

**THE ANALYSIS OF POLITENESS STRATEGIES
USED BY SPA TRAINERS IN SILVERSAND RESORT
AND SPA GRENADA**



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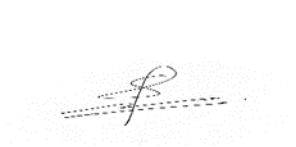
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First of all, I would like to say my grateful to God Almighty for the blessing so I can complete this undergraduate thesis.

This undergraduate thesis was prepared and submitted to fulfil the requirements for a bachelor's degree at English Department, Faculty of Humanities and Social Sciences, Bali Dwipa University, in addition, the writing of this undergraduate thesis also aims to provide knowledge to readers. In completing it, the author received a lot of help and support from various parties, so that the author expresses his deepest gratitude to:

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The author realizes that this undergraduate thesis still lacks and does not perfect, therefore, any suggestion and input from readers are expected. Finally, the author says thank you very much and happy reading.

Denpasar, 12 January 2025

Ni Putu Dewi Indrayati

ABSTRACT

The spa trainers' conversations were used in the research. Within those conversations, there were a number of Politeness Strategies used. They were also applied in the daily working conversations in Silversand Resort and Spa Grenada. The Politeness Strategies were analyzed to find out their types and functions. The research method used in the research was qualitative method. The data were analyzed based on the Politeness theory proposed by Brown and Miller (1987). The Politeness Theory known as Politeness Strategy. There were four types of Politeness Strategies found in the research, such as Bald on Record Strategy, Positive Politeness, Negative Politeness, and Off Record Strategy.

Keywords: *conversation, politeness, strategies, trainers*

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CHAPTER I

INTRODUCTION

1.1. Background

Language as a means of communication plays an important role in the communication strategies. Communication strategies are defined as techniques used by a person or people to convey messages, overcome communication barriers and achieve communication goals in daily life. There are two common communication strategies used by people in the communication activities, such as, verbal communication strategies and non-verbal communication strategies.

Verbal communication strategies are defined as techniques and methods that people use to effectively convey their messages, manage misunderstandings, or overcome communication challenges during spoken or written interactions. These strategies help ensure that the speaker's intended meaning is understood, even when there are obstacles such as language gaps, unclear messages, or social sensitivities.

Non-verbal communication strategies mean the use of non-verbal cues, such as, body language, facial expressions, gestures, eye contact, tone of voice, and physical space to convey messages, regulate interaction, or complement verbal communication. These strategies are crucial for enhancing communication, clarifying meaning, and managing social relationships without the use of words.

Although there are two types of communication strategies used by people in daily life, however, the first one or verbal communication strategies become the main

concern of the research as they are more effective for people to convey their messages, manage misunderstandings, or overcome communication challenges during spoken or written interactions. These strategies also help ensure that the speaker's intended meaning is understood, even when there are obstacles such as language gaps, unclear messages, or social sensitivities.

According to Hymes (1972), in verbal communication is needed communicative competence. It emphasizes the importance of knowing when and how to use language appropriately in various social contexts, beyond just grammatical correctness. The focus is on the foundation for understanding how speakers use strategies to achieve communication goals in diverse settings.

According to Grice (1975), in verbal communication is needed cooperative principle. It outlines how people typically cooperate in communication. He also introduced the conversational maxims (quality, quantity, relevance, and manner) that speakers often follow. When these maxims are violated, speakers often use verbal strategies like paraphrasing or clarification to maintain communication.

According to Brown and Levinson (1987), in verbal communication is needed politeness. It is needed because of individuals use language strategically to maintain social harmony and manage interpersonal relationships. Their theory of politeness highlights how verbal communication is not just about transmitting information but also about managing social relationships. Speakers use different strategies depending on the social context, the relationship with the listener, and the potential impact of their words on both their own and the listener's face.

There are a number of definition theories about verbal communication strategies delivered by the experts, however the theory from Brown and Levinson about politeness is assumed very important in the research since the writer works as a spa trainer. The writer finds that the theory is really crucial to maintain social harmony and manage interpersonal relationships not only for trainee but customers as well. Finally, the goals for sharing expertise, helping others to develop professional skills and contributing to enhancing client satisfaction could be achieved easily because of the social harmony as the impact of the application politeness theory is successfully conducted.

1.2. The Scope of the Research

The research is restricted to politeness strategies used by spa trainers in Silversand Resort and Spa Grenada that studies specifically as follows:

1. The types of politeness strategies in the dialogues used by spa trainers at Silversand Resort and Spa Grenada.
2. The uses of politeness strategies in the dialogues used by spa trainers at Silversand Resort and Spa Grenada.

1.3 The Aim of The Research

There are two aims of the study in the research, as follows:

1. To analyze the types of politeness strategies used by spa trainers in Silversand Resort and Spa Grenada.
2. To analyze the uses of those politeness strategies in Silversand Resort and Spa Grenada.

1.4 The Significances of The Research

1. Contribution to Pragmatic Studies. By examining how politeness tactics are used in a professional hospitality setting, this study advances Pragmatics, particularly in the study of Politeness tactics.
2. Cross cultural communication insights. The study expands knowledge of how cultural influences impact Linguistics conduct in professional contexts by examining Politeness within the Grenadian context.

CHAPTER II

LITERATURE REVIEW, CONCEPT, FRAME WORK THOERY, AND RESEARCH MODEL

2.1 Literature Review

There are two prior studies used on the literature review. The studies have the similarities with this research especially in term of using the theory of politeness strategies. Those two studies will be explained as follows.

Firstly, Gemasih (2018). Her undergraduate thesis entitled “*An Analysis of Politeness Strategies Employed by Lecturers in Speaking Class*”. It described about the types of politeness strategies and the most frequent politeness strategies employed by lecturer in speaking class. The result showed that in the Basic Speaking Class Unit 7 the lecturer employed three types of Politeness Strategies; Bald on Record, Positive Politeness and Off record. In the Basic Speaking Unit 1 the lecturer employed three types of politeness Strategies; Bald on Record, Positive Politeness and Negative Politeness. The most frequent of Politeness Strategy employed by the lecturer in Basic Speaking Unit 7 is Bald on Record Politeness Strategy with 32 utterances and in Basic Speaking Unit 1 is Bald on Record Politeness Strategy with 23 utterances.

The weakness of the undergraduate thesis is that it does not describe all types of politeness strategies theory. As we may know that there are four types of politeness strategies. Actually, the writer is able to employ off record politeness strategy that is not employed there to make the analysis and the result more complete. Moreover,

without using the complete types of politeness strategies the research look less scientific.

The strength of the undergraduate thesis can be seen from the creativity of the writer in choosing the topic. The writer is creative in selecting the topic that is related with the problem she encounters in her class as her research. Although it looks simple, but the writer has been successful in exposing the applications of politeness strategies employed by lectures in speaking class with different perspective.

The difference of the undergraduate thesis can be seen from the object analysis of the research. The undergraduate thesis uses speaking class activity as the object of analysis. It only analyzes the object of analysis by using three types of politeness strategies. Finally, it affects to the different result taken by the writer. The similarity of the undergraduate thesis is that it uses the same theory of politeness strategy in the research. The theory is used to find out the types of politeness strategies in communication activities. The object of analysis is the same. The object of analysis refers to the speaking activities or dialogues.

Secondly, Hartarti (2021). Her undergraduate thesis entitled “*An Analysis of Politeness Strategies in Sule’s Podcast*”. It examined the kinds of politeness strategies used by Sule in his podcast with Rizky Febian, and the reason factors influence for using the politeness strategies. The result shows that there are four politeness strategies used by Sule. They are bald on record politeness strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy. However, Sule tends to use a positive politeness strategy in interviewing his guest. The positive politeness

strategy realized in the podcast were focusing attention notice, attend to hearer, exaggerate, intensify interest to hearer, use in- group identity markers, seek agreement, avoid disagreement, joke, being optimistic, giving or asking for specific reasons, give gifts to the hearer.

The weakness of the undergraduate thesis is that the research does not mention the quantity of the politeness strategies found in the data. The quantity in numbers is really needed in the research to measure the accurateness of the result. Without putting the numbers in the result, it becomes less accurate from the readers point of views. As a whole it will affect the accurateness of the result.

The strength of the undergraduate thesis can be viewed from the intelligence of the writer in discovering finding in Sule's podcast. She discovered finding in the data that Sule tends to use a positive politeness strategy in interviewing his guest. The positive politeness strategy realized in the podcast were focusing attention notice, attend to hearer, exaggerate, intensify interest to hearer, use in- group identity markers, seek agreement, avoid disagreement, joke, being optimistic, giving or asking for specific reasons, give gifts to the hearer.

The difference of the undergraduate thesis can be seen from the data analysis. The research used Sule's podcast as the data. In addition, the writer in the research wants to prove that the positive politeness strategies are more dominant than the others. The writer believes that the positive politeness strategies found in the data solely for focusing attention notice, attend to hearer, exaggerate, intensify interest to hearer, use

in- group identity markers, seek agreement, avoid disagreement, joke, being optimistic, giving or asking for specific reasons, give gifts to the hearer.

The similarity of the undergraduate thesis is that it uses the same theory of politeness strategy in the research. The theory is used to find out the types of politeness strategies in communication activities. The object of analysis is the same. The object of analysis refers to the speaking activities or dialogues.

2.2 Concepts

Concepts refer to a general notion that represent something observable or theoretical. Concepts are the building blocks of theories and are essential for formulating research questions, hypotheses, and defining the scope of study. They help in organizing and classifying phenomena. They enable researchers to communicate ideas clearly and systematically.

According to (Brown and Levinson, 1987: 65-67), face threatening act or it is usually abbreviated as FTA is defined as some actions might threaten either the positive face or the negative face of somebody else. The negative face threaten includes request, order, reminding, advice, suggestion, and warning. Meanwhile, the positive face threaten includes an expression of disapproval, criticism, contradiction, disagreement, and also bringing bad news of the hearer. In addition, there are a number of actions that threaten and also have strong expressions of emotions. Theoretically, there are some ways to state FTA. It can be stated directly, more politely or indirectly. They are called politeness strategies.

According to (Brown and Levinson, 1987: 68), politeness strategy is a strategy used to avoid or minimize disfiguration of self-image from face threatening act by a speaker. There are four types of politeness strategies proposed by Brown and Levinson, such as, bald on record strategy, positive politeness, negative politeness, and off record strategy.

According to (Brown and Levinson, 1987: 61), politeness principle is the social and linguistic strategies that speakers use to maintain respect, avoid offense, and reduce potential conflict in communication activities. To adhere to the politeness principle, speakers use various strategies to mitigate threats to these faces, such as being indirect, showing deference, or using honorifics, depending on the social context and the relationship between the speakers involved.

