

Students' Perception Toward Politeness and Impoliteness of the Lecturers of English Department at UKI TORAJA

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ABSTRACT

This research aimed to find out students' perception toward Politeness and Impoliteness used by the Lecturers of English Department at UKI Toraja. The participants of this research was the Students of English Department. To determine the participants, the researcher used incidental sampling. The researchers took 20 Students of English department at UKI Toraja as participants. The researcher took the data by using questionnaires. It was analyzed by using likert scale. The questionnaire that consist of 7 positive statement and 7 negative statement. The researcher used descriptive analysis technique to get relative frequency. Based on the data analysis on the previous part, the researcher conclude that the most of the students' have positive perceptions about politeness and impoliteness of the lecturers of English Department at UKI Toraja, it means that lecturers of English department at UKI Toraja are polite.

Keywords: Perception, Politeness, Impoliteness

A. INTRODUCTION

English is an international language that is used almost all over the world. English is very important to learn because in the current era globalization, the English language becomes a means that must be mastered to be able to communicate with the other person from different country. Despite the emergence of many languages in this modern era, English still ranks as the most used language all over the world. TEFL is the teaching of English to people whose first language is not English, especially people from a country where English is not spoken. TEFL is abbreviation for teaching English as a foreign language. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. TEFL can also take place in an English-speaking country for people who have immigrated there.

Teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn. Teacher talk is everything teachers and students say when they are in the classroom.

Teacher talk is an part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn. Teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding (Sinclair & Brazil, 1982).

Perception is the way which many people used to conveyed the aspiration for view things. Perceptions is viewed as the mediating processes that are initiated by sensations. These are attentions, awareness, comparison, and contras, together with other cognitive operations that enable us to interpret the meaning of sensations (Lindgren 1981). Sensation is the process of capturing stimuli and the earliest stages in the reception of information whereas perception is the process of giving meaning to the sensation so that humans acquire new knowledge. In other words perception turns sensation into information.

Politeness is one of the basics of human interaction. It is assumed that just like any other interaction, teacher-student interaction is also positively affected by politeness. Politeness is considered to promote effective interaction between people. In the context of language teaching, it is believed to enhance learning by providing a lively and friendly atmosphere in classroom (Jiang, 2010). Watts, Ide and Ehlich (1992) Politeness is a concept, always open to adaptation and change in any group, in any age, and, indeed, at any moment of time. Politeness as a complex system for softening face threatening acts and only make a distinction between impolite and polite behavior. Politeness is the step of human behavior were its divided into the every character.

Impoliteness is intended to produce disharmony between interlocutors in social interactions (Walaszewska and Piskorska, 2012, p. 246). Furthermore, impoliteness sometimes emerges as a reaction to a rude behavior.

The politeness of a person can be observed from speech behavior, how to dress. The knowledge of politeness and impoliteness is important in classroom teaching of a foreign language. Politeness and impoliteness in Teaching English as Foreign Language is very important especially for students in University because they will be ready to work in everywhere that have different culture with them and be more discipline in everything and also for lecturers because they should be good models for their students. Politeness and impoliteness of lecturers in learning process it can be influence students feeling.

Students' perception also is very important because by knowing the perception of students, we can know about politeness and impoliteness of lecturers at UKIT especially lecturers of English department.

B. REVIEW OF RELATED LITERATURE

1. Definition of Perception

Perception is called the core of communication, because if our perceptions are not accurate, we are not likely to communicate effectively. Perception that determines we choose a message and ignore the other message. Perception is the first stage of the formation of an opinion and is linked to experience, expectations and the general impression.

Jerald, Greenberg and Robert A Baron (1999) define perception as The process through which we select, organize and interpret information gathered by our senses in order to understand the world around us.

According Azwar (2002) perception scale developed to reveal the pros and cons, positive and negative, to agree and disagree with the favorable and unfavorable to the object of perception. Likert scale models typically consist of 10-30 questions of perceptions. Subject responds with categories of agreement are:

Strongly agree (SA)

Agree (A)

Netral (N)

Disagree (DA)

Strongly disagree (SDA)

2. Kind of perception

According to Priyeti (2010;10) there are two kinds of perception:

- a. Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively. Positive perception makes the students easy to adapt in a new teaching and learning situation.
- b. Negative perception is perception that describes knowledge (known/unknown) and respond object that perceived negatively (not suitable with the object of perception).

3. Definition of Politeness and Impoliteness

• Politeness

Politeness is best expressed as the practical application of good manners or etiquette. It is a culturally defined phenomenon, and therefore what is considered polite in one culture can sometimes be quite rude or simply eccentric in another cultural context.

