosphere during the thesis defense? 6. How does the lecturer's apology before or after giving instructions influence your feeling of appreciation? 7. How does the lecturer's use of passive or impersonal sentences

Indicator of Theory	Interview Question
structures. j) Indicates reluctance to impose.	affect your feelings? 8. How does the lecturer's approach of stating requests or criticisms as general rules influence your acceptance? 9. How does the lecturer's use of formal language during the defense affect communication? 10. How does the lecturer's attempt to reduce pressure influence your sense of burden?

E. Data Analysis Techniques

The data in this study were analyzed systematically to identify and interpret illocutionary acts and Face Saving Acts (FSAs) used by lecturers in thesis defense sessions. The analysis followed John W. Creswell's qualitative framework, which includes organizing, reading, coding, describing, and interpreting the data.³⁷ These stages were applied to ensure that every utterance and interaction in the thesis defense was carefully examined, both in terms of linguistic function and contextual meaning. The analysis started with transcribing the audio recordings, then continued with coding and categorizing speech acts and politeness strategies, and ended with interpretation to reveal deeper insights into the lecturers' communicative intentions. Below is a detailed explanation of each stage of the data analysis used in this study.

³⁷ John W. Creswell & J. David Creswell, *Research design : qualitative, quantitative, and mixed methods approaches* (Los Angeles : SAGE, 2018) Chapter : 9

1. Data Management

Pada bagian data management ini, peneliti mengorganisasi data yang telah dikumpulkan sebelumnya agar tersusun secara sistematis dan siap untuk dianalisis. Semua rekaman audio yang didapatkan dari sidang skripsi mahasiswa 2024-2025 kemudian ditranskripsikan ke dalam bentuk teks menggunakan aplikasi Transkriptor untuk mempermudah proses transkrip tersebut. Teks transkrip yang sudah selesai dan rekaman audio sebelumnya kemudian disimpan secara terpisah sehingga memudahkan peneliti dalam mengakses dan meninjau data.

2. Reading and Reviewing Data

The researcher thoroughly reads and reviews the transcripts while simultaneously listening to the audio recordings to ensure the accuracy of the transcripts, considering some transcription errors caused by background noise such as rain and low volume of the lecturer's voice. At this stage, the researcher also filters the data by focusing only on the lecturer's utterances, while irrelevant student utterances are removed. This process helps the researcher to better understand the core of the conversations and ensures that the analyzed data is truly representative.

3. Coding the Data

After comprehending the transcript content, the researcher codes the names of lecturers and students, as well as the categories of illocutionary acts and politeness strategies (FSAS). This coding aims to group utterances containing illocutionary meaning and politeness strategies into an analytical

document table. Systematic coding allows the researcher to organize the data neatly and facilitates the subsequent analysis process.

4. Describing Data and Validating Findings

At this stage, the researcher classified the utterances based on illocutionary acts and politeness strategies simultaneously, while also describing the situational context, intonation, and other relevant nuances. This process of categorization and description aimed to understand the meaning of the utterances within their original context and to assist in determining the most accurate classification. Subsequently, interviews were conducted with lecturers to confirm the classified findings, in order to further explore whether Face Saving Acts (FSAs) were indeed employed by the lecturers during the thesis defense. In addition, interviews were also conducted with students to find out how the use of FSAs by the lecturers impacted them. The interview transcripts were used as supporting data to strengthen the research findings and enhance the validity of the study.

Prior to this process, the researcher carried out validation and checking of the indicators, interview blueprint, and classified data findings. This validation was conducted by a validator and rater to ensure that the results obtained were concrete, accurate, and aligned with the research objectives.

5. Interpreting the Data

The researcher then interprets the classified data to uncover deeper meanings related to illocutionary acts and politeness strategies in the context of thesis defense. This interpretation involves connecting the research

findings with relevant theories and comparing them with previous studies. The interpretation provides insights into how illocutionary acts and politeness strategies influence the dynamics of thesis defenses and their social implications.

CHAPTER IV FINDINGS AND DISCUSSION

This section presents the findings and discussion of the study conducted in the English Tadris Study Program at IAIN Curup. The research data were collected through observation and interviews. The focus is on the strategies, and impacts of Face Saving Acts (FSAs) used by lecturers during thesis defense sessions. The results highlight how FSAs help balance giving constructive feedback while still protecting students' face in academic evaluations. The details of these findings are explained in the following discussion.

A. Research Findings

This section presents findings from the analysis of speech acts and Face Saving Acts (FSAs) during thesis defenses. The results are organized around two research questions. The first focuses on FSA strategies used by lecturers, while the second examines how these strategies affect students' experiences and responses during the defense. These findings show both strategies applied and their impact on the process, which will be explained in the following two points.

1. Strategies of Face Saving Acts (FSAs) Found in Lecturers' Utterances During Thesis Defense

Based on the observations, the researcher collected 23 audio recordings of thesis defenses from 34 students in the 2024/2025 academic year. Eleven students were excluded because they conducted their defenses entirely in Indonesian, while this study focused on the use of English. The recordings

were taken according to the official schedule on December 9, 2024, and February 17–19, 2025, at the Munaqosah Tarbiyah Building of IAIN Curup. All recordings were transcribed to ensure accuracy. From these, only 11 defenses contained relevant illocutionary speech acts and were used for further analysis, while the other 12 did not.

The data analysis showed that out of the 10 examiners and supervisors involved, only 5 lecturers consistently employed Face-Saving Acts (FSAs), namely JH, MF, LN, PR, and SA. In total, 27 utterances were identified that contained both illocutionary speech acts and FSAs strategies. The distribution of these utterances varied across the lecturers. Lecturer LN contributed the highest number with 12 utterances, followed by MF with 6 utterances, SA with 5 utterances, PR with 3 utterances, and JH with 1 utterance. These findings were further confirmed through interviews with the respective lecturers to ensure the validity of the results. To clarify these findings, the following classification presents the FSAs strategies employed by each lecturer:

Tabel 4.1 Strategies of FSAs used by Lectures

Lecturers	Strategies
JH	1. Negative Politeness
MF	1. Bald on Record 2. Off Record 3. Positive Politeness
LN	1. Off Record 2. Positive Politeness
PR	1. Say Nothing 2. Positive Politeness 3. Off Record

SA	1. Bald on Record 2. Positive Politeness
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From Table 4.1, it can be seen that the classification of FSAs strategies based on Brown and Levinson's politeness theory—Say Nothing, Bald on Record, Off Record, Negative Politeness, and Positive Politeness—indicates that all strategies were employed, although with different frequencies. The most dominant strategy was Positive Politeness with a total of 19 occurrences, followed by Bald on Record and Off Record with 3 instances each, while Say Nothing and Negative Politeness appeared only once. This distribution suggests that the examiners preferred strategies that foster familiarity and maintain positive relationships with students rather than those that are more direct or distant. To clarify, the following provides a detailed description of the five FSAs strategies identified in thesis defenses at IAIN Curup:

1. Positive Politeness

This strategy appeared most frequently, with 19 occurrences, reflecting the examiners' tendency to emphasize appreciation, recognition, and emotional closeness with students. For example, SA offered praise coupled with light humor regarding a student's speaking ability: "*Yudis, I think this is the first time for me to see you here, and when I see that your excellent speaking is good, not because of you say me handsome.*" This utterance was not merely a compliment but also functioned to ease the formal atmosphere and reduce the student's tension. In an academic

context, such use of positive politeness indicates that examiners prioritize interpersonal relationships. As a result, students feel more motivated and confident in continuing their presentation because they feel appreciated. Thus, this strategy serves a dual purpose: preserving the student's face while also facilitating the smooth progress of the defense.