2.3 Theoretical Framework

Theoretical framework is a systematic structure that guides research by providing a clear and coherent set of theories, concepts, and ideas that inform the study. It serves as the foundation for explaining the relationships between different variables, defining the key terms, and identifying the underlying assumptions guiding the research. It integrates relevant theories from the literature and explains how they apply to the specific study, helping to connect the research problem with existing knowledge. There are a number of theories about politeness strategies that guide the relevant theories from the literature to the research, as follows:

2.3.1 Pragmatics

Pragmatics as one branches of Linguistics constitutes the basic study of politeness strategies. According to Yule (1996), Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). He said that it involves the interpretation of what people mean in a particular context and how the context influences what is said. Therefore, Pragmatics is the study of contextual meaning.

As the study of contextual meaning, Pragmatics plays an important role in interpreting the context to be contextual. To make it contextual, it needs a number of strategies that speakers use to maintain respect, avoid offense, and reduce potential conflict in communication activities. Here, the role of politeness strategies is really needed.

2.3.2 Types of Politeness Strategies

There are four types of politeness strategies proposed by Brown and Levinson, such as, bald on record strategy, positive politeness, negative politeness, and off record strategy. All of those will be explained in detail, as follows:

2.3.2.1. Bald on Record Strategy

Bald on record strategy means that the speaker tells or explicitly and directly what he/she wants towards the hearer. According to (Brown and Levinson, 1987: 94), bald on record strategy deals with (Grice's Maxims, 1975) which reveal that to get the

maximum advantage in communication, people should consider the quality, quantity, relevance, and also manner. It means that people ought, to tell the truth, not to say something less or more than is required, be relevant to the topic discussed, and avoid ambiguity. It is the best way to avoid misunderstanding, yet it has the greatest risk of threatening the hearer's face. And in applying this strategy, someone can utilize its five sub-strategies. They are showing disagreement (criticism), giving suggestions/advice, requesting, warning; threatening, and using an imperative form.

i. Showing Disagreement

In showing his/her disagreement, the speaker states an utterance which is contrary with the hearer. For example:

Peter : "Mama was going to let her take me"

Jane : **"No, Peter. Your mother would never have allowed it."**

ii. Giving Suggestion or Advice

This sub-strategy is done by applying direct and clear suggestions or advice to the hearer. For Example:

Tom : "What shall we do? Help us. Tell us what to do."

Mary : **"You must undo it for yourselves."**

iii. Requesting

It is another sub-strategy of bald on record strategy. This type of sub-strategy is employed by giving or making a request to the hearer to deliver the speaker's intention. For example:

Mary : "Peter, your top button is undone. Jane, you have a little hair caught in your crook. **Sam, help her, please.** Your father will be down in a moment."

iv. Warning or Threatening

The next sub-strategy is warning or threatening. It is the most frequent type among the five sub-strategies of bald on record strategy. For example:

David : "**Don't contradict me!**"

George: "I'm not!"

v. Using Imperative Form

The imperative form is usually used to make a command. It consists of the base form of the verb alone. Although the subject of imperative may not be visible, its subject is always you since the speaker who makes the command always asks the second person or you to do something. For example:

Tom : "How? How?"

Peter : "**Think.** You are very clever, children. **Think.**"

2.3.2.2 Positive Politeness

According to Brown and Levinson (1987: 101), positive politeness is readers directed to the addressee's positive face, his perennial desire that his wants (or the action/acquisition values resulting from them) should be thought of as desirable". The FTA is performed utilizing strategies oriented towards the positive face threat to the hearer. The positive politeness shows that the speaker recognizes the hearer has a desire to be respected. It also confirms that the relationship is friendly and it expresses group reciprocity. This type of strategy is usually seen in groups of friends or where the people in the social situation know each other fairly well.

In other word, the threat to face is relatively low. It usually tries to minimize the distance between them by expressing friendly statements and solid interest in the hearer's needs. According to Bousfield (2008: 57), positive face refers to every individual's basic desire for their public self-image that wants to be shown engagement, ratification, and appreciation from others the want to be wanted. Then, Brown and Levinson (1987: 103-129), divided positive politeness strategies into 15 parts, as follow.

i. Notice, Attend to Hearer (His Interest, Wants, Needs, Goods)

In general, this output suggests that speaker should take notice of aspects of the hearer's condition including noticeable changes, remarkable possessions, and anything which looks as though the hearer would want a speaker to notice and approve of it. For example:

a. What a beautiful flower this is! Where did it come from?

b. Goodness, you cut your moustache! By the way, I came to borrow some flour.

ii. Exaggerate (Interest, Approval, Sympathy, with Hearer)

This strategy can be conducted if the speaker shows his interest, approval or any sympathy towards the hearer. It is often used with overstated intonation and stress. For example:

a. What a fantastic farm you have! How absolutely incredible

b. How absolutely (marvelous, extraordinary, incredible)

iii. Intensify, Interest to Hearer

In conducting this strategy, speaker may stress the interest and good intention to hearer. In this case, a speaker can express his good intention dramatically and give a good response to the hearer to create a good story in the conversation. For instance: *I come down to the stairs, and what do you think I see? – a huge mess all over the place, the phone's off and the clothes scattered all over...*

iv. Use in-group Identify Marker

This strategy concerns the use of address form, in-group group language or dialect, jargon, slang, contraction, and ellipsis. Address form used by both speaker and hearer shows their relationship whether it is close or not. The use of in-group language involves the phenomenon of code-switching from one language or dialect to another language or dialect. In addition, if both speaker and hearer use the same in-group

language, it proves that they are in the same group. Moreover, the use of jargon and slang shows that speaker and hearer have the same knowledge of any particular object, for instance, brand names. The last, contraction and ellipsis in the utterances show that both speaker and hearer have the same knowledge, then, they do not need to use long utterances. For example:

a. *Come here, (honey) buddy.*

b. *Shut my little door, my girl.*

v. Seek Agreement

Another characteristic way of claiming common ground with the hearer is to seek ways in which it is possible to agree with him. This may be done by using ‘safe topics’ that allow the speaker to stress his agreement with the hearer and therefore to satisfy the hearer’s desire to be ‘right’, or to be corroborated in his opinions. Besides, an agreement may also be stressed by repeating part of all what the preceding speaker has said in a conversation.

A: She had an accident last week

B: Oh my God, *an accident!*

vi. Avoid Disagreement

There are three ways to avoid disagreement namely token agreement, white lies, and heading opinions. Those actions are the way to pretend to agree or to hide disagreement in order to avoid face-damaging of the hearer. For examples:

A: Can you hear me?

B: *Barely. Brown and Levinson*

vii. Presuppose, Raise, Assert Common Ground

This strategy deals with gossip and small talk. Gossip and small talk indicate that the speaker might know something about hearer. It represents a kind of friendship and interest so that it might minimize the imposition given to the hearer. The next strategy is presupposition manipulation. In this case, a speaker can use a presupposition manipulation of hearer's wants, presupposition of S- H's familiarity, and the presupposition of hearer's knowledge. By presupposing the things about hearer, then, the speaker might raise their common ground. For example: *Look, you're a part of my mine, so how about*

viii. Joke

Jokes may be used to stress mutual shared background knowledge and values that may minimize an FTA of requesting. E.g. How about lending me this old heap of junk? (*H's new Cadillac*).

ix. Assert or Presuppose Speaker's Knowledge of and Concern for Hearer's Wants

Asserting or implying knowledge of hearer's wants and willingness to fit one's own wants in with them is a way of indicating that speaker and hearer are cooperators that potentially put pressure on hearer to cooperate with S, for example *I know you can't bear parties, but this one will really be good, do come!*

x. Offer, Promise

In order to redress the potential threat of some FTAs, speaker may choose to stress his cooperation with hearer in claiming whatever hearer wants, speaker wants for him and will help to obtain, For example *I'll drop by sometime next week.*

xi. Be Optimistic

Speaker is optimistic to assume that the hearer wants speaker's wants for speaker and will help him to obtain them. Such optimistic expression of FTAs seems to work by minimizing the size of the face threat by giving expressions like a little, a bit, for a sec, for example *I'm borrowing your pen for a sec, OK?*

xii. Include Both Speaker and Hearer in the Activity

Speaker uses an inclusive 'we' form when means 'you' or 'me'. By using this expression, a speaker can call upon the cooperative assumptions and there by redress FTAs. For example *Give us a break. (formerly, give me a break).*

xiii. Give (or ask for) Reasons

Speaker gives a reason why he wants what he wants. By including hearer in his practical reasoning and assuming reflexivity (hearer wants speaker's wants), the hearer is thereby led to see the reasonableness of speaker's FTA (or so speaker hopes). For example, *Why don't we go to the seashore!*

xiv. Assume or Display Similar Actions

The existence of cooperation between speaker and hearer may also be claimed or urged by giving evidence of reciprocal rights or obligations obtaining speaker and hearer. For example, a speaker may say: *'I'll do X for you if you do Y for me' or 'I did X for you last week, so you do Y for me this week'.*

xv. Give Gifts to H (Good, Sympathy, Understanding, and Cooperation)

S may satisfy H's positive-face want by actually satisfying some of H's wants. This may be done by the action of gift-giving, not only tangible gifts but also human-relations wants such as the wants to be liked, admired, cared about, understood, listened to, and so on. For example, *"I'm sorry to hear that"* (sympathy)

2.2.2.3 Negative Politeness

Negative politeness means recognizing the hearer's face. However, it also admits that the speaker is in a way imposing on the hearer. This is the most common and linguistically diverse strategy. Negatively polite constructions contain negative face by demonstrating distance and wariness. A negative face represents the desire of every action to get freedom from impingement (Bousfield, 2008: 57). According to Brown and Levinson (1987: 129), negative politeness is recessive action addressed to the addressee's negative face: his desire to have his freedom of action unhindered and his attention unimpeded. Based on these explanations, it can be seen that a negative politeness strategy is an action to prevent or minimize the threats to the hearer's negative face when the speaker wants something from the addressee so the addressee's freedom and the speaker's desire will be overwhelmed or distracted. Such as positive politeness, negative politeness also has various strategies. There are 10 negative politeness strategies based on Brown and Levinson idea (1987: 132-210), as follows:

i. Be Conventionally Indirect

In this strategy a speaker is faced with opposing tensions: the desire to give hearer an 'out' by being indirect, and the desire to go on record. In this case it is solved by the compromise of conventional indirectness, the use of phrases and sentences having contextually unambiguous meanings which are different from their literal meanings.