Goff-Man's (1959) states that politeness is ways people use to communicate, create, and maintain social rules. Social distance is a prime *characteristic of social rules, and politeness serves to regulate social distance*.

Fraser (1990: 233) states that politeness is a state that one expects to exist in every conversation, participants note not that someone is being polite, this is the norm but rather that the speaker is violating the conversational contract.

In other words, politeness is a form of good deed done by someone to another person. Example of courtesy or politeness is by calling the *Mr* or *mom* to the older person, allowing the older person to enter the room first or eat the food first. Although the form of politeness between nations is different, but the basic is still the same.

- **Impoliteness**

Impoliteness is a human behaviour that is done intentionally or unintentionally impressed not good. This happens because of spontaneously emerging things, such as uncontrollable emotions and high selfishness.

Impoliteness is defined as a language activity aimed at destroying relationships between firms or attacking faces by deliberate counterparts (Bousfield, 2008).

Culpeper (1996: 350) asserts that dishonesty is the opposite of politeness that is "the use of strategies that are designed to have the opposite effect-that of social disruption" or strategies used to undermine social relations among speakers

4. Theory of Politeness and Impoliteness

The basic assumption of Brown and Levinson's (1978) Politeness Theory is that politeness might be seen as something universal, as they describe human beings as rationally-behaving subjects whose ultimate goal is to maintain face. They argued that three aspects of interpersonal situations are universally related to politeness: (a) the relative power of addressee over the speaker, (b) The degree of imposition of the to-be performed act, (c) The social distance between the speaker and the addressee.

Lieberman (2002)) points out that social distance is a type distance that is related to other distances and to level of construal. He said that politeness is associated with a higher level of construal and with greater temporal and spatial distances. Speakers use more polite language when addressing individuals with high status than individuals with equal or low status, when asking for a big favor than a small favor, and when addressing strangers than familiar people (Brown & Levinson, 1987).

Impoliteness comes about when: The speaker communicates face-attack intentionally, the hearer perceives and/or constructs behavior as intentionally face-attacking (Culpeper 2005: 38). Impoliteness generally occurs when speakers of different social strata. Speakers with higher social strata tend to be inconspicuous to speakers with lower social strata.

4. Benefit of Politeness

Politeness, common courtesy, good manners; all of these phrases represent the politically correct and appropriately secularized versions of what the Christian community often refers to as “The Golden Rule.” Luke in Devito(2009) it says, “Do unto others as you would have them to do unto you.” But even if you are not particularly religious, showing common courtesy still carries quite a few benefits.

a. To Avoid Conflict

Politeness can often be used to avoid conflict or to minimize it. Apologizing, which is a classic form of politeness, is an obvious conflict avoider as would be such expressions as you're right, please forgive me, and I was wrong. By being polite you show the other person respect which is likely to lessen any feelings of hostility or even just annoyance. Politeness also helps to create a more positive atmosphere which is likely to help minimize the feelings of conflict and opposition.

b. To Ensure Cooperative Interaction

By being polite you show that you want the interaction to be cooperative and mutually satisfying. If, at the other extreme, you were rude, the conversation would likely last a lot shorter time and end with ill-feeling. Politeness creates more enjoyment and satisfaction and hence is likely to be pursued at greater length.

c. To Manage Impressions

Consider meeting your new supervisor's family. Here, you're likely to be especially polite to create a desired impression. For example, it will make you appear more likable, certainly an impression you'd want to create. Because politeness demonstrates respect for the other person, the person is apt to respond to you with a certain degree of liking. Politeness here will also make you appear more credible--it takes a certain degree of knowledge and experience to demonstrate politeness, again, a desirable impression to create, whether in the workplace or at the singles club.

d. To Establish Power

Sometimes a display of politeness--perhaps more in the nature of etiquette--establishes power especially if the other person does not know the rules of social politeness--for eating in an exclusive restaurant or meeting a group of foreign dignitaries or meeting your romantic partner's parents. A person who lacks a knowledge of the rules of politeness is likely to feel awkward and ill-at-ease, making the person less powerful, less likely to be assertive, less likely to engage in argument or even lively discussion and less likely to order escargot.

e. To Ensure Compliance

Politeness is often a persuasive strategy, designed to influence someone to respond more favorably to your message or to gain someone's compliance. Politeness will function like a lubricant to get the wheels of compliance turning. I know you don't like to lend anyone money, and I understand that, but I thought maybe just this once.. Here, you show respect for the person's negative face needs (practicing what we earlier called negative politeness). Or you might laugh at the person's jokes and compliment the person on having a great sense of humor as a preface to asking a favor. Here you respond to the person's positive face needs to be thought of highly (practicing positive politeness).