2. Off Record

The Off Record strategy was used to convey meaning indirectly, allowing students to interpret the examiner's intention. For instance, LN remarked: *"I'm facing pak wok some once upon a time."* Though the statement seemed ambiguous, the context revealed that LN was recalling a positive experience with the student who had previously been his pupil, thereby implying appreciation. This strategy is effective in maintaining the student's face, since the compliment is expressed subtly, avoiding potential embarrassment. Such communication demonstrates the examiner's sensitivity in balancing the need to deliver academic assessment with the need to preserve the student's psychological comfort.

3. Bald on Record

Unlike the two previous strategies, Bald on Record reflects direct, straightforward communication without mitigation. For example, SA stated: *"Just open the middle page."* The instruction was clear, brief, and unambiguous, indicating the examiner's intention to expedite the defense process without wasting time. In the context of a time-constrained examination, this strategy can be understood as an effort to maintain

efficiency. Although the utterance sounded firm, its use was not meant to demean the student but rather to ensure smooth communication. This demonstrates that direct strategies also play an important role when certainty and clarity of instructions are required.

4. Negative Politeness

This strategy appeared only once, yet it was highly significant in showing the examiner's concern for the student's feelings when providing criticism or guidance. For instance, JH said: "*You must think and stated here why. For example, maybe we have another reason...*" The use of hedging expressions such as maybe and yaa okay helped soften the directive, preventing the student from feeling coerced or humiliated. This illustrates the examiner's effort to preserve the student's face while pointing out weaknesses in their research. Through a polite and considerate tone, the examiner was able to deliver constructive criticism without undermining the student's confidence.

5. Say Nothing

The Say Nothing strategy took the form of nonverbal politeness, observed when PR chose not to say anything but instead handed a tissue to a student who was crying. Although wordless, this simple gesture conveyed a profound meaning of empathy and emotional support. PR later emphasized that the act was intended to comfort the student and reduce their fear. This strategy demonstrates that preserving face does not always require verbal expression; it can also be accomplished through

meaningful actions. In this context, silence proved even more powerful than words, as it provided students with a sense of security and genuine care.

Overall, the five FSAs strategies show that examiners at IAIN Curup used different ways to protect students' face during thesis defenses. The frequent use of Positive Politeness shows that the focus was on building supportive relationships rather than just academic judgment. Other strategies, whether direct, indirect, polite, or nonverbal, helped balance the interaction. In this way, the use of FSAs not only shows politeness but also highlights the examiners' role as mentors who support both academic and emotional growth of students.

2. The Influence of Face Saving Acts on Students' Arguments and Experiences during Thesis Defense

Further analysis through in-depth interviews with students shows that the use of Face-Saving Acts (FSAs) during thesis examinations affects students' emotions, thoughts, and reactions. The interviews were conducted with students who took part in the examination, covering the identified utterances in order to explore their experiences more deeply and to examine how lecturers' FSAs influenced the process. The interviews were carried out through voice notes, phone calls, and WhatsApp text messages.

The findings reveal that students interpreted FSAs differently, depending on the strategies used and their individual conditions. Strategies such as positive politeness, bald on record, off record, negative politeness, and even

silence (saying nothing) produced varied emotional responses. Some students admitted that they were not affected at all, either because they did not fully understand the meaning of the utterance, did not hear it clearly, or considered it as something ordinary in an examination. This highlights that the effectiveness of FSAs depends not only on the lecturers' strategies but also on the students as recipients. To clarify, the influence of FSA strategies on students is summarized in the following table:

Tabel 4.2 The Influence of FSAs Strategies on Students

FSAs	Students	The Influence on Students
Say Nothing	VL	<i>Emotional support, reduced anxiety, and increased confidence.</i>
Bald on Record	AF	<i>Panic and embarrassment.</i>
	GA	<i>- (not influenced)</i>
Off Record	GA	<i>- (not influenced)</i>
	MP	<i>- (not influenced)</i>
	YC	<i>Afraid and hesitant to argue</i>
Positive Politeness	AF	<i>Calmness, happiness, reduced tension, relaxation, attention, care, and comfort.</i>
	AH	<i>Confidence and feeling more relaxed</i>
	MA	<i>- (not influenced)</i>
	RD	<i>Sympathy and encouragement.</i>
	RT	<i>Relieved.</i>
	SI	<i>Not entertained, scared and embarrassment.</i>
	VL	<i>Happiness, care, relaxation, encouragement, appreciated, and relieved.</i>
	YP	<i>Appreciated, enjoyment and valued.</i>
	YC	<i>Relaxation.</i>
Negative Politeness	AH	<i>Realize and more aware</i>

From Table 4.2, it can be seen that each FSAs strategy produced different effects. Positive Politeness had the strongest impact in motivating students and reducing their anxiety, while Bald on Record and Off Record often generated mixed or unclear reactions. Negative Politeness was valued for its politeness, and even nonverbal strategies such as Say Nothing were effective in providing comfort. The following section presents a more detailed explanation:

1. Positive Politeness

This strategy has proven to be the most effective in creating a constructive atmosphere. Students felt appreciated, motivated, and less anxious when lecturers showed appreciation, provided encouragement, or interacted in a friendly manner. Such an attitude led students to perceive the thesis defense not as a frightening situation, but rather as a supportive one. As a result, their anxiety decreased and their confidence increased. One of the influences observed in this form of communication can be seen in YP's interview regarding SA's utterance below:

"Yudis, I think this is the first time for me to see you here, and when I see that your excellent speaking is good, not because of you say me handsome." (SA)

YP : *"From Mr. Sakut's response, I felt appreciated, and it was said spontaneously. Before, when he often taught, he was also humorous, so that attitude eventually carried over during the defense, turning what was originally formal into a more enjoyable*

atmosphere. I also felt a positive response from them, so it was good overall.”

2. Bald on Record

Direct and firm utterances are indeed clear in meaning, but they often trigger complex emotional reactions. Some students become panicked, confused, embarrassed, or even lose their self-confidence. This means that although this strategy is effective in delivering messages without ambiguity, its emotional impact can be negative. One of the influences observed in this form of communication can be found in AF’s interview regarding SA’s utterance below:

“Just open the middle page.” (SA)

AF : *“I felt panicked, because I rarely read the Qur’an or recite it.*

Based on my seniors’ experiences, usually when we’re asked to read the Qur’an, we can choose any surah and page we want. But this time, Mr. said something that confused me. I didn’t really understand what he meant, and I wasn’t sure what he was saying. As far as I know, reading the Qur’an during the defense is rare and only certain lecturers ask for it, and usually we’re free to choose which part to read.”

3. Off Record

A strategy in the form of sarcasm or implied messages is usually understood by students; however, it often generates mixed feelings. Its effectiveness highly depends on how clearly the message is interpreted. If

students are able to grasp the intended meaning, the communication runs smoothly; yet if not, it may lead to confusion or uncertainty. One example of such uncertainty in interpreting this strategy can be seen in MP's interview regarding LN's utterance below.