For example, *Could you pass the salt?*

ii. Hedge

A hedge means a particle, a word, or a phrase that modifies the degree of membership of a predicate or noun phrase in a set. It says of that membership that it is partial, or true only in certain respects, or that it is more true and complete than perhaps might be expected. For example:

- a. A ladder is **sort of** a toy
- b. He is **quite** right
- c. Peter is a **true** friend

iii. Be Pessimistic

This strategy gives redress to hearer's negative face by explicitly expressing doubt that the conditions for the appropriateness of speaker's speech act obtained. The use of subjunctive seems also to be related to the satisfaction of this desire. For example: *Would you do X?* Other way of polite pessimism can also be expressed in negative usage like I don't imagine there'd be any chance of you... and in the use of pessimistic hedges like *perhaps, you'd care to help me.*

iv. Minimize the Degree of Imposition

Strong imposition might damage hearer's face either negative or positive. Then, in a conversation, the speaker ought to consider the social factor as distance and power. By considering the factor, speaker can manage the weightiness of the imposition so that

hearer might accept the imposition well. This is achieved by expression like *I just want ask you if you could lend me a single sheet of tissue.*

v. Give Deference

There are two ways to convey giving deference strategy. First, speaker tends to be humble. Second, speaker treats hearer as superior. In this case, speaker realizes that he is not in the position where he can force the hearer. It is a kind of mutual respect among participants of speech. For example, *Yes, sir; I thought perhaps you wouldn't be annoyed...*"

vi. Apology

By apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on hearer's negative face and thereby partially redress that impingement. For example, *I don't want to criticize you, but...*

vii. Impersonalize Speaker and Hearer

The basic concept of this strategy is avoiding reference to the person that involves in FTA. Speaker should avoid inclusive 'I' and 'you' in the conversation because it may indicate a little imposition, for instance *It seems (to me) that...*

viii. State the FTA as a General Rule

Stating the FTA as general rule in the conversation is a safe way to minimize the imposition. Speaker can reveal the FTA as a social rule or obligation that has to be done by hearer. Then, speaker does not seem to impose hearer. For example:

A: Passengers will please refrain from flushing toilets on the train.

B. You will please refrain from flushing toilets on the train.

ix. Nominalize

The strategy of nominalize deals with the degree of formality. To conduct this strategy, speaker can replace or nominalize the subject predicate, object or even complement to make the sentence gets more formal, for instance *It is pleasant to be able to inform you...*

x. Go on Record as Incurring a Debt, or as not Indebting Hea

In this strategy, speaker generally imposes heavily on hearer by going on record. The speaker can also claim a debt explicitly as a redress or feedback of the FTA, for instance, *I'll never be able to repay you if you...*

2.3.2.4 Off Record Strategy

According to Brown and Levinson off record strategy is called as indirect strategy. This strategy uses indirect language and removes the speaker from the potential to be imposing. According to Bousfield (2008: 58), off record strategy (indirect strategy)

takes some of the pressure off of the speaker. Its utterances are indirect uses of language which precise meaning has to be interpreted. The FTA performs off record strategy, typically through the deployment of an indirect illocutionary act which has more than one interpretation and, thus, allows for plausible deniability on the part of the speaker if the intended recipient takes offence at the threat inherent in the utterance. Brown and Levinson divided off record strategy into 15 strategies, as follows:

i. Give Hints

If speaker says something that is not explicitly relevant, he invites hearer to search for an interpretation of the possible relevance. The basic mechanism here is a violation of the maxim of relevance. It is accomplished by hints that consists in raising the issue of some desired act A, for instance, by stating motives or reasons for doing A. For example, *It's hot in here* (it means *open the window*).

ii. Give Association Clues

A related kind of implicature triggered by relevance violations is provided by mentioning something associated with the act required of hearer, either by precedent in speaker and hearer's experience or by mutual knowledge irrespective of their interactional experience. For example, *Oh God, I've got a headache again*, may be used to convey a request for an aspirin, if S and H mutually know that they both have an association between S having a headache and S wanting H to give him an aspirin in order to swim off his headache.

iii. Presuppose

An utterance of this strategy can be almost wholly relevant in context, and yet violate the relevance maxim just at the level of its presuppositions. For example, *I have dinner with steak again today*. He supposes that he has done it before and therefore may implicate a criticism. The use of *again* forces H to search for the relevance of the presupposed prior event.

iv. Understate

Understatements are one way of generating implicatures by saying less than required. Typical ways of constructing understatement are to choose point on a scalar predicate (e.g. tall, good, nice) that is well below the point that actually describes the state of affairs, or to hedge a higher point which will implicate the lower actual state of affairs.

For example:

A: What a marvelous house you have here.

B: Oh, I don't know, it's a house.

v. Overstate

If S says more than is necessary, thus violating the quantity maxim in another way, he may also convey implicatures. S may do this by the inverse of the understatement principle by exaggerating or choosing a point on a scale which is higher than the actual state of affairs. However, the implicatures often lie far beyond what it is said. For example, *I tried to speak a hundred times, but there was never any response*.

vi. Use Tautologies

A method of generating inferences by violations of the quantity maxim is to utter patent and necessary truths. By uttering a tautology, S encourages H to look for an informative interpretation of the non-informative utterance. For example, *If I won't give it, I won't. (I mean it!)*

vii. Use Contradictions

Contradictions, as well as the ironies, metaphor, and rhetorical questions involve violations of the quality maxim. This may be done by stating two things that contradict each other. S makes it appear that he cannot be telling the truth. He thus encourages H to look for an interpretation that reconciles the two contradictory propositions. For example:

A: Are you disappointed about that?

B: Well, I am and I'm not.

viii. Be Ironic

By saying the opposite of what he means, S can indirectly convey his intended meaning, if there are clues that his intended meaning is being conveyed indirectly. Such clues may be prosodic (e.g. nasality), kinesic (e.g. a smirk), or simply contextual, such as *Tom is a real genius. (after Tom has just done ten stupid things in a row).*

ix. Use Metaphor

The use of metaphor is perhaps usually on record, but there is a possibility that exactly which of the connotations of the metaphor S intends may be off record. For example, *Tom's real fish (He drinks/swims/is slimy like a fish).*

x. Use Rhetorical Questions

This strategy can be accomplished by asking a question with no intention of obtaining an answer in order to break sincerity condition on questions, that S wants H to provide him with the indicated information. For example:

How many times do I have to help you...? (too many)

xi Be Ambiguous

Purposeful ambiguity may be achieved through metaphor, since it is not always clear exactly which of the connotations of a metaphor are intended to invoked. For instance, *Tom's a pretty smooth cookie.*

xii. Be Vague

S may go off record with an FTA by being vague about who the object of the FTA is, or what the offence is. For example, *I'm going to you-know-where.*

xiii. Over-Generalize

Rule instantiation may leave the object of the FTA vaguely off record. For example: *Mature people sometimes help do the dishes*. The use of proverbs can also be done though their implicatures may be conventionalized to the extent of being on record. For example: *People who live in glass houses shouldn't throw stones*.

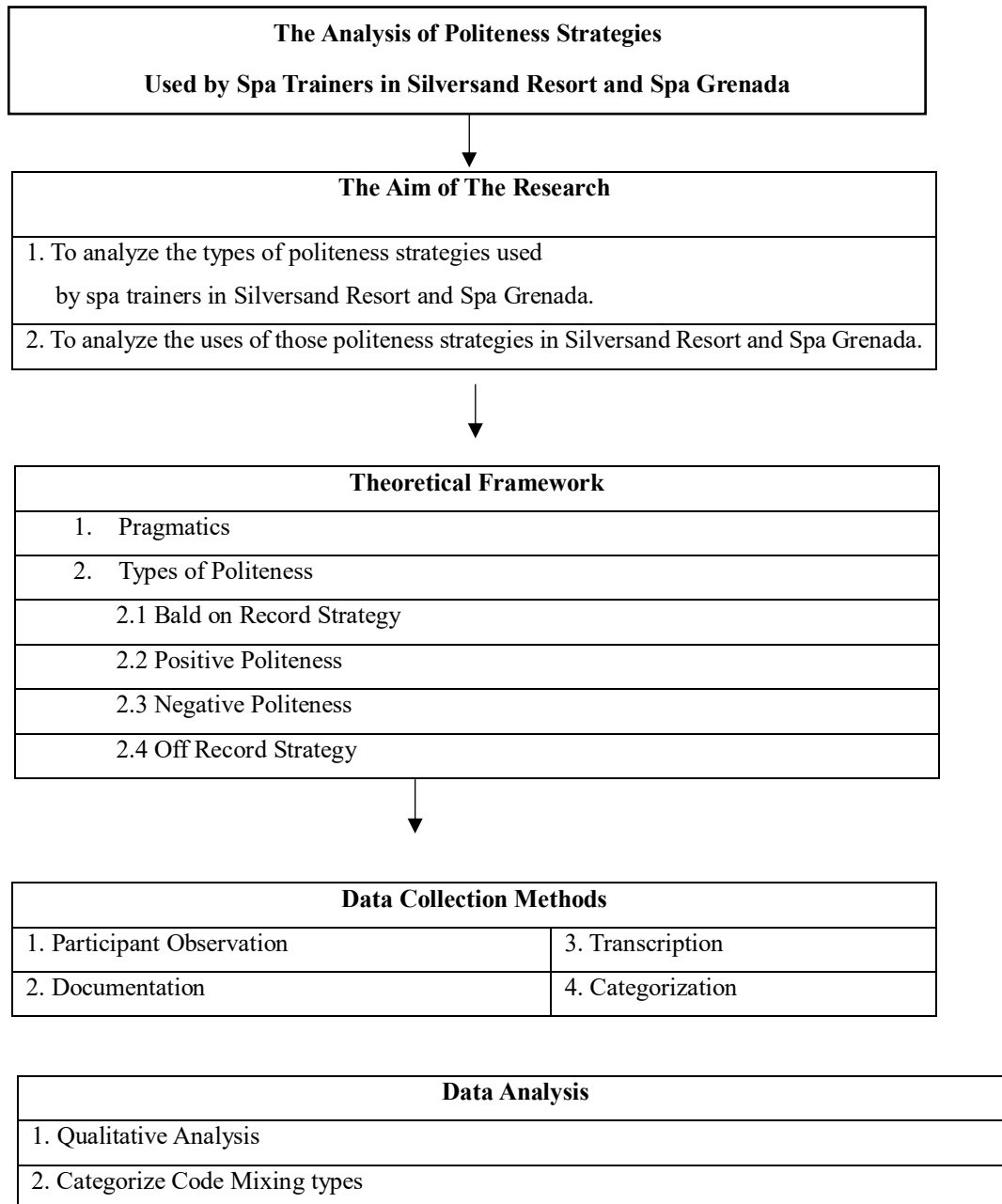
xiv. Displace H

S may go off record as to who the target for his FTA is, or he may pretend to address the FTA to someone whom it wouldn't threaten, and hope that the real target will see that the FTA is aimed at him.

xv. Be Incomplete, Use Ellipsis

Elliptical utterances are legitimated by various conversational contexts in answer to questions. But they are also warranted in FTAs. By leaving an FTA half undone, s can leave the implicature 'hanging in the air' just as with rhetorical questions. For example, *Well, I didn't see you...*

2.4 Research Method



Outcomes
<ol style="list-style-type: none">1. The types of politeness strategies in the dialogues used by spa trainers in Silversand Resort and Spa Grenada.2. The uses of politeness strategies in the dialogues used by spa trainers in Silversand Resort and Spa Grenada.