f. To Show Deference

Politeness to show deference is probably the function of politeness that comes most quickly to mind and yet, clearly, is not the only function. But, it's an important one. Politeness is often a sign of deference as when a young person addresses an older person with Title + Last Name while being addressed with just First Name or a student addresses a professor with the honorific "professor" but receives a first name in return. In some cultures, this function of politeness is more important than others. In Japan, which is generally used as the society in which politeness rules are most important, one way to show deference is with the bow; a lower status person (say a junior executive) bows lower and for a longer length of time when meeting a higher status person (say the president of the corporation) who bows

relatively little. In many European languages, you show deference by using different pronouns--the more formal pronouns showing greater politeness. In English, as in most languages, you have politeness tags--words like please and thank you--that signal politeness. An overuse or an underuse of these politeness tags may signal not deference but a low social status, a discomfort with the social situation, or a general lack of knowledge of the rules of social interaction.

g. To Be Nice

If you were to ask people why they are polite, they'd probably say something to the effect that it's the nice thing to do--you act politely to be nice without any attempt to manipulate the other person or to create a favorable impression of yourself. However, determining when someone is being polite just to be nice and when someone is being polite for some ulterior motive is another story.

C. METHOD

The participant of this research was the Students of English Department. To determine the participants, the researcher used incidental sampling. The researchers took 20 Students of English department at UKI Toraja as participants. Incidental sampling is a sample determination technique based on chance, is anyone who accidentally/ incidentally meets with the researcher can be used as sample (Sugiyono 2016: 124).

The researcher took the data from students of English department at UKI Toraja using questionnaires that is analyzed by using likert scale. There were 14 statements that consist of 7 positive statements and 7 negative statements.

Table value of positive statement and negative statement :

Statement	Positive	Negative
Strongly agree (SA)	5	1
Agree (A)	4	2
Netral (N)	3	3
Disagree (DA)	2	4
Strongly disagree (SDA)	1	5

In this research, the researcher used descriptive analysis technique to get relative frequency (Sudjana, 1991 :51) as follows:

$$P = \frac{F}{N} \times 100$$

Where:

P= percentages

F= frequency

N= Total respondent x highest value

Based on the questionnaires, the researcher used the following assessment guide and scoring to measure students' perception:

Number of choices = 5

Number of statements = 14

Lowest scoring = 1

Highest scoring = 5

Total lowest score = lowest score x number of statements = 1 x 14 = 14 (14 / 70x 100% = 20%). Total highest score = highest scoring x number of statements = 5 x 14 = 70 (70 / 70x 100% = 100%).

Interval = Range/ category

Range = Total highest score - Total lowest score
= 100%-20%
= 80%

category = 2 (positive dan negative).

Interval = 80:2=40%

To say whether the perception is positive or negative, the following criteria used:

Rating criteria = Total highest score - interval
= 100%-40%
= 60%

Based on the rating criteria above, the researcher used two options to determine the respondents' perception:

✓ Positive (polite) if $P \geq 60$

✓ negative (impolite) if $P \leq 60$.

D. RESULT

The researcher had done this research by questionnaires liker scale. The questionnaires are composed with 14 items and 20 respondents. The research had done at 14 of July till 19 of July 2017. After the researchers give the questionnaires to respondents, finally the researcher found several perceptions about the positive perception and negative perception of lecturer of English department at UKI Toraja. To be more clear about the students' perception toward politeness and impoliteness of the lecturers of English Department at UKI Toraja, the researcher present the finding as following.

Tabel 1. Frequency and percentages (%)

item	Frequency						Percentages (%)					
	SA	A	N	DA	SDA	Total	SA	A	N	DA	SDA	total
1	-	5	5	7	3	20	-	25	25	35	15	100
2	8	9	1	2	-	20	40	45	5	10	-	100
3	2	3	5	8	2	20	10	15	25	40	10	100
4	8	9	2	1	-	20	40	45	10	5	-	100
5	2	7	4	6	1	20	10	35	20	30	5	100
6	1	3	4	10	2	20	5	15	20	50	10	100
7	6	7	2	4	1	20	30	35	10	20	5	100
8	3	4	5	7	1	20	15	20	25	35	5	100
9	7	8	2	2	1	20	35	40	10	10	5	100
10	1	7	3	7	2	20	5	35	15	35	10	100
11	1	5	7	4	3	20	5	25	35	20	15	100
12	7	8	4	1	-	20	35	40	20	5	-	100
13	1	3	5	7	4	20	5	15	25	35	20	100
14	11	6	1	2	-	20	55	30	5	10	-	100

Explanation:

Item 1: Many English lecturers in UKIT use hard words while teaching in class. (*Banyak dosen bahasa Inggris di UKIT menggunakan kata-kata kasar saat mengajar di kelas*).