"I'm facing pak wok some once upon a time" (LN)

MP : *"Okay, I literally remember this one. It was when Mam Leffi said that, maybe because the temperature was hot, the situation was hot, like the condition in the thesis defense room. So I didn't really catch her meaning. Why? Well, maybe because I was thinking, "We're just talking about my thesis, not my personal identity." So, directly at that time, I wasn't aware really, I wasn't."*

4. Negative Politeness

This strategy is perceived ambivalently. Some students feel supported because the guidance is polite and subtle, while others feel pressured or uncomfortable due to its overly formal and distant nature. Thus, the impact can be both positive and negative, depending on the students' condition. The influence of this form of communication can be observed in AH's interview regarding JH's utterance:

"You must think and stated here why. For example, Maybe we have a another reason for example, "because only the school that have implemented motivator grup" for example one and, so you can make do academic reasons not what is you think about only yaa okay." (JH)

AH : *“It felt like an alarm for me again because I was nervous and lacked confidence, so my answer was indeed less academic. I realized that, and I became aware when Mam Jum pointed it out, so it was like an alarm for me to be more academic when giving answers.”*

5. Say Nothing

Menariknya, strategi ini juga memberi pengaruh meskipun tanpa kata-kata. Dalam satu kasus, dosen hanya merespons dengan ekspresi wajah atau gestur. Diam tersebut justru memberi rasa tenang bagi mahasiswa, bahkan ditafsirkan sebagai bentuk penerimaan. Pada penelitian ini didapati jika terdapat satu dosen yang menggunakan strategi ini, dimana PR memberikan tisu pada saat VL menangis ketika sesi tanya jawab baru saja diselaikan dan hal ini sangat berpengaruh pada kondisi VL, untuk lebih lanjut bagaimana bentuk komunikasi ini mempengaruhi VL dapat dilihat pada tanggapan VL berikut ini:

VL : *“Yes, it helped ease some of the anxiety and pressure I was feeling. In a way, Mr. Pri’s gesture made me feel like, “Maybe I have a chance to pass,” so I wasn’t as afraid anymore.”*

The use of Face-Saving Acts (FSAs) strategies by lecturers during thesis defense sessions did not always result in a uniformly positive effect. Although FSAs are generally intended to preserve the students’ face and reduce the threat of criticism or confrontation, the data revealed a range of

emotional responses. Some utterances made students feel supported, appreciated, and more relaxed, especially when delivered through Positive Politeness, as in YP's case. However, other utterances, particularly those delivered Bald on Record, caused students to feel confused, panicked, or pressured, as seen in AF's response. There were also instances where FSAs had no significant emotional impact at all, either because the utterance was too vague, not emphasized, or simply went unnoticed by the student, like in MP's and AH's cases. Interestingly, even silence, as seen in VL's defense could serve as an FSA and have a calming effect. These variations indicate that the effectiveness of FSAs relies heavily on the clarity of the utterance, the context, and the student's emotional state during the defense.

B. Discussion

1. Types of Face Saving Acts (FSAs) Found in Lecturers' Utterances During Thesis Defense

The findings of this study reveal that lecturers employed various Face Saving Acts (FSAs) strategies during thesis defenses, with a total of 27 utterances containing both illocutionary acts and FSAs. This aligns with the politeness theory proposed by Brown and Levinson, which states that speakers use politeness strategies in interaction to maintain each other's face and ensure smooth communication, especially when their utterances potentially threaten the hearer's social image³⁸.

Among the five identified FSA strategies, Positive Politeness was the most dominant, appearing in 19 utterances, primarily within expressive illocutionary acts (18 utterances), with the remainder found in commissive acts. This suggests that lecturers attempted to balance their role as evaluators with interpersonal care for students in high-pressure situations. This strategy served not only academic purposes but also helped create a socially and psychologically supportive atmosphere in formal interactions. In line with Soviana and Cahyono, this strategy was deemed effective in reducing tension during directives. However, unlike Soviana who identified 14 out of 15 Positive Politeness strategies proposed by Brown and

³⁸ Penelope Brown and Stephen C. Levinson, *Politeness: Some Universals in Language Usage* (Cambridge: Cambridge University Press, 1987)

Levinson, this study found only 12³⁹. The absence of strategies such as 'telling an interesting story', 'assuming reciprocity', and 'offering gifts' is attributed to the formal nature of thesis defenses, where more neutral strategies like showing attention, using polite greetings, and expressing optimism are considered more professional and appropriate. This confirms that the choice of politeness strategies is heavily influenced by communicative context.

On the other hand, Bald on Record was the second dominant FSA strategy, with 3 utterances. This strategy used for giving suggestions, requests, or commands. This highlights that clarity and message effectiveness were prioritized, particularly when providing evaluations, directions, or corrections. In formal contexts like thesis defenses, straightforward communication is necessary to avoid ambiguity. This finding aligns with Santosa et al., who note that Bald on Record is frequently used in academic settings for its clarity and directness⁴⁰, and is supported by Supriatna et al., who emphasize its practicality due to the lack of effort required to maintain the hearer's face⁴¹.

Off Record was the third dominant strategy with 3 utterances, dominated by directive (2) and expressive (1) illocutionary acts. This strategy reflects

³⁹ Soviana, M. A., & Mukminatien, N. (2020). *Illocutionary acts and politeness strategies in EFL classroom interaction and the students' perceptions*. English Language Teaching, Faculty of Letters, Universitas Negeri Malang

⁴⁰ Santosa, T. R., Pratama, S. H. H., & Widianingsih, A. W. S. (2024). *Politeness Strategies Used by an English Teacher in Making Request at the Eleventh-Grade Students of SMAN Cimanggung Sumedang*. Pendidikan Bahasa Inggris, Universitas Ma'soem

⁴¹ Supriatna, N., Muhria, L., & Gusmayanti, A. S. (2024). *Politeness strategies in directives speech acts found in daily conversations among students*. Daarul Huda Senior High School

the lecturers' efforts to reduce psychological pressure on students by expressing empathy, criticism, or evaluations implicitly to avoid diminishing the student's self-esteem. Indirect instructions also show lecturers' caution in avoiding a commanding tone. Interestingly, this contrasts with previous studies by Aporbo, Soviana, Supriatna, and Santosa, which considered Off Record as the least used strategy due to its ambiguous nature⁴². In this study, however, Off Record was considerably utilized, demonstrating its role in maintaining a balance between academic assertiveness and interpersonal politeness in high-stakes communication.

Negative Politeness ranked fourth with one utterance in the form of directive illocutionary acts. This finding contrasts sharply with studies by Aporbo, Soviana, Cahyono, and Supriatna, who found Negative Politeness to be the most dominant strategy in academic interactions⁴³. The difference indicates that in the context of thesis defenses, indirect politeness strategies such as Negative Politeness were not the primary choice. This highlights the preference for more direct and assertive communication in evaluative forums where clarity and message delivery are prioritized.

Say Nothing was the least used and nearly absent FSA strategy during the thesis defense interactions. This is because such strategies often cannot be categorized as clear illocutionary acts, especially when silent actions are accompanied by contextual utterances already sufficient for interpretation.

However, this study identified one instance of Say Nothing as an expressive

⁴² IBID Aporbo, Soviana, Cahyono, dan Supriatna

⁴³ IBID Aporbo, Soviana, Cahyono, dan Supriatna

act when a lecturer silently handed a tissue to a crying student (VL) as a gesture of empathy. This non-verbal act, although rare, differentiates this research from previous studies that did not consider Say Nothing as an FSA strategy. It demonstrates that politeness can also be conveyed through non-verbal acts, especially in emotional situations.

When compared to previous studies, this research shows significant variation in the use of FSAs, largely influenced by communicative context and objectives. Unlike Aporbo and Soviana, who found Negative Politeness to be dominant, this study ranks it fourth, as more direct strategies like Bald on Record are considered more effective in evaluative forums such as thesis defenses. Similarly, while Off Record was previously considered the least utilized due to ambiguity, it was considerably frequent in this study, showing its function in subtly delivering critiques without causing emotional harm.

The dominance of Positive Politeness further indicates that emotional and relational aspects remain present even in formal academic interactions. Lecturers not only serve as evaluators but also as mentors providing psychological support through praise, attention, and expressions of solidarity. This is consistent with Cahyono's view that positive politeness fosters supportive and low-conflict communication even under academic pressure.