CHAPTER III

RESEARCH METHOD

3.1 Type of The Research

Research method is defined as a systematic process used to collect, analyze, and interpret data in order to answer research questions or solve problems. According to Fisher (1925), research method is experimental design involving the systematic planning of experiments, including randomization, control, and replication, to produce valid and reliable results. According to Glaser and Strauss (1967), research method involves collecting and analyzing data simultaneously to generate theories that are grounded in empirical data. According to Creswell (2009), research method is defined systematic procedure used in the collection and analysis of data to address research questions. These methods can be qualitative, quantitative, or a combination of both.

The research employed qualitative technique. A research strategy for analyzing and comprehending intricate social, cultural, or human experiences is the qualitative method. Unlike quantitative research, which is more focused on figures and facts, qualitative research aims to gain a deeper knowledge of people's behaviors, attitudes, perceptions, and social interactions. This method is commonly employed in fields like sociology, psychology, anthropology, and linguistics when the goal is to gather in-depth data regarding subjective experiences rather than to quantify facts.

Participant observation was a qualitative method employed in the study. Participant observation is a qualitative data gathering technique in which the researcher

immerses themselves in a certain environment or social setting to watch and occasionally participate in the daily activities of the persons being studied. This approach seeks to gather comprehensive, first-hand information about a group's interactions, routines, and cultural practices in their natural setting. This approach is particularly useful in fields like sociology, anthropology, and sociolinguistics where an understanding of the social and cultural milieu is crucial.

3.2 Place and Time of The Research

The research was conducted in Silversand Resort and Spa Grenada. It was done from 24 October until 25 November 2024. In detail, it could be said that the study was carried out at the opulent beachfront Silversand Resort and Spa on the charming island of Grenada. Renowned for its tranquil atmosphere and superior spa services, the resort offers a great venue for analyzing the interaction between spa trainers and consumers. Over the course of a month, the spa trainers' professional communication techniques and day-to-day operations were monitored and examined. This time frame offered plenty of opportunity to investigate the several politeness techniques used by the trainers to guarantee outstanding customer service and uphold the resort's high standards of hospitality.

3.3 Technique and Method of Identifying Data

There are several technique and method of identifying data used in the research as follows:

- i. Firstly, using participant observation. In order to identify instances of Politeness Strategies in the workplace, the research use firsthand observation. This might entail observing staff members in action and listening to talks in the spa.
- ii. Secondly, using audio recording. Recording employee talks in situations when Politeness Strategies may naturally occur with their cooperation. This will assist in capturing real-world language usage without requiring instant notation.
- iii. Thirdly, using transcription. Analyzing recorded talks, paying particular attention to any instances of Politeness Strategies. Pay attention to the types of Politeness Strategies used, such as Bald on Record Strategy, Positive Politeness, Negative Politeness, and Off Record Strategy. 3.3.4
- iv. Fourthly, Using categorization. Sorting the data according to the types of Politeness Strategies that were seen, such as the categorization of using Bald on Record Strategy, Positive Politeness, Negative Politeness or Off Record Strategy.

3.4 Technique and Method of Analyzing Data

The method and technique of analyzing data in the research was qualitative method.

The steps of analyzing the data, as follows:

- i. Firstly, the data of dialogues were classified based on politeness strategies.
- ii. Secondly, the classified data were analyzed by using the theory of politeness strategy from Brown and Levinson to find out the types of politeness.
- iii. Finally, the uses of those politeness were analyzed to find out the functions in communication.

3.5 Technique of Presenting The Result of The Research

Method and technique of presenting data is about some approaches and specific tools or devices researchers use to organize, display, and communicate the results of their researches, making the data understandable and meaningful to others. According to Patton (1990), qualitative data should be presented in narrative form, allowing the researcher to convey the lived experiences and personal stories of participants in a meaningful way. The technique of presenting data of the research is by using detailed narratives and participant stories, supported by analysis, to communicate findings in an emotionally resonant and interpretive way.

CHAPTER IV

DISCUSSION AND FINDINGS

4.1. Discussion

According to Brown and Levinson's Politeness Strategies, which were put forward in their seminal work Politeness entitled Some Universals in Language Usage (1987), people can preserve social harmony in communication by controlling their "face," or the public persona they wish to retain. Positive face, which is the desire to be liked and respected, and negative face, which is the desire for independence and freedom from imposed rules, are the two categories of faces they distinguish. During conversations, they employ politeness methods to counteract any dangers to these facial features. According to them, there are four kinds of Politeness Strategies such as, Bald on Record Strategy. Positive Politeness, Negative Politeness, and Off Record Strategy. The analysis of the kinds of Politeness Strategies used by the Spa trainers in Silversand Resort and Spa Grenada are described below.

4.1.1. The Analysis of Bald on Record Strategy

4.1.1.1 Showing Disagreement

i. Conversation 1

Context: A spa trainer is watching a trainee get a massage at Silversand Resort and Spa in Grenada. In an attempt to improve the client's experience, the trainee tries a novel massage technique. To uphold the spa's standards and guarantee client happiness, the trainer, however, disagrees and wants to instantly rectify the trainee's

approach. In showing his/her disagreement, the trainer states an utterance which is contrary with the trainee as follows:

Trainee: "I thought a firmer grip might help relax the muscle tension here."

Trainer: "**No, it isn't the proper strategy. Apply a softer touch to this region**".

Trainee: "But wouldn't the firmer grip work faster?"

Trainer: "**No, it might be uncomfortable. Adhere to the standard pressure**".

Trainee: "All right, I'll rectify it."

Trainer: "All right. Continue practicing what we did. The secret is consistency".

b. Conversation 2

Context: A trainee is being observed by a spa trainer at Silversand Resort and Spa in Grenada while they are giving massages to clients. The trainee thinks that treating a certain technique in a different way could increase the workshop's efficacy. The instructor, however, disagrees right away and corrects the student to guarantee that the standard operating procedures are followed, preserving consistency and quality for the client. In order to express disagreement, the trainer says anything that goes against what the trainee believes, such as:

Trainee: "I think applying more pressure in this area might help relieve tension faster."

Trainer: "**No, it isn't accurate. Apply a softer touch here.**"

Trainee: "However, I've tried this with other clients before, and it seemed to work."

Trainer: "**No, it isn't the method we employ here. Adhere to the instructions.**"

Trainee: "All right, I get it."

Trainer: "Well done. For the time being, stick to our approach."

c. Conversation 3

Context: At Silversand Resort and Spa, a spa trainer watches a student provide a massage during a training session. The trainer corrects the student to guarantee compliance with the spa's standards when the learner thinks they have discovered a more efficient method. The trainer expresses disagreement by saying anything that contradicts the trainee's beliefs, like:

Trainee: "I believe that increasing pressure on the lower back could significantly alleviate this type of tension."

Trainer: **"No, it isn't the proper strategy. There, we don't exert more pressure."**

Trainee: "But at my previous job, it worked well with clients."

Trainer: **"That might be, but we use particular methods at Silversand. Adhere to the recommended pressure."**

Trainee: "Comprehensive."

Trainer: "All right. Let's adhere to our protocols consistently."

4.1.1.2 Giving Suggestion or Advice

i. Conversation 1

Context: A trainee receiving a massage is being watched over by a spa trainer at Silversand Resort and Spa. To provide a consistent and excellent customer experience, the trainer gives the advice to help the trainee improve their technique. This substrategy is carried out by giving the trainee straightforward suggestion or advice, such as:

Trainee: "I'm not sure if I'm exerting enough pressure here."

Trainer: **"Lessen the strain on the neck. This is a delicate area."**

Trainee: "Do I also need to use more oil here?"

Trainer: **"To maintain its smoothness, add a little more oil now. It will facilitate flow and lessen resistance."**

Trainee: "All right, anything else?"

Trainer: **"Yes, do not forget to maintain a steady gait. Take your time and be steady."**

Trainee: "You got it. Thank you for the advice."

ii. Conversation 2

Context: At Silversand Resort and Spa, a spa trainer oversees a trainee giving a relaxing massage during a training session. The trainer identifies areas in which the trainee's method needs improvement and offers straightforward advice to guarantee a constant and superior client experience. The trainee is given direct suggestions or advice as part of this sub-strategy, like:

Trainee: "I think I'm not quite getting the right flow with this stroke."

Trainer: **"Maintain a relaxed grip. Don't get tense; the client will find it difficult."**

Trainee: "Should I slow down a bit?"

Trainer: **"Yes, go more slowly and move fluidly. Allow your hands to move smoothly."**

Trainee: "I understand. Do I need to apply extra pressure to the shoulders?"

Trainer: "No, use a gentler touch here since the shoulders are delicate. Adhere to light pressure."

Trainee: "All right, I'll get used to it."

Trainer: "All right. Observe these rules for each client since consistency is essential."

iii. Conversation 3

Context: A spa trainer watches a trainee perform a massage technique during a training session at Silversand Resort and Spa. To make sure the trainee complies with the spa's exacting standards, the trainer points out certain areas that need work and offers prompt, straightforward advice. The trainee is given direct suggestions or advice as part of this sub-strategy, like:

Trainee: "I'm attempting to get better at giving back massages, but I'm not sure if I'm doing it correctly."

Trainer: **"Your hands will glide more smoothly if you use more oil."**

Trainee: "I understand. Do I need to apply more pressure here?"

Trainer: "Don't put too much strain on your lower back. It's a delicate subject."

Trainee: "All OK, thanks. Is there anything else I should remember?"

Trainer: **"Yes, slow down your strokes. It helps the client relax more if you move steadily."**

Trainee: "All right, I'll get used to it."

Trainer: **"All right. To maintain consistency, be sure to always use these strategies."**

4.1.1.3 Requesting

i. Conversation 1

Context: At Silversand Resort and Spa, a spa trainer is leading a trainee in a practical training session. To keep the session moving along, the trainer requires the student to complete certain activities fast and effectively. Utilizing this kind of sub-strategy involves asking the hearer to convey the speaker's request. As an illustration:

Trainer: "**Please grab another towel.**"

Trainee: "Yes, immediately."

Trainer: "And refill the oil bottle. We're getting low."

Trainee: "I got it."

Trainer: "All right. Now, slightly raise the client's headrest; it is too low."

Trainee: "Okay, finished."

Trainer: "That's right. When you're done here, pick up those used towels and dispose of them in the trash so that we can keep the space tidy."