Based on the table above, there were 5 (25%) respondents choose (A) statement, 5 (25%) respondents choose (N) statement, 7 (35%) of them choose (DA) statement, and 3 (15%) of respondents choose (SDA) statement. After analyzing the data, the researcher conclude that, the respondents' perception are positive (lecturer of English department at UKI Toraja are polite) because $P = 68 \geq 60$.

Item 2: English lecturers in UKIT use neat clothes while on campus. (*Dosen bahasa Inggris di UKIT menggunakan pakaian yang rapi ketika berada di kampus*).

Based on the table above, it shows that most of the respondents argue that lecturer of English department are polite because $P \geq 60$. Next the explanation about choice of respondents: 8 (40%) of respondent said (SS), 9 (45%) of them are (A), 1 (5%) respondents choose (N), 2 (10%) of respondents are (SD), and nothing (0%) respondents said (SDA). The result of data analysis shows that $P = 83\%$.

Item 3: Most of English Lecturers in UKIT use excessive accessories while teaching on campus. (*Kebanyakan Dosen bahasa Inggris di UKIT menggunakan aksesoris yang berlebihan ketika mengajar di kampus*).

From 20 respondents, 2 (10%) respondents said (SA) with the statement, 3 (13%) choose (A) statement, 5 (25%) of them choose (N) statement, 8 (40%) of respondents are (DA) statement, and the other (2=10%) of respondents said (SDA) with the statement. From the data, the researcher found that $P = 65\%$, so the result of the statement is positive ($65 \geq 60$).

Item 4 : English lecturers in UKIT use appropriate accessories while on campus. (*Dosen bahasa Inggris UKIT menggunakan aksesoris yang pantas ketika berada di lingkungan kampus*).

From 20 students of English department as respondents, there were 8 (40%) of respondents choose (SA) statement, 9 (45%) of them choose (S) statement, 2 (10%) of respondents choose (N) statement, (DA) statement choosing by 1 respondent and

nothing respondents choose (SDA)statement. Based on the data above, the researcher have found that $P=84\%$ (≥ 60). It means that the respondents said if lecturers of English department at UKI Toraja are polite.

Item 5 : *Many of English lecturers in UKIT smoke and eat during the teaching-learning process.* (Banyak diantara dosen Bahasa Inggris di UKIT merokok dan makan saat proses belajar-mengajar berlangsung).

Based on the data that the researcher found from respondents, 2 (10%) of respondents said (SS) with the statement, 7 (35%) of them said (S), 4 (20%) said (N), 6 (30%) said (DA), and only 1 of them said (SDA) with the statement. From explanation above, the researcher conclude that the respondents' perception toward English lecturers at UKI Toraja are negative (impoliteness) because $P= 57\%$ (≤ 60).

Item 6 : *English Lecturers at UKIT publicly admit students in excess.* (Dosen Bahasa Inggris di UKIT menegur Mahasiswa di depan umum secara berlebihan).

The data that found by researcher are as follows: 1(5%) of respondent choose (SA) statement, 3 (15%) of them choose (S) statement, 4 (20%) of respondents choose (N) statement, and there were 10 (50%) of respondents choose (DA) statement, instead of them choose (SDA) statement. The researcher count the data and the result is $P= 69\%$ (≥ 60), so the researcher conclude that the respondents said that English lecturers at UKI Toraja are polite.

Item 7 : *English lecturers at UKIT rebuked the students with courtesy.* (Dosen bahasa Inggris UKIT menegur mahasiswa dengan santun).

Based on the table above, it shows that most of the respondents argue that lecturers of English department at UKI Toraja are polite because $P\geq 60$. Next the explanation about the statement: there were 6 (30%) of respondents said (SS), 7 (35%) of them said (S), 2 (10%) of them said (N), 4 (20%) said (DA), and there were 1 of respondent said (SDA). Based on the data above, the researcher found that $P=73\%$ (≥ 60). It means that the respondents said if lecturers of English department at UKI Toraja are polite.