Moreover, the absence of certain Positive Politeness strategies like 'offering gifts', 'assuming reciprocity', and 'telling stories' indicates that not

all of Brown and Levinson's strategies are universally applicable. Politeness strategies must be tailored to local norms, institutional roles, and professional expectations.

Overall, the findings reinforce the idea that politeness is highly contextual and reflects a balance between academic authority, emotional pressure, and formal communication norms. Politeness in academic interactions is not merely to avoid conflict but to foster a sense of safety, mutual respect, and clarity. This aligns with Yule's assertion that politeness represents awareness of others' face, whether through respect in formal relations or warmth and solidarity in more familiar contexts.⁴⁴.

2. The Influence of Face Saving Acts on Students' Arguments and Experiences during Thesis Defense

The use of Face Saving Acts (FSAs) during thesis defenses significantly influenced how students constructed their arguments and dealt with the emotional complexities of this high-stakes academic setting. Based on Brown and Levinson's theory of politeness, which emphasizes the relationship between linguistic strategies and social dynamics, the study found that FSAs not only shaped the tone of interaction but also affected students' cognitive and affective responses while defending their work.

One of the most notable influences of FSAs on students' argumentation was the creation of a psychologically safer environment, enabling students to express their ideas more confidently. Strategies such as Positive

⁴⁴ George Yule, *"Pragmatics"* (Oxford Introductions to Language Study, 1996:3) 60

Politeness, evident through praise, encouragement, and personal attention, helped reduce anxiety, lessen feelings of inadequacy, and foster mutual respect. When lecturers offered praise or optimism about a student's ability, the student was more likely to respond with clearer, more structured, and confident arguments. This aligns with Cahyono's finding that supportive communication encourages assertive yet respectful academic discussion⁴⁵.

Furthermore, the presence of Off Record strategies allowed students to perceive implicit cues without feeling directly criticized or embarrassed. Indirect suggestions, subtle criticisms, or rhetorical questions provided students space to reflect and revise their thoughts spontaneously without feeling like they had failed. As Yule notes, reflective processes are vital in educational contexts where learning often occurs through dialogic negotiation rather than direct correction⁴⁶.

Conversely, Bald on Record strategies, though often blunt or direct, could also have a positive effect when used with the right tone and timing. In several cases, direct instructions or critical feedback prompted students to clarify vague statements, correct factual errors, and articulate their methodology more precisely. This supports Santosa's assertion that direct

⁴⁵ Arif Dwi Cahyono, Eka Fadilah & Lailatul Musyarofah, "*Analysis of Speech Acts in Charles Dickens' Great Expectations: A Politeness Language Analysis*" (Jurnal CULTURE: Culture, Language, and Literature Review, Sidoarjo, 2023).

⁴⁶ George Yule, "*Pragmatics*" (Oxford Introductions to Language Study, 1996:3)

academic feedback, when delivered professionally, can stimulate deeper intellectual engagement⁴⁷.

Emotionally, FSAs also shaped how students experienced the thesis defense. Many students described the defense as a moment filled with anxiety and fear of negative judgment. However, when lecturers employed FSAs especially those expressing empathy, shared responsibility, or understanding of power asymmetries, the students perceived the defense not just as an interrogation, but as a collaborative academic dialogue. As Soviana observed, face-sensitive communication is key in transforming evaluative moments into opportunities for intellectual and interpersonal growth⁴⁸.

Interestingly, subtle non-verbal expressions such as gestures, nods, or silence (e.g., Say Nothing) also helped students regulate their emotions. For instance, a lecturer handing a tissue to a crying student without saying anything became a powerful non-verbal act of emotional support and empathy. Though infrequent, such moments were highly impactful and demonstrated that FSAs extend beyond verbal expressions to include emotionally intelligent, non-verbal communication.

Nevertheless, the positive effects of FSAs are not without limitations. Overly indirect strategies (Off Record) or excessively cautious ones

⁴⁷ Santosa, T. R., Pratama, S. H. H., & Widianingsih, A. W. S. (2024). Politeness Strategies Used by an English Teacher in Making Request at the Eleventh-Grade Students of SMAN Cimanggung Sumedang. *Pendidikan Bahasa Inggris*, Universitas Ma'soem

⁴⁸ Soviana, M. A., & Mukminatien, N. (2020). *Illocutionary acts and politeness strategies in EFL classroom interaction and the students' perceptions*. English Language Teaching, Faculty of Letters, Universitas Negeri Malang

(Negative Politeness) sometimes led to misunderstandings or delayed responses. Therefore, the effectiveness of FSAs largely depends on lecturers' ability to balance clarity with empathy, authority with humility, and evaluative firmness with relational care. This reinforces Brown and Levinson's argument that politeness is contextual and must align with the speaker's institutional role and the listener's emotional condition⁴⁹.

In conclusion, the findings show that FSAs are not merely linguistic tools to avoid face threats but also play a crucial role in shaping students' argumentative behavior and emotional experiences during thesis defenses. By adopting appropriate FSAs strategies, lecturers not only uphold academic standards but also contribute to a more humane, dialogic, and supportive evaluation process. This supports the principle that effective communication in high-stakes academic interactions requires sensitivity to content, context, emotion, and relational dynamics.

⁴⁹ Brown, Penelope, & Levinson, Stephen C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter comprises two major sections: the conclusion and the suggestions. The conclusion synthesizes the key findings and insights derived from the previous chapters, while the suggestions offer recommendations for future research and practical implications, especially for those engaged in English-mediated academic assessments, such as thesis defence sessions.

A. Conclusion

This study reveals that Face Saving Acts (FSAs) play a significant role in the interaction between lecturers and students during thesis defenses. In terms of types, Positive Politeness and Bald on Record strategies emerged as the most dominant, indicating a balance between interpersonal concern and firm academic demands. Positive Politeness strategies were frequently employed to create a supportive and calming atmosphere, while Bald on Record strategies were used to deliver instructions or criticism in a clear and direct manner. Other strategies such as Off Record, Negative Politeness, and Say Nothing also appeared, albeit less frequently, yet they still contributed to maintaining politeness and effective communication.

In terms of their impact on students, the use of FSAs has been proven not only to help preserve students' face but also to positively influence their ability to construct arguments more confidently and structurally. FSAs foster a psychologically safe environment, allowing students to think reflectively and respond to questions or criticism more calmly and appropriately. Even non-

verbal strategies such as Say Nothing through gestures contributed to a supportive emotional experience. Nevertheless, the effectiveness of FSAs greatly depends on the context, tone, and the lecturer's sensitivity to the students' condition.

Overall, the findings of this study support Brown and Levinson's view that politeness strategies are contextual, influenced by social roles, interpersonal relationships, and communicative goals. FSAs are not merely linguistic tools but also reflect the lecturers' care and professionalism in creating an evaluation space that is not only objective but also humane and supportive. Thus, FSAs play an essential role in shaping constructive and empathetic academic communication dynamics.

B. Suggestions

Based on the findings and conclusions previously discussed, the following suggestions are directed toward future researchers and lecturers involved in academic discourse, especially in thesis defense sessions.

1. For Future Researchers:

It is recommended that future studies explore the application of Face Saving Acts (FSAs) in other academic settings beyond thesis defenses, such as proposal seminars, comprehensive examinations, or formal classroom feedback sessions. Broadening the research context would allow for a deeper understanding of how FSAs operate across various forms of high-stakes academic interaction.

Additionally, further investigation into non-verbal politeness strategies—such as silence, gestures, posture, or facial expressions—is encouraged. While briefly noted in this study, such strategies may offer valuable insights into the emotional dimension of politeness and the implicit ways lecturers convey empathy or authority.