Trainee: "That will suffice."

ii. Conversation 2

Context: A spa trainer supervises a trainee's customer massage preparation during a training session at Silversand Resort and Spa. To make sure the setup is thorough and satisfies the spa's requirements, the trainer gives clear instructions. When using this type of sub-strategy, the speaker asks the hearer to communicate the request.

For example:

Trainer: “Please set up the fresh towels on the table.”

Trainee: “Alright, on it.”

Trainer: “Now, check that the oil warmer is filled and turned it on.”

Trainee: “Got it.”

Trainer: “Make sure the temperature is comfortable for the client.”

Trainee: “Of course.”

Trainer: “Also, sanitize the headrest immediately before the client comes in.”

Trainee: “All done.”

Trainer: “Good. Now adjust the lighting to a dim setting.”

Trainee: “Right, I’ll get that.”

iii. Conversation 3

Context: At Silversand Resort and Spa, a trainer oversees a trainee getting ready for a massage during a practical training session. The trainer gives the trainee guidance in a number of ways to guarantee preparedness and quality requirements. When using this type of sub-strategy, the speaker asks the hearer to communicate the request. For example:

Trainer: “Please prepare the fresh linens and lay them on the table.”

Trainee: “Of course, I’ll get those now.”

Trainer: “Please check the oil bottle and refill it if it’s low.”

Trainee: “Got it.”

Trainer: “Please turn the lights down a bit. We want a softer ambiance for the client.”

Trainee: "Will do."

Trainer: "And sanitize the headrest. Make sure it's all set before the client comes in."

Trainee: "Done. Do you want anything else?"

Trainer: "Yes, adjust the temperature in the room. It should be comfortable when they arrive."

Trainee: "I got it. I'll handle it."

4.1.1.4. Warning or Threatening

i. Conversation 1

Context: A trainee is getting ready for a massage session under the supervision of a spa trainer. If left unchecked, the trainee's incorrect handling of hot stones could endanger the safety of clients, as the trainer observes. It is the most common of the five bald on record strategy sub-strategies. As an example:

Trainer: "Take care with those stones; don't put them directly on the client's skin because they're too hot."

Trainee: "Oh, I was unaware. I'll give them some time to calm down."

Trainer: "All right. Before applying hot stones to exposed flesh, always check the temperature. The client may get burned."

Trainee: "Comprehensive. I will now verify each one."

Trainer: "You run the danger of hurting the customer if you rush this phase. That is a significant problem."

Trainee: "I appreciate you informing me. I'll use greater caution."

Trainer: "Excellent. Never forget that safety always comes first."

ii. Conversation 2

Context: A spa trainer notices that a trainee is working too quickly, which may jeopardize service quality and safety. To avoid errors that could negatively affect the client's experience, the trainer steps in and issues a firm warning. It is the most prevalent of the five sub-strategies of the bare on record strategy. Using the following example:

Trainer: **"You're going to miss something crucial if you continue to rush through the setup like this."**

Trainee: "I apologize. I'll go more slowly."

Trainer: **"Keep in mind that skipping any steps could cause harm to our equipment or injury to the client."**

Trainee: "I understand. I'll check everything again."

Trainer: **"All right. Please be aware that I will not be able to pass you in the training if this occurs once more."**

Trainee: "Comprehensive. I'll ensure that it doesn't occur once more."

Trainer: **"That's right. Take your time, paying attention to every step."**

iii. Conversation 3

Background: A spa trainer watches a trainee getting ready for a massage and discovers that the trainee has omitted a crucial safety precaution that could jeopardize the client's enjoyment. The trainer gives a clear notice to fix this. It is the most prevalent of the five sub-strategies of the bare on record strategy. Using the following example:

Trainer: **"Hey, there's going to be a big problem if you don't sanitize the equipment again."**

Trainee: "I apologize. I believed it to be cleansed already."

Trainer: **"Merely assuming is insufficient. Double-checking is necessary at all times."**

Trainee: "Comprehensive. From now on, I'll make sure to check."

Trainer: **"All right. Because the entire spa is at fault if a customer sees dirty equipment or, worse, if someone becomes infected."**

Trainee: "I understand. That is not how I thought about it."

Trainer: **"All right. This is more than just a rule. You won't be able to continue training here if it occurs again."**

Trainee: "I understand. I'll use greater caution from now on."

Trainer: **"Excellent. Safety cannot be compromised, even though I want to see you flourish here."**

4.1.1.5. Using Imperative Form

i. Conversation 1

Context: A new trainee is being led by a spa trainer through the massage session setup procedure during a training session. To guarantee efficiency and clarity, the trainer uses imperative language.

Trainer: **"Put lavender oil into the aromatherapy diffuser."**

Trainee: "I got it."

Trainer: **"Make sure the client is comfortable by adjusting the room temperature."**

Trainee: "Immediately."

Trainer: **"Clean the headrest. Before every session, it must be cleaned."**

Trainee: "It makes sense."

Trainer: **"At last, turn down the lights. We'd like a calm environment."**

Trainee: "Done."

Trainer: **"Very good. Before every client arrives, always take these precautions."**

ii. Conversation 2

Context: A new trainee is being led by a spa trainer through the setup of a session. The trainer uses direct directions to make sure the trainee follows the necessary steps to achieve a high-quality customer experience.

Trainer: **"Set up the massage table with clean sheets."**

Trainee: "All right, I'll go get the sheets."

Trainer: **"Put the towels on the warmer."**

Trainee: "I got it."

Trainer: **"Verify that the room temperature is set to 72 degrees."**

Trainee: "All right, I'll have it adjusted."

Trainer: **"Make sure the aromatherapy oils are arranged by scent when you put them on the shelf."**

Trainee: "Comprehensive."

Trainer: **"Play some relaxing music before the client shows up."**

Trainee: "Everything is fine."

Trainer: **"All right. This order should always be followed before a client session."**

c. Conversation 3

Context: Before a customer arrives, a spa trainer is showing a new hire how to arrange a room. To highlight how crucial it is to complete each step accurately and quickly, the trainer gives clear instructions.

Trainer: **"Place clean towels on the massage table."**

Trainee: "Okay, I'll go get them right away."

Trainer: **"Add lavender oil to the diffuser."**

Trainee: "I got it."

Trainer: **"Make sure the lighting is soft and not overly bright."**

Trainee: "Comprehensive."

Trainer: **"Make sure the entire setup is clean and sanitize the headrest."**

Trainee: "On it."

4.1.2 The Analysis of Positive Politeness

4.1.2.1 Notice, Attend to Hearer

i. Conversation 1

Context: A trainee is being led by a spa trainer during a massage setup session. Observing the trainee's efforts, the trainer builds rapport and confidence by saying positive things.

Trainer: "I can tell you put a lot of work into the towel arrangement; clients will love how welcoming that looks."

Trainee: "I appreciate it! I made an effort to adhere to the configuration you demonstrated."

Trainer: "And it's evident! The aromatherapy oils are arranged neatly, and the massage bed appears flawless. The difference is significant because of that attention to detail."

Trainee: "That's good to hear! I was a little anxious about doing it perfectly."

Trainer: **"You're doing fantastic, don't worry! Although not everyone immediately understands the atmosphere, you've done a fantastic job with the lights and the mellow music. This place is really soothing."**

Trainee: "I appreciate it! I'll be sure to continue."

Trainer: "Yes, continue to be as careful as you are. Our customers take note of these"

4.1.2.2 Exaggerate (Interest, Approval, Sympathy with Hearer)

Conversation

Context: While seeing a new trainee get the spa room ready for customers, a spa trainer gives the trainee encouraging comments.

Trainer: **"Whoa! You've done a fantastic job setting up the room; it looks fantastic!"**

Trainee: "Oh, I'm very grateful! I'm only abiding by the rules you provided."

Trainer: **"This setup is really amazing! Your arrangement of the oils and towels is very welcoming. Customers will feel incredibly pampered as soon as they enter!"**

Trainee: "That's good to hear! I wanted to ensure that everyone felt welcome."

Trainer: **"You're designing an entire experience, not just making it welcoming! You've created the ideal atmosphere with the lighting and the calming music. You truly are talented at this!"**

Trainee: "Thank you, that means a lot."

Trainer: **"I'm serious! You will have a significant impact here if you continue. Customers will definitely notice and appreciate all these thoughtful touches."**

4.1.2.3 Intensify or Interest to Hearer

Conversation

Context: A trainee is being observed by a spa trainer as they set up a spa area for a VIP guest. The trainer takes use of this chance to pique the trainee's attention and provide positive reinforcement.

Trainer: "You've done a fantastic job setting up this place! Every aspect has been meticulously crafted by you. What inspired you to create the floral arrangement?"

Trainee: **"I appreciate it! I selected soft-colored flowers to create a tranquil atmosphere since I wanted it to have that impact."**

Trainer: "That's fantastic! The subtle hues truly do have an impact. Additionally, the fresh flower scent is a really inviting addition to the space. I'm willing to wager that our client will feel at ease as soon as they enter!"

Trainee: **"That's good to hear! It seemed like a lovely touch to me."**

Trainer: "A pleasant touch? It's flawless! This room is truly coming to life because of you. And I observed"

Trainee: "Yes, I made some minor adjustments to make it feel more tranquil."

Trainer: "Wow! It appears as though you have turned the entire area into a haven. I have a feeling that the client will remember this experience for a very long time because of your arrangement."

Trainee: **"I really appreciate it! That is very significant!"**

Trainer: "You're going to leave a lasting impression here if you keep up this good work. You have amazing attention to detail!"

4.1.2.4 Use in Group Identify Marker

a. Conversation 1

Context: A new trainee learning how to arrange the spa rooms in accordance with resort standards is being observed by a spa trainer. To establish connection and help the trainee feel like a member of the team, the trainer speaks in-group.

Trainer: **“Hey, so I see you’ve set up the room for the next client. Well done, group! You're grasping our small routines here quite well.”**

Trainee: "Thank you! I'm attempting to ensure that everything is perfect."

Trainer: **"That's right! Here at Silversand, we constantly strive to make our clients "wow." You seem to be catching on to our mood already.”**

Trainee: "I'm trying my hardest to adhere to the rules you demonstrated to me."

Trainer: **"And, friend, you're doing fantastic! Just a brief hint: our signature touch is to have the eucalyptus towels somewhat closer to the left.”**

Trainee: "I understand; I'll change that. I appreciate the heads-up."

Trainer: **"Anytime! Little nuances are important to us all. Now that you're one of us, never forget that we're here to help if you need anything or have any questions.”**

Trainee: "Thanks, I feel really supported here."

Trainer: **"That's great to hear! Together, we will continue to make this place truly remarkable.”**

4.1.2.5 Seek Agreement

Conversation

Context: A spa trainer is watching as they provide feedback to a trainee who just finished a practice massage session. To establish rapport and demonstrate solidarity, the trainer makes statements that seek agreement.