Item 8: *English lecturers at UKIT insinuate the less-loved students.* (Dosen bahasa Inggris di UKIT menyindir siswa yang kurang di senangi).

The data that found by researcher are as follows: 3(15%) of respondent choose (SA) statement, 4 (20%) of them choose (S) statement, 5 (25%) of them choose (N) statement, 7 (35%) of respondents choose (DA) statement, and there were 1 (5%) of respondent choose (SDA) statement. The researcher found that $P = 59\% (\leq 60)$, so the researcher conclude that the respondents said that English lecturers at UKI Toraja are impolite.

Item 9: *English lecturers at UKIT can be role models for lecturers in other lecturers.* (Dosen bahasa Inggris UKIT dapat menjadi teladan bagi dosen di jurusan lain).

The data that found by researcher are as follows: 7(35%) of respondents choose (SA) statement, 8 (40%) of respondents choose (S) statement, 2 (10%) of respondents choose (N) statement, 2 (10%) respondents choose (DA), and only 1 (5%) of them choose (SDA) statement. Based on the data above, the researcher found that $P = 78\% (\geq 60)$. It shows that the respondents argue that lecturers of English department are polite.

Item 10: *English lecturers at UKIT often underestimate the ability of students when giving opinions in the classroom.* (Dosen bahasa Inggris diUKIT seringkali meremehkan kemampuan mahasiswa ketika memberi pendapat di dalam kelas).

The data that found by researcher are as follows: 1(5%) of respondents choose (SA) statement, 7(35%) of respondents choose (S) statement, 3(15%) of respondents choose (N) statement, 7(35%) of respondents choose (DA) statement, There were 2(10%) of the respondents choose (SDA) statement. Based on the data above, the researcher found that $P = 59\% (\leq 60)$. From explanation above, the researcher conclude that the respondents' perception toward English lecturers at UKI Toraja are negative (impolite) because $P = 59\% (\leq 60)$.

Item 11: *English lecturers at UKIT never eat in the classroom when learning is taking place.* (Dosen bahasa Inggris di UKIT tidak pernah makan di dalam kelas ketika pembelajaran sedang berlangsung).

Based on the table above, it shows that only 1 (5%) of respondent said (SS), 5 (25%) of respondents choose (S) statement, 7 (35%) of them said (N), and then 4 (20%) of respondents said (DA) and the other respondents (3=15%) said SDA. Based on the data above, the result is perception of respondents are negative because value of $P = 57\% (\leq 60)$.

Item 12: *English lecturers at UKIT have good words in teaching.* (Dosen bahasa Inggris UKIT memiliki tutur kata yang baik dalam mengajar).

From 20 students of English department as respondents, there were 7 (35%) of respondents choose (SS) statement, 8 (40%) of respondents choose (S) statement, 4 (20%) of respondents said (N), and only 1 (5%) of respondent said (DA). Based on the data above, the researcher found that $P = 81\% (\geq 60)$. It means that the respondents said if lecturers of English department at UKI Toraja are polite.

Item 13: *English lecturers at UKIT often use inappropriate titles or nicknames or discredit students.* (Dosen bahasa Inggris di UKIT seringkali menggunakan sebutan atau julukan yang tidak pantas atau memojokkan mahasiswa).

In the statement, the researcher concluded that respondents' perception is positive (lecturers of English department at UKI Toraja are polite). That conclusion is according to the data below: From 20 students of English department as respondents, only 1 (5%) of respondents choose (SS) statement, 3 (15%) of respondents are (S), 5 (25%) of them said (N), and statement (DA) choosing by 7 (35%) respondents, and statement (SDA) choosing by 4 (20%) of respondents. The result according the data above is $P = 70\% (\geq 60)$.

Item 14: *English lecturers at UKIT have always been a good example for students in terms of dress.* (Dosen bahasa Inggris di UKIT selalu menjadi contoh yang baik bagi mahasiswa dalam hal berpakaian).

From the statement above there are 11(55%) of respondents choose (SA) statement. It's mean that many students choose that statements in the other hand, 6(30%) of respondents choose (A) statement and then 1(5%) of respondents choose (N) statement, 2(10%) of respondents choose (DA) statement and no one students choosing (SDA) statement. After counting the result from the data above, it is found that P=86% (≥ 60). It means that the respondents argue if lecturers of English department at UKI Toraja are polite.

E. CONCLUSION

Based on the data analysis on the previous part, the researcher conclude that the most of the students' have positive perceptions about politeness and impoliteness of the lecturers of English Department at UKI Toraja, it means that lecturers of English department at UKI Toraja are polite.

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