Future researchers may also consider conducting cross-cultural or inter-institutional comparative studies. Given that politeness strategies are deeply influenced by cultural and institutional norms, such research could uncover how FSAs are adapted or perceived differently in various academic environments.

2. For Lecturers and Thesis Examiners:

It is suggested that lecturers and academic evaluators become more mindful of the politeness strategies they employ during student assessments. Applying appropriate FSAs can help foster a more supportive, respectful, and dialogic atmosphere. Rather than focusing solely on content accuracy, attention to the delivery of feedback—its tone, timing, and structure—can significantly reduce student anxiety and encourage more open academic engagement.

By consciously incorporating both verbal and non-verbal FSAs, lecturers not only uphold academic standards but also demonstrate professional empathy, thus contributing to the overall quality of academic interactions and student development.

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A P P E N D I C E S

APPENDIX 1
FACE SAVING ACTS
USED BY LECTURERS

APPENDIX FACE SAVING ACTS USED BY LECTURERS

NOTE

- | | | |
|-------------------------|---------------------------------------|---|
| 1. DE : Declaratives | 6. SN : Say Nothing Strategy | 11. Speakers/Lecturers : JH, LN, MF, PR, SA. |
| 2. RE : Representatives | 7. BR : Bald On Record Strategy | 12. : Audio, No, Data, Descriptive, and Justification |
| 3. EX : Expressives | 8. OR : Off Record Strategy | 13. : Illocutionary Acts |
| 4. DI : Directives | 9. PP : Positive Politeness Strategy | 14. : Strategies of Face Saving Acts |
| 5. CO : Commissives | 10. NP : Negative Politeness Strategy | 15. : Illocutionary Acts + FSAs |

AUDIO VL													
NO	DATA	DESCRIPTIVE	ILLOCUTIONARY					FSA					JUSTIFICATION
			DE	RE	EX	DI	CO	SN	BR	OR	PP	NP	
1	LN: The Excellency Dr. Prihantoro M.Pd as the first examiner, Ibu Meli Fauziah M.Pd as the advisor and while waiting for the second examiner, Dr. Sakut Anshori M.Hum, Insyallah on the way. We start the formality but obligations as an obligation for your final examination Viona. Tuesday, 18 February 2025. we are going to help you Viona Lorenza for the students identity number 20551073 from English	The utterance was delivered by the first advisor, VL, at the opening of the thesis defense. There was emphasis on “Are you okay?” and the word “smile” was pronounced in a prolonged and soft manner.			√						√		Speaker’s Intent : The utterance delivered by LN functions as an act to entertain, lighten the atmosphere, show concern, and joke so that VL does not feel too tense or afraid, not merely as a question. FSAs Strategies : The utterance by LN serves to ease the situation while also providing support and attention to VL’s nervousness. LN Confirmation : Saya sebenarnya ga perduli juga dia udah sarapan atau ga, tapi disini saya

	Tadris study program. We'll briefly present her final writing, final scientific writing, her skripsi. Vi, Are you okay? smile. VL : Okay mam. LN : Breakfast okay? VL : Okay mam.											melihat dia gugup dan saya berusaha memberikan dia perhatian saat itu dan mencairkan suasana agar viona tidak terlalu tegang.
2	LN: All right. Thank you Dr. Prihantoro. It's a new statement for me. You are amazing me a lot during our discussions and just not like this. That's why I see, as far as I concern that the cheers influence you a lot. So that Dr Prihantoro also terposona yaa dengan anda. So now you did that, You did that, you wrote everything actually vi, you're great, you did that. But what's going on with your words? What's going on? Calm down. Remember, even though you wrote everything very clearly in your skripsi, but this munaqosah examinations also examine how powerful you are to explain that. Even though you forget to write it there. If you can explain it in	The utterance was delivered by LN with a smile and a rising and falling intonation. LN spoke with a slight chuckle and a relaxed tone. There was word emphasis in the utterance delivered by LN. The utterance was delivered by LN after giving directions and then VL started crying. LN emphasized several words in the utterance. It was			√	√					√	Speaker's Intent : The utterance delivered by LN acts as an expression of slight disappointment towards VL because VL's performance has not been optimal. The utterance not only contains a request for VL to say something or a promise that the examiners will not pressure or corner VL, but also serves as an action to calm VL so that they do not cry due to fear of making mistakes, nervousness, or guilt. FSAs Strategies : The utterance is conveyed in the form of a joke or humor, thus maintaining VL's morale and preventing. The utterance functions as emotional support to soothe, show empathy, and give attention to VL's expressed needs. undue pressure

	some case, that's what it called munaqasah examination. It's okay. Just say everything. Yeah. Be cool. Take a breath. Come on. VL : (Crying) PR : Tenang dulu, tenang. Ada tisu? LN: It's okay. Just confirm me. We're not judging you. We're helping you. So don't be afraid to say everything you did. (LN and PR laugh) LN: It's okay for you, it's good for you. It's like you can do that. Just say everything that the examiner needs to know. Even though you did not write it here, just explain. That's what we want to do. So don't doubt about that, OK, OK, Thank you again to Mr. Pri and we continue to the second..... (Terpotong)	spoken with a gentle and supportive intonation, although sometimes the word emphasis made the intonation slightly rise.											LN Confirmation : Iya, saya berusaha waktu itu untuk mensaving dia, biar dia lebih tenang dan tidak takut.
	PR: (Stands up and steps out for a moment, then returns, approaches VL who is crying, and hands them a tissue without saying anything)	PR approached VL and gave her a box of tissues. VL had been crying earlier because she felt			√		√						Speaker's Intent : The action performed by PR without saying anything can be interpreted as a form of emotional support, empathy, affection, and also indicates

	guilty for not answering PR's questions well during the Q&A session.										concern. FSAs Strategies : The action does not involve any spoken utterance but can be interpreted as an expressive act. PR Confirmation : Salah satu yang saya lakukan dalam tindakan tersebut tentunya berusaha untuk membuat Vioa merasa tidak takut, karna seperti yang dikatakn oleh mam Leffi bahwa kami itu sedang mengkonfirmasi bukan untuk menemukan kesalahan, kasian lihat mahasiswa menangis. Paling tidak dengan memberikan tisu itu saya bisa sedikit menenangkan dia dan saya pikir itu tindakan yang lebih baik dari pada saya hanya mengucapkan kata-kata.
LN : Wow, look how proud mr. Pri to your effort, you know. OK, we continue to the excellency Dr. Sakut as the second examiners. Please sir.	The utterance was delivered suddenly by LN when he was about to invite SA to carry out his task. This spontaneous utterance was spoken when LN saw PR looking for tissues			√					√		Speaker's Intent : The utterance delivered by LN is not only a request for VL to notice what PR is doing for her, but also an expression of care and reassurance that what the examiners and advisors are doing is a form of concern and affection. The utterance can also serve as LN's way of expressing