Trainer: **"Your performance in the massage flow was excellent! Do you not believe that maintaining a consistent cadence truly aids in clients' relaxation?"**

Trainee: "I saw that, indeed! When I kept it constant, they appeared to react favorably."

Trainer: **"That's right! Isn't that rhythm the key to the difference?"**

Trainee: "Certainly." The clientele seems to be able to get used to it more."

Trainer: **"They certainly can! Did you feel the effectiveness of the pressure you applied on your back?"**

Trainee: "Yes! It was about right, in my opinion—not too stiff, nor too light."

Trainer: **"Yes, of course. Don't you think striking that balance is essential?"**

Trainee: "Yes! Reading their body language is crucial."

Trainer: **"That's right, we're in agreement. You already have a fantastic instinct for it!"**

4.1.2.6 Avoid Disagreement

Conversation

Context: A trainee and a spa trainer are talking about a massage technique. According to the training, a little extra pressure applied during the massage is more beneficial for the client's relaxation. However, the trainer uses politeness techniques to discreetly avoid open conflict and favors softer pressure in specific areas.

Trainee: "I think the best way to help clients relax is to use firm pressure throughout the massage, don't you?"

Trainer: **"I see your point! There is no doubt that firm pressure might feel more soothing."**

Trainee: "Exactly, it feels like it helps release more tension that way."

Trainer: **"Oh, it certainly does! Particularly in places where people bear a lot of tension, like the shoulders and upper back."**

Trainee: "All right! Perhaps it would be preferable to maintain the same pressure during the entire massage."

Trainer: **"You're right, that can be effective in certain situations! However, I've seen that clients also want a little variation. For instance, using a gentler**

touch to the lower back and neck might also help to increase the relaxation effect.”

Trainee: "I hadn't considered that." I suppose certain clients would benefit from a change of pace.”

Trainer: **"That's right! Don't you believe a combination may give them the best of both worlds? Soft where it can help them relax more deeply, yet firm where it matters.”**

Trainee: "That's logical! Next time, I'll try varying the pressure levels.”

Trainer: **"That's right! You'll see how it can give the client a pleasant balance. I believe you will be quite pleased with the outcome.”**

4.1.2.7 Presuppose, Raise, Assert Common Ground

Conversation

Context: A trainee and a spa trainer are talking about a method for enhancing client relaxation. In order to establish rapport and a feeling of shared knowledge, the trainer places a strong emphasis on common views and experiences.

Trainer: **"As you may know, we all want our customers to feel as at ease as possible when they leave. That's what we're all about at Silversand, really.”**

Trainee: "That's the aim, of course!"

Trainer: **"That's right! And we've all witnessed how even something as simple as changing our voice or tone can have a big impact. We seem to be laying the groundwork for the entire event.”**

Trainee: "Yes, it appears that clients react better when I pay attention to my tone.”

Trainer: **"Yeah, we've all experienced that. It's one of those things that transforms everything the moment you notice it, isn't it?”**

Trainee: "Definitely. I can see that they are more at ease.”

Trainer: **"And, as we've discussed previously, maintaining a consistent rhythm in your movements clients truly value that, don't they?"**

Trainee: "They do." They almost seem to be lulled by it."

Trainer: **"That's right. There, we're all in agreement. Our approach is distinct because of its constant pace and serene tone, don't you think?"**

Trainee: "Definitely." I want to provide my clients with an experience like that."

Trainer: **"That's right! You can clearly see why our style is so unique here. You're capable!"**

4.1.2.8 Joke

Conversation

Context: A new trainee learning a massage technique is being assisted by a spa trainer.

The trainer utilizes humor to reduce tension and create a more relaxing training atmosphere because the trainee is a little anxious about doing everything perfectly.

Trainer: "All right, so far, you're doing fantastic! How does it feel for you?"

Trainee: "To be honest, I'm a little anxious. I'd rather not make a fool of myself in front of you!"

Trainer: **"Oh, that's not a problem! We are not doing surgery here, I assure you. (laughs)"**

Trainee: (laughing) "That's true, but I still want to do it correctly!"

Trainer: "Hey, the client falling asleep a bit too soon is the worst thing that can happen if we make a mistake. That's not that horrible, is it?"

Trainee: "Well, I suppose that wouldn't be the end of the world." (smiling)

Trainer: "That's right! In all honesty, we feel we've done our job if a client nods off in the middle of the massage. If nothing else, your objective should be to be so good that they disappear in five minutes."

Trainee: (smiling and at ease) "You got it! Being the "sleep-inducing" therapist is my goal."

Trainer: "You got it! Let's practice that method once more now; keep in mind that you are capable!"

4.1.2.9 Assert or Presuppose Speaker's Knowledge of and Concern for Hearer's Wants

Conversation

Context: A spa trainer observes that a new trainee is unsure of their massage techniques and wishes to reassure them by demonstrating empathy and concern for their aspirations to perform well.

Trainer: **"Hey, I understand that you want to confirm that you're correct on every aspect. You're already doing fantastically, but it's a lot to process, particularly when you're first starting out."**

Trainee: "Thank you. All I want is for the clients to be satisfied."

Trainer: **"You care about ensuring that clients leave here content and at ease, which is precisely what we're trying to achieve. I totally understand that." It demonstrates your enthusiasm for providing them with the greatest experience."**

Trainee: "I simply don't want to cause any trouble."

Trainer: **"Obviously, I understand how crucial it is that you have faith in your methods. Let's go through it all together, and I'll answer any questions you may have. You have the correct attitude, and that's half the fight!"**

Trainee: "It would be fantastic. My goal is to become more at ease with it."

Trainer: **"Definitely. To ensure you can accomplish this without hesitation, we'll make sure you feel completely confident. Whatever you need, I'm here to help."**

4.1.2.10 Offer and Promise

Conversation

Context: A new trainee is learning massage methods from a spa trainer. The trainee feels insecure about their skills and worries about meeting the spa's high expectations. To boost the trainee's confidence, the trainer provides assurance and a pledge of support.

Trainer: **"You're doing a great job with these techniques, and I can tell you're working hard."**

Trainee: "Thank you, but I'm a little concerned that I haven't arrived yet. I don't want to disappoint anyone."

Trainer: **"I completely get it. But pay attention, I'll support you at every turn. We may go over it as many times as necessary if there is anything you're unclear about. I'm here to assist you in being at ease in every situation."**

Trainee: "It would be very beneficial. I sometimes think I'm not getting better quickly enough."

Trainer: **"Believe me, I've seen this before, and you're making great progress. And I guarantee that if you continue to work with this level of commitment, I will see to it that you have all the assistance you require in order to feel completely secure."**

Trainee: "I appreciate it. That relieves a lot of pressure."

Trainer: **"Certainly! This is not unique to you. We work as a team, and I'll make sure you're prepared to tackle any challenge."**

4.1.2.11 Be Optimistic

Conversation

Context: At Silversand Resort and Spa, a spa trainer is offering encouragement to a trainee who is uncertain about their level of proficiency in aromatherapy massage techniques. The trainer inspires confidence and motivation by being optimistic.

Trainer: **"This is something you're truly grasping! I have no doubt that you will quickly become an expert at it."**

Trainee: "I don't know. I think my pressure points are still bothering me."

Trainer: **"At this point, that is entirely typical. Believe me, I have witnessed many trainees begin with similar feelings and eventually overcome them. How about you? As of right now, you're already ahead of most individuals."**

Trainee: "You mean? It doesn't feel that way."

Trainer: **"Yes, definitely! Your attention to detail and concern for accuracy are already evident to me. I'm sure you'll do a fantastic job with that level of concentration. You'll notice how quickly it becomes clear if we practice together a few more times."**

Trainee: "All right, I'll try again."

Trainer: **"It's the essence! I'm excited to see how confident you'll be by the end of the week because I know you can do this."**

4.1.2.12 Include Both Speaker and Hearer in the Activity

Conversation

Context: A trainee is being taught a new relaxing massage method by a spa trainer at Silversand Resort and Spa. The trainer encourages the trainee to collaborate as a team and employs collaborative language to help the trainee feel encouraged and involved.

Trainer: **"All right, let's work on this relaxation massage together,". To ensure that we are both at ease with the flow, we will go step-by-step.**

Trainee: "All right, but I'm concerned about how the movements transition."

Trainer: **"No issue! What about this? We can practice together once I give an example. In this manner, we may mutually improve it over time."**

Trainee: "That's excellent. With some practice, I believe my confidence will increase."

Trainer: **"That's right. Let's also inspect each other's pressure spots and hand postures while we practice. Catching things as a team is always easier."**

Trainee: "That concept appeals to me. It lessens the sense of intimidation."

Trainer: **"That's the objective! By the end of the session, we will have this technique flowing flawlessly because we are all in this together."**

4.1.2.13 Give (or ask for) Reasons

Conversation

Context: At Silversand Resort and Spa, a spa trainer is teaching a trainee how to fold towels correctly for an opulent display. The learner is doubting the significance of a particular folding technique.

Trainee: "Why must we fold the towels in this manner? It appears to take longer."

Trainer: **"That's a good question! We fold them this way so that our guests notice the clean, polished appearance. It all comes down to improving their experience."**

Trainee: "I understand. But even if we folded them more quickly, wouldn't they still value the service?"

Trainer: **"That's accurate, but consider this: each little element adds to the total opulence we guarantee at Silversand. A neatly folded towel demonstrates to our visitors that we are meticulous, which increases their confidence in our caliber."**

Trainee: "All right, it makes sense. I'll put some effort into making things right."

Trainer: **"That's fantastic! I'd also be interested in knowing if you discover a more effective method that still produces the same outcome. We welcome suggestions for improvement at all times."**

4.1.2.14 Assume or Display Similar Actions

Conversation

Context: At Silversand Resort and Spa, a spa trainer is performing a demonstration of a treatment room setup approach. In order to establish rapport with the trainee, the trainer takes use of this chance to highlight common experiences and behaviors.

Trainer: **"I recall being really anxious about getting things just right while I was learning how to set up the treatment room. Do you occasionally feel that way as well?"**

Trainee: "Yes! I'm constantly concerned that I'll overlook anything or that it won't seem correct."

Trainer: **"I completely understand. I used to double-check every small detail, such as the towels' precise folding and the oils' alignment."**

Trainee: "I do just that! There seems to be a lot to keep in mind."

Trainer: **"Yes, of course. But believe me, it gets instinctive with practice. Since it helps me get into the flow, I now always begin with the towels. Would you like to try that with me?"**

Trainee: "Yes, that would be nice. It seems sensible to start with the towels."

Trainer: **"Excellent! Let's do it one step at a time and observe the results. You're taking your time and paying attention to the details, just like I did while I was learning."**

4.1.2.15 Assume or Display Similar Actions

Conversation

Context: At Silversand Resort and Spa, a spa trainer is helping a trainee who is feeling overburdened by the duties involved in getting ready for a VIP client's arrival. The trainer shows comprehension and collaboration by taking use of this chance to provide both practical and emotional support.