		outside the room and giving them to VL, who was crying. The utterance had emphasis on every word and was delivered with a loud intonation and support. Previously, VL was still crying until PR gave the tissue to VL, and she expressed her thanks.										appreciation toward PR for showing care and affection to VL by handing her a tissue. FSAs Strategies : The utterance contains two expressive acts: one as a form of support for a colleague's (PR's) action, and the other as emotional support and care directed toward VL. LN Confirmation : Jelas, tujuan saya mensabing dia, untuk menunjukan atau menenangkan dia biar dia tau bahwa dosen-dosen ini tidak lagi menyudutkan dia begitu.
3	SA : Assallamuallaikum wr. wb. VL : Waallaikumsalam wr. wb. SA :The excellency Dr. Prihantoro M.Pd as the first examiners today and excellency the advisors today. Viona, what can I call you, Viona or Lorenza? Eee VL : Viona LN : (Laugh) PR : Lorenza (LN and PR laugh)	The utterance delivered by SA when beginning the question and answer session features a low intonation and includes the interjection “eee” at the end of the utterance. Following this interjection, other lecturers laughed. The interjection here may			√					√		Speaker's Intent : The utterance delivered by SA is intended as a joke to lighten the atmosphere, not merely as a question. SA also utters the interjection “eee” at the end of the utterance to emphasize the humorous tone. FSAs Strategies : This humorous utterance is intended to soothe and make VL smile a little. It serves as a way to ease the tension and create a more relaxed atmosphere. SA Confirmation : Sekedar untuk mencairkan suasana saja Setidak

		signal hesitation or uncertainty, which in turn elicited an amused reaction from the audience.										bisa mengurangi ketegangan
4	LN: OK, ladies, ee sorry gentlemen and viona, I'm so sorry. This is a final assistant discussed as the result of our discussion for your skripsi. It's good, it's quite objective, I guess, and the mission is to make you better, not to judge you or to kill you. So you've got the thing positively, forget about outsider's opinion, you experienced that.	The utterance delivered by LN came after PR provided some criticism and suggestions. It was spoken after the entire question-and-answer session from both examiners was completed, just before announcing the results of VL's thesis defense. The utterance contains several emphasized words. At that time, VL was still tearful and trying to hold back her emotions.			√					√		Speaker's Intent : The utterance delivered by LN is not merely a statement, but rather an act of showing care and providing comfort to VL, so that she does not feel too sad or guilty. This emotional support reflects LN's empathy and encouragement toward her mentee. It also serves as a form of appreciation for VL's efforts. FSAs Strategies : The utterance conveys emotional support and shows attentiveness to the needs of a student who is feeling afraid. It was also delivered with praise. LN Confirmation : Iya, ini maksud nya untuk mensaving dia.
5	LN: Let me read the agenda today. Tuesday 18th February 2025.	The utterance was delivered by LN when intending to			√					√		Speaker's Intent : The utterance delivered is intended as a joke to lighten the mood and prevent the

	Skripsi Munaqasah done by Viona Lorenza English Tadris Study Program. The skripsi titles Students Perception Toward Social Competence of English Teacher at SMPN 02 Rejang Lebong, me as the first advisor mam Meli Fauziah as secretary and the second advisor. Dr. Prihantoro as the first examiners. Dr. Sakut Anshori as the second examiner. We have received a result for your final examination. Are you ready to face your life? VL : Hmm ehh LN: Kalo mau nangis, nangis lah dulu kan. Sejam dua jam. (LN laughed)	announce the results of VL’s thesis defense. The utterance was conveyed with a stable intonation and without emphasis. After the utterance, both VL and the other lecturers laughed.										atmosphere from becoming too stiff or tense. This is supported by the fact that VL and the other lecturers laughed when the utterance was made. FSAs Strategies : The humorous utterance serves as a strategy to ease the tension and maintain a relaxed atmosphere during the session. LN Confirmation : Iya, saat itu cuma untuk mencairkan suasana, but I dont really remember that.	
6	LN : Congratulation, and do you want to take photo or something, what? VL: Sebelumnya viona mengucapkan terimakasih.... (Terpotong) LN: Oh iya, closing statement, saya kasih waktu satu menit silahkan.	The utterance delivered by LN occurs after LN has finished hugging VL, who was crying. The utterance is			√		√				√		Speaker’s Intent : The utterance is not merely an offer but acts as a means to calm VL down, encouraging her to stop crying and smile. In addition, it also serves as an offer or LN’s intention to invite

VL: Sebelumnya, viona mau ucapkan terimakasih, PR: Sebelumnya atau sesudahnya? Kan sudah. VL : Sesudah ini, viona mengucapkan terimakasih kepada mam Leffi dan mam Meli karna sudah membimbing viona dan juga kepada mr Prihantoro dan mr sakut juga, karna banyak pembelajaran yang viona dapatkan. LN : Siapa yang ingin kamu kabari terlebih dahulu Vi? VL : Orang tua LN :Owh iya, harus. It's so expensive. (LN berdiri dan menyampari VL dan memeluk serta menepuk pundak VL pelan). VL : (Masih menangis) LN : I'm proud of you, you know. VL : Trimakasih banyak mam. LN: You want to take photo? Let's go. SA : Selamat ya vi.	conveyed gently without any word stress. Prior to this, LN also expressed congratulations and pride toward VL.		VL to take a photo together. FSAs Strategies : The utterance is delivered to provide emotional support and to soothe VL so that she stops crying. LN Confirmation : Nah kemaren saya ga tau kenapa dia nangisnya lama banget, maka dari itu saya kan berusaha untuk menenangkan nya, nah ini sebagai salah satu untuk dia biar ga nangis dan foto saja, toh dia kan lulus tuh.
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APPENDIX 2
THE INFLUENCE OF
FACE SAVING ACTS ON STUDENTS

APPENDIX THE INFLUENCE OF FACE SAVING ACTS ON STUDENTS

 : Audio - Communication Media

 : No/Utterances/Illocutionary & FSAs/Interview question/Answer

 : Examiners & Advisors / Speakers

 : Illocutionary + FSA Utterances

 : Not Addressed to Students

 : Key Influences

AUDIO VL - VIA WHATSAPP CALL

NO	UTTERANCES	ILLOCUTIONARY & FSAS	INTERVIEW QUESTION	ANSWER
LN				
1	Vi, Are you OK? smile. Breakfast okay?	Expressive — Positive Politeness	1. How did you feel when Mam showed attention and care during the thesis defense?	1. If I were in your position, being asked like that would make me happy. It means Mam Leffi, as your first supervisor, really cares, especially since I looked very nervous. So when Mam Leffi asked like that, maybe she saw my expression, which means Mam Leffi cared. I felt happy at that time, as a student feeling cared for.
			2. When Mam's expression of care was delivered, what did you feel afterward? Did you feel less tense and more relaxed or how?	2. I felt a little relaxed, but only a few percent. From then until the end, even until saying wassalamu'alaikum, I was still nervous. After the defense, Mam said, "Why is Viona so nervous? During guidance, the answers were fluent, but during the exam, it's different from when with

				Mam.”
			3. How did the sense of closeness that Mam built at that time as her student make you feel?	3. The closeness was definitely positive, like Mam Leffi knew her student was nervous, so she gave encouragement like that.
LN				
2	1. You did that, you wrote everything actually vi, you're great, you did that. But what's going on with your words? What's going on?	Expressive — Positive Politeness	1. How did you feel when Mam said that statement, starting with some compliments and then expressing what happened during your Q&A session with Mr. Pri?	1. At first, I felt happy, like I was still appreciated by Mam even though, as Mam Leffi said, “What’s going on with Viona, why?” If you say happy, yes, I’m happy, but if you say disappointed, no, just normal, I take it as motivation to prepare better next time. But about being disappointed, I don’t really feel that because I feel I was able to answer and didn’t stay silent.
			2. So indirectly, you felt appreciated, right?	2. Yes, I felt appreciated like I said before.
	It's okay. Just say everything. Yeah. Be cool. Take a breath. Come on. It's OK. Just confirm me. We're not judging you. We're helping you. So don't be afraid to say everything you did. It's OK for you, it's good for you. It's like you can do that. Just say everything that the examiner needs to	Directive — Positive Politeness	1. How do you think about that statement? Is it a form of encouragement or something else?	1. I felt happy when it was said like that, like encouragement for me. Maybe because I was already nervous before, and it was said at the end of the Q&A session with Mr. Pri, so I just accepted it. But for the next session, it felt like, “Come on, we’re already in the exam room, let’s not be nervous anymore,” so it was encouragement not to be too nervous because being nervous would make your mind scattered.
			2. How was the sense of closeness built by Mam at that time?	2. Thankfully, during guidance with Mam, I was never scolded. Whenever I had guidance, it was always okay. When I left, she always said, “Be

	know. Even though you did not write it here, just explain it. That's what we want to do. So don't doubt about that.			careful, Vi.” Before, I was really afraid to choose Mam as my supervisor because from the cover page she looked strict, and I was scared because she was teaching at that time. But during guidance, especially when I wanted to see how my supervisor would be during the defense, I felt very supported by Mam. Even though there’s a notion that Mam rarely comes to students’ defenses, fortunately she came, gave support, so I felt happy. Mam Leffi is nice like that.
			3. How did Mam’s encouragement affect your feelings at that time?	3. With everything Mam has done, I felt that Mam had given her all, but I couldn’t give my best. After that, I cried.
PR				
	-----	Expressive — Say Nothing	1. How did you feel when Mr. Pri suddenly gave you a tissue without saying anything while you were crying?	1. At that time, we all knew that Mr. Pri was a rather indifferent and soft-spoken person. He didn’t appear like Ms. Leffi, who was known to be strict and outspoken. Mr. Pri was gentle, yet during thesis defenses, most students who failed were actually failed by him. So, I was really touched because, first of all, I wasn’t harshly criticized like my friends had warned me, saying he was scary. During my defense, he didn’t say anything hurtful. When I cried, he suddenly left the room, and I thought, “I’ve failed.” But it turned out, he came back to give me a tissue and that made me cry even more. I didn’t expect Mr. Pri, who

				seemed so indifferent, to be that considerate. I felt truly happy at that moment. I don't know how it was for my other friends, but as far as I know, none of them experienced something like that.
			2. Does this non-verbal gesture from Mr. Pri protect your feelings, especially when you were feeling sad?	2. Yes, it helped ease some of the anxiety and pressure I was feeling. In a way, Mr. Pri's gesture made me feel like, "Maybe I have a chance to pass," so I wasn't as afraid anymore.
			3. Did you feel confused by the communication style that Mr. Pri used, or how did you feel before that?	3. At first, when Mr. Pri walked out, I was confused. I wondered if he thought the defense wasn't important or something. But then he came back and handed me a tissue while I was crying, I was really surprised. I thought, "So Mr. Pri can actually be like this too." I was definitely shocked, but I also chose to think positively. It made me reflect: why did I cry that much to the point where he had to give me a tissue?
LN				
	Wow, look how proud Mr. Pri to your effort, you know.	Expressive — Positive Politeness	1. How did you feel when Ma'am spoke to you that way? Did you feel appreciated and closer to the lecturers at that moment?	1. Yes, I felt like I was being cared for. A week before the exam, I had already started preparing because I knew Mr. Pri would be the one examining me. I even cried to Ma'am Deli, saying, "Please don't let Mr. Pri be my examiner, Ma'am," and I said, "Why does it have to be Viona?", especially since Viona's thesis was still weak. Even though Ma'am Deli encouraged me, I was still scared. But it turned out that during the

				defense, Mr. Pri was that kind, that thoughtful even giving me a tissue. That's rare, and as a woman, I was really touched.
SA				
3	Viona, what I can call you Viona or Lorenza? eee	Expressive – Positive Politeness	1. How did Mr. Sakut's sense of humor affect the atmosphere at that time? Was it did it help lighten the mood?	1. Yes, it was funny. It wasn't as tense as before I could relax again because of Mr. Sakut's jokes, so I didn't feel as sad. There was a bit of relief.
LN				
4	It's good, it's quite objective, I guess, and the mission is to make you better, not to judge you or to kill you. So you've got the thing positively, forget about outsider's opinion, you experienced that	Expressive – Positive Politeness	1. How did you feel when Ma'am said that after the Q&A session? Did you feel nervous or afraid of the result, maybe? Or did her words make you feel anxious, or how exactly did you feel?	1. After the Q&A session, I felt a bit relieved. I no longer had thoughts like "I might not pass" or anything like that, because my mindset was already very positive at that time. I thought, "I can pass this." The way Ma'am Leffi spoke made me feel confident that I could do it, and it was also supported by the pleasant atmosphere of the defense, at least in my opinion.
5	Are you ready to face your life, right?	Expressive – Positive Politeness	1. When this joke was told and the other lecturers laughed, did you feel anxious or entertained?	1. Anxious, because the joke was about the part where we were about to see the results, so I felt a little anxious. But I still hoped and believed I would pass.
			2. How did the humor used by Ma'am affect your mood?	2. Yes, because I was anxious, Ma'am's joke affected my mood, so I didn't think too negatively.
6	You want to take photo?	Expressive Commissive – Positive Politeness	1. How did you feel when Ma'am offered something as a form of expression and care to help lift your mood so you wouldn't feel sad anymore?	1. I was happy because it was a form of sympathy, and she was the one who offered it, not me asking for it, so it made me happy.

APPENDIX 3
VALIDATION LETTER

INTERVIEW QUESTIONS VALIDATION SHEET

A. Validator Identity

Name : Desti Ariani, S.S., M.Pd

Profession : English Lecturer of Tarbiyah Faculty of IAIN Curup

B. Student Identity

Name : Intan Purnama Sari

Student ID Number : 21551023

Title of the Research : The Face Saving Acts (FSAs) Used by Lecturers In
Thesis Defense At IAIN Curup.

C. Comment and Suggestion

Overall, the questions already represent the substance of the second research question. The questions have been structured based on the appropriate indicators taken from the theory, and are able to provide detail information on how Faces Saving Acts affect students during the thesis exam especially on the defense section. However, there are some items need to modify:

1. The use of “*need*” and “*request*” in the Indicator and Interview Question of Say Nothing Strategy in Table no.1.

Say Nothing Strategy is used to convey the speaker’s certain intention by saying nothing but giving non-verbal cues. The intention is not limited to request only. It can be agreement, disagreement, or certain feeling as well. For example: Lecturer may shake her head to indicate disagreement when

the student answers differently to her question. So, it will be more appropriate to change the word “*need*” and “*request*” with other suitable word.

a. Indicator a

The speaker indicates *an intention* through non-verbal cues (such as looking for an item, sighing, or looking at an object) without directly stating it.

b. Indicator c

The interlocutor responds to the speaker’s *intention* even though there is no explicit verbal expression.

c. Interview question no. 3

How do you respond or react to the lecturer’s *intention* when there is no verbal cue used?

2. The use of “*strategy*” in the Interview Question of Say Nothing Strategy and Off Record Strategy.

The student, as the interviewee, will likely get confused on the appearing of “*strategy*” term in the interview. They will probably think “What strategy??”. Unless the interviewer provides explanation on it at the beginning of the interview. Therefore, it will be better to directly mention “*non-verbal cues*” and “*indirect statement*” the lecturer provides;

a. Question no.2 and no.4 in the Say Nothing Strategy

- In your opinion, do this ***non-verbal cues*** help protect both of your feelings and the lecturer's feeling during the thesis defense?
- Do you feel that communication with the lecturer runs smoothly and comfortably when the lecturer uses ***non-verbal cues***?

b. Question no.4 in the Off Record Strategy

How does this ***indirect statement*** affect your communication and relationship with the lecturer during the thesis defense?