Trainee: "This VIP client is causing me a lot of stress." What happens if I make a mistake?"

Trainer: **"I know exactly how you're feeling. It can seem like a lot to prepare for a VIP guest, especially if you're still learning. However, I must say that you are doing an excellent job thus far."**

Trainee: "You mean? It doesn't feel that way."

Trainer: **"Yes, definitely! You possess the dedication and attention to detail that truly make a difference. Simply put, you're being harsh on yourself."**

Trainee: "Thank you. All I want is for everything to be flawless."

Trainer: **"It will be, too! Let's review the checklist together. Surely, two heads are better than one. In this manner, you won't have to feel like you're doing everything alone and we can ensure everything is perfect."**

Trainee: "That would be very beneficial. I appreciate your help."

Trainer: **"Certainly! That is the reason I am here. You're already a fantastic team player, and I have no doubt that the client will be pleased with your work."**

4.1.3 The Analysis of Negative Politeness

4.1.3.1 Be Conventionally Indirect

Conversation

Context: A Silversand Resort and Spa spa trainer is speaking to a trainee who has not set up the treatment area according to the recommended standards. The trainer suggests improvement in an indirect manner so as not to impose or embarrass the client directly.

Trainer: **"Earlier, I noticed something about the towels when I was examining the setting. Could you please confirm that they match the arrangement we typically use for VIP guests?"**

Trainee: "Oh, I didn't realize they were off. Are you saying that they ought to be folded differently?"

Trainer: **"That's exactly how we worked out last week. I believe it would look great for the customer if you could change them. What are your thoughts?"**

Trainee: "You got it! I will immediately fix them. I appreciate you bringing that up."

Trainer: **"There is absolutely no issue. You're doing wonderfully overall, and it all comes down to nailing the specifics."**

4.3.3.2 Hedge

Conversation

Context: A trainee preparing an aromatherapy session receives feedback from a spa trainer at Silversand Resort and Spa. Although the trainer is aware that the essential oils selected might not be the best fit for the client's requirements, they don't want to come across as harsh or judgmental.

Trainer: **"I thought that perhaps the client isn't exactly looking for lavender oil." They could enjoy something a little more reviving, like eucalyptus, it appears. What are your thoughts?"**

Trainee: "You're right, eucalyptus might be more effective for a refreshing feel. I had assumed lavender would be calming."

Trainer: **"Yeah, it's just a thought, but eucalyptus might be a good way to help energize them a little since the client mentioned that they've been feeling tired." Would you like to see how it feels by trying to switch it?"**

Trainee: "Definitely." Instead, I'll make eucalyptus. I appreciate you bringing that up.

Trainer: **"Certainly! Little adjustments like this are what make the experience flawless, and you're doing a fantastic job noticing these things."**

4.3.3.3 Be Pessimistic

Conversation

Context: A Silversand Resort and Spa spa trainer is speaking to a trainee who has not properly set up the lighting in the room while getting ready for a massage. Without being overly direct or supposing that the student will agree right away, the trainer wants to recommend dimmer lighting.

Trainer: **"Do you think the lighting could be changed a little bit? I'm not sure if that's doable. Don't you think that might be too bright for a calm setting?"**

Trainee: "Oh, I didn't consider that." Shall I turn down the lights a bit?"

Trainer: **"That might work if it's not too much difficulty. It's just something that could help the client feel a little more at ease in the space."**

Trainee: "Okay, I'll make the change right away. I appreciate you bringing it up."

Trainer: **"I'm grateful! These minor details significantly improve the customer experience."**

4.3.3.4 Minimize The Degree of Imposition

Conversation

Context: At Silversand Resort and Spa, a spa trainer must ask a trainee to make extra towels for a visitor on short notice, but she wants to make sure the request is not overbearing.

Trainer: **"Please bring a couple extra towels to Room 202 if it's not too much bother. I understand that you're already really busy. They might be appreciated by the visitor."**

Trainee: "Oh, naturally! How many ought I to bring?"

Trainer: **"No more than two or three should be sufficient. It's only to ensure that the visitor is quite comfortable."**

Trainee "I'll get on it right away,"

Trainer: **"I really appreciate it! Thank you so much."**

4.3.3.5 Give Deference

Conversation

Context: When handling a client's particular request, a spa trainer at Silversand Resort and Spa must consult a senior therapist for advice. The trainer respects the senior therapist's position and expertise by using deferential language.

Trainer: **"Pardon me, Ms. Jean, but I need your advice. Your knowledge would be very helpful in this situation. I want to make sure I handle the client's request for a customized massage regimen properly. Would you mind sharing your thoughts on this?"**

Senior Therapist: "I'd be delighted to assist, of course. What precisely is the client requesting?"

Trainer: **"They said they wanted to target lower back tension, but they also wanted something that would help them relax more in general." Given your expertise in customizing these processes, I didn't want to assume anything."**

Senior Therapist: "That's thoughtful of you. Let's adjust the routine slightly by incorporating deeper strokes for the lower back and finishing with a relaxation technique. Would you like me to show you?"

Trainer: **"That would be wonderful, thank you so much. I truly appreciate learning from you."**

4.3.3.6 Apology

Conversation

Context: A spa trainer at Silversand Resort and Spa accidentally interrupts a trainee who is attending to a client. The trainer needs to convey an urgent message without causing offense.

Trainer: **“I apologize for disturbing you, Mia. If it weren’t important, I wouldn’t have interrupted, but there was a last-minute change in the next client’s schedule. May I speak with you for just a moment?”**

Trainee: “Of course, let me excuse myself for a moment.”

Trainer: **“Thank you so much, and again, I really apologize for the interruption.”**

Trainee: “No problem, I understand. What’s the change?”

Trainer: **“The next client requested aromatherapy instead of the deep tissue massage, and I thought it best to let you know right away so you can get ready.”**

Trainee: “I got it, thanks for letting me know.

4.3.3.7 Impersonalize Speaker and Hearer

Conversation

Context: In order to avoid direct imposition or personal blame, a spa trainer at Silversand Resort and Spa chooses to impersonalize the conversation when communicating a policy update to a trainee.

Trainer: **"It has been agreed that by the end of the month, all employees must finish their aromatherapy certification. To guarantee consistent service quality, this is applicable to everyone."**

Trainee: "Oh, I understand. Does this imply that I should change my plans to accommodate the extra training?"

Trainer: **"Yes, in order to fulfill the deadline, scheduling will need to be managed. It is advised to inquire about available training slots with HR."**

Trainee: "Comprehensive. I will immediately check in with HR. I appreciate you informing me."

Trainer: **"Certainly. If there are any problems during the procedure, please let me know."**

4.3.3.8 State the FTA as a General Rule

Conversation

Context: Without condemning or placing blame on the individual, a spa trainer at Silversand Resort and Spa explains to a trainee the company's policy about punctuality in order to maintain service standards.

Trainer: **"It is common procedure at Silversand for all employees to arrive at least fifteen minutes prior to their scheduled appointments. This guarantees that all the elements are ready for the client's experience."**

Trainee: "I get it. Is this a result of yesterday's delay?"

Trainer: **"Not precisely. All we need to do is follow this guideline to prevent any interruptions in the service flow."**

Trainee: "I understand. Going ahead, I'll make sure to abide by the policy."

Trainer: **"I'm grateful. It enables us to continue providing the caliber of service that our customers want."**

4.3.3.9 Nominalize

Conversation

Context: A Silversand Resort and Spa spa trainer advises a trainee that keeping customer schedules needs to be improved. The trainer reduces direct attribution of culpability by nominalizing behaviors, which de-escalates the confrontational nature of the feedback.

Trainer: **"The start time of treatments appears to be impacted by a delay in client session preparation."**

Trainee: "Oh, I understand. Was this unique to yesterday's sessions?"

Trainer: **"Delays have been seen to occur during various shifts. A key component of ensuring client happiness is timely preparation."**

Trainee: "I get it. In the future, I'll make sure to better oversee the preparation."

Trainer: **"I'm grateful. Overall operations will go more smoothly if you pay attention to this detail."**

4.3.3.10 Go on Record as Incurring a Debt, or as not Indebting Hearer

Conversation

Context: At Silversand Resort and Spa, a spa trainer asks a trainee to help set up an additional treatment room for a last-minute reservation. To prevent putting too much pressure on the learner, the trainer is sure to acknowledge the favor as a debt.

Trainer: **"Hello, Alex. We just received a new reservation for this afternoon, so I realize this is late minute. Could you assist with setting up the Lotus Room?"**

Trainee: "I can definitely handle it."

Trainer: **"I really appreciate it! Thank you so much. I owe you one for taking over in this manner."**

Trainee: "There is absolutely no issue. I'm glad to assist."

Trainer: **"You save lives. Please let me know if you ever need help, and I will be happy to help you in return."**

4.1.4 The Analysis Off Record Strategy

4.1.4.1 Give Hints

Conversation

Context: Without giving a clear order or request, a spa trainer at Silversand Resort and Spa gently suggests that a trainee should inspect and replenish the essential oils in the treatment rooms.

Trainer: **"During the morning session, I observed that a few of the essential oil bottles in the Zen Room appeared to be fairly low. Don't they tend to run out more quickly these days?"**

Trainee: "Oh, really? I'll examine them and restock as necessary."

Trainer: **"That's fantastic. Having everything prepared for the next session is always a smart idea."**

Trainee: "Definitely." I'll make sure everything is in order."

Trainer: **"I'm grateful! It will have an impact on the clients."**

4.1.4.2 Give Association Clues

Conversation

Context: Without giving the trainee explicit instructions, a spa trainer at Silversand Resort and Spa gently links the requirement to clean the towels with the spa's exacting standards.

Trainer: **"You know, the soft, fresh towels here are a big hit with clients. It's among the minor details that contribute to the opulent feeling of the event."**

Trainee: "It is absolutely true. Fresh, clean towels certainly have an impact."

Trainer: **"Yes, of course. Last week, a visitor mentioned that they felt as though they were encased in a cloud. Wonderful comments, isn't it?"**

Trainee: "That's right! I'll make sure everything is fresh for the evening sessions and double-check the towel supply."

Trainer: **"That's right. That level of detail-orientedness is quite remarkable. I appreciate you taking care of it."**

4.1.4.3 Presuppose

Conversation

Context: While discussing how to prepare aromatherapy oils for a client with a trainee at Silversand Resort and Spa, a spa trainer assumes that the trainee and the oil have prior knowledge of the oils.

Trainer: **"You are aware of how clients enjoy using lavender oil during stressful situations, aren't you?"**

Trainee: "Yes, it's among our most soothing oils."

Trainer: **"And eucalyptus usually helps clear their mind if they've had a long flight."**

Trainee: "It's accurate. Is there a customer today who might require these oils?"