3. The tense used in the Interview Question.

Use the appropriate tense in the Interview Question.

Curup, June, 5th, 2025

Validator



Desti Ariani, S.S., M.Pd

BIODATA VALIDATOR

Nama : Desti Ariani, S.S., M.Pd

Tempat/Tanggal Lahir : Serang/14 Desember 1982

Jenis Kelamin : Perempuan

Alamat : Perumahan Indotama Regency Blok C No 36,
Kelurahan Talang Rimbo Lama, Kecamatan Curup
Tengah, Kabupaten Rejang Lebong, Provinsi Bengkulu

Email : arindesti82@gmail.com

Jenjang Pendidikan : Magister

Perguruan Tinggi : Universitas Negeri Padang

Program Studi : Pendidikan Bahasa Inggris

Tahun Lulus : 2015

Jenjang Pendidikan : Sarjana

Perguruan Tinggi : Universitas Andalas

Program Studi : Sastra Inggris

Tahun Lulus : 2005

Curup, June, 5th, 2025

Validator



Desti Ariani, S.S., M.Pd

VALIDATION LETTER

After verifying the observation checklist that will be used in the research entitled "**The Face Saving Acts (FSAs) Used by Lecturers in Thesis Defense at IAIN Curup**" arranged by :

Name : Intan Purnama Sari

NIM : 21551023

Study Program : English Tadris Study Program (TBI)

Faculty : Tarbiyah

With my undersigned :

Name : Abd. Rahman Zain, M. Li.

Position : Researcher in Linguistics and Translation

Confirmed that the rubric is correctly used to check the use of face saving acts by lecturers in thesis defense and the assessment results can be reliably accounted for.

Curup, June, 10th, 2025

Validator

A handwritten signature in black ink, appearing to be 'Abd. Rahman Zain', with a long horizontal stroke extending to the right.

Abd. Rahman Zain, M. Li.

BIODATA VALIDATOR

Informasi Pribadi

Nama Lengkap : Abd. Rahman Zain
Tempat, Tanggal Lahir : Situbondo, 18 September 1992
Jenis Kelamin : Laki - laki
Alamat : Situbondo, Jawa Timur
Email : zainarablack@gmail.com

Daftar Riwayat Pendidikan

Pendidikan : Magister
Universitas : Universitas Sebelas Maret Surakarta
Tahun Lulus : 2021
Jurusan : Ilmu Linguistik dan Penerjemahan

Curup, June, 10th, 2025

Validator

A handwritten signature in black ink, appearing to be 'Rahman Zain', with a long horizontal stroke extending to the right.

Abd. Rahman Zain, M. Li.

APPENDIX 4
SK PEMBIMBING



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id.

Nomor : 332 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Permohonan Saudara Intan Purnama Sari tanggal 19 Desember 2024 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Jumat, 06 Desember 2024

M E M U T U S K A N :

Menetapkan

- Pertama** : 1. **Dr. Leffi Noviyenti, M.Pd** **19761106 200312 2 004**
2. **Meli Fauziah, M.Pd** **19940523 202012 2 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Intan Purnama Sari**

N I M : **21551023**

JUDUL SKRIPSI : **The Illocutionary Acts in Term of Face Saving Acts (FSAs) used in Academic English Speaking at IAIN Curup**

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 19 Desember 2024
Dekan,

Sutarto



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

APPENDIX 5
BLANGKO BIMBINGAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

NAMA : Intan Purnama Sari
NIM : 21551023
PROGRAM STUDI : Tadris Bahasa Inggris
FAKULTAS : Tarbiyah
DOSEN PEMBIMBING I : Dr. Lefi Nouryenti, M.Pd
DOSEN PEMBIMBING II : Meli fauziah, M.Pd
JUDUL SKRIPSI : The illocutionary Acts in Term of Face Saving Acts (FSAs) used in Academic English Speaking at IAIN Curup.
MULAI BIMBINGAN : Februari
AKHIR BIMBINGAN : Juni

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING I
1.	Senin 21 april 2025	Bimbingan chapter II Literature Review.	
2.	Senin 23 april 2025	Chapter 1 - III	
3.	Jum'at 2 mei 2025	Analisis Data Research. + Chapter 1 - III	
4.	Rabu 14 mei 2025	Chapter 1 - III	
5.	Kamis 15 - 05 - 25	Chapter 1 - III	
6.	Senin 8 mei 2025	Blueprint & Indicator.	
7.	Rabu 20 - 05 - 25	Indicator.	
8.	Kamis 21 - 05 - 25	Instrument. Observasi.	
9.	Selasa 27 mei 2025	Analisis Data.	
10.	Kamis 29 - mei 25	Instrument Interview.	
11.	Selasa 10 juni 25	Data & finding.	
12.	Jum'at 13 - 06 - 25	finding & discussion.	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

PEMBIMBING I,

Dr. Lefi Nouryenti, M.Pd.
NIP. 19610523 20012 2 002

CURUP, 13 juni 2025
PEMBIMBING II,

Meli fauziah, M.Pd.
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- Lembar Depan Kartu Bimbingan Pembimbing I
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PEMBIMBING II	Meli Fauziah, M.Pd
JUDUL SKRIPSI	The Illocutionary Acts in Term of face saving Acts (FSAs) used in Academic English Speaking at IAIN Curup.
MULAI BIMBINGAN	Februari
AKHIR BIMBINGAN	Juni

NO	TANGGAL	MATERI BIMBINGAN	PARAF
			PEMBIMBING II
1.	26 April 2025	Bimbingan Chapter I dan sampai Chapter III.	
2.	29 April 2025	Bimbingan chapter I - III	
3.	2 Mei 2025	Bimbingan chapter I - III	
4.	14 Mei 2025	Chapter III	
5.	01 Juni 2025	Indicator and Blueprint of Interview	
6.	10 Juni 2025	Blueprint of Interviews.	
7.	11 Juni 25	Instrument	
8.	12 Juni 25	Instrument Interview	
9.	13 Juni 25	Data & Analysis.	
10.	16 Juni 25	Data & analysis.	
11.	17 Juni 25	Finding & discussion.	
12.	18 Juni 25	discussion.	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
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APPENDIX 6

DOCUMENTATION



AUTOBIOGRAPHY



The author of this thesis is Intan Purnama Sari, a female born in Curup on June 9th, 2002. She is the second of four siblings and the daughter of Mr. Ali Yahya and Mrs. Khairunnisa. She has one older sister, one younger sister, and one youngest brother.

Her educational journey began at SD Negeri 03 Taba Penanjung in Bengkulu Tengah and continued at SD Taman Siswa Curup. She then attended SMP Taman Siswa Curup and completed her senior high school education at Madrasah Aliyah Baitul Makmur in Curup Utara. After graduating, she took a one-year break to gain work experience by selling clothes, shoes, and beverages, and working at a pharmacy, experiences that taught her discipline, responsibility, and essential life skills.

In 2021, she began her undergraduate studies at the State Islamic Institute (IAIN) of Curup, majoring in English Education. She was part of *Pbistudiofilm21*, a class known for its close friendships and strong sense of community. She was also active in HMPS TBI, specifically in the *e-Station* organization under the *Creative Production* (CP) Division, where she developed skills in creativity, leadership, and teamwork.

Throughout her college years, she experienced many meaningful moments, both academically and personally. Among the most memorable were the bonds formed with her classmates and the creative work within her organization. As she now approaches the final chapter of her academic journey, she reflects with gratitude on the path she has walked, holding on to a quote that continues to inspire her: “*Don’t count the days, make the days count.*” This quote by Muhammad Ali reminds her that what matters most is not how long we go through something, but how much meaning and purpose we put into each moment.