Trainer: **"We recently welcomed a new visitor from Europe. What do you believe would be most effective?"**

Trainee: "Just in case, I'll have eucalyptus and lavender ready. It ought to fit them flawlessly."

Trainer: **"That plan is excellent. I'm grateful."**

4.1.4.4 Understate

Conversation

Context: Following a session, a spa trainer provides input to a trainee regarding how the treatment room is set up. The trainer makes subtle suggestions for improvement through understatement rather than outright criticism.

Trainer: **"It appears that the treatment room is nearly prepared for the next patient."**

Trainee: "Oh, is something missing?"

Trainer: **"Don't you think the towels could be a little more organized?"**

Trainee: "Oh, I understand. I'll fold them again and arrange them correctly."

Trainer: **"That's fantastic. A minor touch-up will get it almost flawless."**

Trainee: "I understand. I'll take care of it immediately!"

4.1.4.5 Overstate

Conversation

Context: A trainee who took longer than anticipated to set up the treatment room is receiving feedback from a spa teacher. The trainer quietly makes their message by using hyperbole rather than confronting the delay head-on.

Trainer: **"You must have been getting the treatment room ready like it belonged to a king or queen!"**

Trainee: "Oh no, was I taking too long?"

Trainer: **"Let's just say the next client might think they're arriving fashionably late,"**

Trainee: "I get your point. Next time, I'll make sure to go faster."

Trainer: **"I have no doubt that you will. You have an excellent eye for detail, which is wonderful. We'll be on time if we move a bit more quickly."**

4.1.4.6 Use Tautologies

Conversation

Context: A spa trainer observes that a trainee has reused towels that ought to have been thrown away. The trainer employs tautologies to discreetly allude to the error rather than confronting it head-on.

Trainer: **"Well, clean towels are clean towels, aren't they?"**

Trainee: "Oh... Are you saying that I ought to have gotten new ones instead?"

Trainer: **"That's right. Absolute freshness is what our guests demand."**

Trainee: "I get it. From now on, I'll make sure to replace them each time."

Trainer: **"That's right. The details are crucial. Other than that, you're doing fantastic!"**

4.1.4.7 Use Contradictions

Conversation

Context: A spa trainer witnesses a trainee arranging a massage room contrary to the resort's established protocols. The trainer gently alludes to the error by using paradoxes rather than confronting it head-on.

Trainer: "Well, it's perfect, but not quite."

Trainee: **"Not quite? Oh, are you referring to where the towels are placed?"**

Trainer: "Well, don't you think the towels could feel a little more welcoming?"

Trainee: "I understand. To meet the expectations of the guests, I will refold them."

Trainer: **"It would be fantastic. You're starting to understand our style!"**

4.1.4.8 Be Ironic

Conversation

Context: In violation of regular operating procedure, a spa trainer observes that a trainee has left a supply cabinet open. The trainer quietly draws attention to the error by using irony rather than confronting the problem head-on.

Trainer: **"I see that we're experimenting with a new 'open-door' approach for the supply cabinet. Very welcome!"**

Trainee: "Oh no! I neglected to shut it. Let me take care of things immediately."

Trainer: **"Excellent concept. The oils and towels shouldn't feel overly liberated."**

Trainee: "Definitely not! I appreciate you bringing that up."

4.1.4.9 Use Metaphor

Conversation

Context: The spa's aesthetic standards are violated when a trainer observes that a trainee has failed to keep the towels in a nice manner. The trainer alludes to the problem using a metaphor rather than addressing it directly.

Trainer: **"It appears that a tornado swept across the towel shelf today."**

Trainee: "Oh! Are the towels not laid out correctly? I will immediately fix them."

Trainer: "Thank you. Every spa wants a shelf that is peaceful and well-organized."

Trainee: "You got it! I'll ensure that it appears flawless."

4.1.4.10 Use Rhetorical Questions

Conversation

Context: The trainee has left certain essential oils uncapped, which could result in product waste or quality problems, according to a trainer. To allude to the error, the trainer employs rhetorical questions rather than confronting it head-on.

Trainer: **"Do you think that if essential oils are kept out in the open, they will always stay fresh?"**

Trainee: "Oh crap, I didn't remember to shut them! Right now, let me handle that."

Trainer: "I'm grateful! By keeping them sealed, we can preserve their quality and avoid needless waste."

4.1.4.11 Be Ambiguous

Conversation

Context: The schedule may be changed when a spa trainer observes that a trainee has been taking longer breaks than normal. Instead of bringing this up directly, the trainer addresses the problem with an ambiguous comment that avoids placing blame or voicing a direct grievance.

Trainer: **"Don't you think it's interesting how some breaks seem to last longer than others?"**

Trainee: "Oh. I was taking too long without realizing it! The time will be monitored by me."

Trainee: "Thanks, I know you're very good at staying on top of things."

4.1.4.12 Be Vague

Conversation

Context: A spa trainer observes that a trainee has neglected to tidy a treatment area. The trainer addresses the problem without openly placing blame by using vague language rather than calling attention to the error.

Trainer: **"The therapy room is a little different than normal. Do you believe that anything needs to be addressed?"**

Trainee: "Oh! I didn't verify the cleanliness again. Let me handle that straight away."

Trainer: "I knew you would see it, so thank you." You always take pleasure in maintaining the area's perfection."

4.1.4.13 Over Generalize

Conversation

Context: In the treatment area, a spa trainer observes that a trainee has not folded the towels correctly. The trainer remarks about towel presentation in a generic way rather than speaking directly to the learner.

Trainer: **"A spa's quality is often assessed by the appearance of its towels—attention to detail can truly make a difference."**

Trainee: "Oh, I understand now! I believe I may have hurried during the folding process. I'll redo them.

Trainer: "That's fantastic." Our degree of care is reflected in the small things that clients notice.

4.1.4.14 Displace Hearer

Conversation

Context: Following a client session, a spa trainer notices that one of the treatment rooms has not been thoroughly cleaned. The trainer employs a coworker to convey the intended information rather than speaking directly to the trainee.

Trainer: **"A spa's quality is often assessed by the appearance of its towels—attention to detail can truly make a difference."**

Trainee: "Oh, I understand now! I believe I may have hurried during the folding process. I'll redo them."

Trainer: "That's fantastic." Our degree of care is reflected in the small things that clients notice."

Trainer: [Talking to another trainee in front of the accountable party] "Do you believe the treatment rooms' cleanliness checklist is sufficiently explicit? After a client left, I saw that towels were still on the floor in Room 3. Perhaps it would be wise to confirm that everyone is following it exactly."

Another Trainee: "Oh, of course. Next time, I'll make sure to check it.
[Overhearing] Conscientious Trainee: "Oh, I didn't realize I missed something in Room 3." I'll go tidy things up now and go over the checklist again in the future."

Trainer: "I'm grateful! It may seem insignificant, yet it has a significant impact on the customer experience."

4.1.4.15 Be Incomplete, Use Ellipsis

Conversation

Context: A spa trainer notices that one of the trainees has neglected to replenish the essential oils in the treatment area. The trainer hints at the problem by using an incomplete statement with ellipsis rather than calling attention to the omission outright.

Trainer: [Gesturing at the treatment room shelf] **"We might not have enough essential oils for our afternoon clients, I wonder."**

Trainee: [pauses, taking in the bottles that are partially empty]
"Oh no! I didn't remember to refill them this morning. I'll go straight to the storage area and collect more!"

Trainer: "I'm grateful! That's way, everything will be prepared for the next customer."

4.2 Findings

The research found that spa trainers strategically employ a variety of politeness techniques to enable efficient communication and preserve cordial customer interactions. Here is a summary of the results:

Bald on Record Strategy. This tactic was mostly used in situations that were urgent or simple, including giving precise directions for safety or tasks that had a deadline. For example, *"This oil is not suitable for your skin type"* or *"Please lie down on the massage table now"* are examples of direct language used by spa trainers. In order to prioritize efficiency, these comments were presented without ambiguity, particularly in circumstances where maintaining professionalism and preventing misunderstandings required precision.

Positive Politeness. This technique was regularly seen, which demonstrated the spa trainers' attempts to build connection and give their clients a sense of comfort and value. Compliments like *"You have excellent posture; this treatment will improve it even more"* or inclusive phrases like *"Let's collaborate to make your experience soothing"* were examples. The resort's focus on individualized customer service was in line with these tactics, which sought to foster a friendly environment and lessen social distance.

Negative Politeness. Spa trainers employed negative politeness techniques when they had to make recommendations or demands that might be forced on the client. Phrases like *"I hope you don't mind if we extend the session by five minutes for the best results"* or *"If it's not too much trouble, could you adjust your position slightly?"*

demonstrated their awareness of the liberty of their customers. Maintaining professionalism while respecting the clients' choices was made very easy with this tactic.

Off Record Strategy. The technique was used to subtly allude to requests or suggestions, giving clients the freedom to understand and react as they saw fit. A trainer might explain, "*Some clients find it more comfortable to turn their heads slightly during this treatment,*" for instance, rather than telling the client to do so. The client's sense of autonomy was maintained and any discomfort was avoided thanks to this deceptive strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

It came to the conclusion that the spa trainers successfully used a range of politeness techniques to improve client relations, improve communication, and maintain the resort's high standards for service quality. The results demonstrated the deliberate application of four main politeness techniques. When there was a need for clarity and urgency, including when giving directions or addressing safety concerns, the Bald on Record Strategy was employed to communicate in a straightforward and unambiguous manner. In situations with significant stakes or time constraints, this method guaranteed effectiveness and professionalism. The most popular tactic was the Positive Politeness Strategy, which aims to establish rapport, close social distance, and give clients a sense of value. Spa trainers established a friendly and inviting atmosphere that complemented the resort's dedication to guest happiness by using complimentary remarks, inclusive language, and one-on-one interactions. The trainers' consideration for the liberty and preferences of their customers was evident in their use of the Negative Politeness Strategy. Trainers successfully handled contacts that would otherwise seem intrusive by making courteous requests and demonstrating consideration for their clients' comfort, upholding mutual respect and professionalism. The Off Record Strategy was used to subtly discuss potentially sensitive topics, allowing clients the freedom to

understand and react without feeling compelled. This tactful communication technique guaranteed a comfortable encounter while preserving the clients' sense of agency.

5.2 Suggestions

The research has explained in detail about some politeness strategies used by spa trainers in Silversand Resort and Spa Grenada. However, the researcher admits that there are a number of lacks and weaknesses in the research. Owing to it the researcher really expects the constructive suggestions from the readers and experts in improving the quality of the research in the future. The writer is really thankful for the valuable suggestions for the shake of advancement of Linguistics particularly in Macro Linguistics or in this case Sociolinguistics Study. Last but not least, I hope the research will be useful for the students and any readers in enriching their knowledge about Linguistics.

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